



**ENGLISH STUDENT TEACHERS' PROFESSIONAL TEACHER
IDENTITY DEVELOPMENT IN THE PRACTICUM**



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ENGLISH STUDENT TEACHERS' PROFESSIONAL TEACHER IDENTITY DEVELOPMENT IN THE PRACTICUM

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ABSTRACT

The present study aims to explore the influences of the practicum experiences on the English language teaching student teachers' professional teacher identity development process and the cognitive, emotional and social engagement of the student teachers with the process. Seven student teachers were recruited for the one-year long multiple case-study. Two sets of semi-structured interviews, reflective journals, classroom observations, weekly online discussions, and weekly post-teaching meetings were used for the data collection. The data were analyzed blending inductive and deductive qualitative data analysis strategies. The findings revealed that the student teachers entered the teacher education program with some previously formed conceptions about teaching and a dominant continuance mindset. The student teachers modified their beliefs about teaching English and their commitment types to the profession as a result of learning in the teacher education program and the dissonance, learning, and teaching practice experiences in the practicum. Moreover, the student teachers manifested teacher resilience through self-efficacy beliefs, perceived sense of achievement, optimistic mindset, and emotion regulation. High levels of self-efficacy in language skills and classroom

management were found to be conducive to the student teachers' resilience. Lastly, the student teachers maintained a sense of belonging to the profession and the current practice schools through building positive relations with school members and getting recognition from them. This study implies that the student teachers' professional identity development process is an amalgam of cognitive, emotional, and social aspects and it necessitates an approach to professional identity development encompassing teacher learning, teacher resilience, teacher commitment, and sense of belonging.

Key Words: Professional teacher identity development, Practicum, Second language teacher education

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ÖZ

Bu çalışma, staj deneyimlerinin İngilizce öğretmenliği öğretmen adaylarının profesyonel öğretmen kimliği geliştirme süreci üzerindeki etkilerini ve öğretmen adaylarının bu sürece bilişsel, duygusal ve sosyal katılımlarını araştırmayı amaçlamaktadır. Bir yıl süren çoklu vaka çalışması için yedi öğretmen adayı katılımcı olmuştur. Veri toplama için iki set yarı yapılandırılmış görüşme, yansıtıcı günlükler, sınıf gözlemleri, haftalık çevrimiçi tartışmalar ve haftalık ders anlatımı sonrası toplantılar kullanılmıştır. Veriler, tümevarımsal ve tündengelimisel nitel veri analizi stratejileri harmanlanarak analiz edilmiştir. Bulgular, öğretmen adaylarının öğretmen eğitimi programına öğretim hakkında önceden oluşturulmuş bazı kavramlar ve baskın bir devam zihniyetiyle girdiklerini ortaya koymuştur. Öğretmen adayları, öğretmen eğitimi programındaki öğrenme ve stajdaki uyumsuzluk, öğrenme ve öğretmenlik uygulaması deneyimlerinin bir sonucu olarak İngilizce öğretimi hakkındaki inançlarını ve mesleğe bağlılık türlerini değiştirmişlerdir. Ayrıca, öğretmen adayları öz-

yeterlik inançları, algılanan başarı duygusu, iyimser zihniyet ve duygu düzenleme yoluyla öğretmen yılmazlığını ortaya koydular. Dil becerilerinde ve sınıf yönetiminde yüksek öz yeterlik düzeylerinin öğretmen adaylarının yılmazlığına yardımcı olduğu bulunmuştur. Son olarak, öğretmen adayları, okul üyeleriyle olumlu ilişkiler kurarak ve onlardan tanınırlık olarak mesleğe ve mevcut uygulama okullarına ait olma duygusunu sürdürmüştür. Bu çalışma, öğretmen adaylarının mesleki kimlik gelişim sürecinin bilişsel, duygusal ve sosyal yönlerin bir karışımı olduğunu ve öğretmen öğrenmesi, öğretmen dayanıklılığı, öğretmen bağlılığı ve aidiyet duygusunu kapsayan bir mesleki kimlik gelişimi yaklaşımı gerektirdiğini göstermektedir.

Anahtar Kelimeler: Profesyonel öğretmen kimliği gelişimi, Öğretmenlik uygulaması, Yabancı dil öğretmeni eğitimi

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LIST OF ABBREVIATIONS

SLTE	Second Language Teacher Education
ELT	English Language Teaching
ST	Student Teacher
MoNE	Ministry of National Education
CoHE	Council of Higher Education
L1	First Language/Own Language
L2	Second/Foreign Language
LTI	Language Teacher Identity
ER	Emotion Regulation

CHAPTER I

INTRODUCTION

Background to the Problem

There was a meager amount of literature on the second language teacher education (SLTE) until the last thirty year. We have witnessed an ascendance in scholar attention to second language teacher education, teacher learning, and teacher development since then. Existing research recognizes the critical roles played by teacher cognition (Borg, 2003; Kagan, 1992; Li, 2012; 2020; Moodie, 2016; Pajares, 1992), teacher knowledge (Freeman & Johnson, 1996; Golombek & Doran; 2014; Johnson & Golombek, 2003), and teacher identity (Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; De Costa & Norton, 2017; Korthagen, 2004; Olsen, 2008), teacher emotions (Flores & Day, 2006; Hargreaves, 1998; 2000; Sutton & Wheatly, 2003; Zembylas, 2003), commitment (Dannetta, 2002; Day & Gu, 2007; Moodie & Feryok, 2015), resilience (Gu & Day, 2013; Kumpfer, 1999; Mansfield, Beltman, Price, & McConney, 2012; Mansfield 2020), and context (Flores & Day, 2006; Singh & Richards, 2006; Varghese, Morgan, Johnston, & Johnson, 2005; Yazan, 2018a) in SLTE.

Teacher identity development has emerged as an essential theme in SLTE research agenda (Wright, 2010; Yazan, 2018a). Since the shift in the paradigm has affected the way teachers are perceived as “not only cognitive beings, they are also social beings” (Barkhuizen, 2016b, p. 3), the role of teachers’ personal theories of teaching and learning, interaction with professional communities, and their identity have been highlighted in SLTE. This accentuation has paved the way for “an increasing interest in the theorization and investigation of L2

teacher identity development” (Yazan, 2018a, p. 22) and the need for “identity-focused attention and actions” (Pennington & Richards, 2016, p. 17) in teacher education programs.

Contexts of teaching have an intertwining relation with professional teacher identity as the student teachers (STs) need to engage in fundamental contexts such as practicum to negotiate challenges they face, make use of resources of the context for interacting with school members, and modify their practices (Miller, 2009; Pennington & Richards, 2016; Yazan, 2018a). As an opportunity of great importance, practicum facilitates honing instructional competencies (Bahr & Mellor, 2016) and socialization into profession (Farrell, 2008), and offers direct and indirect experiences of observation and practice teaching where the STs “put theory into practice through confronting the practical realities of the classroom and the school” (Richards & Crookes, 1988, p. 15). Moreover, the incongruences between theory and practice, and the confrontations they face in the practicum lead the STs “to question and perhaps reframe her developing identity” (Beauchamps & Thomas, 2011, p. 6).

Statement of the Problem

Although SLTE programs focus largely on the cognitive aspect of the profession, emotional and social aspects merit as many foci (Sikma, 2021). Teacher knowledge is a *sine qua non*, but “developing a broader range of skills and strategies, along with curriculum and pedagogical knowledge” to enable STs “to feel better equipped to meet the challenges of their work” (Fernandes, Gouveia, Silva, & Peixoto, 2021, p. 104) is another indispensable part of SLTE. Professional identity, Kumaravadivelu (2012) argues, is formed “...at the complex intersections between individual, social, national and global realities” (p. 58). In the process of identifying oneself as a teacher and being a legitimate part of the community, STs are required to actively engage in learning to teach, sustaining commitment, handling challenges in teaching practices, and negotiating identity concepts.

Learning to teach English is not conceptualized as transmitting formal theories of second language acquisition any longer but as a dynamic process of building knowledge by engaging in sociocultural practices (Freeman & Johnson, 1998; Johnson, 2009, 2015). Although “teacher learning neither begins nor ends within a teacher education program” (Johnson, 2015,

p. 525), Kanno and Stuart (2011) emphasize “the centrality of the development of teacher identity in novice L2 teachers’ learning-to-teach processes” (p. 249) and point out “the need to include a deeper understanding of L2 teacher identity development in the knowledge base of L2 teacher education” (p. 249). SLTE programs, with the present implementations, are the only medium and process through which STs are expected to learn how to teach languages and develop a language teacher identity (LTI). For the first part, SLTE programs explicitly state their objectives of teaching how to teach the language skills, components, and teaching approaches and main pillars of second language acquisition. When it comes to the second part, being a teacher, most of SLTE programs do not have an explicitly stated aim to facilitate LTI development process. It would be naïve to expect STs to move smoothly from SLTE programs to the professional teaching environments. It is evident in the literature that STs experience shock, disappointment, and disillusionment when they enter the real classroom specifically by the social and emotional aspects of teaching English (Allen, 2009; Farrell, 2001; Johnson, 1996; Kanno & Stuart, 2011; Korthagen, 2010). Mastery of theoretical knowledge will not guarantee effective teaching in the practicum if it is not supported with sets of skills to manage the transition process effectively. As Ledger (2021) puts it: “For PSTs to successfully integrate within the ever-changing and considerably more demanding and diverse cultural contexts of schools they need to exit their programs with a suite of strategies that support resilience and enhance their confidence for managing challenges” (p. 248). Then, it wouldn’t be absurd to argue that preparing STs for social and emotional as well as intellectual aspects of the profession should be one of the main and explicit objectives of SLTE programs and they should offer proper ways of managing the challenges and sustaining their professional and personal resources along the path.

Contexts of teaching and learning are the other factors to take into account discussing professional teacher identity development as Borg (2003) suggested “the study of cognition and practice without an awareness of the context in which these occur will inevitably provide partial, if not flawed, characterizations of teachers and teaching” (p. 106). Practicum becomes even critical in researching and gaining an understanding of STs’ cognition, emotional experiences, and interaction with other members of the community in the process of professional teacher identity development (Borg, 2003; Li, 2020). It is well established that

STs implement their teaching skills under the surveillance of an experienced mentor teacher and by this way both socialize into the profession and seek for legitimacy in the practicum (Cohen, Hoz, & Kaplan, 2013; Hascher, Cocard, & Moser, 2004; Lave & Wenger, 1991; Wenger, 1998).

According to Gu and Day (2007), resilience is relevant to teaching for three reasons: as role models to learners, teachers need to be resilient in the first place; resilience works as a driving force in sustaining commitment in a demanding job like teaching; by its definition, it requires bouncing back which might lead to accomplishment in teaching. As the concept encompasses positive conceptions about self and capabilities, flexibility in thinking and acting, and connection with people (Knight, 2007; Oswald, Johnson, & Howard, 2003; Tait, 2008), it holds the capacity for overcoming challenges and flourishing in practice. “Professions that engage in relational practices face many challenges” (Ledger, 2021, p. 247) and teaching is no exception, so she argues that resilience should be cultivated in STs for preparing them to “the ever-changing contexts of schooling” (p. 250). Resilience caters for carrying out not only everyday teaching but also teaching disturbed with minor or major inconvenience (Gu & Day, 2013; Luthar & Brown, 2007), so Gu and Day (2013) call for attention in teacher education programs to find appropriate ways of cultivating resilience in STs “so that they can be better prepared for the realities of teaching” (p. 40). The present study seeks to explore cognitive, social, and emotional aspects of the STs’ professional identity development.

Aim of the Study

In teacher education programs, the main objective is equipping STs with applied and theoretical knowledge about formal theories of language teaching, linguistics, and pedagogy in order to prepare them for teaching in all levels of education. This approach to teacher education mostly based on developing knowledgebase of the STs and ostensibly views teaching as uni-dimensional since it does not embrace socio-emotional aspect of teaching and teachers properly. However, teaching is a social and emotional profession (Hargreaves, 1998; Ledger, 2021; Wright, 2005) which requires teachers to invest emotionally (Day & Gu, 2007), engage socially (Lave & Wenger, 1991; Wenger, 1998), and generate meanings out of

classroom experiences (Yazan, 2014) in order to develop personally and professionally. The nature of teaching as a profession requires a wider approach that encompasses cognitive, emotional, and social aspects of it and provides necessary skills and strategies to STs to become aware of and manage these aspects.

Sole focus on knowledge in teacher development is incongruent with paradigmatic changes which has clearly displayed that teacher is not a source and transmitter of knowledge but she manipulates it through experience and reflection, and acts as a guide in the classroom. These recent understandings necessitate multi-dimensionality in teacher education programs by taking social and emotional aspects of learning of teaching into account. STs filter new knowledge through their cognitive and emotional filter, negotiate it, and attribute personal meanings to it, then they attempt to apply it in the social context of schools, so it is of utmost importance to shed light on their professional teacher identity development process to support and reinforce their meaning making process.

The present study intends to establish the dimensions of the STs' professional teacher identity development and offer an insight to teacher educators to underscore all aspects of professional teacher identity development. First, this study aims to explore how practicum experiences shape the STs' professional teacher identity development. Second, it aims to explore the STs' cognitive, emotional and social engagement with practicum experiences.

The present study aims to answer the questions below:

1. How does practicum experience shape the student teachers' professional identity development?
2. How do the student teachers engage in professional identity development cognitively, emotionally, and socially during practicum?

Significance of the Study

Gu (2020) maintains that each child has the right to be “taught by teachers who, as well as being knowledgeable about curriculum and pedagogically adept, are constant and persistent in their commitment to encouraging their students to learn and achieve and who are themselves

demonstrably passionate about their own learning” (p. vii). This claim calls for “teachers and teacher educators to reclaim their profession and build a future for this nation through the re-conceptualisation of schooling, teachers’ work and teacher preparation” (Bahr & Mellor, 2016, p. iii). Through this way it will be possible to “build and sustain excellent teacher preparation courses that enable quality teacher graduates who will guarantee that all students have access to meaningful learning experiences for now and in preparation for the future” (Bahr & Mellor, 2016, p. iii).

In Turkey, the total number of teachers is 1.112.305 and of students is 18.085.943 according to the statistics that have been revealed by the Ministry of National Education (MoNE, 2021). It would be safe to claim that any teaching practice bears a significant influence on those numbers of learners, so rather than being a choice, investment in teacher identity and well-being is a must for raising the effectiveness of teaching. Falecki & Mann (2021) suggest that “teacher wellbeing is not just an individual’s responsibility, but it is a shared organizational, community and worldwide concern” (p. 176). Even though there have been some initiatives for increasing the efficiency of teaching and learning practices at schools like technology integration projects (e.g., FATİH Project, EBA, projects funded by the World Bank, etc.), there has been no specifically designed implementations for teachers. Main sources of teacher development in Turkey are firstly the teacher education program, then the continuing professional development activities for developing classroom practices of in-service teachers but these trainings do not intend primarily to be a part of teacher well-being, rather to offer practice-based solutions to the problems related to the components of teacher knowledge. However, the dire need is to procure the teachers, but firstly the STs, with a toolkit that will allow them to deal with the emotional, social and practical challenges they face, and teacher education programs should be the places to do this. “Teachers can benefit from learning how to better manage their thoughts, emotions, interactions, everyday changes and the setbacks they may experience on an average school day” (Falecki & Mann 2021, p. 179).

The relation between resilience and teacher professional identity in general, STs’ professional identity development in particular, has received scant attention in the literature. The present study might be significant for the literature in providing an understanding of the role of STs’ resilience in professional teacher identity development. Second, there is a paucity of research

in teacher commitment and its relation to professional identity development. To the best of the researcher's knowledge, no previous study has investigated STs' commitment to teaching English. This study may contribute to the literature by unfolding STs' types and levels of commitment to teaching English. Third, teacher sense of belonging is a relatively new area of research and this study analyzed STs' process of entering in the professional community and becoming a member of this community in the scope of sense of belonging. This study might offer perspective of STs' socialization through sense of belonging. Fourth, displaying how STs make use of practicum experience in teacher learning and professional development might provide deeper insight into the relation between professional identity development and teacher learning.

Assumptions

The study is based mainly on one assumption that the participants will be sincere in data collection process. The researcher has spent a year with the participants in their teaching language skills courses before the study, so it is assumed to get honest answers and reflections in the interviews and reflective journals.

Limitations

This study is dependent on self-report data from the STs and the nature of the constructs under investigation requires the STs to share intimate information. This brings about three biases that could arise during the data collection and those are social desirability bias, naturalness bias, and confirmation bias. Social desirability bias is "the tendency of individuals to present themselves favorably with respect to current social norms and standards" (Zerbe & Paulhus, 1987, p. 250). It should be noted that this tendency may display variations across cultures (Krumpal, 2013, p. 2028). Confirmation bias refers to "when people err, it tends to be in a direction that favors their hypotheses. Such tendencies are by no means universal, nor do they seem to arise from any single, unifying cognitive process" (Klayman, 1995, p. 406). The bias implies preference for personal hypotheses in search of clues on any kind of subject. Naturalness bias is "is a hidden prejudice against those who've achieved what they have

because they worked for it, and a hidden preference for those whom we think arrived at their place in life because they are talented” (Duckworth, 2016, p. 32). In data collection, the researcher will strive to build rapport with the participants; nevertheless, it may not prevent the participants from holding onto one or more of those biases. Lastly, the study is limited to seven participants and a great quantity of data is self-report data, so it doesn’t promise generalizability.

Definitions

Teacher Identity: A dynamic and multi-layered concept that “change, short-term and over time—discursively in social interaction with teacher educators, learners, other teachers, administrators, and the broader community, and in material interaction with spaces, places, and objects in classrooms and institutions” (Barkhuizen, 2016a, p. 659).

Teacher Learning: “Normative and lifelong, emerging out of and through experiences in social contexts” (Johnson & Golombek, 2003, pp. 729-730), so second language teacher is seen “as users and creators of legitimate forms of knowledge who make decisions about how best to teach their L2 students within complex socially, culturally, and historically situated contexts” (Johnson, 2009, p. 239).

Teacher Commitment: “Persistently engaging in purposeful goal-directed action that is characterized by distinct mindsets, and which is personally and socially binding” (Moodie & Feryok, 2015, p. 456).

Teacher Resilience: “A quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setbacks” (Brunetti, 2006, p. 813).

Self-efficacy: Teachers’ belief in their capability to organize and perform their daily teaching activities effectively (Bandura, 1977).

Emotion Regulation: It refers to the processes in which individuals become aware of their emotions and by which they influence the ways of experiencing and reflecting these emotions (Gross, 1998a).

Optimism: Beliefs about the emergence of positive future experiences per se or by deliberate efforts of individuals (Duckworth, 2016; Peterson & Seligman, 2004). The construct includes realistic optimism which emphasizes proper use of personal sources to change situation for better through sound causal analysis (Reivich & Shatte, 2002).

Sense of Belonging: Student teachers' feelings of being valued, respected, recognized, and supported by the learners and other school members, and their socialization through engagement with mentor teacher, faculty, students, and other school members

Communities of Practice: Lave and Wenger (1991) define community as “the site of a learning process by analyzing the reproduction cycles of the communities that seem to be involved and their relations” (p. 98) and communities of practice as “a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice” (p. 98).

Mindset: Assumptions and beliefs about malleability of human attributes such as characteristics and intelligence (Lou & Noels, 2019; Mercer & Ryan, 2010). The beliefs, fundamental to motivation, impact student teachers' thoughts, emotions, and actions (Dweck, 2006; Lou & Noels, 2019) about language teaching and learning.

CHAPTER II

LITERATURE REVIEW

Second Language Teacher Education

Used as an umbrella term for English language teacher education, pre-service language teacher education, and initial teacher education (Wright, 2010), SLTE witnessed a tremendous change over the course of last thirty years (Freeman & Johnson, 1998; Johnson, 2006, 2015; Richards, 2008). Freeman (2009) argues that the scope of SLTE, until regularly named, can be understood implicitly. Among the first initiatives of language teacher education, Teaching English to Speakers of Other Languages (TESOL) dates back to the 1960s and refers to teaching English as a second, additional, or foreign language. In the European context, English Language Teaching (ELT) is adopted for the same term.

In the 1960s and 1970s, SLTE was informed by disciplinary knowledge such as linguistics, applied linguistics, and second language acquisition, so it focused largely on how languages are learnt rather than how L2 is taught (Johnson, 2009). In the 1980s, the scope of SLTE was refined and attention was shifted to ‘teacher as a person’, so teacher was started to be viewed as a teacher of L2 and as a learner of teaching. This new understanding was strengthened with the establishment of Teacher Education Interest Section of TESOL and Teacher Development Special Interest Group in IATEFL and paved the way for interest in teacher learning research (Freeman, 2009). SLTE primarily intended to equip STs with knowledge of content and skills to teach in the 1980s.

In the 1990s, with the publication of Richards and Nunan's (1990) *Second Language Teacher Education*, the field and activity of SLTE was publicly labeled (Freeman, 2009). Along with this, the decade changed the scope of SLTE in three ways: "First, the activity itself was labeled, and thus its boundaries were (re)defined; second, an independent research base for SLTE began to develop; and third, alternative conceptions of what that scope might include were introduced" (Freeman, 2009, p. 13). In addition, the interest in research on teacher cognition accentuated the role of teachers' mental lives, prior experiences, and beliefs in teachers' practices. Context was understood to be significant not only for implementation but also for learning.

After the emergence of research on teacher cognition and sociocultural turn, SLTE acknowledged the role of learning, engaging in professional settings, and negotiating meanings in these setting in STs' learning to teach (Freeman & Johnson, 1998; Johnson, 2006; Richards, 2008). Assigning STs socially positioned active roles and accepting their active beings required language teacher knowledge base to be revisited which brought changes in teacher education as well. Freeman and Johnson (1998) defined the knowledge-base for the language teacher education as consisting of 'teacher-learner', 'the social context', and 'the pedagogical process' domains. Later efforts enlarged the language teacher education knowledge base with the additions of subject matter knowledge (Richards, 1998), second language learner (Tarone & Allwright, 2005), teachers' conceptions of themselves, students, L2 teaching activities, and process of L2 learning and teaching (Johnson, 2009), and reconstruction of existing practices, conceptions, and knowledge (Johnson & Golombek, 2003).

After the sociocultural turn, the meaning assigned to learning to teach languages changed considerably and it started to be viewed as a socially situated and mediated active process of participation in communities of practices (Freeman & Johnson, 1998; Johnson, 2006; Lave & Wenger, 1991; Richards, 2008). Moreover, reflective practice has been established as an important element of SLTE and teacher learning. Lately, SLTE views language teaching as co-constructing knowledge that emerges through participation in the sociocultural contexts (Johnson, 2006). Teaching practice or practicum serves as one of the most important settings

of teacher learning and engaging in social interactions with experienced members of profession.

Second Language Teacher Education in Turkey

Teacher education in Turkey can be understood in two historical periods: First, between 1923 and 1982, teacher training was managed by Ministry of National Education (MoNE); second, after 1982, only Council of Higher Education (CoHE) was responsible for teacher education and it was carried out in the universities (Eurydice, 2022). When it comes to foreign language teacher education, three historical periods need to be acknowledged: recognition of English in Turkish education in the late eighteenth century, ELT curriculum reform in 1997, and second curriculum reform in 2005 (Kırkgöz, 2007, 2017).

1) 1997 ELT Curriculum Innovation: In 1997, duration of compulsory primary education was extended from 5 years to 8 years by integrating primary and secondary education. With this reform, the introduction of English language teaching was moved to primary school, so young learners were started to be taught English. In cooperation with MoNE, CoHE started to implement a World Bank funded project between 1994 and 1999: National Education Development Project : Pre-service Teacher Education (Grossman, Onkol, & Sands, 2007) and as a result of this project, the curriculum of teacher education programs was restructured in 1997 by including methodology courses and increasing the time spent in Teaching Practice (Kırkgöz, 2017). These two reforms in curricula of primary, secondary schools and ELT programs brought about radical changes to meet the needs of language teacher education in Turkey. The impacts of 1997 curriculum innovation were the introduction of Teaching English to Young Learners courses into ELT curriculum and the introduction of communicative approach into ELT (Kırkgöz, 2007).

2) 2005 ELT Curriculum Innovation: ELT curriculum for primary education was revised with the constructivist approach by local actors in 2005 and these revisions were supported with an innovation in teacher education programs' curriculum. The revised curriculum was grounded in life-long learning and problem-solving principles and aimed to align teacher education in Turkey with European Union (EU) for EU integration, globalization, and standardization

(CoHE, 2007; Kırkgöz, 2017). Allocation of courses according to the curriculum were 50% content knowledge, 30% pedagogical courses, and 20% general culture course and the universities were authorized to determine 25% of the courses (CoHE, 2018).

Practicum in the SLTE

According to the sociocultural perspective, learning is situated and participation in communities of practice is accepted as pivotal to it (Johnson, 2006; Lave & Wenger, 1991; Richards, 2008). Recognized as one of the most significant dimensions of SLTE (Farrell, 2008; Gebhard, 2009), “practicum usually involves supervised teaching, experience with systematic observation, and gaining familiarity with a particular teaching context” (Gebhard, 2009, p. 250). It is an essential component of learning to teach since STs “face and learn the demands of classroom reality generally for the first time and gather information about their own personal capabilities for teaching” (Atay, 2007, p. 205). Practicum offers STs experiences of socializing into profession and professional settings (Farrell, 2008; Hascher et al., 2004; Lave & Wenger, 1991; Wenger, 1998; Singh & Richards, 2009), practicing teaching with support of an experienced mentor teacher (Hascher et al., 2004; Lave & Wenger, 1991; Wenger, 1998), meaningful learning (Korthagen, 2010; Resch & Schrittemser, 2021; Tsui & Law, 2007; Wright, 2010), reconciliation of formal theories, previous beliefs, and contextual possibilities (Pennycook, 2004), attempting to put theory into practice (Moore, 2003; Richards & Crookes, 1988), implementation of skills and acquaintance with classroom dynamics (Cohen et al., 2013; Hascher et al., 2004; Richards & Crookes, 1988), and professional identity development (Cohen et al., 2013; Singh & Richards, 2009; Tsui, 2007; Yuan & Lee, 2014).

The STs in the ELT programs in Turkey are required to complete courses in areas of content knowledge, methodology knowledge, education sciences, and practicum. In the fourth year of the ELT program, the STs are assigned to state schools to complete two courses for practicum: School Experience and Teaching Practice. In the school experience, the STs observe teaching English classrooms for the first semester; in the teaching practice, the STs practice teaching on a weekly basis for the second semester. Aim of the practicum is to ensure that the STs “are

better prepared for the teaching profession and gain the competence to use the knowledge, skills, attitudes and behaviors related to the general culture, special field education and teaching profession they have acquired during their education” (MoNE, 2021, p. 1). The practicum is expected to allow the STs to make meaningful learning, narrow theory-practice gap, and gain skills for professional development (Gebhard, 2009; Richards, 2008; Singh & Richards, 2009; Wright, 2010).

Studies on practicum in Turkey focused largely on the challenges faced by the STs and these studies indicated that main challenges faced by the STs were getting proper feedback and guidance from mentor teachers, perceived theory-practice gap, classroom management, tailoring classroom language according to students’ level (Başaran Uysal & Savaş, 2021; Başyurt Tüzel & Akcan, 2009; Boz & Boz, 2006; Yalçın Arslan & İlin, 2018). In their study, Serdar Tülüce and Çeçen (2016) focused on professional development in practicum and found that practicum had a transformational role on the STs and they became more learner-centered and adopted a more reflective view of teaching. In another study Atay (2007) investigated teacher efficacy of the STs during practicum and found that teacher efficacy is not uniform and the reality shock in the practicum led to lower levels of efficacy. Existing literature on practicum in Turkey were found to support the challenges reported in the wider literature.

Teacher Identity

An emergent agenda in SLTE is developing teacher identity and it stands at the core of the profession (Sachs, 2005; Wright, 2010). Last thirty years have witnessed a tremendous increase in the scholar attention toward LTI. The ascendance in the interest is explained in the scope of two independent directions of needs by Varghese et al. (2005). First line of need refers to the shift in the perceived role of the teacher, from a source of knowledge to a mentor/guide, the second line refers to exploration of sociocultural and sociopolitical dimensions of teaching in the classroom, questioning the neutrality of the teacher (Varghese et al., 2005).

Conceptualization of Language Teacher Identity

The shifts in SLTE directed researchers' attention to LTI through questions like "how teachers come to know what they know, how certain concepts in teachers' consciousness develop over time, and how their learning processes transform them and the activities of L2 teaching" (Johnson, 2009b, p. 17) and yielded scholar interest during the last thirty years in the field of SLTE. A growing body of literature has investigated teacher identity development (Beauchamp & Thomas, 2009; Beijaard et al., 2004; De Costa & Norton, 2017; Korthagen, 2004; Lamote & Engels, 2010; Pillen, Beijaard, & Brok, 2013; Olsen, 2008) in terms of teacher emotions (Darby, 2008; Zembylas, 2003), teacher cognition (Borg, 2006, 2019; Li, 2012, 2020; Kubanyiova & Feryok, 2015), commitment (Feryok & Askaribigdeli, 2019; Moodie & Feryok, 2015; Moodie, 2023), teacher resilience (Gu & Day, 2013; Le Cornu, 2009, 2013; Mansfield et al., 2012; Tait, 2008), teacher efficacy (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Hong, 2010; Hoy & Spero, 2005; Schepens, Aelterman, & Vlerick, 2009). Although it can be argued that there is a conceptual contamination in terms of LTI, established literature indicates that it is a multiple, ever-changing, malleable, and in conflict phenomenon with relational, social, and cultural aspects, so it is constructed, reconstructed, and negotiated through discourse (Beijaard et al., 2004; Britzman, 2003; Danielewicz, 2001; Miller, 2009; Olsen, 2008; Varghese et al., 2005).

Professional identity is understood as the way one sees herself, defines herself to herself and to others and is recognized by others (Danielewicz, 2001; Kelchtermans, 1993; Lasky, 2005). Beijaard, Koopman, & Schellings (2022) provide two questions – 'Who am I as a teacher?' and 'What kind of teacher do I want to be?' – as a basis for understanding ongoing professional teacher identity development process. As a multiple and dynamic construct, LTIs change discursively through social and material interaction (Barkhuizen, 2016a) and provide us ways to understand how a ST mediates teaching among various resources and social requirements (Sexton, 2008).

Li and De Costa (2018) argue that knowledge contributes to LTI development limitedly, but engaging in professional communities is what mainly facilitates LTI development. STs' LTIs shape and are shaped by immediate context, communities of practices, instructional artifacts. As Olsen (2008) defines, teacher identity is an amalgam of "influences and effects from

immediate contexts, prior constructs of self, social positioning, and meaning systems that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments” (p. 139). LTI development is not a linear process such as learning a pedagogical strategy but a recursive process of learning and constructing self-conceptions (Morgan, 2016). Akkerman & Meijer (2011) define teacher identity as “an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investments in one’s (working) life” (p. 315) by pointing out its social and individual aspects.

Pennington and Richards (2016) delineate foundational competences - “language-related identity, disciplinary identity, context-related identity, self-knowledge and awareness, and student-related identity”- and advanced competences - “practiced and responsive teaching skills (knowledge into practice), theorizing from practice (practice into knowledge), and membership in communities of practice and profession”- that offer a comprehensive understanding of LTI (p. 7). Ellis (2016) conceptualizes LTI as *language lives*, that is LTIs are mediated by life-stories, linguistic identities, and language learning experiences. As a result, besides society, culture, teacher education program, curriculum and language teaching policies, STs’ life stories and experiences as learners which correspond to their early socialization into profession (Furlong, 2012) influence the way STs perceive and develop their LTIs.

