Professional Identity Construction of Turkish EFL Teachers from the Pre-Service to the In-Service Stage: A Case Study

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ABSTRACT

Identity construction has long been of interest to researchers investigating teacher education and applied linguistics in terms of its large contribution to the professional development of teachers as they move from observation into supervised teaching and beyond. A great deal of research has shown that identity construction is a dynamic and multifaceted phenomenon that allows teachers to take ownership of their professional work and instils confidence and a desire for improvement. Furthermore, the development of teachers' identities is important because a maladjusted professional identity can create negative repercussions for the teacher, students and institution. However, few studies have explored the professional identity development of novice English teachers who are non-native speakers of the language longitudinally.

Thus, using a longitudinal case inquiry, this study reports on the professional identity construction trajectory of five novice teachers as informed by sociocultural perspectives in language teacher education in Turkey. Specifically, the study investigated the experience of five teachers during their pre-practicum, practicum and in-service phases and how these experiences affected their emerging professional identity-in-practice by highlighting the contextual constraints, personal challenges and community relationships they encountered. Data collection methods included participants' reflective teaching narratives about the three phases, the teaching diaries they kept during their practice teaching and semi-structured interviews as well as supervisor field notes.

The findings indicated a gentle and gradual transition occurred from an imagined

context to the reality of teaching by realising the gap between theory and practice. This transition suggests an interwoven relationship between changes in the student teachers' identities and modifications in their classroom practices. Accordingly, teachers may adapt and find ways of mitigating external difficulties through identity development.

Keywords: identity construction, novice teacher, sociocultural perspectives, longitudinal inquiry, pre-practicum, practicum, in-service phase.

ÖZ

Kimlik inşası, öğretmenlerin profesyonel gelişimlerini gözlemden ve öğretimlerinin denetimlenmesinin ötesinde öğretmenlerin mesleki gelişimine büyük ölçüde katkı sağlayarak, öğretmen eğitimi ile ilgili çalışmalarda ve uygulamalı dilbilim çalışmalarının uzun süreden beri odak noktası haline gelmiştir. Çok sayıda araştırmalar, kimlik inşasının öğretmenlerin mesleklerine sahip çıkmalarına, kendilerini geliştirme arzusu ve güven duygusu kazanmalarına olanak sağlayan dinamik ve çok yönlü bir olgu olduğunu göstermektedir. Dahası, öğretmenlerin mesleki kimliklerinin gelişimi önemlidir, çünkü uyumsuz bir mesleki kimlik; öğrenci, öğretmen ve kurum için olumsuz etkiler yaratabilir. Bununla birlikte, az sayıda çalışma, ana dili İngilizce olmayan mesleğe yeni başlayan İngilizce öğretmenlerinin mesleki kimlik gelişimlerini uzun süreli ve boylamsal bir açıdan araştırmıştır.

Bu sebeple, bu çalışma boylamsal bir vaka araştırması olup, Türkiye'de dil öğretmeni yetiştirme eğitimindeki sosyokültürel ve post-yapısal bakış açılarından yararlanarak mesleğe yeni başlayan beş öğretmenin mesleki kimlik inşasının yörüngesini rapor etmektedir. Özellikle, bu çalışma katılımcı beş öğretmenin uygulama öncesi, uygulama esnası ve hizmet-içi aşamalarındaki deneyimlerini ve bu deneyimlerin, karşılaştıkları bağlamsal kısıtlamaları, kişisel zorlukları ve çalışma ortamında ilişkilerini vurgulayarak ortaya çıkaran mesleki kimliklerini nasıl gerçekleştirdiklerini incelemektedir. Veri toplama yöntemleri, katılımcıların üç aşamayla ilgili yansıtıcı anlatıları, uygulama sırasında tuttukları günlükleri ve yarı yapılandırılmış görüşmelerin yanı sıra danışman olan araştırmacının alan notlarını içermektedir.

Bulgular, bu çalışmada ki katılımcı öğretmenlerin sınıf içi uygulamalardaki mesleki kimlik değişimleri ve kimlik uyarlamaları arasındaki iç içe geçmiş ilişkiyi tanımlayan teori ve pratik arasındaki farkı kavrayarak, öğretimin hayali olarak oluşturulmuş bir yapıdan gerçek yapıya doğru yumuşak ve kademeli bir şekilde geçiş olduğunu göstermektedir. Buna göre, öğretmenler uyum sağlayabilir ve mesleki kimlik geliştirme yoluyla dış zorlukları azaltmanın yollarını bulabilirler.

Anahtar Kelimeler: kimlik inşası, mesleğe yeni başlayan öğretmen, sosyokültürel bakış açıları, boylamsal sorgulama, staj öncesi, staj, hizmet-içi aşama.

DEDICATION

I dedicate this work to all my school teachers, professors, students, friends, family and colleagues whose lives touched my mind and heart.

I especially dedicate this work to the memory of **Mustafa Kemal ATATÜRK** with heartfelt gratitude and love for his following inspirational saying:

"Teachers are the one and only people who save nations."

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LIST OF ABBREVIATIONS

CoP	Community of Practice
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTE	English Language Teacher Education
ESL	English as a Second Language
HEC	Higher Education Council
KPSS	Public Service Personnel Selection Exam
LTI	Language Teacher Identity
L2	Second Language
MoNE	Ministry of National Education

Chapter 1

INTRODUCTION

1.1 Presentation

This chapter presents the background of the study, the rationale of the thesis and the statement of the problem. Next, the chapter outlines the purpose of the study and the research questions that guided the research, followed by the significance of the study. The chapter ends with an overview of the key terms used throughout this dissertation.

1.2 Background of the Study

Over the past three decades, there has been a growing interest of research in applied linguistics on teacher identity (e.g., Cummins, 1996; Wenger, 1998; Danielewicz, 2001; Beijaard, Meijer, & Verloop, 2004; Tsui, 2007; Kanno & Stuart, 2011; Norton, 2013; Barkhuizen, 2017; Yazan, 2018; Yazan & Lindahl, 2020), which is still a subject for research (Ha, 2008; Norton & Toohey, 2011; Kayı-Aydar, 2019). In various nations, the desire to improve education, and as a consequence teacher education, has been a long-standing priority (Karagözoğlu, 1991; Seferoğlu, 1996; Çakıroğlu & Çakıroğlu, 2003; Yiğit, 2012). Education reform has been a recurring event in many locations, and within recent decades, the study of teachers' identity development has significantly expanded as an area of focus within educational studies. Efforts to understand the relationship between professional identity and factors contributing to identity have proliferated.

The notion of identity has been widely examined by focusing on various dimensions,

such as linguistic identity concerning the dichotomy of nativeness (Pavlenko, 2003), professional knowledge and competence and personality traits associated with an individual (Graves, 2009). Gee (2000) defined identity as a way individuals make sense of others, the perception of a person acting within a specific context as a "certain kind of person" (p. 99). Similarly, several studies have considered the concept of identity in terms of sociocultural perspectives, mostly drawing upon Wenger's (1998) communities of practice (CoP) to explore the development of identity in particular social contexts. Danielewicz (2001) stated the central concept of understanding "identity as malleable, subject to invention, created by individuals and others, flexible and sensitive to social contexts" (p. 3).

Besides sociocultural perspectives on identity studies, researchers have begun to explore identity in terms of poststructuralist perspectives following the seminal work of Bonny Norton (at the time of publication Bonny Norton Peirce) (1995) on language learner identity. This has led to a shift in focus from learner identity to teacher identity. As Varghese et al. (2005) expressed, "the teacher too was not a neutral player in the classroom, but on the contrary, her positionality in relation to her students, and to the broader context in which the teacher was situated was vital" (p. 22). Accordingly, teacher identity has attracted burgeoning attention in the field of language teacher education to understand professional identity development (Duff & Uchida, 1997; Tsui, 2007). In line with this, Day (2011) explained that identity is the way that individuals conceptualise themselves and the way they conceptualise their perception by others; identity has become particularly useful in understanding the relationship between teachers' experiences and their practice, especially when considering the tensions between attaining competency and the teacher's reflective practice.

Lave and Wenger (1991) and Wenger (1998) defined the concept of identity through their concept of *situated learning theory*; this theory draws on a sociological perspective in defining identity as a process that is social and takes place through practice in the environment of the classroom and the school. The theories of learning-in-practice (Lave, 1996) and identities-in-practice (Lave, 1996; Wenger, 1998) are foundational to contemporary teacher identity studies. The learning-in-practice approach emphasises the need for novice teachers to have complete involvement in the educational context and to have an understanding of CoP to develop an effective professional identity. Through a process of engagement, the new teacher develops skills of teaching, communicating with others in the community, and adaptation to the community context and expectations.

Additionally, Norton (2013) noted that identity can be understood as "the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p. 4). Within such an understanding, identity is mutable and forms over time; it may also be different within specific contexts. Norton (2013) also stated, "an imagined community assumes an imagined identity, and a learner's investment in the target language can be understood within this context" (p. 3). Along with this view, Xu (2012) characterised particular stages of a teacher's professional development that contain their imagined identity – one that contains their idealised identity and their practised identity they use when following the established routines for teaching practices.

Focusing on the theories of Wenger (1998) and Norton (2013), this present study equates professional identity with teacher identity, interchangeably, under the term

language teacher identity (LTI). Hence, the concept of professional identity in this study adopted Barkhuizen's (2017) comprehensive LTI definition:

> Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical – they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over-time – discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online. (p.4)

Considering this comprehensive definition includes different perspectives on LTI, teacher identity construction can be viewed as a multifaceted and complex individual process for new teachers. In this regard, the study aimed to explore professional identity construction of five English as a foreign language (EFL) teachers in a Turkish context through a longitudinal perspective from their pre-service teacher education to in-service teaching.

1.2.1 English Language Teaching Education Programmes in Turkey

Since the Higher Education Council's (HEC) foundation in 1982 in Turkey, major educational reforms have occurred in the nation (Karagözoğlu, 1991; Seferoğlu, 2004; Nergis, 2011; Toköz Göktepe, 2015). The HEC is the central body that governs all the teacher education programmes across the nation. Among the required standards for a language teacher in Turkey is the completion of a 4-year university degree programme in a related department in the Faculty of Education (İnceçay, 2011; Kandemir & Akar, 2018). Besides the degree programme, language teachers are also required to pursue subject-specific and pedagogic courses suggested in the curriculum. The reforms and standards aim to influence a unified pre-service teacher education model.

Admission to the English language teacher education (ELTE) programme requires passing the English Language Proficiency Test and a set minimum score in the nationwide university entrance exam. The content of the courses at the ELTE is composed of three types: *content knowledge* (48%), *pedagogical knowledge* (34%) and *general culture* (18%) (Öztürk & Aydın, 2018). The programme is structured to ensure that each year, EFL teachers build competence, skills and knowledge. The first year of the programme is designed to facilitate the improvement of language skills of the learners (Ulum, 2015). The first year has usually 10 courses, with three or four centred on improving pre-service proficiency in skills such as reading, listening, writing and speaking. In the second year, the programme transitions to developing a knowledge base on linguistics and literature. In the third year, the students focus on developing teaching language skills. The final year of ELTE focuses on the transformation of theory into practice, with a central focus on teaching practice through school experience and practice teaching in assigned public schools by the Ministry of National Education (MoNE). The 4-year education programme is comprehensively structured to build competent and skilled EFL teachers.

ELTE is not exempt from the influences of the HEC's policies and emerging trends and approaches in education. ELTE is a new independent field of expertise since the early years of the millennium (Mahalingappa & Polat, 2013). Today, teachers are positioned in a dynamic environment and expected to participate in professional growth and development. Turkey's education policies have an impetus focus on teacher-education programmes, especially for ELTE (Öztürk & Aydın, 2018). The rationale for pressure in the programme is attributable to recent developments in foreign language teaching policies. In Turkey, there is an increasing growth in English

preparatory programmes at the primary and secondary education levels. The rapid growth in the demand for English learning influences the need for competent and qualified teachers to facilitate effective learning. To meet this demand, the government continues to make changes in their policies and personnel (Kırkgöz, 2007; Nergis, 2011). However, it is challenging to develop and stabilise an approach to teacher education with so many changes unceasingly being made. As Gu (2013) noted, the teacher's professional identity is a crucial aspect of becoming a teacher, yet such an identity is also ultimately contingent on a sociocultural context. The political and administrative environment of Turkey has a direct impact on the way that schools are run (Işık, 2008; Nergis, 2011). With many changes to the expectations of language teachers in Turkey and their training, the issue of a teacher's identity development may be additionally complicated due to the frequent policy shifts.

1.3 Statement of the Problem

The first year of teaching is critically important, as the new teacher transitions from an academic to a professional environment; nevertheless, few studies exist that focus on the shift from student teacher to novice teacher (Veenman, 1984). One critique of many training programmes is that they have not equipped student teachers with sufficient preparation and skills to address the problems they will face (Farrell, 2003). Moreover, new teachers feel so underprepared they focus on classroom management and their own survival and only become aware of students' needs as learners at the end of their practicum phase (Rust, 1994; Numrich, 1996).

As novice teachers of a second language develop their identities, they also encounter various problems in social, contextual and psychological domains. As they learn to teach, they learn to alter their behaviour to fit within the educational context,

particularly within classroom environments (Doyle, 1977). Research in this area focuses on identifying those challenges faced by student teachers so that the teacher educators can address these problems as first-year teachers, and then move from the study of education and practicum into the classroom environment.

Another difficulty faced by new teachers is that they have not developed a schema for managing and understanding issues arising during instruction (Johnson, 1992). Therefore, some of these teachers do not have solutions ready for dealing with the problems; additionally, they tend to rely heavily on theory and may have difficulty with addressing immediate, dynamic changes in the classroom. Some have argued that due to the lack of experience-based context most novice teachers possess, they do not yet have a perspective that allows for pedagogical decisions in problem-solving (Voss, Yler, & Yengo, 1983). Tsui (2009) highlighted the difficulty novice teachers have with creating connections between curriculum modules as they lack a holistic understanding of the objectives. Instead, novice teachers focus on the modules individually, creating confusion for some students (Tsui, 2009).

A potential issue occurring within the context of teacher training in Turkey is that the practicum may not adequately prepare student teachers for the reality of teaching in the classroom (Atay, 2007). Further, its structure may bring additional challenges to student teachers as they attempt to match their identities, honed through pedagogical theory and their imaginations, into the reality of teaching practice for which they are unprepared (Farrell, 2003; Nguyen, 2017).

The practicum also may not provide ample teaching time for students to develop their skills and build their confidence (Farrell, 2003). The teaching practice ideally permits

teachers to work autonomously (or in the case of student teachers, semi-autonomously) and gain sufficient experience to observe patterns of student behaviour and how they respond teachers' decisions within the classroom.

Karakaş (2012) found that teachers who had been through the programme felt theory and practice were not integrated and that practice opportunities were too limited. A primary concern was many novice teachers had not gained adequate experience through the practicum and thus were more likely to be in a position of uncertainty when they began their in-service teaching. The transition from practicum to in-service teaching may be jarring for novice teachers educated in such a system, as they move from very little, closely supervised classroom experience to their first teaching assignment (Farrell, 2009).

In response to these issues, Karakaş (2012) recommended improving the amount of time allotted to teaching during the practicum phase of training. Furthermore, though a mentorship programme has recently been implemented that pairs novice teachers with experienced teachers, mismatches may occur between mentors and novices that further impact a new teacher's developing identity. When issues of power or contextual limitations are imposed, novice teachers may have difficulty in forming their identities (Gu, 2010). In contrast, a more organic, freely chosen style of mentorship may be beneficial for some student teachers.

In conducting research to address these issues, it is important to focus on the needs of novice teachers, particularly in the crucial first year in the classroom. Among the issues facing new teachers, developing an identity is central. Primary factors associated with identity development include teaching with the perspective of a learner and interaction

with the community of teacher educators, mentors, supervisors and others. In line with this, According to Farrell (2009), three factors are primary in the professionalisation and identity formation of teachers: (a) previous understandings of teaching, (b) the values and emphases conveyed in their teaching education programme and (c) the community socialisation factors acting on novice teachers. This is the structure influencing a new second language (L2) teacher's perception of their professional identity. Thus, the identity of a new teacher can be understood as an "identity-in-practice" (Lave & Wenger, 1991).

1.4 Purpose of the Study

Teaching EFL can be particularly challenging due to a variety of social, educational and cultural elements in this context. Within Turkey, specifically, teaching education and the regulation of education has undergone multiple and extensive changes over time, with recent legislation indicating that student teachers in training should be closely supervised by mentor teachers in their crucial first year of teaching. The expectation is that this approach will provide them with teaching experience and needed supervision as they learn through doing, as many teacher-training programmes permit only limited experience and provide mainly theoretical knowledge.

Of particular importance in Turkey (as in many other countries) is the teaching practicum, which transitions student teachers into a teaching context by providing them with classroom experience. Such experience is central to the development of teaching identity, as a gap exists between theoretical knowledge and that gained through experience in the classroom. While both theory and practice are of importance, a process of mitigating problems and challenges occurs through the work of teaching in the classroom, and one might argue that even the best-prepared student teachers do

not have a full understanding of the process of teaching. While classroom exposure is important, so, too, is the amount and quality of such exposure, and the syllabus should calibrate the structure of the programmes to the needs of the students.

Therefore, this study aimed to explore the impact of the transitional period from student teacher to novice teacher by investigating the influences and dimensions on a teacher's identity. Particularly, this study aimed to measure the efficacy of the teachers training preparation in Turkey by focusing on the structure of such programmes. Through a longitudinal approach examining the experiences of five teachers in training during their pre-practicum, practicum and in-service phases, the study considered the impact of the practicum on teacher identity formation within the context of Turkey.

This research study also aimed to generalise the results drawn from this small case study to provide the basis for recommendations for future teacher-training programmes within the context of Turkey. The aim was specifically on EFL teacher training at the pre-service level in Turkey, although comparisons may be drawn with EFL educator training in other countries and teacher training in Turkey more generally.

Researchers and pre-service EFL teachers alike need to develop an understanding of their professional identity construction at various points in the transitions of their early careers; through such understanding, individuals develop a sense of ownership over their professional selves and their career identity as an EFL educator (Forde, McMahon, McPhee, & Patrick, 2006). Therefore, the study followed students through their transitional phase from a theoretical-based student identity as a pre-service EFL teacher to the practice-driven professional identity as an early-career teacher of EFL in Turkey. By focusing on pre-service EFL teachers completing their student

practicum phase, a relatively uniform group of study volunteers was sourced and compared. Notably, of the five students involved in data collection for the study, not all were undertaking practicum work in the same classroom or at the same school; thus, each individual's practicum classroom, mentorship and experience differed. Nevertheless, once pre-service teachers enter diverse professional teaching environments, their geographical, sociocultural and professional environments and perspectives will be much less homogenous than they were at the pre-service phase, making comparisons more difficult.

In terms of methodology, the study involved significant reflective practice on the part of the researcher, with the potential to develop a far greater understanding of identity construction in general and educational identity construction more specifically and how this relates to EFL teachers in Turkey. A refining of the epistemological focus and understanding on the part of the researcher – in addition to development and assessment of individual and cultural-level pedagogical philosophy – is, therefore, an outgrowth of the current research and a common outcome in terms of focus (Kubanyiova, 2012).

Another purpose of this study was to understand how a professional identity is constructed at the pre-service level and to contextualise the professional identity construction at this level with historical and contemporary data relating to professional identity construction throughout a teacher's career. A primary purpose was to understand how a professional identity is constructed by pre-service teachers and examine how this construction could be guided and developed better via teacher-training efforts. To accomplish this, the study explored the interconnected personal, professional and sociocultural identities of pre-service teachers, together with their

prevailing beliefs, assumptions, interpretations and perceptions that causally flow – at least in part – from their personal, educational and professional experiences. Thus, the research is situated in the field of EFL education and teacher training, specifically in the context of Turkey.

This research contributes to the extant body of research and literature in this defined field, with hopes that recommendations will be useful in the Turkish context and other countries. I aimed to deepen and broaden the understanding of EFL student teachers regarding their career choices and professional identity construction in their work. In Turkey and elsewhere, the focus of EFL teacher training has been primarily on students' acquisition of knowledge, rather than upon practical experience, reflection and feedback to aid in a teacher's development in the classroom context. Therefore, this study aimed to increase the understanding of professional practice and philosophy in the classroom as it relates to pre-service EFL teachers' professional identity construction. The hope is that greater information and understanding of these elements will aid the efficiency and depth of practicum experiences in the future, as these are crucial parts of preparing pre-service EFL teachers for their active educational careers.

1.5 Research Questions

This study investigated the identity development of a group of five teachers in training through three phases: pre-practicum, practicum and in-service, with a particular emphasis on the role of the practicum. In considering identity formation, the study draws upon several specific theories (Wenger, 1998; Norton, 2013). The following questions guided the research study:

1. How do the EFL teachers perceive their professional identity?

    a) at the pre-service stage?

b) at the in-service stage?

2. What kind of professional identities do the novice teachers demonstrate throughout the stages of becoming teacher?

1.6 Significance of the Study

The study of teachers' education has seen a shift from an emphasis on traditional constructivism to more socioculturally biased, critical approaches; this shift has resulted in an additional emphasis on teachers' identities, particularly that of new teachers. Within this context, Britzman (1991) articulated the difference between identity and role as concepts: identity is an individual commitment, whereas a role is a public function prefaced by exterior demand. Identity development is essential to becoming a teacher (Danielewicz, 2001). As Calderhead (1992) wrote, "the novice becomes socialised into a professional culture with certain goals, shared values and standards of conduct" (p. 6). With this shift in theoretical interest towards these perspectives in identity development, research has also shifted to focus more on practice, discourse and socialisation; new concepts involving identity have emerged in the study of teacher education, for instance, identity-in-practice, identity-in-discourse (Varghese et al., 2005; Singh & Richards, 2006) and identity-in-activity (Cross & Gearon, 2007). The research trends illustrate the importance of identity development, yet they have presented the nuances and difficulties in identity development and helped researchers to explore identity shifts from student teacher to *real* teacher. Such an understanding would also aid researchers and educators in isolating the most effective components of teaching education programmes.

A particular issue arising in such work is one that is also the focus of this study: the role of practice in the identity formation of new teachers during this period of

transition. The identity-in-practice model, according to Varghese et al. (2005), indicates pedagogical performance shapes the agency of teachers, which relates to the community of practice, particularly when considering the impact of socialisation and the role of mentors. This approach weighs internal and external elements that can affect the development of identity, aiming to include all such factors. The identity-in-practice approach defines identity as a psychological self-image that is formed through socialisation in an institutional context. However, Lave and Wenger (1991) and Wenger (1998) defined the concept of identity-in-practice differently through their concept of situated learning theory; this theory draws on a sociological perspective in defining identity as a process that is social and that takes place through practice in the environment of the classroom and the school. The theories of learning-in-practice (Lave, 1996) and identities-in-practice (Lave, 1996; Wenger, 1998) are foundational to contemporary teacher identity studies. The learning-in-practice approach emphasises the need for novice teachers to have complete involvement in the educational context and to have an understanding of CoP to develop an effective professional identity. Through a process of engagement, the new teacher develops skills of teaching, communicating with others in the community and an adaptation to the community context and expectations.

However, learning-by-doing and learning-in-practice are often considered to be oppositional, with the first emphasising learning and the second emphasising practice. Within the context of identity-in-practice (Lave, 1996; Wenger, 1998), identity is framed as a developing skill contingent on the social setting and the novice teacher's involvement in the community. With this in mind, Lave (1996) claimed participation in *learning-to-become projects* is essential to becoming an L2 teacher. According to

the identity-in-practice model, the relationship between the inner processes contributing to identity and the external expectations of the community results in the professional identity; the belief that shared knowledge constructs discourses allowing for further shared meaning, knowledge and experience is prevalent. According to Singh and Richards (2006), experimentation with new identities, protracted teaching experiences and optimal classroom atmosphere are all elements developing from CoP. Creating a context in which student teachers are more able to question and revisit rationales for their teaching choices would permit the student teacher to experiment more with their identity, allowing for a more dynamic and authentic formation. Hedgcock (2009) noted such environments and communities permit the sharing of pedagogical knowledge and reconstruction of practices and identity. With these factors in mind, research exploring the identity formation process of student teachers in practice, particularly considering the impact of sociocultural perspectives, is of value.

Though teacher-training programmes have been the focus of much research, and some studies have focused on such programmes in Turkey, few have focused longitudinally on more than a few candidates. Additional research is needed to understand the role of the practicum in teaching programmes, particularly in an EFL context like Turkey. Both the length of time involved in the study and the number of participants provide a more robust opportunity to explore the structure of Turkish teacher training and its relationship to identity.

Furthermore, through focusing on the practicum as a crucial phase of training, the study was expected to yield a more thorough picture of the role of practicum concerning identity development. From the experiences and thoughts of the teacher candidates, the efficacy of the practicum and ways to improve training programmes

can be understood. The research contributes to the scholarly understanding of EFL student teachers' self-interpretation and identification of themselves in terms of professional identity construction at the pre-service point of their teaching careers through the initial years of their in-service teaching. Xu (2012) indicated that few extant studies have considered pre-service or inexperienced teachers specifically in terms of professional identity construction, as more commonly this has been studied in the context of experienced teachers in active service. This present research seeks to fill this gap by considering how pre-service teachers themselves act to construct a professional identity in the EFL field.

1.7 Definitions of Terms

The following terms are frequently used throughout the study and need to be specifically defined as they might relate to different meanings to the reader.

English as a Foreign Language (EFL): When the English language is taught in the "formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication" (Richards & Schmidt, 2011, pp. 196-197).

English Language Teacher Education (ELTE) Programme: The approved course of study and practice through a university or elsewhere. In the context of this study, such programmes are overseen by the Turkish MoNE and require at least thirty-one hours per week of instruction and practice time.

Induction: A programme to provide guidance and support to early career teachers to empower them to be a competent teacher (Manuel, 2003) through mentoring and/or various professional development activities.

In-Service Teachers (Novice Teachers): Newly qualified teachers who begin working as teachers in an educational setting after completing the teacher education programme at the university.

Mentor: The experienced teachers who are responsible for giving feedback, support and assessing the student teachers throughout their practicum by collaborating with the supervisor teacher. Mentor teachers provide "one-to-one, workplace-based, contingent and personally appropriate support for the person during their professional acclimatisation (or integration), learning, growth and development" (Malderez, 2009, p. 260).

Pre-Practicum: The period when student teachers are not yet actively teaching and are learning about education in a theoretical sense throughout teacher education programme at the university.

Practicum (Practice Teaching): The time when students are still studying pedagogy in the pre-service teacher education programme but are also beginning to teach for limited amounts of time under the supervision of an experienced teacher - *mentor*. During their final year of the teacher-training programme, students are also observing the mentor in the classroom. This requirement "is intended to give student teachers the experience of classroom teaching, an opportunity to apply the information and skills they have studied in their teacher-education programme and a chance to acquire basic teaching skills" (Richards & Schmidt, 2010, p. 589). Also, the practicum "usually involves supervised teaching, experience with systematic observation and gaining familiarity within a particular teaching context" (Gebhard, 2009, p. 250). For the practicum, at least two pre-service teachers are advised to collaborate to observe their

peer’s teaching practices and reflect on their own in the assigned classroom under the supervision of their mentor and supervisor.

Pre-Service Teachers (Student Teachers): The teacher candidates who are enrolled in an English language teaching programme at the university and are engaged in the practicum to become teachers but are not yet certified.

Professional Identity (Teacher Identity, Language Teacher Identity [LTI]): The way individuals make sense of others, the perception of a person acting within a particular context as a “certain kind of person” (Gee, 2000, p. 99). A teacher’s identity will alter and shift over time, with their identity after they have taught for some time being very different from the identity they had as starter teachers (Beijaard et al. 2004; Mercer, 2011). A teacher’s professional identity is also described as “the influences on the teachers, how individuals see themselves and how they enact their profession in their setting” (Varghese, 2001, p. 212). The terms of ‘teacher identity construction’ and teacher identity formation’ are used interchangeably in this study.

Supervisor (University-based Supervisor): The teacher trainer in the education programme who assess “through observation whether practicum practices are ‘performed correctly’ or not, passing on his or her assessment and giving the trainee advice on what to improve on and how to do better next time” (Malderez, 2009, p. 259).

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter, the literature review, presents the conceptualisation of key aspects related to teacher education and professional development, teacher knowledge and beliefs, self and identity and reflective practice that contribute to the construction of teacher identity. The focus is then narrowed to teacher identity studies within the field of education, with specific contemplation of how professional identity construction occurs among professional teachers. The role of professional development in affecting and shaping a professional identity is then considered regarding the extant literature regarding professional development practices relevant to the development of professional identity. Some theoretical frameworks of teacher identity are also outlined, with specific deliberation of the social theory of learning, identity construction theory, imagined and practised identity and discrepancy theory.

2.2 Conceptualisation of Key Aspects

2.2.1 Teacher Education and Professional Development

The impact of teacher-education programmes on the professional development of teachers' identities has continued to be a widespread subject of academic interest. Teacher educators and researchers commonly recognise education and practice opportunities provided to student teachers impact their identities and careers, and so these have continued to frame the subject in a position of importance in much professional research. Thus, as the experiences and education of student teachers will

greatly impact their perception of themselves and their understanding of teaching, teacher-education programmes naturally have a close relationship with the development of professional identity. Such programmes should be carefully examined and reviewed in the professional literature to assess their effectiveness and to better understand their impact on identity.

The most critical element in the current dynamic English as a second language (ESL) and/or EFL educational environment is related to the ability of schools and education systems to develop their employees. As education, particularly ESL education, takes place in an increasingly globalised environment, the ability to acquaint educators with relevant skills and professional identity is essential (Achoui, 2009). Kock and Ellström (2011) considered training as a means to enhance the efficiency and effectiveness of a school's teaching workforce. In discussing training and development, Jackson (2008) stated that individuals benefit immensely from participating in programmes relating to training and development. This is particularly relevant to the realm of education and teacher development and training as it relates and responds to changing professional, situational and personal identity factors.

The construction and development of professional identity are inextricably linked to teachers' education, training and development overall. Day and Kington (2008) indicated that a teacher's professional identity construction will typically affect how committed and motivated they are in the workplace while also predicting their overall efficiency and effectiveness, job satisfaction and overall sense of purpose. Bucholtz and Hall (2005) indicated that specific beliefs about professional roles and expectations of teaching commonly exist at different points in a teacher's career. The expectations and identities of these teachers typically change as they progress from

pre-service to in-service teachers, and then on to become experienced teachers. The different identities and beliefs held at these various points over time affect how individuals respond to their professional education and their practical experiences in the classroom (Bucholtz & Hall, 2005). Because a professional identity is not formed in a vacuum, the developing professional identities of in-service teachers often reflect those of colleagues and the contexts and sociocultural environment in which they work. Professional identity development as an in-service teacher will be formed and affected by that individual's experience of pre-service education and the context in which that education takes place. The community aspect of teacher training can have a significant effect on the development of a professional identity as pre-service teachers prepare to enter the professional sphere of teaching (Bucholtz & Hall, 2005). As Chong, Low and Goh (2011) stated, "becoming a professional involves both external realisations and personal conceptualisations. Professional identity is an ongoing process of interpretation and reinterpretation" (p. 50). Thus, a professional identity is a multifaceted, kaleidoscopic entity that is inherently intersectional at a given point in time (Trent, 2011). In terms of temporality professional identity, it encompasses not only the present time but also past experience, past identities and future expectations regarding teaching (Bullough, 1997). As the pre-service teacher moves through the professional teaching experience, their current identity will include the sum of their past experience and their altered present understanding of their profession in addition to future expectations that are moulded by their experiences to date.

2.2.2 Teacher Knowledge and Beliefs

Although a teacher's professional, situational and personal identity naturally change over time, the literature indicates that identity and beliefs are more changeable at

certain career stages than at other times. According to Alsup (2005), it is relatively difficult to change the beliefs of pre-service teachers, as an identity is more fixed at the pre-service level and becomes more fluid and flexible as teachers engage in professional experience and development. Alsup (2005) stated a pre-service teacher's education should aim to challenge such fixed beliefs on the part of trainee teachers, opening their minds to a wide range of possibilities and expectations for future work and professional identity construction. According to Alsup (2005), one of the goals of the pre-service teacher's education should include helping individuals develop a reactive and nuanced response to shifting professional, personal and situational identity factors.

Alsup (2005) argued that pre-service teachers' education should encourage individuals to assess and challenge such norms rather than accepting them as a fixed element of a teacher's professional identity. Professional identity in ESL teaching is not fixed or constrained and exists in a constant state of flux and development as the situational, professional, personal and sociocultural environments and relationships continue to change. As Chong et al. (2011) explained:

> Creating discursive multiplicities within contexts creates opportunities for identity dissonance that may lead to pedagogical and political change, rather than the acceptance or rejection of the self as suited to assume a normative teacher identity. Unrealistic expectations of teaching may result in early-career teachers (those teachers in their first few years of teaching) being unable to cope with their teaching career. (p. 52)

Considering the in-service teachers specifically, Bukor (2011) clarified by stating:

> It would be worthwhile to design a special type of professional development programme primarily for in-service teachers that would facilitate language teachers' self-understanding and personal/professional development in a holistic fashion. I envision an ongoing, longitudinal professional development programme that builds on the concepts of life-long learning and personal/professional development, which ideally would be institutionally

> supported. This programme would recognise the complexity of professional development, the unique impact of teachers' personal experiences and the idiosyncratic nature of teachers' personal growth. (p. 325)

In this aspect, pre-service professional identity construction is ground and informs in-service professional identity construction, and ongoing support and development should be offered to EFL teachers as they move from the pre-service to the in-service phase. According to Bukor (2011), "longitudinal professional development … should be developed … three to five times over a period of 6 to 12 months" (p. 325). Continued professional development, forward-thinking pre-service education and the management and support of a professional identity construction all relate to a critical issue in the field of teaching – that of turnover and turnover intent. Retention of teachers within many fields, including ESL, can be problematic, when – as outlined by Chong et al. (2011) above – early-career teachers experience burnout, a loss of motivation or an inability to cope with their teaching careers.

Roberts (1998) defined teachers' knowledge about teaching as the basis of their understanding of how to teach. Knowledge can be understood as the abstract information one has about a subject paired with an understanding of what to do in a given situation. Both theoretical information and experience are then important in contributing to knowledge (Johnson, 1999). It is for this reason that theoretical and pedagogical information and classroom teaching are important for a teacher's professional development, as it is through the development of knowledge that a teacher has a sense of professional identity and competency including their prior knowledge and concepts (Graves, 2009).

Beliefs also inform a teacher's pedagogy (and consequently, their sense of identity)

through a process of informing what sort of teacher they aspire to be, such as a teacher who follows innovations and updates oneself, or a teacher who continues profession without any innovations or updates (Trent & Gao, 2009). Teacher identity then arises out of beliefs, which are often based on imagination and earlier perception and honed through experience in the classroom. A perception of a teacher as belonging to a particular group, as opposed to another, will impact an individual's identity and behaviour (Trent & Gao, 2009).

A teacher's beliefs also influence choices they make in the classroom, and theory and practice both play a role in developing beliefs. Additionally, an individual who enters the profession of teaching with strong personal beliefs is unlikely to change them, and discomfort and conflict can result (Hseih, 2010). Furthermore, conflict in beliefs between a teacher and the administration of their school can create conflict, with divisions resulting between those teachers who prefer a modern approach and those who argue for a traditional one (Trent, 2011). However, through avoiding certain practices and not participating in certain ways, such as divulging one's identifications, one can avoid sanctions or negative repercussions (Trent & Gao, 2009). Beliefs then shape and influence how individuals come to be identified.

2.2.3 Self and Identity

The terms of identity and self are both inextricably constructed through social interactions. As Bruner (1995) acknowledged, the self can be perceived as "an intersection of culture and individual identity" (p. 28). Therefore, identity as a core constituent of self illuminates the concept of who we are as individuals and how we make meaning in different social interactions and settings. Mercer (2011) noted that the self is changeable and adaptable and identity is also regarded within professional

research as changeable and able to simultaneously exist within several social forms. An individual might perceive themself as a mother, student and employee, and each identity will carry different qualities. Concerning the role of oneself as a teacher, it is therefore important to consider the factors contributing to this identity.

Identity is understood as performative and changeable, how one understands oneself in the world as they move through it and engage with others (Gu, 2010). Gee (2000) explained that identity is partially natural or innate and connected to factors that are perceived by others, and, therefore, an individual may have little or no control over how these assigned identities are perceived by others. However, other forms of identity exist, including those created through authorities, discourse and shared communities. For Gee (2000), identity is fundamentally an issue of power, as wealthier individuals have more mobility and access to factors making identity more fluid, it is the poor who are "left the prey of institutional identities and restraints" (p. 121). For teachers who are not able to effectively develop their professional identities, the result is likely to be a sense of restriction and frustration, and in the context of improving education in Turkey, this has a broader detrimental social effect as well.

Furthermore, Lave and Wenger (1991) emphasised the role of CoP as a system of learning that is fundamentally social. Within this context, individuals learn through participating in a community with whom they share an identity. Through becoming attuned to the morals and priorities of a group in practice, those joining it adapt and strengthen their own identities in relation to the group as they become more acquainted with it and subsequently identify with it even more. For Wenger (2010), learning is a social activity as well as a means of producing an identity.

As Kanno and Norton (2003) pointed out, identity is also a function of imagined communities, as the entire community cannot, from a pragmatic perspective, be encountered and known, to some extent, identification functions as a process of imagination. Therefore, the individual also devises their identity in part from an understanding of the group and of attributes or qualities they believe they share with the group. This is salient to teachers, as a professional identity is formed in part through imagining the qualities of successful teachers.

2.2.4 Reflective Practice

Reflective practice is a concept discussed by Wenger (1998), and it is believed to be an essential component of teacher identity formation. Wenger (1998) identified the two major components impacting teacher identity as participation and reflection; it is with these two elements that one moves through particular phases that align to elements of identity formation. Reflection permits the individual to conceptualise their practice and bridge the gap between theory and classroom experience. As classroom teaching often calls for immediate decisions, reflection is an important means for teachers to understand more and less effective aspects of their practice and to adapt accordingly by empowering teachers with robust reflective awareness and competency (Lee, 2010; Farrell, 2013).

Reflective practice also involves a metacognitive dynamic of considering one's teaching practices before, during and after classroom work, forming knowledge about the activity of doing. As Walkington (2005) defended, "reflection on action assists in the development of the functional role of a teacher, and also provides strategies to nurture the ongoing development of a teacher identity that has been shaped, and will continue to be shaped over a long period of time" (p. 59). Thus, professional teaching

identity is built through reflection, as both in-service practice and thoughts about that practice are key to establishing strategies that work effectively for that specific teacher in the context of their class. In the process, the teacher also gains competency through attempting new strategies and refining existing ones.

Finally, as one frequently encounters problems and challenges teaching in the classroom, reflective practice provides the opportunity to problem solve in a manner that is likely to deepen the teacher's understanding of their practice and help to mitigate future issues (Loughran, 2002; Farrell, 2015). To thoroughly build habits of reflective practice, a training programme will optimally provide ample access to theory and practice, so that student teachers can observe the relationship between them and deepen their understanding of the usefulness of reflection.

2.3 Teacher Identity in Educational Research and Second Language Education

Identity, as a multifaceted notion and "the way we make sense of ourselves and the image of ourselves that we present to others" (Day, 2011, p. 48), is inherently connected to the field of education in many ways. From this sense, teacher identity has been a widely discussed topic over the years in educational research, especially in language teaching as a dynamic concept to explore how student teachers proceed throughout the process of becoming a teacher (Flores & Day, 2006; Trent, 2011; Yazan & Peercy, 2018). Teacher identity studies consider teachers' pedagogical education, the relationship between their practice and theory, the content and quality of education the pre-service teachers are at, of students, and community interactions and collaboration (Miller, 2009). This also fits with a trend of research on teacher identity that depicts teacher knowledge as a matter of identity and holistic development, rather

than merely a list of discrete skills (Johnston, Pawan, & Mahan-Taylor, 2005).

