
GAZİ ÜNİVERSİTESİ
Gazi
1926

STUDENT TEACHERS' IDENTITY FORMATION FROM A POSTSTRUCTURAL PERSPECTIVE: TOWARD A FRAMEWORK FOR SECOND LANGUAGE TEACHER EDUCATION

Hale Ülkü Aydın

DOCTORAL DISSERTATION
ENGLISH LANGUAGE TEACHING PROGRAM

GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

JULY, 2024

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren .....(….) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı : Hale Ülkü
Soyadı : Aydın
Bölümü: İngiliz Dili Eğitimi
İmza :
Teslim Tarihi :

TEZİN

Türkçe Adı : Post Yapısalcı Bir Perspektiften Öğretmen Adaylarının Kimlik Oluşumu: İkinci Dil Öğretmeni Eğitimi İçin Bir Çerçeveye Doğru

İngilizce Adı : Student Teachers' Identıty Formatıon From A Poststructural Perspective: Toward a Framework for Second Language Teacher Education

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Hale Ülkü Aydın
İmza:

JÜRİ ONAY SAYFASI

Hale Ülkü Aydın tarafından hazırlanan Student Teachers' Identity Formation From a Poststructural Perspective: Toward a Framework for Second Language Teacher Education" adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi İngiliz Dili Eğitimi Ana Bilim Dalı'nda Doktora tezi olarak kabul edilmiştir.

Danışman: Prof. Dr. Kemal Sinan ÖZMEN
(İngiliz Dili Eğitimi Ana Bilim Dalı, Gazi Üniversitesi) ……

Başkan: Prof. Dr. Abdülvahit ÇAKIR
(İngiliz Dili Eğitimi Ana Bilim Dalı, Ufuk Üniversitesi) ……

Üye: Prof. Dr. Paşa Tevfik CEPHE
(İngiliz Dili Eğitimi Ana Bilim Dalı, Gazi Üniversitesi) ……

Üye: Prof. Dr. Belgin ELMAS
(İngiliz Dili Eğitimi Ana Bilim Dalı, TED Üniversitesi) ……

Üye: Prof. Dr. Cem BALÇIKANLI
(İngiliz Dili Eğitimi Ana Bilim Dalı, Gazi Üniversitesi) ……

Tez Savunma Tarihi: 26/06/2024

Bu tezin İngiliz Dili Eğitimi Ana Bilim Dalı'nda Doktora tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Şaban ÇETİN
Eğitim Bilimleri Enstitüsü Müdürü ……

POST YAPISALCI BİR PERSPEKTİFTEN ÖĞRETMEN ADAYLARININ KİMLİK OLUŞUMU: İKİNCİ DİL ÖĞRETMENİ EĞİTİMİ İÇİN BİR ÇERÇEVEYE DOĞRU

(Doktora Tezi)

Hale Ülkü Aydın
GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Temmuz 2024

ÖZ

Bu çalışmanın temel amacı, öğretmen adaylarının genel olarak ve öğretmen eğitimi programları süresince kimlikleri üzerinde etkili olan faktörleri ortaya çıkarmak ve öğretmen eğitimi programlarının öğretmen kimliklerinin inşasındaki rolünü anlamaktır. Bu nitel tek durum çalışması, Ankara'da bir devlet üniversitesinde İngilizce Öğretmenliği Programına kayıtlı 14 üçüncü sınıf ve 8 dördüncü sınıf öğretmen adayı ile gerçekleştirilmiştir. Ayrıca, mevcut öğretmen kimliklerini etkileyen faktörler ve öğretmen eğitimi programının öğretmen kimliklerini şekillendirme ve yeniden şekillendirme biçimleri üzerindeki etkileri hakkında veri elde etmek için programın 5 mezunu ile görüşmeler yapılmıştır. Buna ek olarak, aynı programda görev yapan 3 öğretim üyesiyle de öğrencilerinin kimlik gelişimine ilişkin görüşleri hakkında bilgi edinmek amacıyla görüşmeler gerçekleştirilmiştir. Veri toplama sürecinin başında, öğretmen adaylarının öğretme/öğretmen, öğrenme/öğrenen, okul, önemli diğer kişilerle (meslektaşlar, okul müdürleri, öğrenciler) etkileşim, müfredat ve genel olarak öğretmen eğitimi programlarına ilişkin kavramsallaştırmalarını anlamak amacıyla öğretmen adaylarıyla bazı odak grup görüşmeleri gerçekleştirilmiştir. Odak grup görüşmeleri tamamlandıktan sonra öğrencilerle bireysel görüşmelere geçilmiştir. Üçüncü sınıf öğretmen adayları ile 2 kez, dördüncü sınıf öğretmen adayları ile 3 kez bireysel görüşme gerçekleştirilmiştir. Görüşmelere ek olarak, öğretmen adayları haftalık yansıtmalar yazmış ve bunları araştırmacıya göndermişlerdir. Veriler içerik analizine tabi tutulmuş ve çalışmanın bulguları, öğretmen adaylarının hizmet öncesi öğretmen eğitimleri sırasında

kimlik oluşumlarını etkileyen 5 ana faktör olduğunu göstermiştir; bunlar kişisel biyografi, eğitimsel hikâye, bağlamsal dinamikler, araçsal dinamikler ve motivasyonel faktörlerdir. Sonuçlar ayrıca, öğretmen eğitimi programının öğretmen adaylarının mesleki kimliklerini inşa etmelerine yardımcı olma konusunda başarılı olduğunu, ancak öğretmen kimliğinin kişisel yönlerine daha fazla dikkat edilmesi gerektiğini göstermektedir.

Anahtar Kelimeler	:	Öğretmen adaylarının öğretmen kimliği, yabancı dil öğretmeni eğitimi, kimlik oluşumu
Sayfa Adedi	:	271
Tez Danışmanı	:	Prof. Dr. Kemal Sinan Özmen

STUDENT TEACHERS' IDENTITY FORMATION FROM A POST STRUCTURAL PERSPECTIVE: TOWARD A FRAMEWORK FOR SECOND LANGUAGE TEACHER EDUCATION

(Doctoral Dissertation)

Hale Ülkü Aydın

GAZI UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

July 2024

ABSTRACT

The main purpose of the present study is to find out the factor having an impact on student teachers' identity in general and during their teacher education program and to understand the role of their teacher education program in the construction of their teacher identities. This qualitative single case study was carried out with 14 third-grade student teachers and 8 fourth-grade student teachers who were enrolled in an English Language Teaching Program at a state university in Ankara, Turkey. Also, interviews were conducted with 5 graduates of the program to obtain data about the factors affecting their current teacher selves and the impacts of the teacher education program on the way they shaped and reshaped their teacher identities. Additionally, 3 teacher educators who worked at the same program were interviewed in order to gain information about their understanding of their students' identity development. At the beginning of the data collection process, some focus group interviews were carried out with the student teachers in order to understand their conceptualizations of teaching/teacher, learning/learner, school, interaction with significant others (colleagues, school directors, students), curriculum, and teacher education programs in general. After the focus group interviews were completed, individual interviews with the students started. 2 rounds of individual interview with the third-grade student teachers and 3 rounds of individual interview with the fourth-grade student teachers were conducted. In addition to the interviews, the student teachers wrote weekly reflections and sent them to the researcher. The data were content analyzed and the findings of the study show that there are 5 main factors affecting the student teachers' identity formation during their pre-service teacher

education, and these are personal biography, educational story, contextual dynamics, instrumental dynamics, and motivational factors. The results further show that the teacher education program is successful in terms of helping the student teachers construct their professional identities; however, personal aspects of teacher identity merit more attention.

Keywords : Student teacher identity, second language teacher education, identity formation

Page Number : 271

Supervisor : Prof. Dr. Kemal Sinan Özmen

TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU i
ETİK İLKELERE UYGUNLUK BEYANI ii
JÜRİ ONAY SAYFASI iii
ÖZ iv
ABSTRACT vi
TABLE OF CONTENTS viii
LIST OF TABLES xii
LIST OF FIGURES xiii
LIST OF ABBREVIATIONS xiv
CHAPTER 1 INTRODUCTION 1
1.1. Background to the Study 1
1.2. Statement of the Problem 3
1.3. Purpose of the Study 6
1.4. Significance of the Study 6
1.5. Limitations of the Study 8
1.6. Definitions of the Terms 8
CHAPTER 2 LITERATURE REVIEW 11
2.1. Second Language Teacher Education 11
2.2. Pre-service EFL Teacher Education 13
2.2.1. Three Models of Teacher Education 15
2.2.2. EFL Teacher Education in Turkey 18
2.3. Teacher Identity 20
2.3.1. Language Teacher Identity 22
2.3.1.1. Definitions of Language Teacher Identity ***25***
2.4. Teacher Identity Formation 26
2.4.1. Four Aspects of Teacher Identity Formation 27

2.4.1.1. Agency *28*
2.4.1.2. Emotion *29*
2.4.1.3. Narrative and Discourse *31*
2.4.1.4. Reflection *33*
2.4.2. Three Views of Identity Formation 36
2.4.2.1. Developmental Research *36*
2.4.2.2. Sociocultural Approach *38*
2.4.2.3. Poststructuralist Approach *39*
2.5. Poststructuralism in SLTE 41
2.5.1. Student Teachers' Identity Formation and Teacher Education 45
2.5.2. Local Studies 48
CHAPTER 3 METHODOLOGY 53
3.1. Research Design 53
3.2. Participants and Context 54
3.3. Data Collection 56
3.3.1. Instruments 57
3.3.1.1. Focus Group Interviews *57*
3.3.1.2. Essays *58*
3.3.1.3. Interviews *58*
3.3.1.3.1. Interview with the Student Teachers *60*
3.3.1.3.2. Interview with the Faculty Members *61*
3.3.1.3.3. Interview with Graduate Students *61*
3.3.1.4. Student Teachers' Reflective Journals *61*
3.3.2. Data Collection Procedure 62
3.4. Data Analysis 65
3.5. Validity and Reliability 66
CHAPTER 4 RESULTS 69
4.1. Themes and Major Codes 69
4.2. Codes and Themes 72
4.2.1. Personal Biography 72
4.2.1.1. Personal Story *72*
4.2.1.2. Personal Traits *75*
4.2.1.3. Beliefs *78*
4.2.1.4. Emotions *80*
4.2.1.5. Self-practices *82*

4.2.1.6. Language Proficiency *84*
4.2.2. Educational Story 84
4.2.2.1. Learning Experiences Prior to Teacher Education Program and Their Previous Teachers *84*
4.2.2.2. Teacher Education Program *86*
4.2.2.2.1. The Courses Offered in the Program *86*
4.2.2.2.2. Changes in the Program *91*
4.2.2.2.3. Altering Previous Beliefs *92*
4.2.2.2.4. Incompetency in Speaking Skills *93*
4.2.2.2.5. Microteaching Demonstrations *93*
4.2.2.3. Practicum *96*
4.2.2.3.1. Mentor Teachers *99*
4.2.2.3.2. Working with a Partner *100*
4.2.2.3.3. Feedback Sessions *101*
4.2.3. Contextual Dynamics 103
4.2.3.1. Positioning *103*
4.2.3.2. Communities of Practice *104*
4.2.3.3. Interaction with Significant Others *106*
4.2.3.4. Institutional Context *107*
4.2.3.5. Political Discourse *110*
4.2.3.6. Social and Cultural Discourse *112*
4.2.4. Instrumental Dynamics 113
4.2.4.1. Institutional Resources *114*
4.2.4.2. The Use of Materials *115*
4.2.4.3. Online Education vs. Face-to-face Education *116*
4.2.4.4. Places and Spaces *118*
4.2.5. Motivational Factors 119
4.2.5.1. Media Influences *120*
4.2.5.2. Personal Contexts *120*
4.2.5.3. Professional Gatherings *121*
4.2.5.4. Teacher Self Idealization *123*
4.2.5.5. Social media *125*
4.3. A Proposed Theoretical Model: The Post-Structural Account of Teacher Identity Formation 126
CHAPTER 5 DISCUSSION 131

5.1. R.Q.1. What kinds of factors lead the student teachers to form their teacher identities during their pre-service teacher education? 132
5.2. R.Q.2. How do these factors affect the student teachers' identity formation? 154
5.3. R.Q.3. To what extent are these factors reflected within the teacher education program? 159
CHAPTER 6 CONCLUSION 163
6.1. Summary of the Study 163
6.2. Implications of the Study 168
6.3. Suggestions for Further Research 169
REFERENCES 171
APPENDICES 199
Appendix 1. 1st Individual Interview Questions- 4th-GradeStudent Teachers 200
Appendix 2. 1st Individual Interview Questions- 3rd-Grade Student Teachers 204
Appendix 3. 2nd Individual Interview Questions- 4th-Grade Student Teachers 209
Appendix 4. 2nd Individual Interview Questions- 3rd-Grade Student Teachers 212
Appendix 5. 3rd Individual Interview Questions- 4th-Grade Student Teachers 215
Appendix 6. Interview Questions -Teacher Educators 219
Appendix 7. Interview Questions -Graduates 222
Appendix 8. Weekly Reflection-3rd-Grade Student Teachers 227
Appendix 9. Weekly Reflection-4th-Grade Student Teachers 230
Appendix 10. Essay Prompts-4th-Grade Student Teachers 233
Appendix 11. Focus Group Interview Questions 234
Appendix 12. A Weekly Reflection Sample- 4th-Grade Student Teacher 236
Appendix 13. A Weekly Reflection Sample-3rd-Grade Student Teacher 239
Appendix 14. Transcription Samples 242

LIST OF TABLES

Table 1 *Participants and Data Collection Techniques* 56

Table 2 *Data Collection Techniques and Research Questions* 57

Table 3 *Factors Behind Data Collection Tools* 59

Table 4 *Duration of the Interviews* 60

Table 5 *Data Collection Procedure* 63

Table 6 *Techniques to Ensure Reliability and Validity in a Qualitative Research Design* 66

LIST OF FIGURES

Figure 1. Wallace, M. (1991). *Training foreign language teachers: a reflective approach.* Cambridge: Cambridge University. 17

Figure 2. Initial coding list 70

Figure 3. Final codes and themes 71

Figure 4. A proposed theoretical model: the post-structural account of teacher identity formation 126

Figure 5. Personal biography 132

Figure 6. Educational story 136

Figure 7. *C*ontextual dynamics 142

Figure 8. Motivational factors 147

Figure 9. Instrumental dynamics 150

Figure 10. Factors affecting the student teachers' identity formation. 154

LIST OF ABBREVIATIONS

DFG	the Douglas Fir Group
ELT	English Language Teaching
EFL	English as a Foreign Language
SLA	Second Language Acquisition
SLTE	Second Language Teacher Education
ST	Student Teacher
MoNE	Ministry of National Education
TESOL	Teaching English to Speakers of Other Languages

CHAPTER 1

INTRODUCTION

In this chapter, background to the study, statement of the problem, purpose of the study, significance of the study, limitations of the study and definitions of the terms are presented.

1.1. Background to the Study

Teacher identity has been the focal point of the studies conducted in the field of second language teacher education (SLTE) in the last twenty-five years. Teaching is a profession which is intricate and necessitates trained ability, so in order to become a teacher, student teachers need to adopt a teacher identity and it is emphasized in many studies that identity development is an important component of teacher education (Olsen, 2008; Sachs, 2005).

It is a well-known fact that student teachers go through a shift in their identities during the teacher education program (Beauchamp & Thomas, 2009) and this identity formation merits attention in the program, so understanding what teacher identity is and the relevant constructs and concepts is significant. At this point, the main obstacle faced is the difficulty of reaching a definition of teacher identity that is recognized by everyone as there are different aspects that need to be taken into account when the subject is teacher identity and how it is constructed. First of all, to be able to comprehend what teacher identity means fully, it is a must to get insights on who teachers are, what they do and different identities, such as individual, professional, political, cultural identities which they state to have and the identities assigned to them must be explored. With the aim of providing a clear definition to the term “identity”, Varghese, Morgan, Johnston and Johnson (2005) present some features of identity based on the studies of expert researchers in the field. Firstly, changing and

multiple nature of identity, which contains contrast in it has been maintained by Gergen (1995), Norton (2008) and Sarup (1996). The second feature of identity was its dependence on the contexts and settings, such as political, social, cultural contexts and school settings individuals live in (Duff & Uchida, 1997). The final emphasized aspect of the identity is how it is built, defended, and negotiated with language and discourse (Gee, 1996; Maclure, 1993).

In recent years, Barkhuizen (2017) aimed to comprehend and conceptualize language teacher identity, so he asked 41 experienced researchers in the fields of applied linguistics to make a definition of the term in their respective areas of expertise and he analyzed the definitions to set a common ground for the negotiation of the term. As a result of the analysis of the definitions made by the researchers, he comes up with a definition:

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

Each proposition of this definition displays a different facet of language teacher identity. In the definition, it is aimed to provide a statement about the current thinking of various areas language teachers and educators work in such as language teacher education, teacher reflection, teacher autonomy, teacher research, etc. (Barkhuizen, 2017, p.3). It is suggested that this definition can be interpreted in various ways from different points of view in different contexts and as a consequence, it can bring about alternative ways of thinking about language teacher identity.

The first studies carried out on the teacher identity formation is based on Eriksonian and non-Eriksonian research and identity theory, so the main focus is on how individual experiences construct identity in an isolated manner, without much consideration of sociocultural elements (Soenens & Vansteenkiste, 2011). As sociocultural factors are not paid enough attention in the developmental research, but larger social contexts have noticeable effects on people and their identity development, sociocultural approach has been the prevalent approach in the studies carried out on teacher identity development. In these studies, the analytic primacy is given to sociocultural processes involved in teacher identity development (e.g. Vygotsky, 1986; Wertsch, 1995). The importance of social, cultural and, to some extent historical factors and opportunities provided in these contexts on how the

individuals shape their identities and their cognitive functioning have been highlighted (Lasky, 2005; Wertsch, 1991). The sociocultural approach shows that in the particular context of the education, all the contextual elements, such as the classroom setting, institutional resources, the curriculum applied, and interactional discourse created in the institution have great impacts on the decisions made by teachers. Even though the sociocultural perspective emphasizes the significance of social, cultural, and interactional elements and their impacts on teacher identity development, the mediation role of power structures in this interaction between the identity development and contextual factors is not addressed (Zembylas, 2003). The poststructuralist approach differs from the previous approaches in two ways. First of all, the conception of the unitary, singular self is deconstructed. Secondly, it is maintained that identity development cannot be considered independently from the political contexts in which people act and construct their identities (Britzman, 1992; Ruohotie-Lyhty & Moate, 2016; Voloshinov, 1986). In post structural perspective, there are two fundamental term's identity formation is based on: meaning and experience and identity is formed at the intersection of them (De Lauretis, 1986). However, it does not mean that individuals are less important than meaning or experience. As the active agents and meaning makers of the discourse, people are not defined by the experience, but they are the ones who tell the experiences by attributing meaning to what happens. Also, in the way the individual tells the story both contextual resources and that person's personal history play great roles (Britzman, 1992; Foucault, 1982). Therefore, identity cannot be interpreted as self-knowledge perceived through experience, but it requires negotiation with discursive practices (Bhaba, 1987) and identity formation should be traced within a historical framework (Foucault, 1980). This kind of an approach enable people to develop agency as they are required to question their self-knowledge, personality, who they are, what they want to do, sociocultural, political factors and power relations in their context to explore and shape their identities (Clarke, 2009). Adopting this perspective can help teacher education programs to provide opportunities for student teachers to construct their teacher identities regarding both their personal features and all relevant social, cultural political dynamics and exercise of power.

1.2. Statement of the Problem

Although identity is defined in different ways, it is agreed that there are not only internal but also external factors having an effect on teachers' identity. Teacher identity refers both to

effects of understandings and expectations of other people in the society (including widely accepted images of a teacher, i.e. what a teachers should know or how she or he should behave) and to things that teachers find significant in their work and lives based on their experiences in practice and their personal backgrounds. All in all, identity is a multifaceted, dynamic, ongoing process involving both the person and the context (Johnson, 2006; Norton, 2010).

The importance of teacher identity development is underlined in the field of SLTE; however, in the teacher education programs, the curriculums are not designed to focus on student teachers' teacher identity construction. Identity formation of student teachers is a unique process as they can equally succeed in shaping their professional identities even though they pursue divergent paths to fashion their teaching selves (Antonek, McCormick & Donato, 1997). This points us that it is the student teachers who experience and shape this process and they are powerful agents of this formation and transformation. However, the contexts all these experiences take place, the student teachers live, and the pedagogy adopted in a teacher education program have great significance in this process (Danielewicz, 2001).

The process of identity formation entails different sources of knowledge, such as knowledge of subject matter, teaching, human relations (Antonek et al., 1997). The student teachers should have the knowledge of different approaches and practices in language teacher education, take part in dialogues in various related discourses and share their ideas so as to locate themselves. Therefore, the teacher education programs have a major role to play to create a space and provide opportunities for the student teachers to construct, deconstruct and reconstruct their teacher identities.

Even before starting this process of formation, they have their own beliefs about teaching and learning (Woods, 1996; Flores, 2001). The research on teacher beliefs indicates that there are mainly three different resources that the student teachers' beliefs are based on (Richardson, 1996); their own personal experiences as students in the school, teacher education and their personal experiences in life in general and with teaching. Although all these factors have important impacts on the student teachers' beliefs, their experiences as students, in other words "apprenticeship of observation" as it is called by Lortie (1975, as cited in Xing, 2009, p.9) are found to be the most influential factor shaping their beliefs as they conceptualize some good and bad models of teachers based on these experiences (Peacock, 2001) and these interpretations lead them to decide what kind of a teacher they want to become.

Teacher education programs must take all these into consideration while preparing the student teachers for their future career. Providing them just with the knowledge of teaching and the subject matter is not enough for them to form their teacher identities. The student teachers need powerful experiences to change their previous beliefs which are generally false and to turn these changed beliefs into actions. The post structural approach enables the teacher education programs to create a space that student teachers can recognize who they are as individuals, how they interact with people around and how the social, political, cultural contexts have an influence on them, their interactions, and resources available to them (Morgan, 2007). Also, by opening up spaces to question their self-knowledge, social, political, cultural contexts and discursive practices, teacher education programs can help student teachers to develop agency and construct and transform their teacher identities (Clarke, 2009).

In order to design such programs, the first step should be monitoring the identity formation process of the student teachers, and all the relevant factors should be found out. There have been some studies focusing on different aspects of student teachers' identity. The significance of teaching practice and reflection has been highlighted as a way to explore who student teachers are as teachers and find their own voice in their practice (e.g., Chua, Liu & Chia, 2018; Olsen, 2014). The characteristics of the teaching practice contexts are also found to be important since challenging teaching contexts make the student teachers feel identity tension and question their beliefs and actions (Day, Kington, Stobart & Sammons, 2006; Smagorinsky, Cook, Moore, Jackson & Fry, 2004). Interactional aspect of teacher identity development has been one of the most emphasized points in the studies (e.g., Morton, 2018) because teachers' identities form and transform through interaction and negotiation (De Costa, 2019). As the most important component of the teacher education program in terms of teacher identity formation, teaching practicum has been pointed out. In their practicum schools, they have the chance to both experience and observe teaching and teaching context, and in this way, they assess and reassess their teaching performance in a real teaching context, interpret the meanings in discursive practices by interacting with the larger social, political and cultural contexts and with their students, mentor teachers and teacher educators (Anspal, Eisenschmidt & Löfström, 2012; Yuan, 2016).