Teacher Identity Development

Danielewicz (2001) advocates that “what makes someone a good teacher is not methodology, or even ideology. It requires engagement with identity, the way individuals conceive themselves so that teaching is a state of being, not merely ways of acting or behaving” (p. 3), so a ST needs to “learn to integrate ways of thinking, knowing, feeling and acting into a principled and responsive teaching practice” (Feiman-Nemser, 2008, p. 699). As a dynamic, negotiated, multi-faceted concept (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Sachs, 2005; Wenger, 1998), teacher identity “provides a framework for teachers to construct their

own ideas of ‘how to be’, ‘how to act’ and ‘how to understand’ their work and their place in society” (Sachs, 2005, p. 15). In this regard, teacher identity “is of vital concern to teacher education; it is the basis for meaning making and decision making....Teacher education must begin, then, by exploring the teaching self” (Bullough, 1997, p. 21). It is obvious that the understanding related to where teacher identity development should start and happen has changed. Teacher education programs are viewed as a starting point for developing STs’ identities by instilling an understanding of the dynamic nature of identity and the need to bridge this identity to bigger hopes (Beauchamp & Thomas, 2009; Sexton, 2008).

Practicum, defined generally as a very powerful intervention on professional identity development, affords “a close approximation of life” (Danielewicz, 2001, p. 127) and opportunities to negotiate, shape, and reshape conceptions about identity, gain deeper understanding of their current professional identities, and road-test them within the classroom realities (Beauchamp & Thomas, 2009; Merseth, Sommer, & Dickstein, 2008; Ronfelt & Grossman, 2008). Teacher identity development in the practicum entails participation and engagement in order to acquire legitimacy, negotiate contradictions, and construct identity (Miller, 2009; Tsui, 2007; Tsui & Law, 2007; Wright, 2010). In the practicum, “teacher-learners negotiate their identity through the unfolding social interaction of a particular situated community in relation to its specific activities and relationships” (Singh & Richards, 2009, p. 203).

Even though practicum facilitates teacher identity development in several ways, it has setbacks as well. Neither do STs enter into a neutral zone in the practicum nor do they have a singular identity (Britzman, 2003). Part student part teacher, STs struggle to teach and to be taught along with a struggle for developing a professional teacher identity (Britzman, 2003; Ottosen, 2007). In the practicum, not only teacher identity development is challenged by the existence of “multiple systems of relations involved in overlapping, often conflicting activity settings” (p. 10) but also “professional identities are vulnerable during the first confrontations with teaching practice” (Lamote & Engels, 2010, p. 16). This fragility of teacher identity in the practicum requires care and further attention from teacher educators and members of practice schools. Exploration and consolidation of constructs relevant to LTI might contribute

to the professional identity development process by gaining understanding and raising awareness.

Relevant Concepts to Teacher Identity Research

Teachers are now attributed an altered meaning which sees them as unique understanding, feeling and acting mechanisms so they “define themselves through their experience and the factors that mediate that experience and how meaning is attributed to these experiences” (Sachs, 2005, p. 10). This new understanding alludes to the relation between teacher identity and teacher cognition since personal meanings assigned to experiences are as important as experiences themselves if not more. It also indicates the role of agency in professional teacher identity development. Literature highlights the relevance of agency to teacher identity in that professional teacher identity development requires teachers to be active in mediating their position, professional development, and externalizing the teacher identity (Beauchamp & Thomas, 2009, 2011; Beijaard et al., 2004; Varghese et al., 2005). Because teacher identity development is an ongoing process full of contradictions and instability, STs need to be their own agents of this process by negotiating actual and ought to conceptions of teaching and learning toward their professional goals (Beauchamp & Thomas, 2009).

According to Wenger (1998), learning is pivotal to identity construction as it “transforms who we are and what we can do” (p. 215). Learning to teach “concerns coming to terms with one’s intentions and values, as well as one’s views of knowing, being, and acting in a setting characterized by contradictory realities, negotiation, and dependency and struggle” (Britzman, 2003, p. 31). STs construct and reconstruct their teacher identity by acquiring new knowledge and skills, theorizing their experiences and adapting these to different contexts efficaciously (Battey & Franke, 2008; Britzman, 2003; Singh & Richards, 2006). As an “ongoing and dynamic process which entails the making sense and (re)interpretation of one’s own values and experiences” (Flores & Day, 2006, p. 220) teacher identity “must be forever re-established and negotiated” (Sachs, 2005, p. 9).

Learning to teach is a social and situated process that occurs through partaking in communities of practices and sociocultural activities (Lave & Wenger, 1991). There is an inextricable link

between teacher identity and participation in communities of practice. According to Beijaard, et al. (2004), professional teacher identity entails person and context so it implies the necessity of engagement with others in sociocultural practices for identity development (Smagorinsky, Cook, Moore, Jackson, & Fry, 2004). STs' teacher identity could develop by "learning how to participate in the discourse community of education, becoming members of the teaching profession, and seeing themselves and being seen by others as teachers" (Danielewicz, 2001, p. 151).

Among the competences Pennington and Richards (2016) define for constructing teacher identity in language teaching, language related identity refers to language proficiency and language background of non-native teacher and they afford rich pedagogical resources as all non-native teachers have language learning backgrounds as learners (Li, 2020; Pennington & Richards, 2016). However, the experiences of non-native teachers are under-recognized and linguistic identity of language teachers is not valued accordingly in the literature (Li, 2020). In addition, the classification as native vs. non-native and the position of non-native speaker teachers have emerged as interest areas in LTI research.

For STs, SLTE is a process of metamorphosis from a student to a teacher and Shin (2008) argues that their knowledge of English influences their self-image and confidence. STs may experience "feelings of incompetency in proficiency and knowledge of English while being expected to fill the role of language expert" (Swearingen, 2019, p. 10) because "the linguistic identity they possess as a non-native speaker puts them in a situated identity of vulnerable and anxious participants of a group" (Li, 2020, p. 263). It is common to come across language teachers who are prone to stay silent and not talk because they can't count on their English, so instead of being judged, they choose to be inattentive. As Li (2020) puts forward, these STs may "consciously label themselves as incompetent language user" (p. 262) afraid of judgment and misunderstandings.

Sociocultural Theory in Teacher Education and Teacher Learning

As forming the theoretical basis of the present study, Vygotsky's (1978) sociocultural theory manifests that human development is mediated through cultural artifacts and it is inseparably

engaged with social environment. According to the theory, human development happens firstly outside the person, socially, and then inside the person. “Vygotskian cultural-historical psychology, often called sociocultural theory in applied linguistics and SLA research, offers a framework through which cognition can be systematically investigated without isolating it from social context” (Lantolf & Thorne, 2006, p. 1). With the guidance of people of greater mastery, STs’ learning of teaching is maintained. Johnson (2015) puts it as “From a Vygotskian sociocultural theoretical perspective, the learning of teaching is...intentional, deliberate, and goal directed by experts (teacher educators) who are skilled at moving teachers toward more theoretically and pedagogically sound instructional practices and greater levels of professional expertise” (p. 526).

Central to the theory, mediation is how cultural artifacts mediate the interaction between people and between people and the world. Besides, “human’s higher forms of mental activity are mediated by culturally constructed artifacts” (Li, 2020, p. 35). Fundamental cultural artifacts are

activities (e.g., play, education, work, legal and medical systems, esthetic creation), artifacts (e.g., use of physical tools, books, weapons, eating utensils, clocks, computers, and related technology as well as symbolic tools, including language, numeric systems, diagrams, charts, music, and art), and concepts (the understandings that communities construct of the personal, the physical, the social and mental worlds, religion, etc.) (Lantolf, 2006, p. 69).

The artifacts can be symbolic or concrete, language is an example to symbolic artifacts used to mediate the relationship between humans and the world. Another form of mediation is human mediation that is generally referred to as scaffolding and used as a psychological tool to diminish the cognitive load of the learner while learning with the specific aim of cognitive development (Johnson, 2009b). A pivotal concept to the theory, zone of proximal development (ZPD), is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Mediation needs to occur in one’s ZPD in order for a cognitive development to happen.

Internalization, according to Lantolf (2006) “is the process through which members of communities of practice appropriate the symbolic artifacts used in communicative activity and convert them into psychological artifacts that mediate their mental activity” (p. 90). This is

where externally mediated activities turn into internally mediated activities as a result of appropriation of concepts, resources, and skills through teacher agency (Johnson, 2009b). Internalization occurs not as a straightforward transfer but as a process of transformation of social into psychological (Johnson, 2009b).

With the sociocultural turn in teacher education, teachers are started to be seen as learners of L2 teaching and learning to teach “is based on the assumption that knowing, thinking, and understanding come from participating in the social practices of learning and teaching in specific classroom and school situations” (Johnson, 2009b, p. 13). L2 teacher learning is depicted as

socially negotiated and contingent on knowledge of self, subject matter, curricula, and setting. It shows L2 teachers as users and creators of legitimate forms of knowledge who make decisions about how best to teach their L2 students within complex socially, culturally, and historically situated contexts. (Johnson, 2009a, pp. 20-21)

A critical distinction made by Vygotsky (1986) accounts for what STs bring with them to SLTE programs and what they expect to take with them: spontaneous and scientific concepts (Johnson, 2015). “Spontaneous concepts are everyday concepts that relate to day-to-day experiences, whereas scientific concepts originate in formal learning environments that are often abstract and formal systems of symbols which require conscious and deliberate thinking and action” (Li, 2020, p. 280). STs commence teacher education with many spontaneous concepts formed out of “apprenticeship of observation” (Lortie, 1975) and “anti-apprenticeship of observation” (Moodie, 2016) and they bring an excessive amount of spontaneous concepts to teacher education program. In SLTE programs, STs are presented scientific concepts about language, learning, and L2 teaching and they are expected to interconnect the spontaneous concepts they already have with the scientific concepts they are exposed to. SLTE programs and teacher educators are seen as responsible parties for this process of transformation of concepts as part of STs’ professionalization (Golombek & Doran, 2014; Johnson, 2009b).

Essential to sociocultural theory, dialogic mediation allows STs to engage in co-constructing knowledge through critical reflection. According to Johnson (2009a)

complexities of teacher learning is grounded in an epistemology of practice; one that is committed to an emphasis on ongoing, in-depth, and reflective examinations of teaching practices, the

recognition that participation and context are essential to teacher learning, and the tremendous potential that practitioner knowledge has as a mechanism for change in classroom practice (p. 26).

Li (2017) recommends collaborative dialogic reflective practice (CDRP) as a process to engage in collaborative dialogues and learn together which in turn provide STs with “feedback”, “scaffolding”, “critical reflection” and “integration of theory into practice” through which they can “develop good common knowledge” (Li, 2020, p. 281). Since “teacher learning is an interactive, reflective and experiential process” (p. 43), a frequently pointed out way of facilitating teacher learning in the literature is participation in communities of practice. By participating in communities of practices, STs enter into mutual engagement, create joint enterprise and shared repertoire to learn to teach through interaction.

Communities of Practice

Social theory of learning asserts that learning is not an ending and passive but rather an active and continuous experience. Main assumptions of the theory are; human is a social being and knowledge is a matter of competence and active engagement in the world (Wenger, 1998). So, main aim of learning is producing meaning and enabling one to engage in the world (Wenger, 1998). The conceptual pillars of the theory are *meaning*, *practice*, *identity*, and *community*. Wenger (1998) defined these components as:

1. Meaning: a way of talking about our (changing) ability – individually and collectively – to experience our life and the world as meaningful.
2. Practice: a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.
3. Community: a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence.
4. Identity: a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities (p. 5).

It can be understood from the main pillars of the theory that they entail engagement in a community and creating meaning collectively. Wenger (1998) used three modes of belonging and a two-layered process to conceptualize identity formation. These three modes of belonging of identity formation are: imagination, engagement, and alignment.

1. Engagement – active involvement in mutual processes of negotiation of meaning,
2. Imagination – creating images of the world and seeing connections through time and space by extrapolating from our own experience,

3. Alignment – coordinating our energy and activities in order to fit within broader structures and contribute to broader enterprises (Wenger, 1998, pp. 173-174).

During SLTE, STs practice with imagined communities, “groups of people not immediately tangible and accessible” (p. 245) and in practicum they try to align with a broader structure.

Wenger (1998) explains identity formation through a dual process.

1. *Identification* is one half of it, providing experiences and material for building identities through an investment of the self in relations of association and differentiation.
2. *Negotiability*, the other half, is just as fundamental, because it determines the degree to which we have control over the meanings in which we are invested (p. 188, italicized in the original source).

These two processes of identity formation are carried out in all modes of belongings. While identification corresponds to forms of membership in communities, negotiability corresponds to ownership of meaning in economies of meaning.

Teacher Sense of Belonging

Lave and Wenger (1991) use the term “legitimate peripheral participation” for describing the inclusion of a newcomer to a community of practice. “A person’s intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice” (p. 29). With the legitimate peripheral participation, newcomers will be able to gain access to shared professional resources, develop understanding, see examples of masters and their work, and this way find the opportunity to immerse themselves in the profession (Lave & Wenger, 1991) in a context where the risks are lower, assistance is higher, and tasks are less demanding (Lave & Wenger, 1991; Wenger, 1998).

Sense of belonging, “a fundamental human motivation” (Baumeister & Leary, 1995, p. 520), is made up of the need to form meaningful relations where the involvement of the person is valued and the conviction of being suitable for the relations with people, organization, etc. (Baumeister & Leary, 1995; Hagerty, Lynch-Sauer, Patusky, Bouwsema, & Collier, 1992). In the scope of this study, teacher sense of belonging is described as how much a ST feels and/or identifies herself as respected, recognized, and supported by colleagues, administration, and students (Baumeister & Leary, 1995; Hagerty et al., 1992; Pesonen, Rytivaara, Palmu, &

Wallin, 2021). There is scant literature on teacher sense of belonging, specifically on ST sense of belonging. According to the literature review, the dimensions of teacher sense of belonging could be identified as relationships with colleagues, school climate, and leadership (Pesonen et al., 2021), “being welcomed, settings and procedures, interpersonal interactions, and strategic behaviors” (Dewhurst, Ronksley-Pavia, & Pendergast, 2020, p. 22), and value consonance, supervisory support, and relations with colleagues and parents (Skaalvik & Skaalvik, 2011).

Established research indicates that positive and supportive school climate, respectful and open relations with colleagues and leadership, shared professional vision and purposes, and fair distribution of work enhance teachers’ sense of belonging (Dewhurst et al., 2020; Gu & Day, 2013; Johnston, 2016; Pesonen et al., 2021; Skaalvik & Skaalvik, 2011). In addition, Gizir (2018) found that having a caring relationship with faculty increases STs’ sense of belonging to classroom and to profession. According to Lave and Wenger (1991), the newcomer socializes into the profession slowly by observing and trying to inhale the organizational culture. Johnston (2016) proposes that, contrary to what is believed, STs want quick recognition in practice schools in order to feel like an insider rather than a guest or visitor. For this recognition to occur, STs need acceptance from school members and the classroom (Dewhurst et al., 2020; Johnston, 2016).

Teacher Commitment

A lot of ink has been spilt on teacher cognition in the recent decades (Borg, 2006; 2019; Kubanyiova, 2012; Kubanyiova, & Feryok, 2015; Moodie, & Feryok, 2015). Considering Li (2020) argues that beliefs and cognition are used interchangeably, the literature becomes even richer (Barcelos, 2006; Ertmer, 2005; Kagan, 1992; Pajares, 1992; Zheng, 2009). It has been defined in various ways, a recent definition of Borg (2019) is

understanding, with reference to the personal, professional, sociocultural, and historical dimensions of teachers’ lives, how becoming, being, and developing as a teacher is shaped by (and in turn shapes) what teachers (individually and collectively) think and feel about all aspects of their work (p. 1152).

The influences of teacher cognition on teachers’ in-class practices have raised scholar attention and it is proposed that the inclusion of teacher commitment in the teacher cognition research agenda will contribute considerably as it offers insight into teacher mental lives and

student learning (Kubanyiova & Feryok, 2015; Moodie & Feryok, 2015; Moodie, 2023). Thus far, a number of studies have defined commitment in various ways (Brickman, 1987; DeShon & Lundis, 1997; Meyer & Herscovitch, 2001; Moodie & Feryok, 2015; O'Reilly & Chatman, 1986). The definitions display the common features of the concepts as value attribution, driving force, and persistence toward a goal. However, it has brought about the questioning of its difference from motivation (Meyer & Herscovitch, 2001; Moodie & Feryok, 2015). According to Meyer and Herscovitch (2001), commitment differs from motivation in that it may lead committed actions over conflicting reasons which might be seemingly opposite of person's own good. Moodie and Feryok (2015) add persistence as a differentiating factor from motivation.

Moodie and Feryok (2015) describe commitment as a social, dynamic, and multi-dimensional construct, and define it as “persistently engaging in purposeful goal-directed action that is characterized by distinct mindsets, and which is personally and socially binding” (p. 456). Teachers might have quite different types and levels of commitment in the entrance to teacher education program (Choi & Tang, 2009; Hayes, 2005) and entrance commitments may change in time through interaction with teacher education and teaching practice (Feryok & Askaribigdeli, 2019; Gao & Xu, 2014; Hayes, 2009; Moodie & Feryok, 2015).

Available literature on teacher commitment has examined the factors that sustain or decrease commitment. Factors sustaining commitment are psychic rewards, achievement of desired outcomes, effective management of emotional areas of learning, support from colleagues and administration, love for students, enjoyment of teaching, sense of belonging, inclusion in decision-making processes, self-efficacy, pay and pension, and warm relations with learners (Choi & Tang, 2009; Dannetta, 2002; Day & Gu, 2007; Gao & Xu, 2014; Hiver, 2013). Factors decreasing commitment are lack of school support, mixed-level classrooms, lack of self-efficacy, lack of power, extra duties, work intensity, unfair treatment, classroom management, discipline problems at schools, student motivation, material preparation, and lack of achievement of desired outcomes (Choi & Tang, 2009; Dannetta, 2002; Frankenberg, Taylor, & Merseth, 2010; Gao & Xu, 2014; Moodie & Feryok, 2015). In addition, Frankenberg et al., (2010) discover that smaller school size sustains teacher commitment while larger school size decreases it.

Several studies have investigated dimensions of commitment from organizational and educational perspectives. The dimensions in the commitment models have been described by Dannetta (2002) as commitment to organization, profession, and student learning, by Meyer and Allen (1991) as affective, continuance, and normative commitment, by Choi and Tang (2009) as teachers' personal, workplace, and education systemic conditions, by Frankenberg et al. (2010) as teacher commitment to students, schools, and profession, and by Thien, Razak, & Ramayah (2014) as to students, school, teaching, and profession. This study adopts Meyer and Allen's (1991) three-component model of organizational commitment.

Commitment is treated as a multi-dimensional construct made up of three different mind-sets which describes the nature of person's relation to an organization and predicts person's membership continuance in the organization (Meyer & Allen, 1991). Meyer and Herscovitch (2001) define commitment as "a mind-set that can take different forms and binds an individual to a course of action that is of relevance to a particular target" (p. 310). The three components of commitment are affective, continuance, and normative.

Affective Commitment

Affective commitment refers to "the employee's emotional attachment to, identification with, and involvement in the organization" (Meyer & Allen, 1991, p. 67). This mindset involves desire, an understanding of important purpose, involvement in action, and recognition of value relevance, so when this type of commitment is present, people are less susceptible to challenges, more prone to persist for the goal and take self-initiative supplementary actions for professional development (Meyer & Allen, 1991; Meyer & Herscovitch, 2001; Moodie & Feryok, 2015). An affectively committed teacher might be more willing to build rapport with learners and invest time and effort to her profession/professional development.

Continuance Commitment

Continuance commitment refers to "an awareness of the costs associated with leaving the organization" (Meyer & Allen, 1991, p. 67). This mindset involves lack of alternatives, loss of investments, and perceived cost of leaving (Meyer & Allen, 1991; Meyer & Herscovitch,

2001; Meyer, Becker, & Vandenberghe, 2004). People with continuance mindset are more susceptible to external challenges and expectations than people with affective mindset and they are reluctant to engage in anything other than required (Meyer & Herscovitch, 2001). Teachers who have a continuance mindset may choose teaching over another undesirable option or for the perks of job (Moodie & Feryok, 2015).

Normative Commitment

Normative commitment refers to “a feeling of obligation to continue employment” (Meyer & Allen, 1991, p. 67). Internalization of norms through socialization and a feeling of duty to repay to the received benefits (reciprocity) are two bases for development of normative mindset (Meyer & Allen, 1991; Meyer & Herscovitch, 2001). When people have normative mindset, they are more susceptible to adversities and less inclined to personal investment than people with affective mindset (Meyer & Herscovitch, 2001). Teachers with normative mindset are likely to enact on feelings of duty to do the right thing, not waste time or money, and offer different learning experiences (than theirs) to learners (Moodie & Feryok, 2015).

Resilience

In the last 50 years, resilience research has gained momentum since WWII brought attention to the question why some children did better and were healthier in the face of adversities and risk factors while the others did/were not (Garmezy, 1971; Masten, Best, & Garmezy, 1990; Rutter, 1987; Werner, 2000). Garmezy, Werner, & Rutter, pioneers in the resilience research, have moved the focus from risk to resilience by laying the emphasize on positive processes. Now in its fourth wave, the resilience research has tried to define what resilience is in the first wave (Masten, 2014a, 2014b; Rutter, 1987); the way preventive factors work in the second wave; and if the resilience can be promoted in the third wave. The fourth wave investigates how disciplines and the previous waves can be integrated. Throughout the waves the research area has transformed into a deeper and broader area of research including various age groups, and it has now pervaded in plenty of disciplines.

Despite firstly addressed as competence, consistence and perseverance in the literature, research has maintained the construct to be entitled as resilience. In the beginning, resilience has been attributed to the children, then age-independently to all people who face adversity. Furthermore, the following waves in resilience research has painted a broader picture and displayed that resilience is a trait that could be attributed to not only the humans but also to the systems which might be a family, a school, a community and an education system.

Literature is rich in resilience definitions and the most prevalent and generic one is “the ability to bounce back from adversities and setbacks”. According to Oswald et al. (2003) it is the “capacity to overcome personal vulnerabilities and environmental stressors, to be able to ‘bounce back’ in the face of potential risks, and to maintain well-being” (p. 50). From a broader perspective, Masten (2014b) defines resilience as “the capacity of a system to adapt successfully to disturbances that threaten its stability, viability, or development” (p. 6). Ungar (2012) defines resilience as “a set of behaviours over time that reflect the interactions between individuals and their environments, in particular the opportunities for personal growth that are available and accessible” (p. 14).

Pivotal to resilience literature are risk and protective factors. Risk factors are “interactive operations that enhance the potency of a given risk dosage for an individual and thus increase the likelihood of the expression of a bad outcome” (Rolf & Johnson, 1990, p. 387). Protective factors are “interactive operations that diminish risk effects and thus reduce the probability of bad outcomes. Thus, protective processes enhance one’s chances for positive adaptation and a good outcome” (Rolf & Johnson, 1990, p. 387). In the face of a challenge, threat or risk, protective factors are the conditions moderating the negative influence of risky circumstances or hardship, and support the adaptation of individuals (Masten, 2014a).

A growing body of literature has investigated the nature and dimensions of resilience in general and teacher resilience in particular. Reivich and Shatte (2002) identify the abilities that make up resilience as emotion regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out. The discussions of teacher resilience draw attention to self-efficacy, experiences of success, communication, peer relations, realistic future plans, problem solving, internal locus of control, empathy, optimism, and proactivity as dimensions of the concept (Knight, 2007; Le Cornu, 2009; Oswald et al., 2003; Tait, 2008).

Teacher Resilience

Teacher resilience is a relatively novel area of research (Brunetti, 2006; Gu & Day, 2007; Sumsion, 2003; 2004; Tait, 2008). Little attention has been paid to resilience in pre-service (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016) and novice teachers (Morgan, 2011). "...Even less is known about how to help pre-service teachers become more resilient" (Fokkens-Bruinsma, Gemmink, & Van Rooij, 2021, p. 144). Gu and Day (2013) argue that "to teach, and to teach at one's best over time, has always required resilience" (p. 22). Brunetti (2006) defines teacher resilience as "a quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setback" (p. 813).

Unlike emotional aspects, cognitive aspect of language teaching has always been the focus of SLTE programs. Sikma (2021) points out that

In the United States, the focus of most teacher preparation programs is on the intellectual aspect of the job, with little explicit focus on the socio-emotional coping strategies necessary to succeed. Thus, teachers enter the profession with the capacity to teach effective lessons, but not necessarily with the tools to help them cope with the emotional stressors of the work (p. 85).

It can easily be applied to many teacher education programs around the world, including the particular context in which the present study has been carried out. As Grossman et al. (2009) argue, the teacher education programs offer many chances to gain practice in teaching, but they have "fewer opportunities in the context of coursework to engage in approximations of interactive practice..." (p. 2094-2095). According to Fokkens-Bruinsma et al., (2021) pre-service teachers face three challenges; the profession's being complex, the necessity to develop a teacher identity, and their professional development's taking place two places if not less, one is the teacher education program and the other is the practicum school. In the face of these challenges, STs need to be equipped with some resources which include cognitive resources but exceed it requiring emotional, social and behavioral resources as well. As Fernandes et al. (2021) claim teaching is more than a technical procedure, "a complex set of personal and social processes and practices" (p. 120).

Thus far, a number of studies have investigated teacher resilience and they have found the contributing effect of protective factors such as ongoing professional learning (Sumsion, 2004), taking risks (Sumsion, 2003), better relationships with students (Flores, 2006), intrinsic

motivation (Flores, 2006; Gu & Day, 2007), flexibility and reflection (Le Cornu, 2009), and altruism (Brunetti, 2006). Beltman, Mansfield, and Price (2011) carried out a review of the literature on resilience of early career teachers and tried to describe the most common risk and protective factors. Their study illuminated main risk factors for early career teachers as negative self-beliefs, extra duties, difficult schools, lack of sources, and relations with parents. Common protective factors found as positive relations with school members, altruistic purposes, positive self-beliefs, perseverance, and intrinsic motivation. Some of these factors could be easily adapted to STs and their teaching practice in practicum.

Mansfield et al., (2012) developed a four-dimensional framework of teacher resilience that is emotional, profession-related, motivational, and social dimensions of teacher resilience. The emotional dimension involves affective aspects of teaching like “emotional responses to teaching experiences, emotional management and coping with stress” (p. 362); the profession-related dimension focuses on teaching practices and involves reflection and flexibility. The motivational dimension is comprised of self-efficacy beliefs, optimism, and life-long learning while the social dimension encompasses building relationships in the work environment and developing networks for support.

“In order to be prepared for the ever-changing contexts of schooling, PSTs require attributes and conditions to develop their resilience and self-efficacy. These processes should be transparent and scaffolded” (Ledger, 2021, p. 250). Although it is a growing concern, “consideration of context raises the question of whose responsibility is supporting teacher resilience.” (MacCallum, 2021, p. 303). Fokkens-Bruinsma et al. (2021) argue that “tools for enhancing PSTs’ resilience are uncommon in Dutch teacher education programmes, and there are no instructional methods that enable teacher educators to incorporate resilience building in their courses or programmes” (p. 153) which is also valid for Turkish teacher education programs. Still, there are examples of projects that have been carried out to build and cultivate resilience for pre-service teachers.

Composed of five modules (building resilience, relationships, well-being, taking initiative, and emotions), the BRiTE project was carried out in Australia between 2013-2016 “to develop an online learning resource to assist pre-service teachers build the personal and social capabilities associated with professional resilience” (Mansfield, Beltman, Wheaterby-Fell, Broadley, &

Boatman, 2021, p.30). The project, then, extended as Staying BRiTE (2016-2018) for developing curriculum to facilitate development teachers' resilience. The ENTREE project, building on the BRiTE, stimulated by "the recognition of the increasing demands and challenges that the everyday job of teaching presents" (ENTREE, n.d.) and adopted the framework of personal and contextual resources, strategies, professional and academic outcomes to enhance resilience (Fokkens-Bruinsma et al., 2021). Lastly, 'Life is tough but so are you: Enhancing pre-service teachers' resilience' (LITBSAY) project was started with the collaboration of 4 universities in 2019 aiming "to gain more insight into Dutch (pre-service teachers) PSTs' resilience and how teacher educators could help PSTs build resilience" (Fokkens-Bruinsma et al., 2021, p. 145).

Optimism

Peterson and Seligman (2004) indicate that "optimism and hope refer to a belief... that in the future good events and associated positive feelings will outweigh or be more likely than bad events and associated negative feelings" (p. 572). Studying on learned helplessness, Seligman and Peterson realized that some subjects reacted helplessly to the challenges, but some kept trying. They focused on the reasons why some behaved this way while the others didn't. Those efforts led to learned optimism and explanatory style studies. Buchanan and Seligman (1995; 2013) address learned optimism with their explanatory style. Explanatory style is "one's tendency to offer similar sorts of explanations for different events" (Peterson, Buchanan, & Seligman, 2013, p. 1). The explanatory style explains whether one is prone to local or global, temporary or permanent, and personal or not personal thinking style. Local, temporary and not personal is the optimistic thinking style; global, permanent and personal is the pessimistic thinking style. People with personal, permanent and global thinking style think one behavior or event affects every area of their life forever and are more prone to be "helpless and hopeless" (Reivich & Shatte, 2002, p. 46). Rather, people with not me, temporary and local thinking style tend to explain events or behaviours separately and not spread it along time and space. Second group of people are inclined to take action, think through the situation and find what can/can't be changed. Reivich and Shatte (2002) propose

that cognitively flexible people are the resilient ones, those who use their resources for what they can change by looking things from multiple perspectives.

It is critical to pinpoint the difference between realistic and unrealistic optimism. Unrealistic optimism is the one that we know as “Pollyanna”, it refers to excessive amount of optimism even threats are available in the circumstance. However, realistic optimism is quite distant. It isn’t disconnected from the realities of the particular situation, it keeps both positive and negative elements and focuses on what can be changed with the available resources. According to Reivich and Shatte (2002) realistic optimism is the key for resilience if it is paired with self-efficacy and they claim that “self-efficacy and optimism often go hand in hand” (p. 43). Using Dweck’s (2006) growth vs. fixed mindset categorizations, Duckworth (2016) found that “growth mindset leads to optimistic ways of explaining adversity, and that, in turn, leads to perseverance and seeking out new challenges that will ultimately make you even stronger” (p. 176).

Emotion Regulation

Sutton and Wheatly (2003) argue that “there are empirical and theoretical reasons for believing that teachers’ emotions play an important role in each of these three areas” (p. 336). Those are cognition, motivation and behaviors. Emotions influence “teachers’ intrinsic motivation, attributions, efficacy beliefs, and goals” (p. 338). In the last two decades numerous studies have attempted to explore teacher emotions. To date, several studies have investigated teacher emotions in relation to pedagogical and content knowledge (Bahia, Freire, Amaral, & Estrela, 2013; Brigido, Couso, Gutierrez, & Mellado, 2013), faculty emotions (Bair, Bair, Mader, Hipp, & Hakim, 2010), efficacy (Brigido, Borroachero, Bermejo, & Mellado, 2013; Chen, 2019a; Yin, Huang, & Wang, 2016), teaching approaches and instructional behavior (Becker, Goetz, Morger, & Ranelluci, 2014; Chen, 2019b), relationship between teacher-student interaction and their enthusiasm (Becker, Keller, Goetz, Frenzel, & Taxer, 2015; Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009; Hagenauer, Hascher & Volet, 2015; Hargreaves, 2000; Keller, Becker, Frenzel, & Taxer, 2018), and academic emotions (Anttila, Phyhaltö, Soins, & Pietarinen, 2016).