Two specific trains of thought about L2 teaching demonstrate the need for academic work on L2 teacher identity (Varghese et al., 2005). Work on teacher attitudes and beliefs has reinforced the positioning of teacher identity as a primary means through which L2 teaching occurs (Kanno & Stuart, 2011; Singh & Richards, 2006; Varghese et al., 2005). Ortaçtepe (2013) affirmed the importance of socialisation in identity, which was already highlighted by Flores's (2001) emphasis on working conditions and teacher identity and others' work on socio-political elements and teacher identity (Duff & Uchida, 1997; Singh & Richards, 2006; Varghese et al., 2005). As Tsui (2007) pointed out, the professional context of teaching is important, which includes the social and cultural domains.

Zembylas (2003) considered teacher identity in education in terms of emotions; specifically, interrogating the place of emotion in the construction of teachers' professional identities, focusing on the "political dimension of how emotions constitute identities and how these identities are assigned to teachers through discourses, practices, and performances" (Zembylas, 2003, p. 108). In the emotional aspect of a teacher's identity, improved understanding can allow teachers greater autonomy in determining their identity performances and trajectories over time. Zembylas (2003) indicated that identity in education commonly involves a "teacher – self," which may be distinct or different from the teacher's non-professional self and identity. This teacher-self is a facet of a professional identity that allows the individual to process, understand and absorb emotional experiences that result from teaching practice. Greater self-understanding in terms of identity, with self-reflection on the emotional and the professional planes, can strengthen a teacher's sense of professional

self in terms of identity and emotion. This teacher-self is, therefore, highly subjective and additionally changeable over time.

Zembylas (2003) indicated that the role of emotion in professional identity formation has not been sufficiently considered in the literature relating to education; identity becomes normalised and, therefore, potentially problematic in this context. Zembylas asserted that teachers' identities in the professional sphere have been limited by dogma and social factors that tend to position a monolithic, conformist teacher-self as the norm or the ideal for all teachers in the field. However, the diversity of teachers' individual identities, emotions and emotional experiences in teaching suggest the teacher-self and identity associated with this concept of self are as diverse as the teachers themselves. According to Zembylas (2003):

> The messy meanings of teacher identity as it comes to be constituted through social interactions, performances and daily negotiations within a school culture that privileges emotional self-discipline and autonomy (for example, where female elementary school teachers are expected to be "caring" and "compassionate"). Described in this manner, identity is not a pre-existing, stable element that becomes disciplined through discourses and practices of emotion, but something that is constituted through power relations. (p. 109)

According to Cattley (2007) and Frick et al. (2010), the pre-service teacher is especially impacted by the concept of the identity as socially constructed, as it is often an idealised image of professional identity to which they aspire. Without the experience to fully understand what it is to teach from a personal perspective, pre-service teachers have formed an external perception of successful teaching, one developed through years of watching teachers (Vélez-Rendón, 2006). Jantzen (2011) argued that an idealised image of a teacher's identity is created by the teaching of a subject through practice, as this action constitutes the performance of the teaching role.

Pre-existing, personal identity is also important in how novice teachers view the practice of teaching and form their ideas about it. Stenberg et al. (2014) pointed out that existing belief structures aid in filtering input from teachers' education, privileging some information and discarding other information. For this reason, among others, reflective practice is understood to be particularly important. Additionally, Gabryś-Barker (2010) noted the importance of social, personal and educational backgrounds in forming who teachers are and the ideas they bring with them in approaching their profession. However, this perspective is malleable, as exposure to teaching in a classroom will alter and impact these ideas until they stabilise (Gabryś-Barker, 2010). Bukor (2011) stated that it is the relationship between previous beliefs and personal experiences with professional experiences that form a novice teacher's identity. Additionally, Hermann-Wilmarth and Bills (2010) suggested that personal identity and experiences are powerful contributors to professional identity and can be valuable teaching assets.

Teacher identity forms over time and is in a state of flux; it is changeable, not static. For example, Beijaard, Verloop and Vermont (2000) defined a teacher's identity in terms of the teacher's subject area, their connections with students and the way they perceive their role. Meanwhile, Flores and Day (2006) discussed the role of contexts that shape and reshape new teachers' identities and traits, pre-service equipment and values and culture in the workplace play a significant role in teacher identity construction. Trent (2011) also noted that though some student teachers enter practicum with specific, strict ideas about the appropriate role of teachers, this tends to shift through the practicum. More specifically, whether a student teacher or an in-service stage teacher, teacher identity construction is an ongoing process, and there is

evidence of changes in identity throughout the stages (McLean & Price, 2019).

2.3.1 The Concept of Identity

As a general concept, identity can be defined either as a relatively stable representation or as a fluid entity. Onorato and Turner (2004) indicated that prevailing models of personality rely on the self-schema theory to represent identity as a "relatively stable cognitive representation or schema" (p. 257). Under the concept of stable, self-schema identity, a relatively similar representation of personal identity is projected in a multiple of different environments or situations. However, the other concept – known as the self-categorisation theory – holds that identity and an individual's perception of their own identity is dependent on context and changes across environments and varies over time (Turner, Oakes, Haslam, & McGarty, 1994). Under the self-schema theory, it could be expected that an individual's identity – and understanding of their own identity – would be stable across various working environments and social situations. Under the self-categorisation theory, the dynamic fluctuations in identity and understanding of identity are examined; under this theory, it would be expected that self-perception as it relates to identity would be variable across different working areas (e.g. in different school environments during training or the practicum for EFL teachers).

Self-schemas, in terms of identity, can be understood as the constructs through which individuals explain and understand their own experiences that take place in a social context. Such a self-structured identity is considered by some theorists to comprise the most essential elements of identity for any individual (Onorato & Turner, 2004). An identity is built and then affirmed or developed over time, and if specific core elements of identity remain constant and central over time, those will be the central factors in

an individual’s self-identity under the self-schema theory. Identity is re-affirmed and solidified every time an individual accepts input or validation that fits with their self-identity; likewise, certain feedback, information or input is rejected if it does not fit in with their central and stable self-schema identity. This theory can be made more flexible by understanding the idea of a self-concept that is a work in progress. This is a current element or receptacle of personal identity, and one which is responsive to changes and, therefore, is malleable over time. Elements of identity in the current self-concept can either ultimately be absorbed into a more permanent and stable form of self-identity or rejected once the person moves on to a different and flexible future self-identity. Clearly, in the case of pre-service EFL teachers, a shift from current self-identity as pre-service individuals to a more permanent and stable self-identity is likely once a significant period of in-service teaching has been carried out. These temporary or current elements of self-identity are in a way more tentative; they are more strongly affected by environment, circumstance and situation and, therefore, are flexible as an individual’s circumstances change over time (Turner et al., 1994). Over time, the temporary self-identity that is closely related to the environment will typically undergo a form of sorting in which elements are defined as congruent or incongruent with the developing stable self-identity of the individual. In essence, individuals decide which malleable aspects of their identity are *them* or *not them* (Onorato & Turner, 2004).

Notably, identity studies have a straightforward relationship with the field of social psychology, as they closely examine shifting human behaviours, social interactions and related concepts in our social relations. Social psychology is defined by Baron, Byrne and Suls (1989) as “the scientific field that seeks to understand the nature and causes of individual behaviour in social situations” (p. 6). This field examines the

behaviour of humans and recognises that this behaviour is influenced by social factors, environment, history and other people. Social psychology involves an examination of the factors and forces that would lead a specific person to behave in certain ways and additionally examines those environmental elements that give rise to behaviours, emotions or feelings. Individual and group beliefs, actions, plans and goals are often socially oriented and determined, and social psychology can help to explain how individuals and groups interact with one another (Baron et al., 1989).

In terms of identity, the influence of the social group on individual psychology and behaviour can be seen in the writings of ancient thinkers, including Plato and Aristotle. More recently, Hegel placed the individual mind in a social context and recognised that a group or *hive mind* was a social phenomenon in part (Parkison, 2008). Personality was connected to the community and the social environment by 19th-century thinkers; McDougall published an *Introduction to Social Psychology* in 1908 that was pioneering in the field of social psychology. McDougall (1908) considered human emotion, moral expressions, religious beliefs and personal character or identity as expressions and facets of an identity driven, at least in part, by social behaviour through an individualistic filter. While McDougall focused on the individual and individualistic behaviour in social contexts, Allport (1924) considered the connections between people in a society as more influential on an individual's identity and actions. Allport discussed the field of social psychology as a field in which a researcher "studies the behaviour of the individual in so far as his behaviour stimulates other individuals, or is itself a reaction to this behaviour" (p. 12). In this context, Allport was able to examine elements of social behaviour, such as conformism, performance and behaviour, in front of an audience. Bandura, Ross, & Ross (1963) then introduced the

concept of modelling in socially driven and influenced behaviour. Bandura et al. researched vicarious feelings, behaviour and identity and assessed the likelihood of children copying modelled behaviours that had been seen in a video context. The work of Tajfel, Billig, Bundy and Flament (1971) introduced social identity theory, which held that individuals assigned to specific groups would have prejudice towards those perceived as outside their group and preference or loyalty towards those in their group. This theory has been used to understand various forms of social prejudice, such as racism and classism. Tajfel et al.'s (1971) concept of social identity theory and in-group preference is relevant when considering the professional identities of EFL teachers in Turkey. The group of EFL teachers at the point of graduation from training are relatively unified; their in-group, in other words, in their community of practice, solidarity can be perpetuated by teaching in similar or the same contexts; out-group prejudice may apply to teachers of different subjects or those who drop out of the teaching career for which they have received an education.

2.3.2 Teacher Identity in Second Language Teacher Education

The recent and growing interest in the teacher identity construction in the field of language teacher education (Tsui, 2007; Trent, 2011; Yazan, 2019) relies primarily on sociocultural frameworks (Duff & Uchida, 1997; Varghese et al., 2005). Britzman (1991), for example, ascertained the notions of role and identity, arguing that a role is a social unit created by exterior influences, whereas identity is an account of interior engagement. Identity formation is a constituent of becoming a teacher in a particular context attached to the cultural and social norms (Gee, 2000; Danielewicz, 2001). As Hamachek (1999) explained, teacher identity refers to "being aware of who we are as individuals and how we are perceived by others" (p. 209), which was supported by Beijaard et al. (2000) in the following statement:

> Teacher identity can generally be defined as who or what someone is, the various meanings people can attach to themselves, or the meanings attributed by others. Nowadays, identity formation is conceived as an ongoing process that involves the interpretation and reinterpretation of experiences as one lives through them. Through self-evaluation, one's identity is continually informed, formed, and reformed as individuals develop over time and through interaction with others. (p.750)

A professional identity can be considered a constant and fluid process through which EFL student teachers, and others in education, navigate expectations that are generated by themselves and others. The professional identity is also formed essentially through social interaction and relationships; an individual's professional identity will typically change and fluctuate from childhood to adulthood and vary in terms of their self-identity and how that identity is perceived by others (Moje & Luke, 2009). It is particularly interesting to study the professional identity of pre-service student teachers, as this serves several functions. Firstly, a professional identity can be examined in a context in which it has not been altered by the teachers' diverse professional experiences in the professional classroom; secondly, assessing professional identity at this stage in the student teacher's development allows educators who train EFL teachers to examine the connections between the training received and the formation of a professional identity as teachers embark on their careers. Britzman (1986) stated that the institutions at which teachers are trained "provide the theories, methods, and skills; schools provide the classroom, curriculum and students; and student teacher provides the individual effort; all of which combine to produce the finished product of the professional teacher" (p. 442). The theoretical training received by pre-service EFL teachers will be put into practice as they enter the classroom and work professionally after their course of study. A professional identity is already developed in the pre-service EFL teacher; however, this identity is likely to change significantly as they move from a pre-service to an in-service phase of their

careers. The transition from a pre-service to an in-service role will typically alter the individual's professional identity, not least because EFL teachers working professionally will understand their role and therefore their identity in a different way than they did while studying to become teachers.

Bullough (1997) indicated that professional identity examination is essential as a part of the teaching education – the individual needs to examine and understand their teaching-self as it is functionally different to their non-professional sense of self and personality. Existing research indicates that professional identity is linked to issues of teacher attrition; therefore, deeper understanding of how a professional identity is developed, negotiated and maintained would help reduce teacher attrition rates in the EFL field specifically (Hoffman, 1988; Darling-Hammond, Chung, and Frelow, 2002; Schepens, Aelterman, & Vlerick, 2009).

Varghese et al. (2005) affirmed several notable theoretical frameworks that teachers have been known to make use of to build their own identities as education professionals. One of these is that of social identity theory, which posits that the social categories to which people belong – categories that include gender, class, race, ethnicity, nationality and many others – form the building blocks of their identities. Another is that of situated learning, which argues that the identity of a person is formed by their desires to be part of a given community or communities. Finally, the idea of the image-text explains how the day-to-day activities of a given professional help to form their own identity (Varghese et al., 2005, p. 32). What all of these approaches and theoretical frameworks hold in common is that the creation of a person's identity – as either a professional or an individual human being – is a process that is extremely dependent on social interaction (Varghese et al., 2005, p. 39).

Chong et al. (2011) indicated that the development of a professional identity in teachers is something that exists in a constant state of flux. Like other authors and researchers, they make the causal connection between a sense of professional identity on the part of a teacher and that individual's likelihood of staying in the profession. Pre-service teachers have an emerging sense of professional identity, which naturally is not fully formed at the time they complete pre-service education. Interestingly, these authors conducted interviews and surveys, and one of the metrics considered was whether pre-service teachers were basing their professional identities and expectations on reality or mismatched expectations. According to these authors, most pre-service teachers have some image of themselves as a teacher and of the teaching world they will be entering. This can be very realistic or very unrealistic. What Chong et al. (2011) refer to as teaching-related images are primarily developed as a result of pre-service teacher education; therefore, teacher education directly affects how pre-service teachers develop their current and future images and expectations regarding the teaching profession and their roles as teachers. Professional self-identity at this stage of a teacher's career often includes a belief system about teaching and individual classroom practices and protocols (Flores, 2001). Active teaching alters identity and expectations; at the very least, classroom challenges, or reinforces and justifies certain pre-service beliefs and practices (Beijaard et al., 2000). If the image of teaching and the identity of the individual as a professional teacher are aligned with reality and realistic expectations, it follows that the challenges to one's identity in the professional world are likely to be less severe and difficult for the individual. Collecting information regarding how pre-service EFL teachers feel about the profession of teaching, their expectations and their self-image as teachers are, therefore, helpful in better preparing those teachers to enter the workforce and maintain a teaching career.

Norton (2013) noted that in the case of second-language acquisition, academic work is particularly important. Norton further posited that through poststructuralist theory, identity can be understood as "the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p. 4). Within such an understanding, identity is mutable and forms over time; it may also be different within specific contexts. A professional identity would be one that develops in relation to the work an individual does and how they understand this role and perform it.

However, a disparity between the idea of what it is to teach and the lived reality of teaching can exist, complicating the development of a teacher's identity among training teaching students; this disconnect ties to the tension between the attainment of competency and the challenges of developing a professional identity as a teacher. Most teachers experience that some element of the profession is not quite as they had envisioned or anticipated it. Manuel (2003) observed that every teacher is impacted by a view of the teacher they wish to be, writing that "each [student teacher] has already constructed an image of teaching, often rich with the altruism, idealism and even fantasy that can be so typical of the neophyte professional" (p. 139). Vélez-Rendón (2006) pointed out that most teachers enter the classroom with many years of experience watching teachers from the role of a student and, thus, have already formed particular ideas about effective practice. However, the reality is that teachers' identities are formed through not only training, aspirations and theory but also experience and routine (Nelson, 2008). External forces play a major factor in the development of teacher identity due to the complex relationship between teacher identity and competency. Increasingly, the role of mentors in the identity development of novice

teachers has attained importance. Chong et al. (2011) indicated that a professional identity is one of several facets that comprise a teacher's overall identity. According to these authors:

> The professional dimension reflects social and policy expectations of what a good teacher is and the educational ideals of the teacher. It is open to the influence of policy and social trends as to what constitutes a good teacher. It may have elements that conflict such as professional development, workload, roles and responsibilities etc. (p. 51)

Further, a teacher's overall identity includes a situational element that relates to the specific educational institution – or even the specific classroom – in which the teacher practices and works. What Chong et al. (2011) term a situation-located identity is highly dependent on the context (e.g. in a school or classroom). The individual context of a school or classroom is not separated or sealed from the surrounding environmental context. The context that will shape a teacher's situational identity includes the pupils – another factor that changes year to year – in addition to the support and community of the school's leadership and professional development. The reflective practice and feedback received by teachers from their colleagues and supervisors will also shape and form part of their situation-specific identity as it relates to their professional development. When early-career teachers move regularly between different schools and contexts, their situational identity is likely to change significantly with each move. Ongoing professional development in the form of feedback loops and teacher education with support and help from supervisory colleagues will be influential in this aspect of identity construction and development.

Further, personal identity factors into a teacher's overall identity. According to Chong et al. (2011), "the personal dimension is located outside the school and is linked to family and social roles. Feedback or expectations from family and friends often

become sources of tension for the individual’s sense of identity” (p. 51). Olsen (2008a) defined the concept of identity as having a sociocultural perspective; therefore, teachers’ professional identities are constructed within and outside the individual. A pre-service teacher will produce a professional identity informed by sociocultural influences in their personal and professional lives and the training facilities in which they receive their teacher education. Furthermore, the process of identity formation is dynamic, existing in a connected relationship with general professional development as an in-service teacher. The professional identity of the individual is linked to their professional development and experience, with each informing the other in the context of sociocultural factors.

Teachers in action develop an understanding of their professional roles and how these relate to their professional identities over time in relation to the roles and identities of other people (Beijaard et al., 2004). In summary, studies on teacher identity have played a significant role in recent work in education research and are expected to continue to do so. Norton (2013) explained that “the wide range of research on identity and language learning and the emerging areas of research in this regard suggest that interest in identity and language learning will remain vibrant in the future” (p. 36).

2.3.3 Teacher Identity Formation

According to Beauchamp and Thomas (2009), teacher identity can be a difficult concept to define in a rigorous manner and questions exist as to the connections between this professional identity that a teacher develops over time and their true self. The issue of how emotional responses affect this process must be considered as well. Reflective practice is particularly important in the process of the development of this professional role identity, the extent to which a given teacher engages in this practice.

While the dynamic nature of the development of this professional role in teachers is essentially uncontested, the extent to which and the reasons for which this identity changes are very much an ongoing subject of discussion. Ultimately, the extent to which the prospective teacher is taken into the community of educators around them will have perhaps the most important effect of their development of a professional identity (Beauchamp & Thomas, 2009, p. 175).

Existing research indicates that the definition of identity within a framework of educational research is central to exploring specific components, such as beliefs, values, lived experiences, pedagogical stance and relations in the community. Chong et al. (2011) argued that teachers can shape and reshape professional identity through interacting and reflecting within their CoP. As Beauchamp and Thomas (2009) stated, teaching identity is dynamic rather than static by its nature and the abundance of literature describing teachers' professional identities as multifaceted and a kind of process of becoming that may change over time. Thus, identity formation and fluxes are part of the teaching profession, a natural occurrence and one that is necessary for full engagement in this profession.

Fraser (2011) also noted that teachers' identities are more contingent on routine teaching experiences than on professional development. Their introduction to the educational environment, education and practice instruction and institutional engagement all help to shape the individual's perception of what it means to be a teacher and how they inhabit this role. While each teacher will establish a unique professional identity, these factors will play a role in how the teacher establishes that identity. Trent (2010a) also stated that “teachers discursively construct… and reconstruct… their understandings and beliefs about teaching and learning” (p. 166).

If one considers the shift in the role involved in moving from student to teacher and the significance of the changes that are involved, this framework can provide a useful way of understanding the types of identity changes that new English language teachers experienced.

Another major theme running through the professional literature on identity formation among new language teachers is that of identity as a social construction, one externally created through agreed-upon meanings ascribed to it. To some extent, this is understood in practicums that overtly address the creation of professional identities. Trent (2011) also claimed that it is important that teachers question such externally constructed concepts as engagement and imagination in assessing identity formation. Through encouraging awareness of identity and helping student teachers to actively shape theirs, such practicums acknowledge identity as externally created and shaped.

The research on teacher identity also indicates that awareness of an externally formed teacher's identity may be comforting to some new teachers amid the challenges of an identity formation. Understanding such an identity as already existing in the abstract may ease pressure on student teachers. Cattley (2007) argued that the pre-service teacher is especially perceived teacher identity as a social practice in the practicum circumstances, which appear to have a direct bearing on the identity that these teacher form. Although what is considered socially or culturally appropriate will constrain or limit the teacher's identity in some ways, the acknowledgement of a prescribed identity may impart confidence on some teachers. However, an externally focused identity construction fixed on ideas of perfection can inhibit the process of learning for a teacher and constrict the formation of an identity. Hamiloğlu (2013) stated that almost all student teachers interviewed had formed their teaching identities around a set of

very restrictive rules involving specific behaviours required of a *good teacher*. Although external standards are important in developing a strong methodology and encouraging student teachers to consider the elements of the best practices, too much focus on rules and perfection can also inhibit the organic formation of a teacher's identity.

Another theme that occurs throughout the literature is that a professional identity is complex and formed over time. Hamiloğlu (2013) pointed out that to attain success, the conscientious development of a teacher's identity must be actively built over time. Moreover, too frequently, student teachers assume that they will attain success through the education and training they receive in their programmes (Hamiloğlu, 2013). However, the ability to both design a lesson well and deliver it effectively may develop over many years. Teachers must seek developing knowledge and build their skills through professional development training. All these elements contribute to a teacher's success. Most schools emphasise professional development for this reason; being an effective educator requires an ongoing commitment to building and refining the teacher's identity. Teacher training is not a career phase that is completed and finished; successful teaching requires ongoing dynamic engagement with professional development.

With time and experience, novice teachers confronting such issues can grow comfortable in their identities. Additionally, though teachers experience the forms and extent of these simultaneous performances of discrete identities uniquely in their occupation, multiple identities are common in many professions and different facets of life (Lerseth, 2013). As Gee (2000) argued:

> All people have multiple identities connected not only to the kind of person

> they are but also by how society perceives them. From this perspective, professional identity can be defined by how a teacher identifies him or herself in the field of teaching. (p. 9)

Remembering that identities can be, and often are, multitudinous and shifting will help novice teachers adapt to both their job requirements and the challenges of inhabiting different roles. Emphasising this element may be important to a teacher in a pre-service stage, who will often find continuing challenges to their identity (Chong et al., 2011). Openly addressing identity shifts can normalise this dynamic.

One such way for teachers to grow comfortable with these identity shifts is to maintain a comprehensive understanding and ownership of their identity. Hamiloglu (2013) suggested that an ongoing critical view of one's own identity can help a teacher to construct it in a meaningful and deliberate manner. Offering focused and mindful development of an identity as part of a teacher-training curriculum and practice will help student teachers to adapt to some of these common issues and better understand the identity requirements of their profession.

Novice teachers can also experience discomfort with forming their new professional identities due to conflict with pre-existing beliefs. As Hseih (2010) explained, when a teacher starts with such a conflict, most commonly they will retain the original belief pattern, which will sometimes dictate behavioural patterns incongruent with the teacher's role and cause conflict. Although most new teachers will retain their pre-existing beliefs in the presence of such incongruence, they find doing so discomforting, believing they should adapt to those practices encouraged by their training programmes. Overt discussion of belief patterns upon entrance to teaching programmes can help individuals to reconcile these differences.

One of the more prominent problems with identity is a misalignment between the philosophies of a teaching programme and the new teacher's placement school. Trent (2010b) discussed the difficulties of this challenge in terms of the supply of different, and sometimes conflicting, identities offered to students. This can create a sense of inflexible separation between those identities, sometimes "underpinned by relations of antagonism" (p. 10). Such antagonistic dynamics result from perceptions of what is and what should be, predicated on a gap between the theoretical idea of one correct way to teach and the realities based on a vastly different experience. The expectations of a specific role can contribute to this gap; as Trent (2013) noted, "the potential for identity conflict… can arise if there is a mismatch between the subject positions offered to pre-service teachers within teacher-education programmes and practicum placement schools and the student teachers own self-positioning as teachers" (p. 439). Matching the individual's preferred professional identity to the identity-related expectations of the placement is key to creating an amenable placement and minimising identity issues.

Another contributing factor to such issues is that teaching is a position with a high degree of responsibility and teachers are constantly being observed and critiqued. Although assessment is a natural part of most occupations, few individuals are as scrutinised as teachers in the performance of their duties. As Cattley (2007) stated, most new teachers are well aware of the social weight of their duties, which can even become oppressive. Many of the teachers in Cattley's study associated their jobs with "heavy responsibility" and were accustomed to continuously being judged and evaluated, which contributes to the formation of their identities (p. 343).

The literature broaches another potential problem with identity formation, namely, that

teaching programmes may not be enough to train student teachers for real classroom settings. Ideally, a programme will instil a strong sense of the practical realities of teaching and realistic expectations of the experience. However, this is sometimes not the case. As Chong et al. (2011) noted, teachers who do not acquire realistic expectations from their training programmes may find themselves unable to function effectively. Such a discrepancy between new teachers' expectations and the realities of teaching can be disastrous to their careers, inhibiting their ability to form a cohesive and functional teaching identity. Teacher training can also contribute to an identity construct that results in generational divisions among teachers, which can play a role in difficulties fitting into the school environment. Trent (2011) highlighted the strength of varying pedagogical approaches can result in a division between modern and traditional teachers, one that causes an antagonistic separation between the two. When traditional teachers predominantly populate a school and the expectation of school administrators is that teachers will employ traditional methods, a crisis of identity can occur in newer teachers who pride themselves on modern methods.

Recently, LTI has been scrutinised by second-language teacher-education researchers (Barkhuizen, 2017; De Costa & Norton, 2017; Block, 2017; Lindahl & Yazan, 2019; Yazan, 2018; Kocabaş-Gedik & Ortaçtepe Hart, 2020). LTI is a dynamic, flux and negotiating process that is moulded with professional competence, beliefs, characteristics and views as well as cultural, social, political and educational dimensions throughout the stages of becoming a teacher (Kocabaş-Gedik & Ortaçtepe Hart, 2020). Mounting research on LTI approaches teacher identity construction from the poststructuralist lens focusing on the complexity of factors influencing LTI, such as race, gender, religion and ethnicity (Kayı-Aydar, 2015; Lindahl & Yazan, 2019).

Barkhuizen (2017) elucidated LTI as ever-changing and shifting "short-term and over time – discursively in social interaction with teacher educators, learners, teachers, administrators and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions and online" (p. 4). Thus defined, constructing teacher identity is a complex, individual process.

Yazan (2018) asserted the identities teachers develop over time are extremely important, as they are closely related both to their learning processes of becoming better teachers and to the teaching strategies and tactics that they deploy in the classroom. The self-concepts these teachers develop are dynamic, meaning that they move and shift in response to changes in the environment. The identities that teachers develop over time affect nearly every aspect of their profession, including "teacher learning, teacher cognition, teachers' participation in communities of practice, contextual factors, teacher biographies and teacher emotions" (Yazan, 2018, p. 21). These concepts are essential and it would be lacking to explore teacher identity construction without probing them.

2.3.3.1 Studies on Pre-service Teacher Professional Identity

This section provides a review of the research studies concerning pre-service teacher identity construction during education programmes. Pre-service teachers' professional identities are shaped by theoretical knowledge gained during their education and practice teaching experiences during the practicum. Elements of personal identity, such as dress and appearance, mode of speech – in English and Turkish, or other languages – and interpersonal relationships with other teachers are all moulded to a greater or lesser degree by the individual's awareness of their professional identity as a pre-service teacher. Pre-service teachers' professional identities are also formed by

each other as well as by their professors and mentors encountered in the teacher-education context (Bullough, 2005). Thus, professional identity is incredibly important for pre-service teachers as they have little practical experience upon which to base their identity and to draw motivation for teaching in the early-career stages (Izadinia, 2015).

Some of the factors associated with the development of pre-service teachers' professional identity construction include their cultural, national and ethnic backgrounds and identities. As Nelson and Jackson (2003) noted, students from ethnic or cultural minorities experience specific cultural issues and identity challenges or factors in addition to those identity experiences that are experienced by all pre-service teachers. The pre-service point of a teacher's career – after graduation and completing a practicum but before professional experience in the classroom has been gained – is a distinctly transitional phase of their career; therefore, professional identity at this point is likewise transitional and fluid.

In Turkey, pre-service teachers' professional identity construction includes factors relating to the educational context, practicum, social and cultural elements and the individual's psychology and emotional relationship to teaching. Hamiloğlu (2013) explained pre-service teachers undergo a "transition from 'identities-in-discourse' (imagined/narrative) to 'identities-in-practice' (practised/enacted) and generated some other identity types throughout the research that emerged from their engagements with their personal factors (self-identification), contexts, people and activities in the practicum process" (p. 222).

The literature shows that pre-service teachers typically have one or two core identities

in relation to their professional work. These core identity aspects define and characterise this group as language teachers in Turkey. Around these core identity factors are secondary identity layers that also affect professional conduct and professional identity at the pre-service level. According to Hamiloğlu (2013):

> At the start of the practicum, the majority of them had either cue-based or exemplar-based identities, since they had some role models who influenced them into the teaching profession and prompted the desire to be teachers like them. However, they also exhibited dominantly rule-based identities since they were quite keen on teaching through the 'right methodology', which they accepted as a rule (i.e. a precondition) of being a good teacher. This could be emerging from the fact that the learning culture in Turkish universities is quite knowledge-based, and not only at university but also throughout their apprenticeship. (p. 216)

Lortie (1975) further indicated such knowledge-oriented education is what pre-service teachers encountered during their education in the EFL field; therefore, this is their pedagogical model at the pre-service point in their careers. Chong et al. (2011) advised most student teachers have attainable or unattainable prior perceptions and visions of themselves as teachers and of aspiring teaching settings. In-service teaching may lead to the (re)shaping of identity and expectations (Beijaard et al., 2000); at the very least, classroom experience challenges or reinforces and justifies certain pre-service beliefs and practices.

As teachers reconsider their identities as they gain teaching experience, they harmonise and adapt the images of teaching and their identities with their new reality (Trent, 2011). Similarly, Xu (2012) considered pre-service teachers' professional identity construction and perpetuation and found that novice teachers' imagined identities as professionals were variously schema-based or grounded on specific rules. Interestingly, at the in-service teaching level, such imagined professional identities on the part of novice teachers tend to dissolve in the educational environment and the

culture of the institution in which actual teaching practice and experience is gained (Xu, 2012). However, Xu indicated that one way a teacher could strengthen and perpetuate their constructed professional identity at the novice level of experience is through gaining agency over the process of upholding that imagined identity.

Hochstetler (2011) found that pre-service or early-career teachers need to understand and conceptualise the connectedness yet also the compartmentalisation of professional and personal self-identity. Pre-service teachers have relatively rigid understandings of professional identity; with experience, this typically becomes more flexible and nuanced. The rigidity of pre-service teachers' beliefs about teaching and pedagogy is recognised as a potential problem causing friction between novice teachers and their mentors, supervisors or more experienced colleagues in the school context (Hamiloğlu, 2013). Struggles and issues with identity are relatively common among pre-service teachers, as supported by empirical evidence (Timoštšuk & Ugaste, 2010; Chong et al., 2011). In the practicum process of the pre-service teachers' experiences, their identities and those of colleagues and mentors intersect and will sometimes conflict.

2.3.3.2 Studies on In-service Teacher Professional Identity

Professional identity formation of in-service teachers is one of the important points in the literature of LTI; therefore, in this section, the studies of Duff and Uchida (1997), Tsui (2007), Urzúa and Vásquez (2008), Trent and Gao (2009), Farrell (2011), Kumazawa (2013) and Tennant et al. (2019) conducted with in-service teachers are discussed in chronological order. Also, in this section, the terms practising teacher or novice teacher are used in the same sense as an in-service teacher.

Duff and Uchida (1997) stated a related aspect of the formation of an in-service teacher's professional identity has to do with the relationship of that identity to their cultural background. This can mean that teachers in a new cultural situation while they are developing their teacher identities might face difficulties in their own cultures. The dynamic nature of these various aspects of personal identity makes the interplay complex. To effectively navigate these rough waters, teachers in these situations must engage in serious self-reflection regarding their own cultural practices as well as those of the country or culture in which they are teaching.

Tsui (2007) considered the inter-relationships between practical access to experience, teacher competence and the relationships between novice teachers and mentors in the practicum and early-career practical experience. Power dynamics in an educational setting affect the process of professional identity construction of teachers. Mentors of these early-career teachers have significant power in terms of educational feedback and lesson planning, and social, psychological and cultural factors are at play in the colleague relationship between teachers. Identity among in-service teachers is, therefore, dependent on location and context, not only in terms of the specific school environment in which teacher training is received and the practicum is delivered but also in terms of the time in which the pre-service teacher graduated and undertook a practicum. Teachers who are older or younger than their peers, or those who receive training and practicum experience in a different geographical location or cultural context to that in which they grew up, will experience their professional identity construction and negotiation somewhat differently to their peers (Tsui, 2007).

Urzúa and Vásquez (2008) expressed that an important aspect of the understanding of how professional identity of novice teachers affects and motivates teachers is how that

identity shapes their understanding and vision of the future. Novice teachers are often hampered by a lack of available opportunities for them to express their thoughts and ideas relating to their expectations of the future. It is through the process of verbalising these expectations of the future that a novice teacher is granted the opportunity to better articulate their plans for the future. Through the process of putting themselves forward as confident actors in the teaching realm, these teachers are assisted in the growth of – and construction of – their identities (Urzúa & Vásquez, 2008). This expression of their vision of the future enables these novice teachers to "convey various aspects of teachers' metacognitive selves, such as awareness, intentionality, commitment, self-confidence and responsibility" (p. 1944).

Trent and Gao (2009) commented that the experiences of the past are also important for the development of a novice teacher's identity, and this is especially so in the case of those that have left another career to become teachers. These second-career novice teachers were often thrown into a situation where their particular skill set – skills they had developed over decades of their life – was not particularly valued by the community of educators that they now found themselves a part of (Trent & Gao, 2009). In response, these second-career novice teachers chose not to participate within the traditional teachers' circle; instead, they build new identities directly related to their previous careers and adapt them to the demands of teaching (Trent & Gao, 2009).

Farrell (2011) pointed out professional teacher identity of in-service teachers may necessarily change dynamically as the teacher comes into contact with information and experiences that might lead them to reconsider different aspects of their teacher preparation courses. Also, the teacher's sense of who they are – their self-concept – comes into play as well, further adding to the dynamic nature of the development of

their professional role identity (Farrell, 2011). He also identified three major role identities for in-service teachers: teachers as managers, professionals and "acculturators" (p. 54). Relying on this view, the professional identity of in-service teachers can be assigned to them or (re)constructed through engagements and negotiations in the teaching context (Trent, 2017).

Moreover, it may be challenging for novice teachers to adapt to the various duties expected of them. Kumazawa (2013) noted that in Japan (as in many other places), the duties of a specialist secondary teacher are split to include supervising a homeroom class and extracurricular activities in addition to administrative duties and many other tasks that can take a teacher away from the focus on teaching. Having a very heavy workload assigned by a district can impede novice instructors' ability to find comfort and their way in the field, as they may simply be focused on completing assigned tasks (Xu, 2013). As budget cuts cause teachers to have to take on more students and duties that were once the domain of clerical staff, juggling obligations can create challenges and negatively contribute to teacher satisfaction, especially among new employees.

Empirical research into the formation of professional identities among teachers supports the idea that this identity is built largely in a social context (Tennant et al., 2019). According to Tennant and colleagues, the perception of self that essentially makes up the concept of professional identity is one that is built almost entirely from interactions with others. To become effective change agents in their positions as educators, novice teachers are advised to take advantage of the benefits provided by their cultures to serve as a guidepost for their development as well as a connection between them and those that they teach (Tennant et al., 2019).

2.4 Influences on Professional Identity Formation

As mentioned, the professional identity of teachers is an ongoing process, evolving and built over time and social settings. The process of identity development is particularly important to new teachers and the relationship between teacher-training programmes and identity development has inspired an array of academic research. Certain internal and external factors may be particularly influential in the development of a teacher's identity. For instance, the personality and emotions of an individual contribute significantly to how that individual understands themself as a teacher. Specific qualities, such as resiliency and flexibility, allow a teacher to respond in particular ways to classroom issues, and these responses may be more or less beneficial and contribute to the attrition rate among new teachers (Hong, 2010).

Another factor important to professional identity development is teacher-training programmes. Such programmes are tremendously influential because they impart a student's entire understanding of teaching, before actually doing so. Further, difficulties exist in many programmes with providing adequate training time, which can create issues with identity development (Beijaard et al., 2000).

Contextual factors also play a role in professional identity development. The specific setting of the school, its policies and conflicting expectations placed on the teacher can all play a role in how well a teacher can teach, and thus how their identity alters in response to these teaching experiences. An unsupportive administration, for example, can create a negative teaching experience, and perhaps, over time, a negative perception of teaching (Flores & Day, 2006).

Connecting to these contextual factors are social and cultural factors. If a region is in

conflict, for example, many impediments will exist that may prohibit effective teaching. A school that exists in a poverty-stricken area is likely to have poor supplies and may be lacking textbooks or have overenrolled classes. These factors inhibit how well teachers can do their job, and it is also likely to impact how they feel about the job. With time, it can impact the teacher's perception of their teaching.

According to Olsen (2008b), a teacher's identity comprises the sum of multiple, intersectional relationships and environments in which the teacher undertakes professional activity. As these relationships and environments are apt to change over time, the teacher's sense of professional identity will change in response (Olsen, 2008b). Olsen also noted this identity can be seen as a way of labelling environmental effects and influences upon an individual teacher and their fluid sense of professional self and identity over time. At any point in time, such a sense of professional identity can be understood and qualified if not exactly quantified; however, Olsen stated that at any measured point in time, an individual's professional identity is not separated from the past; it is very likely to include, or be influenced by, prior identity constructions and experiences.

The practicum in which a student teacher begins to obtain practice in teaching is also crucial to the development of their identity, as it is the student's first exposure to teaching. It is at this point that many student teachers find that the reality of teaching is different from what they had anticipated. It is through this process of negotiating expectations and reality that identities begin to form (Flores & Day, 2006).

Finally, one of the other factors influencing teacher identity formation, both in pre-service and in-service, is mentoring. In the pre-service teacher-education program,

student teachers begin to teach under the guidance of the assigned mentors after observing the class of their mentors for a certain time. While this process has been positive for some student teachers or novice teachers, it can be devastating or shocking for others (Izadinia, 2016). In the same vein, Sudzina, Giebelhaus and Coolican (1997) stated disparate power relationships between mentor and mentee potentially impact teacher identity formation. The underlying factors mentioned above are discussed in the following section.

2.4.1 Personality and Emotions

A primary factor in a teacher's professional identity development is the personality and emotions of the individual teacher, as well as the emotions engendered through the work of teaching. Hong (2010) observed that a strong link between emotion and commitment exists in teaching; self-efficacy, or the perception by new teachers that they will be successful in their chosen profession, is very important to their identity development. The perception of an ability to succeed generates self-confidence, which is needed to teach.

Furthermore, Lim (2011) found that confidence and happiness in teaching were essential in the formation of a teacher's identity and that student teachers also believed that a teacher should have a passion for teaching. Flores and Day (2006) also noted that emotion is an important element of teaching: trust and respect are engendered between teachers and students, their parents and the communities and values informing their teaching are important to teachers. Conversely, when trust and respect are damaged, a negative emotional response occurs in the teacher. Policies that disempower teachers have a detrimental effect, causing them to feel vulnerable and perhaps damaging their sense of self-efficacy (Flores & Day, 2006).