All in all, the importance of teacher identity formation during the student teachers' pre-service teacher education has been confirmed in the recent literature of teacher education, but how it should be integrated and addressed in the design and application of the teacher

education programs could not be framed. As a result, most of the student teachers cannot make sense of their teacher selves and can express just a tentative sense of their teacher identities (Beauchamp & Thomas, 2009). In the context of Turkey, student teacher identity is identified as an important issue and a subject that needs to be explored more (e.g., Taner & Karaman, 2013), but the number of studies directly focusing on teacher identity formation of student teachers is quite limited. In recent years, there are more studies than before; however, these studies are generally carried out from a sociocultural perspective and with very small group of participants.

1.3. Purpose of the Study

The main goal of the present study was to explore the factors having an impact on the student teachers' identity construction in general and during their teacher education program, to investigate how these factors influence them during their teacher education program, and to find out the role of their teacher education program in the formation of their teacher identities. In order to achieve these purposes, three research questions were addressed in this study:

1. What kinds of factors lead the student teachers to form their teacher identities during their pre-service teacher education?
2. How do these factors affect the student teachers' identity formation during their pre-service teacher education?
3. To what extent are these factors reflected within the teacher education program?

1.4. Significance of the Study

In the literature on teacher education, identity has been stated to be crucial, inevitable and indispensable for all teachers (Burri, Chen & Baker, 2017); therefore, many studies have been carried out to understand teachers' identity formation, and to identify the characteristics of teachers' identity (Beijaard, Meijer & Verloop, 2004). However, most of the studies are conducted from a cognitive perspective and for this reason the results are based on the data collected from just the teachers (Sang, 2023). There is no available data on their contexts, so it is not possible to understand the teachers' contexts thoroughly as there is generally no data gained through observation, materials of students and school documents. The current study will draw on a post structural perspective in order to obtain o fuller understanding of the

student teachers' identity formation. In the study, different data collection techniques will be exploited to gather data from different sources (e.g. student teachers, teacher educators, teacher education programs).

In some studies, the importance of the contextual elements in the process of teacher identity formation is addressed; however, most of these studies refer to the contexts as the determining factor, so the influences of the contexts which teachers live in on their teacher identity development are emphasized. Nevertheless, the ways in which teachers, as individuals, can shape the surrounding discourses are often disregarded. The dynamic relationship between the individuals and contexts is ignored. Also, the close contexts like the classroom and school setting are addressed as the factors influencing teachers' beliefs, actions and identities, the larger political, social, and cultural context affecting, the classroom and school setting, the teachers, and even the interactional atmosphere in institutions did not receive any attention.

Taking a post structural perspective, Clarke (2009) applied a diagram proposed by Foucault (1983) emphasizing the conception of ethical self-formation in the field of teacher education. This diagram demonstrates a teacher's relationship with herself/himself in interaction with the close contexts and the larger social, cultural, and political contexts. However, the main focus of the diagram is on the individual, so the contextual components are not addressed thoroughly.

Besides, for teacher identity formation, a teacher's biography has great importance. In the teaching and teacher education literature, biography is seen and accentuated as the life history of a specific person. However, it should not be ignored that these biographies are not just life stories, but they are ingrained in a socio-historical context (Beijaard et al., 2004). Therefore, in this study, biographies of the student teachers will be approached from this point of view.

In the studies investigating teachers' identity formation, it is a common practice to study with one participant. Although these studies provide in-depth information about an individual's identity formation, they do not offer additional insights into the nature of the connection between the individual and contextual factors. In other words, it is not easy to figure out the effect and effectiveness of contextual factors without having a common ground. For this reason, the current study will be conducted with 22 participants who study at the same university with the same program/curriculum. By this means, the study will be

able to give some insights into the language teacher education programs and teacher educators in the field.

Considering all these gaps in the field, the present study will be carried out with 22 student teachers in the same teacher education program and aims to identify the main components playing a significant role in teacher identity formation of student teachers from a post structural approach that will provide extended information about all the relevant factors involved in the student teachers' identity formation.

1.5. Limitations of the Study

There are a few limitations of the current study. First of all, the present study is limited to participants at Gazi University English Language Teaching Program, therefore, the findings may not be generalized to other student teachers studying at different universities. The data may not be representative of all the student teachers studying at an English language Teaching Program.

Secondly, the data is mostly collected through self-reported data collection tools. However, data triangulation is established by using multiple sources and methods in data collection.

Finally, the data for the present study was collected during the COVID-19 pandemic; therefore, as a consequence of the time period in which the data was obtained, the researcher was not allowed to observe the student teachers' practicum classes, so there is no observation data, which could be exploited to strengthen the credibility of the findings of the study even though there is no such aim of the study requiring the observation of the student teachers' classroom practices.

1.6. Definitions of the Terms

Teacher identity: In recent years, a more post structural approach has been adopted and identity has been defined as "socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project in dress, bodily movements, actions and language" (Block, 2014, p. 32). In parallel with the definition of identity, language teacher identity is defined as "an internalized set of meanings associated with the role of language teacher that is negotiated and constructed in interaction with others and/or generated and maintained by oneself" (Martel, 2017, p. 89). It is also emphasized that "there are unequal power relations to deal with, around different capitals- economic, cultural, and social-that both facilitate and

constrain interactions with others in the different communities of practice with which individuals engage in their lifetimes" (Block, 2014, p. 32).

Teacher identity formation: teacher identity formation is a never-ending process that involves identification, understanding and negotiation of who you are as an individual and as a teacher and acknowledging how others around you see you (Clarke, 2009).

Post structural approach to teacher identity formation: In short, there are mainly three important aspects of identity formation from a post-structural approach. Firstly, it emphasizes the integration of the individual and the social, in other words, the notion of singular, unified identity is refused as both individual and sociopolitical processes play important role in identity formation. Secondly, it is highlighted that political and cultural factors should not be overlooked as they are shaping and are shaped by discursive practices through which social meanings are formulated and contested. Finally, this kind of approach opens up spaces for people to develop agency by questioning their self-knowledge, emotions, the sociopolitical factors and the power relations in certain contexts and to transform their identities.

Student teachers: Pre-service teachers studying at teacher education programs, which lasts four years, to become a teacher.

Mentor teachers: Teachers who mentor the fourth-grade student teachers during their teaching practice at the practicum school. They are in-service teachers who work at the public schools funded by the government.

Teacher educators: Faculty members of the teacher education programs supervising the fourth-grade student teachers during their practicum experiences.

CHAPTER 2

LITERATURE REVIEW

In alignment with the aim and the theoretical framework of the study, this chapter begins with the history and improvements in the field of SLTE. The following part focuses mainly on pre-service teacher education and the models applied in teacher education programs and the history of English as a foreign language (EFL) teacher education in Turkey. Then, the literature on the concepts, benefits, criticisms of teacher identity, teacher identity formation, and different views of teacher identity formation is provided. The next part aims to explain poststructuralism and its effects on SLTE. Lastly, a review of studies that focus on the student teachers' identity development in the local context is given.

2.1. Second Language Teacher Education

English language teaching started to expand all around the world in the 1960s and the field of teaching English to speakers of other languages (TESOL) took the form that we know today with the emergence of some methodologies shaping the future of the field of English as a second or foreign language. The first teacher training programs were short-term trainings or certificate programs aspiring to develop practical classroom skills of prospective teachers (Richards, 2008). In 1990, Richards constructed a new term, second language teacher education (SLTE), to refer to the training and education process of the second language (L2) teachers. In the original definition of the term, it is announced that the main aim of the SLTE is "to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use" (Richards, 1990, p.15). SLTE has been used as an umbrella term in TESOL for language

teacher education ever since although in different contexts terms such as pre-service training, initial teacher education, and initial teacher training are preferred.

Until the 1990s, the field of applied linguistics provided the specialized theoretical knowledge base that formed the basis of the new field as language teaching was the focal point of applied linguistics (Bardovi-Harlig & Hartford, 1997). Nonetheless, theories and practices in general education have had a huge effect on language teacher education since then and most of the current research interests and classroom practices in the field stem from general teacher education. During all these years, in addition to the influence of the general education on the field, there have been some important developments in the world, such as globalization and the dominance of the English language in international communication and trade, which have resulted in a need for updates in language teaching policies and teacher education, Additionally, there have been changes and developments in the knowledge base and relevant instructional practices within the field itself (Richards, 2008). As a result, there have been profound changes in SLTE and the factors causing these changes can be divided into four categories.

First, there is a shift from behaviorism to constructivism, in other words, from the transmission of knowledge to constructive ways of learning (Crandall, 2000). In traditional, behaviorist, top-down approaches student teachers are expected to understand and imitate the best practices provided to them (Widdowson, 1997). They are viewed as passive receivers of knowledge irrespective of their thinking and decision-making. However, in the process-oriented, constructivist perspective of teacher learning and teaching, teachers are reflective practitioners that construct their own knowledge and reflect on it and theorize and shape their practice (Richards, 2004).

Secondly, it has been realized that their programs do not equip student teachers with the required qualities to handle with complexities of real classrooms. Shortly after completing their language teacher education programs, some of them start viewing teacher learning as a transmission of knowledge, so the split between theory and practice has been a hotly debated issue in the field. These debates have resulted in more focus on practice and accordingly cooperation between language teacher education programs and schools in order to provide opportunities for teachers to apply what they learn in the programs in real contexts (Crandall 1994, Darling-Hammond 1994).

Third, it has been widely recognized that teachers' prior experiences as learners have exerted a powerful influence on their conceptualizations of learning and teaching and their teaching

practices. For this reason, exploring student teachers' prior learning experiences and beliefs and supporting them to reflect upon both these experiences and their teacher education practices have been the core of SLTE programs (Freeman & Richards 1996, Johnson 1994, Richards & Lockhart, 1994).

Finally, professionalism among English language teaching (ELT) members has been a growing concern. Constructing the knowledge base of the field with continuous teacher inquiry in which teachers are at the center by developing their own theories and evaluating, reflecting on their own practices in cooperation with researchers during their continuing education has ensured SLTE as a legitimate profession (Crandall, 2000; Johnson, 2009). ELT is viewed as a valuable and recognized profession requiring its members to have this specialized knowledge base garnered from academic studies and practical experiences and becoming an English language teacher means becoming a member of a global community consisting of professionals who share the same goals, values, and discourse but being a teacher who reflects upon her/his own practices critically and is committed to adopting a transformative approach towards her/his own role (Richards, 2008).

2.2. Pre-service EFL Teacher Education

As it has been a requirement to have the academic knowledge and the practical skills to be a professional in the field of ELT, how student teachers acquire the knowledge and the skills, in other words, the content and the delivery of SLTE programs, is of utmost importance. As mentioned before, the field of SLTE has witnessed dramatical shifts over the years and the teacher education programs have certainly been influenced by them. This shift from a top-down approach to teacher learning toward a bottom-up approach cannot be considered in isolation. It has been affected by different intellectual traditions exploring human learning, namely from behaviorist to cognitivist to social views of human learning (Lantolf & Johnson, 2007).

When the cognitive learning theories of the positivist epistemological perspective are used as a lens through which to view teacher learning, it is defined as an internal process in the mind of the student teachers, and it is independent of what happens in the social and physical contexts. It is asserted that the knowledge about teaching can be transmitted from teacher trainers to student teachers, so teaching is a transmission process. Educational research from this perspective aims to identify what effective teachers do that result in student success in

test scores. As a result, some patterns that good teachers use and are effective are found out and taught to the student teachers (Richards, 2008).

In the early 1980s, the positivist epistemological perspective was widely criticized for oversimplifying classroom atmosphere, depersonalizing and decontextualizing teaching practice, and as a result having little influence on improving classroom teaching and learning (Crandall, 2000; Shulman, 1986). In the mid-1970s, an interpretative epistemological stance started to gain acceptance in educational research with the assumption that the knowledge cannot be considered independent from the social practices, so how teachers participate in and construct their professional worlds has been the main focus. Rather than predicting and dictating what teachers should do, interpretative research aims to find out what teachers and student teachers know and believe, how they make sense of their role in their teaching contexts, and why they do what they do. This stance started to be appealing in teacher education because until the mid-1970s and early 1980s research on teachers did not explore the complexities of teachers' mental lives and teaching contexts, so it was not sufficient to understand the complexities involved in teachers' minds and classroom practices. However, with this perspective, the social and situated nature of learning has been acknowledged (Lave & Wenger, 1991) and teachers' role in constructing knowledge has been taken into account. Teacher learning is viewed as constructing professional knowledge by participating in particular social contexts, interacting with people, and engaging in specific kinds of activities and processes.

Although the teachers were supposed to apply theory to practice in the past, with more recent views, teacher learning has been accepted as the theorization of practice (Richards, 2008) and teacher education programs are in charge of providing the professional knowledge and some ways that student teachers can build up that knowledge by reviewing and reflecting. It is remarked that teacher education has two primary functions. Firstly, the skills of reflectivity and required content knowledge should be taught, and secondly, necessary discourse that can help them reshape their recent and prior experiences should be provided to student teachers (Freeman, 2002). Consequently, traditional models of teaching in SLTE programs have been revised and student teachers as a community of learners taking part in social practices and the collaborative construction of meaning have been the main focus.

This view of learning to teach is based on sociocultural theory, which should be considered a theoretical lens to conceptualize and enlighten the process of becoming an English language teacher and how teacher educators can support and facilitate their students'

professional development rather than a methodology or a specific approach to teacher learning (Johnson, 2009), and the literature on the teacher identity construction, so the influence of broad social and political contexts that SLTE programs are in, the discourses created by student teachers and the ones they participate in, classroom practices including all the activities done, all the artifacts and resources employed in the program, and the interaction between student teachers' prior experiences, knowledge, beliefs and the aim of the programs, course contents are regarded important. The main features of current views of teacher learning arising from research are emphasized by Johnson (2006) as follows:

> This research depicts L2 teacher learning as normative and lifelong, as emerging out of and through experiences in social contexts: as learners in classrooms and schools, as participants in professional teacher education programs, and later as teachers in settings where they work. It described L2 teacher learning 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 (p.239).

2.2.1. Three Models of Teacher Education

Three models of teacher education have been identified by Wallace (1991) and they have been utilized in both general education and SLTE. These models are the craft model, the applied-science model, the reflective model and have appeared in history in chronological order. In the craft model, the professional knowledge and skills of a trainee reside in the experienced trainer. Trainees learn through observing and imitating their trainers. The main criticism of the model is that too much reliance is placed on the trainer's expertise (Richards, 2008; Wallace, 1991).

Among these three models, the most commonly implemented one has been the applied science model and it has contributed to most teacher education programs. The success of empirical research during the nineteenth and twentieth centuries has given rise to the development of the model. It is claimed by the supporters of the model that all teaching problems can be solved by applying the findings of empirical studies, so scientific knowledge based on empirical studies is transmitted to trainees by the experts. The trainee is in charge of putting this scientific knowledge into practice and if a problem is encountered, it must be because of her/his misunderstanding of the scientific knowledge or inappropriate application of the findings. If there is a teaching problem, this problem can be solved by an expert in the content knowledge, but the practitioners in the class cannot solve it on their own.

The reflective model of teacher education has been exploited a lot in English language teacher education programs in the last years and it has always been referred in the current understanding of teacher training and while conducting research studies in the field. 'Reflection', 'reflective practice', and 'reflective practitioners' are some concepts used frequently and accentuated in teacher education literature (Admiraal & Wubbels, 2005; Birmingham, 2004; Rodgers, 2002) and in various teacher education programs reflection has been presented as an ideal (Ottesen, 2007). Although the notion is a bit vague and some contradicting definitions of the term have been made, the notion of reflective practice that is suggested by Schön and is based on the claim that learning relied on the integration of experience with reflection and theory with practice (Humphreys & Susak, 2000) seems to direct and shape all the other definitions and understanding (Harford & MacRuairc, 2008; Pennington, 1995; Ur, 1997; Wallace, 1991).

The necessity of active and purposeful engagements with problematic situations underpinned by a personal awareness of thoughts and attitudes is emphasized, and for the potential development of a reflective practitioner being open-minded, responsible and dedicated are accepted as key features by Dewey (Harford & MacRuaric, 2008). To point out the relationship between reflection and practice, Schön makes a distinction between 'reflection-in-action' and 'reflection on action' (1991). The former refers to thinking about what you are doing while you are doing and accordingly modifying your behaviors, and the latter refers to reflecting on your behaviors after they are over and evaluating the practice and as a result learning from the experience (Schön, 1991). Later, the notion of 'reflection-in-practice' is introduced by Schön to refer to professional practice performed in professional situations including a certain amount of repetition (Schön, 1991). Handling these certain situations "a repertoire of expectations, images and techniques" (Schön, 1991, p.60) is constructed by the practitioners. It is claimed that knowing-in-practice "tends to become increasingly tacit, spontaneous, and automatic and is likely to develop through expertise in time" (Schön, 1991, p.60). Therefore, the practitioners should encounter as many possible professional situations as they can during the practice process since they will be more familiar with the problems and their solutions in real classrooms this way. However, this process may result in some negative consequences for the trainees. Generally, these teaching practices are quite repetitive and routine, so they may not be provided with enough opportunities to reflect on their teaching experiences and gain precious insights into teaching.

Inspired by the works of Dewey, Schön and some others, Wallace offers the framework of reflective practice that has been widely used in pre-service English language teacher education. In this framework, it is claimed that there are mainly two types of knowledge: received knowledge and experiential knowledge. The 'received knowledge' refers to the knowledge of the field including theories of language, learning, teaching, research findings, and a professional level of competence in the target language (Wallace, 1991). The term 'experiential knowledge' corresponds to Schön's knowing-in-action and is defined as "the trainee will have developed knowledge-in-action by the practice of the profession, and will have had, moreover, the opportunity to reflect on that knowledge-in-action" (Wallace 1991, p. 15). By combining these two types of knowledge, Wallace claims that the reflective model helps the teacher trainees integrate their experiential knowledge with the scientific knowledge base of the profession and leads them to construct their professional competence (Figure 1).

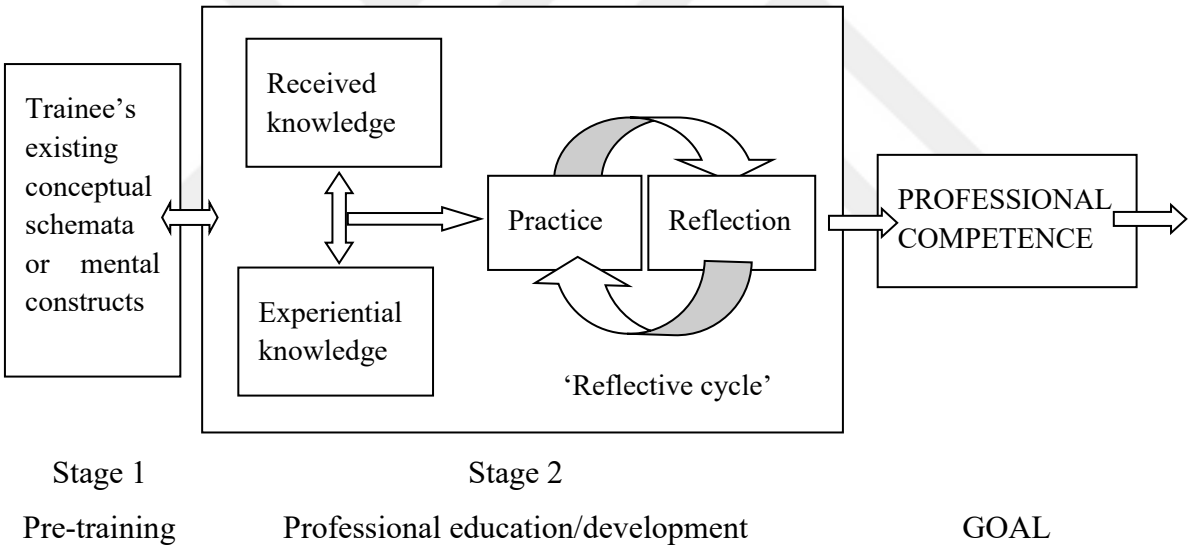


Figure 1. Wallace, M. (1991). *Training foreign language teachers: a reflective approach.* Cambridge: Cambridge University.

In this model, the reciprocal relationship between 'received knowledge' and 'experiential knowledge' is accentuated by Wallace (1991). The teacher trainees can reflect on their practical experience by taking into account their received knowledge and their classroom experience can facilitate their understanding of the received knowledge. If they complete this cyclical process successfully, they will be equipped with a set of professional competencies necessary to perform their roles as teachers. Last but not least, this reflective model differs from the others in that it takes account of the teacher trainees' existing conceptual schemata. However, the model is criticized by Ur (1997) claiming that the function of received knowledge is not emphasized sufficiently in the reflective practice and

the development of professional competence is left to the individual understanding of the teacher trainees more than it should be. In a similar way, Akbari (2007) criticizes the model by stating that it does not intend to reject or undervalue the theory, but it aims to further the practice to the level of theory.

2.2.2. EFL Teacher Education in Turkey

English language has spread all over the world and is currently the most promoted foreign language across continents. As a result of sociopolitical and economic developments, the English language has emerged as the lingua franca of media, technology, science and business, etc. As a consequence, in many parts of the world, it has been integrated into the educational systems of the countries in order to communicate internationally and keep up with all the developments in such fields. In Turkey, the English language is the only compulsory foreign language that is taught with the aim of reaching the international standards in scientific, political, technological, cultural fields and adjusting to global education standards and the European Union (Toklu, 2007).

In accordance with national requirements, foreign language teacher education programs were founded and adopted theories and practices in these programs have changed and improved in time so as to reach universal standards in foreign language education (Köksal & Ulum, 2018). In 1923, some great reforms were made in various areas with the establishment of the Turkish Republic and one of the most significant reform movements was the law on the unification of education which required all the schools in the country to be gathered and the Turkish Ministry of National Education (MoNE) was in charge of all of them. In the 1930s, the increasing number of students led to increased demand for English language teachers. At first, this need tried to be met by hiring graduates of English medium schools as English language teachers (Salihoğlu, 2012). However, the goals set for foreign language education in the country could not be achieved since the hired teachers were not trained properly and they lacked experience, required content and pedagogical knowledge, and motivation. As a consequence of the need for qualified foreign language teachers, Gazi Institute of Education, the first teacher training school of the Republican era, was founded (Altuna, 2006; Demircan, 1988). In 1982, the teacher training institutions were transferred to universities with the Higher Education Law numbered 2547 (The Council of Higher Education, 2000) and education faculties took over the language teaching departments. This law required the Higher Education institutions that had a 4-year educating period to be turned

into Faculties of Education and the Education Institutes having a two-year education period to be turned into Educational High Schools. After the regulations enacted in 1982, the most important regulation of teacher education was the reformation of Faculties of Education in 1997. Within this scope, teacher education programs were reshaped in neglected areas. The number of methodology courses was increased, and the duration of teaching practicum was extended. Education faculties started to work in cooperation with the MoNE in order to organize schools for teaching practicum and to have better communication between practicum schools and education faculties (Hismanoğlu, 2012). Moreover, Teaching English to Young Learners course was added to the curriculum of ELT programs with the aim of familiarizing student teachers with what young learners need and how they learn (Kırkgöz, 2007).