Gross (1998a) defines emotion regulation as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (p. 275). Teaching is described as a “caring profession” (Wright, 2005, p. 170) and an “emotional endeavor” (Sutton, Mudrey-Camino, & Kight, 2009, p. 130). Hargreaves (1998), putting emotions at the heart of teaching, identifies the requirement of emotional understanding and emotional labor in teaching. In addition, it is argued that teachers’ emotions influence pre-teaching, what teacher does in the classroom, affective tone of the classroom, and effectiveness of teaching (Hargreaves, 1998; Sutton, 2004; Wright, 2005). Teachers want to regulate their emotions to prevent their interference with teaching, classroom management problems and to increase teaching effectiveness (Sutton, 2004; Sutton et al., 2009).

In process model of emotion regulation, Gross (1998a) proposes that emotion regulation can occur at five steps, four of these steps are antecedent-focused where the emotion is not still generated, so the strategies are used before the activation of response inclinations for prevention and modification purposes (Ariğa, 2017; Gross, 1998a, 2001; Sutton, 2004). One step is response focused emotion regulation where emotion is generated, so the strategies are used after response inclinations are activated for modulation of response and responsive purposes (Gross, 1998a, 2001; Sutton, 2004). Antecedent-focused emotion regulation steps are situation selection, situation modification, attention deployment, and cognitive change; response-focused emotion regulation step is response modulation.

Situation selection: Either approaching or avoiding certain situations (Gross, 1998a). Situation selection does not cater for the purpose of the present study, so it is out of scope of this study.

Situation modification: “Active efforts to directly modify the situation so as to alter its emotional impact constitute an important form of emotion regulation” (Gross, 1998a, p. 283). Expressing emotion and changing the situation may be used as strategies in this step.

Attention deployment: “Select which of the many aspects of the situation you focus on” (Gross, 2002, p. 283). Distraction, concentration, and rumination are the strategies used for attention deployment (Gross, 1998a, 2001, 2002). Distraction is moving away the attention from emotional aspects to non-emotional aspects of the situation (Ariğa, 2017; Gross, 1998a). Concentration is to “concentrate particularly intensely on a particular topic or task” (Gross,

2002, p. 283). Immersing oneself in the topic and fully concentrate on it may be a concentration strategy (Sutton, 2004). Rumination, contrary to distraction, focuses on negative emotions and gets the bottom which may trigger depressive inclinations (Gross, 1998a, 2002).

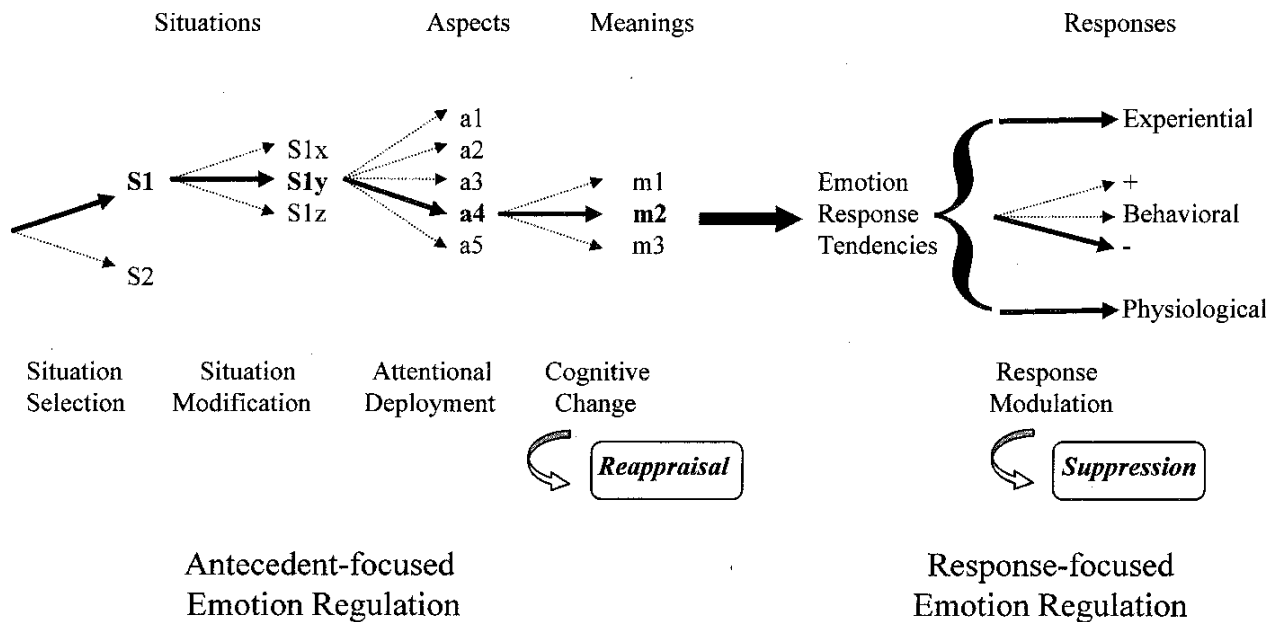


Figure 1. The process model of emotion regulation (taken from Gross, J. J. (2001). Emotion regulation in adulthood: Timing is everything. *Current Directions in Psychological Science*, 10(6), 214-219).

Cognitive change is “selecting which of the many possible meanings you will attach to that aspect” (Gross, 2002, p.283). Reappraisal, “cognitively transforming the situation so as to alter its emotional impact” (Gross, 1998a, p.284) is a strategy used in this step.

Response modulation: “Attempts to influence emotion response tendencies once they already have been elicited” (Gross, 2002, p.283) in order to “intensify, diminish, prolong or curtail the ongoing emotional *experiences, expression or physiological* responding” (Gross, 1998b, p. 225).

Teacher Self-efficacy

Self-efficacy can be defined as teachers’ belief in their capability to organize and perform their daily teaching activities effectively (Bandura, 1997). Self-efficacy is foreseen to be an

important aspect of the teacher commitment, resilience, and LTI formation process (Hiver, 2013; Kushman, 1992; Oswald et al., 2003). One reason for this is that “people’s beliefs about their personal efficacy constitute a major aspect of their self-knowledge” (Bandura, 1997, p. 79) and “efficacy expectations determine how much effort people will expend, and how long they will persist in the face of obstacles and aversive experiences. The stronger the efficacy or mastery expectations becomes, the more active the efforts” (p. 80). There are four sources of self-efficacy: enactive mastery experiences, vicarious experience, verbal persuasion and physiological and effective states (Bandura, 1997).

Enactive mastery experiences are the past experiences of success and failure, Bandura (1997) argues that “...they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Successes build a robust belief in one's personal efficacy” (Bandura, 1997, p. 80). People depend upon their past experiences for their prospective actions, so a repertoire rich of success is highly expected to result in high self-efficacy and one with failures may end up with lower self-efficacy. Locus of control, a concept describing whether one attributes one’s success or failure to one’s behavior or to an external factor like luck, destiny, etc. (Rotter, 1966), might cater for better understanding of this source of self-efficacy.

Vicarious experience, second source of self-efficacy, is based on modeling. Experiences of the others serve as a tool for promoting self-efficacy. Teaching is a profession which allows STs to observe a model throughout their education which we know as “apprenticeship of observation” (Lortie, 1975) and in SLTE program, they keep observing teacher educators as models which is expected to serve as a source of efficacy. “More often in everyday life, people compare themselves to particular associates in similar situations, such as classmates, work associates, competitors, or people in other settings engaged in similar endeavors” (Bandura, 1997, p. 87).

Verbal/Social Persuasion: Another source of efficacy is being persuaded into one’s capabilities by talks, feedbacks, from words coming from other people directly related to specific performance or capability. The most intriguing part is who the talker or persuader is: if they have an expertise on what they do it turns into a source of efficacy (Bandura, 1986). However, this source may lead to failures if the individuals adopt unrealistic beliefs of their capabilities.

Physiological and Affective States: Psychosomatic factors influence the way one perceives their efficacy. Therefore, increase in physical condition and decrease in negative emotions will contribute to the perceived self-efficacy beliefs of people (Bandura, 1997). Optimistic thoughts may lead to physical and behavioral well-being and higher efficacy while pessimistic thoughts may increase the level of stress and decrease the level of efficacy (Seligman, 2002).



CHAPTER III

METHODOLOGY

Research Design

This study builds on the premise that teacher identity is a dynamic and negotiated concept that develops through interactions with social contexts and members of the community so it intends to explore the STs' professional identity development process during the practicum. Toward this aim, the study addresses the research questions below:

1. How does practicum experience shape the student teachers' professional identity development?
2. How do the student teachers engage in professional identity development cognitively, emotionally, and socially during practicum?

In line with the nature of the study, the present study adopts qualitative research design which means to “achieve an understanding of how people make sense out of their lives, delineate the process (rather than the outcome or product) of meaning - making, and describe how people interpret what they experience” (Merriam, 2009, p. 14). Qualitative research design is expected to contribute to interpretation of professional teacher identity development process as it allows delving into STs' cognitive, emotional, and social conceptions and experiences.

A case study “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” (Yin, 2014, p.16) so it yields thick description for particular phenomenon

and displays reader's understanding of the phenomenon in that regard they are particularistic, descriptive, and heuristic (Merriam, 1998, 2009). This study intends to portray seven cases of STs and to explore these STs' professional teacher identity development. Multiple-case study was employed in the present study to investigate the research questions as it "offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (Merriam, 2009, p. 50).

The present study employed several data collection instruments in order to offer "an intensive, holistic description" (Merriam, 2009, p. 203) of the phenomenon under research. Primary data collection tools were two rounds of semi-structured interviews with the STs as pre and post interviews and reflective journals. First round of interviews were held at the end of the third year of the STs and second round of interviews were held at the end of the practicum. Reflective journals were kept throughout the fourth year. In addition, classroom observation by the STs and the researcher, weekly online discussions, and weekly post-teaching meetings were used as secondary data collection tools to gain deeper insight into the primary data. Even though they were not included in the systematic data analysis, one-on-one meetings with the STs also contributed to the researcher's understanding of the primary data.

Context

Language teacher education in Turkey (based on the year the data were collected) was grounded in 2005 Teacher Education Curriculum. In 2005, CoHE asked the English language teaching departments of education faculties for their opinions about the available curriculum and the curriculum was revised to align language teacher education in Turkey with European Union and to raise intellectual teachers rather than technician teachers (CoHE, 2007; Kırkgöz, 2017). "The revised teacher education curriculum was built on the conviction that language teacher education is a life-long process" (p. 245).

This study was conducted in a high-ranking ELT program in a state-run university, Gazi University, in the capital city of Turkey. The particular teacher education program dates back to 1944 as Gazi Education Institute English program. In the beginning the education spanned two years. It was first extended to three years then to four years. In 1982, Gazi University was

founded and the program transformed into English Language Teaching department in Gazi Education Faculty. The program has raised more than 4000 English language teachers since its foundation (Gazi University, n.d.).

The program accepts students (based on the year the participants entered the program) with a system involving two phases of examinations: entrance exam to higher education and a foreign language exam respectively. The program is designed to raise English language teachers who are eligible to work in all levels of the formal education. ELT program comprises of one-year compulsory preparatory program, and a four-year education of coursework and practicum. It is possible for the STs to be exempted from the preparatory program if they obtain demanded scores in the proficiency exam prepared by the university or they submit demanded test scores on an exam accepted by OSYM.

Coursework is comprised of English language skills and components in the first year; theoretical courses (Linguistics I-II, Second Language Acquisition, Approaches in Language Teaching I-II, English Literature I-II), and methodology (teaching vocabulary and pronunciation-Special Teaching Methods I) in the second year; methodology (teaching grammar- Special Teaching Methods I, Teaching Language Skills I-II, Teaching English to Young Learners I-II, and Drama) and Literature and Language Teaching I-II in the third year; ELT courses (material design and adaptation, and testing), elective courses, and practicum (school experience and teaching practice) in the fourth year. Education sciences courses are provided in each year.

Practicum is comprised of school experience in the first semester and teaching practice in the second semester. In the school experience, the STs are assigned to state schools where they observe classrooms, and in the teaching practice, they practice teaching in the schools they are assigned on a weekly basis. In the teaching practice, the STs are required to teach four times for a minimum of 14 hours depending on the mentor teacher's workload. In their macro-teachings, the STs are observed and evaluated by the teacher educator and mentor teacher.

Second setting for the study was the practice schools where the STs were assigned. In the school experience, all of the participants were assigned to the same school, Practice School 1 (PS1), which was a lower secondary school with more than 1000 students and 60 teachers.

Every classroom included around 28 students. As it was a large school, the STs were not properly introduced to the students or teachers at school so they had serious problems of adaptation and getting recognition from school members and learners. The STs lamented on not being recognized by the learners throughout the semester. Moreover, the mentor teacher sometimes treated the STs as her assistant. The mentor teacher used both Turkish and English for instruction but in times when she used English, she immediately translated it into Turkish. The STs mentioned a big gap between their pedagogical beliefs and the mentor teacher's classroom implementations.

In the teaching practice, three of the participants stayed in the same school (PS1-Practice School 1) while four of them were assigned to a different school. The second school (PS2-Practice School 2) was also a lower secondary school but it was relatively small in size with around 100 students and 15 teachers. Each classroom had around 22 students. In this smaller school, the STs were introduced to the learners and school members properly so they were welcomed, respected, and recognized by them. The learner profile was described as different than the PS1 and more respectful by the STs. In this school, the STs didn't get the chance to observe the mentor teachers but based on the feedbacks they received from the mentor teachers, some differences in the pedagogical beliefs of the STs and the mentor teachers were indicated.

Participants

In the present study, the participants were chosen in two steps: first, convenience sampling was used for accessibility concerns, and second purposive sampling was used for selecting the cases that would provide more relevant and richer data. In the beginning, convenience sampling was used as the researcher had access to one group of STs (16 STs) whom she observed during teaching language skills courses in their third year and in the practicum. At the end of the data collection process, purposive sampling was used depending on the richness of data the participants provided. As a non-probability sampling method, purposive sampling is "based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam,

2009, p. 77). Criteria for purposive sampling were willingness to invest in the study, participation in the interviews, submissions of reflective journals, and the quality and relevance of the data provided. At the end of the data collection, seven STs were selected as the main participants of the study. Each of them represents a case in the study, so their profiles consisting information about their teaching experiences, experiences of learning English, department selection, beliefs about and attitudes toward teaching English and ELT department was provided for further understanding. Confidentiality of the participants was ensured by using pseudonyms.

Table 1

The Participants of the Study

	Teaching Experience	Prep School	Observation School	Practice School
David (P1) (21)	3 years-private language course	Yes	PS1-Lower Secondary School	PS2-Lower Secondary School
Diaz (P2) (19)	3 months- tutoring	No	PS1-Lower Secondary School	PS2-Lower Secondary School
Nate (P3) (21)	4 months-Erasmus internship + private language course	Yes	PS1-Lower Secondary School	PS1-Lower Secondary School
Keith (P4) (20)	2 months-Erasmus internship	No	PS1-Lower Secondary School	PS1-Lower Secondary School
Ruth (P5) (21)	No	Yes	PS1-Lower Secondary School	PS2-Lower Secondary School
Claire (P6) (21)	No	Yes	PS1-Lower Secondary School	PS1-Lower Secondary School
Brenda (P7) (20)	3 months- private language course	No	PS1-Lower Secondary School	PS2-Lower Secondary School

P1: David

David was the only participant who had three-years of working experience. He started teaching in the second year of the university in a private language course. He took up sessions called “etüt” where the teacher and learners study on language components or skills that

learners demand to improve. At that time he had not started to take methodology classes yet and had no methodology knowledge on teaching language skills or components. He continued working at the private language course in the third year and started to have his own classes. In his last year, he started working at a different private language course where he had students from higher proficiency levels and some classes solely focused on productive skills. Contrary to his former institution where he was asked to teach English in Turkish, in the new institution English was the medium of instruction.

His most important interaction with English in real life was when he was on the 8th grade and kids of his age from Rotterdam came to visit their school in the scope of a European project. Some of those kids stayed at his house and they managed to communicate somehow which encouraged him to learn English and reinforced his positive attitude toward English. In high school, he had an English language teacher whom he saw as a role model and a friend. This teacher's influence on his department selection can be traced in his reflective journal entries and interviews.

She is still my best friend, and the best teacher I have ever known. Partly thanks to her, I am studying English Language Teaching (SE-RP2).

What she did for us was so good that I want to pass on what I learned from her to some learners (I1).

Other than English, he had the experience of learning German language in high school which happened to be a cornerstone experience for him not for the sake of the foreign language but the teacher who led to a painful and life-changing effect on him. As a matter of fact, she was the person who made him “hate”- in his own words- what he had been through and he decided to be a teacher, a better teacher. His department selection shaped around this experience and he discarded other options without confusion and decided on ELT.

I had never wanted to be a teacher, but I knew that I could be a better teacher than she was. I promised myself that one day I would be a teacher whom everybody likes. Unlike most people, I am studying English language teaching not thanks to a good teacher but because of the worst teacher all around the world (SE-RP2).

Although in the first two years of the ELT program he was mostly unwilling in attending the classes so he either skipped them or not attentively participated in them, the observation made during the “teaching language skills” course in the 3rd year showed that he was attending all the classes and engaging with the class willingly. In his micro-teachings, it became obvious

that he had a teaching experience when he was on the stage performing. He was confident, performed teaching skills very successfully and could easily be differentiated from the other STs who performed really well but their lack of experience was evident. He kept attending, engaging with the classes, and performing well in the “teaching integrated language skills” course in the 4th year. He attributed his success in micro-teachings and in teaching practice to his working experience. In addition, he believed that most of his learning of teaching English happened through his working experience.

When I came to these classes, I came already knowing. I just added something to it. For example, I had the pine tree ready, but I think that I put its decorations on it here in the lessons (I1).

P2: Diaz

As the youngest participant, Diaz intended to start working in a private language course in her junior year. However, because she was wearing hijab, her application was denied by the course. This incident was a big adversity for her and it took time to overcome it. The emotional dissonance she experienced discouraged her and frightened her away from applying for any other job.

I was discouraged. It was a time that I really started to want it (teaching English)... that period was very bad for me, my heart was broken. I couldn't take it (I1) so after that I didn't want to apply elsewhere as I knew it would result the same (SE-RP2). I was wondering if I would always face such trouble in the future... I was very worried about that but now I'm slowly starting to get over it (I1).

She managed to rebound and started tutoring in the 4th year of university. She was tutoring an eight-grader and she found this experience beneficial to her teaching practice experience.

As a language learner, she had a positive attitude toward English and understanding songs, movies, and series sustained her positive attitude throughout her language learning experiences.

I have always been interested in English language. I loved listening to foreign music and movies. I also remember the first time I listened to the band Queen. I tried to understand what they say and when I understand even a little I felt like I am on top of the world (Pre-RP).

However, these experiences didn't play a role in her department selection and she didn't have any role models up until her third year in the ELT department, either. Main motivation behind her department selection was the lack of alternatives and she saw it as "*the most sensible option*" (I1).

Until the last year of high school I had always found really hard and unattractive English language teaching as a profession. In the last year of high school I thought the English language teaching as a profession as the only option I can go through (Pre-RP). In the third year, she started to identify herself with teaching profession thanks to her role model and became emotionally attached to teaching. She expressed that her role model made her believe that she can be her own teacher and gave her hope. She started to invest in developing professional teacher identity in the 3rd year by improving her language skills and knowledge base, and nurturing some characteristics congruent with her ideal teacher image.

P3: Nate

Nate had the chance to teach in international setting with Erasmus+ internship program. He taught English in a summer camp in Spain to young learners for almost two months. He participated in the program before taking methodology classes for teaching language skills and teaching grammar so he had very limited methodology knowledge. Although he perceived it as extremely tiring and even despairing in the beginning, he persisted in his teaching initiatives and guided by the teachers there throughout his experience. In addition, he carried out a small-scale research there using theoretical knowledge he learnt in the ELT program. He observed a pronunciation problem, researched the possible reasons, and offered a solution. With the help of the teachers and administrators, he did a pronunciation task with the learners and achieved an objective.

Students in Spain couldn't pronounce 's' sound and I was testing them by saying "can you say this?" I tried it with different age groups as well, so I did a simple research on my own. Then I wrote the things they couldn't do. Afterwards, I went to the teacher, the native speaker and said "There are a lot of problems with these points in pronunciation, and I learned this in the linguistics class. Let's do something by using these and play a game." The teacher said, "It's a very good, creative idea, why not?" After vocabulary teaching, we moved on to this. The children were really not aware that they couldn't pronounce these sounds. They learnt them and I was happy for doing something I wanted. It was very nice (I1).

He described Erasmus+ internship as a learning experience, made use of it in his teaching practices, and felt more comfortable in his subsequent micro-teachings. In the last summer holiday before the practicum, he worked in a private language course in his hometown but this time, the learners were older and their proficiency levels were higher. In his career, he aimed to start a private language course and be an English language teacher there.

He had an interest for languages in general and for English specifically. In high school, one of his teachers, also one of his role models included him in a Comenius project and took him to abroad. Then, they hosted foreign learners in their school and these experiences became turning points for him to choose language teaching as a profession. He lamented on the difficulties Turkish people experience while using English and expressed his intention to change this. The other element contributed to his department selection was role models in the family and at school.

My aunt and some precious teacher convinced me to be a teacher because I think they saw my potential to be a good teacher. What's more, I believed in myself that I would be a good teacher as I already had experienced some unsuccessful classroom atmospheres (Pre-RP).

Throughout this education in the ELT program, his attitude toward and beliefs about language teaching reshaped and reinforced, so he involved in the profession and invested persistently in developing his professional teacher identity.

P4: Keith

Only working experience of Keith was his Erasmus+ internship in Czechia. He taught young learners aged between 2 and 5 in a multilingual kindergarten for almost two months. His teaching experience took place before taking methodology classes for teaching language skills and teaching grammar. He perceived dealing with the learners and adjusting language level as arduous. He found it deteriorating as his own language skills. His career projection, even though it was not definite, included applying for master's degree and working at a private school or maybe at a university.

At the moment, I only have carrying out a master's degree in mind... I try not to set professional goals anyway because it bothers me to look to the future. In general, I try

to think one step further. I know it's bad but I do this because it's uncomfortable to think about (the future) (I2).

Keith's interest in English started playing video games when he was 6 and he believed he learnt English through those video games. After deleting a favorite game by mistake, his brother was mad at him and he decided to learn English to prevent such situations.

After that day I started spying on my brother's private English lessons. I would play around whenever he was having one and after a while, I picked up the basics. Then it was me playing video games whenever I can for 10 years which basically means I had lots of fun mixed with lots of English input (SE-RP2).

Department selection was a painful –shook him to the core (SE-RP2) – process for him in high school. It took over a year to recover from that and focus on future department and university selection. His first choice was translation and interpreting studies department because he found it cool, but his university exam results pushed him to ELT department. Although he wished for another career path, his attitude toward profession changed and he “*became impassioned for my department*” (SE-RP2).

There isn't a remarkable reason behind why I choose ELT as a profession, it was the only possible option for me that time; I was either going to choose interpreting or teaching, and I choose teaching, that's it. I wasn't very happy with my decision that time, but the more I studied in Gazi ELT, the more I liked teaching (Pre-RP).

In the ELT program, he met some role models and these role models contributed him in building a different perspective of the profession. In the 3rd year, his passion grew bigger and his role model made him believe that he could also be a source of inspiration. He got further attached to teaching and identified himself with teaching. By getting committed to teaching, he started investing in his professional teacher identity improvement specifically focusing on language skills.

Here (in the ELT) I learnt new things, as I improved like this; I started to feel like “teaching is just for me” (I1).

P5: Ruth

Ruth had no teaching experience except for the practicum. In the summer before the practicum, she applied to a few private courses hesitantly but she didn't get to work that summer. As her first teaching experience, practicum created emotional dissonance and beliefs

of inadequacy which turned into a setback that she struggled throughout the semester. She didn't envision any specific career path probably due to conflicts in the family who acted as the decision-maker in her life. The only wish she mentioned for her career was to teach adults or young adults most probably in a preparatory school.

My family is in control of my life. Of course, time will tell, maybe I will be very pleased, I don't know, but for now it seems like I can't work where I want. Or it seems like I can't do the things I want. In that sense, my family has more dominance over me (I2).

In high school, she had no intention of becoming a teacher but a strong wish to become a translator. Then, she realized that her listening skill was not good enough to study in her preferred department so she started to look for a solution. Her choice of ELT was a result of lack of alternatives.

To be quite honest, I had never wanted to become an English language teacher. It was always a second option for me (Pre-RP). I made my mind in the department selection period because I couldn't find any other way out (I1).

In the ELT program, she had a role model who increased her hopes up for becoming a teacher and persisting for it. Her commitment to teaching reshaped in concert with her beliefs about teaching.

P6: Claire

Claire was the other participant who had no teaching experience until the practicum. She never planned to work as a language teacher and never attempted to work somewhere. She made clear in her interviews and reflective journal that she aspired for a different career path and put considerable effort to improve herself in those areas, physics and mathematics, rather than language teaching.

As an authority figure in Claire's life, her father pushed her to choose the current department. Her conception of the ELT department, created mostly by his father, was an education focused on learning English. When she discovered that the education in the department focused on learning to teach English, she was disappointed and started thinking about dropping out but the fear of her father, authority figure in her education life, forced her to stay in the department.

If I had known that the education here was like this, I would not have come even if I died. . I can say so. Because I thought we were going to learn English. I never thought that we would learn to teach English back then so I had a disappointment (I1).

She followed her father's wishes, but refused to do more than bare minimum for the classes until she had the linguistics class in the 2nd grade. The class changed her attitude toward the department, ignited her love for science, and motivated her to study. In the 3rd grade, however, there were plenty of methodology courses, all of which required the STs to do micro-teachings toward which she had a very negative attitude. This year turned into a really challenging one for her, she 'had a depression' (SE-RP2) and wanted to leave the department but her father declined it.

I find the power to resist my father's desires. He said no, it is too late to quit school. I had to go on with it. (SE-RP2)

The beliefs and principles she held about teaching English were mainly incongruent with the theoretical base of the program. She viewed the department as mediocre, the education in the department as distinct from the reality, and the micro-teachings as nothing but theatre. The program reshaped her beliefs about teaching profession in terms of being an arduous job that was made up of many variables.

P7: Brenda

Brenda had a three-month working experience in a private language course in her 3rd year. She had one-on-one sessions called "etüt" where she helped learners better understand what they had learnt in lessons. In addition, she had one class made up of thirteen learners aged from 6 to 13. The age range was not the only problem about the class, there was also a level gap between learners which lead the class hours to be ineffective. For etüt sessions, she bemoaned about the emotional burden of the inconsistent demands of the learners and her efforts to keep up with those demands. She found it hard to carry out both etüt sessions and the class teaching together, so she chose to continue class teaching only. In class teaching, however, she was expected to follow a course book for the mixed-level learners, so teaching effectiveness and learner engagement were quite low. She fought with administration for changing the class structure in order to increase learning but her efforts didn't end up positive. At the end of the semester, she quit her job and didn't work elsewhere.

She started learning English in the 4th grade and a cherished teacher planted the interest in English that kept growing throughout years. Although she was not that lucky in terms of the teachers she had in the following years, her interest in English drove her to study outside the classroom.

I used to speak English in front of a mirror by myself to practice. I used to choose different topics and talked about them. I was reading different texts, and also, I tried to write different texts on my own (SE-RP2).

A specific technique for grammar teaching used by a teacher in lower secondary school was a critical point she mentioned several times in the interviews and reflective journal. It happened to be a confusing and worrisome experience for her. She couldn't comprehend what had been taught so believed she wouldn't be able to learn it or be a good language teacher.

But there was a problem, she would write things like v+ing or v3, and I wasn't able to understand what those things meant, and also, I was afraid of asking what their meanings were. From those problems, I was afraid that I wouldn't make a good English teacher because I thought that I was my fault to not understand what she was trying to teach us (SE-RP2).

In spite of some negative language learning experiences, she sustained her interest and persisted in learning English. In high school, she had a good English teacher and selected her department based on her affection for the teacher. However, in the last year of high school, she had second thoughts about her department selection and regretted her choice because of the limited career options available.

In the last year of high school, I regretted a little for not choosing science department. Because when we choose language department, we have no other choice: We will either be teachers, or work as translators, or study literature. I regretted it because there weren't many options (I1).

In the third year of the ELT program, she started to enjoy the department due to the methodology classes and micro-teachings. It was the most contributing period of the ELT program to her for starting to reconstruct her beliefs about teaching. Her positive attitude toward teaching was elevated with the practicum where she interacted closely with the learners and her engagement with the profession rose to calling.

Sometimes I thought that I wasn't the best fit for this job. But now I can clearly say that I was born to be a teacher, and I am kind of proud of myself (TP-RP5).

Even before getting emotionally attached to teaching, she invested in improving her language skills by attending to speaking clubs which might be explained by her interest in English. After her attitude change in the 3rd year, she started to invest in professional development and tried to improve her professional identity through academic reading, language skills practice, and reflection.

Researcher Position

Position of the researcher is relevant to and important for the research because it “helps readers to understand the researcher’s personal investment in the case, or perhaps intimate familiarity with the context or participants” (Duff, 2007, p. 131). The researcher was a research assistant at the university where the data collected, so she was familiar with the context and the STs. Before the study was set in, the researcher observed the participants for a year during teaching language skills courses, provided feedback to their micro-teaching performances, so she had the chance to build rapport with them. This particular study employed data collection instruments that required the participants to share intimate information, so building positive relations with the STs was conducive to data collection. The content and procedure of reflective journal assignments and weekly discussions were prepared and implemented by the researcher. During the data collection, the researcher assisted their school experience and teaching practice courses, supervised weekly meetings, and provided one-on-one guidance, so she was an insider. While they were preparing their reflective journals, the researcher encouraged acquaintance with literature, further efforts of academic reading and professional development through feedback and she provided academic resources to them. The researcher believed that she built confidence and intimacy with, and showed empathy toward the participants which enriched the collected data.

Data Collection Tools

Data collection tools employed in this study included semi-structured interviews, reflective journals, classroom observation, weekly online discussions, and weekly post-teaching meetings. In addition, lesson plans for teaching practice, field notes, and one-on-one feedback

sessions were exploited to gain a deeper insight into the student teachers' professional identity development process even though they were not counted in the systematic data analysis.

Semi-Structured Interviews

Interviews are among the most commonly used and relevant sources of case studies and qualitative inquiries (Dörnyei, 2007; Yin, 2003). For this study, semi-structured interviews were utilized to “respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (Merriam, 2009, p. 90). Two sets of interviews (pre and post interviews) were carried out with the participants. In the first round of semi-structured interview, self-awareness of personal resources, teacher learning in the teacher education program, conceptions about teaching English and English teachers, and personal histories of language learning and department selection were probed. This round of interviews was held at the end of their third year and the interviews lasted 35 to 104 minutes.