Generally, teaching is widely regarded as work that requires a great amount of emotional labour, as it is dynamic and situated through connections with students and the community. Many new teachers experience emotional burnout as a result of the high degree of emotional labour required by the job (Hong, 2010). Pressures, anxiety and insecurities can create resistance against the development of a professional identity (Lim, 2011). Addressing the high attrition rate within teaching, particularly among new teachers, Hong (2010) considered a fixed and stable personality may lead some teachers who are having difficulty adapting to leave the profession, as opposed to finding solutions within the profession of teaching.

Moreover, the personal biography of teachers has been found to determine how resilient they are in responding to challenges and adapting to their profession, particularly with new teachers (Beijaard et al., 2000; Flores & Day, 2006). One generally not resilient in the face of change and challenges is also likely to have difficulty with the demands presented by the teaching profession, which can be described as a process of mitigating problems as they arise. Also, the experience of teaching may challenge deeply held personal beliefs and values, which can make the experience of teaching emotionally taxing, particularly for new teachers (Flores & Day, 2006). Teachers' norms and values also play an important role in their professional identity development, and, ideally, teachers will critically reflect on these norms and values and how they impact classroom beliefs and practices (Beijaard et al., 2000). Challenges to these ideals may in part help explain the high attrition rate among new teachers.

Perhaps one of the most important factors in a teacher's identity development is personal history with teaching and learning, which greatly informs how a new teacher

will approach teaching (Lim, 2011). Their perception of how a teacher and classroom should be, are carried from their own experiences and have been found to have a tremendous impact on their identities (Lim, 2011). The stages in life and psychological development are also essential to the identity and how it continues to develop for teachers as they continue in their profession (Beijaard et al., 2004).

2.4.2 Teacher Education Programmes

A common problem in many teachers' educational programmes is that the programmes cannot provide an abundance of meaningful teaching experiences for student teachers due to a range of practical impediments. Because student teachers receive pedagogical instruction and classroom experience in their programmes, they are one of the most significant factors in the development of their burgeoning professional identities; though most students will enter programmes with an idea of a teacher's role, this idea is dramatically refined through the teaching programme. Timoštšuk and Ugaste (2010) found that meaningful teaching experiences are essential to the developing identities of new student teachers, which is in line with Wenger's (1998) claim that legitimate access to on-the-job experience is crucial for the development of a teacher's identity.

Problems relating to the amount of practical experience offered have been widely observed in a variety of regions and contexts. In many programmes, an emphasis on competency and pedagogy may far outweigh practical teaching experience. Novice teachers may then experience significant difficulty when they begin teaching in the classroom; although they may have had ample theoretical education and understanding of teaching, they may have little practical understanding of their teaching choices. Teaching skills are obtained through doing; for this reason, despite existing limitations, teaching programmes must emphasise not only competency but teaching skills to best

help teachers develop their identities (Timoštšuk & Ugaste, 2010).

Timoštšuk and Ugaste (2010) observed that both positive and negative experiences with teaching had a tremendous impact on student teachers; with more teaching time, they could be expected to acclimate more to the classroom before their in-service period. These experiences, which create such an impact on the identities of student teachers, would likely be better understood within a context of additional experiences. The impact that such experiences have on new teachers seems to justify the need for additional experience.

Another concern arising in training programmes and impacting student teachers is the assessment of teachers' skills, as measured by the student's performance. Increasingly, such performance measures are being introduced (Timoštšuk & Ugaste, 2010). With a shifting emphasis on measurable teacher performance, teacher-training programmes are similarly impacted, and a focus on teaching performance outcomes has become of greater concern (Timoštšuk & Ugaste 2010). Because teaching skills are developed experientially, such a focus may take needed attention away from skills practice and other needed aspects of training.

Finally, a unique concern experienced by EFL teachers is the disparity between native and non-native speakers of English. As Lim (2011) explained, preference is given to EFL teachers who are native speakers of English. Proficiency tends to be highly valued, so that non-native speakers of English who teach are constantly in a position where they must compare themselves to native-speaking teachers of English and attempt to gain similar levels of proficiency, which may not be realistic in all situations (Lim, 2011). This occurs despite the valuable role that non-native-speaking EFL

teachers can provide in their communities and the degree to which they can identify with their students' challenges and concerns as non-native learners of English (Lim, 2011). This emphasis on proficiency within teacher-training programmes may deny the strengths of this group of teachers. Within the context of EFL teacher-training programmes, an emphasis on proficiency could be adapted to provide experience and understanding of individual strengths.

2.4.3 Contextual Factors

Teaching is also largely contingent on a variety of contextual factors. Each teaching situation is unique, as the possibility exists for a variety of daily incidences. As Flores and Day (2006) noted, teaching is, in itself, context-specific; the subject knowledge, environment and other factors will contribute to a particular teaching experience.

A teacher's situation is unique compared with other professionals, and this also impacts professional identity development. As Beijaard et al. (2000) noted, the teacher is expected to be a subject-matter expert as well as a pedagogical expert and is often in a position of *doing* rather than *knowing*, as compared with other professionals who have more of an opportunity to gain knowledge and build their skill sets in an abstract way (p. 751). Because the teacher decides and acts first and reflects later, this also means that teachers develop differently in their professions and the process of learning is different. Consequently, the contextual nature of teaching directly affects identity development.

The specific teaching context is also a factor that impacts the professional identity development of teachers. For example, Beijaard et al. (2000) described the teaching context as the "ecology of the classroom and the culture of the school" (p. 752). The environment of the classroom, administrators, school policies and curriculum all play

a role in this. Though teaching is a process of mitigating shifting contexts, the larger, more stable context of the school environment creates the atmosphere in which the teacher makes decisions and addresses the developing issues they must mitigate. If a class is living in dire socio-economic conditions, the immediate context will be impacted and it will become more difficult to be an effective teacher.

Another contextual issue is the specific subject a teacher instructs. For example, Beijaard et al. (2004) found teachers who teach low-status subjects (i.e. ones not requiring in-depth subject-matter knowledge) tend to form their identity around the practice of teaching, as opposed to around content knowledge. Understanding oneself as a modern or a traditional teacher is also a way in which identity and context specifically intersect (Beijaard et al., 2004).

Perhaps one of the most evident ways professional identity can be affected through context is in the case of a conflict with the school administration. Particularly, having a negative or unsupportive school administration can affect a new teacher's sense of teaching and the profession in a very detrimental way (Flores & Day, 2006). On the other hand, a supportive environment will likely favourably affect the developing identity of a new teacher.

Finally, another contextual factor impacting the development of many teachers is that some individuals choose to go into teaching for reasons unrelated to teaching. For example, Flores and Day (2006) described many teachers in their study chose to teach because it was perceived as a stable profession, they wished to continue to pursue subject-matter expertise in such a way that it led them into teaching or they did not have the strong academic performance required to enter their chosen profession. These

teachers, who did not initially envision becoming teachers, are numerous among the ranks of those employed as educators. For this reason, it is important to consider this group of individuals in thinking about a teacher's identity development.

2.4.4 Social and Cultural Factors

Besides considering training and its impact on teacher turnover intent or job satisfaction, it is essential to consider some of the identity-related barriers to teacher retention, success and development of a professional identity. As noted, professional identity construction is dependent on sociocultural and other factors, including those relating to the situation and an individual's identity. Therefore, certain sociocultural axes of oppression or reduced opportunity for pre-service ESL teachers – along gender, racial/ethnic or class lines – should be considered in relation to their ability to construct and maintain a positive professional identity in teaching (Kayı-Aydar, 2015). Gendered oppression explains women's continued subordination in social, economic and political life; this is relevant when considering the position and identity of female or gender-variant ESL teachers.

Gender is a social construct that defines and defends masculine and feminine identities in a specific location or culture. Like professional identity, gender roles and expectations are mutable and change over time. Male-female relations in the workplace and a broader sociocultural context are also political because they involve power; in patriarchal societies, this involves the systemic-level power of men over women (Holmes, 2000). Thus, the primary explanation of differences between men and women flows from "gender hierarchies and patterns of inequality" (Crompton & Lyonette, 2005, p. 601). Gender segregation in society and at work has significantly declined since the 1960s; however, in teaching and other areas of work, occupational

gender segregation remains significant and obvious (Blackburn, Browne, Brooks, & Jarman, 2002).

Ethnicity, like gender, is a fluid and flexible constructed identity that occurs over time. Berdahl and Moore (2006) stated that individuals who experience ethnicity-based oppression will, due to the multiplying effect of intersectional oppression, experience significantly greater oppression if they also face gendered or other oppression. Multiple identities are, thus, compounded in terms of the type of oppression experienced. In other words, the combined effect of ethnic and gender oppression is more significant than the additive joining of the two identities on the surface (Berdahl & Moore, 2006). Intersectional oppression affects pre-service ESL teachers in terms of their professional, personal and situational or sociocultural identity formations and negotiations. Individuals experiencing oppression in the workplace may experience intense anxiety about a failure to succeed. Some will discount their own culture or cultural values to adopt and assimilate to the dominant culture's value systems (Fearfull & Kamenou, 2006). Women's attitudes towards work and life balance, as commonly conditioned by ethnicity or class, for example, are changing; this has a knock-on effect on professional and personal identity as it affects teaching as a career.

Teaching always occurs within the contexts of society and culture. As Hong (2010) highlighted, teaching is essentially a social process in which meanings and interactions are governed by pre-existing expectations. According to Lave and Wenger (1991), it is through taking part in community practice that teachers develop their professional identities. The individual legitimises their own identity by being accepted as a teacher by other teachers working in the profession.

In a larger sense, issues of society or culture that affect individuals in a particular context are also likely to impact education. War, poverty and other social ills obstruct the importance of education and are likely to hinder attendance, the furnishing of needed supplies and so on. In a setting of social turmoil, students are unlikely to be able to pay attention to lessons.

Changes in social expectations also affect how teachers teach, and thus, how they regard their profession. For example, within the field of education, the important pedagogical development of learner- or process-centred writing has socially shifted expectations of teachers; the classroom focus on learners, rather than the teacher, and also gradually shifts the responsibility for learning onto the student (Beijaard et al., 2000). This shift has helped create an emphasis on the actual classroom and move teaching away from the older, teacher-centred model in which students used drills, for example. Many novice teachers also regard themselves as modern teachers, with a distinction between older and newer models of pedagogy. Novice teachers may also face an array of other challenges as they are developing their identities. In one study of new Belgian teachers, teachers reportedly felt vulnerable as an impact of outside influence, a feeling that was created when parents, colleagues or policymakers questioned their professionalism, often in the process of creating unrealistic policies or unfair expectations as they strive for outcome-based achievement (Flores & Day, 2006).

Teachers often face tremendous pressure to yield results in the form of student performance, yet this performance can also be impacted by a variety of factors outside the teachers' control. For instance, Timoštšuk and Ugaste (2014) highlighted the stresses created by standardised testing and how such tests are used to assess the

effectiveness of teachers. The demands on teachers and the stresses they face is another reason that reflection-based training and development of strong professional identity is important for teachers; ideas about competency may, and often do, change, and the teacher with a well-developed professional identity and a metacognitive pedagogy will be better situated to respond to such shifts.

Some of the challenges faced by novice teachers also tie to the context and setting of the teaching environment. Goodnough and Mulcahey (2011), for example, pointed out that in the case of rural settings, teachers may have to teach in areas outside of their specialities and may have classrooms featuring students from a variety of grades and levels. Although those teaching contexts allow for the rapid development of practice through experience, they are also difficult and create stress for the teacher. Carter and Francis (2001) also noted that new teachers often are not only allotted the same responsibility as their more experienced peers, but they are also given some of the most challenging, undesirable assignments. Additionally, gaps may exist between the education student teachers receive and those districts that will employ them (Chubbuck, Clift, Allard, & Quinlan, 2001).

Finally, teachers' sense of their roles and profession is essential to positive identity development (Beijaard et al., 2004). In a social climate where teachers do not feel valued or respected by their students, the work of teaching is devalued and it becomes less attractive to students as a potential career choice (Hong, 2010). In short, cultural and social factors can have a tremendous impact on teacher identity development through their direct relationship to education and how well a teacher can teach. Novice teachers often enter a period of uncertainty (Beijaard et al., 2000); beginning one's teaching career in a context of sociocultural difficulties is likely to bring still greater

challenges.

2.4.5 Role of the Practicum in Teacher Education

Perhaps the most immediate factor impacting teacher identity development is the practicum (i.e. when student teachers begin their practice of teaching within the classroom). Many new teachers entering the profession after their training period have described a sense of "reality shock or abruptness," expressing the feelings of lacking support, a difference between expectations and reality of teaching in the classroom and other negative aspects impacting their experience (Flores & Day, 2006, p. 219). Much of this dramatic shift can be attributed to a practicum experience that is very different from their teaching experience; as discussed, many practicum programmes do not provide ample teaching time to students, which can create problems with adjustment (Flores & Day, 2006). Students find the experience of teaching is vastly different from being a student teacher. Thus, a more gradual transition into novice teaching may be useful.

Additionally, Flores and Day (2006) differentiated the expectation and reality of novice teachers, describing the dynamic construction of teacher identity to reconcile the jarring differences between practicum work and real-life teaching. It is typical for new teachers to realise that teaching is very different from how they thought it would be and to have to renegotiate their engagement in the profession.

An adjacent problem is that some teachers feel they do not learn enough during their practicum to teach effectively; this is one of several reasons that ongoing professional development is important. To be most beneficial to EFL teachers, specifically, the practicum period should include critical reflection, particularly about the assumptions student teachers hold about teachers' qualities and practices (Lee, 2010). This will

enable student teachers to identify their own beliefs and the extent to which they form their expectations.

Beijaard et al. (2004) found in surveying experienced teachers that a positive perception of their profession and their roles as teachers serves to form a positive professional identity that can override poor working conditions. For this reason, it may be particularly important that the practicum help student teachers gain skills, as novice teachers frequently have the least desirable assignments and can be overwhelmed by feelings of under-preparedness. A practicum that encourages critical identity reflection and provides ample teaching practice may offer teachers a stronger start in the profession.

Trent (2013) noted that among pre-service teachers, it is a common belief that the practicum is an unpleasant and stressful aspect of training. This is due, in part, to the external expectations placed upon new teachers that may not align with their vision of an ideal teacher. It would appear that external regulations, such as district policies and mentors, are implemental in helping or hindering the alignment of these (sometimes) opposing views. However, the link between mentoring and the developing teacher's identity, which is discussed in the following section, presents somewhat of a gap in their academic work, particularly regarding its impact on reflection and competency.

2.4.6 Mentoring in Teacher Education

Mentors have come to occupy an increasingly important role in teacher training and the development of a teacher's professional identity. Hobson, Ashby, Malderez and Tomlinson, (2009) defined mentoring as individual support of a new, developing teaching practitioner by one with the benefit of more experience; this support is designed to not only help them adapt to the practice of teaching but also to that practice

within the local context of the community and the school. This is especially salient, as the theory that is taught may differ when compared with what is done in classrooms in particular locations. This difference, in part, and the difficulties with adapting may explain the high attrition rate among new teachers, one that is believed to be as high as 50% in developed nations (Izadinia, 2016). Mentors are extremely beneficial in the developing identities of new teachers and in positively impacting attrition rates. The academic literature attests to the various ways that mentors positively impact novice teachers, including providing a bridge between theory and practice and providing multiple models for solving problems (Carter & Francis, 2001; Achinstein & Barrett, 2004).

In identity formation, mentors impact novice teachers' views they may already hold. For example, Alexander, Muir, Chant (1992) explained that student teachers bring identities to the practicum that have been, in part, formed by the opinions of their professors and colleagues as well as by their experiences; the authors argued that these experiences "by student teachers throughout the school-based mentorship initiative have been modified, confirmed or reconstructed when they attended schools during the mentorship programme" (Alexander et al., 1992, p. 2). Reflective strategies are useful for teachers to consider issues correlating to their identity when they are able to do so (Farrell, 2011). Frick et al. (2010) pointed out that the metacognitive element of learning, in which new teachers learn to reflect on and regulate their practices, is important to developing a teacher identity. Establishing teachers as practitioners who are also metacognitive learners and can reflect on their practice is an end goal of mentoring relationships.

However, it is also widely noted within the academic literature that certain factors

complicate the mentor–mentee relationship, as well as the mentoring process. A primary concern is that the process of mentorship is a complex and sometimes conflicting one, as mentors are expected to nurture and help new teachers but also rate them, which impacts hiring practices (Bullough, 1997). The mentoring process creates a bridge between competency and reflection, but it is also ultimately serving two conflicting interests, as mentors ideally encourage reflection and growth as well as assess competency. Additionally, externally imposed expectations, including those of the mentor, can impact the teacher and their identity through the question of authenticity, as "what is authentic in a particular place may not necessarily be authentic in another place due to sociocultural differences" (Karataş & Karaman, 2013, p. 10). What is contextually appropriate will vary. Furthermore, it is the mentor teachers' experience with their teaching education that informs their interactions with, and impressions of, their mentees (Butler & Cuenca, 2012). The quality and focus of their teaching education might vary, resulting in conflicting expectations. The mentoring experience depends also highly on the context in which the mentorship takes place, and expectations might thus vary and be unclear (Rakıcıoğlu-Söylemez & Eröz-Tuğa, 2014).

Another, more pressing concern complicating the mentor–mentee relationship is the issue of a mismatch, which might be due to pedagogical differences, interpersonal issues between mentor and mentee or an issue of context. For example, Sudzina and Knowles (1993) followed 25 student teachers who left the profession across two sites for 10 years and found a major factor in the teachers' failure pertained to conditions relating to the placement and their context. One of the contextual elements influencing this phenomenon was that of the mentor–student relationship, which in many cases did

not solidify due to pedagogical differences, personality conflicts or cultural differences. The authors indicated when a weak or incongruent mentor–mentee relationship exists, the mentee is left with few options, such as withdrawing and repeating practicum, the reception of weak references or failure. Thus, mentoring becomes particularly important as an area of study, as there is a disparity in this power relationship and it has a great impact on mentees (Sudzina et al., 1997). Potential issues with the tension between reflection and competency become more urgent when the perception of a mentor can have a tremendous influence on a developing teacher's career.

A mentor relationship between an experienced teacher and a training teacher is valuable to a teacher's preparation and is a popular topic of academic research. However, within this topic, the question arises about the impact of an impersonal matching of a mentor teacher and student teacher and the degree to which a chosen relationship benefits the teacher in training. Awaya, McEwan, Heyler, Linksy, Lum, & Wakukawa, (2003) described the controversy surrounding the replacement of the personal relationship of mentoring with one that is "institutional or contractual" (p. 46). They also expressed that while mentoring can be valuable, it may be more so when it is less formalised but with a particular focus. One critique is that many administrators of mentoring programmes tend to assume that mentoring is, in itself, positive, even with a lack of particular aims or outcomes. A challenge exists in balancing the theoretical implications of mentorship relationships with more practical, immediate concerns in establishing and maintaining that relationship (Awaya et al., 2003).

On the other hand, mentoring has been shown to have immense benefits when training teachers, as pointed out by Hobson et al. (2009). These authors discussed the positive

impact that mentor programmes can have on student teachers at the beginning, which primarily include emotional and psychological support as well as “reduced feelings of isolation, increased confidence and self-esteem, professional growth and improved self-reflection and problem-solving capacities” (Hobson et al., 2009, p. 209). Mentoring is widely regarded as one of the more successful means of helping training teachers develop within their professions.

Overall, the role of the mentoring relationship in a teacher’s identity formation is highly important. As Devos (2010) observed, the enthusiasm for mentoring may well be tempered by a thoughtful approach. In the case of an assigned mentorship, as opposed to an organically chosen one, a mismatch may exist between the student teacher and the mentor in personality, pedagogical approach or some other way. Therefore, to best obtain a positive result from mentoring programmes, Devos (2010) strongly recommended that mentoring take place within specific institutional contexts and for the express purpose of helping to produce teachers’ identities.

2.5 Theoretical Frameworks of Teacher Identity

A teacher’s identity has long been of interest in education research. This section presents some theoretical frameworks of identity formation in the existing literature. The present study mainly used Norton’s (2013) imagined identity, Wenger’s (1998) modes of identity and Higgins’ discrepancy theory (1987) to guide the theoretical framework. It is widely recognised within work carried out on teacher identity that teachers come to develop their professional selves through imagining the teacher they would want to be. Through a series of practices, the individual negotiates their identity, at times finding a gap between the idealised, imagined identity and their abilities. If this gap is too significant and cannot be bridged, negative emotions and a poor self-

image can result.

As the teaching programme sets up expectations about teaching and ways of theorising strategies through pedagogy, it is important to the development of a teacher's identity. Such programmes are understood to prepare a student teacher to undertake a career in the challenging field of teaching. However, as mentioned, concerns exist over whether student teachers receive adequate classroom preparation. Through using the theories delineated above, the impact of the teacher education programme's structure, and particularly the practicum, was considered within the context of teacher identity development as informed by identity studies.

2.5.1 Social Theory of Learning

Much of the work on teacher identity is contingent on theories of social learning. Olsen (2008a) explained teacher identity is a useful lens of research because it considers teachers as individuals and considers their identities across various contexts; ultimately, it recognises the fundamentally social element of teaching. The study of teacher identity is both interested in the exterior world in which the teacher practices and the interior, private world of the teacher and how these two intersect (Olsen, 2008a). It also focuses on how individuals engage in the "lived experience of participation in the world" (Wenger, 1998, p. 3). In other words, research concerning a teacher's identity considers the teacher as an individual and a social being working in a social context and identity formation as an experiential part of a practice.

As Varghese et al. (2005) highlighted, learning is particularly a social process and identity is formed through social means. Social identity theory possesses that individuals associate with particular social identity constructs and through these, they grow to conceive of themselves in relation to the world and form their identities

(Varghese et al., 2005). To an extent, identity is assigned but also chosen. Through categorising oneself in relation to a particular group and identifying with that group, individuals imagine themselves as a particular type of person, one with qualities, desires and priorities that are common with members of that group (Bukor, 2011). Identification is then a social process.

Additionally, Johnson (2006) pointed out that learning and knowledge are socially understood; for example, how an individual is socially positioned will determine how and what they learn, as well as various other factors. Through understanding oneself and one's environment and encountering new information, the individual is affected and learning occurs. As Johnson noted, "both participation and context are crucial to human cognition" (p. 238), and Lave and Wenger (1991) stated it is through a series of social practices that learning happens. Therefore, learning is experiential, with experiences occurring through social means (Farnsworth, Kleanthous, & Wenger-Trayner, 2016).

Identity also has a political component, which is important in education. Various identity categories may, in a particular context, be understood as more valuable than other categories, which means some identities may be associated with more power and status. Thus, some identities may be perceived as more desirable than others. Varghese et al. (2005) illustrated this concept through the divide between English teachers who are native speakers and those who are not, with native speakers often being more frequently selected and better paid for teaching positions. Though having a native ability with a language does not guarantee the quality of that ability or teaching skills, the perception exists that those who are native speakers of English are more effective as teachers of English. The valuation of particular information and skills is situated in

a historical and social context, with certain information being privileged above other information (Johnson, 2006; Joseph & Heading, 2010). Therefore, the activity of learning is focused according to the priorities and agendas of those who are in positions of power that permit them to decide what material should be learned and how (Johnson, 2006). Accordingly, what learners are expected to know is in part a political function, particularly as it connects to the construction of an identity.

Finally, Wenger (1998) described particular identities, such as those of teachers, as developing through CoP. For Wenger (1998), CoP display several properties of the "emergent structure, complex relationships, self-organisation, dynamic boundaries, ongoing negotiation of identity and cultural meaning" of social formations, and this formation is a kind of "social learning system" that has its own features (p. 1). In the sense of a teacher's CoP, teachers are exposed to particular qualities specific to their identity. It is through interacting with a community of those in the same profession and being exposed to their norms and expectations that teachers develop their identities and come, gradually, to view themselves as teachers (Wenger, 1998).

2.5.2 Wenger's Identity Construction Theory: Modes of Belonging

Research on language teacher education focusing on identity development during the first crucial year of teaching has not been successful in creating a clear and solid understanding of how identity develops during this time. However, several theories have been identified as important in situating existing understanding. One of these most foundational theories in the study of a teacher's identity is that of Wenger's (1998) modes of belonging to understand identity development. According to Wenger's (1998) theory, modes of belonging has three particular stages: engagement, imagination and alignment. The stage of engagement entails relations between an

individual and their environment. Engagement addresses the active relationship between the external environment and the self. Imagination, the second phase, connects to an individual's understanding of the world and how they relate to the exterior environment. Alignment, the last phase, describes an individual's efforts to align the external world of society and their internal, private world to avoid conflict. This may describe active efforts as well as shifts in understanding; Norton (2013) and Wenger (1998) agree that internal processes of identification are as relevant as external occurrences. Most relevant to the phase of alignment is the process of making adjustments between the internal and external worlds to achieve a goal and to attain harmony between the individual's desires and those of the environment. Furthermore, Wenger (1998) argued the two-fold process of identity development, as participation in the external environment and personal reflection through belonging.

In other words, both internal and external factors are key to the individual's understanding of their identity and are manifested through particular phases. Teaching, in particular, is both reflective and participatory, as it involves action as well as contemplation of one's actions. The teacher, particularly the student teacher and novice teacher, has an imagined ideal teacher in mind and must weigh and measure their practice against it in a process of comparison. Thus, teachers form a perception of themselves as a teacher through this mental process of comparison as well as through the actions they undertake in the classroom.

It is also important to consider Tsui's (2007) work concerning the experiences of novice teachers. Tsui focused on the formation of teacher identity through relational interactions and community involvement as well as when negotiating external factors imposed by the school system. Tsui's work reinforces Wenger's theory of identity as

both participative and an act of reification: identity is something that one creates through participation and reflection. Furthermore, Tsui focused on competence and legitimacy of access to practice as key factors in the development of teacher identity, defining the relationship between these two elements as "mutually constitutive" (p. 675). Tsui argued new teachers must have the legitimacy of access to practice; they must be able to make pedagogical decisions about their teaching and have ample time to teach independently. Frequently, teacher-training programmes provide only very limited, closely supervised teaching experience. However, a programme that provides only limited classroom experience may not adequately prepare student teachers to perform competently in the classroom. According to Tsui (2007), through understanding and being attuned to the factors affecting the identity development of novice teachers, administrators and teacher educators can better support them, which will help them to build confidence and competence. This is key to training effective teachers.

Wenger's (1998) modes of belonging suggest the most productive training context for teachers is one in which they have the opportunity to both reflect and practice, as both are key to identity development. Access to practice, particularly, is of concern in many teacher-training programmes, where pedagogy is more heavily weighed than classroom experience. Some student teachers do not have the opportunity to make pedagogically based decisions and wait until their in-service phase to experiment with techniques. Moreover, some do not feel comfortable experimenting even in the in-service phase, and thus their development may be hindered by a lack of access. Wenger's modes of identity are important in understanding the stages a novice teacher undergoes when learning to teach and adapting their identity to the community

environment.

2.5.3 Imagined and Practised Identities

The concept of imagined and practised identities hinges on the idea that an identity is fluid and vibrant. Norton (2015) argued that "identity is multiple, a site of struggle, and changing across time and space" (p. 376). Anderson's (1991) theory of imagined community and imagined identity posits that although individuals cannot meet all or most of a group to which they belong, individuals still develop a sense of unity and identification with the group through the qualities and views they ascribe to the community and its members. Through this process, the individual attains a sense of individual identity contingent on how they imagine the community to be. Although Anderson illustrated this idea mainly through the example of nationalism, it is also applicable to other communities, such as teaching communities. Norton (2013) connected Anderson's theory to the language-learning classroom, noting that although the classroom community exists, it is also imaginary and permits a variety of future outcomes.

Similarly, when examining the professional identity development of four Chinese student teachers over a four-year span, Xu (2013) found the identities of those teachers changed significantly within the first three years of teaching, featuring rule-based and schema-based identities that emerged as a result of the work setting context. Xu (2013) extended imagined identity by connecting it to phases of teacher development. Prospective teachers have an imagined identity, mostly built upon an ideal teacher, and a practised identity, from the practical management of classrooms. However, internal and external factors can impact the teacher's developing identity in various ways; for example, Villarreal Ballesteros (2010) described the detrimental impact of a

significant gap between the individual’s imagined identity and their actual performance. However, Kharchenko (2014) indicated that, according to Wenger’s (1998) theory, if competency and performance are too close, significant learning is not likely to occur either.

Of particular importance in the context of the language-learning classroom is the positioning of English as a valuable global commodity that exists in a variety of contexts (Pavlenko & Norton, 2007). Through engaging with particular understandings of English, both the teacher and students understand themselves in particular ways as speakers of English and a community that engages with English (Pavlenko & Norton, 2007). Pavlenko and Norton cited the political elements of English language acquisition and its implications to the way that individuals identify themselves as speakers of English and engage with the language and highlighted considering the imagined communities of the learners, as well as teachers, is key to effective teaching. Language-learner investment is important to motivation and outcomes (Norton, 2015). Villarreal Ballesteros (2010) addressed issues of power in the classroom, noting that such issues can inhibit a sense of belonging to an imagined community, such as that of students. In the same vein, Yazan and Peercy (2018) addressed the role of power relationships on teacher identity constructions by mediating and reshaping the identity concerning the dynamics and nature of interactions in CoP.

Notably, for many EFL/ESL students, the imagined community of other EFL/ESL learners is aspirational and attaining a legitimate status as a speaker of English may seem daunting, as “the only idea of being accepted, not even granted a legitimate peripheral participation, may seem unattainable for many beginning language

learners" (Kharchenko, 2014, p. 26). Additionally, students may have a conflicted relationship with English for several reasons. As a novice teacher of English negotiates their own identity, they must consider the students' imagined identities as part of a learning community.

2.5.4 Discrepancy Theory

Another prominent theory in identity studies is that of discrepancy theory, which draws from a psychological tradition positing that individuals who hold conflicting beliefs are likely to experience discomfort, up to and including anxiety and depression (Higgins, 1987). However, discrepancy theory examines the gap in identity found between an individual's belief of who they are and who they think others (specific individuals or a broad, generalised *other*) believe them to be (Higgins, 1987). Higgins divided the self into three entities: (a) the actual self, which is characterised by the attributes the subject (or others) believe one has; (b) the ideal self, which is characterised by the qualities that the individual (or others) wishes they had; and (c) the ought self, which is characterised by qualities the subject (or others) believes they should have.

As Vartanian (2012) noted, it is not the actual qualities possessed by an individual but how they perceive their qualities that determine these domains of self. These qualities can be considered from different perspectives: those of the self and those of a significant other, one with whom the individual shares a close relationship. Tension can exist between those qualities the individual would like to possess and those that others would like them to possess (Higgins, 1987). According to Higgins, "combining each of the domains of the self with each of the standpoints on the self-yields six basic types of self-state representations: actual/own, actual/other, ideal/own, ideal/other,

ought/own and ought/other" (p. 321). The last four of these are what is deemed "self-guides," or a means of establishing standards for the self (Higgins, 1987, p. 321). According to the self-discrepancy theory, most individuals are motivated to align the concepts of themselves, determined by the actual/own and actual other domains, self-guides (Higgins, 1987).

An inability to align one's self-concept with these self-guides results in stress and negative emotions. According to self-discrepancy theory, the more significant the gap, the more the individual will experience the affiliated negative emotion (Higgins, 1987). The awareness of the gap and the immediacy of a particular gap both influence which discrepancy the individual will most intensely encounter as well as the resulting feelings of depression, anxiety or low self-esteem (Higgins, 1987).

Also relevant to the development of a teacher's identity are developments in the literature concerning discrepancy theory. For example, Vartanian (2012) noted self-discrepancy theory has been modified to include potential or future selves as well as the feared self, which possesses the qualities the individual does not want to possess but believes they might have. In the domain of teaching, for example, the feared self might be a poor teacher. Vartanian (2012) also noted the negative emotional outcomes of discrepancies.

Discrepancy theory is applicable within the context of teaching identity and its development, as student and novice teachers may encounter gaps between their idealised selves and their identity-in-practice. A teacher who is unable to bridge this gap may encounter negative emotions as a result as well as a sense of being a poor teacher. Therefore, discrepancy theory is useful in understanding the relationship

between imagined identity and self-image.

2.6 Summary of Theoretical Frameworks

Section 4.2 presented some of the theoretical frameworks utilised in teacher identity research studies considering the research questions of this study. This present study mainly used Wenger's (1998) and Norton's (2013) conceptualisations on identity as a complex, multifaceted, individual and context-bound process of becoming that can be constructed and/or reconstructed depending on the social interactions in specific CoPs to guide the inquiry. Wenger (1998) emphasized the sociocultural facets of identity formation; however, relevant relations, such as power relations, holding authority among individuals and communities, were overlooked (Norton, 2010). Hence, this study was guided by the notion that these relations shape and reshape LTI in a major way.

Imagined and practised identity concepts are based on the idea that identity is variable and evolving. According to Norton (2000), identity is a challenge in which the learner or teacher aspires and invests in an imagined community. Xu (2013) also extended the concept of imagined identity by linking it to the stages of professional development and argued that pre-service teachers usually have an imagined identity based on their previous personal experiences and beliefs. This imagined identity may shift to practised identity concerning the teaching practices that they are involved in once they begin teaching in the classroom. As Trent (2011) pointed out these teachers (re)construct their teacher identities through teaching, they harmonise and reshape the image of being a teacher in their contexts. Flores and Day (2006) highlighted the gap between what novice teachers expect and face in the actual classroom setting to define teacher identity construction and reconstruction in the context of teaching. Norton and

Morgan (2013) addressed the role of meaning-making that occurs through time, setting and type of interactions. Thus, the concept of LTI in this study was delineated as social and transformative practices that emerge as a result of interactions, negotiations and meaning-making in the community of practice.

2.7 The Gap in the Literature

Several studies have been carried out in recent years on teacher identity construction. However, very few of them have traced pre-service teacher to the in-service teacher and most of these studies have emphasised the experiences of prospective teachers (Xu, 2012, 2013; Yazan, 2018, 2019). Tsui (2007) also suggested that teacher identity need to be explored through the lens of long-term studies. Besides, in Turkey, where this study was carried out, the number of longitudinal studies is scarce. Teacher identity construction is context-bounded; thus, more investigations, especially longitudinal ones need to be conducted. In order to attempt to fill this research gap, this longitudinal case study explored teacher identity construction of Turkish EFL teachers to subsidise to LTI construction research and provide insights into teacher professional development programmes.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter presents the research methods and procedures utilised in this study. It provides information about the research design in terms of the method implemented in undertaking this research and why it was appropriate. The chapter also presents the context of the study, the participants, data collection instruments and procedures for gathering the data as well as the process of data analysis. The chapter ends with a discussion of the issues of validity and reliability, the role of the researcher in the study and the ethical considerations.

3.2 Research Design

The research design employed for this study was a qualitative longitudinal case study methodology. The qualitative longitudinal research methodology is fairly new compared with other more traditional research methodologies, such as quantitative research or observational research (Neale, 2017). When employing qualitative longitudinal research methodology, the unit of analysis is generally the individual, which is often the case with the traditional qualitative research design. The difference, however, is that the reason for using this methodology is to understand changes in the individual over time in relation to a specific situation or social condition (McLeod & Thomson, 2009). In particular, this study utilises qualitative case study approaches to apprehend and explore how EFL student teachers construct and reconstruct their professional identity through pre-service to in-service phases in their CoP. Therefore,

this study adopts a qualitative longitudinal case study encompassing *abundant data* on the experiences of the participants (Patton, 2002).

Qualitative longitudinal research involves gathering data from a set of participants over time, such as by conducting interviews at different points in the social condition or situation of interest. The determination of when to gather data from the selected participants should not be based on periods of time. A researcher should not decide to collect data every three months or every six months. Instead, the decision about when to collect data from participants should be based on waves that are related to the social situation or condition that is faced by the participants (McLeod & Thomson, 2009). For this study, data were gathered in three phases that corresponded to the beginning of the training at the pre-practicum stage, during the practicum and at the end of the training following the in-service. In this way, it was possible to obtain data from the participants that corresponded to stages of change and development related to the pre-service training process.

One problem that can arise with the use of the qualitative longitudinal research design is attrition, or participants dropping out and no longer participating during each successive wave of data collection. One way to reduce attrition in a sample is to attempt to obtain a sample that is stable, meaning that they are not likely to change living situations (Alasuutari, Bickman & Brannen, 2008). For this study, the participants were student teachers who were in pre-service teacher training, which meant that they were not likely to drop out of the programme as they were completing their educations to become professional teachers. Furthermore, because the student teachers were connected with an education programme, it was easy to maintain contact with them. Also, the only attrition expected to occur with the participants would have

been them removing themselves or being removed from the pre-service training programme, which would have been highly unlikely. In this regard, because of the nature of the study and the participants, the issue of attrition among the participants was reduced to the lowest level possible and was not an issue that had an impact on satisfactorily completing this study.

3.2.1 Qualitative Research

Researchers have argued that defining qualitative research is difficult because many different types of methods of data collection can be labelled as being qualitative, and qualitative research is inclined with holding a burgeoning spirit rather than using a pre-destinated pathway to follow (Creswell, 2007). Furthermore, Cassell and Symon (2004) argued that conducting qualitative research with the assumption that others already know the possible findings goes against the idea of qualitative research. Qualitative studies require creativity in terms of analysing and interpreting the gathered data which might enrich the study. As Morcom (2014) stated "qualitative research endeavours to understand the world of the participant by situating the researcher with all their values and assumptions in that world" (p. 21). Further, certain steps need to be followed as part of the qualitative study approach for yielding a productive analysis of experiential content (Fraenkel, Wallen, & Hyun, 2011).

Qualitative research can be defined as an exploratory study in which the goal is to learn about the impact of a phenomenon on humans through the perspective and opinions of humans (Creswell, 1998). Researchers have used the term *human-as-instrument* to explain the idea that in qualitative research, the human becomes the instrument through which an understanding of a situation or condition occurs (Maykut & Morehouse, 1994). The way to understand the human experience is to collect data from a small

number of participants through interviews, observations or other methods of interaction. This is unlike quantitative research in which the goal is often to collect data from larger samples of people that are considered to be representative of the larger population from which the sample was drawn through the use of surveys or questionnaires (Creswell, 1998). The data are then analysed by examining themes that arise in the responses provided by the participants in relation to the phenomenon or situation of interest and then interpreting the meaning of those themes in relation to the research problem or research questions for which the study was conducted to address (Creswell, 1998).

One concern among researchers who engage in qualitative research is developing a strong personal relationship with participants that might negatively affect the willingness of participants to provide highly personal information (May, 2002). If a participant becomes very familiar with a researcher, then they might become focused on creating a desired reputation in the mind of the researcher as opposed to being completely honest about experiences and personal perceptions.

This study qualifies as a qualitative study because it aimed to examine the human experience of teachers regarding their professional identities through the pre-service level as they moved from the pre-practicum stage to the practicum stage and upon completion of the practicum. In this way, the participants who took part in this study were the instrument, as they were the source of information about the changes that occurred in how they perceived themselves in terms of professional identities. The desire was to obtain the views and perceptions of the individuals. Further, a sample size of only five people was used as a means of being able to collect more in-depth data from the participants and explore the impact of progressing through the teacher

training in a more detailed manner (Creswell, 1998).

Another important aspect of qualitative research is the subjective views of the researcher and the potential for bias that can impact the conclusions drawn from the data analysis (Creswell, 1998). While the issue of researcher bias is present in all types of research methods, it is often thought to be greater in qualitative research in which the researcher must provide a greater interpretation of the thematic analysis than quantitative research in which statistical tests are performed. Since qualitative studies rely on the interpretation of the researcher, careful attention needs to be given to reliability and validity issues, such as member check or triangulation, to ensure researcher bias does not negatively impact the validity or reliability of the findings of the study (Patton, 2002). (See Section 3.7 for the reliability and validity issues considered in this study.) Furthermore, in the analysis of the data and the interpretation of the results of this study, the findings of this study were compared with the literature as a means of providing increasing validity to the interpretations and conclusions.