After an eight-year implementation of the 1997 curriculum, teacher education programs were revised in 2006 so as to eliminate the problems that occurred during this period and to make some updates (Türkmen, 2007). The regulations and the changes made to the program in 2006 can be summarized as changing the names of the courses and modifying their credits and descriptions (Kavak & Başkan, 2009). The courses in the revised program consisted of content knowledge, pedagogical knowledge, and general culture. Finally, one of the most important regulations of the 2006 program was about elective courses. Education faculties were given the authority to offer elective courses, up to 25 % of the total credits in a program, and the number of elective courses was increased (The Council of Higher Education, 2006). In 2018, after a long assessment and evaluation process of existing programs, some curricular and content changes were made in ELT programs. The reason for this reform was claimed to be a consequence of changes in the MoNE curriculum and the main aim was to make teacher education programs compatible with the curriculum offered by MoNE (The Council of Higher Education, 2018). Regulations can be summarized as changes in names, credits, and semesters of the courses, an increase in the number of courses based on theoretical content knowledge and allocating at least 25 % of total credits to elective courses. In the updated program, although there is a significant increase in the total number of courses, the total course hours were reduced as a result of the decrease in the number of credits (Öztürk & Aydın, 2019; Yaman, 2018).

The latest reform in Turkish teacher education was made in 2020. The Council of Higher Education empowered education faculties of universities to make decisions on the content and credits of the courses by taking National Qualifications Framework for Higher

Education in Turkey and teacher competencies identified by MoNE into account. The faculties are supposed to make their decisions by taking into account the classification of the courses as content knowledge, pedagogical knowledge, and general education. The faculties are also required to pay attention to the order of the courses classified while deciding on the number, credits, and class hours of the courses.

2.3. Teacher Identity

Recent teacher education literature emphasizes the significance of teacher identity in teacher development (e.g., De Costa & Norton, 2017; Freese, 2006; Kanno & Stuart, 2011; Varghese, Motha, Park, Reeves & Trent, 2016). It is worth pointing out that there are various reasons why teacher identity has received a lot of attention from the recent literature. First of all, it is considered one of the most powerful elements impacting teachers' effectiveness, self-efficacy, job satisfaction, and how they are motivated about and committed to their profession. Moreover, the knowledge of teacher identity provides an analytical lens that can be used to explore different aspects of teaching such as facing and comprehending the challenges, contradictories involved in teachers' teaching practice, and understanding how students integrate a variety of influences in their learning (Olsen, 2008). It can be also viewed as a "resource that people use to explain, justify and make sense of themselves in relation to others, and to the world at large" (MacLure, 1993, p. 311) and can be accepted as an organizing factor in professional lives of teachers (Beauchamp & Thomas, 2009, p. 175). Although there have been a number of studies on teacher identity and the importance attached to it in the field of teacher education, defining and understanding what teacher identity is and the concepts involved in it can be very challenging.

In defining what identity is, one of the most intricate subjects is the notion of the self, or the self-concept, and its connection with the identity. Mead (1934), who is a symbolic interactionist, suggests that identity development requires an understanding of the notion of the self and an examination of how her/his self is related to others within a context (i.e., school, classroom, etc.) (Beauchamp & Thomas, 2009). According to him, the self is not something inborn, but it develops in the process of social experience and activity as a result of her/his relations to that activity or process as a whole and to other people in that process (Beijaard et al., 2004). That was the first time it was suggested that although the self was stable, it could take on different roles according to social interactions and social experiences with respect to particular parts played by the person.

This understanding of the self has contributed a lot to the conception of identity, but the fact that people's lives have many facets is disregarded in this understanding leads scholars to address this issue, and Goffman suggests that there is not just one self a person has but a number of them. However, just one of them performs its assigned role at a specific time, place, situation and the essential point is having the ability to adapt the self to communicate and interact with people effectively in social contexts (Goffman, 1959). In 1972, Ball made a distinction between situated identity and substantive identity. The former refers to the self that is subject to change according to particular settings and situations (e.g., in school context) and the latter refers to the self that is more established and forms the base of how a person thinks about herself/himself (Ball, 1972). In this way, he is able to make a clear definition of professional identity.

In teacher education, recent research indicates that knowledge of the self and professional identity is an essential factor in the way teachers perform and make sense of their jobs (Hamachek, 1999; Kelchtermans & Vandenberghe, 1994). Furthermore, it is emphasized in the studies that teachers' experiences, beliefs and attitudes in their personal lives and their performances of their professional roles are closely related (Borich, 1999; Nias, 1989; Hargreaves, 1998). Although this distinction and the interrelation between the personal and the professional identity is recognized, Nias is the first one to identify the elements in each of them (1989). She claims that recognition of personal identity is crucial in order to comprehend teachers in their professional lives.

Although the early researchers focused more on the personal self, teacher identity cannot be viewed only in relation to personal dimensions of the self, and it must also be regarded in terms of professional aspects of teaching. There are some researchers examining teacher identity with respect to professional knowledge (i.e., subject matter knowledge, pedagogical knowledge, etc.) that teachers must have and behave accordingly (Beijaard, Verloop & Vermunt, 2000). Also, it has been reported by some scholars that teacher identities do not only consist of the personal lives of teachers, their professional, technical knowledge and emotional aspects of teaching (Hargreaves, 2001; Sumsion, 2002). They are also constructed through interactions in social, institutional, and cultural environments in which teachers get involved in their daily life (Day et al., 2006). In order to examine and understand how personal and professional factors are mutually connected, some researchers have taken the earlier findings a step further by identifying the multiple selves of teachers (Cooper & Olson, 2020; Reynolds, 2020). It is suggested that these multiple selves are constructed and

reconstructed continuously through psychological, cultural, historical and sociological experiences that all have an effect on how they attribute meaning to being a teacher.

One of the most comprehensible explanations of the interplay between personal identity and professional identity can be found in the study of Rodgers and Scott (2008). They analyze the notions of self and identity, and state that identity formation is a process in which normative requirements of the external aspects of teaching (e.g., teaching contexts) encounter teachers' interpretations and desires which can be thought to form a part of internal aspects of teaching. Thus, they come up with a definition of the self in regard to identity suggesting that the self can be considered as "the meaning maker and identity as the meaning made, even as the self and identity evolve and transform over time" (Rodgers & Scott, 2008, p. 739).

In fact, all of the viewpoints are equally necessary and important to be able to understand the development of teacher identity as interrelationships between professional and personal identities are inevitable and it is evident that "teaching demands significant personal investment" (Day et al., 2006, p.603).

2.3.1. Language Teacher Identity

In the last 20 years, the concept of identity has become one of the most frequently used terms in the social sciences and humanities (Bendle, 2002), in educational research (Gee, 2000) and the field of applied linguistics has also followed this trend (Block, 2007; Cummins, 2006; Dörnyei & Ushioda 2009; Morgan & Clarke, 2011; Norton, 2000; Pavlenko & Blackledge, 2004). Language teacher identity has become the subject of many studies in SLTE research as it is recognized that language teacher identity is "a potential site of pedagogical intervention and an area of explicit focus in teacher preparation" (Morgan & Clarke, 2011, p. 825). While language teacher identity research has gained an important place in the field, it has been affected by the theoretical and methodological shifts from traditional cognitivist views of language teaching rooted in the field of second language acquisition (SLA) toward a more sociocultural and critical perspective, so it is crucial to consider all these innovations in order to interpret language teacher identity research.

Until the 1990s, an essentialist viewpoint was dominant in applied linguistics, so identity was mainly conceptualized from this perspective (Block, 2007; Norton Peirce, 1995) and the main focus was on the learner's identity. It was presumed that learners had a set of attributes

and particular language habits which could not be altered and were learned or acquired by birth through their membership in distinct and stable communities and these features defined their identities. Their success or failure in the target language was determined and explained by comparing them with those who possessed cultural and linguistic traits believed to be inherent to that group (Bucholtz, 2003). As noted by Firth and Wagner (1997), there were only two identities, namely the native speaker and non-native speaker, acknowledged in SLA and applied linguistics. Based on this way of thinking, the main goal of educational operations and the role of teachers was to bring the learners, non-native speakers, as close as possible to the native speaker's competence. Adopting and adapting the poststructuralist conceptions of discourse and subjectivity, Norton (2000) came up with a dynamic conception of identity as "multiple and contradictory" (p. 127) and defined identity as a site full of struggles that the ways learners behave and speak could not be predicted and categorized into certain ethnolinguistic classes (Morgan & Clarke, 2011, p. 820). Norton's investigation led to a shift in identity studies towards "contextualized social processes" (Miller, 2009, p. 173). Identity started to be accepted as a multiple, shifting, contextual and contradictory construct, so cultural, social, political contexts and institutional settings are highly important factors to be considered carefully. Furthermore, the significance of language and discourse in constructing identity has been emphasized as individuals generate, regenerate and negotiate their identities to a great extent through them (Varghese et al., 2005). According to Norton (2013), identity is "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p.4). This definition indicates that a complete understanding of language teacher identity requires an examination of social structures, contexts, teacher agency, shifts in identity through time and space, and the teachers' desires and hopes for the future.

On the theoretical side, one of the most important developments that needs to be mentioned is teacher socialization as it is referred in Norton's definition. It is acknowledged that there are two particular sets of factors influencing language teacher identity and the effects of the interaction between these factors are important in fashioning it. The first one is the personal biography of a teacher, and it includes a person's beliefs, values, ideologies and her/his attributes in relation to age, race, ethnicity, gender, language proficiency, educational background, personal and professional experience, personality, and so on. The second factor is the educational context in which educational policies and approaches, curriculum,

teaching and learning programs, fluid definitions of good and bad teacher-teaching, classroom practice, and required qualifications of the profession occupy an important position. Although all the items listed in the first set of factors have unique and equally important effects on identity, they are not equally significant or prominent in specific educational contexts and instructional interactions. Also, they do not appear in isolation, but a teacher's sense of the self and her/his role as a teacher is based on dynamic factors in both macro and micro social-educational contexts. In each discursive context, a new facet or a new sense of the teacher self comes out. A new context or a new community in which a teacher meets a group of students who have different profiles and needs that are different from what she/he experienced in the past, a new school system, a new curriculum, new colleagues, a new administration and school policies, different ideologies, expectations or requirements (Duff, 2016, p. 181) can lead to some changes in teacher identity. Aligned with the sociocultural turn in SLTE, teaching is defined as a social activity that is dynamic and depends on the contexts teachers work in (Johnson, 2006). These contexts have impacts on the ways what teachers do and why they do it in this way. Knowledge is not just an accumulation of information, but it is shared, negotiated, constructed, reconstructed and co-constructed through experiences in these discourses (Legutke & Ditfurth, 2009).

When it comes to student teachers (STs), to investigate and comprehend teacher socialization, Lave and Wenger's (1991) notion of communities of practice has been widely used. While exploring apprenticeship as a learning model, they coined the term in order to refer to "the community that acts as a living curriculum for the apprenticeship" (Wenger, 1998, p.4). They indicate that although apprenticeship is generally thought of as a relationship between a student teacher and a mentor, it involves a set of complex social relationships in which STs learn from more advanced apprentices (Wenger, 1998). In a revised definition of the term, it is described as groups of individuals sharing an interest in or a passion for what they do and looking for ways to learn how they can do it better by interacting with one another on a regular basis. It has contributed a lot to view teacher identity from a sociocultural perspective and learning how to teach is accepted as a process in which STs learn the subject matter as they actively participate in practices of teaching communities and try to be a member of these communities (Yazan, 2018, p. 33).

Given the significance of the social contexts of teaching and learning, language teacher identity researchers started to examine psychological and cognitive constructs in relation to broader social processes (De Costa, 2016). The need for a textured approach to gathering

information about "how language teacher identities develop within a complex ecology" (De Costa & Norton, 2017, p.5) has been obvious. At the same time, there is a growing interest in SLA research to investigate the effects of language acquisition dynamics on learners. In alignment with this theoretical development in the broader field of SLA, the Douglas Fir Group (2016) has concretized the multifaceted nature of language learning and developed a transdisciplinary framework that shows the effects of macro, meso, and micro-level contexts on language learning and teaching (DFG, 2016). In their framework, macro-level refers to societal context, meso-level refers to school context and micro-level refers to the classroom context. It is recognized in the framework that identity is a component of the meso-level. However, it must be kept in mind that the connection between social activity at the micro-level and the ideology component of the macro-level, and institutional practices at the meso level are interrelated, so what determines legitimated teacher identities regarding language skills and practices is the integration of macro, meso, and micro practices.

In forming, maintaining, and performing professional identities, emotions play a key role (Reis, 2015), so it is important to examine emotions and how teachers and STs manage them in order to comprehend how they are developing their identities (Yazan, 2018, p.38). Teachers and student teachers experience a variety of emotions in their teaching/learning contexts while responding to different instructional and non-instructional situations as teaching is, by nature, a profession based on human interaction; therefore, identifying and managing emotions is an inevitable part of their work (Benesch, 2017; Lasky, 2005) and emotional management has been the subject of research in language teacher identity. It is anticipated that insights coming from this type of research will continue and provide invaluable information for language teacher education (De Costa & Norton, 2017). As the effects of emotions on the identity formation of teachers are indisputable, it will be discussed in detail later in the part 2.4.1.2.

2.3.1.1. Definitions of Language Teacher Identity

The concept of language teacher identity has been theorized in different ways and a variety of methodological approaches have been used to investigate it. From a sociocultural perspective, language teacher identity can be viewed both as a product and as a process (Beauchamp & Thomas, 2009). People are thought to be products of their social histories and they move themselves from one subjectivity to the next, in other words from one facet of their identity to another through hope, worry, imagining and mindfulness (Olsen, 2008).

In recent years, a more post-structural approach has been adopted and identity has been defined as "socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project in dress, bodily movements, actions and language" (Block, 2014, p. 32). In parallel with the definition of identity, language teacher identity is defined as "an internalized set of meanings associated with the role of language teacher that is negotiated and constructed in interaction with others and/or generated and maintained by oneself" (Martel, 2016, p. 97). It is also emphasized that "there are unequal power relations to deal with, around different capitals- economic, cultural, and social-that both facilitate and constrain interactions with others in the different communities of practice with which individuals engage in their lifetimes" (Block, 2014, p. 32).

Different theoretical perspectives have been popular at different times and provide different understandings of the concept with their definitions; however, defining the concept has proved to be difficult and scholars adopting different paradigmatic lenses have reached a consensus on the complex and the complicated nature of the language teacher identity (Beauchamp & Thomas, 2009, p.177).

2.4. Teacher Identity Formation

People are always engaged in becoming a certain person (Wenger, 1998) and in this process of becoming and constructing their identities, they define who they are in relation to others (Danielewicz, 2001) and how others view them (Clarke, 2009). This process is shaped by how they comprehend their relationships to the world (Norton, 2013) and their definition is affected by how they view themselves in their "shared experiences and negotiated interactions" (Johnson, 2003, p. 788) with others. Therefore, teacher identity formation is a never-ending process that involves identification, understanding and negotiation of who you are as an individual and as a teacher and acknowledging how others around you see you (Clarke, 2009).

In teacher identity formation, social interaction is a crucial factor as we become ourselves through others (Vygotsky, 1986). Teachers shape and reshape their identities as they interact with their teacher educators, learners, colleagues (Barkhuizen, 2017) and as a consequence of an interaction between their personal experiences and their cultural, social, and institutional contexts "in which they function on a daily basis" (Day et al., 2006, p. 603). In addition to social interactions with others, material interactions with places, spaces and institutions have also an important effect on the way teachers form their identities. In this

regard, there is an essential role played by teacher education programs, since they should provide student teachers with practical and theoretical knowledge and tools in order to help and guide them in their construction and interpretation of how they comprehend themselves as teachers throughout their training in the program and specifically in teaching practicums (Britzman, 2012; Villegas, Varona & Sanchez, 2020).

Based on the developments in social and cultural theory, the theorists in the field of teacher education have constructed learning how to teach in terms of the development of teacher identity. In this context, identity refers to how an individual teacher names and recognizes herself/himself and how she/he is recognized as a particular type of person by others. This way of thinking is essential in many studies. Britzman (2012) states that both learning to teach and teaching itself are the process of becoming, a period of formation and transformation, in which a person examines what she/he is doing and who this person can become. Also, Danielewicz (2001) defines the process of becoming a teacher as a period of identity formation in which not only individuals themselves but also others view them as teachers.

All these studies propose the idea that identities are constructed in connection with the individual and the social and this notion indicates that the formation of teachers' identities is a political and ethical work (Clarke, 2009). Identity has also been defined as an issue of 'arguing for yourself' (MacLure, 1993) implying that it is not a thing always there and pre-given but an effect that is hard-won and has to be claimed and recognized, so the formation and transformation of identities is an ethical necessity (O'Leary, 2006). Additionally, self-formation includes confrontations with games of truth and practices of power (Foucault, 1997); therefore, it is inescapably a matter of politics and ethics. Similarly, in the study of Britzman (2012) questioning the elements of identity construction and how identity is portrayed are referred as the politics of identity. Also, as two important practices of ethical work, namely social recognition and self-reflection, are involved in the definition of identity formation, it is impossible to consider identity separate from ethical work (Butler, 2005).

2.4.1. Four Aspects of Teacher Identity Formation

It is acknowledged that teacher identity formation is an ongoing process and teachers' identities are "being formed, informed and reformed as individuals develop over time and through interactions with others" (Cooper & Olson, 2020, p. 80) in different cultural, social, institutional contexts, so there are various factors affecting this process of formation. In this

part, salient concepts and constructs related to teacher identity formation have been explained.

2.4.1.1. Agency

Agency can be defined as a person's ability to follow the goals that she/he values in connection with each form of identity and it is concerned with developing these identities, their reconstruction when and where necessary and handling the critical events threatening them or the events needed to be dealt with (Day et al., 2006). Teachers construct their own understanding of who they are throughout their education and in their professional contexts and they take actions in accordance with this construction. These actions and how they are seen by other people have an effect on the ongoing teacher identity formation process (Buchanan, 2015).

Agency and identity are interwoven as they are both formed and reformed by the social, cultural, institutional contexts and historical backgrounds. However, it does not mean that teachers do not have a chance to actively construct themselves in a personalized way. Agency is defined as "the socioculturally mediated capacity to act" (2001, p. 112) by Ahearn. Although teachers are not "completely socially determined products" (Ahearn, 2001, p. 120), they are not the ones exerting full control over their decisions. In other words, they are making their own choices, but available choices are formed by greater power relations. Hence, being aware of the larger power relations and their effect on themselves is valuable for teachers because the recognition of their identities in the context of teaching and of learning to teach can lead to a sense of agency and empowerment to achieve their goals and even to alter the context.

Also, agency can be explained in terms of the level of contradictions and tensions within the various identities. These identity conflicts can promote spontaneity and creativity and serve as a source of personal and professional growth for individuals (Baumeister, 1986). From this point of view, teacher agency can be conceptualized as teachers' ability to take action when they encounter such possible incidents in any professional context (Priestley, Biesta, & Robinson, 2012) by trying to understand the situation, find a solution and balance different and possibly conflicting identities. This process is also known as negotiation of identity which paves the way for teachers to make sense of their teacher selves and shows parts of their identities needing investment in their teaching and professional growth (Søreide, 2006). In other words, a teacher's identity has multiple aspects and some of them are stable while

the others are not, so it might be suggested that agency can take part in the maintenance or forming of these identities and the tensions or contradictions within them. Accordingly, the combination of the variations in teachers' works and lives and also the strategies adopted by the teacher in order to manage any arising tensions between them determine the individual identities of a teacher and so it can have a direct or indirect, positive or negative effect on her/his students and even on the institution and the society (Day et al., 2006).

2.4.1.2. Emotion

Although emotions are biological in nature to some degree, they are mostly social constructions (Lasky, 2005). Experiences of emotions cannot be separated from belief, context, power and culture, and for this reason, emotions enter the discussion of identity as a factor having an effect on the expression of identity and shaping of it (Lasky, 2005). The role of emotions in the ways individuals grasp the world, how they connect with each other, the meanings they attribute to things, people, contexts, and places have been highlighted by a large number of theorists and researchers from various fields (Campbell, 1997; Hyson, 1996; Stocker & Hegeman, 1996).

In the field of education, the role of emotions in teaching is not a new territory of inquiry, but there has been a shift in the way that the role of emotions is handled and this has resulted in an increase in the interest of the researchers of the field and the number of studies. In previous years, studies were mostly inspired by psychological and sociocultural views on emotions. In the studies conducted from a psychological perspective, the main focus is on individuals and how emotions of individuals can affect them in their professional lives; however, emotions are not acknowledged as factors having a direct effect on the way a teacher maintains or transforms her/his identity. Although emotional items are included in these studies, the role of sociocultural contexts in the teachers' emotions is underestimated and teachers' emotions are accepted as isolated, individual, psychological constructs. In the studies inspired by sociocultural views on emotions, it is argued that teachers' emotions are socially constructed, and individuals are not alone in their actions in any given context. In other words, emotions are built, defined and refined in interactions with verbal, nonverbal tools and actions in social contexts. It is assumed that emotions are formed in social settings and the social construction of emotions is only pertinent to the way teachers express and experience their emotional states (Zembylas, 2005, p. 937) but the role of power, culture and agency in creation and expression of emotions has been undervalued. However, studies

adopting a post-structural perspective suggest that teacher identity construction is "at bottom affective" (Zembylas, 2003, p. 214) and how it is shaped and reshaped is contingent on agency and power. Also, it is asserted that examining the emotional components of teacher identity provides a chance to have a better understanding of the teacher self.

Post-structural studies on teacher emotions investigate the part played by power, culture and ideology in the creation process of emotion discourses and accentuate how teachers take part in this process by either accepting and involving in or opposing the discourses (Zembylas, 2002). In contrary to previous literature, viewing teachers' emotions as individual, psychological constructs, from a poststructuralist perspective, emotions are neither personal dispositions nor social constructs alone, but they are constructed by individuals in social relationships and in a system of values in their cultures, families, institutions and political contexts (Zembylas, 2003). In constructing, stating and negotiating specific emotions all these relationships and the values have a huge impact.