Second round of interviews, post-interviews, were held at the end of the practicum. After the practicum was completed, the participants were invited to the 2nd round interviews. The themes for the post-interview were cognition, emotions, resilience, socialization, agency, and teacher learning. In addition to the 2nd round interviews questions, highlights and personalized additional questions prepared for each participant depending on their reflective journals for the first semester and pre-interviews. The participants were asked to comment on those highlights and answer the questions during and after the post-interviews. This individualized questions and highlights yielded a highly satisfactory data for the study. The durations of the interviews were 1.21 to 3.39 hours.

The interviews' questions were prepared by the researcher, subjected to expert judgment, piloted with 2 to 3 STs before the implementation. Before the interviews, the participants were informed about the content of the interviews and their rights to withdraw at any time. All the interviews were carried out face-to-face in the researcher's office and audio-recorded with their permission.

Reflective Journals

The participants kept reflective journals for the school experience and teaching practice. The foci and content of the reflective journal assignments were determined and scheduled according to the STs' varying responsibilities in two semesters: observation and practice. The themes for reflective journals were subjected to expert judgment, finalized, and then employed for data collection.

In the School Experience, for the first two weeks, they were assigned to reflect on their expectations for and concerns about practicum, and their stories to see their personalization of the process, and the extent to which they are familiar with the contextual variables and their selves. After the first two weeks, they have focused on the main principles of language teaching and second language acquisition (giving instruction, managing classroom, teaching skills, promoting out-of-class learning, giving feedback/error correction, bridging the divide between theory and practice, language assessment, nationwide teaching materials, technology integration, and personal pedagogy). Reflective journal themes were defined according to Johnson and Freeman's (1998) conceptualization of language teacher education knowledge base: teacher learning, context, and pedagogy. Because the STs were in the practice school for observation and had limited teaching experience, the reflection topics were mostly chosen from the topics which they could observe and delve into through academic reading and reflection. On the tenth week, the participants were asked to make additions and/or revisions to their stories that they had written in the second week. Second writing of the stories aimed to raise awareness about the specific effects of the practicum and promote continuous development of their teacher identities.

In the Teaching Practice, the themes of the reflective journal were context, competencies, communities of practice, emotions and social conceptualization of language teaching (5 weeks) to gain a better understanding of the participants' conceptualizations of context and images of ideal and actual English language teacher, emotional experiences along with their perceived self-efficacy in language skills. For the last two assignments, first, the participants were asked to make the last additions (RP-6) and/or revisions to their stories that they had written at the end of the school experience; second, they were asked to define criteria and evaluate their overall performance by using these criteria (RP-7). Through re-storying, the

theorization of experiences of teaching practice and externalization of long-held beliefs were intended to be achieved (Yazan, 2018b).

Classroom Observation

Two types of classroom observations were adopted in the study. First, classroom observation checklists which were parallel with the weekly reflection topics were designed for the participants. Observation checklists were detailed by analyzing and integrating General Directorate of Teacher Training and Development's directive for STs and their evaluation checklists. The observation checklists were designed, subjected to expert judgment, and then they were finalized and used in the school experience to observe and evaluate classroom practices. This observation was aimed to cater for building theory and practice nexus and for extending STs' perspective for writing reflections. Classroom observations of the participants lasted seven weeks.

Second, during the Teaching Practice, all of the participants were observed in the classroom from 2 to 4 times per participant by the researcher. Evaluation rubric prepared by MoNE and an additional rubric prepared by the researcher (the criteria used for Teaching Language Skills I & II and Teaching Integrated Language Skills courses) were adopted for the practicum observation. In all of these observations, additional notes were taken down and feedback was given afterwards on personal demand. The feedback sessions were held either in private or in the weekly meetings on the participants' demands.

Weekly Online Discussions

Participants' classroom observation served to create the exact scope of the weekly online discussion. At the bottom of the observation checklists, there was a section where the STs were asked to write their commentaries about what they liked/disliked/learnt and found necessary to revise in the observed class. The researcher created two discussion questions in line with the weekly reflection topic and observation, but with an alternative perspective and/or a slight difference in the focus, after analyzing the observation checklists. The participation was on a voluntary basis and the duration for the discussions was about 5-7 days.

Contrary to the expectation, the participants used the discussions to reflect on the questions rather than discussing them interactively except for the first and fourth weeks. However, they stated on the weekly meetings that they had carried out negotiations on their WhatsApp group before writing on the discussion forum.

Weekly Post Teaching Meetings

The researcher held weekly face-to-face meetings with the groups (practicing in two different schools) on which the participants shared their weekly performances, concerns, problems and successful implementations, and exchanged ideas about some problems they have faced and tried to offer a solution. They asked each other questions and, as a micro community, they tried to share different perspectives, personal highlights and anecdotes on the issues or give answers to each other's problems. The researcher encouraged the participants for mutual engagement, joint enterprise, and shared repertoire creation (Wenger, 1998).

Additional Artifacts

At the beginning of the second semester, the STs were asked to prepare and submit weekly lesson plans via learning management system before the class. The purpose was to allow all the STs to access the lesson plans before the class, observe their peers according to those lesson plans and give proper feedback to each other. However, because of the temporal issues, the STs couldn't prepare and share the lesson plans with their peers. Mostly, they barely found the chance to get prepared for the class due to the mentor teachers' last minute notice. Nevertheless, they shared the lesson plans they prepared on the learning management system, so an open access lesson plan repository was created with their participation (10 weeks) and they were encouraged to use those materials in their future practices.

Procedure

Data collection process was started with face-to-face pre-interviews at the end of the participants' third year. For the written data collection, Canvas, a learning management

system, was chosen since it provides a user-friendly interface and allows designing discussion forums, online submissions, and resource sharing. On Canvas, two courses – school experience and teaching practice – were created for assignment and submission of reflective journal entries, observation checklists, weekly online discussions, and lesson plans. In addition, feedback was provided to the participants for their reflection papers on a weekly basis via Canvas. The participants who missed the deadline for submissions submitted their assignments via e-mail and their feedback was sent back as a reply.

In the School Experience, the participants were given 6 days for assignment submission (mostly they had been assigned on Monday and submitted on Sunday by midnight). After submission was completed, feedback for the reflection papers (RPs) was provided to the participants in the following 1-4 days. Although it was not a course requirement, some participants responded the questions posed in feedbacks, but not on a regular basis. In the interpretation of the data, this initiative of the participants helped the researcher make better understanding of their account.

Table 2

Data Collection Timeline

Before Practicum	School Experience	Teaching Practice	After Practicum
Pre-Interview			
	STs' Observation (7 Weeks)		
	Online Discussions (7 weeks)		
	Reflective Journal (10 weeks)	Reflective Journal (7 weeks)	
		Researcher Observation (2-4 times per ST)	
		Weekly Post-Teaching Meetings	
			Post-Interview

In the Teaching Practice, considering the workload of the participants (getting ready for teaching practice and exam preparation), the duration for assignment submission was lengthened up to 8 days. Five of the reflection papers were assigned consecutively at the beginning of the semester, the last two were written in the last week of the semester when they

completed the teaching practice (12 weeks). After submission was completed, feedback for the reflection papers (RPs) was provided to the participants in the following 1-4 days.

Other than written assignments, face-to-face weekly post-teaching meetings were carried out and the participants were welcomed and encouraged to stop by at the office hours or contact via email in case of any issue or a problem to talk about. Throughout the Teaching Practice, all of the participants were observed, evaluated, and offered feedback two to four times. The data collection process was completed with the face-to-face post-interviews at the end of the practicum.

Validity and Reliability

In qualitative research, trustworthiness can be achieved with credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1999). Credibility, internal validity in qualitative research, refers to adequate representation of constructs that are credible for the population and it can be achieved through prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member checks (Lincoln & Guba, 1999). In the present study, prolonged engagement, persistent observation, member checks, and triangulation were employed. The researcher involved with the research site long enough to reduce her visibility and observed the participants persistently to identify the most relevant features to the research and to get a better understanding of the data (Lincoln & Guba, 1985). Member checks were used to ensure credibility by repeating the participants' sentences and asking them if the data were accurate during the interviews. Data source triangulation was employed by adopting multiple data collection tools (Lincoln & Guba, 1999). In addition, interview questions, reflective journal assignments, and observation checklists were subjected to expert judgment and interview questions were piloted with 2 to 3 STs. Transferability refers "the extent to which a study's findings apply to other situations up to the people in those situations" (Merriam, 2009, p. 226). Thick description was the way to ensure transferability in qualitative research. The present study tried to provide as much rich data as possible. According to Merriam (2009), among the strategies for promoting validity and reliability, a researcher should explain her position, and reflect on her relationship to the

study. The researcher's position to the present study was explained above. Lastly, the data were analyzed iteratively in several rounds in different times in order to prevent personal identification with the data and to ensure reliability.

Data Analysis

The data were analyzed by using qualitative data analysis techniques. As this was a multiple case study, the data analysis started during the data collection process. This allowed the researcher to go back and forth between the available data and related literature, follow the emerging leads, and reshape the post interview questions based on the available analysis. In the analysis of primary data collection tools, interview transcriptions and reflective journals, the researcher employed constant comparison method (Glaser & Strauss, 1967) and by employing this method "the researcher compares newly acquired data with existing data and categories and theories that have been devised and which are emerging, in order to achieve a perfect fit between these and the data" (Cohen, Manion & Morrison, 2007, p. 492). Weekly online discussion, classroom observations, and weekly post-teaching meetings were used to support and gain more insight into the analysis of primary data.

Data analysis was conducted in two consecutive stages: within-case and cross-case analysis (Merriam, 2009). Data analysis was initiated with within-case analysis where "each case is first treated as a comprehensive case in and of itself" (Merriam, 2009, p. 204). First, one case was selected and analyzed per se in the order below and then each case was analyzed separately. Using within-case analysis rendered the researcher create each participant's profile and a tentative scheme for analysis. Then, cross-case analysis was employed "to build a general explanation that fits the individual cases" (Merriam, 2009, p. 204). The codes, categories, and themes developed in within-cases analysis were compared to each other and necessary alterations such as modifications and eliminations were made. Seven steps of data analysis can be seen below:

1) Listening and transcription of the interviews: The researcher listened to the audio-recordings of interviews multiple times and transcribed them verbatim.

2) *Reading repeatedly, creating segments, and creating codes:* In the open coding cycle, the researcher read transcribed interviews and reflective journals multiple times in order to immerse herself in the data. After the data were read iteratively, words and phrases were turned into text segments (Creswell, 2012) (e.g., L1 use, unrealistic education in the ELT, giving feedback), and initial codes were created using these text segments with careful attention (e.g., language teaching, learner variables, CM, realistic optimism).

3) *Looking for relations, creating sub-categories, looking for redundancies, and creating categories:* In the axial coding cycle, the researcher looked for possible relations among the initially emerged codes and tried to reach higher-order categories. Temporal and spatial differences were taken into account during the reexamination of data and redundancies were reduced (Creswell, 2012). First, sub-categories (e.g., learning in the practicum, claiming ownership), then categories were created (e.g., creating language teacher education knowledge base, entrance commitment, recognition).

4) *Looking for redundancies and collapsing emergent categories into themes:* In the selective coding, available categories were examined for redundancies and then collapsed into major themes based on the research questions (e.g., teacher learning, teacher resilience).

5) *Creating a tentative scheme and applying to all data:* Data analysis was started with one ST and tentative codes, categories, and themes were defined. After setting these codes, categories, and themes, a tentative scheme was created for the remaining data and applied to each case for coding (within-case analysis).

6) *Comparing and looking for redundancies:* After all the data were analyzed, cases were compared to discover the redundancies between emergent themes (cross-case analysis) (see Appendix F).

7) *Finalizing:* Data analysis was finalised, and the findings were used to reach theoretical concepts and generalizations.

Besides using inductive strategies of constant comparison method for “immersion in the details and specifics of the data to discover important categories, dimensions, and interrelationships” (Fraenkel, Wallen, & Hyun, 2012, p. 428), the present study employed deductive strategies by applying a priori theoretical frameworks. In the data analysis, pre-

determined models were employed to create codes and sub-categories. Meyer and Allen's (1991) three-component organizational commitment model for teacher commitment, Cabaroglu and Robert's (2000) belief development processes for the STs' belief changes in the practicum, and Gross's (1998a) process model of emotion regulation for the strategies used by the STs for emotion regulation were adopted. The reader should resort to the following abbreviations to understand where the data came from: Reflection papers in the school experience (SE-RP with a number representing week), reflection papers in the teaching practice (TP-RP with a number representing week), pre and post interviews respectively (I1 and I2).

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

This study explores the STs' professional identity development process during the practicum and tries to establish the dimensions of the STs' professional teacher identity. "As teacher professional identity is negotiated and constructed through interactions with significant others, it is important to discuss the different sites where interactions occur for teachers" (Dempsey, Mansfield, & MacCallum, 2021, p. 213). Key sites for the STs' professional identity development are teacher education programs, practicum, and professional settings where they can practice teaching. "Social and emotional aspects of teaching are important but have been largely missing from teacher education and teacher professional learning programmes" (MacCallum, 2021, p. 302) so scarce emphasis is put on professional identity development in teacher education programs whereas teacher education programs should act as "the ideal starting point for instilling not only an awareness of the need to develop an identity, but also a strong sense of the ongoing shifts that will occur in that identity" (Beauchamp & Thomas, 2009, p. 186). Practicum is another site for the STs to develop professional identity "as one takes part in the practices of a community and learns the ways of being and doing in the community" (Kanno & Stuart, 2011, p. 240). This study focused on the ways practicum experience shaped the STs' professional identity development.

As identification in the professional communities is not only a personal but also a social process, the STs are expected to develop, negotiate and own their meanings to abide by and

act accordingly in their professional practices. The interaction of the theoretical input and the contextual dynamics influenced the STs in learning and practicing teaching and required them to reach equilibrium. The findings indicated that four concepts were influential in developing professional identity by ensuring balance “between individual aspirations and ideals, and social interactions with others in professional settings” (Yazan, 2014, p. 233): teacher learning, teacher resilience, teacher commitment, and sense of belonging (Figure 2).

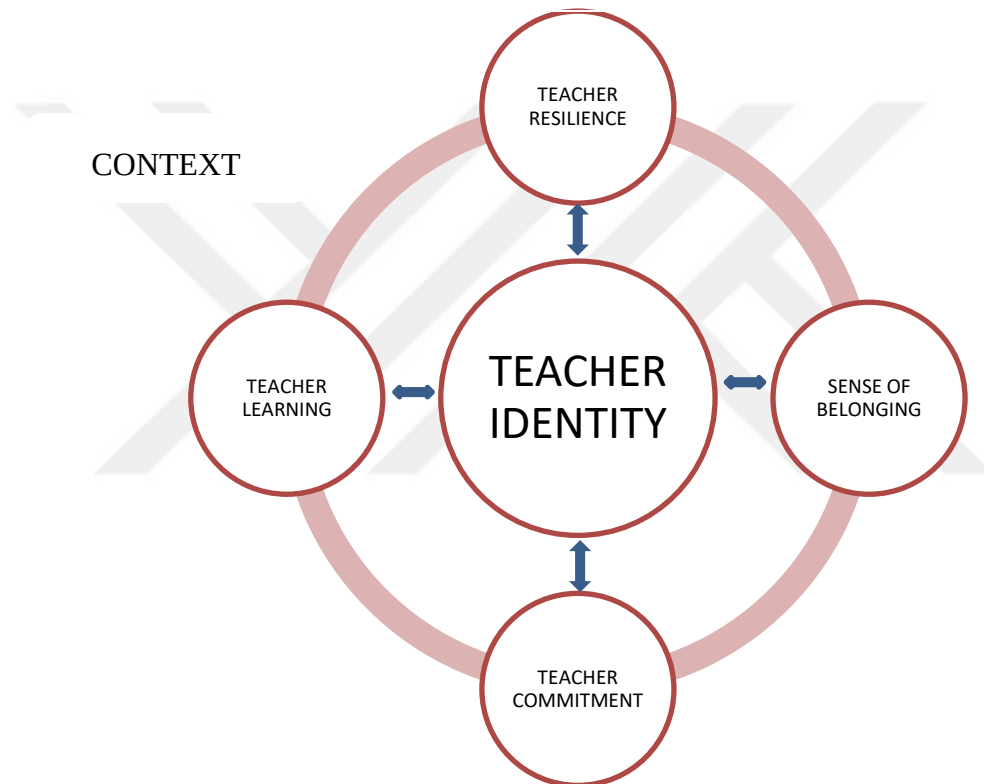


Figure 2. Student teachers' professional teacher identity development model

According to Ping, Schellings, and Beijgaard (2018), STs' professional teacher identity development is insufficiently represented in teacher educators' work, so offering theoretical models to employ for this goal is important in bringing professional teacher identity development to teacher educators' agenda. To the best of the researcher's knowledge, although the SLTE literature corroborates relationships between some of these constructs, there is no initiative in the literature for encompassing resilience, commitment, sense of belonging and teacher learning in describing teacher identity's dimensions. It is hoped that the proposed model contributes to the SLTE literature by knitting together these dimensions and demonstrating how they influence LTI development.

The model complements the SLTE literature in four ways. First, this study indicates that LTI development and teacher learning are interdependent (Alsup, 2006; Smagorinsky et al., 2004; Yazan, 2014). The practicum serves for learning “what counts, what to focus on, how to argue, and which resources to make use of to render themselves accountable in the current activity” (Ottosen, 2007, p. 621) but this learning “cannot be identified as being theoretical or practical; rather, particular combinations of knowing emerge in student teachers’... accounting practices” (Ottosen, 2007, p. 621). The STs went through processes of dissonance between their pedagogical beliefs and real classroom implementations, learning, remolding their beliefs and practices accordingly in the practicum. The model delineates teacher learning as a dimension of teacher identity and unearths its role in making sense of teacher education, practices of teaching, and participation in sociocultural contexts of teaching for creating a realistic and personally suitable teacher identity.

Second, this study illustrates that resilience is a significant component of the STs’ language teacher identity as it encompasses attributes and factors to sustain effective teaching in real teaching environments. The STs need to remain resilient in the practicum, “in the midst of challenges, many of which are very demanding physically and intellectually” (Choi & Tang, 2009, p. 775) in order to sustain commitment (Choi & Tang, 2009; Gu & Day, 2013) with which resilience have a mutual relationship. “Underlying resilient teachers’ endeavours to exert control over difficult situations, is their strength and determination to fulfil their original call to teach and to manage and thrive professionally” (Gu & Day, 2007, p. 1314). The STs exerted agency of varying degrees through cognitive, affective and behavioral responses to the challenges they faced. Their commitment to become an English teacher influenced and/or was influenced by their resiliency. The model delineates teacher resilience as a dimension of teacher identity and accentuates its role in sustaining commitment, promoting positive relations and persistence in professional development.

Third, Buchanan (2015) refers to commitment as a fundamental concept for LTI as each ST has a unique commitment depending on their history, school context, teacher preparation. Teacher identities are constantly remade by engaging in daily practices of language teaching through their current self-conceptions and professional motivations (Buchanan, 2015). Mercer, Oberdorfer, & Saleem (2016) point to the need for understanding temporal analysis of teacher

motivation to join and remain in the profession since LTI can be understood by paying attention to commitment to teaching English. Commitment is pivotal to agency in learning, teaching, and professional development (Tao & Gao, 2017), so displaying the STs' trajectories of commitment to enter and persist in teaching English provides deeper insight into STs' professional teacher identity. The model delineates teacher commitment as a dimension of teacher identity and indicates its role in enhancing effectiveness of teaching practices, promoting resilience and professional investment by establishing identity relevance.

Fourth, sense of belonging accentuates the STs' positive relations and recognition in the professional communities. This study displays that developing positive relationships with learners, school members, and administration and getting recognition from them is crucial in the process of negotiating and developing professional teacher identity (Barkhuizen, 2016b; Beltman et al., 2011; Dempsey et al., 2021; Falecki & Mann, 2021; Le Cornu, 2013; Pearce & Morrison, 2011). The STs involved in the professional communities of practice in two different sites and had relations with the school members, learners, and faculty which affected their sense of belonging to the profession and to the practice schools. The model delineates teacher sense of belonging as a dimension of teacher identity and points out its role in promoting resilience and commitment, socialization into professional community and practice schools, and negotiation of teacher identity conceptions by partaking in professional communities of practices.

The current study establishes that LTI is a socially situated, multi-dimensional and fluid construct that develops through engagement with sociocultural practices and negotiation of conceptions of identity and contradictions. The STs' professional teacher identity development is discovered to be closely connected to teacher learning, resilience, commitment, and sense of belonging. LTI development of the STs might be promoted through deliberate practice, active engagement, and persistent investment in improving these four dimensions.

Teacher Learning

With the sociocultural turn, teacher learning has been re-conceptualized, active role of teachers and the cognitive and social processes involved in learning to teach have been

underscored (Johnson, 2009b). It is accepted that teacher learning does not just emerge from being exposed to formal education but it also requires focusing on teachers' cognition, emotions, and intentions and reconstructing existing practices, conceptions, and knowledge (Johnson & Golombek, 2003; Korthagen, 2017). In addition, teacher learning is viewed as a socially situated negotiation process that improves by participating in social practices in classrooms and schools (Britzman, 2003; Johnson, 2009b) and as “contingent on knowledge of self, setting, students, curriculum, and community” (Johnson, 2009b, p. 13).

In the scope of this study, teacher learning was investigated in two dimensions: Creating language teacher education knowledge base and situated learning. First dimension displayed the previously formed conceptions of the participants and development of language teacher knowledge base in the ELT department. Second dimension displayed the three processes that the participants went through when they engaged in the real classroom context: dissonance, learning, and belief change. As a result, they modified their teaching practices.

Creating Language Teacher Education Knowledge Base

Uncovering Previously Formed Conceptions

STs come to teacher education programs with previously formed conceptions about teaching and learning which were created through prior language learning experiences (Lortie, 1975) and those conceptions have been found to influence teachers' language teaching conceptions initially or wholly (Borg, 2003). In the present study, the participants started teacher education program with such conceptions about the teaching, teachers, and department.

Table 3

The Student Teachers' Previously Formed Conceptions

Previously formed conceptions	Teaching	Easy (P5, P6), Uni-dimensional (P4, P5, P7), Altruism (P3)
	Teachers	Not Valuable (P2, P4), Not Knowledgeable (P5)
	Department	Of Poor Quality (P5), Education on Learning English (P6), Less Attractive (P4)

The conceptions can be defined as undervaluing teaching, teachers and ELT department. The participants believed that teaching is an easy job that has only one dimension which is nothing more than describing things. Keith (P4) used to believe that language teaching is applying grammar translation method (GTM) because it was the only method applied in his previous learning experiences. Almost all of the participants mentioned that they didn't practice skills as learners of English in upper or lower secondary school; focus of their learning was language components, mostly grammar, for they were preparing for the university entrance exams in upper secondary school. Therefore, it can be argued that the participants' language learning experiences influenced their understanding of language teaching which might be one of the reasons why they saw teaching as describing rules.

Only one participant, Nate (P3), firmly believed that teaching is making sacrifices devotedly and passionately to 'touch people's hearts' (Pre-RP, Nate). The belief, according to Nate, was formed most probably in the family where teaching is deeply appreciated and respected. His aunt, the first teacher in the family, has been a role model both for him and the family by her sacrifices for teaching in villages where there were very limited physical resources available.

(His aunt tells) "We were in the village, the road was over. We took off our load with mules and donkeys, we got on and we kept going. They took me to a place like a school, but it didn't look like a school. It was a ruined adobe-brick place. Water was dripping into, there were cracks in some parts, it was so bad that there were no desks, no table." She stayed there for two years, but she experienced very interesting things there. For example, my aunt tells "it was raining, the wall was cracked, water was leaking inside, I went there to hide it so that the children would not see it". She told such stories and I was touched (I1-Nate).

Teachers were initially viewed as not knowledgeable and not valuable by some participants as Keith (P4) put it "*I don't think of or see the teacher as something to think about, there is a person telling something but I don't know what he is talking about. So that's why I didn't have a certain point of view about the teacher*" (I1-Keith). This view is not related to an epistemic belief about role of teacher as a source of knowledge or not. They conceptualized teacher as someone who should be knowledgeable, but the English language teachers they had met created the perception that English language teachers were less knowledgeable than the graduates of other departments like translation and interpreting and English language and literature. Both for the teachers and the department, the conceptions of some participants were

about inadequacy of them whereas the other departments were seen as of good quality and the graduates of these departments as more competent and more knowledgeable in English. Besides, there was a misconception about the content of the department's education. Claire (P6) thought that she was going to learn English in the department but finding out the real scope of teacher education disappointed her considerably.

Learning in the ELT Program

STs may have various incomprehensive beliefs and conceptions of teaching and learning in the entrance of teacher education program (Borg, 2003), and teacher education is argued to have limited impact on those conceptions so the influence of teacher education is questionable (Borg, 2003; Kagan, 1992; Zeichner, 1987). In the present study, teacher education was found to have a significant influence on changing the STs' conceptions about teaching and learning. The participants believed that teacher education contributed them in distinct ways. Main contribution of the teacher education was to the participants' language teaching knowledge base. Major learning areas were specified as methodology knowledge and theoretical knowledge that pushed them to reshape their prior conceptions about teaching and teachers.

Table 4

The Student Teachers' Learning in the ELT program

Learning in the ELT program	Methodology knowledge	Methods (P3, P5), Teaching Skills (P5, P7), Language Adjustment (P5), Activity Development (P5, P7)
	Theoretical knowledge	Formal Theories of Second Language Acquisition and Language Teaching (P1, P3, P5, P6, P7)
	Conceptions of Teaching	Scope and Value of Language Teaching (P4, P5, P6, P7)
	Conceptions of Teachers	Cognitive Resources and Value of Language Teachers (P2, P4, P5)

Methodology knowledge was found to be the biggest and the most effective contribution to the participants' language teaching knowledge base. The participants were critical about the effectiveness of education in the department and they evaluated many courses, especially

education sciences courses, as ineffective and waste of time. However, there were a few methodology courses that were perceived as conducive to enriching knowledge base.

In Young Learners (YL) class, I especially love children, and this course was very special and very good for me. We were constantly producing activities and creative things, so it was very good for me. Drama was also very good... We started to develop more creative activities. In fact, we learned how fun a lesson can be by using them (I1-Brenda).

I learned how to teach vocabulary in special teaching methods class. I learned how grammar teaching should be, again in special teaching methods class. Let me tell you something very specific: I learned at which stage the homework is assigned in teaching language skills class (I1-Ruth).

The other contribution of the department was to *theoretical knowledge* and it allowed the participants to turn their spontaneous concepts into scientific concepts (Johnson, 2015; Vygotsky, 1986). Through acquiring scientific concepts, the participants were provided with the sources to be apprenticed into teaching and be able to engage in academic discussion and present their perspective (Morita, 2000; Wenger 1998; Yazan, 2014).

If there are a few scientific concepts in my speech, it's because of my methodology classes. We learnt the theoretical foundations of learning with methodology classes (I1-Claire).

I did not know how to give oral corrective feedback. I would just say "it's wrong". I learnt here that it was wrong to do that (I1-David).

Even before I started university, I already had a tendency to learn languages, I loved it anyway, and I started getting answers to all my questions in these courses. Why is this like this, why are we doing it like that, why do we call it paper but not a glass? I actually saw that all the questions in my head had answers (I1-Brenda).

One of the dimensions of teacher learning is to reshape the knowledge, practices and beliefs that already exist (Johnson & Golombek, 2003) through new learning and experiences. The participants in the present study came to the teacher education with previously formed beliefs and conceptions, some of those went through a metamorphosis process. The data displayed that teaching was perceived as a must-be-boring practice by the participants and the teacher education challenged those conceptions through the new learning. They started to think that teaching could be fun and games could be used as the means to that end.

I learnt here (in the ELT) that a lesson can be fun and not-boring, and it was good in that respect (I1-Brenda).

In fact, I saw that both games and entertainment can contribute to English, especially in YL (I1-Ruth).

Uni-dimensionality of teaching was also challenged with methodology and theory of the ELT department and the participants' understanding of teaching turned into multi-dimensional and even arduous.

I was thinking "Know what you have to teach, you already know a b c, and that's how you teach" but then I realized that there are countless variables in it theoretically, there are many different things (I1-Claire).

Depending on their previous language learning experiences, some of the participants conceptualized language teaching as GTM and this might be one explanation of participants' undervaluing and must-be-boring conceptions of teaching and teachers. Both methodology courses and the course content got them to change their perspective about language teaching.

At first I thought that grammar should not be taught. You know, after having been exposed to grammar translation method so much, I had such a perspective... I read the resources given by the teacher educator... When I studied on the resources I had, my perspective changed a bit (I1-Keith).

Lastly, the participants changed their conceptions about teachers whom they initially viewed as not knowledgeable and not worthy of attention. Although they started to acknowledge teachers' value and knowledge, this change may not be fully attributed to the ELT department education. One reason might be participants' emotional identification with teachers as they were coming closer to becoming teachers themselves. Another explanation might be the influences of the department culture in which teachers are valued and respected, so the participants might have internalized norms of the ELT department culture.

English Teachers were not such ignorant people after all (laughs). English teachers, too, know something. It (ELT) really helped me to distinguish this (I1-Ruth).

I get offended when someone says "The teacher is annoying" or something like that. Don't call your teacher annoying! You know, I understand the value of a teacher better right now, how the teacher can make changes in the student's life, what the teacher adds to the student's life (I1-Diaz).

In conclusion, the present study revealed that the ELT department had significant influences on reconstructing the STs' existing knowledge and beliefs. The participants were "learners of language teaching" and they learnt about the processes of language teaching and learning

(Freeman & Johnson, 1998; Johnson, 2009a, 2009b). This learning acted as a driving force behind modifications of beliefs about and attitudes toward language teaching and teachers.

Situated Learning

STs create beliefs about teaching through learning in the ELT department, their previous beliefs and conceptions about teaching and learning, and their teaching experiences (Borg, 2003; Joram and Gabriele, 1998; Kagan, 1992; Korthagen, 2010; Lortie, 1975; Richardson, 1996, 2003). In the practicum, they find the chance to implement their espoused teaching beliefs in the real classroom environment and the previous research suggests that there is a gap between formal theories of teacher education and classroom experiences of STs (Allen, 2009; Allen & Wright, 2014; Cochran-Smith, 2005; Cohen et al., 2013; Hasher et al, 2004). In teaching practice, the initiatives of the participants to apply their espoused teaching beliefs ended up three ways: learning, dissonance, and belief and practice change.

Dissonance between Espoused Teaching Beliefs and Teaching Practices

Teaching practice is “more one of survival than of learning from experiences” (Korthagen, 2010, p. 670) so it is anticipated for STs to experience emotional and cognitive dissonance to some degree. However, when the incongruences between theories and practice increase, it might lead to learning when paired with persistence or to decreased sense of adequacy when paired with helplessness. The STs’ perceived dissonances between ELT knowledgebase and teaching practices can be seen in Table 5. Social contexts, learner variables, language teaching, and procedural concerns are main themes of the STs’ perceived dissonances between ELT knowledgebase and teaching practices.

Table 5

Dissonance with the ELT Knowledge Base

Dissonance with the ELT Knowledge Base	Social Contexts	Unrealistic Education in the ELT (P1, P4, P5, P6, P7), Discipline Problems at Schools (P3), Attitudes and Expectations of Teachers in the Practice School (P2)
	Learner Variables	Learner Levels and Learning Habits (P1, P4, P5, P6), Learner Engagement (P4, P5), Generation Gap (P3, P5)
	Language Teaching	Teaching Language Skills and Components (P5, P6, P7), L1 Use (P3, P4, P5, P6), Lesson Structure (P6, P7)
	Procedural Concerns	Classroom and Time Management (P5, P6, P7), Activity Implementation (P4, P5, P7), Group Work Activities (P2, P5, P7), Technology Integration (P2)

Social Contexts

Some participants viewed the ELT department education as utopian and disconnected from contextual realities (Göktepe & Kunt, 2020) and some of the participants already believed that adhering to the ELT department education would not lead to achievement (Allen, 2009). As a result of this belief, while some of them championed using ELT knowledgebase in the practicum, the others chose to conform to available teaching habits in the practice schools. Some participants who attempted to stick to ELT knowledgebase experienced disillusionment and disappointment.