3.2.2 Longitudinal Case Study

A longitudinal case study is a research methodology in which data are gathered from the same research participants at different points over time (Miles & Huberman, 1994; Merriam, 1998). Yin (2018) described a case study as “an empirical method that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident” (p. 45). More specifically, the rationale behind a longitudinal case study is to understand how certain conditions change over time (Yin, 2018). In the same vein, conducting a longitudinal case study allows a researcher to go deeper over a period of time and employ a variety of data collection instruments (Mills,

Durepos & Wiebe, 2010).

In a longitudinal case study, the time intervals at which additional data are collected should reflect points at which changes in a person are anticipated (Mills et al., 2010; Yin, 2018). This study followed three stages: pre-practicum, practicum and in-service. At each of these stages, it was anticipated that some change would have occurred in terms of how the student teachers perceived themselves with regards to their professional identities. It was also anticipated that the professional identity held by the participants at the beginning of the practicum would be different than the professional identities they held during the practicum, which, in turn, would be different than their professional identities at the end of the practicum. Furthermore, Yin (2018) explained that the stages at which data are collected should also reflect the theoretical changes that are expected to occur to the participants concerning the stages of the phenomenon or event being studied. The three stages at which the data were collected reflect changes in the introduction of the student teachers into the classroom environment. From the pre-practicum stage to the end of the practicum, the participants' roles change from being observers in a classroom to leading the classroom and providing direct instruction to students as a way of putting theories about teaching and instruction into practice.

One of the concerns with conducting a case study is that the subject of the case study may not yield the data needed to answer the research questions formulated for the study (Yin, 2018). A case study participant might not be what was expected or planned in terms of their involvement in a given situation or event. In the case of this study, this issue did not present a great deal of concern. The participants who were part of this study were candidates to become professional teachers and were involved in the

practicum to move from being students to being full teachers. All the participants were involved in a structured programme, which meant that the only problem that could have arisen would be if they had not completed the practicum. Once again, the potential concern of attrition or participants not providing relevant data was extremely low for this study.

3.3 Context

This research study was mainly carried out in three distinctive types of contexts: a four-year bachelor's degree programme in ELTE at a foundation university in Turkey (pre-practicum phase); the practicum in which they observe their mentor in the class for the first semester and begin to teach in the same context under the supervision of the same mentor for the following semester (practicum); and finally, their first year of teaching (in-service) in which they begin independently teaching in a classroom.

The ELTE programme is offered by the Department of English Language Teaching in a foundation university in the southeast part of Turkey. The first three years of the ELTE programme are designed to provide students with a full range of theoretical knowledge about teaching and classroom instruction. Students complete courses such as Approaches to ELT, Linguistics, Language Acquisition, Methodology in ELT, Testing and Evaluation, Classroom Management and Material Development and Adaptation in ELT. In the fourth year of the programme, students move away from learning theoretical issues related to teaching and enter the classroom to connect the theory they learned before experiencing classroom instruction and practices.

The second context of this study, in the 4th year of the ELTE programme, is public schools where student teachers are required to take part in two semesters of practicum,

namely, School Experience (in the first semester) and Practice Teaching (in the following semester). Each semester lasts 10 weeks, during which the students write an observation report regarding their reflective records based on their assigned mentor's classroom. These reports focus on a particular teaching point or task per week related to designing lesson plans, managing a classroom, monitoring the students and using materials and resources effectively. Within this context, student teachers are advised to work with at least one peer so that they can observe the other's teaching practices, as well as reflect on their own teaching practices. In this way, they can gain additional insights into the connection between theory and actual classroom practice because they are working in a collaborative manner that requires them to critique at least one other student while also receiving the same type of critique about their performance. The act of critiquing another student's performance would improve their self-reflections of their performance.

During the first semester, the student teachers are assigned to a public-school classroom where they are expected to observe the practices of the teacher and work with the teacher as a mentor for one day per week. During the second semester, the student teachers begin to teach in the classroom under the guidance of the classroom teacher who acts as a mentor. The role of the mentor is to provide feedback about the professional actions and behaviours of the student teacher as well as provide support to the student as a means of helping them improve professional practices and behaviours. The mentor is also given the task of assessing the performance of the student teacher, as the student-teaching process is part of the overall assessment to determine whether the student will be awarded an ELT bachelor's degree.

In addition to the assessments conducted by the mentor, the supervisor involved in the

ELTE programme observes the student teachers throughout the second semester as part of their evaluation process. After each observation, the supervisor typically meets with the student teacher and provides feedback about the classroom practices and behaviours that were observed. The reason for providing feedback after each observation of a student teacher is to encourage learning-in-practice; that is, the student teachers engage in professional practices and then can immediately reflect on those practices through the evaluations provided by the university-based supervisor. This is also an opportunity for the student teachers to ask questions and gain assistance with areas of their professional practices that might not be as proficient as desired.

Another context of this study is in-service teaching, which examines the first teaching year of the participants after successfully completing the ELTE programme. In this context, one of the participants was assigned to a school in a conflict zone, one experienced the new induction regulation passed by the MoNE for beginning teachers, one began to work in a language school, one had teaching experience as a substitute teacher for a short period and the last case was assigned a little later than the others and started to work in a public school.

Aside from the requirements to complete the English language teaching bachelor's degree programme, the MoNE also requires that newly appointed teachers pass the Public Service Personnel Selection (KPSS) exam, a written test to assess the general knowledge of the potential future teachers as well as their knowledge in social sciences and pedagogical content. Many student teachers find this exam to be very difficult, and many do not pass the exam on their first attempt. Many candidates must wait months or even years to be assigned to a public school as a civil servant given the high demand for such a position due to its continuity and salary.

According to the regulation the MoNE published in the Official Gazette numbered 29329 on April 17, 2015, newly appointed teachers would be subjected to a six-month induction programme in the designated schools instead of the school they were originally appointed, if they wish (MoNE, 2016). This programme includes observing the mentor's teaching practices in the classroom and teaching the classroom under the supervision of the mentor. This process also includes devoting one day per week for non-work activities that connect the new teacher to the community and to the profession, such as visiting the MoNE or historical sites in the city. This regulation is designed to help prepare newly appointed teachers to be competent in-service teachers with the support of a mentor assigned by the MoNE.

During this induction programme, mentors who work with the student teachers are required to have at least ten years of teaching experience. These mentors also receive extra payment from the MoNE for the work that they provide to mentor, assist and evaluate the student teachers. This is a further demonstration of the importance that is placed on this process of preparing student teachers to be competent teachers in Turkey. The student teachers are not mentored by inexperienced teachers who themselves may be fairly new to the profession and who may still not be fully aware of their abilities in the classroom. Instead, they are mentored by teachers who have worked in the profession for at least a decade and can provide feedback and evaluations about the performance of others. Moreover, by providing additional pay to the mentors, there is an incentive for them to take the responsibility of being a mentor to a potential future teacher as a serious task that has a real impact on the country's education system.

It is within this very rigid and structured process and system for preparing future

teachers to be competent educators that this study was conducted. Understanding the context in which this study was conducted also provides further evidence for why concerns about attrition of the participants were minimal. Once the student teachers enter this phase of the process of becoming professional teachers, they are engaged in a great deal of effort and desire to successfully complete the process.

3.4 Participants

At the beginning of the pre-practicum, twenty-five student teachers who were enrolled in the programme attended the practicum orientation meeting to obtain information about its content and process during the two semesters of the last year. In this meeting, they were also informed about this research study and provided an informant letter (see *Appendix A*), which explained the purpose, duration and potential contribution of their participation for the field of teacher-education practices in the country. The students were given enough time to read and consider whether they would like to participate in the study. They were all assured that participation in the study was completely voluntary and would have no effect on their grades.

Originally, ten student teachers expressed their intention to participate in the study, after which five decided to withdraw from the study for unknown reasons. Thus, the study was conducted with five participants selected due to their willingness to participate and benefit from the study as well as their availability to participate for the duration of the study. Detailed biographical information is provided for each participant – Ali, Azra, Deniz, Ela and Irem (all pseudonyms) – in the following section concerning their language-learning experiences, desires and intentions to be an English language teacher, which influence their professional identity construction (Freeman & Johnson, 1998).

3.4.1 Participant One: Ali

Ali is a male in his early twenties (at the time of the study) who had been engaged in the process of learning English since the fourth grade. He is originally from Silvan, Diyarbakir, but his family moved to Mersin – a city in the southeast of Turkey (*the research context*) when he was a child. While Ali had engaged in learning English for nearly a decade when he entered the university, he stated that it was not until studying English at the preparatory English language school at the foundation university that he was able to comprehend anything in English. While in the preparatory English language programme, he was taught English in a deductive manner and was provided instruction that was intended to help students pass the language exam that was required to study at the university.

Upon successful completion of the ELTE programme at the university, Ali took the KPSS exam. He was then assigned to Diyarbakir, the city where he was born, as a teacher at an Anatolian high school. At that time, this region was experiencing political turmoil due to conflict between regional terrorist groups and the national government. The local government had imposed long-lasting curfews to control the conflict, and the area was marked by destroyed homes and buildings. Ali's case provided insights into the professional identity development of a new teacher working in an area of conflict and violence as well as for a person who has overcome his issues in terms of professional development. Although Ali had a strong desire to learn English and work with the English language, he had difficulty understanding the language until he entered university. Since Ali's situation is especially specific and unique, a research article entitled "Obstructions in Normative Teacher Identity Development: A Case Study in Turkey" was submitted to the *Professional Development in Education* journal

and is currently under review (Toköz Göktepe & Kunt, 2020a).

3.4.2 Participant Two: Azra

Azra is a twenty-four-year-old (at the time of the study) EFL Turkish teacher born in Mersin. She began learning English in a public primary school at the fourth grade for two hours per week. During her high school education, she continued to study in an English-medium private school. Her first major at the university was chemistry, but she soon realised that she did not wish to concentrate on chemistry and switched her major to English language teaching. She retook the university placement exam, and she began to study at the ELTE programme of a foundation university in which she lived to be an English language teacher. Her main reason to change her major was her desire to be a teacher.

Azra first began to teach English in a private language school when she graduated from the ELTE programme. In June 2015, she was appointed to a position in a secondary public school for the 2016 term that began in February, and she still teaches at that appointment (at the time of the study). When Azra was appointed as a teacher, in February 2016, the MoNE offered a new regulation of an induction programme for newly appointed teachers, namely, the *teacher candidate process*. Azra attended this induction programme in the city where she was living, as her place of duty was a little far from the city she lived in and she was newly married. From this aspect, Azra, as a newly appointed teacher who is liable to this new regulation, contributed greatly to this study in terms of investigating the impact of her unique experiences gained from the regulation on teacher identity construction. A research article telling her story has been published by Toköz Göktepe and Kunt (2020b).

Azra had about six months of experience as a teacher before entering the in-service

teaching phase, which likely had some impact on the development of her professional identity. She explained the private language school environment was different from the public-school environment, so this change in setting may also have affected her professional identity development.

3.4.3 Participant Three: Deniz

Deniz is in her early twenties (at the time of the study) and speaks English fluently because she learned the language while living in Germany for a few years as a child. Deniz expressed general dissatisfaction with her university courses as well as for how students in Turkey learn English. She stated that she enjoys listening to music in English and talking to others in English but thinks that learning English in Turkey is difficult because students cannot practice English with other English speakers. She also stated that the use of English has not been emphasised in Turkey in the schools, and even some English lectures she received at the university were not taught in English. She believed that learning English at the preparatory school helped her to truly learn the language.

Deniz also indicated that she studied to become a teacher only because her parents wanted her to. She believed that her personality was not suited to being a teacher, and she felt unprepared to be a teacher. She was not sure if she could manage a classroom even though she taught at a private language school for five months before quitting to prepare for the KPSS. However, she thought that personal growth was important, and the experience of learning how to be a teacher, and learning whether she could manage a classroom, was an exercise in personal growth. It is this combination of being a teacher and working to become a teacher because of her parents that makes Deniz an interesting case study. Her experience regarding her professional identity development

can provide insights into the change that occurs as part of the practicum for someone unsure about their abilities as a teacher.

3.4.4 Participant Four: Ela

Ela is in her early twenties (at the time of the study) and she began to learn English in the fourth grade at the public school that she attended. She explained that language instruction was based on deductive learning of the language and involved the translation of texts. She highly enjoyed her English language education experience at the university. Furthermore, she stated that she had always wanted to be a teacher and that she viewed teaching as a highly desirable job.

Ela believed that she was *born to be a teacher* and that no other job could provide as much enjoyment as teaching. She was appointed to a public school in February 2016 and had a four-month of teaching experience at the time of the study. She was genuinely excited about teaching and about being part of the practicum. She also held strong opinions about her abilities as a teacher and about the type of educational practices appropriate for students to perform at the highest levels possible.

Ela's case can provide insights into the professional identity development of a student teacher who feels strongly about being a teacher and who has strong opinions about the appropriate actions and behaviours of teachers to obtain the best outcomes of their students. This case study also provided a means of understanding how a person with a strong professional identity might change, and how their professional identity might change, due to the experience of performing as a classroom teacher. The professional identity might be further enhanced by the experience, or it might be harmed because of facing the realities of being a practising teacher.

3.4.5 Participant Five: Irem

Irem, a female in her early twenties (at the time of the study) began to learn English in the fourth grade. Similar to Ela, she felt English language education was not helping language learners as it was taught deductively and mainly based on vocabulary and grammar drills and rote memorisation. She indicated that she was always a highly motivated student and focused on her lessons. This was particularly true for learning English, as learning and using the language was something that she highly enjoyed.

She stated that being a teacher was the *only job* that she ever wanted, and she thought that teachers should be more like friends than authoritarian towards students to better understand their problems. She stated that teachers could do a better job of helping students deal with problems when they acted like friends to the students. It was clear that Irem had strong opinions about how teachers should behave, and her belief that teachers should act as friends to students goes against what most teachers believe is the appropriate and necessary behaviour of teachers.

Irem's case study provides a way of understanding the professional identity development of a student teacher who holds somewhat different views about the role of teachers in the classroom as she progresses through the practicum. Irem holds strong opinions and has a strong sense of her professional identity. However, she has only worked as a substitute teacher in a high school. She expressed that as she progressed through the practicum, her strong professional identity not only changed but she became disillusioned with how she perceived being a teacher because the reality of classroom practice may not be the same as her expectations. She found that being a friend to the students rather than being more authoritarian was simply not possible given the demands and requirements of the classroom.

3.5 Data Collection Instruments

This study started in Fall 2014 and ended in Spring 2016, employing a longitudinal case study which corresponds with particular phases of becoming a teacher – pre-practicum, practicum and in-service as illustrated in Table 1.

Table 1: Data Collection Instruments and Procedures

	Process	Instrument	Content
Phase 1– Pre-Practicum	4th Year /1st Term (*Sep. 2014-Jan. 2015*)	First narrative	Seven questions to learn about their goals and desires
		Observation reports (Weeks 3, 6, 10)	Observing the classroom to gain an idea of what teaching is and how to put theoretical knowledge into practice
Phase 2– Practicum	4th Year/2nd Term (*Feb. 2015-June 2015*)	Teaching diary	Self-reflection on how they view themselves after teaching practices
		Supervisor field notes	Observation and reflection notes on student teachers' teaching practice
		Second narrative	Similar questions to Narrative 1 to determine changes in their opinions
		First interview	Semi-structured individual interview
Phase 3– In-service	1st Year Teaching /1st Term (*Sep. 2015-May 2016*)	Third narrative	Similar structure to first two narrative questions to gauge the changes
		Second interview	Semi-structured questions to uncover any changes in their teacher identity

The case study research draws upon "multiple sources of evidence, with data needing to converge in a triangulating fashion" (Yin, 2018, p. 46). In choosing the specific type

of data collection instruments to use, it must be noted that the goal of case studies is to collect a large amount of information from a small sample of participants rather than a smaller amount of data from a large sample of participants (Creswell, 1998). However, the specific data collection methods and instruments that are used need to be chosen based on the ability to collect data and answer the research questions (Patton, 2002).

Another important issue in the selection of data collection instruments is whether the instruments used have been widely used in other studies or created by the researcher for a particular study. This is especially important for interview questions that might be created specifically for a given study. One way of determining if a data collection instrument is valid is to conduct pilot testing (Creswell, 1998). A pilot study is a process of using a data collection instrument to gather data from a sample of participants who are similar to those who will be used in the final study. Another method of determining the appropriateness of a data collection instrument is critiquing, which is the process of giving the instrument to other experts for them to provide feedback and recommendations about changes to the instrument that can increase its validity and the validity of the data that are obtained (Patton, 2002).

For this study, pilot testing was performed on the interview questions created for the semi-structured impromptu interviews. This was performed to determine if the questions were appropriate and clear to the participants and if some questions needed to be added or removed for the sake of clarity. A pilot study was also conducted to obtain the data needed to address the research questions for the study. A pilot study was conducted only on the interview questions because the other data collection methods either involved instruments that could not easily be controlled by the

researcher, such as the field notes from university-based supervisors who evaluated the student teachers and diaries kept by the participants, or were created based on the work of other researchers that were considered to be highly valid, which meant that pilot study was unnecessary.

Accordingly, this study employed multiple sources of data: reflective narratives, pre-practicum observation notes of the participants, teaching diaries kept during the practicum, the university-based supervisor's field notes during the teaching practices and semi-structured interviews.

3.5.1 Reflective Narratives

One of the data collection instruments used in this study was reflective personal narratives. A narrative is a person's account of their perceptions, opinions and experiences related to life in general or some specific event, situation or condition (Barkhuizen, 2014). The goal of asking research participants to provide reflective narratives is to obtain more personal and probing information from the individual viewpoint that might be obtained through interview questions (Creswell, 1998). May (2002) argued that personal narratives offer researchers access to highly personal and privileged data that might not be obtained through other data collection methods. Participants feel more comfortable providing highly personal information because they are asked to give written responses to specific questions that generally ask about personal feelings and opinions related to a specific situation. Participants provide more personal insights into their feelings than they might provide if they have to be face to face with an interviewer for fear of providing too much information or too much personal information about themselves (Moch & Gates, 1999).

Another benefit of collecting data through personal reflective narratives is the ability

to obtain information about changes in a person's identity and beliefs over time (Moch & Gates, 1999). Personal reflective narratives may indicate how a participant has changed over time in relation to some specific event or situation. Furthermore, if collected at different points in time, a researcher can compare a person's narratives to examine changes in responses to questions. A researcher who examines multiple narratives written by a participant over time can understand how a person's identity or beliefs about the world have changed in relation to some event or experience. In this way, the researcher can interpret how the specific event or situation impacted the individual (Gilbert, 2000).

Another benefit of the use of personal narratives is the ability to connect the information provided by a participant to their background (Gilbert, 2000). For example, some of the participants in this study had very strong opinions at the beginning of the practicum about how teachers should interact with their students and other participants were more concerned about whether they could be classroom teachers. Each of the participants brought a perspective with them to the practicum experience (see *Appendix C* for a sample of practicum narrative). The reflective narratives provided an opportunity to examine how those perspectives and backgrounds impacted how they perceived themselves in terms of being professional teachers and how the experiences of the practicum affected their perceptions of themselves in relation to their backgrounds.

Notably, some researchers have questioned whether personal narratives provide the type of data needed to truly understand people and their perceptions and identities related to specific situations and events (Gilbert, 2000). The concern is that personal narratives may not yield enough information or valid information to draw conclusions.

This potential limitation was overcome in this study because personal narratives were only one way in which data were collected from the participants to understand their professional identity development as a result of taking part in the practicum.

In this study, the participants were asked to provide written narratives to specific questions provided to them that were designed to elicit information about their goals in the profession and as a teacher. The questions given to the participants to facilitate their narratives were adapted from those used in Hamiloğlu's (2013) study of English language student teachers in Turkey (see *Appendices B and D* for pre-practicum and in-service reflective narrative questions). Because the questions used for the personal narratives in this study were adopted from questions used in a similar previous study, the decision was made that the questions did not need to be pilot tested. In other words, the questions were determined to be valid by those who engaged in the peer review of the study from which they were adopted.

Seven questions were given to the participants when they were asked to provide personal narratives. The use of seven questions provided prompts for the participants to facilitate the collection of the data needed to address the research questions formulated for this study. The participants were asked to provide personal narratives during the pre-practicum stage, the practicum stage and the end of the practicum as a way of being able to compare their narratives to examine changes that occurred in their professional identities and perceptions of teaching.

3.5.2 Participant Observation Reports and Researcher Field Notes

Another data collection instruments used in this study were observational reports and researcher field notes. Observations are very valuable data collection tools for qualitative research to support and validate the findings. This data collection tool

provides first-hand data to the researcher by seeing the environment in which the behaviour occurs. As Marshall and Rossman (1995) stated, conducting observations in the setting of the study provides the researcher with a means to “discover the complex interactions in natural social settings” (p. 81). Cohen, Manion and Morrison (2007) also described the idea of doing observation as an “opportunity to gather ‘live’ data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place *in situ* rather than relying on second-hand accounts” (p. 396). The purpose of collecting data through observations is to observe the behaviour of individuals related to a specific situation or condition (Creswell, 1998). By conducting observations, it is possible to observe an individual’s behaviour in a real-world setting as a means of examining how they engage with others or conduct themselves. Furthermore, observation data combined with other data, such as narratives, makes it possible to compare how people might think of themselves in relation to how they behave in a given situation (Creswell, 1998) and reflect on themselves.

The purpose of collecting observation data from the participants in this study was to understand how the student teachers behaved in the classroom environment as they were given the ability to lead a classroom under the guidance of a mentor. The goal was to examine how they conducted themselves as teachers as well as to compare their professional behaviours with information about how they viewed themselves as teachers from a theoretical standpoint (see *Appendix E* for a sample observation report). In this way, it was possible to compare what might be described as the theoretical ideas of the participants about how teachers should behave and how they perceived themselves as future teachers with the realities of managing a classroom and

providing instruction to students.

As with the other data collection methods, the observations were conducted at different points of the practicum process. By conducting observation data of the participants at the different stages of the practicum, it was possible to compare their professional behaviours and interactions as they progressed through the practicum. In this way, conclusions and insights could be drawn about how the practicum impacted their professional behaviours and identities in the classroom and how they conducted and perceived themselves as teachers in general.

One other data collection instrument used in this study was the field notes taken by the university-based supervisor who was responsible for evaluating and providing feedback to the student teachers. The reason for using the field notes of the supervisor from the university was to have another source of information about observations of the professional actions and behaviours of the participants based on a supervision form (see *Appendix F)*. The job of the supervisor was to conduct observations of the student teachers and use those observations to provide feedback. Thus, the supervisor from the university was essentially performing observations on the participants in much the same way as the observations performed by the researcher.

The use of the field notes compiled by the supervisor allowed for more information to be gained about the classroom performance of the participants as well as another source of evaluation about the actions and behaviours of the participants to increase the validity and reliability of the larger conclusions drawn by the researcher from the full range of data that were gathered (Goodfellow & Sumison, 2000). The supervisor's field notes were analysed in relation to the other data to provide a more complete

picture of the participants' professional actions and to connect the self-reflections and interview responses of the participants regarding their perceived professional identities.

3.5.3 Interviews

The third type of data collection conducted for this study was individual interviews. The purpose of interviews in qualitative research is to allow participants to provide information about their thoughts, opinions and experiences related to a given topic (Creswell, 1998). Cohen et al. (2007) expressed interviewing participants is crucial to understand their feelings and views and how they interpret the situation from their own perspective.

Interviews can be conducted in several ways, including structured interviews in which only planned questions are asked and semi-structured interviews in which questions can be planned but additional questions can be asked based on responses provided by participants. One of the advantages of a semi-structured interview is the ability to ask follow-up questions and questions that might not have been planned to obtain more specific information from participants. A participant might provide information that was not expected. In the semi-structured interview, the researcher can ask additional questions related to the unexpected information to gain additional information and insights on that specific issue (Creswell, 1998).

Another benefit of using a semi-structured interview format is participants have greater freedom to converse with a researcher rather than feeling tied to specific questions, which makes them more comfortable about providing information. Because participants have greater control over the interviews, they often feel as though they can provide as much information as they desire rather than attempting to only answer the

question that is asked and then waiting for the next question to be asked. Thus, the tone of such an interview takes on a more conversational quality rather than a structured question-answer format in which the participants feel they must provide the response desired by the researcher (Creswell, 1998).

In this study, as seen in Table 1, two semi-structured interviews were conducted in an informal setting: the first one at the end of the practicum (June 2015) and the second one after beginning to teach in a classroom as a novice teacher (end of May 2016). The goal of conducting interviews was to obtain the views of the participants regarding their professional identities over time and space.

Both interviews were designed to allow the participants to explain how they viewed themselves as teachers as well as their perceptions and opinions of their professional identities. The participants were able to clarify how they perceived themselves as professional teachers. To obtain this information, a series of open-ended interview questions were formulated for the study to elicit information from the participants about their identities (Table 2).

Table 2: Practicum Interview Questions

Sample of semi-structured practicum individual interview questions
1) Could you briefly tell me about your story of learning English and becoming a teacher?
2) Do you like the teaching profession?
3) How would you describe yourself as a teacher candidate?
4) Who do you think is an ideal teacher for you?
5) How would you evaluate the practicum process and the ELTE programme?

6) You were an observer in the mentor's class in the first semester and then you began to teach the classroom in the second semester. What kind of difference did you notice about yourself?

7) What were the challenges you faced during the teaching practices? How were you able to overcome them?

8) What about your mentor and supervisor? How do they contribute to your professional development?

9) Do you feel ready for the teaching profession? For example, are you ready for the responsibility of a class?

10) What are your future goals for the profession?

Post-practicum interviews were also conducted with the participants in which similar questions were asked once they began to teach in a classroom setting. The goal was to compare the responses provided by the participants at different points in time to examine how their opinions of themselves as teachers and their professional identities changed over time. The information provided throughout the experience of leading the classroom to which they were assigned made it possible to understand how the teaching experience changed their professional identities. The interviews during the in-service teaching process were conducted in a café to provide a relaxing and friendly atmosphere for the participants. Each interview lasted approximately 90 minutes (see Appendix G for a sample extract).

During the interviews, as Nunan (1992) recommended, the participants were informed and reminded about the nature and purpose of the study by explaining each question clearly and telling them to ask for clarification. All interviews were conducted in Turkish (the participants' native language) in line with the wishes of the participants. The participants stated that by doing so, they would be able to express their thoughts

more clearly and feel most comfortable. All interviews were audio-recorded and transcribed, after which the transcriptions were translated into English with the help of a bilingual and native English speaker. These translations were checked by the participants and an external member. The participants were asked if they wanted to make any corrections or changes to their transcripts. Although none of the participants deleted content, some made minor additions to a few parts.

3.5.4 Teaching Diary

The fourth type of instrument used to collect data from the participants was the teaching diary. In qualitative research, participants can be asked to keep a teaching diary in which to record their emotions, opinions and thoughts associated with a definite occurrence or state in a social interplay, which allows them to record their personal feelings in an unobtrusive manner (Cassell & Symon, 2004). The information obtained from the diary entries of participants can be analysed by themselves for the content they contain, but they can also be analysed in relation to other types of data, such as observational data, as a means of better understanding the personal feelings of the participants as they experienced a given situation or event (Creswell, 1998).

The goal of collecting diary data from the participants in this study was to obtain self-reflective information and insights about how they viewed themselves as teachers. The participants were asked to maintain a diary during the practicum stage of the second semester of the student-teaching experience. The intent was for the participants to provide reflections during the practicum stage to determine how their reflections of themselves changed during the semester as they gained more experience leading the classrooms to which they were assigned (see *Appendix H* for a sample practice teaching diary). Also, the reflections of the participants provided in the diaries could

be compared with other collected data to better understand how the experiences encountered during the practicum stage impacted the self-reflections of the participants. For example, if a participant seemed to become more confident during observations made during the practicum, then the reflections provided in the diary might help to explain why. Similarly, if a participant was observed being less confident during the practicum or appeared frustrated, then the reflections written in the diary might provide insights into the outward frustration or decline in confidence that was observed.

As with the different data collection instruments used in this study, the diary data was intended to be one part of the larger amount of data collected to understand the professional identity development of the participants. The diary data could certainly stand on its own to provide insights into the self-reflection of the participants about how they view their teaching abilities; however, when it was combined with other data collected, greater insights and examination was possible about the impact of the practicum on the participants' professional identity development.

3.6 Data Collection Procedures

The data collection procedures consisted of collecting data during the three stages of the practicum process based on the specific purpose of each stage. The data collection instruments used during each stage of the practicum were designed to obtain relevant data based on the actions and tasks of the student teachers and whether the university-based supervisor was conducting classroom observations. Data were collected as efficiently as possible to obtain the necessary data. (See Table 1, which provides a synopsis of the data collection process and the timeline for the process followed in this study.)

The first stage of the practicum was the pre-practicum stage that occurred during the first semester of the practicum and involved the participants acting as observers in the classrooms to which they were assigned. The data collection procedure during the pre-practicum stage consisted of obtaining narratives from the participants as well as making observations. In this context, student teachers firstly observed the classes of their mentors at the public school designated for them by the university and the MoNE for at least four lessons per week. During these observations, they kept a weekly reflective report and discussed these reports with their supervisors the next day or a few days at the designated meeting hours, and shared their professional gains and reflections for the future teaching from this observation. The pre-practicum stage for the participants in this study occurred from September 2014 through January 2015.

For the narratives, the participants were given seven questions and asked to complete narratives in response to those seven questions. The observations involved observing the classroom to gain information about the interactions of the participants with the classrooms and with the mentor teachers as the student teachers began the process of connecting the theoretical knowledge they had gained in the ELTE programme with real-world practices. During each of the observations, the researcher visited the classrooms and took notes on what occurred without attempting any interactions with the participants, the mentor teacher or the students.

During the practicum stage in which the student teachers became pre-service teachers, they taught assigned classes in the first semester with the guidance of the mentor teacher. Data in this stage were collected from the diaries, supervisor field notes and a second round of narratives. The practicum stage occurred for the participants in this study from February 2015 through June 2015. The participants were asked to keep

diaries at the beginning of the second semester in which they began to teach their classes. They were asked to reflect upon their experiences and their opinions and feelings concerning those experiences. Also, the participants were given similar questions to those they had been previously given to write narratives during the first semester. Once again, they were asked to provide narrative responses to those questions.

The second semester is also when the supervisor conducted classroom observations of the student teachers. The field notes from the supervisor were gathered after the observations were made and the supervisor met with the student to provide feedback about what was observed during the classroom visit. The collection of the field notes from the supervisor involved no input or guidance from the researcher. The desire was to obtain the notes made by the supervisor about each observation without inflicting any bias into the process.

During the first year in which the participants were fully-fledged teachers, data were collected by conducting another round of interviews with the participants and collecting a third round of narratives. The data for this stage were collected from September 2015 through May 2016. The participants were interviewed using the same semi-structured interview format to obtain data regarding their opinions and perceptions of teaching and their abilities and professional identities. The participants were asked to provide narrative responses to questions that were nearly identical to those from the first two narratives.

3.7 Data Analysis

A qualitative research approach has unique advantages in treating phenomenon in an

in-depth, context-specific way (Fraenkel, Wallen, & Hyun, 2011). The present study used such an approach by reading the data sets numerous times and then thematically coding the material for emerging themes during each phase of participants' professional identity development (Patton, 2002). The fact that the data provided multiple sources of evidence allowed for a thematic analysis of the material throughout a range of phases to triangulate the findings.

Merriam (1998) characterised data analysis as "the process of making sense of out of data," which includes "consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning" (p. 178). Since data analysis of case studies is recommended to be carried out immediately after collecting the data (Miles & Huberman, 1994; Merriam, 1998), in this study, the researcher began to analyse each set of data as soon as it was gathered at each stage (Figure 1).

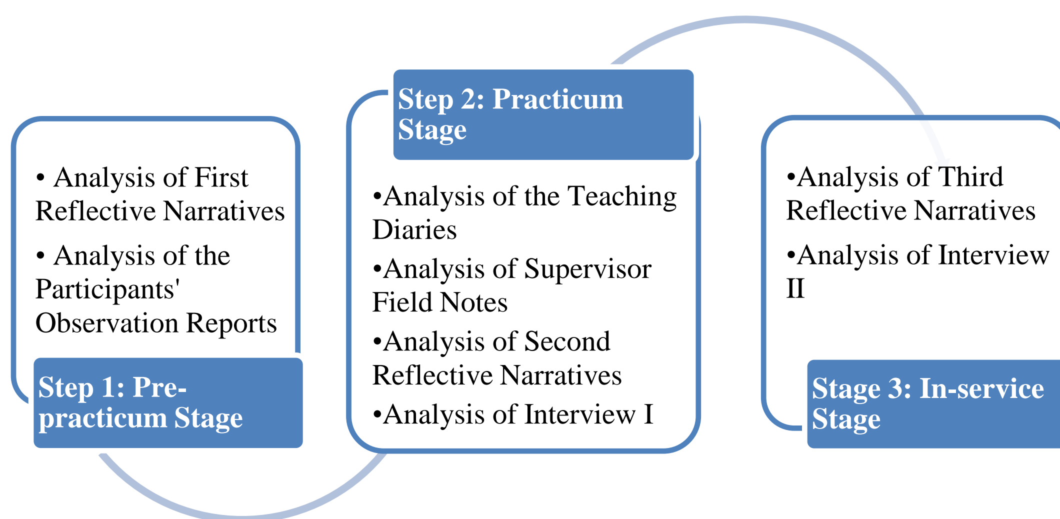

Figure 1: Steps of Data Analysis

Merriam (1998) warned that in studies requiring long periods of dynamic data collection at certain intervals, the analysis cannot be completed all at once at the end

of data collection; on the contrary, "analysis becomes more intensive as the study progresses, and once all the data are in" (p. 155). In short, the formerly analysed data may require revisions following each certain stage. Therefore, in this study, each set of data for each participant was first read and reread several times to deeply investigate the preliminary findings after transcribing and importing each into NVivo (QSR International), a qualitative data analysis software program.

Once the data were entered into NVivo, an initial effort was undertaken to identify salient themes in the data through open coding to place the relevant data related to each of the themes together in groups in the software. Following the initial identification of emergent themes, several reviews were conducted to determine if additional themes were present within the data. The subsequent reviews were also performed as a way of determining if some of the identified themes should be combined because of the similarity of information provided by the participants and then grouping them into meaningful clusters (Cassell & Symon, 2004). The participants were also asked to confirm the interpretation of the data analysis. The emergent themes, as illustrated in Chapter 4, were revised a few times to rectify the low-level codes and attain the high-level ones.

Additionally, the literature and theoretical concepts reviewed for this study provided a foundation for certain themes that were deemed to be highly relevant to answer the research questions formulated for the study. In identifying the themes present in the data, as well as the themes that were identified from reviewing the literature and theoretical concepts used in this study, an effort was made through multiple reviews of the data to ensure that all relevant themes were identified while also removing themes unrelated to the purpose of the study (Major & Savin-Baden, 2010). These

themes were checked against the literature regarding Wenger's (1998) and Norton's (2013) conceptualisations of identity construction. The validity check of the codes and themes was retained by two experienced researchers (Lincoln & Guba, 1985). Additionally, a bilingual and a native speaker of English translated the quotes and extracts from Turkish to English.

3.8 Issues of Validity and Reliability

As with any scientific research, it is important to demonstrate that all proper actions were taken to achieve the highest levels of validity and reliability possible. One of the issues of validity that has already been mentioned was the effort to ensure that the data collection instruments used in this study measured what was intended in terms of the self-reflection and changes in the professional identity of the participants. As noted, the effort to ensure validity with the interview questions was addressed by performing a pilot study to assess the interview questions with a sample of student teachers before conducting the study (Creswell, 1998).

The pilot testing allowed the questions to be tested to determine the types of responses that they elicited from the participants. Further, the pilot testing allowed for the questions to be tested for clarity so that the participants understood what was being asked. It is believed that the pilot testing of the interview questions increased the validity of the interview questions used and the validity of the entire study because the data obtained using those interview questions were valid.

Another important issue of validity for this study involved the themes identified in the data for analysis. The question that has to be asked is whether the identified themes were valid with regards to understanding the development of the professional identity

of the participants and whether they were prepared to be professional teachers because of their experiences in the practicum (Cassell & Symon, 2004). The data were reviewed several times to ensure the identified themes were appropriate.

Furthermore, the identification of the themes in the data was based on the larger theoretical concepts and review of literature about professional identity development among teachers. In this regard, there was an academic justification for the themes that were identified. The themes were not chosen based on the ideas or biases of the researcher but based on the work of other researchers. Thus, the themes identified in this study had validity in terms of being related to the professional identity development of the participants (Creswell, 1998).

An important issue of reliability is whether the measures used in this study would produce similar results under the same conditions. The issue is whether the measures used in this study would produce similar results with other samples of student teachers completing the practicum in Turkey. The limited amount of research regarding the professional identity development of teachers in Turkey and the impact of the practicum on professional skills and abilities made determining the reliability of the measures used in this study difficult. However, the methods used in this study have been used in many other similar types of academic studies (Cassell & Symon, 2004; Creswell, 1998).

The fact that the elements of the qualitative longitudinal research methodology used in this study were based on respected methods used by qualitative researchers adds to the validity and reliability of the study. It is believed that because the data collection and analysis methods used for this study were similar to the methods used in similar

studies, the findings of the study are highly reliable.

It is important to note that while great attention was undertaken to diminish the possible researcher bias in this study, the researcher did have a relationship with the research participants due to being a supervisor to the student teachers. In the role of the supervisor, the researcher worked with the student teachers from their 1st year in the English language teacher programme at the university. In this regard, the student teachers were aware of the researcher and had personal and professional interactions with the researcher. The fact that the participants knew the researcher and had interacted with the researcher increased the potential for bias into the study (Creswell, 1998).

To reduce the potential negative impact of the researcher's relationship with the participants on the validity and reliability of the data collection, the researcher strictly maintained the role of observer and supervisor. The participants were informed of the nature of this study, encouraged to freely provide their opinions, feelings and emotions and assured their confidentiality and protection from professional harm or vengeance for the thoughts and views they stated. Furthermore, as the participants expressed themselves, the researcher tried to enter the role of the unbiased researcher to ensure the highest level of validity and reliability of the findings of this study.

3.9 Researcher's Reflexivity

In this study, the researcher has an important role in all stages of the research, particularly for determining the concepts and framework of the study and data collection and analysis. As Stake (1995) stated, "of all the roles, the role of interpreter and gatherer of interpretations is central" (p. 99). Thus, in this research process, my

role as a researcher reflected my teaching identity and revealed my investments in the context and participants (Duff, 2007). For this reason, in this section, I briefly describe myself as a teacher, teacher educator and novice researcher.

After graduating from Anatolian Teacher High School, I obtained a bachelor's degree from the Department of English Language Education in the Republic of Northern Cyprus with the idea that I could practice speaking English. Although I had come a little closer to my goals in practising English in this respect, one of my main goals was to receive an education in my field in the United Kingdom. For this, I won a short-term scholarship at the end of the third year. I can say that this experience was a turning point in my life, and I gained self-confidence.

After successfully graduating with a bachelor's degree, I was awarded a scholarship in Teaching EFL at a university in the United Kingdom. During this period, I had the opportunity to both study and work in a language school in the UK. After this stage, my approach to the teaching profession and my practices changed greatly. As an intern teacher at a public primary school, I also had the opportunity to observe an enthusiastic teacher, namely my mentor. My mentor was completely different from the teachers I had encountered as a student before from the materials she used to her approach and attitude towards the students. Later, I had the opportunity to work as a novice teacher in the language school under the supervision of another mentor, who was different from the first mentor I had worked with. During this period, I was doing what she wanted to see or wanted me to do more than what I wanted to do because her view of the teaching profession was a bit more prescriptive.