Influences of larger political contexts, power relations and institutional roles on what it means to be a teacher can affect not only how teachers experience and express their emotions but also the way teachers construct their teacher selves. There is an inextricable link between teacher identity formation and issues of emotions as they inform and construct interpretations of one another. In order to comprehend the concept of teacher identity fully the relation between emotion and self-knowledge must be understood first (Lewis, 1999). Apprehending the situatedness of emotions provides insights into the multiple and complex nature of teacher identity. That makes it possible for teachers to make sense of their teacher selves and creates a space for their self-transformation (Zembylas, 2003, p. 214). Identity construction is a life-long process in which people are exposed to different challenges and negotiations between various discourses that are embedded in particular patterns of power, knowledge, agency and history, so in order to conceive teacher identity construction and teachers' emotions, it is highly important to define how teachers experience the discourses they are involved in, their struggles to accept or reject values of these discourses and "how they find their own voice" (Zembylas, 2003, p. 229).

Studies on the nature of teaching emphasize that emotion is an influential factor affecting teachers' approaches to their professional lives and to their identities (Hargreaves, 2001). However, some studies on the emotions of the teachers show that emotion not only can lead to changes in a teacher's identity but also can be changed by aspects of the profession (Beauchamp & Thomas, 2009). A poststructuralist view of emotions prompts teachers to

focus on the relationship between identity, emotion, and culture to have a clear understanding of the situatedness of their emotions and analyze their positioning as emotional subjects. This understanding encourages the teachers to interpret the roles and expectations placed on them and to ask themselves questions about their desires, how emotional discourse and different standards in their schools make them hide their desires and/or how these desires are imposed on them prescribing who and what they are required to be. Acknowledging the role of emotions in the way the teachers reformulate their teacher selves, a poststructuralist account of emotions provides them an opportunity to see themselves as sites of agency (Franks & Gecas, 1992). Being aware of their emotional responses can serve as one of the main sources of knowing social and individual resistance in a discourse. Acknowledging and using the power of emotion can help teachers identify and classify their feelings, their experiences, their excitements, their desires, their fears and use them to empower who they are becoming as teachers (Zembylas, 2003, p. 230).

2.4.1.3. Narrative and Discourse

Narratives can be addressed in two ways in language teacher identity research. Firstly, as a methodology, narratives have gained a lot of attention in recent years since the field has developed and various dimensions have begun to emerge and narratives enable researchers to do an in-depth analysis of language teacher identity which requires close attention to understand how it is constructed and situated in multiple local and social contexts and how it is affected by power relations (Barkhuizen, 2017). Secondly, narratives can function as a tool for teachers to have a better understanding of the way they construct their teacher identity and how it transforms in different unstable conditions and contexts (Connelly & Clandinin, 1990). Teachers' narratives about themselves and their practices in addition to the discourses they get involved in give teachers chances to explore and reveal different aspects of the self.

Narratives are regarded as a prominent way to draw a conclusion about teachers' knowledge, how they employ this knowledge and what they do with it in the sociocultural contexts that they teach or learn how to teach (Golombek & Johnson, 2004). It is even claimed that "storying" and "restorying" people's lives on purpose is "a fundamental method of personal (and social) growth" (Clandinin & Connelly, 1991, p.261). By storying and restorying their lives teachers make meaning of their teacher selves and gain a deeper understanding through reflection (Clandinin & Connelly, 2000). Also, these stories enable other teachers reading

them to empathize with the teachers who told the story and to think about how they can apply the lessons learned from the stories in their own teaching (Lyons & LaBokey, 2002).

Another benefit of narrative-based language teacher identity research has been that it reveals relational, moral and emotional aspects of teachers' professional and personal knowledge as well as the relationship between them (Elbaz, 2018; Golombek, 1998). Narratives are stories emerging in social and cultural contexts and depend on relationships and these bounds are what make them meaningful so narratives cannot be dealt with separately from sociohistorical and sociocultural discourses that they are embedded in (Gee, 1999). From one of the points of view of the storied aspect of teacher identity, "identifying can be regarded as a discursive activity and identity making as a communicational practice" (Sfard & Prusak, 2005, p.47. It is suggested that "identities are collections of stories about persons" (Sfard & Prusak, 2005, p.47). With the idea of narrative, both the person who tells the story and the ones that are told the story can be included. In this way, the one telling the story draws the others into the shaping of her/his identity, in other words, "collective storytelling produces identity" (Sfard & Prusak, 2005, p.51). This concept indicates that there are evident links between the individual self and the larger social and cultural context. Teacher discourse is inseparable from the concept of narrative and it makes the identity more understandable and it indicates how identity is negotiated by a person within external contexts (Beauchamp & Thomas, 2009). Additionally, the discourses teachers are involved in have an impact on the way they shape their identities and also these discourses are affected by changing power structures, so studying teachers' discourses unfolds explicit and implicit factors playing a role in teachers' identity construction (Miller Marsh, 2002).

Student teachers should acquire a holistic understanding of their professional and personal identities as well as the similarities and conflicts between them in order to become good teachers. Alsup (2006) claims that this understanding can be reached through the expression of borderland discourse as it promotes critical questioning of contradictory subject positions. Borderland discourse is defined as "discourse in which there is evidence of contact between disparate personal and professional subjectivities and in which this contact appears to be leading toward the ideological integration of multiple senses of self" (Alsup, 2006, p. 36). She uses this term to mean the kind of interaction having the power to confront teachers' ideas about both themselves and their profession. Furthermore, she indicates that the preservice teachers in her study developed their personal and professional identities through getting involved in discourses provoking transformation in their thinking and she says that

"the more borderland discourse they expressed (through various genres), the greater their likelihood of becoming teachers" (Alsup, 2006, p. 37). "Language (narrative, metaphor, and philosophy statements), actions, emotions, feelings, ideas, and appearances in which preservice teachers engage" (Alsup, 2006, p. 187) are named affect-related discourse and included in borderland discourse. They are found to help new teachers integrate personal and professional identities and beliefs, and it also helps them heighten metacognitive awareness of the self (Alsup, 2006).

2.4.1.4. Reflection

Reflection has been identified as a tool utilized in teacher education to build a connection between theory and practice (Schön, 1991; Vermunt & Endedijk, 2011). Also, it has been recognized as an important condition for teachers in order to keep their professional development continuous on their own; therefore, various techniques, such as logbooks, action research, and portfolios have been employed to promote student teachers' reflection skills in teacher education (Korthagen, Kessels, Koster, Lagerwerf, Wubbels, 2001). Thus, this issue merits special attention, but the definition of the term, in other words, what is meant by the word 'reflection' has often been problematic. The widely acknowledged conceptualization of the term belongs to Dewey and it is defined as a specific way of problem solving (Hatton & Smith, 1995) and an "active, persistent and careful" (Dewey, 1910, p.6) cognitive process in which all forms of knowledge and beliefs are needed to be taken into account.

With the interpretation of the concept and the application of the reflection in teacher education, different views of reflections have emerged. From the cognitive approach, reflection has been exploited as a tool to decide the effectiveness of teachers' practice from different perspectives. In the narrative or personalist approach, reflection is used in order to build personal knowledge based on teaching practice and apply this knowledge to gain awareness of one's own beliefs and identity development (Mansvelder-Longayraux, Beijaard & Verloop, 2007, p. 48). In the critical approach, moral, ethical, social, political dimensions of education and how power relations operate are examined and involved in the reflection process, and not only teachers' personal actions in specific but also fundamental assumptions about and aims of education in general are questioned (Calderhead, 1989; Gore & Zeichner, 1991).

Based upon these different approaches there are four major issues that have come to the fore. The first issue is about whether the reflection is restricted to a cognitive process, or it is closely associated with the action (Grant & Zeichner, 1984; Hatton & Smith, 1995). The second one is related to the timing of the reflection and whether it is immediate and/or after a very short time, or it can take place in a more extended process as it is implied in Dewey's definition (Schön, 1991). The third issue is about the content of the reflection. The relevant literature is concerned with whether the reflection should focus on practical problems and how to solve them (Adler, 1991; Calderhead, 1989) or it should include political and social dimensions of education (Mansvelder-Longayraux et al., 2007). The fourth one deals with how a teacher interprets the wider social, political and cultural factors while reflecting on her/his teaching practice, formulating and reformulating problems and solutions in practice by taking into consideration all these factors. And this process of reflection is recognized as critical reflection (McNamara, 1990; Zeichner & Liston, 1990).

First of all, when there is a comparison between reflective thinking and reflective action, there are two names and ideas that stand out. In Dewey's studies and the studies inspired by him, it is widely accepted that reflection is a particular way of thinking (McNamara, 1990; Sparks-Langer & Colto, 1991); however, reflective action has been frequently addressed as implementing the solutions after problems and all the possible reasons and effects are considered, in other words, it is a thinking process that leads to some modified actions to implement solutions (Gore & Zeichner, 1991). Additionally, Schön's (1991) views on reflective action are considered to be influential. He clearly states that reflection is closely associated with action and instead of trying to apply scientific theories and findings to problems occurring in their practice and context, teachers should learn how to reformulate the problems they face and focus on the solutions, test different practical solutions out and then alter their actions accordingly (1991). He also comes up with two terms; 'reflection-in-action' and 'reflection-on-action' (1991). The former means reflecting on the issue while it is happening and making modifications and the latter refers to thinking about and evaluating your practice after you are done with it and learning from what has happened (Schön, 1991).

This connection between reflective thinking and reflective action raises the issue of the timing of the reflection. In Schön's term of reflection-in-action simultaneous reflection is addressed and this kind of reflection requires a teacher to reach "a stage of competence where she or he is able to think consciously about what is taking place and modify actions virtually instantaneously" (Hatton & Smith, 1995, p. 2). In most types of reflection, the teaching

practice is reflected upon after it has taken place and even some researchers claim that reflective thinking should start after a certain time period as it requires conscious detachment from the practice (Buchmann, 1990). From the teacher identity construction perspective, it should be noted that teachers' identities come out of their social actions and their interactions with others. In this process, they not only reflect on past events but also consider in which ways and how these past events can inform future events and activities. In other words, reflection can be "anticipatory or prospective" (Beauchamp & Thomas, 2009, p.183).

In regard to the content of the reflection, some researchers claim that the main focus of reflection should be on solving the problems faced during teaching practice while some scholars agree on that the inherent nature of reflection is thinking about actions not problem solving. Even though in some cases a problem can be the focus and it should be dealt with, it is not the most important feature of reflection. Reflection can be accepted as a key medium that teachers can understand the sense of the self thoroughly and with a deep understanding of "how this self fits into a larger context which involves others" (Beauchamp & Thomas, 2009, p.182). It can also be used to review a specific experience carefully with the aim of getting insights, having a clear understanding of relations between what has happened, what goals are aimed to be achieved and struggles faced in the process from a broader social and political perspective (Mansvelder-Longayraux et al., 2007).

With the reflective teaching movement, some researchers proposed that critical reflection should be taught and fostered among student teachers. As is the case with the reflection, the term has been defined in different ways drawing on different perspectives and this results in a lack of conceptual clarity (Liu, 2015). However, when the relevant literature is reviewed, the are some common features in the literature which discussion of critical reflection revolved around. Critical reflection is a process in which teachers identify, analyze, question their assumptions and beliefs influencing their practice, find out the social, cultural, historical, political origins of the assumptions and develop alternative ways of action and implement these new ways to improve student learning and construct a more justice, democratic, equitable society for all students (Brookfield, 1995; Cranton, 1996; Zeichner, 2007). It is a great tool for teachers to gain new perspectives on their own experiences, knowledge, beliefs, assumptions about their self, other people, the world around them and to interpret and challenge the prevailing cultural, social, political ways involved in educational practice (Liu, 2015; Shandomo, 2010).

Finally, in recent years with rising interest in critical reflection, there has been a particular focus on context and identity development in the literature on reflection. It has been accentuated that the elements of contexts are highly important in the quality of reflective practice, so both macro and micro-level contexts should be regarded as factors influencing reflection. Classroom contexts, workplace contexts and wider social, cultural, political contexts should be treated as equally important factors impacting the reflection. Especially in the teacher education programs, reflection should be integrated into the program, and it should be viewed as "both an individual and social process" (Noffke & Brennan, 2005, p.74). As the relationship established between student teachers and their teacher educators and mentor teachers is vital in the improving reflective skills of the student teachers, creating a supportive context that enhances reflection and building trusting relationships are quite essential (Collin & Karsenti, 2011; Sikka & Timoštšuk, 2008; Walkington, 2005). Also, as an aspect of reflection, there is great emphasis on identity development (Beauchamp, 2015). It is maintained that creating reflective contexts and implementing reflective practices can help teachers foster their personal and professional identity (Warin, Maddock, Pell & Hargreaves, 2006) and discover who they are as teachers (Freese, 2006). Furthermore, it is claimed that future-oriented reflections enable student teachers to develop an image of the teacher identity that they aim to become, and this leads them to work hard towards achieving this goal (Urzúa & Vásquez, 2008).

2.4.2. Three Views of Identity Formation

To understand teaching and teachers' development the importance of teacher identity has been stressed in recent years (e.g. Akkerman & Meijer, 2011; Alsup, 2006; Sfard & Prusak, 2005; Zembylas & Chubbuck, 2015) and it has been conceptualized and approached in different methodological and philosophical ways, so different issues have become focal points as the approaches with which these issues have been tackled changes (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Rodgers & Scott, 2008). In the following section, three main approaches to teacher identity formation will be explained.

2.4.2.1. Developmental Research

Developmental research on teacher identity construction is mainly built upon Eriksonian and non-Eriksonian research and identity theory. Erikson was one of the classic theorists establishing a powerful tradition in identity theory. His central idea about identity

development is that individuals establish their identities based on childhood identification. He states that children adopt some beliefs, values, ideas from important people in their social context, especially from their parents, in a primitive and fragmented way. This process is referred to as introjection by Erikson (1968). This process ends and identity formation starts when "the usefulness of identification ends" (Erikson, 1968, p. 159). People begin to examine their identity in a personal manner during their adolescence, a process which is referred to as the psychosocial moratorium (Erikson, 1968). During this exploration process, individuals convert their childhood identifications into coherent and meaningful identities (Soenens & Vansteenkiste, 2011).

Inspired by James and Freud, he makes a definition of identity including both individual and sociocultural elements and interprets the notion as "a subjective sense of an invigorating sameness and continuity" (Erikson, 1968, p.19) and "a unity of personal and cultural identity" (Erikson, 1968, p.20). Empirical research studies that have been conducted drawing on Erikson's conceptualization of the identity (e.g. Marcia, 1988; Waterman, 1988) and neo-Eriksonian identity model (e.g. Berzonsky & Adams, 1999) have operationalized his concepts in predominantly psychological terms (Penuel & Wertsch, 1995). The principal aim of these studies is to explain whether individuals are at a specific, predetermined stage of identity formation (Schwarts, 2001). Identity is viewed as a combination of interacting but rather independent factors (Zembylas, 2003) and identity formation is seen as a compartmentalized process. Individuals are the ones who make choices and respond, adapt, and fit to specific life events and construct identities in a rather isolated way.

This type of identity research has been criticized since it has focused too much on the role of isolated individual experience in identity construction and has shown almost no interest in sociocultural dimensions (Côté & Levine, 1988). It is argued that the emphasis in these studies does not reflect Erikson's social psychological perspective integrating historical, sociocultural, and psychological factors (Côté & Levine, 1988; Penuel & Wertsch, 1995). These different interpretations of Erickson's view of identity formation cause a tension characterizing developmental research. The reason for this tension can be explained with the term analytic primacy which refers to employing a starting point that focuses directly on certain phenomena and directs attention away from others in an approach. Prominent studies carried out from Eriksonian and neo-Eriksonian approaches seem to give analytic primacy to individual mental functioning in identity formation (Zembylas, 2003). Furthermore, it is affirmed by some researchers like Penuel and Wertsch (1995) and Walterman (1988) that

Erikson's primary concern is to define identity formation with respect to choices individuals make as a response to historical, sociocultural and institutional circumstances rather than with respect to the effects of these circumstances on shaping the individuals' identities. Therefore, it is up to the individual "to create and maintain a dynamic conception of oneself as a coherent whole" (Penuel & Wertsch, 1995, p. 87). Overall, Erikson's identity theory is broad in scope and includes multiple aspects and it also has paved the way for more theorizing and research on identity. However, the role of affective factors, power relations, and social contexts in identity formation has been undermined in the conceptual and empirical studies inspired by his theory.

2.4.2.2. Sociocultural Approach

Vygotsky and Wertsch are the two outstanding scholars who have contributed a lot to interpret identity formation from a sociocultural perspective and the analytic primacy of their studies is given to sociocultural processes affecting identity development. Vygotsky did not develop a theory of identity and there is no mention of identity development in his works, but he is concerned with individual development (Wertsch, 1995; Zembylas, 2003), and for this reason, it is argued by Penuel and Wertsch (1995) that his writings are helpful and provide a framework in understanding and theorizing developmental processes involved in identity development.

Vygotsky views individual development as a process in which individuals transform as different forms of social practice are internalized by them (Wertsch, 1991). He claims that sociocultural processes have a greater impact on individual development than individual functioning (Penuel & Wertsch, 1995). There are three major themes dominating his work and each of these themes is important to understand identity formation from a sociocultural approach. Firstly, he affirms that if it is aimed to look into individual functioning, its place in development should be understood first. In order to explore the nature and the essence of any event influencing identity development, it should be studied from a view of its place in development. Sociocultural and historical contexts shape people's actions and their identity development, so an individual's development should be examined through a sequence of stages (Penuel & Wertsch, 1995). Secondly, Vygotsky claims that "individual mental processes have their origin in social interaction" (Penuel & Wertsch, 1995, p. 85) and this is referred as the general genetic law of cultural development. According to him, a child's development is a process that is embedded in culture and it appears on two planes. First, it

occurs on the social plane, as an interaction between people and later on the psychological plane, as a thought internalized by the individual (Vygotsky, 1981, p. 163). Finally, he views individual mental functioning as a form of action that is mediated by tools and signs. He states that "thought does not express itself in words, but rather realizes itself in them" (Vygotsky, 1986, p. 251). Vygotsky regards tools, language and other sign systems as resources empowering, limiting, modifying or mediating actions not simply as representational systems (Wertsch, 1995). In other words, thoughts do not come into existence before they are articulated, but they are formulated through speaking and writing (Vygotsky, 1986).

Scholars holding this view of identity formation (e.g., Vygotsky, 1986; Wertsch, 1995) emphasize the significance of how cultural and historical resources can shape individual development and cognitive functioning and the possibilities provided by these resources for action (Lasky, 2005). The primacy is placed on social contexts and cultural-historical tools forming the development of individual beliefs and ways of acting (Lasky, 2005; Wertsch, 1991). Mediational tools, such as language, literature, art also reflect cultural, historical and social resources. In the context of education, curriculum guidelines, schools' atmosphere, classroom and school settings, institutional contexts, affective aspects of teaching, and relationships among colleagues all have particular effects on the choices made by teachers. Although the sociocultural approach to identity formation takes the encounters between cultural, historical and social structures and teachers' individual choices into consideration, it does not pay attention to the mediating role of power structures in these encounters (Zembylas, 2003).

2.4.2.3. Poststructuralist Approach

Poststructuralist approach is differentiated from the developmental and sociocultural approaches in that it confronts two fundamental conceptions of identity formation. Firstly, poststructuralist theorists deconstruct the idea of a unitary, singular self (Alcoff, 1988; Britzman, 1992; Weedon, 2007). Secondly, it opposes the notion of identity formation unassociated with the political context where a person's action and identity development occur. In the poststructuralist approach, meaning is not fixed or stable, but it is inherited, constructed and becomes a site where truth is created and power is set up (Britzman, 1992). Accordingly, it is maintained that the constitution of identity requires to be traced within the historical framework (Foucault, 1980) as it is "produced at the intersection of meaning with

experience" (De Lauretis, 1986, p. 8). It is claimed that the self should be viewed as both a subject and an object of the experience as the primacy is given to the discourse of the experience instead of the experience itself (Foucault, 1982). Experience does not state who a person is, what she/he does, or how she/he acts but she/he is the one telling the experience and here the way the experience is told is shaped and affected by the conditions of discourse and is altered not only by her/his personal history but also by normative conceptions of truth, knowledge, power, authority in the context the experience takes place (Britzman, 1992). The post-structural perspective does not view the identity as self-knowledge apprehended only by experience. It is constituted by an interrogation of the discursive practices that are shaped in particular social and historical contexts (Bhaba, 1987). Therefore, it is significant to trace identity formation that is subjected to discursive practices within a historical framework.

The post-structural approach signalizes creating a space for questioning self-knowledge, discursive practices and affective status, so from such a contextual view, it is not possible to conceptualize identity as a unified notion. Identity is an intricate notion involving discursive and practical issues, and it focuses on both the product and the process, resemblance and distinctiveness, stability and unsteadiness, singularity and multiplicity (Clarke, 2009). Identity is constructed at the nexus of the social and the individual, so it is continuously becoming. The usage of the word "becoming" is on purpose as it suggests the everchanging nature of identity and a dynamic identity formation which is a process that is neither linear nor stable and it involves a person's confirmation or problematization of who an individual becomes (Zembylas, 2003). "To become is not a progress or regress along a series" (Deleuze & Guattari, 1987, p. 238). It is consistent in its own and "it does not reduce to, or lead back to, 'appearing', 'being', 'equaling', or 'producing'" (Deleuze & Guattari, 1987, p. 239).

From a post-structural perspective to identity, its formation is an ongoing process of becoming, encompassing intersubjective discourses and their practices, and individual experiences and emotions. All of them change and rechange as contexts alter and accordingly new frameworks are provided in these contexts. Identities are highly affected by time, places, sociability and the knowledge acquired about who a person is, and they are lived through discourses and with the knowledge acquired in order to comprehend who a person is, who she/he is not and who she/he can become (Britzman, 1992). A little incident occurring in a certain social, political, cultural context is important in making social meanings because they are thoroughly influenced by discursive practices. Therefore, identity formation is a process of negotiation of identity. Each human being is trying hard to come

to know herself/himself, but this is not an autonomous effort and struggle since people are "vulnerable social subjects who produce and are being produced by culture" (Britzman, 1992, p. 28), so identities are always questioned, negotiated and in the process of transformation.

Moreover, this dynamic character of identity formation highlights the affective part of it. Emotions have been socially constituted in contexts that are formed by and are forming particular power relations (Zembylas, 2003). Also, they enable people to give meaning to their experiences (Haivaland & Kahlbaugh, 1993) and thus they blur the dichotomy between the individual and the social. People make sense of their environments partially through their emotions experienced in specific events and they generally experience these emotions in different ways. The same event can trigger different emotions and the same emotion can arise in quite different events. For this reason, emotions have an important place in identity formation not only because they accentuate the sociopolitical context confounding how knowledge and identity are comprehended and interpreted but also because this view of identity formation provides a variety of possibilities for self-transformation by using emotions as a compass (Zembylas, 2003).

In short, there are mainly three important aspects of identity formation from a post-structural approach. Firstly, it emphasizes the integration of the individual and the social, in other words, the notion of singular, unified identity is refused as both individual and sociopolitical processes play an important role in identity formation. Secondly, it is highlighted that political and cultural factors should not be overlooked as they are shaping and are shaped by discursive practices through which social meanings are formulated and contested. Finally, this kind of approach opens up spaces for people to develop agency by questioning their self-knowledge, emotions, the sociopolitical factors and the power relations in certain contexts and to transform their identities.