For three years, we have been living in fantasy land... I know the reason why the instructors are doing this, for preparing us for the future, but I think they should wake us up, not in the last year but much earlier than this (SE-RP9, David).

Here (in the ELT) we learn the best version, here we learn the utopian. I'm not saying it's not applicable, but we learn things that don't really exist, but things that should happen. We saw that it didn't really work in the practicum, but we tried to apply it (I2-Brenda).

I think the education we receive here is very disconnected from the realities of our country; it is very disconnected from the realities of the classroom (I2-Claire).

Learner Variables

Learner variables emerged as an uncharted territory since the participants, even David (P1) who had the longest teaching experience, were incognizant of learners' actual levels and

learning habits in state schools. The STs had to learn about learner variables during the practicum. The participants with limited or no teaching experience perceived it as a bigger dissonance and it took more time for them to adjust themselves to the learner variables.

When we see students at public schools whose teachers do not speak English, students who are used to getting their answers in Turkish and being taught in Turkish, the difference is huge (I2-David).

I thought as if the child would perceive everything, I would ask this and the child would say “Ok”. I saw that it was not like that, I realized that the child did not listen to me most of the time. I think that in the past he must have learnt this, I mean what is in the curriculum, but no, they didn’t (I2-Keith).

(My disappointment) was toward the students because somehow they were below what I expected, or since everything went smoother in micro-teachings, of course, and I had no experience, I was imagining that teaching practice would go a little closer to that. It didn’t turn out like that at all (I2-Ruth).

Procedural Concerns

Issues related to management are called different names in the literature, ‘procedural concerns’ (Moore, 2003), which was adopted in this study, include classroom management, time management, and activity implementation. The literature confirms classroom management as the biggest challenge STs experience during practicum; the results implied the same in this study. Unfamiliarity with the real classroom dynamics provokes problems both in managing time effectively (Serdar Tülüce & Çeçen, 2016) and in implementing activities and games with maximum learner engagement and minimum disruptions. Because productive skills entail more learner engagement and production, they bring about more ambiguity, less control over time and learners. The participants expected speaking activities to be closer to their micro-teaching performances but contrary to their expectations, doing a speaking activity turned out to be pretty troublesome in the real classroom which pushed the participants to review their perceptions and expectations of an activity.

For example, there was an activity that I did when the teacher educator came for observation. I didn’t think that it wouldn’t work before the implementation; it seemed like a very good activity in my mind (I2-Keith).

A speaking activity or getting them up to do something takes at least half of the lesson. Then there is the process of gathering them back and re-concentrating on the lesson.

Because it means that the lesson ends with almost a single activity, I couldn't do much. I managed it but it did not turn out as I wanted (I2-Ruth).

We were able to start the speaking activity here as a pre activity, but we learnt that this is not possible in the real classroom. Because after a speaking activity, it's not possible to gather the class back, we learnt this (I2-Brenda).

Language Teaching

Maintaining control over the classroom consists of many variables such as learners, time, tools, context, and content. One overlapping dimension of classroom management with language teaching is the use of own language in language teaching (Hall & Cook, 2012). Intelligibility emerged as a big concern for language teaching, classroom management, time management, and learner relations and affected the participants' decisions about using L1 or L2 (Bateman, 2008; Macaro, 1997; Orland-Barak & Yinon, 2005; Polio & Duff, 1994). The participants repeatedly expressed their helplessness over persisting in using L2 and not being understood by the learners.

At certain points, it is necessary to switch to Turkish, because when they say "I don't understand anything, teacher", what else can I clarify? (I2-Ruth).

We speak English which is something they don't understand at all, so they get distracted. For example, he insists that "You are talking in vain", I feel helpless then, and this pushed me to use Turkish a few times (I2- Claire).

Primarily about speaking Turkish! If I speak English, they don't understand. I need to switch to Turkish sometimes (I2-Keith).

Learning in the Practicum

"When teachers' work activities lead to a change in behavior and/or cognition we call these activities learning activities" (Hoekstra, Brekelmans, Beijaard, & Korthagen, 2009, p. 664). Practicum caters for, among many others, meaningful learning experiences for STs (Resch & Schritteser, 2021) however, for learning to take place, their tasks should "allow them to reflectively respond to new challenges, rather than develop coping mechanisms that might later prove to be ineffective" (Eraut, 2004, p. 270). The participants who were challenged sufficiently but not excessively indicated that learning to some degree took place in the

practicum. Practicum learning happened in language teaching, professional identity, learner variables, and procedural concerns areas (Table 6).

Table 6

The Student Teachers' Learning in the Practicum

Learning in the Practicum	Language Teaching	L1 Use (P4, P5, P6), Activity and Material Preparation (P3, P5, P7), Alternative Ways of Teaching Vocabulary (P4), Giving Feedback (P3), Balancing Mixed-Level Classrooms (P4), Language Adjustment (P7)
	Learner Variables	Learner Relations (P1, P2, P3, P6), Learner Levels and Learning Habits (P1, P4), Motivating Learners (P3), Handling Learners with Developmental Delay (P7)
	Procedural Concerns	Classroom and Time Management (P1, P2, P3, P5, P7), Tentative Problems in the Classroom (P3, P5), Activity Implementation (P3, P4, P5, P7)
	Professional Identity	The Importance of Thanking Learners (P1), Walking the Teacher Walk (P3), Teacher Relations (P3), What Not to Do (P7)

Language Teaching

In language teaching area, the results revealed that the participants learnt about alternative ways of teaching vocabulary, activity and material preparation, giving feedback, language adjustment, and the need for balancing mixed level learners in the classroom.

I feel like I added a distinct process to my thinking process after doing this activity. As if I wasn't checking before... now I prepare the activity, think if it will work for me, if it is, then OK. Then, how can I improve the activity? So a new process was added (I2-Keith).

According to Li (2017), it requires a careful attention from language teachers to “explain things in a foreign language” (p. 8) to maintain comprehensibility. In the practicum, some participants learnt how to adjust language to learners' levels.

(Language Adjustment) I learnt to do this with students. In their eyes, it is clear from their eyes that they do not understand. I tried to adjust the language by looking at them (I2-Brenda).

The most salient learning appeared in L1 use in language teaching which they previously conceptualized as ‘restricted use only’. During the practicum experience, the participants went through cognitive dissonance when they couldn’t make themselves clear with L2-use-only which is “a medium the students do not yet fully understand” (Li, 2017, p.8) and learnt the need for L1 use in the classroom (Cook, 2001; Hall & Cook, 2012).

It occurred to me that it is necessary to switch to Turkish from time to time, so that the students feel comfortable. Because then the lesson gets suspended, it gets interrupted. After the practicum, I started to think that I need to switch to Turkish at certain points to balance the lesson and say “it’s like this, I wanted to explain this” and make sure that they understand it (I2-Ruth).

We intend to use Turkish for very special cases here (ELT). I saw that there is no such thing there (real classroom). Apart from that, I realized that I tried different ways in teaching vocabulary so I resort to Turkish more to be able to explain things (I2-Keith).

Learner Variables

Due to the availability of so much to discover, the participants observed and experienced a lot about learner variables. To varying degrees, they learnt about learners’ levels, habits, and preferences, and the ways to motivate learners, handle learners with developmental delay, and interact with learners. These learning allowed them to adjust their classroom practices and enrich their repertoire of pedagogical resources.

When we look at the class basis, the number of students is higher, the readiness level of the students is lower, the students’ habits of hearing English are lower (I2-David).

There are these students whose level is zero, there are those whose levels are high. I mean, it is very difficult to balance it because you are trying to include the student who knows nothing... You are trying to get something from both sides, which is very challenging, I never thought of that, I realized it later (I2-Keith).

For example, they cannot do contextual guessing while teaching vocabulary because students don’t have that amount of input. Since students don’t have that much input, they barely understand what they read anyway (I2-David).

The learning about learner variables contributed to the participants in terms of providing them with an insight for their prospective teaching practices and with a feeling of adequacy that promote their professional identity development and persistence.

(Learners with Developmental Delay) At least, we learnt this as STs when there was a teacher with us and there were people who knew his temper. I think that was a big plus for us (I2-Brenda).

Even saying “it was very good, you did it very well” can motivate the child (I2-Nate).

Procedural Concerns

STs aim to succeed in teaching in real classroom but this aim transform into a concern with their considerably limited experience. According to Cohen et al. (2013), effective language teaching depends on maintaining classroom discipline successfully. The participants made clear that they were not fully cognizant of rules and techniques of classroom management before the practicum, so they had serious concerns about efficiency of their classroom practices. In the practicum, they learnt about techniques of classroom management, time management, dynamics of and tentative problems in the classroom, and implementation of activities and games.

Sometimes we tried to do something and that activity didn't work. We learnt then that we shouldn't have done it that way (I2-Brenda).

There is a crisis in the classroom. How to intervene? What should I do? Or what kind of problems might arise in the classroom? I've learnt these the most. Unexpected things happen too... I learnt what kind of problems might arise (I2-Ruth).

Classroom management, okay I knew, but I may have learnt new things... I learnt there that laughing with them when appropriate, even as we laughed for 5 minutes in Brenda's class, is not a bad thing. Some things are learnt by experience (I2-David).

Application of their recent learning and confirmation of the learning's effectiveness made the participants feel positive emotions and enhancement.

Learning the class variables and to a degree that I can handle it! I can't say that I was very good in every way, there were many points I missed, but still I saw that I could handle it somehow. It contributed to me a lot (I2-Diaz).

We have learnt how we will perform it, the challenges we will face while doing it, the situations that will challenge us in the classroom, or how we can deal with them if they have happened. We have learnt things like watching over hallways, relations with other teachers, preparing activities and giving them to students, and I think it was good (I2-Nate).

Professional Identity

Other learning area emerged as professional identity. The participants learnt interacting with other teachers, walking the teacher walk, regulating emotions, and meaning of appreciation for learners. This learning area contributed to them in enacting their own teacher identity.

What kind of positions should I be in the classroom, how should I behave toward the learners? I was thinking about these things, frankly, I was a little scared. What did the practicum teach me in this regard? From where I should stand to how I should walk to the point where the sound came from, so I think I may have learnt a little something (I2-Nate).

Remolding Existing Beliefs and Practices

Hascher et al. (2004) assert that the practicum is bipolar for STs; in one side there is the desire to be successful, on the other the concerns about failure. Therefore, practicum, a context that offers “confronting experiences” (Tillema, 2000) to the STs, is accepted as a very strong agent in changing beliefs about teaching and learning (Cheng, Cheng, & Tang, 2010; Tillema, 2000). Cabaroglu and Roberts (2000) conceptualized change as developments in STs’ beliefs as a result of cognitive, social, emotional, and professional growth. The present study adopted the belief development processes of Cabaroglu and Roberts (2000) in order to analyze and understand participants’ belief changes throughout the practicum. Belief changes happened in realization/awareness, reversal, and disagreement categories (Table 7).

Awareness/Realization category entails becoming cognizant of congruence/incongruence of constructs and processes therefore understanding the degree of validity of their previous beliefs in recent contexts (Cabaroglu & Roberts, 2000). In the present category, the participants realized that previously formed beliefs about course books, appreciation, the amount of learning at school and social image of teachers were not valid in the real classroom setting in state schools. Realization implied further changes in beliefs and/or practices.

This semester I realized that course books are actually a convenience for us... a course book is necessary, no one can stand it without course books... I can now realize that (I2-Brenda).

There is no English teaching there, the child comes with the English he already knows. For example, he carries the English he learnt at home through a computer game or on

the Internet to school. I think he does not take anything from school with him (I2-Keith).

Table 7

The Student Teachers' Belief Changes

Belief Changes	Realization	No Learning Happens at School (P4), Nature of Real Classrooms (P4), Social Role and Image of Teachers (P5), Importance of Thanking Learners (P1), Necessity of using Course Books (P7)
	Disagreement	Required Skills for Effective Language Teaching (P5), Positive and Ideal Teacher and Teaching Images (P4, P6), Error Correction (making deliberate mistakes and effectiveness of recasts) (P5)
	Reversal	Procedural Concerns (P3, P7), Adoption of Specific Supplementary Tools (P5), Need for Outside-the-Class Work (P5), Necessity of L1 Use (P4, P5), Integration of Skills (P5), Maintaining Professional Image and Career (P1, P5), In/Adequacy Beliefs (P5, P6)

Disagreement category entails rejection of old beliefs in order to form a new belief with the influence of experiences. The process may result from being more realistic and result in emotional disruption (Cabaroğlu & Roberts, 2000). In this category, the participants' beliefs about teacher image (Yuan, 2014), error correction, and required skills for effective teaching were challenged when they faced the reality, so they moved away from these beliefs toward newly formed ones.

I was thinking that if I knew English well, it would somehow be manageable. It wasn't like that, it really wasn't. Teaching skill or pedagogical part was a totally different dimension (I2-Ruth).

It actually looked a little irritating to me. You know, the child says something, you repeat it, he says the same thing, you say it again, he says the same thing. Rather than having the child repeats the same word or phrases two or three times, I think it's best to give two options and emphasize the correct one. I think it is also very effective when the child says something you take notes and give feedback at the end (I2-Ruth).

Reversal category entails "adoption of a belief that seems to deny a former one" (Cabaroğlu & Roberts, 2000, p. 396). In this category, the participants beliefs about their adequacies (Atay, 2007), useful ways of language teaching (Urmston, 2003), learner relations, classroom management, and characteristics of a good teacher were rejected and replaced with opposite of these beliefs.

I noticed this when I went to the practicum. Since teaching is a bit of a stage job and they take you as a role model from your appearance to the way you dress, they get impressed... You've always seen me with make-up in the practicum, but you've never

seen me without make-up. Actually, it is a little bit for giving the impression that “I am a teacher”... I am also persisting for it right now... There’s nothing I can change, so I need to keep up! (I2-Ruth).

I used to think that the students would respond to me. I am far from that thought right now. If I instilled in the student the necessary distance and respect for me, I think that he would not respond unless he was a very problematic person (I2-Brenda).

STs “need knowledge that is situation-specific and related to the context” (Korthagen and Kessels, 1999, p. 7). However, when their knowledge base is rich in theory but poor in practical input (Hobson et al., 2008), it is quite possible for them to go through a process in which their beliefs are confronted and changed. This confrontation may lead to learning, much of which “occurs through doing things and being proactive in seeking learning opportunities” (Eraut, 2004, p. 269). However, the changes in beliefs, seen as learning outcomes by Hoekstra et al. (2009), do not always appear in desired ways or identical in all STs so it may result in adoption of better adjustment tools and/or intensification of avoidance strategies.

Strategies for Practice Changes

In the present study, the STs came up with some strategies to conduct teaching practice (Table 8) while going through “confronting experiences” (Tillema, 2000). The strategies employed by the STs were categorized as alignment, avoidance, and conformity. These strategies were found to be closely related to their pedagogical beliefs and the changes in these beliefs.

Table 8

Strategies for Practice Changes

	Alignment	Avoidance	Conformity
Strategies for Practice Changes	• L2 use • Material adaptation and development • Knowing learners • Learner engagement • Application of methodology principles • Activity adjustment	• Group work • Technology integration • Speaking activities • Handling disruptive learners	• L1 use • Course book dependence • Vocabulary teaching

Alignment is a strategy used by participants to adhere to ELT knowledgebase in their teaching practices. In order to make their teaching practices congruent with ELT knowledgebase (Moodie & Feryok, 2015), the participants made some adjustments to classroom language, materials and activities, and established learning habits.

We never switched to Turkish... We did not write the Turkish equivalents of the words insistently (emphasis)... We tried to stick to our knowledge base. I applied what I learnt here (ELT), but there really wasn't an activity for which I said "this activity doesn't work here" (I2-Brenda).

We usually divide the instructions. If it is long, we tell them what to do step by step. First we will tell you the first step and get checking, then here is the second step, then how will you do it? With whom, individually or as a group? When will you do it, the duration and so on. If it's long, we give the instruction by dividing it, then getting it separately, and lastly by checking it as if it's a little joke, like "tell your friends what we're doing" (I2-Diaz).

Avoidance is a strategy employed to prevent classroom management issues that are beyond the participants' knowledge and competencies. Adoption of this strategy usually happened after negative experiences and as a result of emotional dissonance (Allen, 2009). The participants used avoidance strategy for group work, technology integration, dealing with disruptive learners, and speaking activities.

The thing I am most worried about is the reactions from the students. That's why I realized that I avoided group work a little bit. Because when I do group work, everyone goes crazy all at once, there is lots of chaos, everyone gets mingled (I2-Keith).

I would love to do a speaking activity, but after you see that the class gets incredibly disordered, you give up at certain points (I2-Ruth).

Conformity is a strategy through which participants attempted to modify their teaching practices to follow the established teaching habits of current classroom and established learning habits of learners. The participants modified the extent to which they used L1 and course book to comply with their current context (Bateman, 2008; Cheng et al., 2010; Orland-Barak & Yinon, 2005). The strategy is employed to minimize ambiguity and probable problems in teaching and classroom management.

When following the course book, we couldn't do like a lesson plan. There was no pre while post. We started straight to the lesson, we didn't follow any rules (I2-Brenda).

I gave an activity's instruction completely in Turkish. You know, I tried so hard but they couldn't do it at all. I thought it's going to collapse at that moment, so I did it (I2-Nate).

Sometimes they look in such a way, they can't understand again. Then, you have to switch to Turkish (I2-Ruth).

Factors Affecting Student Teachers' Beliefs

Beliefs, defined as “implicit assumptions about students, learning, classroom, and the subject matter to be taught” (Kagan, 1992, p. 66), are seen as key elements to teacher learning (Borg, 2011) and determinants of professional commitment (Gibbs & Miller, 2014). Examination of language teachers' beliefs offers a deeper insight into teacher learning and professional identity (Varghese, 2018). Because they work as filter for defining professional priorities, they are accepted as “building blocks of teachers' professional identity” (Beijaard et al., 2022, p. 766). The findings of this study indicated that belief change was promoted through various factors in varying degrees across STs and areas of language teaching and learning. It was found that STs' beliefs were susceptible to change as a result of the interplay among previous learning experiences, teacher education, teaching practice, and contextual factors.

Positive and negative previous language learning experiences were found to influence the STs' beliefs about language teachers, teaching, and learning (Ellis, 2016), but mostly in how language teaching should not be done (Moodie, 2016). While ‘apprenticeship of observation’ (Lortie, 1975) had an impact on the STs' beliefs about language teachers and teaching, ‘anti-apprenticeship of observation’ (Moodie, 2016), rejection of traditional teaching as a result of negative learning experiences, exerted a strong influence on STs' beliefs about what not to do in language teaching which echoed Numrich (1996), Öztürk and Gürbüz (2016).

Learning and role models in the teacher education program were other factors inducing changes in STs' beliefs. Although there are a number of studies suggesting ineffectiveness of teacher education in belief formation (Pajares, 1992; Urmston, 2003; Zeichner, 1987) as STs are “insiders in a strange land” (Pajares, 1992, p. 323), the present study found teacher education program as a highly influential agent in changing STs' beliefs. Exposure to scientific concepts about language, learning, and L2 teaching and interaction of their previous beliefs with learning in the teacher education promoted STs' belief changes as displayed in Yuan and Lee (2014) and Özmen (2012). Teacher educators, when they enacted a strong professional identity, were seen as role models and they had a tremendous influence on

changing STs' beliefs (Cheng et al., 2010). The findings implied that belief changes in the teacher education could be attributed mostly to the influences of teacher educators as role models rather than learning. This finding brings about a need to delve into the influence of teacher educators in STs' belief formation.

Another influential agent in changing STs' beliefs was teaching practice (Ellis, 2016). The findings revealed that teaching practice in the practicum challenged, changed, and/or reinforced the STs' beliefs about language learning and teaching. Situated learning through participation (Yuan & Lee, 2014), experiences of dissonance (Kagan, 1992) between their previous beliefs and contextual requirements, and experiences of teaching English (Urmston, 2003) were main sources of belief changes occurred through teaching practice. When the STs realized that their existing beliefs are not appropriate in the current context, they modified their beliefs and/or formed new ones.

Lastly, contextual factors such as culture and teaching view of practice schools and teacher education program, and personal identification with the profession impacted some level of belief changes in the STs. Getting recognition and respect, being treated as a teacher in the teacher education program and identifying themselves with teaching English as a result of this institution culture promoted revisiting their previous beliefs and making changes in these beliefs. A bidirectional relationship between contextual elements such as instructional materials, teaching view of practice schools and STs' beliefs was indicated in the findings. Besides having a changing effect on STs' beliefs, contextual elements were changed by the STs' beliefs and practices.

Teacher Commitment

“A sense of satisfied commitment provides a great source of strength and enjoyment to a teacher” (Choi & Tang, 2011, p. 97). Commitment is argued to be an effective and relevant construct for teacher education for connecting intention to behavior (Moodie, 2023). Numerous teachers perceive commitment “as part of their professional values and sense of moral purposes”, so it becomes a requisite for effectiveness of teaching and teachers (Day & Gu, 2007, p. 428). Data from several sources have identified characteristics of a committed

teacher as willingness for improvement, engagement with professional development, persistence for a goal, devotion, and organizational identification (Choi & Tang, 2009; Reyes, 1989; Thien et al., 2014).

In the scope of this study, teacher commitment was investigated in three dimensions: entrance commitment, changing commitment to teaching English, and committing to teaching English. First dimension displayed that the STs held mostly continuance and normative mindsets for entrance commitment. Second dimension pointed out that entrance commitment of the STs changed through interaction with ELT program and the STs' saliently adopted an affective mindset. Third dimension revealed the STs' commitment to teaching English at the end of the practicum. Besides strong affective and normative mindsets, some STs adopted all types of commitment to varying degrees. One ST implied no commitment to teaching English.

Entrance Commitment

STs' reasons for entry in teacher education programs might differ remarkably but "to varying degrees they were all influenced by context and by chance as much as, if not more than, personal predisposition" (Hayes, 2005, p. 176). Richardson and Watt (2006) claim that motives behind choosing teaching as a career are self-efficacy, positive learning experiences, intrinsic or extrinsic rewards, and possible influence over learners' lives. Socioeconomic status-quo of the particular context, culture, personal characteristics, and emotional resources might be added as notable factors affecting teacher commitment, especially in the entrance to teacher education programs. The present study adopted Meyer and Allen's (1991) three-component organizational commitment model in data analysis and explained the participants' commitment types as affective (desire, identification, and involvement), continuance (perceived loss of investments and lack of options), and normative (reciprocity norms and obligation).

The participants chose to study in the ELT department for reasons akin to each other's. As can be seen in the Table 9, the entrance decisions were mostly taken out of lack of option, intentions of offering different learning experiences to the learners from their own ineffective

experiences, and following parental instructions. Therefore, continuance and normative commitment types were salient in the participants' decisions about department selection.

Table 9

Entrance Commitment Types

Continuance	No Intention (P1, P4, P5, P6), Absence of Options (P5, P7), Perceived Unsuitableness for Other Departments (P5), Opportunity of Getting a Job (P5), Mistaken Assumption (P6), Sensible Option (P2)
Normative	Intention of Offering Effective Learning Experiences (P1, P3), Reciprocity (P1), Role Model Influence (P3), Family Instructions (P6), Internalization of Social Norms (P5)
Affective	Altruism (P3)

The only participant (P3-Nate) who showed *affective commitment* to teaching is also the only participant who didn't have a continuance mindset for teaching. Nate repeatedly mentioned his family tenet of respect and appreciation for teachers and how this affected his conceptions about and attitude toward teaching as a profession which implied normative mindset as well.

Being an English language teacher means a lot. It means to sacrifice, to help, to touch people's heart... Why I choose to be an English language teacher? Because I think that I can sacrifice myself for the next generation (P3-Affective Commitment).

Six out of seven participants expressed initial *continuance mindset* and four of them had no intention of becoming English language teachers which implies a weak continuance commitment to profession. Socioeconomic reasons, lack of options, misconceptions about department, and perceived inadequacy were continuance mindset-based motives that pushed the participants to choose ELT department.

I never thought of being a teacher, but why did I come here? For many different reasons, I thought I was going to learn English here, call it ignorance! (P6-Continuance Commitment).

When I realized that my listening skills were weak and as I said that it would be difficult for me, I thought “why not select English language teaching”. I decided that I would have a hard time in the translation and interpreting department and I selected teaching... because I couldn’t find any other way out (P5-Continuance Commitment).

I was not thinking of becoming a teacher, I had no such idea. Well, I wanted to study in the translation and interpreting department at first (P4-Continuance Commitment).

Most of the participants (4) were prompted by *normative mindset* in selecting teaching as a career. Some of the participants (P1 and P3) felt the obligation to offer learners effective learning experiences contrary to their own learning experiences, and one (P1) appreciated some positive learning experiences and wanted to pay it forward.

I had some unfortunate experiences when I started to learn English. Then I told myself that if I had been a teacher, I would never do such discouraging things. I started to say things like “If I decide to be a teacher in the future, I will surely let my students enjoy the class by learning” Later on, I decided to be a teacher thanks to my aunt who inspired me about her story to be a teacher (P3-Normative Commitment).

What she did for us was so good that I want to pass on what I learned from her to some learners (P1-Normative Commitment).

The other normative motives to select the ELT department were the influences and instructions of role models, family members, and social norms.

My family wanted it, so I came. I came here to learn English, but in the first semester of the 3rd grade I learnt that they would focus on teaching that much here (P6-Normative and Continuance Commitment).

Teaching is a profession that is generally attributed to women, and English teaching is even more attributed to women... I may have even been affected by it (P5- Normative Commitment).

The findings displayed that the initial mindsets adopted by the participants varied in terms of their types, levels, and quantities (Moodie & Feryok, 2015). Three participants (P2, P4, and P7) entered the ELT department with continuance mindset, and one of them (P4) had only weak continuance commitment. P1, P5, and P6 also had weak continuance commitment along with normative mindset. P3 had both normative and affective mindsets in the entrance to the ELT department.

Changing Commitment to Teaching English

Entrance commitments of STs might undergo alterations by engaging in interaction with teacher education, enriching language teacher education knowledge base, and practicing teaching (Feryok & Askaribigdeli, 2019; Gao & Xu, 2014; Hayes, 2009; Moodie & Feryok, 2015). As shown in the present study, the STs' former conceptions about teaching might not be compatible with reality. These conceptions are susceptible to change through instruction and practice. Changes in conceptions could lead to alterations in commitment types. At the end of their 3rd year in the ELT department, before the practicum, the participants implied a significant change in their mindset which was the addition of affective mindset.

Continuance Commitment

Contrary to the other participants, Claire (P6) didn't display any affective commitment to teaching English during the first three years of ELT. In addition, Claire expressed several times that she had no commitment to teaching, no intention of becoming a teacher, and a severe dislike resulting from disillusionment. Her mindsets for teaching were found to be no commitment, weak continuance, continuance, and normative.

I don't have any thoughts of being a teacher at the moment... Now I just keep going for reasons like "I don't want all my years to be wasted", "you don't know what life will bring", "get a diploma" (P6-No Commitment and Continuance Commitment).

If I had known that the education here was like this, I would not have come even if I died... I never thought that we would learn to teach English back then so I had a disappointment (P6-No Commitment and Weak Continuance Commitment).

The other participants with continuance mindsets were David (P1) who was committed to teaching for perks of it (making money) and Ruth (P5) who was for avoiding a less desirable lifestyle. In addition, Brenda (P7) was still indecisive about choosing teaching as career and she was having second thoughts.

Table 10

The Student Teachers' Changing Commitment to Teaching English

Commitment	
Continuance	Perks of Job (P1, P5), Alternation Intention (P7), Loss of Investment (P6) Contrasted Expectation (P6), No Intention (P6), Intention of Dropping Out (P6), Perceived Unsuitableness for the Profession (P6)
Normative	Reciprocity (P5), Intention of Offering Effective Learning Experiences (P3), Following ELT knowledgebase (P3), Family Obligation (P6), Recognition of Professional Requirement (P2)
Affective	Altruism (P3), Involvement with Teaching (P1), Fulfillment (P1, P3), Learner Focus (P2, P5), Intention of Professional Recognition (P5), Intention of Professional Development (P2), Desire (P2, P4, P7), Identification with the Profession (P4), Professional Investment (P2)

Normative Commitment

Normative mindset was adopted by four participants (P2, P3, P5, and P6) through following family directions, recognizing the requirements of language teaching, attempting to teach in congruence with the ELT department, and offering effective learning experiences to learners. In addition, they were aware of requirements of proper language teaching based on the ELT knowledgebase which implies an awareness of normative obligations. Their intentions to

follow the methodology knowledge of the program and offer learners effective learning experiences were also the result of normative commitment.

I find the power to resist my father's desires. He said no, it is too late to quit school. I had to go on with it (P6-Normative Commitment).

I'm trying to remember things I've learnt. What were we doing in contextual guessing, let's write this here etc. I tried to support it with pictures and visuals, I did everything (P3-Normative Commitment).

Whether a 4-year-old or a 40-year-old person comes to me, they should definitely be able to learn something about English from me. Because this is my profession! If I can't teach, if I can't be sufficient, why did I study at this school? Why did I get 4 years of education? (P5-Normative Commitment)

Affective Commitment

The biggest change in commitments of the participants as a result of ELT education was the adoption of affective mindset. All of the participants, except for Claire (P6), modified their mindsets about teaching English and started to make professional investments, identify with teaching, feel desire for and fulfillment out of teaching.

If I see that sparkle, that they learn something from me, use something they learnt from me in their lives, say a word in English, say a sentence or something, that's enough for me (P5-Affective Commitment).

The more classes I took, the more excited I got. Such a thing happened, and then I said "I'm glad I am here" (P1-Affective Commitment).

My perspective changed, my perspective on life. Here I learnt new things, as I improved like this; I started to feel like "Teaching is just for me" (P4-Affective Commitment).

I'm trying to read a lot these days, for example, I'm trying to gather a lot of information. I'm trying not to miss anything (P2-Affective Commitment).

You sacrifice so much, you get tired but somehow you can be happy with feedback, with the things your student did for you (P3-Affective Commitment).

Before the practicum, the salient mindset of the participants was affective commitment as a result of the ELT department education and working experience of some participants. The participants were more passionate about teaching English, eager to improve professionally and be an asset. Lastly, other than Claire (P6), there were no implications of absence of commitment to teaching English.

Committing to Teaching English

Intellectual curiosity and emotional investment are prerequisites for good teaching (Day & Gu, 2007). Commitment, a part of teacher cognition, helps understand the mindsets, intentions, and results of effective language teaching. Moodie (2023) proposes that commitment is of high relevance to language teaching research since it predicts “educational and psychological outcomes” (p. 2) and it binds motivation and action.