Afterwards, I returned to North Cyprus and started working as a full-time English

teacher in the preparatory department at the university where I had studied. I also started giving lectures on academic reading and writing in the English Translation and Interpretation Department. A few years later I returned to my hometown, and I have been working for the last 11 years at the foundation university where this study started. During this process, I had many colleagues and superiors whom I was affiliated with, although some contributed positively to my teaching identity formation, some had negative reflections. Therefore, my personal opinion is that community of practice has an important role in the formation of the teacher identity and the relationships, dynamism and inner-culture in this community directly affect the formation of teacher identity. My experiences reiterated the need for investigations that take a holistic perspective of prospective teachers by considering their previous experiences and stories as students and teachers.

3.10 Ethical Considerations

Several ethical considerations were made in conducting this study. The relationship between the researcher and the participants was considered in an effort to protect the research participants (Miles & Huberman, 1994). The participants were aware that they could freely express their opinions and feelings without facing any retribution from the researcher in the role of supervisor (Creswell, 1998).

Another ethical consideration for this study was the protection of the participants' identities. While every effort was made to ensure the participants did not face any professional harm or retribution because of the role of the researcher, the identities of the participants needed to be protected to ensure that professional harm did not occur in their teaching roles once the research was made public (May, 2002). In this regard, each of the participants was assigned a pseudonym by which they were referred to in

the study. The real names of the participants were not used (Creswell, 1998).

Finally, care was taken to ensure that the data obtained from the participants in the interviews correctly reflected their opinions. The participants were given transcripts of their interviews to review, and they were encouraged to identify any misunderstandings and make modifications and additions. These actions served to ensure that the interview data accurately reflected the opinions of the participants and not misunderstandings on the part of the researcher when the interviews were conducted and the data collected.

Chapter 4

FINDINGS

4.1 Presentation

This chapter initially presents the findings obtained from each case in terms of the main phases of the study – pre-practicum, practicum and in-service. The findings of the study are then revisited to interpret Research Questions 1a, 1b and 2 regarding the themes that emerged from the findings. The chapter ends with a summary of the findings while considering the research questions.

4.2 Analysis of the Findings for Each Case

For this study, various data collection tools were used to gather information about the participants' formative training and teaching experience, spanning the start of their training into their first year of independent teaching. This experience is divided into three distinct segments typical of teacher preparation: pre-practicum, in which student teachers primarily observe teachers and assist in limited ways; practicum, in which the student teachers teach mostly independently in the classrooms they observe, with some guidance from a mentor; and in-service, in which the student teachers finally teach their own class independently. Each of these three elements is represented in their teaching and training experience, and each step of this period is analysed with the specific instruments that describe the stages of their identity construction.

The participants in the five case studies all come from different environments and possess somewhat esoteric talents; however, they have gone through similar processes

in terms of their pre-service teacher education and the practicum context. Moreover, all have shown professional growth and progress. In the context of in-service teaching, although the trajectories and experiences of each are similar, unique differences emerge. The nature of this longitudinal case study portrays the importance of the willingness of the parties to be as open as possible in describing their journey on developing teacher identity from student teachers to in-service teachers. Findings for each case are firstly presented separately as a single-case focusing on three vital phases: (i) prior perceptions, aspirations and imaginations in the pre-practicum stage, (ii) negotiations between expectations and reality during the practicum and (iii) novice teaching practice in the in-service stage. Subsequently, all are presented from a collective case perspective to address the research questions of the study.

4.2.1 Case One: Ali

4.2.1.1 Ali’s Prior Perceptions, Aspirations and Imaginations in the Pre-practicum Stage

Pre-service teachers' prior perceptions, aspirations, desires and imaginations about the profession play an important role in the formation of a teaching identity. Their positive or negative experiences with former teachers as a student are another component that influences the formation of teaching identity (Knowles, 1992; Trent & Gao, 2009). Ali's pre-practicum reflective narrative reveals elements that informed his development as a teacher. First, he felt he did not have any choice but to become a teacher, as he graduated from high school with a language focus. He explained that his options were to become either a translator or a teacher of English. In Ali's words, he chose “the quieter life” of a teacher. This perception of a lack of choice could cause resentment of limited options, or perhaps a sense of having been destined or fated to become a teacher due to his natural inclinations and interests. In other words, Ali chose

the teaching profession, which he believes to be calmer and more assured, by making career planning based on the attribution stipulated about the teaching profession in society. The early decision in a career, though common in many countries, could result in a choice made too soon and one that does not fit.

However, although Ali remarked that he chose the teaching profession for a quieter life, he also held the definition of an ideal teacher in his imagination. In his pre-practicum narrative, Ali reflected on his idea of an ideal teacher:

> [One who] has pedagogic content knowledge and content knowledge in the subject, recognises himself (intrapersonal), should dominate the field [and] should be successful in human relations (interpersonal), should be social and active, disciplined and, of course, be creative. (*Narrative 1, September 2014*)

In the same narrative, Ali stated that he wishes to be both "sweet" and "hard," what he terms "the ideal teacher."

Ali wished to create enthusiasm in his students so they wanted to come to class, but he also wanted to apply discipline so the students could succeed in his classroom and later academic endeavours. He described professional development as a means of creating his ideal teacher identity, which would help him teach his students efficiently and learn the best way to deliver a lesson. Ali's ideas reflect theoretical understandings of what a strong teacher should do, but they also seem overly idealised and not grounded in the real-world issues of teaching. This seems to suggest that Ali imagined himself as a *sweet-hard* teacher in the light of his perceptions and understanding of an ideal teacher, and the teacher type that he wished to be in the future. He described the image of an ideal teacher as being a facilitator and guide for his future students.

Even at this early stage, Ali was very much preoccupied with gaining experience, though he maintained that his outgoing personality would serve him well in connecting productively with students. What was perhaps most provocative about Ali's pre-practicum narrative was that he believed teaching is harder when students are older – but classroom management was harder when teaching younger students. However, he acknowledged that his views might change with experience:

> I think teaching becomes harder when students get older and classroom management becomes harder when teaching younger ones. Maybe I can make a better decision after having a little experience. (*Narrative 1, September 2014*)

Pertinent to his perceptions and opinions on being a teacher, professional development for Ali means evolving into the holistic teacher model he considers an exemplar for classroom pedagogy. He was adamant about constantly assessing himself to identify his weaknesses and strengths.

Ali's pre-practicum observation reflective notes were penned in late 2014. He noted in his Week 3 observation reflection that the practicum mentor experienced a problem with the teaching heuristics in the classroom (the computer) and requested the students carry out their assigned exercises while he worked on the problem; the mentor also asked the students to consult the student teachers, who observed the classroom, if they had any questions about the topic or any parts they did not understand. Ali did not, at this stage, see himself as a teacher – he referred to the mentor as the teacher while he saw himself as one of five student teachers – but he recognised that having the student teachers available to help the students allowed the student teachers to forge early relationships with the young people in the classroom.

During his Week 6 observations, Ali was mildly critical of the mentor teacher by

noting that having the students in groups did not appear efficacious because of their callow ages. He remarked the teacher should constantly check the students and guide them to ensure they were focused on their work. In this respect, we bear witness to Ali beginning to critically assess what he needs to do to maintain classroom management when working with young charges who might be habitually tempted to socialise instead of learning. For instance, on his diary entry (in Week 6), he expressed that doing group work with this age group would not be very effective, even though he believed group work was effective for active learning:

> Although I used to think group or pair work was effective and I would intend to implement them in my future classroom, I no longer think that it is a very effective and feasible application with the young learners of English [Grades 3 and 4] as a result of my observations. Because the teacher could not manage the classroom as they always keep talking and moving around. (*Observation Entry #6, 18/12/2014*)

Notably, Ali began to construct his emerging teaching identity, more precisely the definition of the ideal teacher, by reflecting on himself from his observations. During these observations, he put himself in the pre-service mentor's place within that context and thought about what he would do in the same situation.

More specifically, during his Week 10 observation notes, we see Ali achieving a sophisticated understanding of the challenges posed by a crowded classroom. He noted how the lesson plan was created based on the national curriculum and the teacher modelled how to tackle the specific questions (both via the computer and chalkboard). But then he delved into the crux of the issue confronting the classroom:

> Due to the curriculum density, it was hard to prepare lesson plans; the teacher could not prepare the lessons as he desired and could not do more activity to finish the subjects. (*Observation Entry #10, 25/12/2014*)

This seems to be the critical moment wherein Ali progresses from a mostly casual observer to one who is beginning to identify the practical and logistical hurdles that a teacher must surmount if the classroom is to be a potent learning environment. Ali starts to see himself as an aspiring professional and not merely a student-aide. In summary, Ali had no desire to be a teacher at the beginning; it seemed, however, that he gained a sense of being a teacher and portrayed his conception of an ideal teacher, which revealed his imagined teacher identity.

4.2.1.2 Ali's Negotiation between Expectations and Reality During the Practicum

Although Ali began to develop his ideal teaching identity and the one he dreamt of while observing the classroom, he elucidated how stressful and unexpected it was to teach the class in the first entry of his teaching diary:

> When I first entered the classroom with my mentor and other student teachers, I was very excited and nervous – more than I expected. Even though I had observed the same class in the first semester, I was so confused and embarrassed, as if we were meeting for the first time. My excitement and confusion doubled after my mentor introduced me and my peers to the class. I sometimes had difficulty deciding what to do and I kept eye contact with the mentor. *(Teaching Diary, 09/02/2015)*

During his initial teaching foray under the watchful eye of the mentor, Ali conceded to feeling nervous and being indecisive about what to do as far as moving the lesson along. He acknowledged making frequent eye contact with the mentor teacher to ask for help – a good indication that he did not feel sufficiently competent to resolutely carry out the lesson without tacit approval or support from his more experienced colleague.

Later (*Teaching Reflection Entry# 3*), Ali recounted the panic he felt when he did not have access to the mentor when preparing the lesson. He was also mildly critical of a colleague for not being particularly well-prepared, and he saw this as an opportunity

to learn that preparation is paramount – and that careful monitoring of students is integral to classroom management. During a later teaching reflection (*Teacher Reflection Entry# 4*), he freely confessed the day to be a disaster because he and his fellow student teacher did not act in a flexible and supple fashion (notably, by not engaging the students) when classroom attention began to wander:

> My peer [Ece – pseudonym] was teaching the classroom, but she couldn't handle the classroom due to the increasingly loud noise. In my opinion, the reason the students talked amongst themselves was that Ece took the textbook in hand and followed the activities in the book entirely; since many students had done the activities at home and they did not want to do it again. Ece also told them they had to do it, but the students continued to talk among themselves. Then, she warned the students by yelling to keep them silent, but unfortunately, she couldn't succeed. Even at the end of the day, those voices were still ringing in my ears, I think it was the worst day of the practicum. *(Teaching Diary, 16/03/2015)*

At the end of this entry in his diary, Ali added notes related to this experience for future consideration:

> The course materials should be of interest to the students; if the techniques used in the lesson do not work, they should be changed at the moment and should not be insisted on this issue; and if there is a problem in the classroom, it is necessary to figure out the source of the problem instead of shouting.

By the final teaching reflection, things were much better, and Ali recognised how vital adequate classroom management is – and that he can grow and develop constructively in this area.

When Ali entered the real classroom, although his idea of the ideal teacher that he dreamt of had not changed, he reviewed his expectations and priorities. The best indication of this is that he did not express the importance of classroom management while observing the class, but we see from his statements that he realised how important it was in the practicum process.

Furthermore, Ali continued to see himself as a teacher who can make the classroom enjoyable for his charges – so, in that respect, he still wanted to be a "fun" teacher as he stated in his pre-practicum reflection. He still believed a good teacher is one who makes the classroom a fun place to learn for students:

> I also would like to be a teacher who actively involves students in the lesson and teaches them by fun. That is, I believe entertaining through teaching or teaching through entertaining is the best to make students love the lesson. (*Narrative 2, April 2015*)

He continued onwards to make a few other critical observations about developing a teacher identity – or what the ideal teacher in his mind should have for professional growth by emphasising the importance of practical applications rather than theoretical knowledge:

> In my opinion, being a good teacher means having 20% theoretical knowledge, which we gained in the programme, and 80% practical applications in the practicum. So, a teacher candidate improves himself/herself better by practising more. (*Narrative 2, April 2015*)

Subsequently, manifesting a growing belief that teaching is about constant learning, he stated:

> I [feel] I should stay up to date by following the innovations in the field, participating seminars and training workshops and doing research for being a better teacher. (*Narrative 2, April 2015*)

Ali, as a pre-service EFL teacher, valued the idea of obtaining teaching experience for developing teacher identity and keeping professional development to approach his desired teacher identity.

During the interview, Ali expressed his conviction that the theoretical training of the programme does not prepare one for the harrowing experiences that can occur in the

actual classroom. He seemed to now crave practical experience:

> The practicum helped me a lot because the things we have learned about teaching and learning at the university was not enough to help us to understand the reality and sometimes do not reflect the actual actions that occurred in the classroom. *(Interview 1, June 2015*)

From this excerpt, Ali appears to realise a discrepancy exists between reality and expectations; the theoretical knowledge he gained in the ELTE programme and the portrays of ideal classes he used to believe before the teaching practices were not the same. He continued to state:

> I was looking at the things through rose-coloured glasses before I taught a class, to be honest. You know, I was not exactly aware of the reality of teaching a classroom. Now, I have started to figure out what teaching is really like. *(Interview 1, June 2015*)

For Ali, it seems manifest that learning is best achieved via experiencing and the practical learning that emerges from being in the classroom:

> I believe obtaining teaching experience in the practicum helps me a lot on developing my professional identity rather than learning about it from the books. *(Interview 1, June 2015*)

Building upon the findings from this stage, Ali (re)constructed his teacher identity by negotiating between idealism and reality with an awareness of having real teaching classroom experience through learning-in-practice.

4.2.1.3 Ali's Novice Teaching Practice in the In-service Stage

In the third phase of his trajectory, Ali began to teach a classroom as an in-service teacher independently. He reflected on his experience towards the end of the first in-service teaching semester, in December 2015, and shared his views and experiences about being a teacher. In response to his feelings about the transition from student-teaching to in-service teaching, he explained that he still did not feel like a teacher

when he entered the classroom:

> My first teaching classroom experience was a bit funny, a little excited and a little bit harder. When I entered the classroom, I directly went to the students' desks instead of going to the teacher's table. When the students stood up, I realised myself as a "teacher." My voice was trembling with excitement on the 1st day of teaching. I even forgot what to say or explain. *(Narrative 3, December 2015)*

Based on this narrative, it seems Ali could not be the *happy-go-lucky* person he wished to be if he wanted to be an exemplary professional:

> I have to admit that I'm not yet the teacher that I have wanted to be. Teaching is a profession that demands responsibility and seriousness. Lesson plans should be made before the course, and preparation is needed for classroom management and effective course teaching. However, I am having some problems in this regard. *(Narrative 3, December 2015)*

The progression from a student teacher to an in-service teacher was a sobering experience for Ali:

> I was a very playful person when I was a student, but now I can say I am a little more serious. I have to be serious while practising my profession because I work with high school students who are trying to laugh at everything during the puberty process. *(Narrative 3, December 2015)*

He believed greater experience could aid him in becoming the exemplary professional he craved to be:

> I have realised a lot of differences between the current me as a teacher and me initially. I know it takes a long time to understand and be an experienced teacher, but I found myself different as a teacher. I am sometimes still having difficulties in classroom management. My colleagues always told me to be a serious and tough teacher before entering the classroom, they warned me not to compromise the students, but I do not believe this is very true. Just because I do not want to be a tough teacher, does not mean I cannot do my job as a teacher. *(Narrative 3, December 2015)*

In this excerpt, Ali appeared to uphold the significant role of having teaching experience for effective management of the classroom. Additionally, he expressed that

having experience was more important than being fun and friendly – the ideal teacher qualifications he previously described. As can be easily understood, Ali's imagined teaching identity has begun to bud depending on his CoP.

This budding identity continued to evolve due to the civil conflict that broke out in the region. Ali's trajectory of being a teacher in this civil conflict zone makes him a very special case. During the execution of this study, since there were no studies on teaching identity formation in a conflict zone, a research study was conducted focusing on Ali's situation only. An article about this study is currently under review in a journal.

At this point, Ali’s professional situation is a difficult one insofar as he has been teaching in a civil conflict zone; he has seen much human suffering and torment, and it makes for a difficult educational context. However, it has strengthened his resolve to be a consummate professional. Due to the ongoing civil conflict, Ali remarked that he could not teach the classroom for some time, particularly during the curfews that lasted days or even weeks. These unbearable bewildered times caused Ali to worry about not being able to teach and how he would tackle the subjects. When asked about these times in the interview, he replied:

> During the curfews, we were kept at home and we could not teach for the long term. Some students were staying in the most dangerous areas; they could not come to the school, and I began to worry about the subjects that I need to teach in a really short time. In addition, the students have lost a lot in the course when a serious conflict and battle was happening around. *(Interview 2, May 2016)*

Ali also mentioned having great difficulty attracting students’ attention to the lesson when many of them had lost their beloved ones and felt unsafe. This made him distraught and he recalled a moment he felt downhearted and forlorn as a result of a bomb explosion:

> A bomb was exploded during the class time, which was a horrible sound, and all students just looked at each other shocked with fear in their eyes. Seeing this fear was upsetting and I never forgot it. After a few seconds, they looked at me, asking help on what to do. At that moment, I did not know what to do, but I tried to calm them down and tried to keep them away from the windows. A few supposed that it was just a game. But at that moment, I was so deeply affected with worry and fear. *(Interview 2, May 2016)*

Ali's remarks illustrate that he seemed to hold an understanding of socio-political situations' impact on students, explaining during the interview, "If the students had lived in the western part of the country, which literally means there is no conflict, my only concern would be their lessons, but now this is not a vital issue." Looking across Ali's sense of himself as a teacher, it is noteworthy to see that he has come to understand the external factors that might cause a reconsideration of a teacher's desired identity. He illustrated the experience in the in-service stage helped him to realise the challenges he and his students faced and this led him to thoroughly commit to his profession:

> The stay and teaching in this region provided me not only [with] professional teacher development, but I have also improved my humanity. It helped me to increase my love for all people. I hope politics will be far from … education and hope … the new generation [will be] well-educated, well-equipped [and] living objectively. *(Interview 2, May 2016)*

This experience indicated that Ali's imagined teacher identity helped him to construct an ideal teacher image; however, he was not able to reach this ideal. Furthermore, he was disrupted by the broader teaching community, which inhibited his teacher identity development. However, he was committed to being a teacher and helping the students overcome the difficult times they were living in and continue his profession as much as he could. Likewise, when asked if he was the teacher he dreamt of when he was a student teacher in the ELTE programme, he replied:

> I think I'm far from the teacher I've previously imagined to be. I have realised

> a lot of differences between *current me* as a teacher and *me* in the beginning. I know such saying requires to be experienced with long years, but I found and felt myself different as a teacher. For instance, I am sometimes still having difficulties in classroom management. My colleagues always told me to be a serious and tough teacher before entering the classroom, they warned me not to compromise the students, but I do not believe this is very true… Especially those times the students came to the school to be far from the problems. That's why I particularly tried to motivate them by playing English games in the harsh periods. I was trying to forget their bit. *(Interview 2, May 2016)*

Ali as a novice teacher has moved away from the teacher model he had imagined. Although he still wants to do the same – help students learn by having fun. Nevertheless, he feels very tired and helpless due to the ongoing conflict in the region in his 1st year of teaching (Toköz Göktepe & Kunt, 2020a). For a novice teacher like Ali, being a teacher in this circumstance might be devastating.

4.2.2 Case Two: Azra

4.2.2.1 Azra's Prior Perceptions, Aspirations and Imaginations in the Pre-practicum Stage

In her pre-practicum narrative, Azra perceived herself in idealistic terms and imagined herself as a future teacher who would not be *traditional* by emphasising the methods she might use. On her first narrative (September 2014), she explicitly stated that she wanted to be a creative and innovative teacher benefitting from contemporary methods. She expanded by describing her aspirations and desires concerning the type of language teacher she wanted to be:

> I believe I would be an idealistic teacher who efforts to entertain the lesson and involve the students in the lesson. I will design materials and activities by trying out new things... the learners are not learning the language as a tool for communication, but as a subject to memorise. Thus, I'd like not to do that. I pursue my dream to achieve it. *(Narrative 1, September 2014)*

It appears Azra's prior experience as a language learner being exposed to education theory has influenced her imagination in terms of how she has assessed her preferred

methods of teaching and the teacher she will be. She had a strong opinion on the way English language should be taught for communication rather memorising by rote. She remarked that her dream was to be the type of teacher who used alternative models and engaged students, unlike a traditional teacher. This indicates how she has seen the qualities of effective teachers and how these qualities motivated her for being her imagined teacher.

Azra's career aspirations come from personal experience with specific teachers who have motivated her. She acknowledged her English language teacher and one of her university instructors as her ideal teacher model. As Azra recounted:

> My favourite teacher in the eighth grade, English teacher Aslı [pseudonym] She was my ideal teacher and I want to be like her. She was a newly graduated teacher and we were her first students. She helped me a lot to love the English language. The lessons with her passed quickly and were funny. She drew everyone's attention because she could find a way to keep us in the lesson. A similar model I had at the university was you [the researcher]; you have always come to the lessons with great preparations and enthusiasm, which helped me to shape the teacher model in my mind. I would like to gain great academic success like you and begin to teach at the university. *(Narrative 1, September 2014)*

The idea of connection greatly informed Azra's ideas about teaching identity; it seems that her favourite teachers formed ideal role models for Azra, causing her to desire to want to participate in this community, her imagined identity. What she adds, curiously, is that she would rather teach adult learners than children.

In her Week 3 observation notes, Azra reported that the students seemed to struggle with the lesson and were unruly and dissatisfied:

> The talkative students who are sitting together could be asked to change their seats and encouraged to participate in activities for a quieter classroom environment. Young children should not be warned often; instead, several interesting activities should be prepared to help focus their attention on the

lesson and more fun exercises, too. (*Observation Entry #3, 04/12/2014*)

This immediately shows a keen appreciation for the vital role that classroom management plays in effective pedagogy – and suggests that being creative and innovative are only two small parts of being a great instructor. In Week 6 of her observation notes, Azra continued to be fixated on classroom management:

> Because of this course, I have learned as a novice teacher that the teacher should be more careful when selecting groups. Controlling and monitoring each group is so important, and I learned that mistakes need to be corrected. (*Observation Entry #6, 18/12/2014*)

It is not until Week 10 that the scope of her observations broadens to include a realisation that classroom management must be conjoined with strong preparation:

> An effective and efficient course is possible by doing a good lesson plan. Because how many should continue with the lives and emotions while corrupting the integrity of the subject jumps can make it difficult to learn. (*Observation Entry #10, 25/12/2014*)

In sum, Azra's prior and current personal and professional perceptions and aspirations are indicators of Wenger's (1998) engagement and imagination phases as she developed an ideal teacher image by investing on her experiences as a language learner (Norton, 2013).

4.2.2.2 Azra's Negotiation between Expectations and Reality During the Practicum

During her practicum, Azra realised how the real teaching setting was different from what she envisaged and that her practicum mentor did not represent her ideal of a language teacher. To illustrate, in her description in the diary entry, Azra noted the following:

> The mentor in the practicum is different from what I defined to be an ideal

> teacher because he is more traditional and dominant. *(Teaching Diary, 16/02/2015)*

Azra also expressed some unhappiness in her diary with the heavily theoretical nature of her university training as a student teacher, noting how vastly different it was from the practical exigencies of the classroom. This led, irrevocably, into a discussion of what she considered an ideal of teaching (an ideal, naturally, to which she wished to aspire):

> The mentor told the class to quiet down and come to order for an activity on the board, calling on one student to count to 20 in English, as well as explicitly correcting and warning the students who made mistakes. The noise level increased, and he grew angry. *(Teaching Diary, 16/02/2015)*

Azra reflected that the noise level in the classroom was dependent on the fact that not all students were able to participate in the activity and the teacher was dealing with the students on the board and trying to make the students sitting in the desks silent. She thought group work might be useful with a careful organisation and management to engage the entire class in the activity by keeping all the students on the task.

Azra's entries reflect a young person with high ideals who is coming to realise that the greatest preponderance of the work in teaching is what is done outside of class. In her subsequent teacher reflections, she consistently noted that giving students a voice, giving them a sense this was their classroom too, allowed for easier classroom management and seemed to engage even wayward or difficult students who were normally given to histrionics. It is evident that she is learning to be an efficacious teacher with a progressive, student-centred approach to pedagogy.

The final entry in Azra's practicum teaching diary is perhaps the most insightful and

manifests evidence of a young woman with a keen understanding of how child psychology and cognitive development comes into play when engaging young students:

> Younger age groups participate more in activities where they can stand out, and we should be more careful with group activities and other activities where they try to show they are acting more individually. I realise that to give and nourish in them the sense of togetherness, I need to be prepared better. *(Teaching Diary, 25/05/2020)*

She has now arrived at that stage wherein she can begin shaping her values into a cosmological and theoretical framework that will positively shape how she prepares for classes and moulds her classroom into a very specific sort of learning environment. It appears Azra is committed to being a teacher who is both near and far from her students. In her second narrative (April 2015), she seemed to expertly capture her incipient professional identity construction inspired by her favourite teacher images and desired to be a teacher in this manner.

The interview conducted at the end of the practicum revealed that the feedback received from her mentor was useful. However, she noted that sometimes he intervened a lot in her teaching, which made her "feel bad." Azra also stated that she was excited to begin teaching and felt that she would be better if enough space was given to her by the mentor. She was feeling uneasy when she was observed. She expressed that her practicum process helped her gain some classroom skills and her contradictory relationship with her mentor had positive and negative aspects.

This revealed that the role of the mentor in the practicum negatively influenced Azra's teaching, which undermined her confidence. Azra also believed that mentors should not criticise the student teachers in front of the class. As she explained in her first

interview (June 2015), this would not allow student teachers to feel like members of the classroom community.

Additionally, according to Azra, the length of practicum process should be extended so that student teachers could gain experience or feel truly confident. She also stated that her mentor was different from her ideal teacher who was "traditional and dominant." Tsui (2007) noted that ownership over practice and legitimate access to practice are essential to teacher identity development. Through her work with her mentor, and particularly through his interventions in her teaching, Azra did not have ownership over her practice or legitimate access. The practical limitations of the practicum also failed to provide legitimate access, as each student teacher obtained very limited experience through it.

Azra expressed her discontent with the supervisor's evaluation of her teaching performance even though she generally achieved high marks; some of her lowest marks were in the categories of pacing the lesson, using the board to support explanation and managing behaviour issues. On a scale of 1 to 5, with 5 being the strongest category, she earned a 3 in these areas. This is especially noteworthy when considering her mentor teacher was more traditional, as these are areas where he would typically excel and where Azra would have most benefitted from her mentor, considering that she excelled in the areas more consistent with her pedagogy. However, it is also important to note these can be among the most challenging elements for new teachers to develop, and that may also have informed these aspects of Azra's observation.

In summary, Azra shaped her imagined identity through negotiations from contextual

factors in her practicum teaching. She negotiated her teaching identity and desires in response to the authority holder. Therefore, the influence of power relations (Norton, 2015) appeared in this stage on Azra's teacher identity construction.

4.2.2.3 Azra's Novice Teaching Practice in the In-service Stage

After Azra successfully completed the ELTE programme, she was assigned to a public school with a high score from the KPSS exam. At this time, she started her induction programme with the mentor for at least 5 months, as previously described in Chapter 3 (see Section 3.3.2). Analysis of the data at this stage revealed that Azra started to perceive herself as a teacher. She stated in her third narrative (March 2016) that being an experienced teacher (which was important for her) was mainly based on the variety of the situations in the teaching context, not on the number of the teaching years.

Also, like many ambitious young professionals, Azra wished to continue pursuing new professional knowledge so that she could facilitate her in-class performance. This most certainly seems the critical and enlivening objective of her professional development going forward:

> I still lack a few things due to my lack of experience. I think that I need to research more, find new and efficient methods and explore the different student psychologies more optimally. The transition from being a student to being a teacher is different and tough. I feel the need to be prepared by checking if there's a rule or a word that I don't know, as sometimes I fail to think of something creative when I don't prepare myself. To avoid leaving it to chance, I form a plan in my head and develop it accordingly to the flow of the class or I just drop it and create something new. (*Narrative 3, 08/03/2016*)

Creativity and agile thinking are the features by which she defined herself and would continue to define herself as her career unfolds. Azra also articulated that the in-service mentor stimulated to create an active classroom, unlike the practicum mentor who "has little tolerance for noise." Azra thought the same way and described her ideal

classroom in which "students are actively involved in the lesson, and they express themselves by talking." Although she had the same pedagogical view with her in-service mentor in this respect, Azra declared he could not reflect the image of her ideal teacher with the following statement:

> But I do not like the feeling of someone's eyes following me back while teaching, I cannot be the teacher that I would like to be on the stage. I do things as my mentor does. Basically, I teach the classroom according to his teaching perceptions and expectations. I need to be alone and must build relationships to feel I belong to the classroom without any interruptions... He has been a teacher for more than 25 years, and to him, teachers should be stiffer and more formal. That's the reason I hide the teacher I really want to be inside, as the score he gave at the end of this process would affect me a lot. In this case, I stop myself most of the time and this situation makes me upset. *(Interview 2, May 2016)*

As seen in Azra's statements, her practised identity started to shift to imposed identity, which was shaped by the feeling of being uncomfortable and suppressed. Since she was not allowed to teach in the style she wanted as a teacher may have had more impact on her aspired or desired identity. During the interview, she stated that she was not feeling as a member of the school community. She concealed her desired identity because she wanted to be successful in this induction programme, which made her adopt an imposed identity. She admitted that her transition to a full-fledged teacher was marred by the fact that her current classroom was not her own; therefore, there were things she would like to do, whereas they were not possible yet.

Azra has learned of how institutional inertia and bureaucracy can most complicate life for even the most ambitious and audacious teachers. Still, it seems that Azra is more wedded to her early ideals. One comment from her in-service interview stands out:

> I still want to be the teacher that I've described before... I'll need my own classroom to create my ideal class environment. For example, there is incredible student participation when I bring different activities instead of textbooks, so I want to organise activities to promote student involvement, such

> as organising competition, speaking and drama activities. *(Interview 2, May 2016)*

Azra's accounts indicated that she maintained the same idealistic views on teaching, but she was disappointed with the space she was granted by the mentor. She also remarked on the lack of resources for teaching and the limitations for duplication of the supplementary materials for the students; she was surprised that when she made copies for the students, they offered to pay her:

> My mentor told me it is a good idea to just follow the coursebook, as the duplication of the extra materials to be used in the lesson must be provided by the students or the teacher. This arrangement seems strange. *(Interview 2, May 2016)*

She also reflected on her prior beliefs as a student teacher for being a teacher, stating in the interview she was “very fanciful” without considering the factors, such as “managing oversized classrooms and having not enough time for communicative English classes.” It seems that Azra’s preliminary excitement and expectations about teaching faded away to some extent, but she kept her pedagogical practices shelved until she became the teacher of her class.

Overall, it appears that Azra has been impacted by the influences acting on her teacher identity, which was replaced by an imposed identity based upon power relations and authority legitimacy (Norton, 2010) through feelings of suppression, disempowerment and guest. Accordingly, this was unlike what she had envisioned as a learner and student teacher.

4.2.3 Case Three: Deniz

4.2.3.1 Deniz's Prior Perceptions, Aspirations and Imaginations in the Pre-practicum Stage

In the initial pre-practicum narrative, Deniz expressed reservations about her choice to turn to teaching as a career, as she believed it did not match her personality. She stated that she did not want to be a teacher but had to choose it because that was what her family wanted:

> I hadn't chosen to become a teacher. My goals were totally different. It just happened suddenly, I found myself in this programme. During high school, I was very indecisive, and I had changed three different majors in a month. I wish I would have studied something related to business or international trade, but I did what my parents wanted. Do I regret it? Umm … I'm really not sure. Maybe yes in terms of an occupation, rather than the English language itself. I love to learn foreign languages but not teaching. *(Narrative 1, September 2014)*

Being a teacher was not her desired choice but rather the will of her family. Deniz admitted to feeling unprepared and expressed concern about her temperament leading to explosive outbursts. But, whatever her reservations, she seemed to believe in the value of personal growth and the merits of pursuing knowledge with an irrepressible zeal:

> A teacher should keep learning and gaining experience … I would probably update myself, a researcher, get information from my colleagues, use sources and the internet as well as the books. *(Narrative 1, September 2014)*

Interestingly, although she declared that teaching was not her first choice, she described the ideal teacher in her narrative:

> Actually, I don't have a favourite teacher, I didn't really like teachers, but except for one teacher in college; she was a newly graduated teacher in her 20s and she was like our friend, she had tattoos and piercings. At that time, I was thinking to be like her. Even for a moment, I saw myself in her teaching and I kind of liked it. Teachers who come abroad have that a free spirit and friendly attitude. (This is me!) *(Narrative 1, September 2014)*

As described in Section 3.3.3, Deniz lived in Germany until high school because of her father's job. This experience played a role in her perceptions about teaching. The excerpt above confirmed that she believed teachers from abroad are more innovative and free-spirited, and she wished to be such a teacher. It was surprising to see that Deniz also had tattoos and piercings similar to how she described her favourite teacher. Her favourite teacher had a major influence on her envisioned teacher identity. This can be deduced from the way she described her future teacher image she aspires to in the following excerpt of the narrative:

> When I become a teacher, if I still haven't changed my mind, I want my students to like me first as a person, I would be like their friends and make them feel come talk with me anything. I wouldn't like to be a teacher always upset and not easy-going. No, never ever! *(Narrative 1, September 2014)*

Also, Deniz had keen views on the age group she wanted to teach, preferring to teach adults rather than young learners because of the predicaments she might have about classroom management. She further explained this was because she had no siblings – apparently, she had no previous experience with younger age groups.

> I would definitely teach adults; otherwise, I wouldn't cope with young learners, I would probably lose my mind and leave the classroom a few days later! I'm not good with kids at all, perhaps this is because of having no siblings. I have no idea how to cope with kids or children, how to manage the classroom. *(Narrative 1, September 2014)*

At the beginning of her Week 3 observation notes, Deniz was preoccupied with the classroom decibel levels that accompany having a large group of children situated in an enclosed space. By Week 6, her focus has shifted towards a more empathetic view of young learners and how they could aid the learning environment:

> In-class activities, which include peer conversation, are an effective method, especially in terms of cooperation and information exchange. The students get information not only from their teachers but also from their peers too. (*Observation Entry #6, 18/12/2014*)

Her growing awareness that students could expedite learning, every bit as much as they could frustrate it, showed a manifest shift from teacher-centred pedagogy to student-centred pedagogy. Still, during Week 6, Deniz revealed the following insight:

> It's a good exercise to ask the students to assess themselves through workbook exercises. Being under the teacher's observation makes the students feel safe. In such in-class activities, it is always beneficial when the teacher immediately corrects the errors of the students. (*Observation Entry #6, 18/12/2014*)

This excerpt indicated that Deniz shifted her focus to carefully monitoring students – but to aid them, not controlling them. She is shifting her focus away from merely asserting authority to asserting the primacy of learning. By Week 10, Deniz moved onwards to this exposition:

> Each lesson is a repetition of the previous one. This means all the topics taught are related to one another. All the topics follow a sequence; reminders, general revisions and the exercises, as well as the homework given, make the puzzle complete. What is important is to follow the sequence. (*Observation Entry #10, 25/12/2014*)

In this instance, Deniz has graduated to a new understanding: teaching is the connective tissue that must reinforce and reinvigorate previous bases of knowledge. It is worth questioning whether this maturation will continue. Although Deniz did not voluntarily choose the teaching profession, she had strong views about teaching and, most importantly, about her *profile of the teacher she desired to be*. Her strong belief in not teaching young learners before the classroom observations seemed to have softened throughout the observations, which indicated Deniz's teacher identity began to emerge in this stage.

4.2.3.2 Deniz's Negotiation between Expectations and Reality During the Practicum

When Deniz entered the practicum stage of her development as a pre-service teacher,

she expressed her experiences about the first lesson with the following entry in her diary:

> I was so scared while I was teaching the classroom for the first time. I had no idea about what to do and how to do ... I just stood at the board not knowing what to do, how to do it, without saying anything. But I cannot stop questioning myself, “You idiot thing, who are you to be a teacher, you can't even talk yet?” Afterwards, my mentor understood the situation and supported me. But this situation made me sad. *(Teaching Diary Entry #1, 09/02/2015)*

Although this experience had woeful moments for Deniz, she stated that she continued to teach her lesson and that this situation was due to her inexperience. She explained:

> Those 2 hours of the lesson seemed to me like torture. My throat was dry, adjusting my voice to be heard was another problem in my teaching. I was going to cry behhhh … I think the reason why this happened was because I had no teaching experience. I did not think that teaching required such a difficult performance. How hard it turned out ... *(Teaching Diary Entry #1, 09/02/2015)*

The following week, Deniz observed Azra’s teaching and helped her realised that everything went well, contrary to what Deniz had experienced. According to Deniz, the reason for this was that Azra was born to be a teacher and she loved what she was doing:

> She [Azra] looked very comfortable and relaxed as if she had been doing this job for years. But of course, we did not know what she was feeling, maybe she was so excited. She provided the control of class; also, everyone was listening well. I look at her I see definitely a good teacher. She loves teaching. But, when I look at myself in the mirror, I just see a DJ☺ *(Teaching Diary Entry #2, 16/02/2015)*

It seemed that Deniz reflected on her teaching and made inferences about how to improve her teaching. In the following entries in the diary, we witness Deniz’s battle with herself and her fears as she slowly constructed her own professional identity, brick by brick. In her first teaching reflection, she was beside herself with a sense of impotence, “While giving a lesson, I was at despair's cruellest point.” Briefly, some of

her hopelessness and fear had faded, though she described pointed barbs for the lack of practical preparation and grooming that defines the training she received while preparing for life as an EFL teacher:

> I must tell you I feel like I've forgotten to speak English, "It's all gone"... I remember speaking English back in prep and my freshman year in the reading and writing course, which you were the lecturer. And now I'm about to graduate, and I'm telling you this, such a shame, and I just don't think it's mine to think so – my friends in the classroom think the same. Nearly 80% of the formation lectures are taught in Turkish for future English language teachers! Since we're being taught to be a language teacher, we should have four skills each year as mandatory! All we do is to pick up the theoretical knowledge from the books, and then they expect us to become English teachers, see it all comes down to this! Peehh! Anyway, today my teaching was good overall, it didn't suck or anything, it was average. I mean, I am not a hopeless case or anything! *(Teaching Diary Entry #5, 10/03/2015)*

From Deniz's point of view, a good English teacher must first of all be proficient and competent in the language they will teach. She expressed her dissatisfaction with the fact that the education and formative courses are given in Turkish and are mostly concentrated in theory. Throughout the practicum, Deniz was slowly coming to terms with being a teacher. As she described:

> Let's say I have become a teacher. I want to be entertaining, not pressing my students, talking about current issues and not only lectures ... I would be relaxed, I mean accepting, not judging. I am open to everything; students can come up to me and discuss whatever they want, like friends. I don't want them to feel fear, so I won't let them think in this way about me. *(Narrative 2, April 2015)*

She expressed reticence at teaching youngsters, but she seemed more reconciled to teaching (though the improvement has been somewhat marginal), and she most assuredly manifested the positive qualities of a teacher striving to be student-centred and not consumed with only her convenience. She continued to hold firm to the conviction that the best teachers were the most avid learners:

> Every person who is successful in their field, they are confident, stating this

> clearly, without any difficulties. Anyone who is open to new studies, grasping information from others, the one who wants to learn. *(Interview 1, June 2015)*

She still had a great fear about what the future would hold for her, and she acknowledged this in her interview, “I have great concerns about this issue; I still believe that it does not fit into my personality, maybe I can love it if I start from somewhere.”