2.5. Poststructuralism in SLTE

Poststructuralism, as a unique field of philosophical and theoretical research, has started to be used as an extremely valuable resource for second language teacher education (SLTE) and entered into both the curriculum and the practice side of teacher education in recent years. SLTE has taken on this approach because the poststructuralist perspective opens up possibilities for teacher education programs to construct, deconstruct and reconstruct educational discourses by concerning the social dynamics and the exercise of power.

Poststructuralism is a term given to a series of intellectual activities that began in France in the 1960s as a response to the dominance of structuralism in Europe throughout the 1950s and the 1960s. Poststructuralism is postmodernist since it criticizes universal conceptualizations of objectivity, progress and reason (Morgan, 2007). What has been defined as the postmodern turn has been largely informed by poststructuralism and it has also greatly contributed to the creation of 'the postmodern' as a key term of reference with respect to profound cultural, economic, ideological, political shifts in the new world order (Green & Reid, 2008). More importantly, it must be noted that poststructuralism is not only a distinctive body of knowledge, but it is also a method of viewing the world that includes knowledge, so it should be comprehended as "an umbrella term of convenience" (Pinar & Reynolds, 1992, p. 3).

Although there are a number of authors and philosophers who contributed a lot to the development of this philosophy, there are three prominent names that stand out with regard to teacher education. To better understand the distinctive discourse of poststructuralism, Jacques Derrida, Michel Foucault and Judith Butler are the widely acknowledged key figures. In regard to Derrida and Foucault, as a starting point, Weedon's interpretation of poststructuralism as "a theory of social meaning and power" (2007, p.287) can be useful. Generally, while Derrida (1978, 1982) is identified more with the notion of meaning and how it is problematized, Foucault (1997) is associated more with a renewed perception of the origin, nature and importance of power as a valuable classification for social understanding and analysis. However, it should not be considered a facile categorization. It is better to see the work of these two great theorists as presenting similar but divergent viewpoints on a common set of concerns and questions.

Poststructuralism is preoccupied with language and so with meaning. The meanings attached to the words/signs are formed and produced within the language by means of the dissimilarities between other signs in a language system that is self-regulating. Especially through Derrida's work, these ideas of Saussure's semiotics are employed but radicalized by elaborating on the dynamic and unstable nature of the language system (Morgan, 2007). Derrida (1982) states that

> In a language, in the system of language there are only differences … on the one hand, these differences play: in language…On the other hand, these differences are themselves effects. They have not fallen from the sky fully formed, … (nor are they) prescribed in the gray matter of the brain (p. 11)

Through these differences, the distinction between language and extralinguistic variables is blurred and meanings become subjective and provisional. Derrida utilizes this insight about the linguistic system and applies it to all systems of thought. He asserts that "the structurality of the structure" (Derrida, 1978, p.280) should be pondered and recognized. If a structure is structured in that particular way, it implies alternative ways of being structured. As one of the consequences of this argument against the classical structuralist point of view, the absolute relationship between science and representation is broken and dissolved. This means that the truth, knowledge and meaning were inescapably entangled in the play of the world and are contemplated (Green & Reid, 2008). Among other results of Derrida's philosophy in science, the most relevant and important one is that science has been acknowledged as a social institution and practice that is entangled in the production and reproduction of dynamic networks and configurations of knowledge, power and desire. In terms of teacher education, as it is for other branches of science, the poststructuralist perspective indicates that the implications of the unpreventable introduction of the concepts of multiplicity, complexity, unpredictability, and chaos must be taken into account in the conceptualizations and practices of language teaching and teacher education.

Especially, in the context of the SLTE studies, Foucault's works receive more attention and emphasis. His greatest contribution to the social and educational analysis is to introduce the power-knowledge dyad that is now quite familiar. In a revised explanation of power emphasizing its productive and relational aspect, Foucault has maintained that knowledge production is inextricably linked to power relations, and it is also social and historical in nature (1982). He regards all the systems of knowledge as discourses and asserts that subjectivity is constructed within discourse, so the knowledge does not represent the truth but the representations of the truth that are widely accepted and shared (McNamara, 1990).

The other reason why he is a famous figure in SLTE is his principal implications on language and identity. In post-structural thought, identity is conceived as an area of controversy, conflict and alteration in which prevailing and transgressive positions of identity are handled through various powerful discourses and ideologies (Miller, Morgan & Medina, 2017). For this kind of studies drawing on a poststructuralist perspective, Foucault has been the most notable theoretical figure as his notion of ethical self-formation is not involved in adherence to a particular moral code, but he regards ethical self-formation as "a sort of work, an activity" (Foucault, 1983, p.243) requiring "work on the self by the self" (Miller et al., 2017, p. 92). Also, a diagram that can be used to think identity with regards to ethics has been

proposed by him (Foucault, 1983, 1985). In this diagram, it is suggested that there are four axes of the relationship to oneself (Foucault, 1983, 1985) and when these axes or aspects are converted into teacher identity, they can be considered "in terms of the substance of teacher identity, the authority sources of teacher identity, the self-practices of teacher identity, and the end point of teacher identity" (Clarke, 2009, p.190). This diagram is particularly beneficial in dealing with teacher identity with regard to ethical agency as it makes all the ethical components of what produces teacher identity visible.

Finally, Judith Butler, a feminist poststructuralist, has made significant contributions to Derrida and Foucault's work. According to Butler (1997), the poststructuralist notion of subjectivity includes both subjection and subjectivation. The former refers to "being subject(ed) to", the latter means "becoming a subject, or being formed as such" (Green & Reid, 2008, p. 4). In understanding the teaching and curriculum of teacher education from a poststructuralist perspective, it is crucial to grasp the notions of subjectivity, discourse, and the relationship between these two. Contrary to the traditional humanistic approaches that claim subjects are shaping and constructing discourse, they are positioned, shaped and constructed as subjects within and through discourse in poststructuralism. This conceptualization of subjectivity is valuable as it indicates that it must be seen as a social construct from the beginning and this way it brings the individual-society dichotomy together and overcomes the limitations caused by this dualism. Subjection and subjectivation are combined and hence the perceptions of 'being shaped as subjects' and 'being subjected to', and this allows for a proper analysis of the power involved (Davies, 2006).

From such a perspective, second language teacher education can be considered as a practice that produces subjects. It is interested in the ongoing formation of student teachers as competent and knowledgeable agents. SLTE is a process in which student teachers, in other words teaching subjects, are equipped with the necessary knowledge and skills to start performing different selves in the educational discourses. This entails gathering together an incomplete and conflicting synthesis of specific pieces of knowledge and conceptualizations, comprehensions; specific abilities and skills; specific values, attitudes, dispositions (Green & Reid, 2008). When all of these are woven together, it leads student teachers to show a convincing teaching performance and to become a teacher. The main function of teacher education is to provide the student teachers with the knowledge and skills of what, how and why within a professional framework of self-understanding and social practice and to enable them to perform a successful teaching performance and self in a variety of teaching

discourses. Considering all these, poststructuralism can be accepted as a beneficial resource to reconceptualize SLTE by theorizing concepts of society, culture, personal identity and relations of power in a specific discourse and to develop a new way of thinking.

2.5.1. Student Teachers' Identity Formation and Teacher Education

Teaching is a complex profession, and it requires trained ability; therefore, becoming a teacher necessitates a student teacher to adopt a teacher identity. However, teacher identity should not be taken for granted as a consequence of teacher education (Thomas & Beauchamp, 2007). It is not just a role that can be assigned or played. Teaching requires analyzing macro and micro contexts, taking all the relevant variables of these contexts into consideration and acting accordingly. Teaching entails considering students' needs, knowledge, abilities and objectives, designing lesson plans to achieve goals, having the knowledge of the field and of how to actualize plans, having the ability to generate practices out of an idea and the power and knowledge to decide if it is going well or not spontaneously and to make necessary changes if needed. Furthermore, a teacher should perform convincingly for a group of audience on a daily basis and guide and direct the activities and manage time effectively. A teacher should also be aware of the bureaucratic conditions and power relations within the institutional and larger contexts she/he is performing in (Danielewicz, 2001). It is obvious from all the abilities required to become a teacher that teaching demands more than playing a role. It requires "taking up of an identity" which means "constant and tricky social negotiation" (Britzman, 2012, p. 54). Teacher identity is not a fixed entity and it cannot be established by an authority or others although they have an impact on the way student teachers construct their teacher identities. There is a negotiation between the self and others about who an individual is (Bakhtin, 1981; Akkerman & Meijer, 2011; Burns & Bell, 2011). While they are shaping and reshaping their teacher identities, individual student teachers deal with both their own expectations, aspirations, beliefs and expectations and the demands of the environment.

Teacher identity is "negotiated through experience and the sense that is made of that experience" (Sachs, 2005, p. 15). What is meant by experience is an important matter to be considered for understanding teacher identity since it is an identity that all student teachers are familiar with as a consequence of public education. Experiences and realities of student teachers about teaching and the meanings attributed to teachers and teaching are fashioned implicitly by their experiences as students; thus, the student teachers utilize their subjective

experiences in order to conceptualize a teacher's work when they first start their teacher education. They bring their educational biography and stereotypical notions of teaching with them and this generally has a contradictory effect on learning to teach as they have played a role opposite teacher for an important part of their school lives (Britzman, 2012). This familiarity with the teaching profession causes most students to believe that they know what a teacher does and is. However, the pedagogy of teaching is not visible from a student's point of view. A teacher's work is reduced to the skills that they can observe such as applying school rules, conveying textbook knowledge, grading papers, and managing discipline in the classrooms. Nevertheless, when they get into teacher education programs, teacher identity does not seem so obvious to them. What they are familiar with is the teacher role which is how a teacher functions in the class, and what she/he should do, but teacher identity requires investment and commitments, and this involves how a teacher feels. These two are not synonymous, on the contrary, they are often in conflict, and this tension results in student teachers' identity formation (Britzman, 1992).

To feel this tension, student teachers need lived experiences, so teacher education programs are to provide opportunities for them. The type of the experience and how experience is approached are central to the process in which student teachers become a teacher. The normative conceptions of experience suggest predetermined ways and prescribed learnings. Experience is objectified as a map and all the pedagogical skills required to become a teacher are included and organized in it. The only thing a student teacher needs to do is following the map of experience. When experience is seen as a map, it seems like experience organizes perception, but it is the interpretation and expression that organizes experience (Britzman, 1992). This type of experience lacks the social activity confounding student teachers' meanings and shaping the views of them. Poststructuralist thought challenges this normative idea that experience is enlightening in its own and asserts that an individual's examination of and reflection on her/his experience is not independent of the political, cultural, historical and social forces that form the context that the experience takes place (Ruohotie-Lyhty & Moate, 2016; Voloshinov, 1986). For this reason, student teachers' identity formation is perceived as a context-dependent process in which not only the social environment but also the role of the individual student teachers in making sense of the context should be taken into account (Ruohotie-Lyhty & Moate, 2016).

Even though the significance of identity development is confirmed by recent literature in teacher education, it is not clear how the importance of teacher identity development should

be recognized and transformed into tangible actions in the designs and the activities of teacher education programs. The role of teacher education programs is crucial for providing opportunities that student teachers become aware of the possible identities and creating spaces for exploring their teacher identities, yet it may not always be an explicit focus of the programs. Furthermore, most student teachers who graduate from a teacher education program could express only a tentative sense of who they are as teachers (Beauchamp & Thomas, 2009; Thomas & Beauchamp, 2007). Although this tentativeness can be expected as they do not have much experience as teachers, this can also be shown as a reason why identity merits overt attention in the teacher education programs.

Considering the importance of teacher identity, a lot of studies have been carried out in order to investigate the process of identity formation of student teachers and how it is dealt with in their teacher education programs. In order to broaden the discussion and show the other factors involved in the process of teacher education, Korthagen (2004) provided a framework, called the onion model, especially for reflection and development. Various levels that can be altered in people are shown in this model. The outer level starts with the environment, and it goes on with behavior, competencies and beliefs. The inner levels of the model are composed of identity and mission. The model demonstrates that not only the outer levels can influence the inner levels, but also the inner levels can have an effect on the outer levels (Korthagen, 2004) and highlights the interface between personhood and teacher hood. In the article, special attention is given to identity as it is not easy to cause changes in a teacher's identity and these changes take place in a tough process in which student teachers view themselves as teachers. In another study, Freese (2006) highlights the importance of generating space for student teachers to find out who they are as teachers, their teacher identities, through teaching practice and reflection. Additionally, Smagorinsky, Cook, Moore, Jackson, and Fry (2004) point to the need for placing student teachers in teaching contexts that can challenge their teacher identities and they feel tension. In this way, they can question their teacher selves and their beliefs. Regarding this point, it is also suggested that alternative forms of interaction should be included in teaching practice contexts (e.g., Beauchamp &Thomas, 2009; Hopper & Sandford, 2004). During their school practicum, STs can be provided an opportunity to examine interactions in the school context closely and to observe, assess and reassess how teachers and relevant parties participate in the discourse of the school. As a consequence of social interactions and teaching experience, STs' identities are shifting and developing (Villegas, Varona & Sanchez, 2020).

Danielewicz (2001) points out how the pedagogy of a teacher education program can have an effect on the way STs' identities develop and there is an agreement on the significant role of teacher education in teachers' identity formation, so this issue is of utmost importance for teacher educators and mentoring teachers (Anspal et al., 2012). Teaching practice experience can be enriched or impaired as a result of the interaction between the STs and their teacher educators and mentoring teachers (Yuan, 2016).

An important suggestion is made for shaping teacher education experience in a more individual way by Hoban (2007). He proposed an alternative form to teacher education which he describes as "a multi-linked conceptual framework for teacher education" (Hoban, 2007, p.182). With this teacher education design, he proposes alternative approaches to design the courses in a way that STs can take part in and experience them in their own way. Thus, they can reflect on their teacher selves with regard to the educational context. Conceptual, theoretical, practical, sociocultural, and identity aspects of teacher education are integrated in this design, and it is claimed that in order to enrich the experiences of students who are getting prepared for teaching, all these aspects should be coherent.

In terms of the methodologies applied in the studies, De Costa and Norton (2017) provide a comprehensive summary of how recent methodological advancements, especially narratives, discourse analysis and ethical considerations, are applied in language teacher identity research. They point up the insights that can be offered by research studies conducted with a transdisciplinary approach that can be based on the work of Douglas Fir Group (DFG, 2016). Also, they emphasize the importance of recognizing language teachers' linguistic and personal histories that they bring into their classrooms to be able to foster effective language teaching and learning.

2.5.2. Local Studies

In Turkey, although teacher identity has been shown as an aspect of teacher education that should be emphasized and investigated more (Alptekin & Tatar, 2011; Taner & Karaman, 2013), there are few studies focusing directly on teacher identity and teacher identity construction. However, there is a substantial and growing body of literature on student teachers' beliefs, attitudes and perceptions (e.g., Altan, 2012; Aydın, 2013; Balçıkanlı, 2010; Seferoğlu, Korkmazgil & Ölçü, 2009; Yıldırım, 2008) and teachers' beliefs about learning is the theme that is most commonly identified (Taner & Karaman, 2013). For example, Altan (2012) investigated pre-service EFL teachers' beliefs about foreign language learning in

seven state universities in Turkey and attempted to find out student teachers' beliefs that can have an impact on their instructional practices and can even affect their students' beliefs about language learning. It was found that student teachers held various beliefs about language learning and some of their beliefs about error correction, pronunciation, and the time period that is required to become a professional user of a foreign language may pose an obstacle to effective and successful language learning and teaching.

In some studies, the effects of teacher education programs on the identity development of student teachers have been investigated. For instance, Cephe (2009) examined the effects of an ELT methodology course that was based on a reflective approach on the development of Turkish student teachers' beliefs. The findings of the study showed that before the methodology course, more than half of them had behaviorist views of learning and teaching. However, after they completed the course, most of them transformed their behaviorist beliefs into constructivist/cognitivist ones. The results revealed that a methodology course based on reflective practice can be efficient in terms of the influence it can have on the student teachers' beliefs and attitudes about teaching. The study has yielded promising findings as it shows that any types of beliefs about learning and teaching can be altered and updated if educational experiences are supported by an individualized way of instruction and are designed in a way that there is a room for critical thinking even though the student teachers have certain dispositions about teaching that can hinder learning at the beginning of their training.

In recent years, there is an increase in the number of studies mainly focusing on teacher identity construction (e.g., Aktekin & Çelebi, 2020; Cabaroğlu, 2014; Erdem, 2020; Göktepe & Kunt, 2021; Özmen, 2010) compared to previous years. For instance, in their study Aktekin and Çelebi (2020) aim to focus on the identity construction of student teachers in an ELT program in Turkey, so they found out the teacher roles that the student teachers struggled to position themselves in comfortably and the components of teacher expertise (subject matter, pedagogy, and didactics) that they devoted themselves to making improvements. The most challenging roles for the participant student teachers were information provider, resource developer and assessor. They reported that they found these roles challenging as they were not competent enough to teach the subject matter. They were concerned about how they could teach the ELT subject matter because they had limited mastery of the knowledge of the English language (e.g., accents, idiomatic expressions, fluency, etc.) and they made mistakes while speaking and writing in English. The findings

revealed that their lack of knowledge of the language impeded them from developing a sense of teacher identity. The researchers suggest that the student teachers should be provided with more opportunities to learn and use the language in their teacher education programs since an increased sense of language command and ownership of the English language will pave the way for becoming more confident and comfortable teachers and constructing their teacher selves.

In their longitudinal case study, Göktepe and Kunt (2020) examined the gradual construction of a student teacher's teacher identity. They explored considerable shifts in the feelings, experiences and perceptions of one ELT student teacher before, during and after her practicum experience. Before she started practicum, she imagined herself as a teacher who was not traditional, made a real effort to prepare good lesson plans and activities, and had a balanced relationship with students. However, the analysis of the data collected during her practicum showed that she had to negotiate the features of the teacher she wanted to become due to some external factors she encountered in her practicum experiences. She realized that teaching was way more challenging than what she had imagined and there were some interruptions and restrictions of her mentor teacher. Moreover, the classroom materials were quite limited, so she could not even try what she had imagined doing. Also, she needed to adjust her teacher identity as a response to her mentor teacher's authoritarian attitudes and behaviors, which signalized the effects of power relations in teacher identity construction.

Erdem (2020) examined the expected and feared possible selves of Turkish ELT student teachers in order to have an idea of the participants' early teacher identity. The aim of the study was to provide information about how student teachers develop teacher identities by using the possible selves theory, which can enable student teachers to think about their potential and future career, and make plans and take actions accordingly, so it can help them explore their teacher identities. The findings of the study revealed that the positive expectation of the participants had more impacts on their early teacher identity than the feared possible selves. Therefore, it is suggested that positive attitudes and expectations should be promoted, and fears should be tried to be eliminated by teacher educators in order to support student teachers in terms of the affective development of their teacher identities in teacher education.

Özmen (2010) investigated the professional identity development of student teachers by incorporating acting theories in a pre-service English language teacher education program. The study primarily focuses on the nonverbal immediacy behavior of the student teachers as

one of the pivotal aspects of a teacher's professional identity. The findings of the study clearly indicated that there were certain areas that incorporation of acting theories into teacher education made important contributions such as increasing awareness of the student teachers in specific skills and attitudes, developing professional identity, improving the ability to control the communication process, increasing the autonomy in using personal resources and building self-confidence and self-esteem. The study underlined the effectiveness of a syllabus that was based on acting theories and practice in order to study, rehearse, develop and support teacher identity in teacher education programs.

There are also some studies that focus on the difficulties student teachers face on the way through constructing their professional identities. For example, Cabaroğlu (2014) conducted a study in order to find out the kinds of dilemmas student teachers encountered during their teaching practicum and the ways they dealt with them. There were three main categories of the dilemmas, one of which is professional identity. In the study, it was expressed by the student teachers that it was hard to switch their roles from being a student to being a teacher as they wanted to feel like a teacher but generally, they were treated as students in their practicum schools. Also, the student teachers stated that they had some struggles with how they should interact with their students because they wanted to care for them, but they did not want to be undermined or challenged, so they adopted a kind but tough teacher role. Additionally, they expressed that they felt frustrated to develop and perform their personal teaching style at the practicum school because of the inconsistencies between the expectations of their mentor teachers and their professors at the university. They felt like they needed to please both of them, so they struggled to find their own voice.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology used in the study. First of all, the research design, the participants, and the context are explained. Next, the data collection instruments, the procedure of the study, and the process of data analysis are described. Finally, information on how the trustworthiness of the study is established is provided.

3.1. Research Design

The purpose of this qualitative single case study is to find out the factors having an effect on the student teachers' identity formation in general and during their teacher education program and to understand the role of their teacher education program in the construction of their teacher identities. A qualitative methodology is adopted in this study as in qualitative research, it is believed that meaning is constructed socially, and the focus of the research is on the interactions and the experiences of the participants at a particular time in a particular context and manifold meanings attributed to them by the participants (Heigham & Croker, 2009). Additionally, qualitative research has a flexible nature and a qualitative study is open to new ideas emerging during data collection and analysis processes (Mackey & Gass, 2005). This also enables investigators to pose “why” and “how” questions rather than just asking “what” and “how many” (Miles & Huberman, 1994). Therefore, it enables us to reach in-depth, rich details of the phenomenon that is the focus of the study (Dörnyei, 2007). In order to reach in-depth details, in the current study some focus group interviews and individual interviews are carried out with the 3rd grade and 4th grade student teachers. Also, graduates of the program are interviewed in order to collect information about the factors affecting their current teacher selves and the effects of the teacher education program on their teacher

identity formation. Some individaul interviews are conducted with the teacher educators to find out how they perceived their students' teacher identity formation during the program and to obtain additional perspective on the situational background. Additionally, both the 3rd and the 4th grade student teachers wrote weekly reflections on their experiences with their practicum schools and with their microteaching demonstrations.

Case studies are mostly preferred by the investigators when their goal is "to retain the holistic and meaningful characteristics of real-life events" (Yin, 2003, p.3) since a case study is described as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries are not clearly evident" (Yin, 2003, p.13). A case study approach is used in the present study since a specific real-life case is used in order to examine a phenomenon. The current study is an instrumental case study because the purpose is to illuminate a specific issue and a case providing insights into the issue is studied so the case is of secondary interest (Creswell, 2013). Finally, the goal of qualitative case studies is not to reach generalizable information but to provide information and insight into the experiences of other similar settings (Yin, 2013). In this study, the aim is to better understand the factors having an impact on the student teachers' identity construction and the effects of their teacher education in this process, and the participants are chosen from a high-ranking public university that is the most populous ELT program in Turkey.

Due to the features of the qualitative case study approach mentioned above, this type of inquiry was applied since it is the methodology that is most suitable for the nature of the current study and enables it to achieve its purpose.