Table 11

The Student Teachers' Commitment to Teaching English after the Practicum

Continuance	Loss of Investment (P5, P4), Perceived Inadequacy (P6), Contrasted Expectation (P4)
Normative	Effective Use of Time and Energy (P4, P7), Reciprocity (P3, P4, P5, P7), Alignment with the ELT (P1, P2, P7)
Affective	Altruism (P1, P2, P3, P7), Learner Focus (P1, P2, P3, P4, P5, P6, P7), Fulfillment (P1, P2, P3), Intention of Professional Development (P1), Rapport with Learners (P1, P4, P6), Desire (P1, P2, P3, P4-moderate, P6-weak, P7), Intention of Professional Recognition (P4, P5), Calling (P2, P7), Emotional Attachment (P1, P2, P3, P7), Recognition (P3), Involvement with Teaching (P1, P2, P7), Identification with the Profession (P2, P7), Professional Investment (P2), Improvement of Language Proficiency (P1, P2, P4, P7)

At the end of the practicum, the participants were asked to reflect on their commitment to teaching English as a result of their teaching practice experience. End result of the practicum in terms of committing to teaching English was a dominant affective mindset accompanied with normative mindset and a limited continuance mindset (Table 11). Interacting with

learners in a real classroom setting rendered the participants attach emotionally, identify themselves with and involve in the profession. The participants who initially chose ELT department for either lack of options or influences of significant others started to feel passion for profession and discover identity relevance with the profession, both of which enabled the participants to employ affective mindset intensely.

Continuance Commitment

The practicum experience was interpreted differently by the participants depending on their previous conceptions about teaching, commitment types, and self-efficacy beliefs. The practicum allowed the participants to road-test their teaching skills accompanied with other variables like classroom management and learner relations which were out of the participants' attention before the practicum. The real nature of teaching was clearer to the participants and it was overwhelming for some of them (Atay, 2007). Those participants were the ones who experienced disillusionment the most frequent and for longer periods of times (Britzman, 2003). As a result, loss of investment, perceived inadequacy, and contrasted expectations led the participants to continuance mindset.

Simultaneously you will manage the class, you will echo the incoming answers, you will say “are you sure?”, and then you will say “do you agree with your friends?” You will write the correct answers on the board; you will do all of these together. I don't know, it's not much, it's a bit like driving a car, trying to handle three to five variables all at once (I2-Claire).

Claire (P6)

Claire (P6) was the only participant who was firmly unwilling to become a teacher after the practicum and clearly expressed that she had no commitment to the profession (Hobson et al. 2008). She experienced the practicum as a proof of her inadequacy so much so that her limited engagements with affective mindset couldn't go beyond weak intensity.

I was very happy when I got positive feedback... Frankly, I felt that I could touch a few students like that. I don't know, I mean, we built good bonds that made me very happy (I2-Claire).

Her affective commitment came out as a result of her interactions with learners. Therefore, she felt adequacy and implied empathy with learners which is accepted as a manifestation of affective mindset (Moodie & Feryok, 2015). Positive emotions emerged in her relations with the learners slightly affected her desire to be a teacher.

I think I am very good at relations with the student because I have the ability to empathize (I2-Claire).

She had a ‘never-ever’ attitude toward being a teacher before the practicum, but at the end, she revealed that *“If they asked me ‘what do you want to do now’, I wouldn’t say that I wanted to be a teacher, but if they said ‘you would be a teacher right now’, that desire could appear a little. I don’t say ‘damn’ or teach like that”* (I2-Claire). However, Claire completely rejected becoming an English language teacher in the future at the end of the practicum and she fiercely wished for a career in STEM. In addition, she basically invested considerable effort in learning about and improving in STEM.

I can say that I am improving myself more about STEM because I am more interested in it. I wish I was something like a science teacher. That would be awesome. As an English teacher, I don’t do much voluntarily to improve myself, except for webinars now and then (I2-Claire).

Normative Commitment

The participants felt the obligation to reciprocate, do justice to available resources, and align their practices to proper teaching which was perceived to be the ELT knowledge base. All of the participants, except for Claire (P6), engaged in normative mindset, felt the duty to make meaningful use of their education by teaching effectively.

There might be songs in English they like, if I can teach English with these songs, I will teach with them. As long as they learn! We need to find things in common and attract them to the lesson (I2-Nate).

After all, we’re not just there to kill time. I’m trying to teach something to the child there. The child is also trying to learn something (I2-Keith).

I will try to improve them in 4 skills as much as I can. If I couldn’t do it, let’s say, at the point where I got stuck like that, then I will improve them in grammar (I2-Ruth).

Effective use of resources was a good example of normative mindset and Keith (P4) was confident about this: *“I know the reason I’m there is because I have to teach something to*

them. That's why I'm trying to act with the philosophy that I don't steal your time, you don't steal mine" (I2-Keith). Another example of normative obligations was recognizing what should be done and trying to approximate teaching practices to it. In this case, the participants perceived ELT department knowledgebase as a yardstick to be loyal to and tried to align their practices to the ELT department knowledgebase.

We tried to change the activities the best as we could... Even though the mentor teacher objected, we didn't write the Turkish equivalents of the words, so I think we implemented it as much as we could (I2-Brenda).

I have started to change some of the activities in the book with a different one which has the same objectives as the one in the book (TP-RP7, David).

Affective Commitment

The participants enacted several courses of action and expressed the desire in multiple ways but what all of them had in common regarding affective mindset was the learner focus. All of the participants wanted to contribute to learners, put them in the center of their teaching, motivate them, persuade them in their abilities to learn English, touch their lives, be their role model, and make them feel valuable. Altruistic beliefs can be traced in the learner focus.

I saw a great light in some students... After seeing that light in the child, I felt like "Let's win him over" and feelings like these (I2-Nate).

Especially after going to the practicum, when I saw that sparkle in the eyes of those children or when I saw that they were trying to do something, I realized how much I actually loved it (teaching English) during the practicum (I2-Brenda).

I think that's what I'm aiming: for them to come to the class willingly. In order to win them over (the children), yes! It was such a beautiful feeling (I2-David).

This might be explained by empathy for learners resulting from the participants' own learner experiences or rapport they built throughout teaching practice (Moodie & Feryok, 2015), either way learner focus was the biggest determinant for their affective commitment. Another area of affective commitment was the desire for profession and the practicum yielded powerful positive emotions for and attitude toward teaching English to the degree of passion and calling.

But now I can clearly say that I was born to be a teacher, and I am kind of proud of myself (TP-RP5, Brenda).

I was also able to both build a relationship with the students and teach what I was supposed to teach. These points made me realize more that I should be a teacher (TP-RP7, Diaz).

The smiles of those children, the feeling that they have learnt something, when our teachers say they see that we do our job well, that we are really trying to be successful, these are valuable things, I think. Above all is to love, if you love (teaching), it (commitment) somehow continues (I2-Nate).

Keith (P4) displayed that he had both affective and continuance mindsets about teaching by having a positive attitude toward teaching but also implying its being the sole resource he had. This shows that multiple mindsets can occur at the same time to varying degrees. However, as Meyer and Herscovitch (2001) argued, differences in strength of types of mindset have a role in the outcome of focal behavior, and affective mindset has the strongest positive correlation with focal behavior enactment.

Teaching is a good job, a job I love. Teaching languages, that's what I can do! That's why I want to do this... I want to give something to others. Because I'm good at that, I can contribute people with that. That's why I'm more attached to language teaching (I2-Keith).

His positive attitude toward teaching English and desire to be useful is an example of affective mindset, but his justification of this attitude as protecting previous investments and as teaching being the only resource he had is an example of continuance mindset. Some of the participants felt fulfillment during practicum when they noticed the effectiveness of their teaching, positive reactions and engagement of learners. This also reflects emotional attachment to teaching English, high levels of passion, and involvement in teaching and identity development.

It is very valuable to see that even a few of our students have learnt something (I2-Nate).

Everybody did it (the activity) from the worst to the best, nobody was sleeping. Everyone was participating. I think it's worth the tiredness (I2-David).

When I see that I am useful to children and students, that feeling is renewed again, it grows inside me again (I2-Brenda).

It's a bit of a self-satisfaction thing, I'm happy when I see that I can help them (I2-Diaz).

As a result of employing affective commitment, some of the participants persisted in professional development, future investments, and language proficiency improvement (Moodie & Feryok, 2015). Mainly, the participants wanted to improve content knowledge and

language skills, so they put considerable effort to ameliorate specifically productive skills by attending speaking clubs, using English as the medium of communication among themselves, and using high-stakes exam preparation books. In addition, some of them uttered their intentions to apply for a Master's degree.

I'm working on writing, I'm writing by myself. Other than that, I do listening more for speaking... There is not much place where I can put my speaking ability into practice, but I still try to improve myself. For example, I was preparing myself for TOEFL for a period of time (I2-Keith).

Speaking, for example, we speak English all the time with Brenda... We were choosing a topic and then criticizing it, commenting on it in English... We used to speak English at night, that's how it (speaking skill) improved. I mean, we did it ourselves... We improved it with a mentality like "we're going to be teachers, let's sober up." (I2-Diaz).

I think that I improved myself especially in speaking in (the course he worked) or because the college option could happen. I always forced (his roommate) for speaking in English, we talked at home all the time and with the girls... because we all knew that we needed to improve (our speaking) (I2-David).

Table 12

Trajectory of the Student Teachers' Commitment Types

	Entrance	Changing	Exit
P1	Continuance, Normative	Continuance, Affective	Affective, Normative
P2	Continuance	Affective, Normative,	Affective, Normative
P3	Normative, Affective	Normative, Affective	Affective, Normative
P4	Continuance	Affective	Moderate Affective, Normative, Weak Continuance
P5	Continuance, Normative	Continuance, Normative, Affective	Continuance, Normative, Weak Affective
P6	Normative, Continuance	Continuance, Weak Continuance, No Commitment, Normative	No Commitment, Weak Continuance, Weak Affective
P7	Continuance	Affective, Continuance	Affective, Normative

It is possible to see the development of the participants' commitment to teaching English from entrance to graduation in Table 12. Initial commitment types was reshaped through teacher education and teaching practice, and they contributed to the participants' understanding of,

attitudes toward, and identification with teaching profession (Feryok & Askaribigdeli, 2019; Gao & Xu, 2014; Hayes, 2009).

The present study is consistent with Moodie and Feryok's (2015) in terms of two findings: a) some of the participants (P1, P3, P4, P6, and P7) were found to be more committed to teaching than to English language teaching, b) some of the participants (P4, P5, P6, and P7) dreamt of different career paths before entering ELT department. In the first column of the Table 12, continuance commitment is the salient mindset for entrance, but the last column shows that the entrance commitment of the participants altered remarkably due to two influential agents: teacher education and teaching practice. As opposed to the literature that put little emphasis on the effects of teacher education on shaping STs' cognition, the present study found that significant changes emerged in STs' cognition as a result of teacher education.

Factors Affecting Teacher Commitment

Engagement with teacher education and teaching practice paved the way for developing teacher commitment for the participants. The reflective journals and interviews allowed the researcher to identify some of the factors contributing to teacher commitment in positive and negative ways. In the table below (Table 13) sustaining and mitigating factors for STs' commitment can be seen.

Psychic rewards, one of the factors increasing commitment, are defined as "knowledge of one's positive performance... where people gain estimates of their particular worth in a performance-based context" (Rosenholtz, 1989, p. 423). Recognition of success and achievement by the learners, colleagues, experts, principals is the source of psychic rewards (Dannetta, 2002; Rosenholtz, 1989). Recognition from learners, teacher educators, and mentor teachers was found to be a factor contributing to the STs' commitment. The most influential factors were perceived achievement (Choi & Tang, 2009; Gao & Xu, 2014) and positive learner relations (Gao & Xu, 2014; Moodie & Feryok, 2015).

Table 13

Factors Affecting the Student Teachers' Commitment

Increasing Factors	Affection for learners (P1, P2, P3, P7), Positive learner relations (P1, P2, P3, P6, P7), Passion (P1, P2, P3, P7), Psychic rewards (P1, P2, P3, P5), Altruism (P1, P2, P3, P7), Instilled professional norms (P5, P7), Achievement (P1, P2, P3, P4, P5, P6, P7), Socioeconomic security (P5), Self-efficacy (P4, P5), Optimism (P2, P5), School climate (P1, P2, P5, P7)	Chan, Lau, Nie, Lim, & Hogan, 2008; Choi & Tang, 2009; Dannetta, 2002; Day & Gu, 2007; Eğinli, 2021; Gao & Xu, 2014; Hiver, 2013; Kushman, 1992; Rosenholtz, 1989
Decreasing Factors	Undervaluation of teachers (P3, P6), Lack of discipline at schools (P3), Threats to teacher legitimacy (P3, P6), Conflicting roles (P1, P4), Low recognition at school (P3, P7), Material preparation (P5), Classroom management (P4, P5, P6), Identity irrelevance (P4), Low self-efficacy in language skills (P4, P5, P6), The length of compulsory teaching (P4), Mixed-level classrooms (P4), Lack of support from school and/or MONE (P6)	Choi & Tang, 2009; Dannetta, 2002; Frankenberg et al., 2010; Hiver, 2013; Moodie & Feryok, 2015

Factors decreasing commitment were not toward some specific factors but rather scattered. Still, the most frequently stated factors were classroom management (Moodie & Feryok, 2015) and L2 insecurity (Hiver, 2013). Macro-level factors like the decrease in teacher value and power, lack of discipline at schools (Frankenberg et al., 2010), length of compulsory working requirement, and lack of support were brought to the teacher commitment research agenda. In addition, personal and contextual factors like mixed-level classrooms (Dannetta, 2002;

Moodie & Feryok, 2015), confusion in roles, low recognition at school, and lack of school support (Choi & Tang, 2009) were also found to be decreasing STs' commitment.

Teacher Resilience

“To teach, and to teach at one’s best over time, has always required resilience” (Gu & Day, 2013, p. 22). Apart from rebounding from extremities of experiences, “resilience in teachers is the capacity to manage the unavoidable uncertainties inherent in the realities of teaching. It is driven by teachers’ educational purposes and moral values” (Gu & Day, 2013, p. 39). Contrary to its importance to effective teaching, teacher resilience has yet to receive the scholar attention it merits in the literature. Teachers need a toolkit that provides them with necessary skills that allow them to manage everyday teaching, sustain commitment and agency, and handle contextual variables by being aware of and utilizing their own resources as well as other cognitive, emotional, and social resources (Beltman et al., 2011; Choi & Tang, 2009; Gu & Day, 2013; Reivich & Shatte, 2002). Teacher education programs are generally associated with its influence on cognitive change and pretty limited focus on emotional and social aspects of teaching (Sikma, 2021), however, “resilience related skills and strategies can be viewed as an essential component of developing teacher competence, may be part of teacher competency frameworks, and as such may develop through typical university and school-based experiences” (Mansfield et al., 2016, p. 79).

In the scope of this study, teacher resilience was investigated in three dimensions: self-efficacy beliefs and perceived achievement, emotion regulation, and optimism. The analysis displayed how the participants perceived themselves as resilient. In the practicum, a context where the probability of facing challenges and adversities were relatively high, the participants exerted effort for implementing teaching practices during which they had to use these dimensions of resilience in order to handle challenges competently.

Self-Efficacy and Perceived Achievement

Closely related to commitment, resilience, and learning, self-efficacy beliefs are the beliefs of teachers about their capabilities of managing teaching practices. Teacher resilience literature

emphasizes its relationship with self-efficacy (Gu & Day, 2007; Howard & Johnson, 2004; Mansfield et al., 2012; Oswald et al., 2003; Tait, 2008). Experiences of success and feelings of effectiveness are also accepted as parts of teacher resilience (Gu & Day, 2007; Howard & Johnson, 2004; Oswald, et al., 2003; Tait, 2008). Duckworth (2016), a grit researcher, formulates achievement as “skill x effort = achievement” and puts an emphasis on effort. In her research area, longer term dedication and persistence are required for life-time achievement. Seligman (2012) also sees perseverance and mastery as subsets of achievement.

In the scope of this study, the participants’ perceptions of setting tangible goals, reaching goals, and sufficiently meeting the criteria of effective teaching are accepted as achievement. Self-efficacy and achievement generally go hand-in-hand; it is possible to argue a bidirectional relation between the two. Believing in one’s own capabilities render people put more effort and increase the possibility of achievement (Gibbs & Miller, 2014; Hong, 2012; Hoy & Woolfolk, 1993). In return, feelings of success also make people believe in their capabilities. In the present study, the STs revealed the areas in which they felt themselves capable and the ones that they didn’t, and the findings demonstrated that the high self-efficacy areas were mostly achievement areas.

Self-Efficacy

High Self-Efficacy

In the practicum, the STs learnt about the complicated nature of teaching and realized their strengths and weaknesses; ergo, some of them persisted in improving themselves while the others felt despair and inadequacy (Atay, 2007; Hiver, 2013; Lindqvist, Weurlander, Wernerson, & Thornberg, 2017). The findings showed that all of the participants had high level of self-efficacy in preparing and implementing a lesson plan (Table 14). Four of the participants (P1, P2, P3, and P7) believed in their capabilities in classroom management and language adjustment areas.

I was able to manage the classroom, in some cases I had a little difficulty, but I think I could manage if I had my own class... Sometimes we raised our voice a little, we concentrated more on that area, we monitored specifically that side of the classroom (I2-Nate, Self-efficacy).

I learnt that I can handle them (classroom variables)... I think I can manage the classroom, I missed a couple of things in between, but I saw that I could manage them all (I2-Diaz, Self-efficacy).

(Language adjustment) Since I know my own students, I can do it accordingly (I2-David, Self-efficacy).

Table 14

Perceived High and Low Self-Efficacy Areas

Self-Efficacy	Lesson plan preparation and implementation (ALL), Time management (P4, P7), Proficiency level (P5, P7), Classroom management (P1, P2, P3, P7), Language adjustment (P1, P2, P3, P7), Language teaching (P1, P4, P5), Learner relations and handling learners with special needs (P6, P7), Content knowledge (P1, P4, P6)
Low Self-Efficacy	Teaching skills (P5), Content knowledge (P2, P5), Language adjustment (P4, P5, P6), Proficiency level (P2, P4, P6), Classroom management (P4, P5, P6), Giving feedback (P1, P4)

Other areas that the participants perceived themselves capable were learner-related areas (engagement, relations, management), teaching-related areas (methodology, time management), and knowledge-related areas (theory, language skills).

I can easily teach a lesson to a group I don't know. I don't get too much, like tense (I2-Claire, Self-efficacy).

I think I'm good (proficiency level-laughs) especially at productive ones, speaking and writing, and at listening, too! (I2-Brenda, Self-efficacy).

I don't think I have a problem in doing reinforcement. I believe I can do it (I2-David, Self-efficacy).

Low Self-Efficacy

Three participants (P2, P4, and P6) had low or moderate self-efficacy in proficiency levels (Mercer et al., 2016) along with classroom management (Hong, 2012) and language adjustment. Although it was not practiced much in the practicum, two participants (P1 & P4) lamented on their low capabilities of giving effective feedback.

For giving feedback, I don't think that I give very constructive feedback (I2-Keith, Low self-efficacy).

Absolutely no (managing classroom)! But as I said when I became a teacher, I plan to prevent this by drawing certain boundaries and a framework from the beginning... but can I deal with it for now? No! (I2-Ruth, Low self-efficacy).

Honestly, I'm not very good at classroom management... I definitely need to improve, especially handling unexpected moments. I mean, I'm not very good (I2-Keith, Low self-efficacy).

My English speaking skill is not very good, I am not satisfied with it at all... No, it's very bad... I am bad at speaking (I2-Claire, Low self-efficacy).

In general, the findings disclosed that the participants held very strict beliefs about the necessity of using English quite well and this finding echoes Hiver's (2013) study. In Hiver (2013), the participants held "a native-like linguistic expert" (p. 218) perception for English teachers and viewed the most direct way of professional development as improving language skills. In the present study, many participants was found to hold the same perception of necessity of having a very high-proficiency level. In addition, investing in improving language skills was also a salient theme in professional development and teacher learning. However, low self-efficacy belief in proficiency level led some participants to put more effort (P2, P4), while others chose to accept it as it was (P6).

In Hiver (2013), it was argued that having a good pedagogical competency, but low English skills lead to high levels of anxiety in teaching efficacy. In the present study, Ruth (P5) experienced the opposite: she believed in her language skills but bemoaned her teaching skills. It was observed throughout the teaching practice that she experienced extreme anxiety about teacher self-efficacy.

I don't believe I'm good (at teaching). Consider a person whose English is good but who is a bad teacher. That's me! (I2-Ruth, Low self-efficacy)

Perceived Achievement

High Level of Perceived Achievement

Setting tangible and feasible goals is accepted as the biggest indicator of perceived achievement as it requires the participants to be aware of themselves and the contexts, be realistic, and be ready to put the due effort (Hiver, 2016; Kostoulas & Lämmerer, 2018). Except for one (P5), all of the participants were confident in setting realistic goals, and one of them (P1) even revealed that he reached all of his professional goals just before graduation.

I think my goals are attainable. For example, working in a private school, achieved! Doing a master's degree, I hope it will be achieved if I get points from ALES. Then? Then, I have no other goals right now, you know! (I2-David)

I always follow the principle of small steps. By taking small steps we can do big things, jumps, and leaps (I2-Nate).

Table 15

Perceived High and Low Achievement Areas

Achievement	Effectiveness (P1, P2, P3, P4, P5, P7), Tangible goals (P1, P2, P3, P4, P6, P7), Teaching components (P1, P4, P5), Activity selection, implementation and modification (P1, P3, P4, P7), Learner engagement (P1,P2, P4, P5, P6), Classroom management (P1, P2, P3, P7), Language adjustment and L2 use (P1, P2, P3, P4, P7), Emotions (P4, P6, P7), Professional (P1, P2, P3, P4, P7)
Low/Moderate Achievement	Language adjustment and L2 use (P4, P5), Activity implementation and resource manipulation (P4, P5), Classroom management (P2, P5), Giving feedback (P1, P4), Learner engagement (P4, P5), Personal pedagogy (P5, P6)

Effectiveness of teaching, learner engagement, language adjustment, and persistent L2 use are among the other achievement areas. All of the participants, except for Claire (P6), mentioned at least one example of their teaching effectiveness. In addition, five participants (P1,P2, P4,

P5, and P6) felt the sense of achievement through engaging learners by motivating them, keeping learning fun, and creating bonds with learners (Mercer et al., 2016; Mommers, Schellings, & Beijaard, 2021). Lastly, five participants (P1, P2, P3, P4, and P7) succeeded in adjusting classroom language and using L2 consistently.

Normally, I use my hands a lot. I used them exaggeratedly when the learners did not understand but I never switched to Turkish, even if they did not understand. And I finally got understood (I2-Brenda).

It (the class's success rate) increased so much, it's very good. It makes me very happy... Because it's in their eyes, they say "I wish you would always teach the lesson." I think that's fulfilling enough (I2-David).

I think being able to give students something, however small it might be, is still something to be proud of, besides this is my criteria, and I can't pass without giving myself a (10) out of 10 (TP-RP7, Keith).

Low Level of Perceived Achievement

During the practicum, the participants felt the sense of ineffectiveness as well. Although those feelings were not clustered around main areas as in the perceived achievement, the areas of ineffectiveness were language adjustment (Başyurt-Tüzel & Akcan, 2009), implementation of personal pedagogy (Cheng et al., 2010; Cohen et al., 2013), effective learner engagement, error correction, classroom management (Hong, 2012; Moore, 2003), and activity implementation (Moore, 2003). It should be noted that the feeling of ineffectiveness didn't emerge as failure or complete lack of achievement, but the participants expressed the mismatch between their aims and outcomes of their practices which makes the importance of setting realistic goals crystal clear. The only participant (P5-Ruth) who didn't reveal anything about setting goals experienced lower levels of achievements. Along with her, other participants (P1, P2, P4, and P6) also succeeded lower than they expected in some areas.

Frankly, I don't think that the feedback I have given will encourage the learners to write more or correct their mistakes or push them to correct them (I2-Keith).

We were not very good at ending the lesson on time, we couldn't match it with the bell ring anyway (I2-Diaz).

Can I adjust my language? Sometimes yes, sometimes no! For example, when giving instructions, as you have observed, the word 'phrase' is used there. The word 'phrase' is incomprehensible to the student, but I don't know exactly what to use instead of

‘phrase’. Vocabulary is wrong, word is wrong, sentence is wrong, that is ‘phrase’!
But how is it simplified? (I2-Ruth).

Optimism vs. Pessimism

Optimism encompasses optimism, realistic optimism, and academic optimism in this study. Optimism, used interchangeably with hope by Peterson and Seligman (2004), refers to beliefs and wishes for positive future and the possibility of its outweighing power over negative events. Duckworth (2016) related optimism with Dweck’s (2006) growth mindset and argued that growth mindset leads to optimistic thinking and acting. Realistic optimism, as explained in Reivich and Shatte (2002), is the mental flexibility of being aware of both good and bad, differentiating what can and cannot be controlled, and using available resources to change what can be changed. It involves causal analysis and locus of causality beliefs. Lastly, academic optimism is

a teacher’s positive belief that he or she can make a difference in the academic performance of students by emphasizing academics and learning, by trusting parents and students to cooperate in the process, and by believing in his or her own capacity to overcome difficulties and react to failure with resilience and perseverance (Hoy, Hoy, & Kurz, 2008, p. 822)

Table 16

Emergent Mindsets of Optimism and Hopelessness

Optimism	Realistic Optimism (P1, P2, P3, P4, P6, P7), Hope (P1, P2, P3-Faith), Optimism (P1, P4), Growth Mindset (P2, P3, P4, P5, P7), Reframe (P2), Optimistic Self-Talk (P2, P3, P5, P7), Causal (Can/Cant, Not Personal) (P2, P3), Causal (Local-Rebound) (P7), Empathy (P5, P7)
Pessimism	Helplessness (P5, P6), Helplessness-Personal (P5), Hopelessness (P6), Hopelessness-Personal (P5), Causal-Pervasive-Ruminate (P5)

In conclusion, hope, realistic optimism, causal analysis, academic optimism, and growth mindset fall under optimism category. In pessimism category, hopelessness, helplessness, and maladaptive causal analysis can be named as subsets. The findings demonstrated that the participants mostly employed an optimistic mindset during the practicum (Table 16). However, pessimism also emerged as a mindset which had been adopted only by two participants (P5 and P6).

Helplessness

As can be seen in the Table 16, helplessness and hopelessness were experienced in two different ways by one participant (P5-Ruth). In these cases, hopelessness and helplessness felt by the participant were accompanied with a pessimistic explanatory style. Ruth (P5) felt hopeless or helpless and took it extremely personal which interfered with her future endeavors and practices (Hiver, 2013; Hong, 2012).

There were many times when I really fell into despair and left the classroom blaming myself. After all, after this practicum experience, I do not believe that I am a very good teacher. I'm not really, I am not (I2-Ruth).

(After a classroom management problem) Especially after that day, that day made some things very clear in my mind. I said to myself that probably I am not able to do this job (I2-Ruth).

Other than these two examples, the experiences of helplessness and hopelessness were detected in two participants (P5 and P6) who were also the ones that had the strongest continuance commitment to the profession.

Now I have come to the point of thinking: "There is nothing I can do. Okay, let them do the mechanic activities." There is no other choice because otherwise you can't control the class, I can't control the class... You get tired physically as well, I don't know, you get a headache or something when you leave the classroom. There is nothing to do about it (I2-Ruth).

The students refuse to obey us. They do not think us as teachers, and this cause chaos in the classroom. Sometimes I face with problems, and I feel so helpless. All in all, I am afraid (TP-RP5, Claire).

Realistic Optimism

Realistic optimism is the most frequently used mindset by the participants except for Ruth (P5) who adopted few optimistic mindsets. In realistic optimism, the participants were cognizant of available challenges and/or adversities but they chose to use their resources to the areas where they could exert agency and make changes. In addition, the optimistic mindsets were not independent of each other and mostly overlapped, so for many instances more than one mindset occurred together.

Of course, the practicum is not a bed of roses, but as I have said I try to get what I should get from those situations (TP-RP5, Brenda, Realistic Optimism and Growth Mindset).

I do think that we have to be positive whatever learners' attitudes are toward us. I mean that considering their age and developmental period, they are inclined to be rebellious, somehow, yet we, as the teachers, be patient and tolerant (TP-RP5, Nate, Realistic Optimism and Causal Analysis).

Some of the realistic optimism mindsets were projections about professional life which also involved hope.

I will have my own class in the future. I think I will be able to spend more time, so I will get closer to this ideal teacher in the future (I2- Claire, Realistic Optimism and Hope).

Growth Mindset

Growth mindset, belief that events, feelings or cognition are not fixed but open to improvement and change, gives people agency to enact their goals, so when they face something unexpected, they can still manipulate it and get something out of it. The findings revealed that the participants (P2, P3, P4, P5, and P7) used growth mindset during or after teaching practices. It was found that growth mindset entails reflection and agency.

Because the students, real life threatened it (ideal teacher image), I had to change it. In that respect it was a threat in a good way... If we think that obstacles enable us to develop (I2-Keith, Growth Mindset).

It was a bit like a discovery for me: "What do I do in these situations?"... I wasn't too upset when I experienced such things. I saw what I would do in this situation and it worked. I mean, it wasn't a very negative process for me frankly (I2-Diaz, Growth Mindset).

The learners put things, steps or obstacles that should turn this knowledge, this competence into performance so that you can overcome them (I2-Nate, Growth Mindset and Realistic Optimism).

Sometimes something different happens in the classroom, I can't do what I want, but I still try not to get upset. Because, as I said, I consider it as I have something to learn from there (I2-Brenda, Growth Mindset).

Optimistic Self-Talk

One of the hallmarks of optimism and growth mindset is optimistic self-talk which allows people to persevere over adversity by trying to change their cognition, which comes from cognitive behavioral therapy (Duckworth, 2016). Four of the participant made use of optimistic self-talks before, during, and/or after their teaching practices.

I believe that I get over it by saying "Ruth, don't get stressed. If there is something that requires an intervention at that moment, you will deal with it at that moment, don't think about it now" and by going with the flow a little more (I2-Ruth, Optimistic Self-Talk).

I said to myself "There will always be some difficulties in front of everyone after all. There is nothing I can change about this. I can respond best by being a good teacher." Honestly, I tried to deal with it this way (I2-Diaz, Growth Mindset, Optimistic Self-Talk, and Causal Analysis).

Afterwards, when I leave there, I give myself a morale boost again. I try to calm myself by saying "I can do better. There will always be trouble, but it doesn't always have to be like this. It's in my hands. I shouldn't reflect this on students" (I2-Brenda, Growth Mindset, Optimistic Self-Talk, and Realistic Optimism).

Lastly, one participant mentioned his hopes related to his faith and how this faith allowed him to persevere and hope. He believed in something greater himself and being in the service of a greater plan.

If a person is striving for something, I mean, it's a matter of faith here, because the question you ask seems to me as a matter of faith. I always think like this: If you're striving for something, then there is the possibility of it to actualize so that you are given the ability or power to deal with it by Allah. I'm a person who thinks like that, so I would try, I would try to the utmost. There are good things in this life that are worth getting tired of, so it's important to keep going (I2-Nate, Hope and Faith).

According to the findings, the participants tried to use different mindsets to overcome the challenges in teaching practice and sustain their commitment. It was found that having student-centered teaching beliefs predicts academic optimism (Ngidi, 2012) and the

participants of this particular study repeatedly mentioned student as their focus of personal pedagogies. These optimistic and pessimistic mindsets mostly served for changing the STs' thoughts, feelings, and actions in the practicum. Besides, the participants didn't use the optimistic or pessimistic mindsets just during the teaching practice, they used it before and after the teaching practice as well. This implies that they adopted self-reflection during the practicum to ameliorate their teaching practice and developing their teacher identity.