Deniz, as a pre-service EFL teacher, stressed the importance of being linguistically competent in the language. In other words, her language-learner identity also reflected her imagined teacher identity. She also felt her pre-service teacher education had a fairly feeble contribution to how she could be a competent teacher. The underlying reason for this, as indicated in her account, was a discrepancy between theory and practice, as cited many scholars (Farrell, 2003; Flores & Day, 2006).

Consequently, she referred to the gap between her desired identity and practising identity during the practicum. The fact that she continued to question herself and make inferences is based on her teaching, and her peer is an indication of her attempt to accommodate her teaching identity and constructing her teacher identity for the future.

4.2.3.3 Deniz’s Novice Teaching Practice in the In-service Stage

A few months after successfully completing the ELTE programme, Deniz started working at a language school. In her final narrative regarding teaching both young children and adults, she expressed a preference (still) for older learners:

> I try my hardest to cope with teenagers and children; I want to be a child with children and a teenager with teenagers; however, with the adult learners, I feel more like myself: sweet and sour. It is actually hard to keep the balance; I do not usually compensate a lot of things. *(Narrative 3, November 2015)*

One can sense that her distaste for teaching the young has not dissipated, but she has at least learned the merits of striving to do whatever she can to make it work – including the tedious emotional labour of being “up” and accommodating and unwaveringly congenial with her young students so they feel secure and at peace around her. This is a step forward, most definitely, and captures her waxing self-identification as a consummate professional.

Relatedly, Deniz understands that good teaching rests with what is done outside the classroom; preparation is the lifeblood of the profession:

> Professional teacher development is not about the number of years someone has been teaching or the knowledge they have, it is about going into the lesson prepared and knowing how to transfer your knowledge. *(Narrative 3, November 2016)*

This recognition that teaching is a lifestyle, not merely a vocation, is echoed at the close of her narrative. The paragraph below sums up her sentiments well:

> Being a teacher is a huge responsibility, it is not what it looks like from the outside. From outside you may look like a very good teacher and after you finish your lesson the ideas may change really quickly. Being a role model to someone, doing the acting, teaching, something is always hard. There are two types of teacher profiles; one is the teacher who teaches well but is not much liked, and the other teaches not and the other but is liked much. You can be the worst teacher ever but if the students like you, they still like your lesson. What is important is to be both: to be liked and to be academically successful. *(Narrative 3, November 2016)*

Deniz seems to be a young professional who is on the verge of being the teacher she has long strived to become – most of all because she understands the multi-dimensionality of being a good teacher. By the time her day as a fully-fledged teacher in a small classroom of young learners has come, Deniz is at last showing signs of truly warming to the task of becoming a professional – and, more significantly, is

seeing herself as a professional:

> It was really hard at the beginning, as I was continually surprised with the things that happened in the classroom. Then, I'd ask myself, "What I am going to do now?" But I accomplished my goal anyhow; it worked out even if sometimes it was difficult. I did not choose to be a teacher, but now I love what I am doing in the classroom. I am sometimes puzzled and exhausted while teaching because it is hard to teach something to young learners. Young learners are very dynamic and so it is difficult to control them and keep their attention on the lesson, so I am designing different activities to attract their attention. *(Interview 2, January 2016)*

Her students may occasionally frustrate her (at least a few of them), but she has mostly grown to admire and even feel affection towards them – though she is distressed by how poorly it seems teachers are treated in her new homeland. As far as her sense of what constitutes a good teacher – and what she wants herself to become as a budding teacher – Deniz has developed a well-honed sense that being a good teacher means finding a way to connect with her young charges so that they feel comfortable discussing their troubles or travails with her. The paragraph below, culled from her interview, seems to capture this sense:

> I still want to be a teacher that guides students and help whenever they need. Sometimes, I want to be a cheerful teacher. Sometimes, I want to be a friend to my student. I want to share their problems and their feelings. I think that a teacher should teach not only the course but also life. And also, students can learn real life in a school or in a classroom. A teacher should teach real life. *(Interview 2, January 2016)*

Deconstructing the matter as best we can, it appears Deniz has conned one of the great lessons any young teacher can: No matter how difficult or long the day, the students come first. They look upon any teacher as an authority figure and hope the teacher will respect them and listen to what they have to say. And, in a closely related corollary, they instinctively desire that the teacher will apply what they are being shown in class to the lives they lead outside of class. This is constructivist, student-centred learning

at its finest, and Deniz now appreciates it. Notably, her final interview reveals only a portion of the growth Deniz has experienced as a professional and young woman.

A little more than halfway through her interview, Deniz stated the following:

> According professional development means experience. A teacher should have full experience about education, learners, their background, their level, etc. A teacher should improve himself/herself day by day in order that she/he gain experience about education. *(Interview 2, January 2016)*

Her professional identity construction at this late stage reaffirms her earlier conviction that the essence of responsible pedagogy, the essence of being a quintessential professional, is the willingness to always seek a better way of doing one's craft. This is inextricably linked with salutary professional growth as she perceives it to be:

> I am following online resources and written resources. I ask experienced colleagues' advice on some situations. Professional growth is closely related to experience which helps you develop yourself to deal with the problems that occur in the classroom and ways to overcome these problems. *(Interview 2, January 2016)*

Despite her misgivings and troubles, Deniz is resolved to be a young professional woman sincerely and industriously striving to learn the things needed to survive in the classroom – and even flourish.

Lastly, her final interview shows she has finally arrived at an understanding that her professional identity as a teacher is bound to empathy, caring and to living your life with others uppermost in mind. A passage at the close of her interview resonates with this, and it is encapsulated in the paragraph below:

> I am a teacher who tries to be better, not a teacher who just cares about the subject to teach. I know there are still gaps I need to fill in to be the teacher I have wanted to be. In the practicum, I did not realise what a teacher really means, but now I know who teachers are. They are the ones who cannot sleep due to shouting at a noisy student while you are teaching or crying for a student

> whose parents are getting divorced. That's the life of a teacher. That's me! I am happy with the things I am doing in the classroom. But there are many ways to go and many lives to take with me on my journey. And my journey has just started. I'd like to grow holistically on this journey. *(Interview 2, January 2016)*

Deniz's imagined identity of being a language expert had transformed into her practised identity and become more evident through building empathy and self-reflection. Her current perceptions regarding the in-service teaching also revealed how she cared for her students and she focused on having good communication with them. Deniz's current cognition of being a teacher revealed that self-awareness and the role in her CoP could drive a novice teacher on her avenue of becoming a responsible and caring teacher. Although she did not want to be a teacher at the outset of the programme, or even wanted to teach young learners, she now developed an opposite teaching identity to improve herself in the profession.

4.2.4 Case Four: Ela

4.2.4.1 Ela's Prior Perceptions, Aspirations and Imaginations in the Pre-practicum Stage

Like so many young teachers, Ela felt the key to being effective in the classroom was making the lessons fun for her students. She insisted that no one compelled her to become a teacher (which distinguishes her from Deniz), and our earliest contact with her suggested that she had a clear-headed sense of the student-centred teacher she held up as a role model, and the pedagogy she felt she could bring with her into the classroom as her expertise increased. The paragraph that ensues gives a sketch of Ela's thoughts on exemplary pedagogy on the eve of her foray into her practicum:

> I can describe myself as a tolerant and caring teacher showing empathy towards her students and guiding them when necessary. I believe I can teach the best to young learners because I feel closer to them. Spending time with them makes me happy and reduces my stress. *(Narrative 1, September 2014)*

Whereas Deniz dreaded contact with young learners, Ela seemed to embrace it; this might be an indicator of the latter having a personality much more consonant with the rigours of the classroom and its occasionally impertinent demands. Her professional identity construction in her formative steps into the profession betrayed no lack of self-confidence, no infelicitous thoughts about certain failure and no conviction that teaching is anything other than a meaningful and noble vocation. But she also remarked in a forward-looking way that teaching was a very strenuous occupation that drove one towards constant learning and exploration. The paragraph below captures these feelings:

> Teaching is not a profession you can achieve only with the accumulation of the knowledge gained at the university. Teachers should give importance to their professional development no matter what their major is. In my opinion, professional development is a concept that means that the teacher always changes and improves himself/herself. So, the teaching profession cannot be fully practised without being behind the times or making progress, I will definitely attach importance to this in the future. *(Narrative 1, September 2014)*

By taking a holistic view of what professional development encompasses – and it seems to encompass sociological understanding and insight into the technological heuristics available to teachers in the classroom in the modern age – Ela showed us she had a clear conception in mind of how a teacher could become an asset to the institution of which she was a part. Also, this emphasised how Ela's ideals and aspirations about being a teacher and becoming a teacher were the driving forces that nurtured her, as well as her strong desire. Ela stated that this strong desire to be a teacher was based on her love of English as well as her admiration for her favourite teacher of English in Grade 7:

> English had always been my favourite subject throughout my school life. But, most importantly I chose to be a teacher because of my seventh-grade teacher in secondary school. I would enjoy his classes much. He was my only ideal teacher model. I adored everything about him from the way he lectured and his dialogue with us students. His classes would pass with games and songs. He

> would even get us to watch animated movies with English subtitles. I made a promise to myself at that age. I would be a teacher like my English teacher. And now I am on my way to keep that promise. *(Narrative 1, September 2014)*

From Ela's perspective, her seventh-grade English teacher, whom she took as a role model (and his teaching), is reflected in her imagined teacher identity in terms of making sense of becoming a teacher. During her classroom observations in the first semester, she noted in Week 3 she was most focused upon classroom management. But, in Week 6, she learned how teachers could effectively scaffold their work and use mapping to prepare students for what was to come. This is the sign of a young person steadily progressing from a mere observer to a teacher-to-be.

Lastly, her Week 10 reflection focused on how the mentor teacher carefully monitored the students to ensure they stayed on track. From this, we glean that she is beginning to proceed to the stage where she can see what practical steps must be taken to make sure that a class is well ordered and purposeful. In effect, she is working towards the outline of a practical framework for executing or discharging her duties in class.

4.2.4.2 Ela's Negotiation between Expectations and Reality during the Practicum

Ela welcomed the classroom and never doubted for a moment this was the career for her. In her first diary entry, she indicated that the students expressed delight at the lessons she prepared for them. Even though she remarked her voice was too soft, she nonetheless was excited to have the chance to teach a class on her own. During the ensuing weeks, she returned frequently to her slight discomfiture at not having a sufficiently authoritative speaking voice for the class; yet, at no time did she ever seem overwhelmed, but rather happy with their successes as with her own. However, she affirmed, in the second teaching practice, her in-class experience could not move ahead as she envisaged with these words:

> My lesson today was just a huge nightmare for me. Although I planned my lesson and designed activities that I think students would love, unfortunately, I couldn't succeed. Nothing went the way I wanted, it was because I didn't design activities according to students' levels and interests. During the lesson, I could not manage to get the students' interest in the lesson. After warning them to be quiet after each second, my voice went off and of course, my self-confidence was undermined. I just want to forget today! *(Teaching Diary #2, 09/03/2015)*

This excerpt indicated that Ela realised the importance of considering the students' interests and proficiency in the activities; instead of designing the lesson in reliance on her perceptions and thoughts, the priority should be given to the students' needs. Besides, Ela asserted how difficult it was to involve reluctant and uninterested students in the lesson and that she believed she should develop strategies:

> Today was my fifth teaching practice. Based on my previous experiences, this time I was very well-prepared to avoid making previous mistakes and rehearsed at home several times. But again, my excitement got ahead of many things and I couldn't do some things I had planned. To begin with, I had difficulty controlling my voice. I realised my voice was not loud enough for the students sitting at the back. Therefore, I had difficulty in classroom management. The activities I prepared were liked by the students. They were all excited about participating in the activities. Some students did not want to participate. Although I verbally spoke encouraging sentences or went to them to get those unwilling students into the lesson, unfortunately, I did not succeed. I realised that for this, I had to find strategies that work. *(Teaching Diary #5, 20/04/2015)*

In her practicum narrative, Ela showed remarkable consistency in terms of her views about teaching. As in her first narrative, she still thought that the essence of teaching was to be tolerant and empathetic to her young learners, with communication lying at the foundation of the relationships forged. She also maintained that good teaching is about taking full advantage of the new technologically advanced heuristics, which are designed to add new layers or modalities to teaching in the classroom. The following excerpt illuminates her sentiments:

> Teaching was my childhood dream and I have always wanted to realise that

> dream since my childhood. As a candidate teacher, I proceed on my way by applying the approaches and methods I learned at university. All teachers should improve themselves through following the updates in their field. As teachers of the new generation, we should use the advancing technology in the classroom much. This is the only way I can feel I can be useful for my students. *(Narrative 2, April 2015)*

Ela was a teacher who perceived her flourishing professional identity to be constructed upon the pillars of constant knowledge acquisition, change management and looking for irrepressibly better ways of connecting with students.

Most pre-service teachers seemed initially uncomfortable with a career in teaching, but Ela reported she had no such sentiment. If we were to judge her first interview as a measure of how she truly felt, then being a teacher was something she had sought for many years. She also portrayed a buoyant confidence in her abilities:

> I feel ready myself for teaching a classroom and being a teacher, even though I had experienced some ups and downs in the practicum. I strongly believe the courses I took at the university helped me a lot to revisit my teaching approach and techniques and, of course, my mentor who did the best for me. I am, therefore, ready to take full responsibility for a class. I might have difficulties at the beginning, but I think I can overcome. *(Interview 1, June 2015)*

Showing her optimism and high spirits, she noted she – and this is not true for all of the case study subjects – found the practicum beneficial since it permitted her to identify weaknesses that needed rectification. Indeed, Ela has a predisposition towards self-growth and humble learning not found in all young teaching subjects.

Turning to what constitutes true excellence in a teacher is a matter that all young teachers must address if they are to carve out a model for their behaviour in the classroom. The ensuing passage seems to reflect Ela's conceit of what makes a good teacher:

> The ideal teachers are those who can make students love the course, with a lot of emphasis on teaching by rote learning and experience. In particular, teachers should pay attention to good communication with their students because the best way to encourage a difficult student to pass a course is to establish good communication with them. Teachers should also provide an ideal course taught in a fun and controlled way and effectively contribute to the learning of all students. Teachers should always have a tolerant and caring attitude and approach and empathise with students, I think. The teacher model in my head carries these qualities, and that is what I would love to be. *(Interview 1, June 2015)*

Lastly, Ela is a firm believer that she can get better. Thus, the challenges of her practicum did not dim her self-faith:

> I can adapt to students of all ages, and I think one of my strengths as a teacher is that I can see from their perspective. I … need to develop my classroom management skills. If I adjust the tone of my voice, I have trouble in my class, and this leads to problems in classroom management. I need to develop myself more. *(Interview 1, June 2015)*

Overall, Ela's commitment to being a teacher and her devotion to the teaching profession with a high level of motivation led her to shield her passion to be a teacher although she confronted some challenges and sometimes abandoned her confidence or had no idea what to do about the glitches (e.g. involving reluctant students in the class).

4.2.4.3 Ela's Novice Teaching Practice in the In-service Stage

Shortly after her other friends, Ela was assigned to a public school and taught at the primary education level as she always wanted. Although Ela was devoted to being a teacher, she felt restricted by obligatory matters, such as covering the curriculum as follows:

> There were many things I wanted to do when I became a teacher, but over time I realised that these were not possible. For example, I used to want to make my students watch movies in English or do out-of-class activities, but I gave up doing them in order not to fall behind the curriculum or being afraid of the reactions of both the administration and the families. (*Narrative 3, March 2016)*

This can be commemorated as a substantial moment on Ela's teacher identity construction in the initial year of teaching as a novice teacher. It seems that Ela's imagined teacher in the pre-service stage identity has been reconstructed by the constraints in the context. Nevertheless, she upheld her desires about teaching, as she described in her narrative:

> I cannot utter the sentence I definitely am the teacher I wish to be at this phase. However, I also believe that I will gradually be the teacher I've imagined to be. (*Narrative 3, March 2016)*

Ela also recounted the importance of continuous professional development and seeking new developments for the profession. She also offered a review on the things she would do to develop herself as a teacher:

> I remain to improve myself and follow the advances in technology and innovations related to my field. I will enhance my teaching day by day in my field to meet the needs of my students and become the teacher that I've dreamt of. (*Narrative 3, March 2016)*

Undoubtedly, her construction of professional self-identity has been the one most marked by self-confidence, unswerving devotion and a wise foundation despite the constraints she faced. She also expressed delight, not apprehension, at stepping from the life of a student teacher to one of an in-service teacher:

> Teaching was the only profession I wanted to do since my childhood. I had previously great dreams and expectations, but day by day I realised that these could not happen. Although I said that I felt ready to be a teacher during the practicum process, I realised that I was not quite ready at all. In fact, in the first months, I couldn't even get used being called Teacher or to the unfledged teacher implications of the senior teachers in the staff room … It turns out that teaching was a profession which requires a lot of effort and it is beyond what I've thought. But no matter what happens, I will still try not to give up on my ideals. *(Interview 2, May 2016)*

As indicated, Ela experienced some adaptation-related problems during the transition

from student teacher to in-service teaching. As she described, she was not used to being called Teacher. She also noticed that her presence and legitimacy as a new teacher in the CoP (Lave & Wenger, 1991; Wenger, 1998) was not granted, particularly by the senior teachers in the school. On the other hand, Ela's remark showed that she maintained solid career-related self-confidence after the transition to teachership, and she began to feel like a true teacher. And, perhaps even better, is her perception of being a teacher that is consistent with the ideal she had in her mind:

> The ideal teacher I wish to be is still true for me. As I stated in our previous conservation, I eagerly wish to become a tolerant teacher who is able to maintain good communication with the students, during the class as well as outside of the classroom and who can empathise with them. I firmly believe that I am on the right track right now. My communication with the students is very good. They love me so much that I am being complimented every day. Some of my students bring me flowers. They say they love me so much. Being loved by them in such a way makes me very happy. *(Interview 2, May 2016)*

Although Ela still meant to be the teacher that she desired, she was struggling to achieve this ideal due to contextual influences and curriculum-related factors. Nevertheless, she stated she was content in her professional career.

4.2.5 Case Five: Irem

4.2.5.1 Irem's Prior Perceptions, Aspirations and Imaginations in the Pre-practicum Stage

Irem remarked clearly that she never thought of being a teacher when she was younger. It was not until she was encouraged by her teacher in high school that she considered teaching as a career. When asked what made her decide to be a teacher, she responded:

> Frankly, I never thought of becoming a teacher. I took the English language exam as a result of the guidance of my high school teacher, and after intensive studies, I had the right to study in the English language teaching department at the university. *(Narrative 1, September 2014)*

But in the following years of the ELTE programme, she felt she made the right decision

because the courses in the programme contributed greatly to both her professional and personal development.

> Throughout the years, I've realised that being a teacher is the right choice for me regarding my personality and character. I like communicating with people, talking in front of the community, being heard by them. I've started to read personal development and inspiring books to strengthen my 'self' in the profession. *(Narrative 1, September 2014)*

Irem saw herself as an exemplar for her students at the outset of her foray into education:

> Education is not only about saying this is right or this is wrong; it should be about making students know right from wrong. If I can be a happy, strong, healthy and successful character for them, I can encourage all my students to dream about a life of high quality. *(Narrative 1, September 2014)*

She envisioned teaching as a pathway to show young people how a good life might be lived; she, therefore, wanted to work in higher education instead of primary and secondary education. Teaching at this level would allow her to be more of a counsellor than a teacher, as she could provide students with psychological support. She also stated she preferred to make her future students feel valuable and powerful by keeping a rational distance.

At the same time, Irem's initial classroom observations revealed a fledgeling professional who could set aside her idealism to see the failings of the tertiary education system that was trying to shape her in her career:

> Currently, as a student teacher, I conduct my observations in primary education classes only. However, I think that all levels should be included in the practicum process, and even higher education should be included because my dream is to work in higher education. But now, I can only observe the atmosphere in primary education, and I am very curious about what I could feel and learn at other levels. (Observation Entry #3, 04/12/2014)

Overall, Irem seems to have considerable interest in her pre-practicum observation notes with classroom management, and this does not appear to change throughout her time spent observing her mentor in action. However, it seems to manifest that Irem also notices the value of a planned schedule at the close of her observation notes, thus indicating that such things as classroom "crowd control" have been subtly superseded by an interest in how to manage and allocate time so that a lesson plan is optimally executed.

4.2.5.2 Irem's Negotiation between Expectations and Reality during the Practicum

Irem, in reflecting upon her practicum diary on her own experience as a student teacher, remarked that once she began to teach primary school learners, she seemed to change her mind on the age group she desired to teach. She voiced this in the following excerpt:

> I taught third graders today. Although I never wanted to be a teacher in primary school, I realised how wrong I was thinking this. Yes, it was scary to deal with the naughty students; but I liked the cute moves they made. They would be naughty because they were just kids. Though, what we were taught to be naughty was actually speaking in class without being let by the teacher! It was invaluable to see the excitement in the eyes of those little students while saying to myself that I should be an academician at the university. And although I said I could never teach in primary school until then, I guess that I was impressed by the love of the children and that made me change my mind. *(Diary Entry #2, 16/02/2015)*

In her extensive practicum diary, we are also given insight into Irem's growth into a self-assured professional starting to develop a holistic conceit vis-à-vis what it means to be a good teacher. What one finds in her practicum diary is a sense of fear and exhilaration as she begins teaching in front of a live classroom full of diverse young learners. As time progresses, though, she seems to develop a greater acuity for, and appreciation of, the visual elements that ensure successful pedagogy in a classroom

full of young people; this is most evident in the third entry of her teacher diary.

Most of all, Irem shows a growing capacity for combining classroom management with an acute understanding of how it can be melded with a pedagogical practice that employs multiple modalities. Moreover, she increasingly seems to see herself as a true professional, which is seen in her willingness to "discuss" certain strategies and possible resolutions with her mentor:

> Today my peer prepared a lesson for the topic of animals using the target structure *can/cannot* to describe abilities. She was excited about revising the animals as the students were watching the video. First, she showed a video. Then, she started hanging photos of animals with the other teacher. Our mentor suggested that each picture revised should be hung one by one after students see the picture. Therefore, there would not be a waste of time. She gave out the cards with the names of the animals on them. I observed the students' reactions better as I was sitting at the back. For instance, the student who was holding the monkey card would only focus on the monkey picture on the board. Therefore, I thought showing the cards to all the students first and then asking one student to come and match the picture would be a better idea. This might be the reason there was some noise in the classroom. We have discussed this with the mentor and peer together after the class. *(Diary Entry #5, 09/03/2015)*

Irem also seems to have a desire to teach older students at the tertiary level. However, some evidence suggests her teaching style might prove effective in a classroom of younger learners for the following reasons:

> I will not be a much disciplined, hard authoritarian teacher you know; it's a little more about me. I think I'm a soft conciliatory character, which will certainly bring me some drawbacks. *(Narrative 2, April 2015)*

Likewise, she expressed how priceless and blessed it is to teach young learners when she sees a student writing her name in her notebook and drawing a heart:

> I hope I will be a good teacher to my students. One of my students, Aylin [pseudonym], wrote her name and my name on her notebook and put a heart in between. I can still remember the love in her eyes, and I feel so blessed. These are such reasons I want to be a teacher in primary school. *(Interview 1, June 2015)*

In some respects, Irem does not show that she has changed much from her pre-practicum days; she still identifies herself as a teacher who is generous and accommodating. At the same time, she also appears more cognizant of the need for an authoritative voice to assert control over the classroom milieu. She does seem, at this point, intimately preoccupied with not only controlling students in a salutary way but in shaping her lesson plans and extensions to ensure a positive sentiment and learning atmosphere. The paragraph below, drawn from her narrative, captures her sentiments:

> Controlling the students, using the whiteboard, giving a speaking opportunity to all the students, increasing participation, implementing the lesson plan, calculating the timing, creative activities and methods application etc., are the issues that I would have overcome easily if the lesson plan was truly done before the lesson. However, after my first teaching practice, I have come to realise that all these actually depend on the classroom atmosphere, my feelings and the motivation of the students. In my first experience, I asked the students to do group work, and when I gave out the materials, I realised that they couldn't share. I also caused sadness among the students who did not win a competition because I only gave a star to the winners. This first experience had disappointed me. For my next experience, I had thought of every possible thing that would happen in the classroom, and even though I was still nervous, this made me feel more ready about interfering in anything that happened. For instance, I would have thought about changing an activity into a writing exercise should any chaos happen. Every bad experience I have is another positive impact on my next lesson. *(Narrative 2, April 2015)*

Drawing upon Irem's accounts in the practicum process, it is noteworthy that she was so insightful and introspective about her experiences as a pre-service teacher that her sense-making about being a teacher relied on classroom practices and self-awareness. Her commitment to helping the students empower themselves and desire to be a friendly facilitator more than a teacher disclosed her desired professional identity. Also, the image of being the teacher she desired at the core of her professional identity is compatible with the current teaching context and her previous learning experiences; however, her solid perceptions and thoughts for the desired age groups and managing the classroom remain in flux.

4.2.5.3 Irem's Novice Teaching Practice in the In-service Stage

Arriving at her in-service career as a substitute teacher in a vocational high school, Irem showed us a spirit of generosity and insight that seems to recognise – in a way that only a student-centred teacher can – the needs and even privations of her students. As she described in her narrative, she can tell when they are under-motivated and disengaged:

> I am comfortable in the 18-year-old student group. These are focused on the university exam, who give priority to school for compulsory attendance and who want to go home soon to solve questions. In this case, I can achieve efficiency by reminding students how necessary the English course is. A counselling course should be given to senior students every day. They lack motivation and they are reluctant to engage in activities. They look unhappy. *(Narrative 3, January 2016)*

As well, she realised that part of being a good teacher – and part of seeing oneself as a true professional – lies in being able to recognise that teaching is about handling the institutional bureaucracy as much as students in the classroom. The paragraph from her narrative below accurately sums up her sentiments:

> I thought about quitting in the 1st week. In my 1st day at the school, I was very enthusiastic when I received the coursebooks and signed the contract. However, I have realised that none of the subjects were covered and in that 1st week, the first common exams were not taken until November 25th. When I went to a meeting with the vice-principal, I had a very unpleasant conversation. I taught six different subjects to students in 2 weeks and held an examination in the 3rd week; they took my class in the 2nd week during the common exams. Chemistry and physics exams were held in my classes. And then I covered three subjects in 2 weeks and held the second exams; I also gave performance grades. My one student took the make-up exam and he failed. However, I have overcome that. I stayed at school for 3 hours extra every day on weekdays; I planned the lessons of the week in detail, read exam papers. And the best part was that their success rate began to increase and some of them have even been more successful. I understood that teaching is not only about dealing with students but dealing with the principal, head manager, vice-principals and even with the attendant at the tea house. *(Narrative 3, January 2016)*

This excerpt revealed that Imran's expectations for being a teacher have been

reconstructed based on the challenges and contextual constraints related to her experiences in the CoP. Imran faced unanticipated challenges and disputes for those who might be very tough to manage. Although it has been about 2 months since the beginning of the academic year, the students who were far behind in the English lesson, as in many lessons, wanted to give up. This situation is not desirable and preferable for a novice teacher. Further, the negative reactions she received from the school principal and others at the school made her feel inferior. But fortunately, Imran, rather than resigning, opted to stay and help these students and rectify the circumstances and, in her own words, she succeeded.

She also conceded challenges in terms of dealing with exceptional students who have learning disabilities and temperament issues that are not easily resolved within the classroom:

> The biggest problem I faced was to have an inclusion student at the 9th grade. It was impossible to take care of him aside from 43-45 students. Emir's (pseudonym) case was in the first stage. He was at the same level as the others, but he only learned slowly. He was making so much noise during the course and he was yelling when I warned him. Talking to him was useful – but only for a short time. Besides, his exam papers were prepared separately. He was feeling insulted when I gave him the paper with a mark on it. Inclusion students should be taken to a separate class. *(Narrative 3, January 2016)*

Irem admitted that she felt unease entering the classroom as a teacher in her own right, and her feelings were exacerbated by the fact that some of the elder teachers indicated she would not make it. Nevertheless, her interview also reveals selflessness and a sense that teaching is a lifestyle, a way of being and not merely a vocation:

> I believe I should encourage the unsuccessful student rather than punishing him. Teachership is an occupation that exceedingly needs patience and continuity. Teaching a second language to 400 students every week and making assessments for them needs effort and interest. For that, you need to sacrifice your life occasionally. I have experienced many things, such as thinking about the programme even asleep, reading exams at home or to proctor students who

> were sick leave instead of eating lunch. Although I was a responsible student, the responsibility was increased when I became a teacher. As a matter of fact, I have compensated with my social life and sleep. I am working too much to teach my classes in the best way and to be useful. *(Interview 2, April 2016)*

She is also, it must be said, a teacher who has learned self-awareness marks or defines the true professional from the dilettante; in other words, she has seen where her weaknesses lie, and what specific challenges confound her the most:

> My positive sides are valuing the students and understanding how they are affected by negative experiences in their lives. I think I am helping them as a life coach and guide because I have improved myself in that area very much through various training. When we first meet with them, I asked them about their goals, and I have emphasised the importance of the lecture that we will discuss. Thus, I gained their attention and said that I trust each. My negative sides are being affected by the unexpected behaviour of a student in the class and being bothered by it all day; I am badly affected. *(Interview 2, April 2016)*

In summary, Irem's case uncovers that dynamics and situations related to the teaching context have a powerful impact on the development of teacher identity that might undermine and nullify teaching ideals and desired performances. In such undesirable circumstances, novice teachers may increasingly detach from ideal classroom performance, as they feel their goals and ideals as impossible or there is no impetus to do so.

However, as in Irem's case, instead of breaking away from the ideals, she tried to improve the condition by performing the best she could. Her imagined teacher identity shifted to identity-in-practice during this period. It seemed certain, as she continued to develop a keener sense of what she must become and constituent management skills for maintaining equilibrium and distance, Irem would figure it all out in time.

4.3 Revisiting the Research Questions

In this section, research questions are revisited and interpreted in terms of the findings

obtained after examining the accounts of each case focusing on three main phases. Each research question and the stage from which the data was gathered is reviewed in Table 3.

Table 3: Research Questions, Phases, and Source of Data

Research question	***Phases***	***Source of data***
1a. How do the EFL teachers perceive their professional identity at the pre-service stage?	Pre-practicum	Narratives 1 Observation reports
	Practicum	Practice teaching diaries Narratives 2 Interviews Fieldnotes
1b. How do the EFL teachers perceive their professional identity in the in-service stage?	In-service	Narratives 3 Interviews
2.What kind of professional identities do the novice teachers demonstrate throughout the stages of becoming teacher?	All three stages	All instruments

To answer the research questions of the study, the data were predominantly analysed through Wenger's (1998) modes of belonging and Norton's (2013) imagined community to reveal the participants' teacher identity construction considering the three thresholds they have undergone on the way to becoming a teacher.

4.3.1 Research Question 1a: How do the EFL Teachers Perceive their Professional Identity at the Pre-service Stage?

The research question 1a aimed to identify the perceptions of the cases regarding their teacher identity at the pre-service stage, and the data to answer this question were

obtained from their first narratives and classroom observation reports as student teachers. The guiding questions on the reflective narrative (see Appendix B) are primarily retro- and prospective to obtain more probing information about each case's experiences, opinions and desires to be a teacher (Toköz Göktepe & Kunt, 2020b).

However, their observation reports (see *Appendix E* for a sample) focus on their concurrent and prospective perceptions and reflections on the mentor's teaching practices within the specified classroom. After examining the data for this stage, the following salient themes are emerged related to their perceptions on teacher identity: (i) teaching context, (ii) present self as a teacher candidate, (iii) desired identity, and (iv) professional development.

By examining the data related to these themes, it was possible to gain an understanding of the beginning point before they took part in the practicum of developing an identity as a teacher. Moreover, it is possible to explore how they perceived themselves negotiating that identity once they entered the classroom and began teaching in actual practice (Wenger, 1998).

Examining the data to answer this research question provides a starting point from which to understand the imagined identity of the participants as teachers and how that identity changed as they moved from the pre-practicum stage to the practicum stage and after the completion of the practicum (Norton, 2013).

4.3.1.1 Perceptions Regarding Pre-Service Teaching Context

It is important to remember that according to Wenger (1998), identity formation occurs through both identification or bonding with a group and the process of contributing and shaping meanings within a social situation. In this regard, the experiences of

novice teachers are important in understanding how their identities are shaped (Tsui, 2007). As Figure 2 demonstrates, the perceptions of the participants for teaching context were pooled into two main groups: psychological and professional.

Regarding psychological perceptions, the main sub-themes consist of not feeling ready and being high-tempered, nervous and anxious and idealistic. For the second emergent category – professional – the main themes that emerged were divided into two parts: classroom management and teaching practice. The sub-themes related to classroom management were addressing students' names, controlling undesired noise, planning a lesson, managing group work and an overcrowded classroom and preparation. In the other main theme – teaching practice – the sub-themes were revising, giving feedback, appropriate use of teaching materials and the coursebook, students' self-assessment and the intense curriculum.

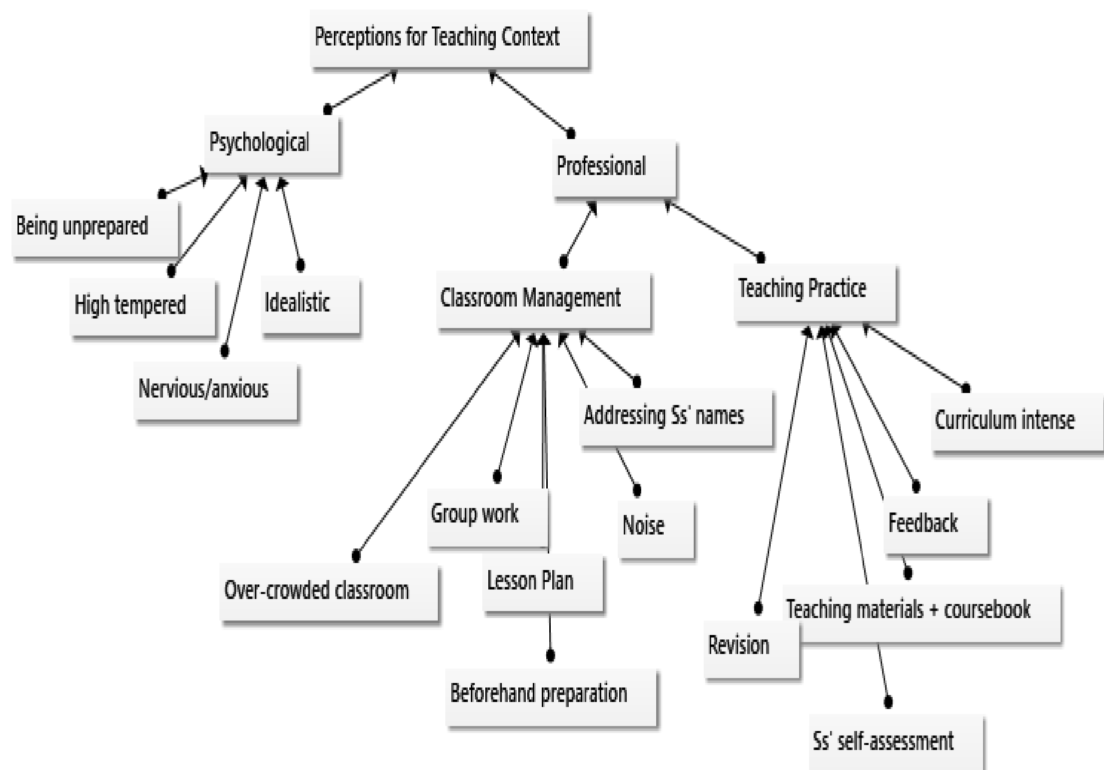

Figure 2: Perceptions for Teaching Context

The first sub-category of the participants' perceptions for their future context was related to psychological issues and states. From the psychological standpoint, the participants indicated both nervousness and idealism in terms of their perceptions of the teaching context, which seemed to be based on their own contexts and reasons for pursuing teaching as a profession. Deniz, who had not originally chosen to become a teacher, stated quite directly that she "always feel[s] unprepared." In comparison, Ali, who stated that he wanted to be a teacher but did not have many career options because he graduated high school in the language field, noted how he felt unprepared but believed that the feeling would go away as he gained more experience in the classroom, "I do not feel fully ready for teaching for now. I feel a little nervous about being a teacher and teaching a classroom on my own."

The perceptions of Deniz and Ali are important because, as noted by Flores and Day (2006), many teachers enter teaching for reasons other than a deep desire to be a teacher, such as wanting to enter a stable profession or not perceiving strong prospects in other professions. The nervousness felt by Deniz and Ali was in contrast to Azra, who changed her field of study from engineering to language to become a teacher. Azra explained her idealism and the impact it might have on her future students:

> I believe I would be an idealistic teacher who tries to make the lessons entertaining and involve the students in the lesson. I will design materials and activities by trying out new things. (Azra)

Ela, who had always wanted to be a teacher, also indicated idealistic perceptions like Azra about the teaching context in terms of how she believed classroom instruction should be conducted. According to Ela, "the best way to make students love the subject is through communicating well with them and making the lessons fun." In this regard, Ela seemed to hold the idea that the teacher should be a subject-level expert who could

communicate knowledge to others (Beijaard et al., 2000).

The second sub-category –professional standpoint – the participants recognised issues of classroom management and teaching practice on the part of their mentor teachers during the pre-practicum stage, as shown in Figure 2. To illustrate, Irem noted, "the teacher knew the name of each student and called them by their names when giving them the right to speak." Azra noted that in her mentor teacher's classroom, the students could become very noisy, which created a tense learning environment. However, the teacher would "warn the students as the noise increased." Azra also noted that the teacher "became angry at the student who did not want to talk" about correcting pronunciation problems during the lesson.

Several of the participants recounted how their mentor teachers checked the homework of the students and reviewed areas in which the students seemed to have problems. As Deniz noted, "the teacher checked the homework she gave last week. Evaluation was done as a whole class activity." The participants also felt the curriculum was very intense in terms of the amount of material to be covered, which often left the mentor teachers with little time to review individual topics with as much effort as they would have liked.

4.3.1.2 Present Self as a Teacher Candidate

While the participants seemed to have strong perceptions for the teaching context from both a psychological and professional standpoint, their perceptions about their present selves at the pre-practicum stage were also important. Xu (2013) explained that the concept of imagined identity of a person in relation to a social context can be understood by examining how it changes over time. In the pre-practicum stage, a definite difference was noted in the participants, with some believing that they were

fully ready to be effective teachers and others being very nervous and unsure of their abilities to be teachers.

As seen in the present self as a teacher candidate illustrated in Figure 3, two sub-categories have emerged: psychological state and incompetency in professional development. The sub-themes that form the first sub-category, namely the psychological state, are being nervous and a readiness to teach. On the other hand, the second sub-category, which constitutes incompetence in professional development, consists of classroom management and teaching-related concerns.