3.2. Participants and Context

The study was conducted at Gazi University, English Language Teaching (ELT) program with fourth and third-grade students in the spring term of the 2020-2021 academic year. The number of the 3rd grade student teachers is 14 and the number of participants who were 4th-grade student teachers is 8. Also, 5 graduates of the program were interviewed to gain information about the factors influencing their current teacher selves and the effects of the teacher education program on the way they formed and reformed their teacher identities. In the study, in order to ensure the closure of the participants' identities pseudonyms were used.

Additionally, interviews were conducted with 3 teacher educators who have worked at Gazi University ELT Department for the last 10 or more years to understand how they perceived

their student teachers' identity development. All of the teacher educators hold a PhD degree in ELT and 2 of them are full professors in the program.

With the latest reform in 2020, faculties of education in Turkey were empowered to decide on the content and the credits of the courses by taking the National Qualifications Framework for Higher Education in Turkey and teacher competencies identified by MoNE into account. The competencies are categorized into 3 groups: content knowledge (i.e., language teaching subjects), pedagogical knowledge, and general education. In line with what has been mandated by The Council of Higher Education, the ELT program at Gazi University offers writing, listening, writing courses, linguistics courses, some educational science courses, courses of techniques and principles in language teaching, a course of second language acquisition, some practical courses such as special teaching methods, teaching English to young learners, creative drama, teaching language skills, and courses on assessment like testing and evaluation in English language teaching. In the final year of the program, students have to complete a one-year practicum. They complete their practicum at state primary, secondary, or high schools. In the first term of the practicum, the student teachers observe the students, teachers, and the school system. In the second semester, they start their teaching practice every week for at least 2 course hours. Student teachers write reflections on their observations and practice every week and submit them to their trainer. They also need to plan their lessons, develop some materials, and submit them to the trainer. Student teachers have to stick to the national curriculum developed by the Ministry of Education while they are planning and teaching their classes. In their final year, to get employed in public schools, the student teachers must take the KPSS (public personnel selection examination used in teachers' appointment in Turkey) to demonstrate their competency and they are placed according to the scores they get from the exam.

In 2020, with the start of the COVID-19 pandemic in March, the whole educational system from elementary to tertiary level underwent emergency modifications to enable the students to continue their education in Turkey. All the schools and universities started online education. With this shift from face-to-face education to online education, the participants of the study completed a part of their teacher education and their practicum online. 3rd grade STs prepared and presented their micro lessons on reading, writing, speaking, and listening online in their methodological courses. Fourth-grade students observed the lessons of their mentor teachers online through an online platform, Zoom, during the first term of their practicum. In the second term, they used the same platform to teach their lessons and their

mentors joined and observed all of their lessons, and 4 of their lessons were observed by their university supervisor. They got feedback from both their mentors and university supervisor by holding online meetings after they finished their lessons.

3.3. Data Collection

In qualitative studies, multiple data collection methods are utilized in order to "make the world more visible in a different way" (Denzin & Lincoln, 2005, p.4), and thus it makes it possible to look into and represent a more complete, richer picture of the participants' viewpoints (Heigham, 2009). Also, the use of multiple data sources and making explicit links between the research questions and data collected increase the quality of the case studies (Yin, 2003). In this study, reflective journals, interviews and essays were employed. The data collection tools, and the participants of the study are shown in the table below:

Table 1
Participants and Data Collection Techniques

Participants	Data Collection Techniques	Participants
4th Grade STs	Focus Group Interviews	8 STs- (2 groups) (2-2.5 hours)
	1st Task	8 STs
	1st Individual Interviews	8 STs (1.5-2 hours)
	2nd Individual Interviews	8 STs (1 hour)
	3rd Individual Interviews	8 STs (1-1.5 hours)
	Weekly Reflections	8 STs
3rd Grade STs	Focus Group Interviews	14 STs (3 groups) (2-2.5 hours)
	1st Individual Interviews	14 STs (1.5-2 hours)
	2nd Individual Interviews	14 STs (45 mins-1 hour)
	Weekly Reflections	14 STs
Graduates	Interviews	5 Teachers (2-2.5 hours)
Teacher Educators	Interviews	3 (45 minutes)

In line with the goal stated above, the study addresses the following research questions:

1. What kinds of factors lead the student teachers to form their teacher identities during their pre-service teacher education?
2. How do these factors affect the student teachers' identity formation during their pre-service teacher education?
3. To what extent are these factors reflected within the teacher education program?

Data coming from all the data collection techniques stated above are used to answer the three research questions of the study, as shown in the table below:

Table 2
Data Collection Techniques and Research Questions

	Data Collection Technique
RQ1	Focus Group Interviews (3rd Grade STs and 4th Grade STs) Task 1(4th Grade STs) 1st Interviews with the 4th Grade STs 1st Interviews with the 3rd Grade STs 2nd Interviews with the 3rd Grade STs 3rd Interviews with the 4th Grade STs Weekly Reflections Interviews with Graduates
RQ1 – RQ2	1st Interviews with the 4th Grade STs 2nd Interviews with the 4th Grade STs 1st Interviews with the 3rd Grade STs 2nd Interviews with the 3rd Grade STs 3rd Interviews with the 4th Grade STs Weekly Reflections Interviews with Graduates
RQ3	Interviews with faculty members 1st Interviews with the 4th Grade STs 2nd Interviews with the 4th Grade STs 1st Interviews with the 3rd Grade STs 2nd Interviews with the 3rd Grade STs 3rd Interviews with the 4th Grade STs Weekly Reflections Interviews with Graduates

3.3.1. Instruments

3.3.1.1. Focus Group Interviews

The rationale behind the focus group format is the collective experience of brainstorming in a group. In other words, participants think and produce together, inspire and challenge one another, and react to emerging topics in this format (Dörnyei, 2007). This interaction among the participants can yield rich data since it helps create "a synergistic environment that results in a deep and insightful discussion" (Dörnyei, 2007, p. 144). Also, this environment can encourage some participants who are hesitant to share their opinions explicitly (Creswell, 2013). For this reason, focus groups were employed to obtain rich data on multiple participant views regarding the same topic in this study. Before starting the individual

interviews, focus group interviews were held with the 3rd-grade and 4th-grade students to understand the STs' conceptions of teaching/teacher, learning/learner, school, interaction with significant others (colleagues, school directors, students), curriculum, teacher education programs in general. 2 focus group interviews with the 4th-grade students, 3 focus group interviews with the 3rd-grade students were conducted at the beginning of the term (see Appendix 11). All the interview sessions were transcribed by the researcher.

3.3.1.2. Essays

At the beginning of the term, the 4th grade STs were asked to write answers to some questions to understand the qualities of the teacher they want to become, their ultimate goal as teachers, their strengths as teachers, and restrictive conditions that can have an effect on their teacher identity formation (see Appendix 10). The STs were asked to write their answers and send them back to the researcher. Through the end of the term, the STs were asked the same questions in the 2nd individual interviews to find out whether the qualities of the teacher they wanted to become and their goals as teachers changed and to elaborate on their strengths and weaknesses in order to become a teacher after they had some practice in their practicum.

3.3.1.3. Interviews

To explore participants' experiences, feelings, beliefs, and perceptions in-depth, interviews are used in qualitative research. They provide researchers with an opportunity to delve into a phenomenon that cannot be observed directly (Mackey & Gass, 2005) and even participants take them for granted (Hatch, 2002). In this study, semi-structured interviews were carried out with the participants since in this format, even though there is a list of pre-prepared questions, the interviewer encourages participants to elaborate on the issues in an exploratory manner in order not to limit the depth and breadth of the participants' answers (Dörnyei, 2007).

The interview questions were prepared by the researcher based on the relevant literature shared in the previous chapter. In accordance with the findings of the relevant studies, four main factors and some sub-categories for each of the factors were identified (see Table 3) and interview questions were prepared accordingly.

Table 3
Factors Behind Data Collection Tools

	Findings	Relevant Studies	Emerging Codes
Human Factors (factors arising from their individual/personal features and experiences)	Teachers' personal experiences, histories, their attributes about race, age, ethnicity, and gender influence teacher identity.	Clandinin & Connelly, 1987; Elbaz, 1983; Duff, 2017; Norton, 2013; Olsen, 2008	Biographies (personal experiences, personal history)
	A person's beliefs, and ideologies have an important effect on their teacher identity.	Borg, 2006; 2015	Teacher cognition (beliefs, dispositions)
	Experiences of emotions cannot be separated from belief, context, power, and culture, and for this reason, emotions enter the discussion of identity as a factor having an effect on the expression of identity and shaping of it	Benesch, 2017; Lasky, 2005; Zembylas, 2003; Hargreaves, 2001	Emotions
	Teachers' values affect their decision-making and their interpersonal relationships with their students, so this affects the way they construct their teacher identities.	Crookes, 2009; Morgan & Clarke, 2011	Values
	The personality of teachers can have an effect on the way they teach and construct their teacher identity.	Richards & Hockart, 1994	Personality
Curricular Factors (factors relevant to their formal education)	Language teacher identities are affected by the way they learn the language.	Britzman, 2003; Menard-Warwick, 2017	Educational background (learning experiences prior to teacher education)
	Practicum experiences lead to shifts in the feelings and perceptions of STs, so it affects their construction of teacher identity.	Olsen, 2008; Britzman, 2003; Villegas, Varona & Sanchez, 2020; De Costa, 2017	Practicum
	Theoretical and practical knowledge and tools provided in teacher education programs help and guide STs in the construction and interpretation of how they comprehend themselves as teachers.	Anspal, Eisenschmidt, Löfström, 2012; Danielewicz, 2001; Olsen, 2008	Teacher learning (teacher education program including the curriculum, all the courses taken, the content, and the objectives of the courses)
Contextual Factors (factors arising from the cultural, political, social, and historical contexts the STs live in and their interactions with the relevant parties/people in these contexts)	STs define who they are in relation to others and how others view them in the process of becoming and constructing their identities	Clarke, 2009; Danielewicz, 2001; Johnson, 2003; Norton, 2013	How the student teacher positions herself/himself and how s/he is positioned as a certain type of person
	Learning how to teach is accepted as a process in which STs learn the subject matter as they actively participate in practices of teaching communities and try to be a member of these communities, and this has an influence on their teacher identity.	Canagarajah, 2017; Lave & Wenger (1991); Wenger (2011); Yazan, 2018	Participation in communities of practice
	STs shape and reshape their identities as they interact with their friends, teacher educators, mentors, supervisors, colleagues or other teachers in practicum schools	Barkhuizen, 2017; Cooper & Olson, 2020; Yuan, 2016	Interaction with significant others
	Institutional contexts where STs function on a daily basis and the pedagogy and ideology adopted in the teacher education institution have impacts on their identity development	Beauchamp & Thomas, 2009; Danielewicz, 2001 Norton, 2013	Institutional context
	Political, cultural, historical, and social forces that form the context in which teacher education takes place influence the experiences of STs and how they construct their teacher identities	Clarke, 2009; Day, Kington, Stobart & Sammons, 2006; Ruohotie-Lyhty & Moate, 2016	Political and sociocultural factors
Instrumental Factors	The use of technology integrated into classroom learning can have an effect on teachers' identity formation.	Barkhuizen, 2017	The use of computers and mobile devices for learning and teaching
	The arrangement of and engagement with the material objects in the classrooms, and teaching/learning materials can affect the way STs shape their teacher identities.	Matusada, 2017	School resources

The interviews were carried out one-on-one, were audio recorded, and transcribed verbatim. All of the interviews were conducted in the native language of the participants, in Turkish, to facilitate their efforts to express their opinions and feelings clearly. Therefore, some excerpts from the interviews were translated into English whenever necessary by the researcher. Then, the same parts of the interviews were translated by an independent English language teacher to secure reliability. To a great extent, the translations were consistent. For the divergent parts, another English language teacher's opinion was consulted, and the agreed translations were used in the study.

In total, 5 focus group interviews and 60 individual interviews were conducted. 2 focus group interviews with 4th grade students, and 3 focus group interviews with 3rd grade students were carried out. A total of 53 hours 11 minutes of recordings were transcribed.

Table 4
Duration of the Interviews

Focus Group Interviews	3rd Grade STs		4 hours 57 mins
	4th Grade STs		2 hours 30 mins
Individual Interviews	3rd Grade STs	1st Interviews	8 hours 59 mins
		2nd Interviews	6 hours36 mins
	4th Grade STs	1st Interviews	7 hours 21 mins
		2nd Interviews	6 hours 39 mins
		3rd Interviews	7 hours 48 mins
	Teacher Educators		1 hour 57 mins
	Graduates		6 hours 55 mins

3.3.1.3.1. Interview with the Student Teachers

Two groups of student teachers took part in the study: 3rd and 4th grade students. Each 3rd grade student was interviewed twice and three sets of individual interviews with the 4th grade students were conducted. The first round of the individual interviews with the STs was carried out at the beginning of the term and the aim of them was to learn about their educational background and experience of learning English and to find out their impacts on the ways they conceptualize themselves as teachers and the reasons of becoming an English language teacher. Another objective was to find out their beliefs about English teaching and

teachers, and how the profession was viewed by society. The STs were also asked some questions in order to understand the effects of their teacher education on constructing their teacher identities and their weaknesses in teaching. In the interviews with the 4th grade STs, another focus was on their expectations of the teaching practicum (see Appendix 1). In 3rd grade STs' interviews, they were asked to answer some questions on the features of the teacher they want to become, their ultimate goal as a teacher and their strengths in teaching, and the effects of other possible restrictive conditions that can influence teacher identity formation (see Appendix 2). The 2nd individual interviews with the 4th grade STs were conducted in the middle of the term in order to keep a close check on the process of teaching practicum (see Appendix 3). The final round of the interviews aimed to understand how the microteachings and practicum practices affected the way they conceptualize themselves as teachers and their feelings and thoughts about becoming a teacher (see Appendix 4 & Appendix 5).

3.3.1.3.2. Interview with the Faculty Members

Interviews with the faculty members aimed to obtain additional perspectives on the situational background and to find out their understanding of the student teachers' identity formation (see Appendix 6).

3.3.1.3.3. Interview with Graduate Students

In the interviews carried out with graduate students, the same questions asked to the student teachers were used. However, as they had experiences in teaching English, some questions about the effects of their teaching practices and teaching contexts on their teacher identity construction were included (see Appendix 7).

3.3.1.4. Student Teachers' Reflective Journals

Writing reflections is a way of understanding oneself as a teacher (Chitpin, 2006) and provides a place for student teachers to make sense of what they know, what they do in practice and examine their thoughts and actions, and express their emotions, concerns about their practice (Spalding & Wilson, 2002). Reflections enable student teachers to recognize and examine the opportunities and limitations arising from the social and political conditions of the programs and schools as well as their own knowledge, beliefs, experiences and values

(Zeichner & Liston, 2013). In this regard, the student teachers participating in this study were asked to write reflections and send them to the researcher on a weekly basis to gain in-depth information about their individual thoughts, feelings, emotions and concerns in response to situations, things that happen in or outside class and affect their attitude, belief or motivation in becoming an English language teacher and to better understand their individual learning and teaching process as it serves as a tool to look into student teachers' thinking and learning (Spalding & Wilson, 2002). Two different sets of reflection prompts were used in the study. The 3rd grade STs were asked prompts on their microteachings (see Appendix 8) and the prompts given to the 4th grade STs were about their teaching practice and observation in their practicum classes (see Appendix 9).

3.3.2. Data Collection Procedure

The data collection process of the study started with the focus group interviews at the beginning of the spring term of the 2020-2021 academic year and lasted one semester. A summary of the data collection process can be found in Table 5 below:

Table 5
Data Collection Procedure

Week	Steps of Data Collection	Aim	Research Question
Week 3	Focus Group Interviews (3rd Grade STs and 4th Grade STs)	• To understand the STs' conceptions of teaching/teacher, learning/learner, school, interaction with significant others (colleagues, school directors, students), curriculum, teacher education programs in general	RQ1
Week 3	Task 1 (4th Grade STs)	• To understand the qualities of the teacher they want to become • To understand the STs' ultimate goal as teachers • To understand their strengths as teachers • To understand restrictive conditions that can have an effect on their teacher identity formation	RQ1
Week 4	1st Interviews with the 4th Grade STs	• To learn about their educational background, their experience of learning English and to understand their effects on how they conceptualize themselves as teachers • To understand how they view English teaching and its status in Turkey and to understand their opinion on how teachers (especially English language teachers) are positioned in society • To find out the reasons why they want to become English language teachers • To understand the effects of their teacher education program on their teacher identity construction • To understand their expectations for their practicum • To learn about their weaknesses in teaching and the ways they plan to work on them	All
Week 5-6-7	1st Interviews with the 3rd Grade STs	• To learn about their educational background, their experience of learning English and to understand their effects on how they conceptualize themselves as teachers • To understand how they view English teaching and its status in Turkey and to understand their opinion on how teachers (especially English language teachers) are positioned in the society • To find out the reasons why they want to become English language teachers • To understand the effects of their teacher education program on their teacher identity construction • To learn about their weaknesses in teaching and the ways they plan to work on them • To understand the qualities of the teacher they want to become • To understand the STs' ultimate goal as teachers • To understand their strengths as teachers • To understand restrictive conditions that can have an effect on their teacher identity formation	All
Week 11	2nd Interviews with the 4th Grade STs	• To reflect on their practicum experience and to elaborate on the answers in their reflections • To better understand their interaction with their mentor, students, and teacher trainer • To determine the changes in their perception of what a teacher does and what a teacher is • To understand how they see themselves as English language teachers and to identify any (even subtle) differences in their perception of themselves as English language teachers • To understand whether the qualities of the teacher they want to become change and to elaborate on their strengths and weaknesses to become that teacher	RQ2, RQ3

End of the term	2nd Interviews with the 3rd Grade STs	• To reflect on their microteachings and to elaborate on the answers in their reflections • To learn about the effects of their microteachings on how they conceptualize themselves as language teachers • To understand the effects of their classmates' microteachings on their identity construction • To understand the effects of their teacher education program on their current teacher identities • To learn about their feelings and thoughts about being a teacher • To learn how they see the roles of teachers in the society • To understand whether the qualities of the teacher they want to become change and to elaborate on their strengths and weaknesses in order to become that teacher • To determine the changes in their perception of what teacher does and what a teacher is	All
End of the term	3rd Interviews with the 4th Grade STs	• To reflect on their practicum experience and to elaborate on the answers in their reflections • To learn about the effects of their practicum on how they conceptualize themselves as language teachers • To understand the effects of their interaction with their significant others (their classmates, mentor teacher, students, teacher educator) on their identity construction • To understand the effects of their teacher education program on their current teacher identities • To learn about their feelings and thoughts about being a teacher • To understand to what extent they feel ready to become teachers • To learn how they see the roles of teachers in society	All
Week 1-15	Interviews with faculty members	• To obtain additional perspectives on the situational background • To understand faculty members' understanding of their STs' identity formation	RQ3
Ongoing	Weekly Reflections	• To gain in-depth information about their thoughts, feelings, emotions, and concerns in response to situations, and things that happen in or outside class and affect their attitude, belief or motivation in becoming an English language teacher • To have insights into the STs' individual learning and teaching process • To help the STs reflect on their learning/teaching situation	All
End of the term	Interviews with Graduates	• To learn about their educational background, their experience of learning English and to understand their effects on how they conceptualize themselves as teachers • To understand their conceptions of teaching/teacher, learning/learner, school, interaction with significant others (colleagues, school directors, students, colleagues), curriculum, teacher education programs in general • To understand how they view English teaching and its status in Turkey and to understand their opinion on how teachers (especially English language teachers) are positioned in society • To find out the reasons why they want to become English language teachers • To understand the effects of their teacher education program on their teacher identity construction • To understand the qualities of the teacher they want to become • To understand the STs' ultimate goal as teachers • To understand their strengths as teachers • To understand restrictive conditions that can have an effect on their teacher identity formation • To learn about their teaching experiences and how they affect • their teacher identity • To identify the factors having an effect on the construction of their current teacher identity	All

Before this process began, the items in all the data collection tools were developed by the researcher and then sent to two professors in the field of English language teacher education and two colleagues with Ph.D. degrees in the field to get expert opinions. Upon the recommendations received from the experts, four questions on the personal aspects of their lives relating to constructing their identities were added to the question list in the first individual interview questions after getting their approval. Also, some parts of the weekly reflections were reworded in accordance with the suggestions of the experts.

3.4. Data Analysis

Qualitative content analysis was applied to all the transcribed interviews, essays, and reflective journals. Content analysis is a research technique that exploits a variety of procedures in order to reach a deep understanding of the meaning in a text and make valid and reliable inferences from it (Krippendorff, 2004; Weber, 1990). In the analysis of the data, MAXQDA 2022, which is a software program designed to aid qualitative data analysis, was used.

The relevant literature is reviewed and synthesized to determine the pillars of teacher identity construction and this synthesis revealed common themes in the relevant studies (see Table 3 above). These themes and key concepts derived from prior research were utilized as initial coding categories, and operational definitions for each code were decided.

All the data coming from the individual and focus group interviews previously transcribed verbatim, weekly reflections and essays were uploaded to MAXQDA and read repeatedly, and all parts of the texts appearing to be relevant to any of the research questions were highlighted and coded using the predetermined codes. Any text that could not be assigned to the initial codes was highlighted with a different color to give a new code. In other words, a combination of a priori codes based on the relevant literature and emergent codes were employed in analyzing the data (Creswell, 2009).

In the second round of coding the data, the highlighted parts were read several more times and new codes and themes emerged from the data. All the data was read until no new codes emerged and data saturation was reached. Based on all the priori and emergent codes and themes, an Excel table was prepared including the operational definitions of the codes and a sample sentence or a part from the data. This table was shared with a second rater, who holds

a PhD degree in the field, and 35% of the data was coded by her. All the differences were discussed until a full consensus was reached.

After completing this coding process, all the transcribed individual and focus group interviews, essays, weekly reflections were read one more time to make sure that no data had been missed. Then, all the priori and emerging codes, categories, and themes were discussed with an expert, who is a professor majoring in teacher identity in the field, until there was a full agreement.

3.5. Validity and Reliability

Validity and reliability are the terms first used by quantitative researchers. Validity means the extent to which inferences made by researchers based on the data they collect are appropriate, correct, meaningful and useful (Fraenkel, Wallen & Hyun, 2012). It refers to the degree to which research-based conclusions provide an accurate account of what occurred as well as an exact explanation for what will occur (Jupp, 2006). Reliability is a term showing the consistency of results obtained from research (Dörnyei, 2007). In qualitative research, instead of the terms of validity and reliability, establishing trustworthiness is considered important. To ensure the trustworthiness of qualitative research, Lincoln and Guba (1985) set four criteria and suggest some techniques.