Emotion Regulation

Teaching is an emotional profession (Day & Gu, 2007; Hargreaves, 1998; Wright, 2005) and effective teaching requires emotional investment and managing emotional realms of teaching effectively (Day & Gu, 2007). Practicum offers a significant amount of emotional challenges to the STs, especially the ones who have no teaching experience before. In the current study, the participants experienced positive and negative emotions during teaching practice in the practice schools. The ways they regulated their emotions were analyzed according to Gross's (1998a) process model of emotion regulation which offers five steps for emotion regulation: situation selection, situation modification (activity selection, emotional expression, better preparation), attention deployment (distraction-ignorance, concentration-talking to someone, and rumination-focusing on negative feelings), cognitive change (reappraisal, self-talk), and response modulation (moving away, pausing, sitting and waiting, getting quiet, self-talk, and talking to someone) (Ariğa, 2017; Gross, 1998a, 2001, 2002; Sutton, 2004). Rumination and taking it personally were found as maladaptive emotion regulation strategies. Situation selection was not used as it was irrelevant to the scope of the study.

Both antecedent (before the generation of emotion) and responsive (after the generation of emotion) emotion regulation strategies were employed by the participants (Table 17). Claire (P6) used only situation modification strategies; Brenda (P7) and David (P1) used only response modulation strategies after the emotions generated. The other participants used both antecedent and responsive strategies to regulate their emotions. Maladaptive strategies were adopted only by Ruth (P5) who also used all steps of adaptive strategies.

Table 17

Emotion Regulation Strategies Used by the Student Teachers

Situation Modification	Changing Activity (P2, P3, P5),
Antecedent	Getting Physically Closer (P3), Expressing Emotions (P6), L1 Use (P6), Better Preparation (P4)
Attention Deployment	Distraction-Ignore (P3, P4, P5),
Antecedent	Concentration-Think Positive and Act Opposite (P5)
Cognitive Change	Reappraisal-Self-Talk (P2, P3, P5)
Antecedent	
Response Modulation	Behavioral: Raising Voice (P3), Controlling Facial (P4), Getting Quiet and Waiting (P5), Suppression (P1, P3, P5),
Responsive	Cognitive: Talking to Family, Peers, and Students (P5), Reflection-Self-Talk-Think Positive (P2, P4, P5, P7), Non-Classifiable Immediate: Keeping Doing It (P1, P7)
Maladaptive Regulation	Antecedent-Rumination (P5), Self-Talk-Take Personally (P5)

Situation modification was employed by changing activities, classroom language, and getting better prepared for the class (Sutton, 2004). The participants changed the type of the activity or they chose to focus on some skills rather the others such as speaking and writing in order to prevent chaos and following negative emotions in the classroom.

In order to maintain the classroom dynamic, we always chose pair work rather than group activities (I2-Nate, Situation Modification).

I would love to do a speaking activity, but after you see that the class gets incredibly disordered, you give up at certain points (I2-Ruth, Situation Modification).

That's how it always happens (getting prepared for subject matter of the week). For example, I pay attention to the pronunciation of some of them. I listen nonstop, over and over again. "Will it be like this, will it be like this?" so that I don't teach anything wrong when I get there. If I can teach something, which is already difficult, I intend to not teach it wrong, so they don't learn it wrong (I2-Keith, Situation Modification).

Attention deployment was used for distraction and concentration. Some participants ignored disruptive behaviors by employing distraction and one participant (P5) used concentration to move her focus from the undesirable and to focus on objectives.

Sometimes I ignored it. Sometimes I was directly there, I mean I approached directly there and I was there physically (I2-Nate, Attention Deployment and Situation Modification, respectively).

In general, I try to keep my mood high, I dress properly again, with my normal energy, by going with the flow a little. I'm going with a mindset like 'If something bad happens at that moment, not as being planless, I'll handle it at that moment.' (I2-Ruth, Attention Deployment).

Cognitive change was employed by three participants (P2, P3, and P5) in order to change emotional influences of particular cognition. It was generally used in the form of self-talks.

You can repeat it next week or give a worksheet or a table to them to make it clear. I've always done something like this to relieve myself, "If you make a fuss right now, you'll mess up anyway. You've already seen what you do when you're nervous. Don't worry, after all, you have a good communication with the learners, somehow you get along with them, you can explain it." Honestly, I thought to myself that "If something happens, you can fix it next week." (I2-Diaz, Cognitive Change).

Response Modulation was used as a response to emerged emotions by employing behavioral and cognitive strategies. As in Sutton's (2004) study, non-classifiable immediate strategies were adopted by two participants. The participants' behavioral strategies included raising voice, getting quiet and waiting the learners to stop, and suppression of emotional expression.

You (the researcher) have seen it too and you said something like "You sat at the table two or three times and waited. Did it work?" It didn't work but actually I've been doing it for weeks (I2-Ruth, Response Modulation).

They started and another learner who is watching them made fun of them and it resulted in a big embarrassment for the female learner. I got crazy at that moment, yet I did not know what to do. I warned him not to do such a thing again (TP-RP5, Nate, Response Modulation).

Cognitive strategies involved self-talk, positive thinking, talking to family and friends. One participant (P5-Ruth) chose talking directly to the learners several times.

First, I talked to my friends in my practicum cohort and asked "How was it?" I talked to (one of her peers) the most about this subject. She says "They do the same thing to us" (I2-Ruth, Response Modulation).

Maybe when that incident happened, I felt bad, but after an hour or two, after leaving the practice school, I sat down and thought "Why did this happen? Did I do something

wrong or was it something that just happened at that moment?” So I tried to take it as a plus for myself (I2-Brenda, Response Modulation).

Non-classifiable strategies were used by David (P1) and Brenda (P7) during teaching. Their instructions were not understood by the learners even though they repeated multiple times. They started to get angry but they just kept giving the instruction until it was grasped.

One day I was trying to check my instruction, and no one understood it. I tried very hard and that day our supervisor was there to observe me. I repeated the instruction nearly 10 times and at the end of it, someone was able to give me the instruction checking I needed, and that student was (learner with developmental delay). At that moment I felt amazing, I immediately forgot that a few seconds ago I was struggling to give a very simple instruction (TP-RP5, Brenda, Non-classifiable).

The participants mostly used the emotion regulation strategies to prevent the interference of emotion in teaching and to maintain teacher image (Sutton, 2004).

Perceived Risk and Protective Factors

During practicum, the participants faced diverse challenges and adversities; they were to handle these challenges in order to keep teaching effectively. The perceived risk factors for the participants were the challenges and adversities emerged in the practicum and the personal characteristics that were thought to cause risky situations. While handling the challenges they faced, the participants made use of some personal, contextual and social factors to mitigate the influence of present challenges; these were the perceived protective factors for the participants (Table 18).

Knowledge, social support, and learner willingness were the most effective protective factors for the participants in their teaching practice and socialization (Beltman et al., 2011; Flores, 2006). They made frequent use of these protective factors to buffer the effects of challenges in the classroom, gain insight into professional contexts, and increase the effectiveness of teaching. Inadequacy in language skills and knowledge, limited agency, lack of recognition, and contextual unfamiliarity were counted as the biggest risk factors that caused obstacles in teaching practice (Beltman et al., 2011; Göktepe & Kunt, 2020; Hiver, 2013; Hobson et al., 2008; Moodie & Feryok, 2015). The participants put considerable effort to deal with these risk factors and made great use of the protective factors during the process. The findings are

consistent with the study of Beltman et al., (2011) on early career teacher resiliency. Considering the initial level in the socialization process of early career teachers and STs, the similarities between the perceived risk and protective factors are reasonable.

Table 18

Perceived Protective and Risk Factors

	Protective Factors	Risk Factors	
Personal	Internal motivation and positive emotions, Knowledge and experience, Self-efficacy in using language skills, Altruistic purposes	Being a NNS, Perceived low command of English, Classroom language adjustment, Lack of knowledge in components teaching, Lack of knowledge (Smart boards)	Bobek, 2002; Brunetti, 2006; Day, 2008; Day & Gu, 2007; Gu & Day, 2007; Hong, 2012; Howard & Johnson, 2004; Hoy & Spero, 2005; Mercer et al., 2016; Sumsion, 2004; Yates, Pelphrey, & Smith, 2008
Contextual	Proactive initiatives, Learner willingness	Competing demands, Classroom management, Problematic classes, Learners' levels and habits, Lack of learner willingness, Generation gap, Learner engagement, Excessive use of course book, Decreased value of teachers, Discipline problems at schools	Day, 2008; Howard & Johnson, 2004; Hoy & Spero, 2005; Sumsion, 2004
Social	Support from faculty, Support from mentor teachers, Positive relations with peers, Role models	Lack of recognition	Anderson & Olsen, 2006; Beijaard et al., 2022; Bobek, 2002; Brunetti, 2006; Howard & Johnson, 2004; Hoy & Spero, 2005; Izadinia, 2018; Johnson et al., 2014; Mommers et al., 2021; Sumsion, 2004; Yates et al., 2008

Sense of Belonging

“The social relations of apprentices within a community change through their direct involvement in activities; in the process, the apprentices’ understanding and knowledgeable skills develop” (Lave & Wenger, 1991, p. 94). The practicum offers an experience of socialization, learning, and acquaintance with real classroom in a setting where production level is lower and guidance is higher (Hascher et al., 2004; Lave & Wenger, 1991; Resch and Schrittmesser, 2021; Wenger, 1998). Teaching, as a profession open to vulnerability, can become more meaningful by belonging to particular groups of support and collaboration (Bjorklund Jr., Daly, Ambrose, & van Es, 2020). Similar pedagogical thinking, constructive communication, positive school environment, and caring relations with faculty contribute to STs’ sense of belonging (Gu & Day, 2013; Gizir, 2018; Johnston, 2016; Pesonen et al., 2021; Skaalvik & Skaalvik, 2011).

The degrees to which the STs feel valued and respected by, and engaged with mentor teacher, faculty, teachers, students, and administration in the practice school is accepted as teacher sense of belonging in the present study (Baumeister & Leary, 1995; Hagerty et al., 1992; Pesonen et al., 2021). Dimensions of sense of belonging were identified as recognition, sharing agency, and relations. The exploration of these three dimensions is expected to allow the reader to gauge the extent to which the participants felt sense of belonging to the profession, the school, and the communities of practices.

Sharing Agency

Mentor teachers were found to have a very strong influence on the STs during practicum by supporting, encouraging, and sharing power with them (Calderhead, 1996; Farrell, 2009; Izadinia, 2018; Kostoulas & Lämmerer, 2018; Yazan, 2014). In this study, contrary to Boz and Boz’s (2006) study, it was found that the mentor teachers shared their agencies with the participants and encouraged them generously in applying new activities and introducing new tools and technologies. All of the participants felt ownership of the classroom to varying degrees and exerted their agencies by modifying or creating activities, diverging from course book to some degree, and aligning their classroom practices with the ELT knowledgebase.

The mentor teacher never interferes with us, she says “the class is yours”, and then she tells us what we should do (I2-David).

In our teaching practices, our mentor teacher lets us do whatever we want as long as what we do is aligned with the syllabus. Basically, she tells us what to teach and we deal with the how part. It’s a flexibility I am grateful for (TP-RP4, Keith).

The mentor instilled this in the learners as well. After 1-2 weeks, the students started to come and ask us for permission instead of asking to the mentor teacher. At that point, thanks to the mentor teacher, we really felt it (agency). Both the students and we felt that we have the authority (I2-Brenda).

Existing literature points out the importance of congruence between mentor teachers’ and STs’ pedagogical beliefs and professional purposes in order to enhance sense of belonging (Dewhurst et al., 2020; Gu & Day, 2013; Johnston, 2016; Pesonen et al., 2021; Skaalvik & Skaalvik, 2011). However, especially in the first weeks of school experience where the participants observed the mentor teacher teaching, they experienced high levels of cognitive and emotional dissonance. The participants insistently lamented on the difference between what they learnt in the ELT department and what they observed in the practice school which brought about negative attitudes toward mentor teachers and real classroom teaching. In addition, this incongruence between theory and practice led some participants to review their commitment to teaching English and sense of belonging (Johnston, 2016; Pesonen et al., 2021; Skaalvik & Skaalvik, 2011).

Our mentor teacher has a peculiar way of teaching vocabulary in which she makes students watch “funny” videos packed with vocabulary items and their translations, believing that this technique is effective. As the videos are able to give more than 20 vocabulary items in a short time, she thinks it is the most efficient way of teaching vocabulary. Therefore, believing that students can learn 40+ vocabulary items in a lesson, she told us to do a vocabulary teaching lesson like hers. (TP-RP4, Keith).

Although the participants didn’t mention its negative effect on their sense of belonging, the incongruence affected the nature of their relationship with the mentor teachers to some extent. No matter what the mentor teacher did or expected them to do, the participants (P1, P2, and P7) kept implementing their personal pedagogy. Power relations sometimes play an inhibitory role in STs’ taking initiative because they are graded by the mentor teachers, they might choose to abide by the mentor teachers or imitate them (Cohen et al., 2013). This was not the case in the current study, the participants prioritized learners’ interest and did what they believed to be right contrary to Göktepe and Kunt’s (2020) study.

About what we teach we are quite obliged to do what she says. But about some methodological issues, we don't care about what she says. Because it is mostly wrong. For example, she thinks that writing answers to the board is time consuming or bringing the learners to the board to make presentations is also time consuming. As you can see time manages her lessons, instead she should try managing the time. At times like that we tell her that the answers should be written, or the students should have even little chance of speaking time, etc. (TP-RP4, Brenda).

You can handle the mentor teacher up to a point; you say "Okay, let's do it". But although she is the one who will evaluate us, the children in front of us are not lab rats after all. Why should we do as the mentor teacher wants? Why do it the way she wants it, not the way it should be? (I2-Diaz).

Relations

Having good relations with learners, teachers, administration, faculty, and peers emerged as an important indicator of sustaining sense of belonging, commitment, and resilience (Dewhurst et al., 2020; Gu & Day, 2013; Johnson et al., 2014; Mommers et al., 2021; Pesonen et al., 2021). Positive relations with immediate professional environment offered the participants a strong support system, constructive feedback, and opportunities of socialization.

Table 19

The Student Teachers' Relations

Relations	P1	P2	P3	P4	P5	P6	P7
Learners	Positive	Positive	Positive	Positive	Limited	Positive	Positive
Peers	Positive	Positive	Positive	Positive	Limited	Limited	Positive
School Members	Positive	Positive	No	No	Positive	No	Positive

Relations with Peers

All of the participants mentioned positive relations with peers and how these relations contributed to their teaching practice. As a community of practice, the participants had weekly post-teaching meetings and shared experiences, emotions, in-class problems, and possible solutions. Furthermore, they interacted before the teaching practice for preparation and after the teaching practice for feedback. Interactions with peers provided collaboration, self-

initiated professional development which is argued to be “the most potent” (Hiver, 2013, p. 221) way of professional growth, and a mutual understanding of experiences for P1, P2, and P7. As a pair in teaching practice, P3 and P4, held discussions before and after teaching practice and collaborated in order to improve their in-class practices.

We were talking before the teaching practice; we were exchanging ideas with each other saying “This activity will not work, so this will not work here”. After the teaching practice, for example, we were giving feedback to each other. Someone (from the practicum cohort) was giving feedback by saying “Brenda, you did it like this, but look, it didn’t work here. But look, you did that very well.” (I2-Brenda).

We talk about how we can do it better or... we talk about what it would be like if we did this/that, so after the classes there is an exchange of feedback between us (I2-Keith).

P5 mostly interacted with her peers to find support and validation after her disappointing (in her words) experiences in the classroom. As described in the resilience discussion, she adopted peer relations as preventive (antecedent) and responsive emotion regulation strategies.

I talked to G. (one of her peers) the most about this subject. She says “They do the same thing to us”. I was the one who asked the most: “How was this week? Was it good?” so we talked a lot on that. I consulted especially to G. and there were periods when she said to me that “It’s not about you.” (I2-Ruth).

Relations with School Members

Positive relations with mentor teachers, other teachers in the school, and administration influenced the way the participants felt in the practice school to a significant extent (Izadinia, 2018; Mommers et al., 2021; Pesonen et al., 2021; Skaalvik & Skaalvik, 2011). Warm and welcoming school climate is a requisite of socialization into the professional context, but the participants had very different experiences in terms of school setting as they practiced in two schools (Dewhurst et al., 2020; Gu & Day, 2013). The participants (P3, P4, and P6) who started and continued the practicum in the same school (PS1) didn’t build relations with teachers and administration which led to a feeling of no sense of belonging to the school (Beijaard et al., 2022; Johnson et al., 2014).

We are more like guests there, so I don’t feel that way because students don’t see us as their teachers anyway. I don’t see them much as my students either. I mean, I know

that we are temporary there, and they make us feel that. I can't feel like I'm one of them (I2-Keith).

Contrary to them, the participants (P1, P2, P5, and P7) who were assigned to a new school (PS2) for teaching practice experienced a warmer and more positive school climate which yielded sense of belonging to that particular school and to profession (Beijaard et al., 2022; Johnson et al., 2014).

The students' attitude towards us, the stance of the teachers, the school administration, the security at the entrance, etc., all of them, in other words, they act as if the whole school belonged to us, as if we have always been teaching there. It's a good thing, thanks to this, I feel a sense of belonging (I2-David).

Relations with Learners

The strongest effect in relations was detected as relations with learners. Five participants created positive and intense bonds with learners (P1, P2, P3, P6, and P7). Positive learner relations increased their passion, commitment, and sense of belonging during the semester and they persevered even more to teach effectively (Hobson et al., 2008; Mommers et al., 2021).

I could touch a few students like that. I don't know, I mean, we built good bonds that made me very happy (I2-Claire).

Especially the 8-D class, for example, we created that synergy together. Because it was a class where I could feel a little more like my own class... It was really nice. They always cooperated, you know, we loved them, I think they loved us too (I2-Nate).

Keith (P4) also created good relations with learners but he didn't mention such a strong bond with them. Ruth (P5), however, couldn't build positive relations with learners mostly because of her classroom management problems and attitude toward learners. She was the only participant who didn't point out the learners as the biggest factor in feeling sense of belonging.

In general, I wasn't like "Well, I don't like them at all." I didn't have such an attitude (I2-Ruth).

Relations with Faculty

Teacher education program is an equally significant part of the practicum. The STs seek for support and guidance from the program as they start teaching practice. In the present study,

some participants mentioned faculty relations as an important support system (Pesonen et al., 2021) which enhanced their sense of belonging as found in Gizir (2018).

An administration that supports us, I mean my own school (ELT department) when I say administration! I can always come and talk to you or the teacher educator when we see him. When I have a problem, you are always here, thank you, you always make time for us somehow. Thank you for this by the way. That's why it's important to feel this support, my teachers trust me, people who can stand behind me as long as I don't do anything wrong. I do my best. And the people behind me can also make you feel good, it makes me feel good frankly (I2-Nate).

Recognition

In the process of becoming a member of a community of practice, it is important to be recognized by the old-timers, previous members, and the parties involved (Beijaard et al., 2022; Johnson et al., 2014; Lave & Wenger, 1991; Mommers et al., 2021; Wenger, 1998). The findings revealed that the participants sought for recognition from learners, school members, and their own (Hobson et al., 2008; Johnston, 2016). Both their efforts and the school context were determinants in getting the recognition they wanted. Another determinant emerged out of analysis was the STs' perceived dissonant roles: as students in the ELT department and teachers in the practice school (Beijaard et al., 2022; Britzman, 2003; Ottosen, 2007). These dissonant roles were mentioned as the reason of not fully identifying themselves as teachers by two participants (P1 and P4).

I want to see myself as a teacher but I can't leave my student identity, either. So like I said, I am somewhere in between (I2-Keith).

Table 20

The Student Teachers' Recognition

Recognition	P1	P2	P3	P4	P5	P6	P7
Learners	Yes	Yes	Yes	Limited	Limited	Limited	Yes
Self	Yes	Yes	Yes	Limited	Limited	Limited	Yes
School Members	Yes	Yes	No	No	Yes	No	Yes

Recognition from School Members

As in the relations, school climate and the perceptions of school members about the STs contributed a lot to the participants' sense of belonging (Beijaard et al., 2022; Johnson et al., 2014; Mommers et al., 2021). In two practice schools, different recognition outcomes were yielded. One explanation might be the school size: smaller school size was found to be more enhancing for commitment and sense of belonging compared to larger school size (Frankenberg et al., 2010). In a smaller school, school members and STs can have more frequent interaction and closer relation, so it might be easier to recognize each other as members of the same community whereas in a larger school, school members may not get the chance to meet STs and interact with them.

The teachers at our new practicum school, they are so lovely and make us feel that we are one of them. They are not calling us as interns, but they call us “teachers” and I think this is crucial for us to feel like as English language teachers. Being accepted by those people who have been doing our profession for a long time makes us feel that we are the same and we are ready for the things that waiting for us. I am very grateful for this feeling that they have us feel. (TP-RP4, David).

When we told something, they gave their support at some points by saying “they don’t listen to us either, we’re also having a hard time.” They didn’t have an attitude like “you’re a student teacher, you’re incompetent, that’s why you can’t do it.” It was very nice in that sense (I2-Ruth).

In this study, the smaller school (PS2) provided more recognition to the participants while in the larger school (PS1) the participants didn’t feel the recognition.

When it comes to the other teachers in school, I think they do not think us as teachers. I want to give an example; we were trying to print some documents for the lesson in the teachers’ room. We had a problem with the SD card. I was trying to fix it when a teacher came and plugged in her own storage to print. I had to wait for her. Waiting is not a big problem, but she should wait for me first, at least she could ask me before printing. I think, this shows that they do not see us as teachers. This fact obstructs me to feel like a part of the community (TP-RP4, Claire).

Recognition from Learners

Recognition from learners, the strongest factor in creating sense of belonging, was an important aspect of recognition (Beijaard et al., 2022; Mommers et al., 2021). The data revealed that the mentor teacher’s recognition was a prerequisite for the learners’ recognition.

When the mentor teacher displayed her perception of the participants as students and acted accordingly, the learners didn't recognize the participants as teachers, either.

The students never saw us as teachers and did not act as such... (The mentor teacher said) "Diaz! Come up here, you continue." Okay, I'm following the lesson, but after all, you call me there out of blue like your assistant. You don't respect me, how can the student respect me and listen to me? (I2-Diaz).

The tasks we had assigned were never done, especially in the 8th grade. It is a very simple thing, something done in the classroom at that moment, for example, we say "Read this", he does not read, he does not feel the need to read at all (I2-Claire).

Another reason of low levels of recognition was the dissonant roles of the participants and the learners' awareness of that (Beijaard et al., 2022). Although the participants were there to teach, they were observed and graded by the mentor teacher and the faculty, so this had a diminishing role in gaining higher levels of recognition from the learners.

I am going to practice school, for example, and I am in the role of a teacher, but the fact that the students there do not treat me as a teacher makes me feel like a student. For example, something happened in an activity, it was a speaking activity, Nate was giving instructions again, I was helping the two students in front of me... Actually you were there too; I was helping these two students and they said "Sir, won't you join too?" I replied "I am not a student". Then they said, "You are also a student". I said "Yes, right!" They pointed you (I2-Keith).

The participants felt the recognition from learners through their respectful attitudes and engagement in the lesson. Moreover, being called teacher and being asked for permission in the classroom were accepted as recognition from learners.

When we go out in the yard during break, for example, they call us "teacher" (I2-Ruth).

They (school members) made us feel special; the students were likewise, they were more respectful. Student profile was very different (I2-Brenda).

Self-Recognition

Along with recognition from others, self-recognition was detected as a significant factor in determining the participants' sense of belonging to the profession. The levels of self-recognition varied among the participants, some of them identified themselves with the profession and recognized themselves as legitimate members of the community of practice (P1, P2, P3, and P7).

Now my profession is a part of my life and I shape my life accordingly (I2-David).

I think I feel it (as a member of this community of practice) now as we've come to the end of the road. I think I can be considered an English teacher now too... I started to feel it in the process. Actually, when I tried and I got positive feedback from students, I felt it (I2-Brenda).

Keith (P4) identified himself as a threshold level member in the community because of his roles as a student and a teacher. He believed that he needed to graduate in order to be a legitimate member. Although David (P1) thought the same, he stated several times that his profession was part of his life and identity, and he reflectively acted upon it.

I don't exactly feel like a real member. Let me explain right away: because I think I am in such a volatile role right now. I'm just at the border point, I'm at the threshold, you know, I will cross it, I will no longer be a student and become a teacher. So I don't exactly feel like a real member of this community right now (I2-Keith).

Ruth (P5) had contradicting thoughts about her engagement with the profession and recognized herself as a humble member of the community. Still, she appreciated being a member and collaborating with other teachers.

I am happy to be an English teacher but... I may be a part of it (the community of practice) but how effective can I be? I am a member... but I do not have such a big claim (I2-Ruth).

Lastly, Claire (P6) clearly put forward that she didn't recognize herself as an English language teacher and a member of the community. The practicum influenced her slightly in terms of generating positive emotions and building positive relations, however, it didn't affected her enough to recognize herself as an English language teacher (Hobson et al., 2008).

I do not feel myself as a member of English language teacher community. As you have already known, I never wanted to be an English teacher (TP-RP4, Claire).

Levels of Engagement with the Professional Teacher Identity

The study established the dimensions of teacher identity as teacher learning, teacher resilience, teacher commitment, and teacher sense of belonging. Then, the manifestations of the four dimensions were described. These findings allowed the researcher to conceptualize three levels of engagement with professional teacher identity: nominal, substantial, and ideal engagement.

1. Nominal Engagement: Fulfilling the basic requirements without exerting agency or negotiating meanings. The STs who implied no or low levels of engagement with teacher learning, commitment, sense of belonging and resilience and didn't imply high level of engagement in any of those areas were defined as nominally engaged (Ruth-P5 and Claire-P6).

Table 21

Engagement Levels with the Professional Identity

	TEACHER LEARNING	TEACHER COMMITMENT	TEACHER RESILIENCE	TEACHER SENSE OF BELONGING
NOMINAL ENGAGEMENT	<i>Recipient Learner:</i> Accepts dissonances as new learning Conformity and avoidance strategies	<i>Weak Commitment:</i> No commitment, Multiple weak commitments	<i>Poor Adaptation:</i> Low self-efficacy Low perceived achievement Weak optimism, Strong pessimism Maladaptive or limited ER	<i>Threshold Member:</i> No agency Limited positive relation No to limited recognition
SUBSTANTIAL ENGAGEMENT	<i>Reactive Learner:</i> Dissonance leads to alignment between existing and new knowledge Conformity, avoidance, and alignment to some degree	<i>Moderate Commitment:</i> Weak to moderate affective commitment, Normative commitment, Continuance commitment (varying levels-not necessary)	<i>Competence:</i> Moderate self- efficacy Moderate perceived achievement Moderate optimism, Adaptive ER	<i>Associate Member:</i> Limited agency Moderate positive relation Limited to moderate recognition
IDEAL ENGAGEMENT	<i>Proactive Learner:</i> Dissonance leads to personal involvement in building new knowledge Alignment, conformity and avoidance to some degree	<i>Strong Commitment:</i> Affective commitment Normative commitment	<i>Resilience:</i> High self-efficacy High perceived achievement Moderate to high optimism, Adaptive ER	<i>Endorsed Member:</i> Strong agency Strong positive relation Moderate to high recognition

2. Substantial Engagement: Investing in building identity by negotiating meanings and making use of resources with limited agency. The STs who implied moderate levels of teacher learning, commitment, sense of belonging and resilience were defined as substantially engaged (Keith-P4).
3. Ideal Engagement: Involving in building identity by investing resources, exerting agency, and claiming ownership. The STs who implied at least two high levels of engagement with teacher learning, commitment, sense of belonging and resilience, and didn't imply low level of engagement in any of those areas were defined as ideally engaged (David-P1, Diaz-P2, Nate-P3, and Brenda-P7).

P1: David (Ideal Engagement)

David lamented on the gap between teacher education program and the real classroom by calling the ELT program a “fantasy land”. The learners’ levels, learning habits, and background of exposure to English were the main factors that created the dissonance he felt. In the practicum, he learnt about learner variables and classroom management, so he tried to align his teaching practices according to the needs of the learners. David’s perceived self-efficacy and achievement levels were high and he made use of responsive emotion regulation strategies. Although he didn’t use optimistic mindset frequently, he didn’t imply pessimistic mindset at all. He was affectively (strong) and normatively committed to teaching English. He had positive relations with his peers, learners, and school members, so he felt recognition from all the parties including a strong self-recognition. He put deliberate effort on improving his language skills and knowledge base for his professional teacher identity development and he believed that he reached his ideal teacher image at the end of the practicum. Toward graduation, he was hired as an English language teacher by a prestigious college.

P2: Diaz (Ideal Engagement)

Main dissonance Diaz felt was teachers’ attitudes toward and perceptions about the learners and she was deeply disappointed by the teachers’ approach to learners. In the practicum, she learnt about learner variables and classroom management, so she used alignment strategies in

order to apply her pedagogical beliefs in the classroom. She had moderate to high levels of perceived self-efficacy and achievement, and she used all emotion regulation strategies except for attention deployment. Diaz employed optimistic mindset very frequently through optimistic self-talk, realistic optimism, growth mindset, and causal analysis. Her types of commitment to teaching English were strong affective and normative. She had positive relations with peers, learners, and school members, so she was recognized by all the parties to a significant extent and she had a strong self-recognition belief. She started to invest in developing professional teacher identity by improving her language skills and knowledge base, and nurturing some characteristics congruent with her ideal teacher image. At the end of the practicum, she felt really close to her ideal teacher image. Toward graduation, she was hired as an English language teacher by a college.

P3: Nate (Ideal Engagement)

Nate observed incongruence between actual and ought to discipline at the school and this brought about future concern about teaching English. In the practicum, he learnt about learners, classroom management, activity implementation, and professional identity enactment. He used alignment and conformity strategies for his teaching practices. He had a high level of perceived self-efficacy and achievement, besides he used all the emotion regulation strategies during teaching practice. His strongest suit was the optimistic mindset, he employed growth mindset, realistic optimism, hope, optimistic self-talk, and causal analysis. He implied that his faith played a role in his optimism. He was committed to teaching English through strong affective and normative mindsets. In his practice school, he couldn't build relation with school members, so he didn't receive recognition but he built positive relations with learners and mentor teacher and in return he was recognized by them. He also had positive relations with peers and recognized himself as an English language teacher. At the end of the practicum, he perceived himself as an almost fully-developed teacher.

P4: Keith (Substantial Engagement)

Keith experienced disillusionment in the practicum in the face of learners' levels and the unrealistic ELT education. He learnt about mixed-level classrooms, need for L1 use, and activity implementation in the practicum, so he mostly adopted conformity and avoidance strategies with a slight use of alignment strategies. His level of perceived self-efficacy was dependent on the area in question, but mostly he implied moderate level of self-efficacy. The same applied for perceived achievement and he felt low to high levels of sense of achievement. He used all emotion regulation strategies except for cognitive change and he employed realistic optimism and growth mindset but not frequently. In commitment to teaching English, he implied weak continuance, strong normative, and moderate affective mindsets. In the practice school, just like Nate, he couldn't build positive relations with and receive recognition from the school members. He had positive relations with peers and the learners to some degree. However, he didn't feel any recognition from the learners and he described his engagement with the community as "in the threshold level". He felt threatened by the classroom reality; still he interpreted it as a way of improvement. Therefore he modified his ideal teacher image as a moving target which could change in the context it manifests. Although it was not accessible by its nature, he perceived himself away from his ideal teacher image.