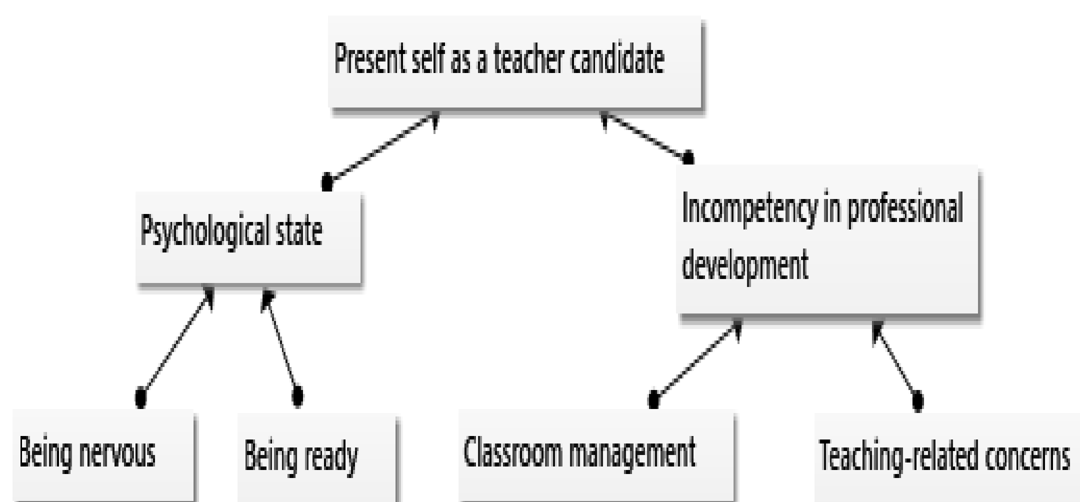

Figure 3: Present Self as a Teacher Candidate

For those participants who were nervous or indicated a lack of readiness to be teachers, their concerns were often related to perceptions of not having fully developed the skills to lead and manage students. Ali explained that he was nervous in terms of his present self as a teacher candidate due to not knowing how to behave in the classroom:

> I feel a little nervous in front of the class when it comes out, I don't know how to act. I'm a bit uneasy. I do not know how to behave in front of the class. (Ali)

Similarly, Deniz explained that she was concerned about saying the wrong thing to students and being careless and not wanting to be prejudiced towards her students:

> I always feel unprepared … I would be a really careless teacher and I would do everything involuntarily. I do not want to say things with bias. (Deniz)

Some of the participants held strong opinions about their readiness to be teachers. Ela explained how she perceives herself as being fully ready to provide instruction to elementary school students:

> I can describe myself as a teacher that approaches students tolerantly and amiably, shows empathy towards them and guides them when necessary. I can teach the best to elementary school students. Because I feel closer to children. Spending time with them makes me happy and reduces my stress. (Ela)

Irem's perception of herself as a teacher raises an issue that has been identified within the academic literature, which is the issue of power and feelings of power leading to increased confidence and enjoyment of the profession (Gee, 2000). As Irem explained:

> My first presentation was in Turkish class. I observed that I could dominate the class because they listened carefully to my speech, which gave me great courage. After that presentation, I promised myself I would be a good educator. I browsed for books about body language in the library, I watched a documentary about the perceptual forces of communication in the human brain and I read books on personal development and motivation to strengthen myself in this profession. (Irem)

While some of the other participants expressed confidence and readiness as teachers in the pre-practicum stage, Irem was the only participant who indicated recognising an ability to dominate a room full of people through her experience of giving a presentation in a university Turkish class. The context and conditions that seem to have influenced the identities of the other participants were based on a desire to be teachers or even a lack of desire to be teachers. For Irem, however, it truly seemed as though the ability to have control over a situation influenced her initial identity as a teacher.

4.3.1.3 Desired Identity as Teacher Candidate

With an understanding of the perceptions of the participants regarding the teaching context and present selves as teaching candidates, it is possible to examine their identity formation as teachers. The participants provided a variety of responses about how they perceived themselves as future teachers and the teacher they desired to be.

Overall, their responses were related to classroom interaction, being innovative, being an effective classroom manager, their personality, and their professional competence, as illustrated in Figure 4. The emergent sub-themes related to classroom interaction were keeping balance, motivating and encouraging students, communicating with the students effectively, being fun, loved and acting as a guide. For the second sub-category, personality, the sub-themes were being cheerful, empathetic and friendly towards students. Within the third category, effective classroom management, the sub-themes that emerged were being disciplined and planning lessons. The emergent sub-themes in the professional competence category were being a field expert, a successful teacher and innovative, including updated and dynamic.

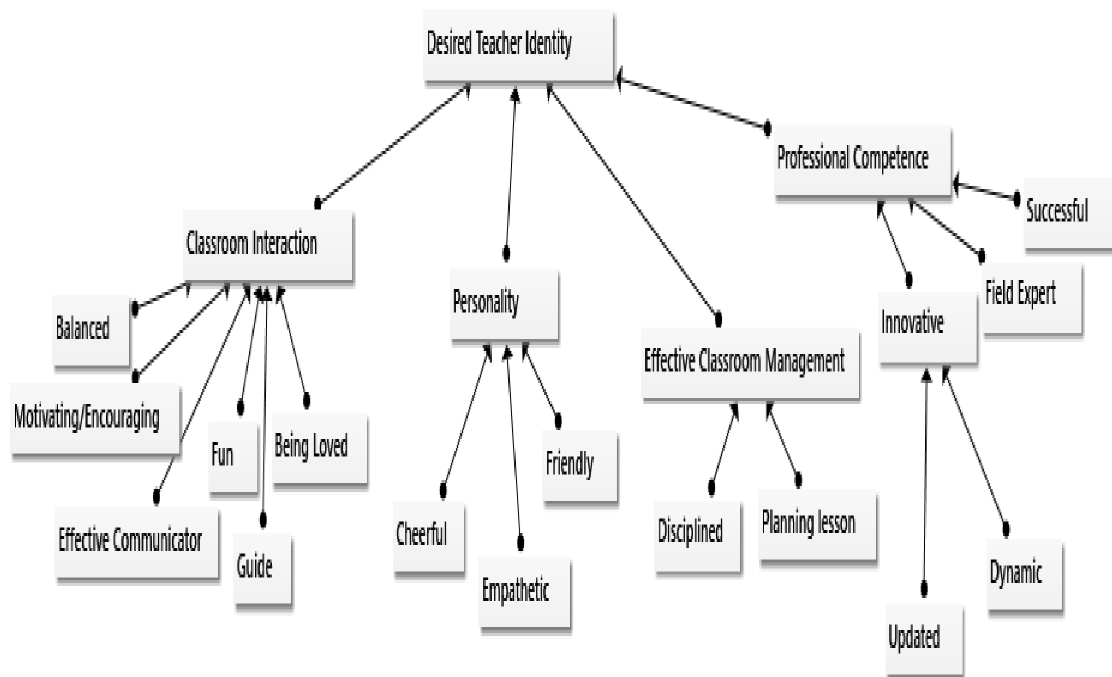

Figure 4: Desired Teacher Identity

For example, Irem noted she had developed the desire to become a teacher because she recognised her ability to dominate a room during a presentation. She explained that she wanted to be a successful teacher for her students, but also had a broader desire to be a life coach for university students:

> If I can be a happy, strong, healthy and successful character for them, I can encourage all my students to dream about a life of high quality. Therefore, I would like to work in higher education instead of primary and secondary education. I dream about working with young people, providing them with psychological support and being a life coach for each class. I want to make them feel that they are valuable and powerful by having an edge. (Irem)

Once again, Irem seems to have indicated a real desire to exercise power over others, even if the desire for using that power is to positively influence her students. Her imagined identity in the pre-practicum stage was that of a strong and powerful leader and educator; she envisioned herself as more than just a classroom teacher as Kanno and Stuart (2011) stated. Instead, she envisioned herself as someone who would guide and mentor people through their lives.

Azra and Ela, who both indicated a strong desire to become teachers, envisioned themselves as being highly innovative and caring towards their students. Azra stated that she wanted to be a creative and innovative teacher. Ela went further by explaining how she wants to be a teacher who helps students enjoy learning by using lesson plans based on more than rote learning:

> I want to be a teacher that teaches the lessons by instilling in the students a love for learning and one who cares about learning by experience rather than rote learning and communicates well with students. I will do my best to have all these qualifications. Because I know that the best way to encourage the students to love the subject is through communicating well with them and making the lessons fun. (Ela)

The only comment that might be perceived as being negative from the participants regarding their perceptions of their future selves was from Deniz, who had not chosen to become a teacher. Deniz explained that she would only want to teach adults because she was not good with children and thought she could not manage a class of children:

> I would definitely want [to teach] an adult class. Otherwise, I wouldn't cope with anyone else; I would probably lose my mind! I would leave the class after 2 days; I'm not good with kids at all perhaps because I do not have siblings. I have no idea how to cope with children, how to manage the class, etc. (Deniz)

From the sociocultural standpoint and modes of belonging (Wenger, 1998), Deniz had developed her perception of her future self as a teacher in much the same way as Irem developed her identity due to past experiences. Irem felt she would become a strong teacher because of her ability to command a room during a presentation. Deniz developed her perception of her future self as a teacher of adults from not having any siblings and not having spent a great deal of time around young children.

4.3.1.4 Perceptions for Professional Development

Another issue discussed within the academic literature as being important in shaping the professional identities of teachers is professional development activities (Karakaş,

2012). The social and professional interactions that occur during professional development programmes are a way in which teachers, particularly new teachers, can develop their identities as professional teachers (Kay & Kingston, 2008).

In this regard, it was useful to understand the perceptions the participants of this study held about professional development in the pre-practicum and practicum stages. The participants' views on professional development emerged during the practicum and were categorised into four broad themes: knowledge-based, self-assessment, rapport and being innovative, as seen in Figure 5. One sub-theme emerged from the knowledge-based category: updating knowledge.

Figure 5: Perceptions for Professional Development

Overall, the participants believed that professional development was important. Ela stated quite directly that "teachers should care about their professional development no matter what the branch." Moreover, Ali explained that professional development was an important part of creating an identity as a teacher and should occur through a process of self-assessment:

> Professional development is creating the ideal teacher: my identity as a teacher for me. This process, of course, will help me to increase the efficiency of the lesson and I will learn the best way to teach my students. I will improve myself with time by self-assessment, discovering my weaknesses and strengths and fixing them. Thus, I can perform my ideal teacher model. (Ali)

Deniz and Azra explained that, for them, professional development involved researching by reading books, journals and magazines on language and teaching. Azra stated that she would "continue to develop myself in my field by reading plenty of articles, magazines and newspapers to keep myself on track." Deniz explained that she would also rely on her colleagues, "I would probably be a researcher, get information from my colleagues, use sources on the internet as well as books."

The importance of the responses provided by these participants is related to identity construction and imagined identity theories. From the standpoint of identity construction theory, the participants indicated that they wanted to be engaged with the content and knowledge that is necessary for language teachers by reading academic articles, books and even researching the field. The participants perceived themselves as belonging to the field of teaching by engaging with its content and knowledge base individually and personally (Wenger, 1998).

In terms of imagined identity, the participants perceived themselves as having a connection or unity with the larger community of language teachers by engaging in ongoing professional development activities (Norton, 2005). It must be understood that, at this point, the participants were in the pre-practicum stage, meaning that they had not had a chance to truly practice that identity through actual practical application and regular routines as teachers (Xu, 2013). In this way, the longitudinal nature of this study made it possible, at least over the short-term, to understand if this imagined

identity towards professional development on the part of the participants changed because of their actual classroom teaching experiences.

Finally, Irem, the participant who most directly stated that she wanted to be a teacher at a university, indicated that she believed student teachers should have to take part in internships in primary, secondary and higher education institutions. This desire to take part in practicum experiences at all levels seemed to be based on her desire to teach at a university rather than in a primary or secondary school:

> I think that primary, secondary and higher education institutions all should be included in the internship. Because my dream is to work in higher education, but I wonder so much what I could feel in secondary education now that I know the atmosphere in primary education. (Irem)

Irem's response concerning professional development might seem like she did not want to be part of the practicum experience. However, her desire to take part in an internship at a university was an indication of her desire to construct an identity that is associated with a language teacher at a university. She wanted to engage with higher education instructors and students to build her identity as a higher education language teacher. This is aligned with the concepts and notions of the identity construction theory (Wenger, 1998). She was aware of the type of language teachers with whom she identified, and she wanted to work to build her desired identity by being able to take part in an internship at an institution of higher learning.

4.3.2 Research Question 1b: How do the EFL Teachers Perceive their Professional Identity in the In-service Stage?

The research question 1b formulated for this study was how EFL teachers perceive their professional identity at the in-service stage. As has been noted, theorists and researchers (e.g. Duff & Uchida, 1997; Wenger, 1998; Varghese et al., 2005; Tsui,

2007) have explained that identity formation is a social process that occurs through social interactions. In the pre-practicum stage, the participants had progressed from being an observer in the first semester to beginning to teach the classroom in the second semester under the supervision of the mentor with the given responsibilities for conducting classroom activities.

However, in the in-service stage, they became full-fledged teachers in the classrooms to which they were assigned and are expected to teach their own classrooms independently. Thus, this stage allowed an examination of how the participants might have changed in terms of their perceptions of their teaching context, practising identity as a novice teacher and their perceptions of professional development.

4.3.2.1 Perceptions for In-Service Teaching Context

The participants indicated their perceptions for in-service teaching context related to psychological state and teaching practices (Figure 6). In terms of psychological states, in addition to the positive aspects of being patient, being tolerant of students, feeling confident, caring for students, feeling like a real teacher etc. related to the teaching context, they also expressed negative aspects, such as being overstressed, nervous and confused and feeling like a guest and exhausted. In terms of teaching practices, they expressed both their strengths and weaknesses they needed to improve. The participants mentioned their strengths were being loved, anticipating students' problems, building a friendly teaching environment and an ability to monitor the classroom. They identified their weaknesses as factors of contextual constraints, which included difficulty teaching young learners, problems with student inclusion, fear of being an ineffective teacher, having utopian ideas, being strict and issues with time management as viewed on Figure 6.

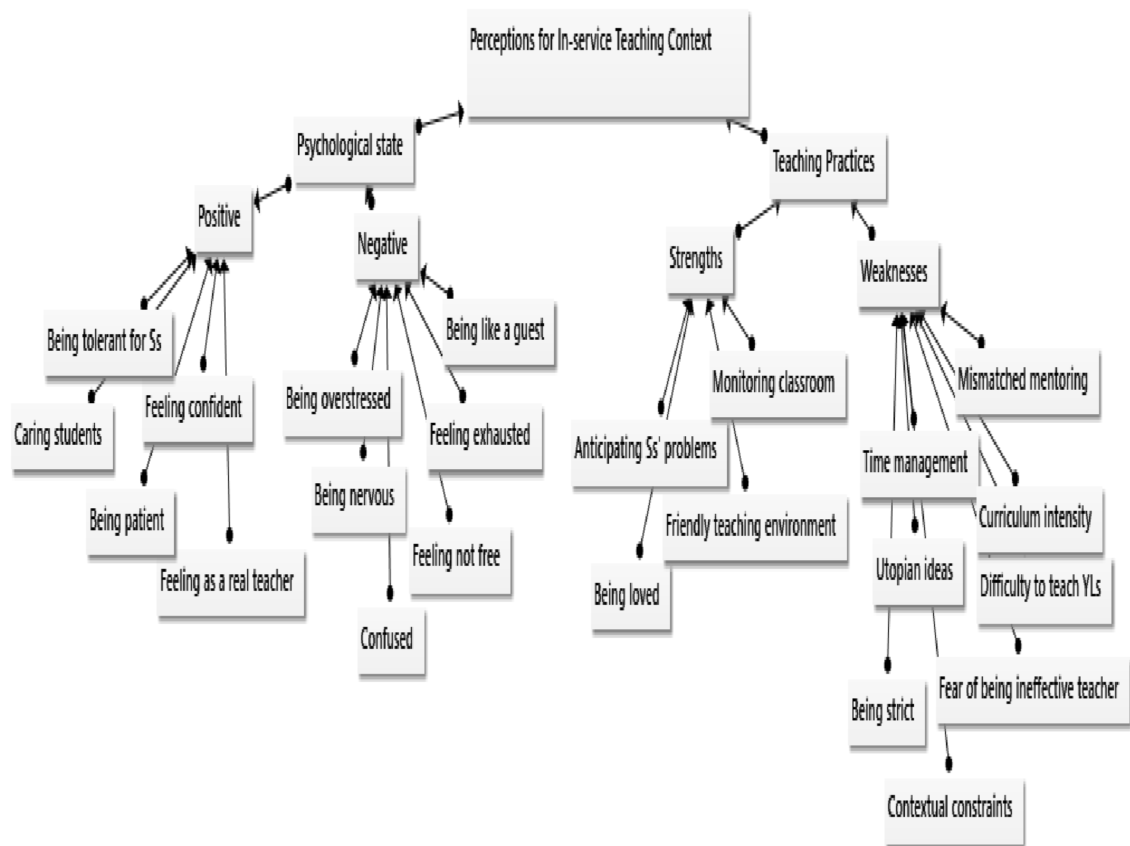

Figure 6: Perceptions for In-Service Teaching Context

In their first year, the participants referred to varying moods and psychological states closely tied to their teaching experiences, ranging from feeling confident to being overstressed in their in-service teaching context. In other words, as stated by Zembylas (2003), the participants' reactions to instructional settings can be moulded by "the values that they believed their teaching represented" (p. 213). Ali, for instance, highlighted his state of being overstressed and confused in the first lesson of the first week by sharing a funny anecdote in his narrative that he could not feel himself as a teacher:

> In my first week of the first lesson and when I entered the classroom, I was so excited that after saying good morning to the students, instead of sitting at the teacher's table, I went to the back rows. I felt the students looking at me with confused eyes. To rectify the situation, I said, "Let me see, what are the people sitting behind?" I tried not to give it to disgrace. (Ali)

In the following days, although Ali gained self-confidence, he experienced emotional changes and situations due to the external factors that occurred in his teaching context. In particular, according to Ali's statement, the stress of covering the subjects in the curriculum coupled with the psychological impacts of the deteriorating circumstances in the region considerably influenced him. For example, he stated how much he was astonished when a bomb exploded during the lesson; of course, this deeply impressive experience was very weary and distressing for any teacher, especially for a novice teacher like Ali in his first year of the profession.

On the other hand, when we examine Azra's in-service teaching context, the influence of the mentor with whom she has to work during her induction programme is an important factor. The most striking of the themes that emerge here is that a novice teacher, like Azra, whose ideals while being a student teacher and whose teacher identity is very robust and vibrant, feels like a “guest” within the in-service context and suppresses her passion for teaching.

Ela and Irem also stated, similar to Ali and Azra, they felt stressed and anxious at first, but their tolerance and patience towards their students gradually increased. However, they consider that loving students, valuing them and developing an approachable manner would put a very encouraging and positive reflection on students' interest and learning desires. On the other hand, Deniz stated that teaching to young learners requires more care and effort. She continued to assert that it was not easy to teach a classroom of young learners, and sometimes there were moments when she did not know what to do or when she felt very tired.

4.3.2.2 Practising Teacher Identity as a Novice Teacher

Researchers have noted that identity formation on the part of teachers occurs through

interactions and discourse in communities of practice (Gu & Benson, 2015; Trent, 2017). The social exposure in the classroom environment seemed to reinforce the perceptions of the participants during the pre-practicum stage that professional development was important for themselves and teachers in general. In the case of the participants in this study, the identity that seemed to have formed in the practicum stage was not necessarily related to a major change in how they perceived themselves as teachers but the recognition they were inexperienced in relation to other perceptions about themselves as teachers. In other words, the participants added the dimension of inexperienced to the other dimensions and characteristics of how they perceived themselves at that time as teachers.

During the in-service stage, the participants seemed to develop stronger perceptions of themselves as novice teachers, both in terms of their instructional practices and the challenges they confronted in this stage, as displayed in Figure 7. First, in terms of instructional practices, the themes that emerged were an attempt to change students' attitudes to the English language, preparing teaching materials, the effort required for teaching, conflicting beliefs and providing guidance. Later, themes related to the challenges they experienced during this period emerged, which included classroom management, personal problems, such as fast talking, the gap between the ideal teacher they wanted to be and their current teaching, a lack of experience and mentorship. Under the mentorship theme, the following sub-themes emerged: having different levels of teaching enthusiasm, feeling suppressed and having different pedagogical views.

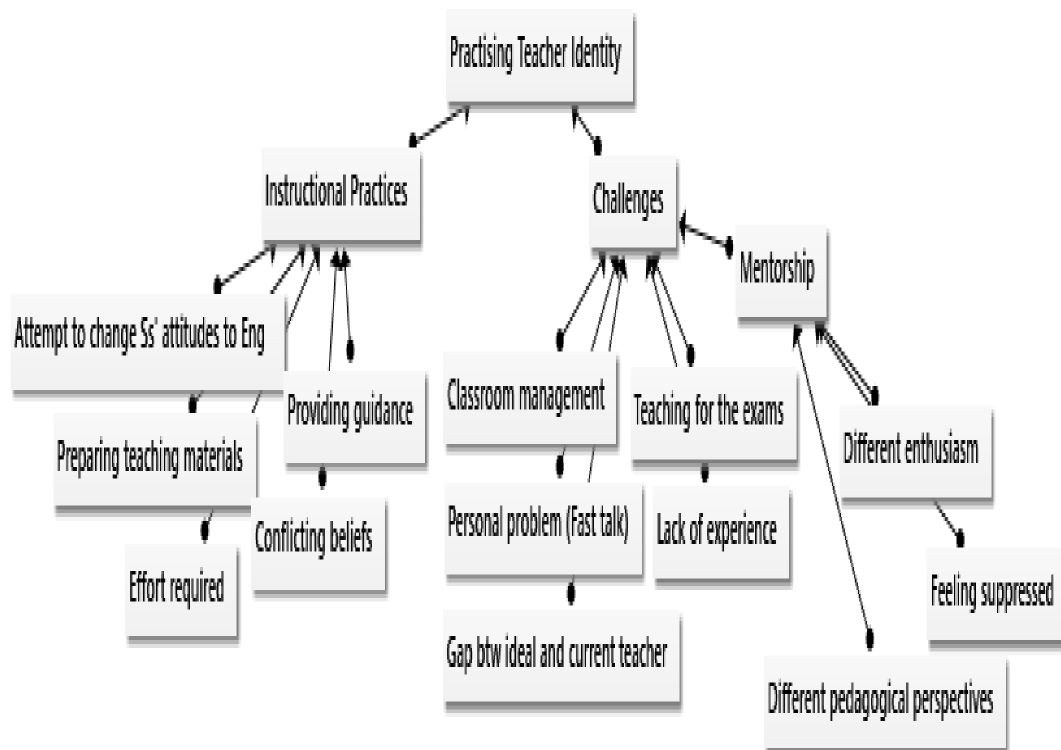

Figure 7: Practising Teacher Identity in the Novice Stage

The participants in the study reported teaching a classroom was a very rewarding experience. However, they noted they needed more time and space to be competent teachers. To accomplish this objective, they stated they would continue to improve themselves. Nevertheless, they maintained conflicting beliefs about teaching. For example, Azra stated, *"*I have realised that I love this profession and I am not bad at it; I just need a little bit experience to be more confident." Similarly, Irem explained how she thought she would be less authoritarian as a teacher but also admitted that she believed having a soft nature would bring some problems. Thus, she recognised this was a work in progress, *"*You know, I'm thinking that I'm going to shake out that way, but of course, I need to gain more experience." For both Azra and Irem, there was a recognition of the discrepancy between the type of teachers they wanted to be and the realities of the teachers they might have to be to be competent in the profession. Notably, in reference to discrepancy theory, researchers have explained people may

experience discomfort or depression when they realise a gap exists between who they want to be and how others perceive them (Higgins, 1987). In the case of Azra and Irem, they did not express feeling any discomfort or depression, but they stated they recognised the need for more experience to be the type of teachers they desired to be in the classroom.

Most of the participants indicated a desire and readiness to be professional teachers in the practicum stage but noted they could not achieve this given the challenges they faced in the in-service stage. The main challenges they confronted in this stage were mainly attached to classroom management, personal matters, teaching for the exam and mentoring-related issues. The participants generally reiterated that they needed more experience and knowledge regarding classroom management skills. For example, Ela intended to get her students to watch movies in English and play games, but she relinquished this to avoid the reaction of both the administration and the parents. When I asked her why she changed her focus in the second interview, she stated she needed to cover the subjects in preparation for the exam at the end of the semester and parents and administrators might not welcome her idea. A similar situation occurred for Irem; she stated that the tension with the administration prevented her from doing many things. Specifically, because the students were far behind in their English lessons, they were given other lessons' exams in English classrooms and they needed to spend the time catching up on past lessons. This displeased Irem because she was unable to do many of the teaching activities she desired to do in the classroom.

Mentoring, which is one of the challenges experienced at this stage, occurred in Azra's case. As mentioned earlier, Azra articulated that she bottled-up her excitement because

of her different pedagogical approach from her in-service mentor and her desire to appear professional in the eyes of her mentor. Azra's perception of herself as an outsider seemed to influence her confidence and teacher identity the development which led to an *imposed identity* as Toköz Göktepe and Kunt (2020b) commented:

> Azra's practised identity seemed to have been replaced by the imposed identity. She put her feelings and desired LTI on the shelf until she was approved as an in-service teacher and had her own classroom. Azra's sense of developing an imposed LTI is a matter of legitimacy of power and authority (Norton, 2010) and tensions caused by senior–junior relationships in the professional community. (p.10)

Azra was not actually allowed to discover her teacher identity construction during her teaching practices. This finding echoes Teng (2017) who accentuated of positions of teacher in the community of practice, student teachers cannot carry out their desired teaching practices due to fear of disapproval or failure. Hence, student teachers feel unimportant and voiceless to express themselves as context-bounded factors may restrict their desires to teach the classroom in the way they wish (Jiang, Yuan & Yu, 2020) as in Ela and Azra's cases.

4.3.3 Research Question 2: What Kind of Professional Identities do the Novice Teachers Demonstrate Throughout the Stages of Becoming Teacher?

The second research question explored what kind of professional identities emerged in the identity construction of the participants over the stages in the path of becoming a language teacher. Norton (2015) noted that identity changes across time and can cause some people to struggle. Some of the participants struggled when they recognised they could not manage a classroom of young children, but they still desired to be involved in education in some way (Higgins, 1987). For Azra, she indicated that she had decided not to work in a state school upon completing the practicum, but instead continue her education and obtain a master's degree and teach adult students.

In this regard, she was engaging in an attempt to bridge her perception of being a strong language teacher with the reality that she did not have the energy to manage a classroom of young children. How she chose to address the discrepancy was to decide to return to university and focus on teaching adult students.

Social learning theory provides a context for understanding how individual identities are formed and change across contexts (Olsen, 2008a). In the case of the participants in this study, their identities seemed to change and adjust as they experienced the realities of having to manage a classroom of young students. As they engaged in the social process of learning about being a teacher, some of the participants amended their perceptions of their future selves as teachers (Varghese et al., 2005). Others completely altered how they perceived themselves as teachers and recognised that they did not want to teach young learners of English.

Based solely on the information and responses from the participants in the pre-practicum and practicum stage that have already been discussed, a change in identity construction occurred for the participants. The participants entered the pre-practicum stage of the in-service training with generally strong ideas about themselves as teachers, how teachers should conduct themselves in the classroom and how they would conduct themselves in the future as professional teachers.

However, the data collected in the post-practicum stage provided more evidence that a change occurred in the identity construction of the participants. For example, Ali noted that while he was a student teacher, he was a playful person, but as a professional teacher, he became much more serious:

> There were very few students in the first weeks and I made a lot of jokes to

> make students love the lesson and attract them to the lesson. That is, I did not want to make them bored … In fact, I felt like a stand-up showman who was entertaining the students and the seriousness was getting lost. (Ali)

Returning to the social theory of learning, it would appear that Ali's social interactions with students and the teaching environment initiated a change that did not fully occur even during the practicum stage of the in-service training, which was to become more serious due to the need to properly manage students (Wenger, 1998). Ali recognised that the importance of the lessons was being lost, so he adjusted his outward actions and behaviours with the students.

Deniz was one of the participants who indicated in the practicum stage that she did not want to teach very young (kindergarten level) or young learners (primary school level). However, following the completion of the in-service training, she did become a teacher of young children. In the post-practicum interview, she stated that while she did not want to become a teacher, she had grown to love what she was doing in the classroom. However, a discrepancy remained between the identity that Deniz imagined for herself and her practised identity (Anderson, 1991). She explained that she still wanted to essentially be a life coach for students and believed that teachers should guide students in real life rather than focusing solely on classroom lessons. In this regard, Deniz was still focused on her belief about how teachers should interact with students while being unable to fulfil that identity at present.

Another example of the identity change that occurred for some of the participants was the recognition that being a teacher meant not only dealing with the students but also with the principal, head manager and other administrators. Irem explained she had an unpleasant conversation with the school principal after she had been a professional

teacher at her school for 3 weeks. As noted, the process of identity development for teachers is something that occurs over time as they construct an identity through their experiences within a community of teachers (Chong et al., 2011). The evidence of the change in identity construction that occurred for the participants through all three stages from pre-practicum to post-practicum is that the participants adjusted how they viewed themselves as teachers as well as how they viewed themselves within the teaching profession. From the pre-practicum stage to the practicum stage, the participants seemed to become more focused on the need for greater experience in the classroom to be able to properly manage students. Also, some of the ideals that the participants expressed in the pre-practicum stage were tempered in the practicum stage because of their experiences in the classroom as in Deniz and Azra cases.

While not all of the participants completely changed their beliefs about how teachers should interact with students, the participants experienced some change in their perceptions of themselves as teachers because of the social learning experiences they encountered during all three stages of the programme. While the changes in identity were not the same for all participants, a change in identity construction did occur for each of the participants. Some of the participants adjusted how they identified as teachers, whereas others experienced major changes in how they perceived themselves within the teaching profession. Therefore, the data indicate that changes in identity construction occurred over the stages of the practicum for the participants of this study.

In general, when glancing at the wider portrait, it is noteworthy that teacher identity development of the cases in this study was evolving and (re)constructing over space and time dynamically, as noted by Norton (2013, 2015) within CoP (Wenger, 1998) and shown in Figure 8.

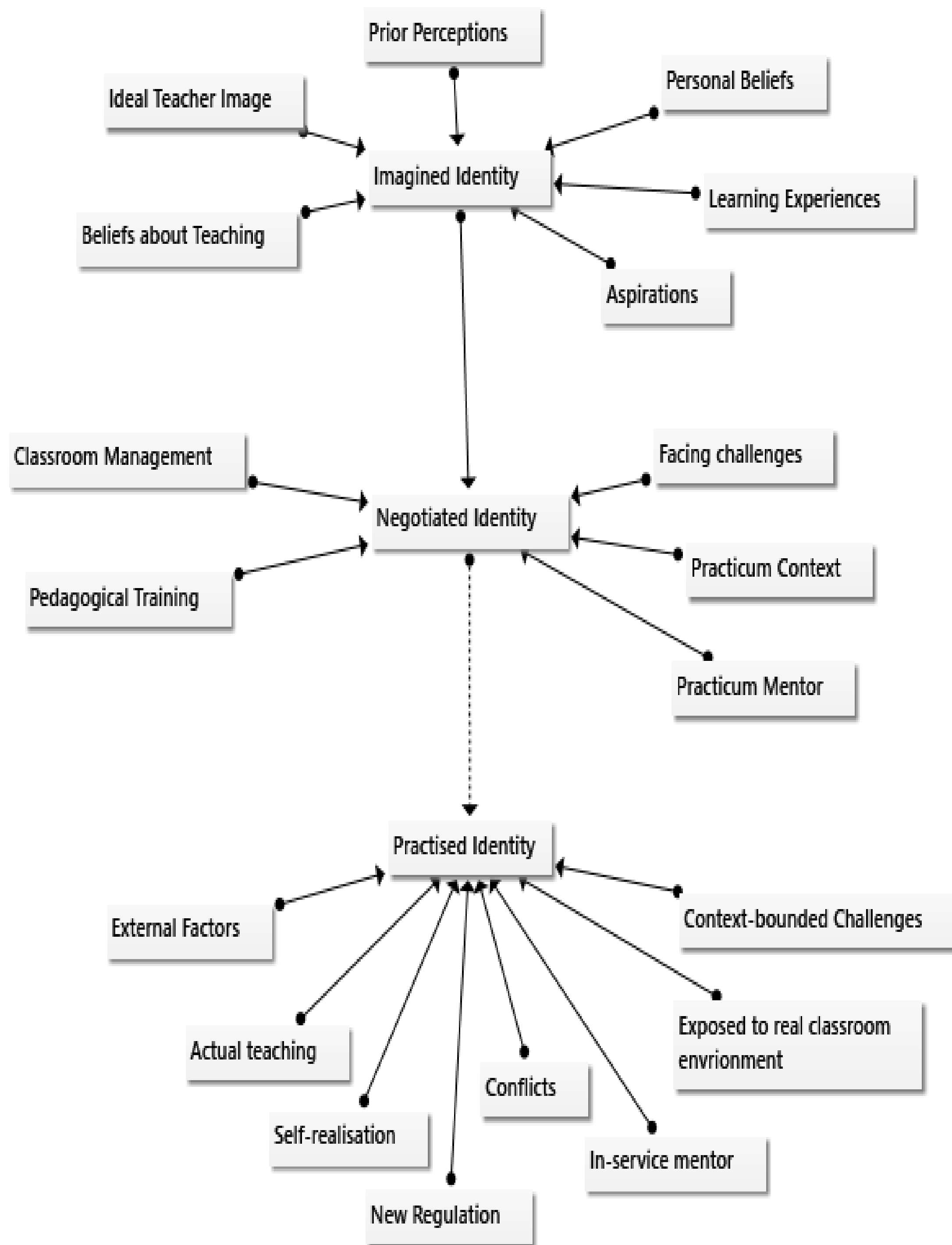

Figure 8: Teacher Identity Construction of the Cases

According to Figure 8, in the pre-service phase (i.e., when they were a student teacher), most of the participants had prior perceptions, aspirations and desires about being a teacher and about teaching, which were moulded by their learning experiences, the image of an ideal teacher and their favourite teacher. Most of them had very strong

views and desires; however, during the practicum process, namely, while teaching a classroom with their mentors, we perceive that pre-practicum views and desires transformed slightly as the participants negotiated their identities within the actual classroom environments. This negotiated identity appeared to be replaced with their practised identity during their initial years of teaching (i.e., the in-service phase). As illustrated in the figure by the broken lines, their negotiations were still taking place.

4.4 Summary of the Findings

Two research questions were addressed in this study. The research question 1a was concerned with how EFL teachers perceived their professional identity at the pre-service stage. The data indicated the participants had strong opinions and perceptions regarding their professional identities during the pre-service stage. The participants seemed to have strong opinions about how they perceived themselves as teachers, both at present and as future teachers. Furthermore, the participants had strong opinions about the importance of professional development in terms of reading academic journals and books and engaging with professionals to improve and expand their skills.

The research question 1b asked how EFL teachers perceived their professional identity at the in-service stage. During the in-service stage of the practicum, the participants seemed to develop stronger perceptions of their identities as professional teachers. However, they also seemed to have more balanced perceptions of their professional identities in terms of the difficulties regarding classroom management and the importance of practical experience. Overall, the participants noted they had strong opinions about the need to motivate and understand their students, and even to be less authoritarian than their mentor teachers, but such comments were also tempered with the idea that they needed more practical experience.

Moreover, the participants seemed to adjust or temper their perceptions of themselves as future teachers. Once again, the practical experiences they encountered in the classroom during the practicum stage of the in-service training made them realise that the realities of the classroom might make their desired future identities difficult to achieve. Further, for some of the participants who indicated during the pre-practicum stage that they did not want to teach young children, conflict arose because they found that they enjoyed and cared about the children to whom they provided instruction. However, one of the things that did not change was the importance that the participants placed on professional development. The participants indicated they would engage in professional development activities to improve themselves.

The second research question formulated for this study asked what kind of professional identities the novice teachers demonstrated throughout the stages of becoming teacher concerning the changes in the identity construction of the participants over the stages. Data collected during the pre-practicum to the practicum stages suggested the participants became more focused on the need for greater experience in the classroom to properly manage students. Further, some of the ideals the participants expressed in the pre-practicum stage were tempered in the practicum stage because of their experiences in the classroom.

It should also be noted that while the changes in identity were different for all participants, a change in identity construction did occur for each participant. Some of the participants adjusted how they identified as teachers, whereas others experienced major changes in how they perceived themselves within the teaching profession. Regardless of the specific changes that occurred from the pre-practicum stage of the in-service training to the post-practicum period, the data supported a change in identity

construction. In this regard, it can be concluded that changes in identity construction occurred over the stages of the practicum for the participants of this study.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

This chapter initially discusses the results of the research focusing on the three key junctures of the study in relation to pertinent literature. Following this, a conclusion section summarises the discussion of the results, which is illustrated with a figure representing the teacher identity orientations of the participants over three key stages. Later, the implications of the study to the field of teacher identity development are discussed. Finally, the limitations of the study and suggestions for further research are presented.

5.2 Discussion of the Results

The data derived from the three phases (pre-practicum, practicum and in-service) naturally fit the idea of the trajectory of learning. In light of this, the findings of the study are discussed under three main sub-headings: (a) imagined identity in the pre-practicum stage, (b) negotiated identity during the practicum and (c) practised identity in the in-service stage. Each sub-heading contains a discussion of the data as they relate to the literature.

5.2.1 Imagined Identity in the Pre-practicum Stage

Student teachers bring with them a gamut of views, aspirations and beliefs grounded in their former schooling experience and observations of their teachers that comprise their imagined identity (Beijaard et al., 2000). As Beijaard et al. stated, a teacher's identity is affected by interior factors related to the teacher's own beliefs and values

and peripheral aspects regarding the relations and nature of the CoP that both play a significant role in the process of teacher identity construction. In this study, one of the emerging themes in the participants' data, particularly in the pre-practicum aspect but continuing throughout, is that of imagined identity which involves perceptions about teaching, prior learning experiences and desires for being a teacher. Another teacher identity orientation in this study is practised identity when the teacher realizes to determine a procedure and resolve challenges through getting on with the practices of teaching a classroom (Xu, 2013).

The exterior and interior influences on teacher identity construction are also apparent in the cases in this study. For example, Azra, Irem and Deniz held a specific image of the sort of teacher they would like to be, but they also discovered that the teaching practice is more demanding than they had envisioned. In their case, peripheral elements also prevent them from attempting everything they would like to in their first teaching encounters. Similarly, Ela and Ali stated that they realized that teaching in a real classroom was beyond their experience in practice, due to both internal and external factors.

Informed by Wenger's (1998) modes of belonging theory, this study argued that the participants formed conjectural and impractical opinions about teaching in the classes where they used to be a student; they then imagined how these would conform to the classroom setting. For example, Azra, İrem and Ela conveyed a vast amount of excitement and certain ideas about how they would like to perform the identity of a teacher to their classes. Engagement is also a vital component of identity formation (Wenger, 1998). Prior to performing the identity of a teacher, all cases utilised imagination and reflection, which also allow for the safeguarding of their vision of the

model teacher. This image was also created by their preceding encounters with teachers they appreciated; this motivation is consistent with the work of Manuel (2003) and Velz-Rendon (2006), who emphasise experiences with teachers as influential to student teachers. Here, their idealised identity is at work on actual challenges grapples within the classroom. For instance, when depicting the challenge occurring with the noisy classroom and only some of the students joining, the participants stated they believe that a teacher should design lessons with the intent of engaging all students. This is consistent with a newer view of teaching, as a more traditional model dictates that students should sit in desks and learn from lectures; student engagement and motivation in an active classroom correspond to more recent pedagogical models and in their practicum (Kanno & Stuart, 2011).

The student teachers are combining reflection and imagined future participation to create a hypothetical teaching identity. Besides, the imagined identities that language teachers hold incorporate the ability to facilitate learning, guiding the participants spiritually, and being proficient language learners among many more (Beijaard et al., 2000; Norton, 2013). According to Azra’s narrative dated September 1, 2014, she believes that she is creative, innovative and a good classroom manager. Ela described herself as a tolerant and caring teacher who loved showing empathy towards her students and guiding them when necessary. This was Ela’s imagined identity during her pre-practicum level. The rest of the participants had a deep love for the English language, but they never had a passion for teaching. However, they eventually developed an imagined identity of what a teacher is supposed to look like. For example, Irem was influenced by her teacher to pursue language teaching; hence, her imagined identity of a good teacher was that of the teacher who influenced her.