Table 6
Techniques to Ensure Reliability and Validity in a Qualitative Research Design

Criterion Are	Technique
Credibility	1) Activities in the field that increase the probability of high credibility
	a) Prolonged engagement
	b) Persistent observation
	c) Triangulation (sources, methods, and investigators)
	2) Peer debriefing
	3) Negative case analysis
	4) Referential adequacy
	5) Member checks (in process and terminal)
Transferability	6) Thick description
Dependability	7a) The dependability audit, including the audit trait
Confirmability	7b) The confirmability audit, including the audit trail
All of the above	8) The reflexive journal

Note. Taken From *Qualitative Research: Vol. 3* p. 430, by Y. Lincoln & E. Guba, in A. Bryman & R. G. Burgess (Eds.), 1999, Great Britain: Cambridge University Press.

The first criterion put forward by them is credibility and to ensure the credibility of this study prolonged engagement, triangulation, peer debriefing, and member checks were used. As it is suggested in prolonged engagement, the researcher spent sufficient time with the participants to establish rapport and relationships with them. The researcher attended all the meetings held on a weekly basis by the teacher trainer and each week the participants were sending emails to her for the reflections, and they shared how their weeks went. Additionally, at the beginning of the term, just to know them better some group and individual sessions focusing on their background and lives were held. Also, the use of triangulation has strengthened the credibility of the current study. By using multiple sources and methods in data collection, data triangulation was ensured.

Peer debriefing is described as a process in which the researcher exposes herself/himself to an unbiased peer in a way very similar to an analytical session and this enables the researcher to explore the parts of the inquiry that could otherwise be implicit in the researcher's mind (Lincoln & Guba, 1985, p. 308). This peer should act as a devil's advocate with the aim of questioning interpretations and biases (Lincoln & Guba, 1985, p. 308). In the study, one of the colleagues of the researcher who holds a PhD in ELT acted this role throughout the study.

To ensure member checks, participants' answers, and sentences were repeated by the researcher to make sure what was meant by the participant was the same as what was understood by the researcher while conducting the interviews. Also, the transcriptions of the interviews were sent to the relevant participants.

Thick description is a technique suggested by Lincoln and Guba to establish transferability (1985). Transferability of a study shows the extent to which findings of a study can be applicable in other contexts (Lincoln & Guba, 1985, p. 316) Although the aim is not to generalize findings in single case studies, describing the study in adequate detail is important to evaluate to what extent the results obtained from the study can be transferred to other settings, times, contexts and circumstances in similar cases. To meet this criterion, detailed descriptions of the settings, participants, data collection, and analysis procedures are provided in this study.

Finally, during the research process, the researcher kept a journal in which she made regular notes on how the study was conducted and, on the decisions, taken in the methodology, data collection, and analysis parts of the study with their rationale (Lincoln & Guba, 1985).

CHAPTER 4

RESULTS

This chapter presents the findings of the study in three parts. In the first part, how the themes and the codes of the study emerged and used is presented. Then each code and theme are explained, defined and backed up with quotations from the data. In the final part, the relations among the themes and codes are shared.

4.1. Themes and Major Codes

As mentioned earlier in the Methodology chapter of the study, at the beginning of the data analysis process, the themes and key concepts derived from the relevant literature served as the initial coding list. In this list, there were four main factors and some sub-categories for each of the factors (see Figure 2).

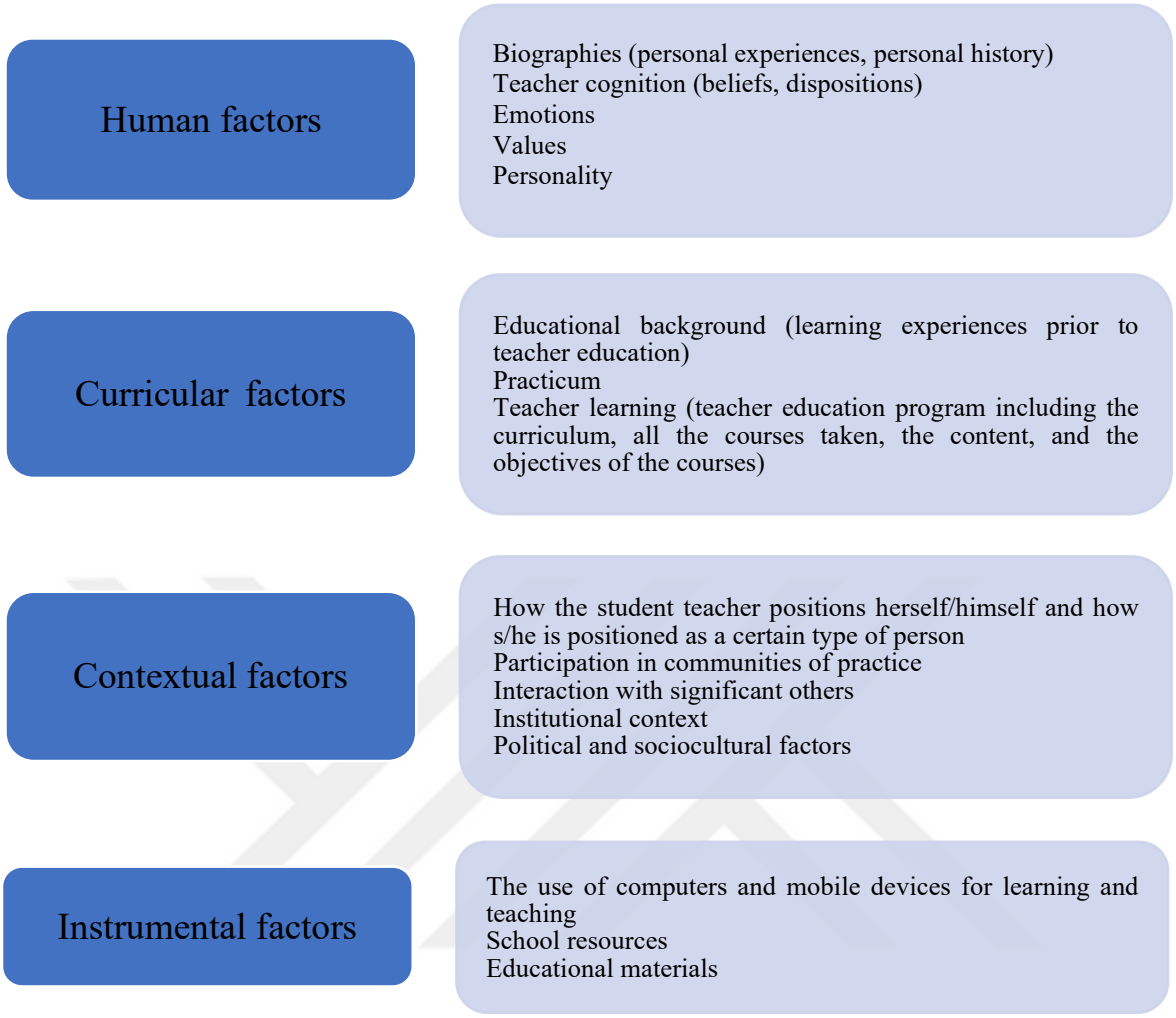


Figure 2. Initial coding list

In the first round of data analysis, all the data, which came from the individual and focus group interviews, weekly reflections and essays were read repeatedly, and all parts of the texts appearing to be relevant to predetermined list were highlighted and coded using the initial coding list by using MAXODA. Any text that could not be assigned to the initial codes was highlighted with a different color. Then, these parts were read until a common point emerged, and in this way, new codes emerged. In the second round of the analysis, these emergent codes were employed to see whether they were applicable to all of the data. In the end, the following codes and themes were emerged and used in the data analysis:

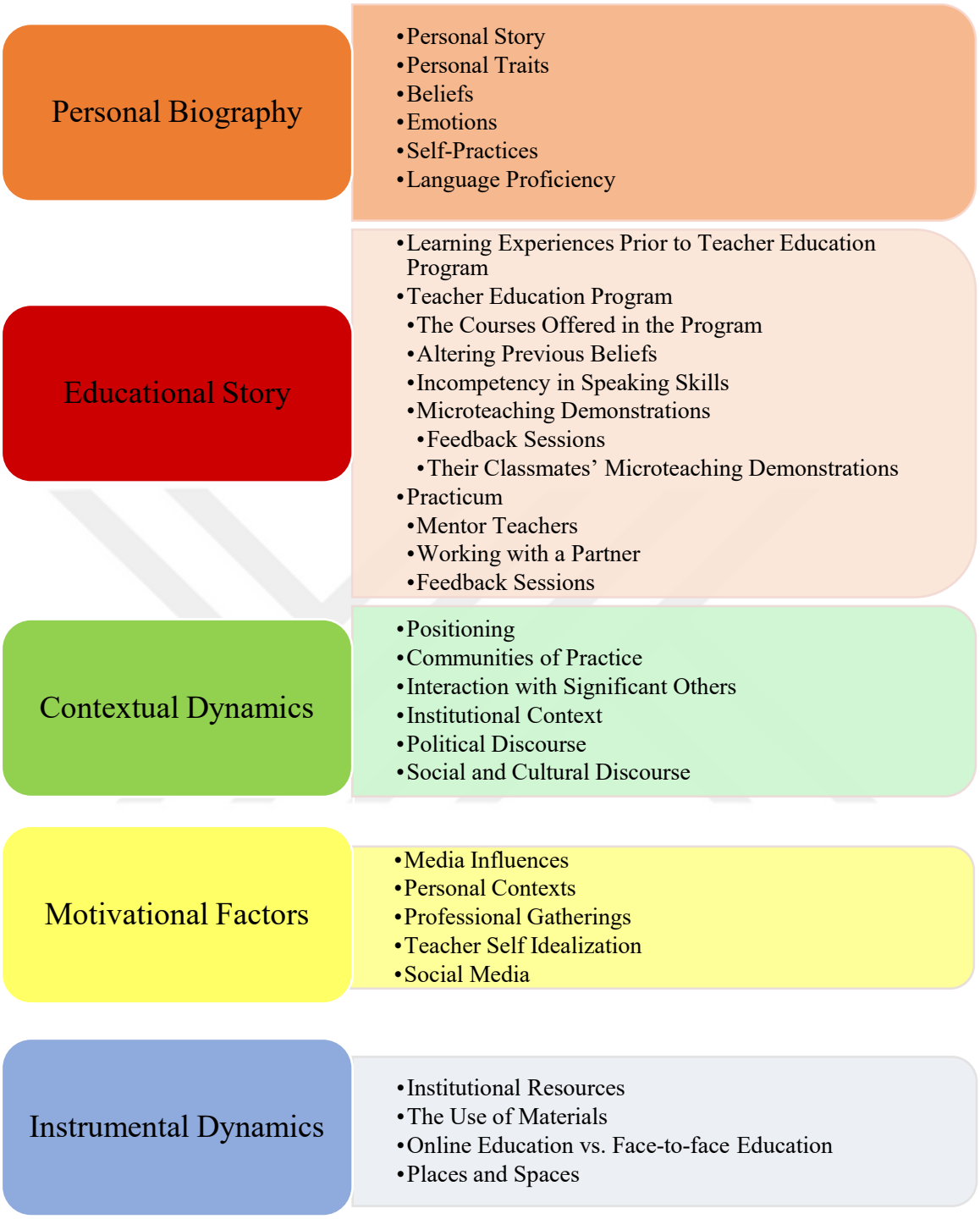


Figure 3. Final codes and themes

In the final codes and themes list, all of the themes and the codes and categories that make them up in the initial coding list are kept the same in terms of their contents, but the names used for the themes and subthemes were revised in terms of wording (see Figure 3). Also,

under some themes there are some emergent categories based on the collected data. In addition to these a priori themes and codes, some new codes, categories, and themes emerged. In the following part all these themes, codes and categories are defined and explained in detail.

4.2. Codes and Themes

4.2.1. Personal Biography

Personal variables are the factors arising from STs' personal features, experiences and efforts that have an effect on the way they constructed their teacher identities.

4.2.1.1. Personal Story

Based on the data collected from the interviews and the weekly reflections, the STs' previous and recent language learning experiences were found to be important factors affecting the STs' identity formation by leading them to form their opinions on teaching giving them insights on what kind of a teacher they wanted to become.

While defining the features of the teacher they wanted to become, almost all the STs referred to their experiences of learning, and using the language in the past:

> When we first started to learn language at school, in primary school, I was a very shy student. I think my approach, especially to shy students, would be much different because I remember how I felt when I was young. I was always uneasy when I was using language, I did not want to speak much, but that's not how it develops. I mean, I wish I had been made to feel a little more comfortable at that time, I wish I could speak without hesitation, I wish I could develop my language. Therefore, when I notice a student with my own characteristics, my approach to them would be different, especially when they are quiet and reticent. In such cases, I would ask myself how I would like to be approached if I were them. I want to be a teacher who can see them and act accordingly (Phoebe, 1st Individual Interview).

While they were defining the role of the teachers and beliefs about learning, they always referred to their own experiences as learners with their teachers and made interpretations based on their experiences:

> Students learn by doing and experiencing. What they do and experience remains in their mind in the classroom environment. At this point, it is important for the teacher to support the student because I also think what the teacher writes on the board does not stick in my mind. My interaction with the teacher sticks in my mind, that is, I remember how they guide me. The activities I do outside the classroom stays in my mind. More concrete things like this, things that I am more in the center stay in my mind as a student. These will also stay in the minds of the other students. As a teacher, I should take these into consideration. (Joey, 1st Individual Interview).

At the time of data collection, some students were learning different foreign languages such as German, Korean, Japanese, and they said that not only their past language learning experiences but also what they were currently experiencing while learning a new language had an impact on their teaching and that it would be appropriate to plan the teaching process according to what they were experiencing as students there:

> I have just started learning Japanese and I realized that I am very angry when I cannot understand or do not understand any subject. When one of my students who I teach private lesson doesn't understand or can't do something, he gets very angry and I associated his attitude with his young age, and sometimes I was angry about it, but now I realize that when people start learning a new language, failures can make them angry, and this is actually quite natural. As an individual who learns English as a foreign language and as a teacher candidate, I need to observe the problems experienced in the language learning process well and understand my students better (Stella, Weekly Reflection 6)

> I have started to notice it more. For example, we do some activities during Korean lessons, but sometimes those activities are not useful for me. They are somewhat, but sometimes it feels like they are too traditional. Also, I think because we see it, sometimes I can relate to it in that sense. I think to myself and wonder if I would speak more comfortably if it were like that or that I can speak more comfortably when it is like this. For example, we use breakout rooms sometimes - I feel very comfortable then, when we are not in a crowd or while speaking more comfortably during a particular task. However, I started to think that it does not work sometimes, for example during ordinary reading or just grammar-oriented exercises or tasks. I think about how I can use my experiences there in my own teaching. I can do it like this, or it would be better if I did it in a certain way. So, of course, I do such things that can bore students (Monica, 2nd Individual Interview).

> I go to a Japanese course and observe our teacher there a lot; how they teach and how they do what they do. I examine them a lot. You know, what I would do if it were me, how I would teach that, etc. I am just observing from that point of view right now (Stella, 1st Individual Interview).

One of the common points mentioned by the STs was their predisposition to language learning at an early age. Most of the participants stated their interest in learning English usually manifested itself at a very young age. Most of them said this interest gradually increased after they started formal education, and as they progressed in mastering the language:

> When I was little, I was very interested in English songs and stuff. At that time, before I started school, there were singers I admired. I used to memorize their songs, and I liked that very much Then when I started school and we had English lessons, it felt very different and very beautiful to me. I was happy that I could understand those songs. As my English improved, I realized that I could understand the songs better and I could even learn something from English websites about those artists I admired, and I became more interested in English and learning English (Lily, 1st Individal Interview).

> I have always had an interest in learning languages since I was little. When I started English lessons in the fourth grade and then in the fifth grade, I used to tell my friends things in English. Now I think I did not know anything about English back then but would still speak. However, this way my English improved a lot and now I am glad I did that (Joey, 1st Individual Interview).

Most of the participants who stated that they were interested in learning English before school said that the reason for this interest was that they had an older sister or brother at home and that they were very interested in English:

> My brother was studying tourism, and you know, there is a language dimension there. Even when I was very young, I used to go through the books he read, so you could say that I had an interest even when I was young. I have always liked English classes and I have always been successful, but I do not think it was because of the teachers, but rather because of my hard work and talent (Nora,1st Individual Interview).

> My sister made herself a box. She made colored papers; she wrote a word on them, its meaning inside, and a sentence about it on the back. I did not know English, so I couldn't read it, but she would show me the words and try to explain them in Turkish. I learned a lot of words that way. At that time, it felt like a game to me, not like learning (Stella, 1st Individual Interview).

> I first started learning English from my older brothers, and I am the youngest in the house. They are 6,8 and 10 years older than me. They used to listen to foreign music when I was about 9 years old. Of course, I would hear them on TV or something. At that age I could not sing properly, yet I would try to sing along by making up the lyrics (Phoebe, 1st Individual Interview).

It appears to be that the environment they grew up in and the people they were surrounded by in their childhood, in other words their families, had a great influence on how they approached language learning. In a similar way, families seem to be an important role in their choice of teaching. Encouragement of a family member and a family member who was or had been a teacher are the recurring factors to make their ways to become a teacher:

> My grandfather always wanted his children to be teachers, but none of them studied teaching. My mother, I think that's why, wanted to be a teacher but she could not, so she wanted me to be a teacher since I was little. She used to talk about how much she loved teachers and how people treated them with respect. I think I have been interested in becoming a teacher since then (Victoria, 1st Individual Interview).

> I think the fact that my sister was a teacher affected me a little. When I was in high school, she was at university and she had studied the language department, and she is also an English teacher. She helped me a lot. Once I went to visit her when she was at university. Then I thought it would be nice if I studied English teaching, too. I loved the environment she was in (Stella, 1st Individual Interview).

However, most of the STs expressed that even though they were interest in learning the language, they did not want to be teachers at first, but as they began to see the impacts of their own teachers in their lives, they decided to become teachers themselves. And these teachers also influenced their ideas about the kind of teacher they wanted to be and played an important role in constructing their own teacher identities. For example,

> I have always had an interest, desire and predisposition to learn languages. I loved different cultures, so my goal was to major in translation and interpreting at first. I did not think about teaching English. Later, I was even thinking about English Language Literature, but again I was not thinking about teaching. Then I chose the language department in high school. My language teacher there, teacher Bahar, let me tell you that I love her very much, was a very lovely person. I do not know whether it was teaching methods or techniques, she was a teacher whom I liked a lot, whom I valued a lot, who valued us a lot and did her best for us, and after seeing that, I

> started to think about teaching. I said I could be such a teacher. Then, after a long preparation phase, when the preference period came, I already made all my preferences for teaching (Phoebe, 1st Individual Interview)

Additionally, some of the participants think that the reason why teachers' interest and guidance affect their lives so much is that they do not receive enough support from their families, so they were guided by their teachers:

> There is no one in my family who speaks English, or there is no one around us who speaks English, so in that sense, when I was little, we did not have anyone who could direct me, take care of me, or guide me by saying things like "Watch this now.", "Do this." or "You can learn better like this." In that sense, I was a little lacking; I only remember high school. Before that, as I said, we used to follow the coursebook and maybe learn some vocabulary as much as the teacher directed us. Then in high school, that is when I decided to choose the language department, we had a teacher who used to give me a lot of attention and I loved our teacher very much. The teacher trying very hard for us, for example, they were doing speaking exams. It is more like something that comes from everyday life, you know, we were talking about life, so you express yourself, you express your likes, dislikes or opinions. I can say that their efforts and teaching me how to use the language influenced me in wanting to become a teacher (Emily, 1st Individual Interview).

4.2.1.2. Personal Traits

One of the most frequently mentioned factors while describing the process of their identity construction was their personal traits. They generally referred to these features as facilitating sources they would benefit as a teacher. Participants stated that they thought that these personality traits would contribute to them especially in communicating with students, creating a positive classroom atmosphere, preparing materials and lesson plans.

About communicating with students, they stated that they believed having the ability of emotional regulation would protect them from getting too angry or frustrated in case of any problems arising in communication with students, and that they thought they would become a teacher who could manage the class well:

> I can control my emotions better, even if I am frustrated or angry. Even if I get angry, I can stay calm because I can manage my emotions and the students do not realize that I am angry. Actually, I think it is a feature that I can use as an advantage for myself. I think that controlling my emotions, especially my anger, without breaking away from the environment can help me manage the class better (Emily, 1st Individual Interview).

Most of the STs said they were good listeners, and this feature would make them a good teacher who could understand students' interests, problems and troubles:

> I think it is an advantage for me that I am open to listening to people's problems because of my personality. At least that is what I hear from the people around me. For this reason, I do not think I will have a problem for me to be able to listen to students. One of the biggest problems of students is not being listened to because no one listens to them. When they have a problem and no one cares about it, they cannot share these problems with anyone. Therefore, since I will not have any trouble listening to the students, I think when they have a problem, I can solve it by

> talking. If I want to be a good teacher, this is what I should do anyway (Phoebe, 1st Individual Interview).

In addition to these, some of the STs said that their sincere, understanding, patient and supportive personality traits would make it easier for them to communicate with their students. For example, Robin stated that

> I think my strength is to be sincere, understanding, and supportive towards them because I know how it feels to be cared by your teacher and it really affects your attitude to her/him, so I will try to do my best to have good communication with my students through doing these (1st Task).

In terms of creating a positive classroom atmosphere, they thought that having an understanding nature would help them build an environment where students can express themselves freely. In addition to this, having a funny personality that likes to tell jokes and being energetic can contribute to create a positive classroom atmosphere: "I am person who likes to tell jokes and my friends also find me funny. I will probably reflect my humorous side in the classroom and this way I think I can create a good atmosphere" (Joey, 2nd Individual Interview).

> I think I am an understanding person. Actually, I think I have started to understand human psychology a little bit. For example, you can understand what a person is thinking when you look them in the eye and I think is a strength of mine. I think I can be more understanding when a child does something, or when they do something wrong. Suppose a child did not want to attend the class that day, I would say it was okay if they did not want to attend. However, I think I would try to talk to them personally to see what their problem was because I want to support them emotionally. I think this will affect the classroom environment positively. I feel like I can create an environment where students can express themselves comfortably and they can feel comfortable in the classroom if they feel close to me (Robin, 3rd Individual Interview).

Also, they mentioned that being a solution-oriented person would help them resolve any issues in and out of the classroom, so creating such a classroom atmosphere would be easier:

> I think my problem-solving skills would be a useful trait. I mean, when there is a problem, I usually try to solve it. I focus on how to solve the problem rather than making it bigger. I think this will be useful in my teaching both in creating a positive classroom atmosphere and outside the classroom (Lorelai, 2nd Individual Interview).

When it comes to preparing materials and lessons, they stated that being creative and organized are the personal sources that would help them to prepare materials that will attract students' attention and to make unpredictable lesson plans:

> I think I am creative and I can utilize this creativity when preparing materials. I love preparing materials and I usually try to prepare materials that will attract students' attention. This way, I encourage students to participate in the lesson (Lily, 2nd Individual Interview).

Also, they expressed that being an organized and detail person was an important attribute to prepare lesson plans that went smoothly:

> I am a detail-oriented and organized person. I think I pay attention to all the things I need to do when preparing an activity. For example, I consider that the students may not be familiar with some words in the activity, and I prepare for it too, which makes the lessons go smoothly (Sookie, 2nd Individual Interview).