P5: Ruth (Nominal Engagement)

Ruth felt disappointment almost throughout the practicum when she discovered that the ELT knowledgebase was unrealistic and it was incongruent with learners' levels, classroom management, L1 use, and activity implementation. She learnt about the necessity of L1 use, tentative classroom management problems and solution techniques in the practicum. Ruth experienced the biggest belief changes through realization of incongruences (realization), rejection of old beliefs and formation of new ones (disagreement), and adoption of opposite of previously held beliefs (reversal). Her emotional and cognitive dissonance made her use conformity and avoidance strategies mostly. She had low to moderate level of perceived self-efficacy except for her language skills, and also had low to moderate level of perceived

achievement. She made use of optimistic mindset through growth mindset, optimistic self-talk, and empathy. However, she employed a strong pessimistic mindset that was more dominant than the optimistic one with hopeless, helpless, and ruminating thoughts. She was the only participant who used maladaptive emotion regulation strategies besides using all the adaptive ones. Her commitment to teaching English was through continuance and normative mindsets with weak affective mindset. She had a high self-efficacy for conducting effective teaching until the practicum. In the practicum, her self-efficacy was threatened by the real classroom, and her commitment was influenced accordingly. She was the only participant who couldn't build positive relations with learners and she generally resorted to her peers for validation after negative classroom experiences. Although she had positive relations with school members and got recognition from them, she expressed contradicting feelings in terms of self-recognition. At the end of the practicum, there was a perceived huge gap between her ideal and actual teacher identities.

P6: Claire (Nominal Engagement)

Claire already had pedagogical beliefs that were incongruent with the ELT program when she started the practicum. These incongruences were reinforced with her practicum experience specifically in terms of learners' levels, L1 use, and grammar teaching. She mainly learnt about learner variables and employed avoidance and conformity strategies in her teaching practices. She had low levels of perceived self-efficacy and achievement except for learner relations and goal setting; as a matter of fact she was the only participants who didn't mention effectiveness in her teaching practices. She was one of the two participants who owned pessimistic mindset and she implied a considerably limited optimistic mindset. As for emotion regulation, she employed one antecedent strategy with limited use. She was the only participant who clearly put that she had no commitment to teaching English and no intention to work as an English language teacher. Her commitment pattern was weak continuance and weak affective mindsets with no normative mindset. In the practice school, just like Nate and Keith, she couldn't build positive relations with and receive recognition from the school members. She had positive relations with peers and learners but received limited recognition

from the learners. She didn't recognize herself as an English language teacher. At the end of the practicum, she perceived a wide gap between her ideal and actual teacher image.

P7: Brenda (Ideal Engagement)

Brenda believed that the ELT knowledgebase was incongruent with reality and experienced dissonance in implementing productive skills' activities. She learnt how to adjust classroom language, manage time and handle learners in the practicum. In the classroom, she insisted in using alignment strategies along with conformity strategies to some degree in order to close the gap between theory and practice. She had quite high levels of perceived self-efficacy and achievement as well as a fairly strong optimistic mindset. She frequently adopted growth mindset, realistic optimism, optimistic self-talk, empathy, and causal analysis. For emotion regulation, she only used responsive emotion regulation strategies. She was committed to teaching English through strong affective and normative mindsets. She built positive relations with peers, learners, school members and mentor teacher even though she had different pedagogical beliefs with the mentor teacher. She got recognition from all the parties including a strong self-recognition belief. At the end of the practicum, she perceived herself as getting closer to her ideal teacher image day by day. Toward graduation, she was hired as an English language teacher by a prestigious college (the same college as David).

CHAPTER V

CONCLUSION

Summary of the Study

This study intended to explore the STs' professional identity development process during the practicum and establish the dimensions of the STs' professional teacher identity. Toward this aim, the study was designed as a multiple case study and lasted during one year. Seven STs were recruited for the study by using purposive sampling. Two in-depth semi-structured interviews, reflective journals, classroom observations, weekly online discussions, post-teaching meetings, and additional artifacts like lesson plans were employed for data collection. A face-to-face pre-interview was held with the STs before the school experience to define their previously held conceptions about teaching and learning English, learning in the teacher education department, and personal histories of selecting to become an English language teacher. During the school experience, the STs kept reflective journals focused on teacher learning and autobiographies, observed classrooms in the practice schools, and held weekly online discussions. During the teaching practice, the STs kept reflective journals focused on emotional and social aspects of teaching English, self-evaluation, and autobiographies. The researcher organized and guided weekly face-to-face post-teaching meetings and observed the STs 2-4 times. After the practicum, face-to-face post-interviews were carried out to explore the ways the STs engaged in professional identity development process cognitively, emotionally, and socially. The data were analyzed through open, axial and selective coding processes.

The findings revealed that the STs entered the teacher education program with previously held negative beliefs about teaching and teachers, and the teacher education program had a significant influence on changing their beliefs. Throughout teacher education, they learnt methodology and theoretical knowledge, and modified their conceptions about teaching and learning. Spontaneous concepts were changed with scientific ones, and they started to perceive teaching and teachers as more comprehensive and valuable. In the practicum, the STs observed and experienced dissonance between their learning in the ELT and the real classroom practices. These dissonances were mainly about learner variables, language teaching, classroom management, and competing demands of the university and the school. Some of the STs used these dissonances as learning opportunities and main practicum learning occurred in the areas of learner variables, classroom management, necessity of L1 use and realistic ways of implementing productive skills activities. Consequently, the participants underwent a process of development in their beliefs through realization, disagreement, and reversal (Cabaroğlu & Roberts, 2000) and took initiatives to manipulate their teaching practices through alignment, conformity, and avoidance strategies.

The participants' commitments to teaching English investigated from a temporal perspective. The STs entered the teacher education program with a dominant continuance mindset (lack of options) and a slight normative mindset (following significant others' advices and offering effective learning experiences to learners). In the teacher education program, commitment types of the STs transformed mostly into affective mindset (emotional attachment and personal investment). At the end of the practicum, four of the STs committed to teaching English with strong affective and normative mindsets. Two participants had continuance, normative, and affective mindsets to varying degrees. One participant indicated no commitment to teaching English. The study explored and described the factors positively or negatively affecting teacher commitment. Sense of achievement, altruism, affection for learners, and psychic rewards emerged as factors enhancing teacher commitment. Conversely, classroom management, inadequacy in language skill, lack of agency and conflicting roles emerged as the factors decreasing teacher commitment.

The STs' resilience was investigated in three dimensions: perceived self-efficacy and sense of achievement, optimism, and emotion regulation. First, higher levels of self-efficacy were

found to translate into higher levels of perceived achievement. Classroom management, language skills, and level adjustment emerged as the hottest areas of perceived high and low self-efficacy and achievement. Second, the STs manifested their optimistic mindsets through optimistic self-talk, realistic optimism, and growth mindset. Third, emotion regulation of the STs was analyzed using four strategies of Gross's (1998a) process model of emotion regulation: situation modification, attention deployment, cognitive change, and response modulation. The STs exercised all the strategies during their teaching practices but primarily situation modification and response modulation. One ST adopted maladaptive emotion regulation strategies. The study explored and described the perceived protective and risk factors for teacher resilience. Protective factors were knowledge, social support, and learner willingness and risk factors were perceived inadequacy, lack of recognition, and contextual unfamiliarity.

The STs' sense of belonging was described and investigated in three dimensions: sharing agency, relations, and recognition. The STs enacted their teacher identities to some extent and got recognition from the learners in return because the mentor teachers shared their agency in the classroom. However, the learners' awareness about the STs' being students and school sizes were diminishing factors for getting recognition from and building positive relations with school members and learners. The STs experienced feelings of recognition and positive relations mainly depending on the school size. Lastly, the STs implied different levels of self-recognition.

The findings of this study indicated that teacher identity development is a fluid and multi-faceted process. Teacher education programs should cater for emotional and social aspects of teaching as well as cognitive aspects of it. Active involvement, persistent investment, and social engagement in professional development and communities might promote the STs' teacher identity development and ideal engagement with professional teacher identity.

Implication of the Study

The study offers some implications based on its findings. First, the STs in the study tended to define their professional teacher identity with close relationship to their L2 learner identity,

and proficiency level improvement was used and conceptualized as the primary strategy in professional development (Hiver, 2013). Although improving proficiency level is not an objective of the ELT programs, it is obvious that the STs feel the need to improve their proficiency level. Considering the centrality of high proficiency levels for the professional identity development, the ELT programs should include it in their objectives and offer chances to the STs of improving proficiency skills.

Second, it was found that proactivity, agency, and negotiation contributed considerably to teacher learning, teacher resilience, and identity development process during the practicum. Inclusion of these concepts in the ELT courses, specifically in methodology courses where they have micro-teachings and rehearse teacher identity, might promote engaging with community of practice, claiming ownership, and taking initiatives in meaning-making process. Teacher educators should encourage negotiating beliefs and meanings, and exerting agency in the methodology courses.

Third, emotions played a significant role in the STs' practicum experiences as highlighted in much of the literature. The finding revealed that the STs experienced various emotions and emotional dissonance in the practicum and sometimes they were challenged to deal with these emotions. This study showed some emotion regulation strategies employed by STs, but an explicit focus on expressing and dealing with emotions might enable the STs to manage teaching practices better. In addition, it might promote STs' resilience and sense of belonging.

Fourth, all the STs experienced challenges and adversities to some degrees during the practicum. Some of them used some personal strategies and resources to rebound after these challenges while some struggled throughout the semester. An explicit focus on cultivating resilience in the STs will prepare them better for real classroom context by providing them a toolkit for handling challenges and everyday teaching (Gu & Day, 2013). Teacher educators should focus on specific ways and strategies of cultivating ST resilience during teacher education.

Fifth, the STs entered the teacher education program with previously formed conceptions about language teaching, learning, and teachers (Borg, 2003). These conceptions were found to have a strong influence in their entrance commitment and approach to teacher learning.

Addressing the conceptions formed through previous learning experiences might raise the STs' awareness and promote expression and negotiation of these conceptions. Teacher educators should explicitly address the STs' previously formed conceptions about language teaching and learning, and encourage them to negotiate and challenge these conceptions through new learning.

Sixth, all the STs started practicum at the same practice school for school experience and four of them were assigned to a new school for teaching practice. Findings clearly displayed that the practice school played a significant role in the STs' sense of belonging. The STs who practiced in first school, larger in size, had limited positive relations and recognition compared to the second school, smaller in size. In addition, proper presentation of STs to learners and a warm welcome of administration also influenced the STs' sense of belonging. The practice school members – administration, mentor teachers, and other school teachers – should collaborate with university, support the STs, and encourage positive relations.

Seventh, one of the significant findings of the study was the effect of the role models. Most of the STs in the study changed their beliefs about and/or attitudes toward teaching, learning, and teachers during teacher education and attributed the changes to the effective role models in the department. Teacher educators' respectful attitude toward and warm relations with the STs, presentation of effective learning experiences, and most importantly strong commitment to the profession led to significant cognitive changes in the STs. Therefore, teacher educators should navigate the STs through their learning, model how to be a teacher, build open and trusting relationships, and empower them to be a member of the professional communities of practice and exert agency.

Eighth, the study suggests putting reflective practice in the focus of teacher education programs. The STs realized their conceptions, emotions, and effectiveness of their practices through reflection by themselves and/or with their peers and faculty. Teacher educators should encourage and guide the STs in reflective practices in order to shed light on the implicit aspects of teacher identity development, augment the effectiveness of teacher education program, and ameliorate the STs' professional identity development process.

Last, teacher education programs aim to prepare the STs to their future career only through providing language teacher knowledgebase. However, this study established that being a teacher requires a wider approach than sole knowledge focus and offered a model for developing professional teacher identity development. Teacher educators should address professional identity development explicitly and provide opportunities to the STs to improve dimensions of professional identity persistently.

Suggestions for Future Research

The findings of the study maintained that the professional teacher identity was made up of different dimensions, each of which could benefit from individual scholar attention. First, an intervention focused on cultivating resilience in STs by promoting protective factors and providing tools and skills to handle risk factors can be designed and implemented in teacher education programs. Second, this study focused on professional teacher identity development during the practicum. A longitudinal study covering the practicum and early professional career can offer significant insight into the process. In addition, such a study may offer in-depth data about sense of belonging through socialization and communities of practice. Last, teacher commitment was studied with seven STs in the present study and the findings were significant for teacher identity. A study on language teacher commitment with a wider population and/or with novice and experienced language teachers can yield clearer understanding about the topic.

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APPENDICES



Appendix A. Pre-Interview Questions for the Student Teachers

Are you aware of your personal resources?

What aspects of your personality might help you become a good English language teacher?

What aspects of your personality might impede in becoming a good English language teacher?

How do you define your professional self?

What are the similarities between your personal and professional selves?

What are the differences between your personal and professional selves?

What are the strengths of your professional self?

Are you satisfied with your professional self?

Are there any aspects of your professional self that you want to improve?

How do you handle the aspects of your professional self that you want to improve?

What are the main principles that you take into account while teaching?

Has the second language teacher education (SLTE) program contributed to your professional identity development? If yes, how has it contributed?

How have the methodology courses contributed to your professional identity development?

How have the other departmental courses contributed to your professional identity development?

How have the education sciences courses contributed to your professional identity development?

Do you have any concern that has not been addressed by the SLTE?

When did you decide to be a teacher?

What made you think that teaching is a suitable profession for you?

In your language learning experiences, have any of your teachers affected you (in a positive or negative way) to be an English language teacher?

Do you have any role models (primary/ upper and lower secondary schools, and the SLTE program)?

What does being an English language teacher mean to you?

Who is a good English language teacher?

Are there any physical/emotional/cognitive requirements (resources) for being an English language teacher? If yes, what are they?

Has the SLTE program changed the way you perceive teaching/teaching English?

Are the practices of the SLTE program compatible with your previous language learning experiences?

Appendix B. Post-Interview Questions for the Student Teachers

Dear (X),

The purpose of this study is to explore your teacher identity development process and the influential elements and/or experiences in this process. I will ask you some questions about your experiences in this program, in practicum and the way you immerse yourself in the profession.

Do you like teaching English? Why?

Has the practicum made any changes in your attitude toward teaching English?

What do you think the backbone of foreign language teaching is? (Among all the variables involved, what is the most essential feature/element of successful foreign language teaching?)

You stated your teaching pedagogy in the 3rd reflection paper. Are there any changes in your teaching pedagogy stemming from your observations and practice in the practicum?

Was there a dissonance between your personal pedagogy of teaching English and the real class implementations?

If yes, how did you deal with this dissonance between your personal pedagogy of teaching English and the real class implementations? How did this dissonance affect you emotionally? How did you sustain your commitment to the profession?

Did the dissonance between the SLTE program and the real class implementations create an emotional burden on you as a student teacher?

Were there any strong emotions that you felt during the practicum?

What are the salient emotions that you have felt in the practicum so far?

Are there any specific incidents you want to share?

How did it feel to be a part of the school as a student teacher?

How did it feel to be called ‘teacher’ by the learners?

To what extent did you perform your own methodology in practicum?

Were there any sources of interference to your teaching practice?

To what extent did you take initiative in the classroom for the teaching practice?

Were you included in the decision-making process for teaching practices by the mentor teacher?

Do you have professional ethics serving as a compass?

Did you feel free to implement your professional philosophy in practicum?

Has the practicum contributed to your language teaching knowledge base (content, context and pedagogical)? If yes, how?

Has the practicum contributed to your language teaching competences? If yes, how?

Did you reflect on your teaching practice in the practicum with the mentor teacher?

Did you reflect on your teaching practice in the practicum with the faculty?

Did you reflect on your teaching practice in the practicum with the peers?

Do you see yourself as a fully-developed English language teacher? If no, what do you need to be one?

How do you describe your proficiency level as a student teacher?

How do you describe your content knowledge as a student teacher?

How do you describe your teaching competences as a student teacher?

Are you capable of organizing weekly teaching activities effectively?

Are you capable of performing weekly teaching activities effectively?

Are you capable of managing the classroom effectively?

Are you capable of adjusting your lesson to the learners' (proficiency) levels?

Are you capable of dealing with disruptive students?

What do you do to improve yourself as a student teacher (attending academic events, taking online courses, etc.)?

What do you do for professional development as a student teacher?

Do you think yourself a legitimate member of English language teacher community? What are the specific features that make you feel like a legitimate member of that community?

How do you evaluate the role of shareholders (administration, MoNE, and colleagues) in your process of developing a sense of belonging to the profession?

How do you evaluate the role of shareholders (administration, MoNE, and colleagues) in your process of developing a sense of belonging to the practice school?

How do you position yourself in the local community of English language teachers/teachers?

What are your biggest concerns related to foreign language teaching?

What are your biggest concerns related to classroom management?

What are your biggest concerns related to the profession (relations, assessment, etc.)?

Were there any factors which make you feel weak as a student teacher (in the practicum/ in the SLTE)? If yes, what are these factors?

Were there any threats to your teacher identity from outside? If yes, what were these threats?

Were there any threats to your teacher identity from inside? If yes, what were these threats?

Did you have any concern related to truly performing your teacher identity? If yes, what were they?

Were there any factors/conditions that could lead to negative outcomes in your teaching practice?

What were the risk factors in the teaching practice?

What were the moderating conditions for the risk factors in the teaching practice?

Were there any protective factors when there was a negative situation? If yes, what were these factors?

How did you deal with your problems related to foreign language teaching?

How did you deal with your problems related to classroom management?

How did you deal with your problems related to the profession (relations, assessment, etc.)?

How did you deal with the factors which made you feel weak as a student teacher (in practicum/ in the SLTE)?

Was there anything that you rely on in case of a problem mentioned above?

How do you maintain your commitment to teaching language?

How do you maintain your commitment to teaching language when there are challenging conditions?

How do you maintain your commitment to teaching language when the gap between your ideal and actual teacher identity increases?

How do you manage the inherent unavoidable uncertainties of language teaching?

Do you have a strong sense of purpose for the profession?

Can you bounce back from the abovementioned problems?

Can you find ways to bounce back from the abovementioned problems?

What do you rely on to bounce back from the abovementioned problems?

How do you react to recurring setback in your teaching practices?

How do you react to the challenging conditions in your teaching practices?

Are there any instances of feeling yourself weak when you come across difficulties?

Do you set accessible goals as a student teacher?

Do you feel in control of your professional life?

Is there anything you want to add? Are there any questions that you want to ask me? Thank you for your cooperation.

Appendix C. Reflective Journal Themes

Fall (School Experience)	Spring (Teaching Practice)
1. What are your feelings for and expectations from the practicum? Please describe your expectations from your mentor teacher, the administration, and the institution. What are your concerns about the practicum? Please describe your concerns about your mentor teacher, administration and the institution. How will mentor teacher's in-class practices and applications in the practicum contribute to your professional career in the Ministry of National Education (MoNE)? Can you please elaborate on the contribution of the practicum to your future career? Please discuss your ideas by referring to your teacher identity development process.	1. In what ways does the context affect language teaching? Is there a reciprocal relationship between context and language teaching/learning (The context shapes and is shaped by language teaching)? Please elaborate on the role of the context on language teaching on micro (Classroom and school) and macro (Education system of the country, Ministry of National Education and its implementations, and so on.) levels. How do social, cultural, political and economic elements/changes/developments in macro level affect micro level practices of language teaching? Depending on your experiences and observations, do you have any concerns about your present and future language teaching contexts? If yes, what are they? How does it feel to learn about language teaching in one context and practice it in another? Does it lead to any further concerns to implement language teaching in yet another context?
2. Please write the story of your life. As a student teacher, what are the key events, thoughts and emotions that have contributed you to become an English language student teacher? Who are your role models in the profession? Regarding their possible influence on your life, you may use the political developments, cultural practices, and social constructs in the country by integrating them into your story and teacher identity development process.	2. Are you aware of your foreign language competences as a language learner? Are you satisfied with these competences? What aspects of your foreign language competences do you want to improve? Are you aware of your foreign language teaching competences as a student teacher? Are you satisfied with these competences? What aspects of your foreign language teaching competences do you want to improve? Are there any aspects of

Observation: Giving Instruction and Monitoring	your foreign language learner competences that affect your foreign language teaching practices as a student teacher? Are there any aspects of your foreign language learner competences that make you feel in/insecure as a student teacher? Please elaborate on the questions above by referring to your learner and student teacher experiences.
3. What are the processes involved in language teaching and learning (cognitive, affective, etc.)? Are these processes affected by the contextual factors? Can you describe your own personal pedagogy as a language teacher depending on your language teacher education knowledgebase, experiences, and observations? Have you been provided any guidance/direction in the process of developing your personal pedagogy (e.g. teacher educators, mentor teachers, student teachers, society, and so on)? <i>*Personal pedagogy: One's own knowledge, belief and conception system related to language teaching and learning. It is the filter through which you understand and generate meanings of language learning and teaching. In addition, it is instrumental in defining tasks and designing your language teaching practices as a language teacher.</i> Observation: Giving Purpose	3. What are the attributes of a good English language teacher? Do you have an ideal language teacher conception? If yes, please describe it. Is there an ideal (language) teacher conception in the society? If yes, please describe it. Is this conception compatible with your language teacher conception? Is there an ideal language teacher conception in the SLTE program? If yes, please describe it. Is this conception compatible with your language teacher conception? What aspects of your language teacher conception differ from the (language) teacher conceptions of the society and the SLTE program? Are there any conflicting expectations of the parties (the SLTE program and the society) in terms of being a good English language teacher? Do the language teacher conceptions of the society and the SLTE program influence your teacher identity development in any way? If yes, please elaborate on the ways it influences your teacher identity development.
4. Are you familiar with the English language curriculum, the syllabi, and the teaching materials provided by the MoNE? Have you been introduced with these artifacts and the ways of integrating them into	4. “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, 2011, p. 1).

your teaching practices in the SLTE? To what extent should a teacher use the course book for teaching language? How is your mentor teacher making use of the course book? What should you do when there is a mismatch between your objectives and the available activities on the course book (adaptation, replacement, etc.)? Have you been introduced with technological tools and the pedagogically appropriate ways of using them for language teaching in the SLTE? What is the role of technology in language teaching and learning, especially in expanding-circle countries like Turkey? How do you evaluate your awareness and competences of instructional technology? What are the requisites of successful technology integration into language teaching? Please elaborate on the questions by referring to your observation in the practicum. Observation: Using Course book and Integrating Technology	How do you feel about being a member of an English language teacher community? Do you perceive yourself as a legitimate member of the English language teacher community? Do the in-school interactions with the teachers facilitate your engagement with this particular community of practice? In your teaching practices, to what extent are you allowed to take initiative for the classroom practices and students' learning? Considering what you want to do and what you have to do during language teaching, how do you reconcile these demands into one teaching implementation? How do you feel when you have to combine competing demands into a teaching implementation? Please elaborate on the abovementioned questions by referring to your observations and teaching experiences. Feel free to use detailed descriptions and specific examples.
5. Are you familiar with the out-of-class learning practices? If yes, can you please delineate them? Does the out-of-class learning play a prominent role in English language teaching? What might be the possible ways of tracking, assessing, and giving feedback to the out-of-learning practices of the learners? Is instructional technology conducive to promoting out-of-class learning? If yes, in what ways? Please evaluate your competence in promoting out-of-class learning and describe the role of the SLTE in developing your competence. To what extent, does your mentor teacher use out-of-class learning practices? Please describe and evaluate the practices of your mentor teacher to promote out-of-class learning.	5. “How do you generally feel during your practicum experience? What classroom aspects and/or situations generate positive emotions in the practicum setting? What makes you feel good in the classroom and in the school, and why? What classroom aspects and/or situations generate negative emotions in the practicum setting? What makes you feel bad in the classroom and in the school, and why?” (Frenzel, et al., 2016). Please describe the emotional experiences (the times when you got happy, sad, anxious, angry, excited, passionate, satisfied, worried, exhausted, etc.) you have had during practicum by referring to specific incidents. Please elaborate on the role of emotions on your

Observation: Teaching Reading & Listening, Giving homework	language teacher identity development. Feel free to refer to specific areas of knowledge and competences, e.g. materials selection, classroom management, relations with the school community, ICT integration, assessment, etc.
6. 1. Should learners' errors be corrected? 2. When should learners' errors be corrected? 3. Which errors should be corrected? 4. How should errors be corrected? 5. Who should do the correcting? (Hendrickson, 1978) Please elaborate on the questions above by referring to your language teacher perspective on error correction. Then, please describe and evaluate the error correction practices in the classroom you observe (practicum) in terms of the questions above. Feel free to use specific examples from the classroom. Lastly, please describe the learners' reactions to the feedback given. Observation: Giving Feedback (OCF, WCF), Teaching Writing & Speaking	6.
7. What are the central concerns of classroom management? How should a language teacher manage classroom talk, time, space, and engage learners with the class? What is the influence of affective domain of classrooms on the classroom management (you may refer to teacher and learner emotions)? How do your observations in the practicum contribute to your understanding of classroom management? Please use	7.

specific examples. Considering the ELT education and your observations in the practicum, do you have any concerns about classroom management for which you haven't got any answers yet? Please elucidate the main principles of classroom management depending on your personal pedagogy. Observation: Classroom Management	
8. How do you define language assessment and its main functions? Please elaborate on the main types of language assessment and their contribution to promoting communicative competence. What is washback (backwash) effect? What should a language teacher do to promote positive washback? To what extent are you familiar with the effective ways of language assessment (regarding age, proficiency level, and language skills/components)? Have you been offered the language assessment methods in the SLTE? Please describe and evaluate the language assessment practices adopted in the practicum by referring to your language teacher perspective on second language assessment. Observation: Second Language Assessment	8.
9. Depending on your observations, can you please elaborate on the similarities and differences between the theoretical input provided in the SLTE and the classroom implementations in the practicum? To what extent do you believe that the theoretical input provided in the SLTE is relevant to practice? Does the 'school experience' have a role in reconstructing your beliefs about theory in line with the demands of the teaching practices? What should be done to bridge the divide between theory and practice? Please elaborate on the questions and try to offer	10. Please write the story of your life. As a student teacher, what are the key events, thoughts and emotions that have contributed you to become an English language student teacher? Who are your role models in the profession? Regarding their possible influence on your life, you may use the political developments, cultural practices, and social constructs in the country by integrating them into your story and teacher identity development process.

solutions by referring to your personal pedagogy.	Please take your experiences in practicum into account and make necessary revisions/additions to your story. How has practicum affected your language teacher identity? What has changed in your language teacher identity? Please use your reflection paper written for the tenth week in fall semester and make necessary revisions/additions on it.
11. Please write the story of your life. As a student teacher, what are the key events, thoughts and emotions that have contributed you to become an English language student teacher? Who are your role models in the profession? Regarding their possible influence on your life, you may use the political developments, cultural practices, and social constructs in the country by integrating them into your story and teacher identity development process. Please take your experiences in practicum into account and make necessary revisions/additions to your story. How has practicum affected your language teacher identity? What has changed in your language teacher identity? Please use your reflection paper written for the second week and make necessary revisions/additions on it.	10. Please consider your teaching practice along the semester and write an overall reflection on it. First, please define the criteria by which you will evaluate your teaching practice in the practicum. The criteria may consist of your reference points about foreign language teaching and classroom management. Please include preparation (how did you prepare for your teaching practice?), implementation (what did you do in the classroom?) and evaluation (how did you evaluate your performance?) stages in your reflection. Feel free to give the rationale behind the criteria you define and to share specific incidents.

Appendix D. Sample Observation Checklist for the Student Teachers

Please observe the class in practicum and evaluate it in terms of the observation focus. You can provide explanations and take notes if you need.

Don't forget to share your opinions about the class.

Observation	Sub-dimensions	Explanations/Notes
Focus		
Classroom	- The teacher uses her voice effectively.	YES/NO
Management	- The teacher can be heard by everyone in the classroom.	YES/NO
	- The teacher uses intonation for effective in-class communication.	YES/NO
	- The teacher uses nonverbal immediacy behaviors effectively.	YES/NO
	- Does the teacher walk toward the students when they are speaking?	
	- The teacher uses the board effectively (where to start, clarity, etc.)?	
	- The teacher gives the students enough amount of time to write the notes (on the board) on their notebooks.	
	YES/NO	
	- The teacher ensures that the students are on task in the lessons.	YES/NO
	- The teacher monitors the classroom.	YES/NO
	- Does the teacher manage time effectively in the lesson (time allocation)? Please use specific examples.	
	- How does the teacher manage talk time in the classroom?	
	- How does the teacher use the space in the classroom?	

- How does the teacher manage learner engagement?

- In pair/group works, how does the teacher pair up/group the students?

- In pair/group works, how does the teacher monitor and guide the pairs/groups?

- In pair/group works, do the pairs/groups present their works? How are they evaluated?

- How does the teacher manage emotions (teacher and learner emotions) in the language teaching process?

- How does the teacher manage crisis in the classroom? Feel free to use specific examples.

This week,

✓ **Under your belt**

✓ **Likes**

✓ **Dislikes**

✓ **Areas for improvement/revision**

Appendix E. Informed Consent Form

INFORMED CONSENT FORM

The purpose of this study is to examine the teacher identity development in the teacher education programs. You will be invited to take part in two face-to-face interviews, share reflective journal, and allow the researcher to observe you in the practicum. The time required for each interview is about 30-60 minutes. The interviews will be tape recorded.

Your identity will be kept confidential and your name will not be used in any reports. No one except the researchers can reach the collected data. There are no anticipated risks or direct benefits as a result of your participation. Participation is purely voluntary. You have the right to withdraw from the study at any time without consequence.

If you have any questions or would like to receive the results of the study, please feel free to contact me via....

Agreement: I have read the procedure described above. I voluntarily agree to participate in the study.

AGREE

Appendix F. Table of Codes, Categories, and Themes

Themes	Categories	Sub-categories	Codes
Teacher Learning	Creating LTE	Previously Formed Conceptions	Teachers, Teaching, Department
	Knowledge Base	Learning in the ELT	Methodology, Theoretical knowledge, conceptions of teaching/teachers
		Dissonance between Beliefs and Practices	Language teaching, learner variables, procedural concerns, social contexts
	Situated Learning	Learning in the Practicum	Language teaching, learner variables, procedural concerns, professional identity
		Remolding Existing Beliefs	Realization, disagreement, reversal
		Strategies for Changing Practice	Alignment, avoidance, conformity
Teacher Resilience	Self-Efficacy & Perceived Achievement	High levels	Lesson plan preparation and implementation, CM, language adjustment, effectiveness, tangible goals
		Low levels	Language adjustment, CM, language adjustment, activity implementation, learner engagement
	Optimism	Optimism	Realistic optimism, growth mindset, optimistic self-talk
		Hopelessness	Helplessness, hopelessness
	Emotion Regulation	Adaptive	Antecedent, responsive ER
		Maladaptive	Rumination, taking it personally
Teacher Commitment	Entrance Commitment	Continuance, Normative	No intention, lack of options, offering effective learning experiences
	Changing Commitment	Affective, Normative, Continuance	Desire, learner focus, perks of job, reciprocity
	Committing to Teaching English	Affective, Normative, Continuance, No Commitment	Desire, learner focus, altruism, reciprocity, loss of investment
Sense of Belonging	Sharing Agency	Claiming ownership	Power relations, Authority
	Relations	School members, Learners, Peers	Positive, limited, no relation
	Recognition	School members, Learners, Self	Full, limited, no recognition



GAZİLİ OLMAK AYRICALIKTIR...