Whether all the participants had a clear image of the kind of teacher they wanted to become, they all knew they had to have good interpersonal skills and be naturally social and creative. Likewise, although Deniz did not want to be a teacher in the first place, she developed a commitment against the teaching profession as she began to connect with students in the classroom environment. These changes on the perceptions of novice teachers were mentioned by Beijaard et al. (2004), who developed a model that identified what it took to make an ideal teacher.

Returning to Wenger's (1998) community of practice, Ali's experience reflects this understanding of identity development. Initially, he struggled with teaching, but as he gained experience through engagement, his confidence and sense of identity developed, like Deniz. Through participation and reflection, as they interacted with the environment, they came to understand that experience is more important than theory. their experience appears to affirm Wenger's theory.

As Irem, Azra, Deniz and Ali aimed to match their performances to the model teacher, they found they fell short. Their imagination helped them to construct an ideal potential identity, but they could not reach this ideal. It became evident later that the erratic schedule of the school and attendance of the students paired with a lack of resources all played a role in constraining their teaching.

In all cases, the use of imagined and idealised identity as inspiration to further improve their teaching was found. Significantly, they seem aware of the importance of identity development through practice. Although most teachers will have in mind the model of the teacher they would like to be, they cannot always maintain that image and will sometimes, even if not often, fall short of their ideal.

Wenger’s (1998) phase of alignment is seen in Irem and Ali’s determination to find ways to improve their students’ attitudes towards learning English. As their resistance to learning English may have a negative root, their desire also tie into a significant possible impact on their teaching settings. This may suggest that the irregular conditions of their teaching placement made them realise that as a teacher they can have a measurable impact on their environment, changing it even as they adapt to it.

In summary, at this stage, the imagined identity construction of the participants of the study was formed based on their prior beliefs, expectations and aspirations, the image of an ideal teacher and their first observations of the classroom environment. According to Norton’s (2013) conceptualisation on the imagined communities and imagined identities, which were inspired by Wenger's (1998) modes of belonging theory, the sense of belonging to the communities can be acquired with motivation, agency, investment and their resilience in learning English.

5.2.2 Negotiated Identity During the Practicum

When the participants of the study engaged in teaching during the practicum, they discovered it was beyond what they previously imagined through interactions and experiences gained in the teaching context. During this process, they negotiated their teacher identity as they reinterpreted and reflected on their teaching practices within the discourse containing conciliation of a variety of designated or alleged positional identities (Varghese et al., 2005; Yazan, 2017). Simultaneously, they negotiated their positions and legitimate access to practice (Tsui, 2007). This legitimate access to practice is essential for the formation of a professional identity. The experiences of the participants of the study also illustrate this theory. Although they had some access to practice in the classroom of their initial mentor, it is the participants’ ideas about

teaching that limit what they are permitted to do, and at several points, they note the pedagogical differences between them. The student teachers, thus, do not feel that they are permitted to truly explore their identity through various practices. More specifically, for instance, Azra wanted to try more interactive approaches to gain students' attention on the lesson, but her practicum mentor, whom she described in her own words as "traditional and dominating," limited her autonomy through his pedagogical stance. Disparate power relationships between mentor and mentee potentially restrict the latter (Sudzina et al., 1997; Toköz Göktepe & Kunt, 2020b).

Throughout the practicum, the student teachers balanced their perceptions of the ideal teacher they would like to be with actual issues that erupted in the classroom and the most effective means of addressing such issues. However, this example may also be a demonstration of Hobson et al.'s (2009) critique of many mentorship programmes as focusing on mundane issues, such as classroom management, rather than more important pedagogical issues. This portion of their experience shows the importance of the practicum, as it is an opportunity for student teachers to obtain live classroom experience and explore how these experiences align with theory. This also supports Wenger's (1998) theory of alignment, as the student teachers are trying to reconcile their exterior reality of what it is to teach with their desires and expectations as a teacher.

In an interview conducted after her practicum concluded, in June 2015, Azra stated that although she found the theory provided in pedagogy courses to be interesting and useful, their usefulness is limited without an opportunity to apply the theory in practice. As Azra stated:

> In general, they helped me a lot, but we cannot apply them in practice. For

> example, the content of the classroom management course should be practical, and it should provide us with some real-life cases to deal with. I would like to take this course in a way that we can apply for 1 or 2 hours a week into the actual classroom setting. I believe this would be more useful rather than reading theoretical knowledge from the book.

She noted that having an hour or two per week to apply the theories being learned would be of more benefit; this is consistent with research problematising the gap between scholarship and practice, and it also supports Tsui's (2007) emphasis on the importance of legitimate access to practice and ownership over meaning. Azra stated that the experience of her practicum was very different from the things the students had learned in their courses, implying that she may have felt underprepared.

As is the case in much of the world, issues of crowded classes and standardised testing work to limit the freedoms that teachers have and the ability to which to do their job (Flores & Day, 2006). Additionally, the education and practicum opportunities may not be adequate for candidate teachers concerning the actualities of the teaching settings they will confront (Trent, 2011; Nguyen, 2017).

According to Norton (2015), identity changes across time and it could cause some individuals to struggle. For example, most of the participants noted struggling with managing a classroom, especially of young learners. Meanwhile, they mentally tried to bridge their perceptions of being a good language teacher with the reality that they have yet to acquire the skills to teach young learners. Overall, all participants in this study somehow adapted their ideal pedagogical views and aspirations to the context of the practicum. For example, although Azra, Ela and Irem thought that group work was quite effective for student success, they negotiated these thoughts due to the difficulty of noise management they encountered in group work during the practicum.

The social learning theory gives a platform of comprehending how teacher identities are formed and how they evolve across contexts (Olsen, 2008). From the five case studies, the identities of the five participants appeared to change and adjust as they confronted the reality of managing a classroom. Some of the participants changed their perceptions of their future selves as teachers, whereas others changed how they viewed themselves as tutors and acknowledged they no longer wanted to teach English to children.

According to the results of the study, all the participants had a clear shift in identity construction in both the pre-practicum and practicum stages. Although they all entered the pre-practicum stage with a strong idea of the kind of teachers they would be and how they will conduct themselves when they become certified teachers (Beijaard et al., 2004; Farrell, 2009; Xu, 2013), a shift had occurred in the identity construction of the participants at the completion of the practicum stage. To illustrate, Deniz and Ali noted that while they were in the practicum, they were a playful person, but as a professional, they had evolved to become a much serious person. Their identity shift, according to the social theory of learning, was attributed to social interactions with students and fellow teachers (Tsui, 2007; Xu, 2013). As a professional teacher, they had the mandate of solely managing a class and this prompted a mental shift to realising the vitality of time management. Most of the student teachers had perceptions and desires relating to teaching during the pre-practicum that were moulded by their image of an ideal teacher and their best teachers (Yuan & Lee, 2014). Most of the student teachers had strong views relating to teaching, but when they began supervised teaching, their perceptions changed and they began to negotiate with the actual classroom environment.

5.2.3 Practised Identity in the In-service Stage

Lave and Wenger's (1991) communities of practice are environments in which members of that community, particularly novice teachers, can share and exchange information for the betterment of all. Because they permit the exchange of ideas and facilitate new strategies and skills, such communities are valuable for novice teachers. This theory is supported through forming teacher identity and understanding of the role of experience and helping them develop competency, although this sometimes appeared to be at the expense of reflectiveness.

Following Tsui's (2007) claim that social influence is essential to the development of identity, an identity-in practice view gives novice teachers the chance to experiment, learn and improve their self-image. Active and direct involvement in the classroom over a substantial period allows for reflection, efficacy and opportunities for collaboration; such qualities also contribute to a sense of self-confidence and an ability to monitor oneself, which are key to developing a strong professional identity and adequate pedagogical content knowledge over one's career. Such skills should flow naturally from the theory-based training obtained through teacher education.

According to Lave and Wenger (1991), socialisation of new teachers is among the most important factors influencing the development of their identities. It is the exposure to the norms and expectations of a community that show new teachers the behaviours and values of that community. However, for example, in the case of Irem, Azra and Ali, their in-service teaching was marked by isolation and otherness. As discussed, the class was held erratically due to several factors and, at points, which make it difficult for them to attain the needed socialisation for identity formation. Familiarity and comfort with the school environment are emphasised as important to

both the work of teaching and identity development (Beijaard et al., 2004). However, another important theme that emerged from the study is the novice teachers often felt like they were not truly part of the school they were teaching at, as seen when Azra reported feeling like a 'guest' within the school (Toköz Göktepe & Kunt, 2020b).

Zembylas (2003) noted that identity formation for novice teachers happens through discourse and interactions within the classroom. The classroom environment buttressed the perception held by the participants during the pre-practicum stages, which was that professional development is crucial for teachers. During the in-service stage, all five participants appeared to have developed a stronger perception regarding themselves as amateur teachers in regards to their practical experience and the problems they faced at this particular level (Igawa, 2009). All participants acknowledged that teaching was quite a rewarding experience, however, they all had contradicting beliefs regarding their teaching practices in the actual classroom. For instance, Deniz, Irem and Azra, the participants sceptical about teaching young learners after their practicum experience, said they loved the profession and that they needed more time to gain confidence. Irem believed that she would be less authoritarian as a teacher and realised that a soft nature would bring her trouble.

The two participants - Azra and Irem noted a discrepancy between the types of teacher they wanted to become and the kind of teachers they were turning out to be. However, their identity shift might have been caused by their need to be competent. According to Higgins (1987), within the concept of discrepancy theory, it is crucial to recognise people may experience discomfort when they realise a gap exists between who they want to be and how others perceive them. In Azra's and Irem's cases, although they did not report discomfort, they acknowledged they required more experience to

become the teachers they desired to be.

Nearly all the participants showed an eagerness to be professional teachers during the practicum stage, but when they got to the in-service stage, they realised the challenges were insurmountable (Ng, 2010; Pinson et al., 2020). The challenges faced by the participants at the in-service level were mainly attributed to a personal matter, classroom management and teaching for the exams such as in the cases of Deniz and Ela. They all confessed to being inadequate and requiring more experience related to classroom management. For example, Ela wanted her young students to watch English movies, but she could not make this happen because she wanted to avoid issues the administration. As discussed in Chapter 4, Irem faced a similar situation as Ela. She acknowledged that the tension between her and the school's management hindered her from undertaking projects that she knew would transform the lives of the students. Irem had a unique identity shift due to her experience of dealing with the school's management. According to Irem, 3 weeks after becoming a professional teacher, she had an unpleasant encounter with the school principal. In her interview, she distinctly stated that as a teacher one had to deal with both the students and the school administrators.

As a teacher, Ela realised the importance of considering the students' interests and proficiency in the activities. Rather than developing the lesson in reliance on her perceptions and thoughts (Richardson & Watt, 2018; Rodrigues & Mogarro, 2019), she believed that students should also have a say in making the lessons. She felt this would get the attention of even the reluctant students in her class, as the lessons would be children-centred. The challenge Azra experienced was with mentoring. As previously noted in Chapter 4, Azra articulated feeling anxious because of having

distinct pedagogical differences from her mentor. She noted how her mentor at the practicum level had damaged her confidence, which made her believe that teachers should never be reprimanded before the students (Toköz Göktepe & Kunt, 2020b). Nearly all the participants faced challenges, specifically peripheral factors within their teaching community as new teachers in the teaching circle.

5.3 Conclusion

This longitudinal case study revealed incremental evolution or progression in the personal and professional identifications, perceptions and insights of each participant from their pre-service education to in-service teaching drawing on three main sections, namely imagined, negotiated and practised identities, as seen in Figure 9.

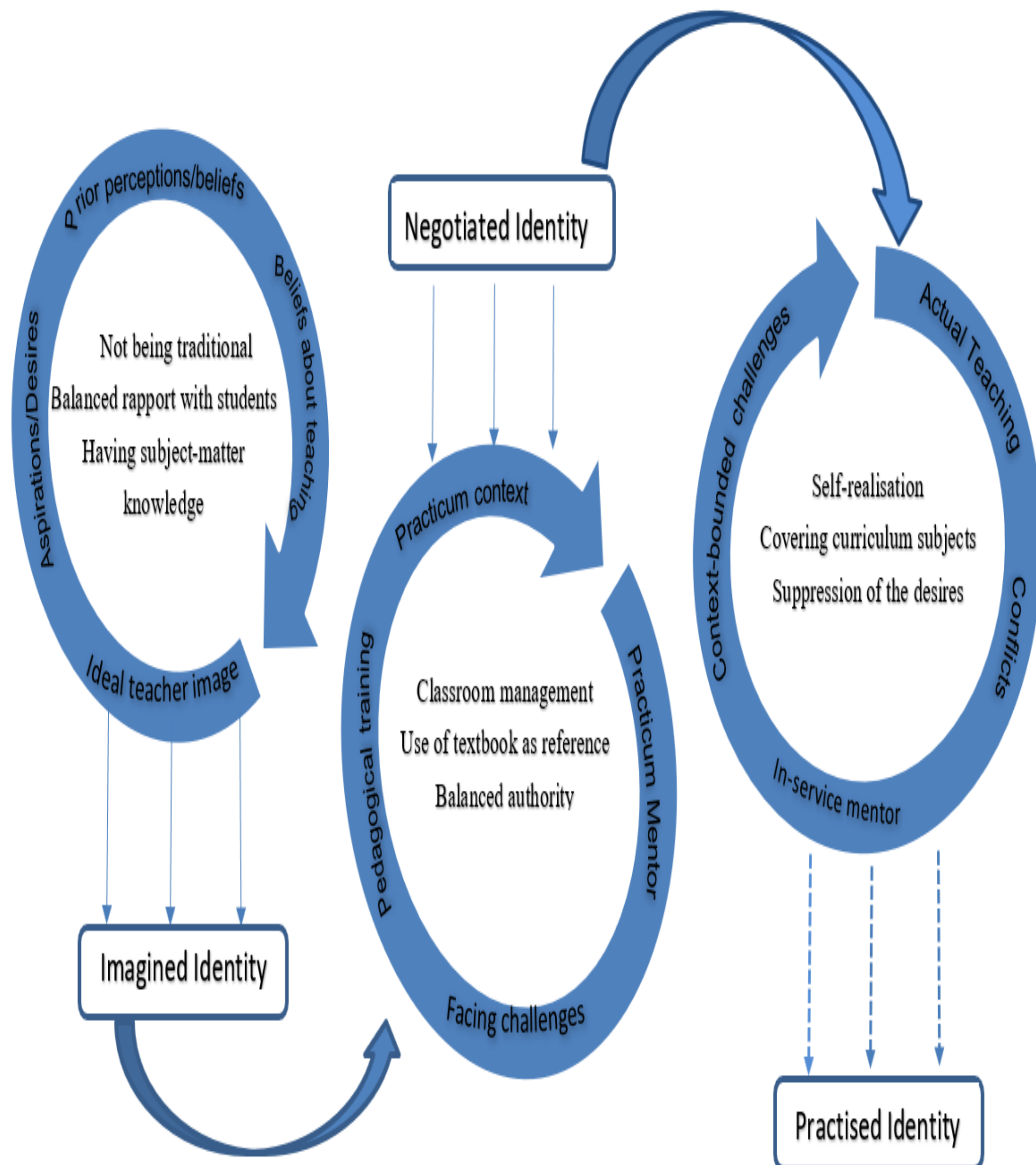

Figure 9: Novice Language Teacher Identity Construction (Adapted from Toköz Göktepe & Kunt, 2020b)

Figure 9 epitomises the findings of the study into a proposed model that delineates teacher identity orientations (re)constructed from imagined identity to practised identity through the process of becoming a teacher in an EFL context over time. The circle-shaped outer arrows in this figure represent the major factors and elements that impact the formation of the emerging identity; those inside the circle correspond to the actions and behaviours of the cases as a result of these influences. As seen in this

figure, each teacher identity orientation has been shaped by several factors; for instance, the imagined identity in this figure is constructed by the aspirations, prior beliefs and ideal image of what the student teachers would look like to be or perform in the imagined community (Norton, 2013). Student teachers are expected to have outstanding interpersonal skills and be naturally social and creative, just like Ela and Azra imagined them.

The second identity, negotiated identity, emerged as a bridge between imagined and practised identities (Xu, 2013), and predominantly relied on the challenges the cases faced during their teaching and relations in the practicum. Notably, identity changes across time and it can be a struggle for many people (Norton, 2000). For example, Azra had an imagined identity but she struggled as a student teacher, and this made her believe that she is not good with children. Negotiated identities come about when one must alter their goals, expectations and priorities when they encounter the reality of the classroom.

The last teacher identity type is practised identity, which is a view of teachers based on what they have learned and experienced in their journey towards professionalism (Geijsel & Meijers, 2005; Dikilitas & Yayli, 2018). For example, Ela realised the importance of considering the students' interests and proficiency in the activities. She did this to cater to the reluctant and uninterested students, which showed she was slowly gaining another identity by being fully immersed in her profession.

Azra, on the other hand, noted the importance of keeping teachers' weaknesses confidential within the classroom environment, as she struggled immensely with her confidence due to her mentor. Another participant, Deniz, had stated in the practicum

stage she did not wish to teach young learners. However, after she completed her pre-service teacher education, she did become a teacher to young learners. Unfortunately, there was a clash between what she imagined her future to be and what it is now (Anderson, 1991). She still wanted to become a life coach and give students an outside class perspective. Further, as seen in Figure 9, the arrows are not in a straight line regarding the practised identity because the data of this stage were collected in the 1st year of their profession and, therefore, practised identity construction is still ongoing.

When reviewing the themes and sub-themes that emerged from the primary scholarship at the heart of this study, the most prevalent reason offered for becoming a teacher (as noted on three occasions by the respondents) is that they love the English language. Therefore, personal talent, proficiency and interest in a subject seem to be the most prevalent factors impelling young students to turn to the teaching profession. Moving onwards, the five pre-service teachers seemed to understand what constituted the ideal teacher. There is no ideal trait which predominates, though the characteristics ones expected of teachers – effective communication skills, tolerance, empathy, inspirational leadership qualities – do appear. Thus, no one trait has assumed hegemony over the others; rather, a broad template exists in the minds of those who have not yet set foot in the classroom as teachers.

Similarly, the view of the self is very diverse, with no particular descriptor prevailing above all the others. The descriptor of "conciliatory" was described at one time, "adaptation/adaptiveness" appears at another juncture and "emphatic" was also mentioned. These pre-service teachers also evoke a sense they believe themselves to have the personal caring and understanding necessary to teach their students, while also acknowledging that they are inexperienced and nervous about what the future

might hold. During the pre-practicum phase of each individual's evolution into what they will become – and see themselves as being – during their tenure as an in-service teacher, the most frequent word or descriptor expressed was "confident": they are confident, in short, that they possess the latent personal characteristics and professional training to handle the vicissitudes of teaching English to young learners.

A waxing self-confidence and self-assurance manifested during this phase, although one participant noted a growing personal sentiment of "declining competence." It might be argued that, with the pre-practicum stage of growth consisting primarily of mastering theoretical concepts and basic principles, without the rigours of actual classroom teaching, a false sense of security and professional mastery can easily emerge. In such an instance, the person expressing a declension in professional competence may be the one most honest with their limitations.

As the findings showed, the participants of the study have gained a better understanding of their identity construction by reflecting on their teaching with the merits of projecting oneself in a particular tone of voice. It was seen that they have developed a keen sense of where their true faults and strengths lie as aspiring professionals. Finally, it seems as though the participants are not given the heuristics to apply best practices and high ideals in the frenetic classroom setting. On balance, early idealism and self-belief are gravely challenged by the exigencies of teaching in an environment or context that is far from antiseptic and that can pose many unexpected hurdles.

5.4 Implications of the Study

Since the findings of this study corroborate that teacher identity of EFL teachers is

dynamic, complex and moulded by interconnecting aspects for each teaching environment, some implications to improve are worth contemplating. One of the implications of this study based on the insights spawned from the obtained data is that the pre-service teacher education professional teachers are required to complete in Turkey does indeed impact their identities as teachers. More specifically, the impact of the pre-service teacher education seems to be to make future professional teachers more aware of the issues and problems that can arise regarding classroom management and the reality of teaching a classroom. In this way, the larger implication might be that the teacher-education programmes are beneficial because they allow student teachers to connect the theoretical knowledge they learned in their programme with practical knowledge gained from actually teaching in a classroom setting. More opportunities need to be provided to student teachers at the teacher education programmes in order to appreciate the teaching profession and be familiar with the teaching classrooms from a realistic perspective.

Another practical implication of this study is that the required practicum for pre-service teachers in Turkey is a worthwhile effort because it helps future teachers bridge the gap between the theoretical knowledge learned in university courses with the realities of teaching students. The participants in this study did not seem to lose any of their ideas about how teachers should behave or the importance of ongoing professional development. Instead, it helped them to be more realistic about how to achieve their desired identities given the realities of the school setting and the classroom environment. Thus, practicum needs to be reconsidered to make the process longer to give further opportunities to student teachers gain teaching practice experiences.

Some participants seemed to indicate problems or issues in working with their mentors during the practicum and the induction programme. They explained that their mentors did not provide enough assistance or provided too much assistance in terms of stepping in and taking charge while the participants were supposed to be leading the classes. In this regard, more reflective training might need to be provided to the mentor teachers to help them better mentor and guide the student teachers without making them feel as though they are being criticised or not a member of the community in their efforts to lead lessons on their own.

As discussed in the earlier sections in this chapter, being exposed to the actual classroom and a community of teachers is key for effectively developing teacher identity (Wenger, 1998). Teachers learn to teach by taking part in a community of teachers. However, imagined community and individual identity also play roles in the development of teacher identity. This study illustrated the impact of various external factors on novice teachers' identities, sobering by the working realities of the classroom (Xu, 2013). Although this shift is typical, it is also informed by the specific factors that influence their identity (Flores & Day, 2006). Some of the factors impacting their development and freedom are practical, for instance, when Azra entered her second mentor's classroom during the in-service phase, budgetary constraints limited her to the use of textbooks and worksheets and the requirements imposed by standard testing cause her to focus her lessons in specific ways. Furthermore, overcrowded classrooms limit a teacher's ability to create an active classroom and, therefore, additional factors constraining new teachers must be weighed in the context of these external factors.

The participants' experiences affirm that imagined identity is an important factor for

novice teachers in developing both their practice and professional identities. They have a strong sense of the sort of teacher they would like to be; however, the limitations of the teaching programme and practical factors combine to inhibit their access to practice and a community of teachers. The result is that they are not permitted to have a sense of themselves as a legitimate teacher (Yazan & Peercy, 2018), nor do they have peers with whom they can share experiences and ask for advice. Consequently, novice teachers are left feeling unsure of themselves and even after some time working, lack an identity as a *real* teacher.

This study highlights the need for further research into emerging educational policy, teacher identity and teacher-training programmes. The issues experienced by the five EFL teachers in the pre-practicum and in-service periods, particularly that of not feeling at home in the classroom, have influenced their career satisfaction and success. A particular issue is the conflict between competency-based teaching and reflective-based teaching; continued efforts to mitigate this discrepancy should be explored. Moreover, the results of this study have strong implications for a needed shift in the theoretical frameworks impacting practicums and in teacher-education programmes. Most significantly, the education of student teachers should emphasise practical matters rather than focusing on the theoretical; the goal of teacher-education programmes should be to help the students bridge the gap between theory and practice and manifest their professional identities.

The results obtained from the data of this study demonstrate that pre-service teacher-education programmes should also be a longer process. The practicum should be redesigned to make the process longer and as nurturing, supportive and dynamic as possible by listening to the voices of prospective teachers (Toköz Göktepe & Kunt,

2020b). Also, in induction programmes, mentor teachers should be incorporated into a reflective professional development process and be selected based on a set of professional criteria rather than having only a certain period of teaching experience. Besides, these programmes need to be inspected prudently to figure out the things to develop by taking the stakeholders' viewpoints and suggestions for supportive and nurturing programmes for student teachers and novice teachers. One of the other most important implications of this study is that cognitive and affective supportive counselling and advising services should be provided for novice teachers. Such counselling services might lead teacher educators and policymakers to reconsider the content and conceptualisations of teacher-education programmes in the country for challenging CoP that might facilitate or hinder the process of teacher identity (re)construction. In light of this reconceptualisation, teachers' learning (i.e., the social theory of learning, or CoP) involves a social process of navigating the challenging professional landscape with both successes and failures, which might result from/in different identities of participation and non-participation.

5.5 Limitations of the Study

This study was conducted to explore teacher identity construction of five cases on their trajectory of becoming a teacher over approximately two years, and has four major limitations: (i) the number of the participants is limited to only five, (ii) time to contact them was limited, especially when they start in-service teaching, (iii) not all of them could find a job or be assigned immediately after the completion of the ELTE programme and (iv) conclusively, a few participants could not provide sufficient detailed data for the research, which required a long-term commitment.

Considering the first limitation of this study, because the sample size was small and

the participants were students at the same university, these results may not be representative of all student teachers in Turkey. Generalising the findings of this study to the larger population of student teachers in Turkey is, therefore, difficult. However, the findings of this study were compared with those of previous studies to understand similarities and differences in the professional identity development of teachers in Turkey. Moreover, if the study were conducted with more participants and/or participants from different parts of the country, the results of the research would likely be richer. Moreover, the study had an attrition rate of 50%: the study began with 10 participants but was reduced by five participants who could not continue the study for different reasons.

Another impediment encountered in this study was the difficulty in communicating with the participants. The difficulties were due to the preoccupation of some participants (preparing for KPSS exams or working somewhere out of school time), and minor improvements in face-to-face interviews compared with others, but these were not expected to impact the findings of the study. Also, two participants were contacted by phone as they were assigned as an in-service teacher to a school outside the city, and they had the opportunity to meet face to face when they came to the city in which the study was conducted.

The other limitation of this study was that a few of the participants did not start work immediately, as they could not find a teaching position. This led to the data collection process being prolonged and interrupted. Thankfully, all the participants eventually found a teaching position and could continue with the study.

Finally, the last limitation was that ample and thorough data were not obtained from a

few participants. This was noticed when they were asked to write their first reflective narrative and they responded. Although the questions were explained to each participant in Turkish several times and they were told that they could write at home whenever they wished, they responded some of the questions quite briefly. Fortunately, they were then interviewed face to face to collect detailed data. It was quite challenging for a few participants to fulfil their long-term commitment to the study.

It should also be noted that mentors' and students' thoughts and perceptions should be examined together to interpret the results from a broader scope to better understand how a teacher identity is constructed over the specific spaces and time. However, because of the number of methods adopted for conducting this study to triangulate the data, this present longitudinal case study is still able to contribute to the existing literature regarding teacher identity construction with the implications and insights offered for pre-service teacher education programmes in Turkey.

5.6 Suggestions for Further Research

The findings of this study suggest the need for further research with a larger population of research participants to understand teacher identity development in educational settings. Thus, further research needs to be carried out with more participants to have some decision to reconsider and improve teacher education programmes in Turkey. Additionally, this study was conducted at a private university in the Mediterranean Region of Turkey, some comparative studies on the topic could be carried out across different settings, such as public universities across several regions of the country. Ultimately, other kinds of data, such as in-service classroom visits, stimulated recall sessions and interviews with the mentor teachers and colleagues, could be used to

explore student teachers' identity formation in future studies and visualise the contextual factors from different perspectives.

One recommendation for future research is to replicate this study with student teachers in other parts of the country. As was noted in this study, the participants for this study were completing their in-service training in schools with specific conditions that were not entirely reflective of the social and non-educational setting conditions facing students across the country. It would be useful to understand how larger social and political issues might impact the student teachers in terms of their identity construction during the in-service training.

Another recommendation for future research would be to conduct this type of study over a longer period. By following student teachers for more than 2 years after completing the practicum, it might be possible to better understand how their experience impacts their professional identities. In other words, it would be interesting to determine if they engage in the type of professional development activities they believed were so important during the practicum stage. Accordingly, studies are ongoing with the consultant to follow-up with the participants and write a research article including all cases (Toköz Göktepe & Kunt, 2020c).

Finally, this study is the first one – to the best of the researcher's knowledge – to address the process of teacher identity in extreme contexts involving regional conflicts in the field of teacher education. Further longitudinal case studies focusing on such conflictual settings can contribute to research on teacher identity construction (Toköz Göktepe & Kunt, 2020a).

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APPENDICES

Appendix A: Participant Informant Letter

Dear Participant,

I am a doctoral student in the Department of English Language Teaching at Eastern Mediterranean University, Famagusta. I am conducting a research to investigate student teachers' professional identity development as part of my doctoral study entitled *"Professional Identity construction of Turkish EFL teachers from the pre-service to the in-service stage: A case study"*. The purpose of this study is to explore and examine pre-service teachers' professional identities construction from the beginning of the practicum till the first year of teaching. Participation in this study is voluntary, so you may withdraw your participation at any time. Your decision on being participated or not will not affect anything during the course. Please consider me in this study as a researcher rather than as a lecturer at our university. I assure you that your responses, comments and participation will have no impact on the evaluative part of the course.

Participation in the study requires writing three narratives (before, while, and after the practicum), keeping a diary to record your reflections, and two in-depth interviews. This research study seeks to fill a gap by considering how pre-service teachers themselves act to construct a professional identity in the EFL field so you will help the research community by participating in it.

Your personal information and privacy will be kept confidential and will not be used in any other contexts. Your names and other identifying names are placed with pseudonyms.

If you agree to participate I look forward to hearing from you soon. Thank you so much for your time!

Best regards,

Fatma Toköz Göktepe

Appendix B: Pre-Practicum Narrative Questions

Personal Reflective Narrative

- Name:
- Age:
- How long have you been learning English?

Directions: *In the light of the following guiding questions, please write a narrative to respond each as much detail as you can using the page provided to you. There are no right or wrong answers; you may freely express yourself.*

1. Briefly describe your English language learning experience and story as a learner.

2. Did you choose to be a teacher? If yes, why? What made you decide to become a teacher?

2. How would you describe yourself as a teacher candidate?

3. Do you have an ideal teacher model? What are the qualities do you think s/he needs to have?

4. What type of teacher do you want to be in the future? Why?

5. Which age group/level do you think you can teach the best? Why?

6. What does professional development mean to you?

7. What would you do to help your own professional development?

Appendix C: Sample Practicum Narrative Essay

NARRATIVE ESSAY

Teaching was my childhood dream and I have always wanted to realise that dream since my childhood. Looking at where I stand now, I can say clearly that I have realised my dream.

As a teacher, I proceed on my way by applying the approaches and methods I learned at university. Besides, I am trying to practice the strategies of my English teacher in secondary school who motivated me to choose this profession. Because he was my idol and role model in this field. In this respect, I think I am a teacher that teaches the lessons by making students love the lessons, that gives importance to learning through experience rather than rote learning and that communicates well with students outside the classroom. I especially place great importance to my communication with students both inside and outside the classroom. Because, I have learned during my internship period that the best way to make students love the lessons is to have a good communication with them. I can describe myself as a teacher that approaches students tolerantly and gently, shows empathy towards them and guides them when necessary. I can teach the best to elementary school students. During the practicum, I realised that I could teach more easily to children. Spending time with them reduces my stress.

I think professional development is a concept about which teachers should always improve themselves constantly. From this aspect, I believe that all teachers should attach importance to their professional development. As teachers of the new generation, we should improve ourselves not to be behind the times. We should use the advancing technology in the classroom as much as possible. This is the only way I can feel that I am productive for my students.

Appendix D: In-Service Narrative Questions

In-service teaching narrative essay questions

Name: **Date:**

1. Which age group/level are you teaching now?

2. How would you describe yourself as an English teacher?

3. Do you think you are the teacher you wanted to be? Why?

4. What are the qualities do you think you need to have to be the teacher you dreamt on?

5. What does professional development mean to you now after starting to teach?

6. How did you find yourself to be adapted from being a student teacher to teacher?

7. What problems did you face with being a teacher into a real classroom?

8. Did you feel any gap between the ideal teacher that you wanted to be and practiced teacher you are in now?

9. What would you do to help your own professional development?

10. What else you would like to say in addition to the above questions by considering your own teaching experience?

Appendix E: Sample Observation Report

3rd Week
20.10.2014
Classroom Management:
When the teacher attended a class, she/he reviewed the pre-plan. He reminded the students of the previous week's subject. He wanted the students to open their books. While they were getting prepared, he projected the illustration of the subject to be discussed on the board. When he made an introduction to the subject, the students were listening to him curiously. He wrote the title on the board. They proceeded with the subject of "wheel of fortune" numbers. While giving the students the right to speak, he was paying attention to the leaning distribution in the classroom.

Starting the Class:
All students attended the class on time. While the students were taking their seats, the teacher warned them to move quickly. He started the class by raising his voice. All of them looked ready to learn.

During the Class:
The teacher knew the name of each student and called them by their names when giving them the right to speak. The directions he used were the exercises he projected onto the board. It attracted my attention that he controlled the students while making an eye contact with them during his lecture. The students at the back of the classroom were quieter than the rest but gave correct answers when a question was asked to them. It shows that the attendance to lesson was good. The students sitting at the front looked more eager. The teacher paid attention to that all the students attended the lesson.

Movements:
The teacher stands in an angle visible to everyone in the classroom. He moved to the backside of the classroom when the voices were raised. In order to correct a student's behaviour that was against the rules of the classroom, he said that his behaviour was improper and he must not have acted that way. Thus, he warned the student not personally but rather, for the purpose of correcting his behaviour that was against the rules. The teacher did exercises to make the students reinforce the subject they had just learned. Meanwhile, he checked the level of students as receiving feedback.

When a problem occurs:
The teacher who thought that he had to intervene before the students impaired the authority of the class, hit the table by saying "Silence!" and made a remarkable sound. The students immediately got their acts together and he took back the control of the classroom, then warned the students who were whispering and humming. He created a convenient environment by eliminating the behaviours and sounds irrelevant to the class and hindering the teaching plan and learning.

At the end of the class:
He announced that the class had ended. He gave them time to pack their bags by saying “All right, you can get ready to go out”. He reminded them to do their homework. I’ll prefer walking to standing on a certain place in order to ensure the control of class. Thus, I will be able to follow what every student does. And as the teacher did, I will underline some words to tell them what to do in order to direct the class. I will inform the students with certain explanations when starting the class, during the class and finishing the class.

6th Week 01.12.2014

Group Works
The subject of today’s class is the modal verbs “can/cannot”. The teacher projected the audial, coloured and pretty clear exercises in this publication onto the board. All the students followed these exercises with attention. The method used by the teacher was a “student centred” application. He ensured each student to learn aloud by deciding together. Although there was little noise in the class, I have thought that this kind of learning by students would be more effective. Because the students who could not understand the subject completely, started to give correct answers as they heard what their friends said. Moreover, I have seen that they discussed with each other the options of the exercises projected on the board. When a student said the “C” option, the other one said “A” by explaining why they said so with dialogs such as “because......”, and the others answered “yes, I remember!” or “yes, that’s right!”, thus I have observed that this kind of feedbacks made the lecture more clear and fluent and that the attendance to be high. They completed all the exercises by answering each question. As they approached to end of exercises, the number of students giving the correct answer increased. Only 2 students did not attend the class fully. The teacher noticed this and said motivating sentenced to them to make them attend the class. Thus, all the students gained good command of the subject. The method used by the teacher triggered a pleasant competition among the students and increased their eagerness to learn with correct or wrong answers they heard from each other. A student-centred learning was carried out thanks to the group work. And they supported each other with answers and by approving the correct answers and corrected the wrong answers by explaining why they were wrong. The teacher had a leading role. He encouraged them by remaining in the background and motivated them to attend the lesson. So, the options to create a discussion were presented. I also thought that the exercises corresponding to their level and if possible, the coloured and illustrated ones would be more effective.

Appendix F: Practicum Supervision Form

Pre-service Teacher: **School:** **Class:**
Date: **Time:**

NOTE: *You will evaluate the teacher candidate's teaching practice based on the criteria below by rating each item on a 1-to-5.*

1. Organisation and Lesson Planning

- Lesson plan is clear and well organized.
- Plan is suitable for students' level and context.
- Activities within plan are sequenced logically.
- Pace of lesson is effective.

2. Lesson Presentation

- Sets a positive and motivating classroom atmosphere.
- Voice projection and speech rate are effective for students' level.
- Explains activities clearly / Instructions are clear to understand.
- Uses the board effectively to support explanations.
- Checks comprehension of students in effective manner.
- Uses a variety of teaching methods.
- Maintains student interest.

3. Class Participation

- Students are actively involved throughout the class.
- Moves from teacher- to student centred activities.
- Gives effective and timely feedback and error correction to students.

4. Classroom Management

- Maintains professional image throughout the class.
- Effectively deals with behaviour issues, such as noise level, being on task, cell-phone use or disengagement.

5. Materials and Resources

- Resources are well-prepared.
- Uses resources that are suitable to the lesson and level of the class.
- Resources are used effectively for the context.
- Materials are visually appealing and sourced properly.

General Comments from supervisor on pre-service teacher's performance:

Appendix G: Sample Post-Practicum Interview Extract

(An excerpt from Deniz's Interview in May 2016)

Firstly, thank you for taking time Deniz. How is your teaching going?

Deniz: Well, I have been working in a language school and teaching several age groups varied from kids to adults. I have still been experiencing some problems into my teaching, specially while trying to manage the classroom and dealing with unexpected things in the classroom. Fortunately, the classrooms are not so crowded like in the public schools which gave me a bit confidence to control the classroom. Each classroom is approximately 15 students.

How did you find yourself from being a student teacher to an in-service teacher?

Deniz: It was really hard at the beginning because every time I was very surprised and puzzled with the things happened in the classroom, then tell myself 'what I am going to do now?' But I accomplished it anyhow; it worked it out even if sometimes it did not. I did not choose to be a teacher, but now I love what I am doing it in the classroom. I am sometimes puzzled and exhausted while teaching because it is hard to teach something to young learners. Young learners are very dynamic and so it is difficult to control them and keep their attention into the lesson, so I am designing different activities to attract their attention. 'Cos I believe if they love me, they love the course as well. It is pretty true as I hate some courses in my prior experience as a student because of my teachers.

Do you think you are the teacher that you have desired before?

Deniz: I still want to be a teacher who provides guidance and support students whenever they need. Sometimes, I want to be a cheerful teacher. Sometimes, I want to be a friend to my student. I want to share their problems and their feelings. I believe that a teacher should teach not only the course but also the life. And also, in my opinion, students can learn real life in a school or in a classroom…

Appendix H: Sample Practicum Teaching Diary

My first Teaching Experience

I was so scared while I was giving my first lesson. Because I did not know what to do and how to do, naturally also I was unprepared before anything else. When I stood up, I was shocked. I said umm myself "what will I do now." First, 10 minutes, my mentor assisted to me gave me a great courage. Later, you already get used to it; you understand what to do and how to do. While giving a lesson, I was feeling some doubts as a person and wondered if they understood? I faced many questions myself such as I wondered if was telling truly. Keeping up with little children is another problem, even if you get angry you tense yourself or try to hide it, it is also exceedingly difficult. Ensuring class control is more difficult while succeeding to silence; other side starts speaking. Honestly, it is not the trouble which cannot be tolerated. Those two hours of lesson seemed to me like torture. My throat was dry I could not already make my voice heard that became another problem for me. I was going to cry behhhh . . . While calling students to the blackboard, I cannot remember whom I called before or did not call. 30 hands in air, class is looking at you; you are looking at the class. To take care of all of them, one by one makes one confused. No, No hard work hard.

After that day, I realised that it was not according to me. When I went home, “So what now did I really give a lesson myself . . . Me? Strange . . . But addressing of the students to you as a teacher, I really like it I cannot deny it now. Even if it was for a moment it was nice ☺ While giving a lesson, I was at despair's cruelest point. I said to myself “Oh my God!! It did not finish, would not pass or it seemed to me so that I gave two lessons one after the other. I do not know either.