Additionally, most of the participants mentioned their openness to and interest in other cultures and how this could help them in preparing course materials:

> I believe I am a person who tries to explore new cultures and languages by using the authentic materials that reflect the real environment in which the language is used, so I think I would bring those materials to arouse interest in the students to give them a chance to be aware of them and to be curious to follow them (Robin, 1st task).

Although most of the STs stated some characteristics that helped them become the teacher they wanted, a few participants stated some personal qualities they saw as obstacles to becoming the teacher they wanted to be. Among these features, the most frequently mentioned ones are being shy, not friendly and being an introvert. They stated that these attributes would inhibit them from having a good communication with their students and made it difficult to be in front of people and led them to be stressful and nervous while teaching:

> Normally, I am a very shy person as Lane. I say it all the time, but I do not want to become shyer the more I say it, yet I am a bit like that, and this is reflected in my teaching too. As a teacher you have to initiate things and dominate the environment but it's not easy for me. I try to pretend that I am not shy when I am the teacher in the classroom, but it does not stop me from feeling stressed and nervous (Lane, 1st Individual Interview).

> For example, as I said, I am a person who doesn't talk much, in fact, when you look from the outside, you can say that I am cold, but in fact I do not see myself as very cold. I do not like to have very close relationships, to be honest, but as a teacher, it is necessary to be friendly and open to communication with everyone. I think, first, the teacher needs to be friendly and affectionate in order for their students to feel comfortable in the classroom and to create a relaxed atmosphere. This is a characteristic of mine that I need to change, at least in the classroom (Tom, 1st Individual Interview).

In a similar way to what the STs stated about their personal traits, all of the teacher educators emphasized the importance of their personal qualities in their teacher identity formation. They maintained that being aware of their personal qualities, who they were as a person, and working on them, reflection on them had a great influence on what they learned in the teacher education program and what kind of a teacher they would become when they graduated:

> The personal qualities of our students are very important and of course being hardworking is also very important. Understanding one's own qualities and being open to development… It is also very important for me to be honest; that is, being with oneself and being honest with others. In fact, I do not only mean the relationship of a student teacher with others, the relationship with oneself is also very important. It is even more important to first draw a clear picture of who I am and where I am heading (Teacher Educator 2).

4.2.1.3. Beliefs

The results of the interviews and reflections showed that the STs held some beliefs about teaching, learning, teachers, and learners even before they started the teacher education program. These beliefs have a huge impact on what kind of a teacher they want to become in the future, and so, on their teacher identity formation.

They created some good and bad models of teachers, teaching and learning atmosphere based on their experiences as students. They served as a source of their depictions of who a good teacher was, how teaching should be, how a classroom should look and be:

> When I think of good teachers and effective teaching, I always think of my teachers who influenced me a lot when I was a student. Thinking of them, I define a good teacher and a classroom suitable for learning. I think it is probably the same for other people (Sookie, 1st Individual Interview).

Based on their own experiences as students, they expressed that teaching was a process in which both students and teachers had some significant responsibilities to facilitate learning. The students should be active and take responsibility for their own learning and in order to achieve this in the classroom, the teachers should create an environment the students can have fun while learning and bring authentic and up-to date materials to the class. The STs stated that these factors were important since they thought they had influenced them a lot when they were students:

> We were applying a slightly traditional method. We would take turns to answer one by one and everyone would read a sentence. I could not listen to anyone else's sentence except my own as it was a very traditional method. The materials we had were very old and not visually appealing, so I did not feel like studying, I was already very disenchanted with the class, but I think the teacher and the class environment affected me a lot. When such things happen, students do not have any desire to learn, and I do not want to be such a teacher (Monica, 1st Individual Interview).

> To be honest, I have never really liked exercises like memorizing words at home or doing these exercises at home. Frankly, it is not very productive for me, and I did not feel like doing them anyway, so our teacher in high school was very good for me. I think they had a great influence on me. They used to teach us through songs and movies instead of writing on the board and explaining what they have written. They also assigned us tasks. As a said, they would make use of visuals and the internet. That teacher is very important in my eyes. I mean, they were my best English Teacher (Tom, 1st Individual Interview).

They expressed that a teacher should take learners' individual differences into account and care about the students' feelings and interests, and show them that she/he cares to create such an environment in the class:

> I think the most important thing a teacher should do is to make their students feel that they care about them. When I look back, I remember that I always felt good in the lessons of such teachers and that the lessons went well. Also, of course, they should pay attention to the individual differences of the students. I mean, not everyone can learn in the same way, they should approach

> students accordingly. They should be aware of their students' needs (Phoebe, 1st Individual Interview).

In addition to what teacher should do in order to create an effective learning environment, the STs stated that language learning cannot take place only in the classroom or in the school. To achieve the goal of successful language learning, students should take responsibility for their own learning process and should incorporate English into daily life outside the classroom through reading books, watching movies/TV series, playing games, listening to music or podcasts, etc.

> Of course, the teacher should bring as many activities as possible to the classroom and make the students love the language, but I am aware that it does not end there. I mean, it is not possible if the student does not go home and listen to a song or watch a TV series or, I do not know, play a game in English, then it is not possible for the student to learn and use the language. So, maybe teachers should encourage students to do these, but of course, again it is up to the student. They really need to do something and be willing to do something (Nora, 1st Individual Interview).

Additionally, the STs stated that the teachers' language proficiency, content knowledge, pedagogical knowledge, general culture were important factors that determined their performance in the class as a guide and facilitator during teaching/learning process. However, they emphasized that when there were problems with intimacy and communication with the students, being competent in the language and having the professional knowledge lost significance:

> It is of course very important for a teacher to know and use the language they teach, English, well, but I think this is not the most important thing. A teacher can know the English language in the best way or have a good pronunciation, I mean one can meet all the physical requirements to be a teacher and to teach the language, but I do not think that's enough. I have seen a lot of teachers who are very good in the subject area, who are very fluent with incredibly good pronunciation, grammar and vocabulary and yet their classes do not offer anything. Why? Because they do not emotionally connect with their students. They do not have any communication or interaction. For this reason, I think emotional competence is more important than competence in English to be an English Teacher (Leonard, 1st Individual Interview).

In all the parts of the data collection process, the most emphasized belief about effective teaching and learning by the STs was creating an environment conducive to learning. At this point, the teachers' main responsibility is making students feel relaxed, lowering affective filters, teaching them not to be afraid of making mistakes, showing them learning a language is a fun process. Nevertheless, they underlined that creating this kind of an environment was not possible through individual effort of teachers, so parents, school principal and all the stakeholders in the field of education should be involved in this process:

> I do not think it is possible for a teacher to manage the whole process alone and for successful learning to take place. I mean, of course, a teacher should do their best to create a good learning environment, but I do not think that this alone can be enough. Students already have a role to

> play, but parents, school principals, decision-makers in national education should also work for this process and support the teacher (Lorelai, 1st Individual Interview).

Finally, in addition to their own learning experiences, their observation of their friends' learning process at the school served as a source of information about how other people learned the language and what could be missing in the existing system. In other words, not just their own experiences of learning the language but also observing their friends' language learning processes helped them shape what kind of a teacher would be effective and what they could be like as a teacher:

> When I was a student in middle school and high school, my English was good and I did not have much of a problem. However, I would observe what my friends were doing, where they were struggling and when they were trying to participate. Especially in speaking activities, everyone was nervous, and they did not want to participate. As far as I observed, that was mostly because they thought they couldn't do it. As we call it, there was a mental barrier. Anyway, there is not much time for such speaking writing in high school. It seemed that the little opportunity we had was not being utilized very well. So, as I am aware of that, I will try to do my best to break down the mental barrier that students create against speaking English. I will try to bring activities that will arouse students' interest and create an environment where they will feel comfortable (Paris, Focus Group Interview).

In the interviews conducted with the teacher educators, one of the mostly mentioned factor affecting their students' teacher identity was their beliefs. They underlined the importance of the STs' beliefs prior to teacher education and how it influenced what they learned and how they learned in the teacher education program:

> A student's previous learning experiences are very important both in our teacher training program and in their teaching when they graduate. They even interpret what is taught in class based on these beliefs. Of course, research also says this, but we also observe this in our own classrooms (Teacher Educator 3).

They also emphasized the difficulty of changing these beliefs and referred to the role of the teacher educators at that point. They stated that teacher educators should be aware of these beliefs and needed to provide effective learning experiences to their students:

> Our students' own past experiences as students are very powerful. The beliefs they have developed during these years are often not very accurate or applicable and in order to change these beliefs, we have a great responsibility to fulfil. We need to provide students with powerful experiences in the classroom so as to break with these past learnings and the beliefs they formed and to build new ones instead (Teacher Educator 1).

4.2.1.4. Emotions

In the data collected from the STs, it is clearly seen that emotions are an important factor affecting their choice of profession, doing, and staying in the profession of teaching. Most of the STs referred to two emotions that led them to choose this profession: being loved and respected. They stated that teaching was a respected profession and the position of the

profession in the society encouraged them to become a teacher: "…teachers are actually highly respected in society, they are thought to know a lot. This was very influential in my decision to become a teacher. I want to feel this respect" (Victoria, 1st Individual Interview).

Also, the other emotion the STs always referred relevant to teaching was being loved. As they loved their teacher a lot, they stated that they wanted to be loved in the same way:

> I would love to be a beloved teacher, I think everyone would. I had teachers that I loved very much, I still remember them very well. I love them very much. I would like to be a teacher who is loved in the same way (Sookie, 1st Individual Interview).

As their feelings for their beloved teachers were very strong, they wanted to influence some other people's lives in the same way and make them feel similar feelings:

> My high school teachers are very important and precious to me. They put a lot of effort into me. I would love to touch people's lives like them. I would love other people to see me and love me in the way I do them (Rachel, 1st Individual Interview).

Therefore, receiving positive reactions from their students and touching, contributing to their lives, made them feel happy and satisfied and so these feelings were the main factors keeping them in the profession and motivated them to continue teaching:

> To hear students thank you, and say that they love you very much, or they wish that you would always teach them, and you have contributed a lot to them… Even that feedback has a very positive effect, and these things shape and influence a person's desire to be a teacher. I feel very happy and satisfied right after the lesson as it is so nice that I have benefited someone, and they felt happy (Emily, 2nd Individual Interview).

> At first, I could not figure out what to explain and how to explain it, or people would misunderstand me a lot, but after I learned a little bit, I realized that I like being able to contribute something to someone. I mean, I like it when somebody picks something from me. So, in that respect, I sometimes say that teaching is actually a good profession for me. I feel happy after doing this job. For this reason, as far as I feel, I say, "Yes, I have come to the right place" (Sookie, 1st Individual Interview).

Additionally, the STs also reported that the emotions they felt while and after teaching gave them hints to reflect on their teaching, so they also served as a tool for self-reflection:

> I prepared a lesson plan and it was not a good one. In other words, it was not a realistic lesson plan, whether it was the materials or the flow of the lesson. I had already felt it during the lesson and our professor gave me feedback in that direction after the lesson. They even said some parts were meaningless and I got very upset about that. I asked myself how I could do that and could I not think realistically. I cried a lot after the presentation because I love it very much and it is something I want to do, so I want to do it well. I looked at everything went bad one by one. I looked at what I lacked, what I needed to change about myself and the lesson, one by one (Monica, 1st Individual Interview).

From a different perspective, the teacher educators draw attention to importance of identifying emotions. They stated that most of the STs were not good at identifying their

emotions in their daily lives, so it was difficult for them to manage their emotions in a classroom atmosphere:

> What our society does to us, what it teaches us let us say, is suppression, which is suppressing emotions. For example, it is the same with emotional intelligence. In my classes, to my students, or in my speeches, I did not only mention "how to manage emotions", I also talked about "identifying emotions" and that part is very important. As for how to manage, anger management for example, if you really want to control it, first you need to know it. If you do not, then you suppress anger and resist it. You should not resist it because that is a part of you. When you do not resist it, what does it tell you there? So, what I what I always try to say is to hold a mirror, to flow with it, accept it, acknowledge it and then move on. However unfortunately, not every teacher is aware of it. They say, "Do not get angry.", but the phrase "do not" does not do the trick here. You need to accept it first, digest it and flow with it. Of course, there are many techniques fin this field and they need to be taught to students too (Teacher Educator 2).

4.2.1.5. Self-practices

The STs referred to some practices and techniques that they carried out with their own efforts in order to fashion and form their teaching selves outside the classroom. There are three main points which they concentrated their efforts on: teaching practice, speaking skill in the target language and content knowledge.

In order to improve their teaching practice, almost all the participants stated that they made different practices to improve a different aspect of teaching. The most common practice employed by the STs was rehearsing their micro-teaching demonstrations or lesson plans before they actually taught them:

> For example, tomorrow I have a class to teach, and I will write down what I am going to say one by one. That's what I always do. I think I will rehearse more for tomorrow. I think it largely affects my teaching skills (Janice, 2nd Individual Interview).

In addition to rehearsing, some of them were recording their rehearsals and watched them to see and evaluate their performances:

> Before every microteaching demonstration, I always do something, first I teach the lesson myself in a mirror three or five times. Then I switch to the computer, I teach it on the computer and record it. Then, while watching it, I can see what went well and what I did badly. I take notes and rehearse it again trying to pay attention to them (Robin, 1st Individual Interview).

Also, some participants stated that they were rehearsing with their friends to create an environment similar to a real classroom and this way they had a chance to improve their improvisations when something did not go as planned:

> After I teach the lesson to myself once or twice, I call my friends and they watch me on Zoom and act like students. We usually practice this way. When this happens, if something goes differently in our communication with the students or if they do not understand what I say, I have to re-teach them accordingly. This is also good for me (Lane, 2nd Individual Interview).

Finally, all the participants wrote reflections each week, and they stated that it helped them understand their teaching practice, strengths and weaknesses as a teacher better, and gain insight and have a clear understanding on their teacher self, personal self and broader social and political context:

> In fact, reflections are like a self-evaluation form for us. In my opinion, they have as much value as the feedback our professors give us. That's why I will always continue to write reflections. I can feel that I have improved myself in this process. We reflect this on what we will do next week. Honestly, I find myself a little more advanced, more grounded, and I evaluate myself. Of course, I evaluate the activities I do. For example, in the first weeks, 3-4 activities, vocabulary… teaching all of them together. I shouldn't have done it. I tried to minimize them even more because instead of having too many things to teach and being inefficient, I would rather have a few to teach and be efficient. It is more important that the student enjoys it. I try to apply this. (Joey, 2nd Individual Interview).

> Reflections actually help me to observe myself in the classroom. I usually go to class with something on my mind, something that I had previously thought of in the reflection. Last week, for example, I was very nervous during the whole class. Then I looked at the reasons for this. Not knowing things exactly, uncertainty makes me nervous. This is the same in life. Actually, reflections help me to see and explore a lot about myself (Janice, 2nd Individual Interview).

Another area where they focused their work was improving their speaking skill in the target language as they stated being a good language teacher requires to speak English fluently; therefore, they made some practices such as joining online and face-to-face conversation groups, finding friends who could speak English well online and chat with them regularly, to improve their language skills:

> My speaking skill in English is not so good. I mean, I can speak, but I cannot speak fluently. I need to think before I say something, but after I found a group of foreign friends and had weekly conversations with them, I realized that I had improved my speaking skill (Emily, 2nd Individual Interview).

The other point that they said they were trying to improve with self-practices was content knowledge. They especially felt lacking in theoretical knowledge, so they attended online trainings on how to use technology in language classes, how to teach young learners, and they followed and read academic articles on the subjects covered in their classes in teacher education program:

> I got a certificate named “Games While Teaching English to Children’’ from an online learning program offered by ÇOMÜ for English teachers. The program was based on card games while teaching English. I learned some of the card games and how to use them. I think it is important because games cover a big part of children’s life; especially, if they are young learners. They see games as a reality and as the very young learners are not literate card games, based on pictures, are vital to make them learn and practice vocabulary. By the help of such games, they can tell over and over the new vocabulary without even realizing they are practicing it. Therefore, I am glad to learn how to use them (Zoey, Weekly Reflection 1).

> It is important to read new publications and articles. As much as possible, I try to find articles and journals related to the subjects we cover at school and read them every week. I feel like I need to do this to keep my content knowledge fresh (Lily, 1st Individual Interview).

4.2.1.6. Language Proficiency

The STs' language proficiency is what they mentioned the most in terms of feeling ready to teach and having a confidence stance which has a huge influence on their teacher identity construction. This factor stood out as the most frequently mentioned and the most important competency of a teacher among the other teacher competencies since they stated they thought that a language teacher must be a proficient user of the language they were teaching and only in this way they could be a good teacher. The more they mastered the language, the more they felt competent as a teacher:

> I think English teachers need to know and use the language very well because that is our job. If we don't know it well, if we don't speak it, nobody wants to learn the language from us. We have to be a good role model. My other skills were good, but my speaking skill was not very good, so now I am trying to improve that too and, in this way, I feel more confident as a teacher (Emily, 1st Individual Interview).

Most of the participants said that their speaking skill was not good because of the requirements of the university entrance exam they were obliged to take in order to study at the university and the department they wanted. Therefore, they needed to do some extra practices to improve that skill when they got into the university:

> When I was in high school, I felt more comfortable when there were such reading passages or writing topics. I was not very good at speaking and listening, to be honest. That's why I couldn't improve myself much in those aspects, and I even get angry, I mean, I realized it more when I started to the university. My speaking skill is very bad and to be a good English teacher, I need to be able to speak English well. After I started the department, I practiced improving my speaking skills the most and looked for ways to do so (Monica, 1st Individual Interview).

4.2.2. Educational Story

Educational story consists of the factors relevant to the STs' formal education prior to teacher education, their experiences of the teacher education program and their previous teachers that affected their teacher identity formation.

4.2.2.1. Learning Experiences Prior to Teacher Education Program and Their Previous Teachers

The findings of the study show that the STs frequently referred to their former teacher while they were talking or writing about their learning experiences prior to teacher education. They conceptualized what good teaching and bad teaching was based on how the way they were taught, and teachers affected them particularly as students. They had some preformed notions of what it meant to be a teacher and how teaching should be before they started their

teacher education on the basis of their previous learning experiences. These conceptualizations had a great impact on how they formed their teacher identities.

They said that the teachers they met when they were students were often examples of what kind of teacher they did not want to become and that the bad examples they encountered had an influence on shaping their teacher identities by showing what kind of a teacher they did not want to be:

> Usually, there were such bad examples, and I would say to myself: “I will not be like this, I will not do these things”. I repeated this sentiment throughout my educational journey, even into university and when I started methodology classes. I meant that I would not approach most lessons or classroom activities in the same way (Nora, 1st Individual Interview).

Since most of the experiences they had with their own teachers had a negative effect on their own learning and willingness to learn, they said that they would not behave like their own teachers, thinking that similar situations would demotivate their own students:

> When I realize that there are teachers I don't like or something I don't like about a teacher, I think the biggest effect on me is that I won't do it. This is my biggest motivation for my own teaching. You know, I always say 'I have actually seen a lot of very good examples of how not to be a teacher', so I can say that the bad examples I encountered made me realize the things I would pay the most attention to. In fact, they all add something to us in some way, some for the good and some for the bad. Since I understand very well how students feel when teachers do something bad to a student, I can say that I will make a special effort not to do what they did to me (Robin, 1st Individual Interview).

When the qualifications of the teachers that they did not want to be are examined, rather than their teaching style or the techniques they were using in the class, due to the way they approached their students, the lack of communication between the teacher and her/his students, the STs did not want to be like them:

> I learned throughout my education that many teachers are ruthless and some of them are bad at communicating with people, so with their students, too. Their attitudes towards their students are so judgmental. I won’t be a teacher like them. Yes, the lessons and the subjects we teach are important, but I think the most important thing is that students shouldn’t have psychological barriers to their teachers. This estranges both the lesson and the teacher. Most important of all, I think it is important to understand the students. The subjects are covered in some way (Lily, Weekly Reflection 4).

Although they expressed that the number of the bad examples was higher than the good ones, they had some great teachers who positively affected their life and contributed a lot to develop a positive attitude towards learning English. When the common characteristics of the teachers the STs cited as the ones who would like to be are examined, the salient features are as follows: dedication to the profession, openness to learning new things and self-improvement, willingness to get to know their students’ lives and interests, being a role

model both in and out of class, having good communication with students, supporting and guiding students in social and cultural terms:

> I had a teacher who was really dedicated to his profession, Michael, my literature teacher in high school. I can say that I was more impressed by him because he was really good with the students, he always listened to us with curiosity. He was always interested in us. You know, I didn't think I would choose teaching in the future at that time, but if I choose teaching, I could say that I want to be a teacher like teacher Michael (Rachel, 1st Individual Interview).

> Since I was a little girl, I had teachers who showed me that it is possible to make a change in people's lives, who showed me the different and the right way. I had very valuable teachers and I would love to be in the same position for a person. I mean, I don't know, I think teaching people something, not only in terms of language, but in many ways, teaching them a skill, a knowledge that they can use in every moment of their lives, that can help them, I think it's like helping the whole world at the same time. As teachers, we should be aware of this and support our students culturally and socially (Phoebe, 1st Individual Interview).

In terms of how teaching should be, as they learnt better as students when four skills were integrated in English classes, learning was fun, and they felt comfortable in class, the STs stated that they would do their best to create such a teaching-learning environment in their classes:

> When I look back at my own education, I see that I always learn better in classes where all skills are integrated, where I can use the language, where I am encouraged to use the language. Of course, the attitude of the teacher is also very important. In other words, in a class where you learn while having fun and feel comfortable, the lessons are really good. When I was in high school, we used to have a conversation with a teacher, we used to write, and I benefited a lot from this when I started university. I would like my students to think the same about me (Chloe, 1st Individual Interview).

Also, they expressed that they wanted to apply the methods and techniques that were effective in their own learning in their teaching in order to be good role models of their students as their teachers were for them:

> We had a teacher who always brought new songs to class and we practiced them together, the words, the pronunciation, and it became a habit for me. I started listening to more songs and learning from them. The same teacher used to ask us to keep a diary, for example, and she would read them and write comments on them. I would like to be a teacher who is interested and uses different techniques. This teacher influenced me a lot and I would like to be a role model for my students like she was a role model for me (Lorelai, 1st Individual Interview).

4.2.2.2. Teacher Education Program

4.2.2.2.1. The Courses Offered in the Program

When the STs reflected on their learning experiences in the courses in the teacher education program, their point of reference was whether what they learned enabled them to obtain the required skills and knowledge to become the teachers they wanted to become. In the current program, the courses are regulated according to the National Qualifications Framework for

Higher Education in Turkey and teacher competencies identified by MoNE. These competencies are classified into three categories: content knowledge, pedagogical knowledge, and general education. The STs had various gains and reflections on the courses offered to provide each category of competencies.

Among all the courses offered in the program, two courses were mentioned by almost all the STs as the most enlightening, fruitful, and the most effective in constructing their teacher identities. They were special teaching methods and teaching language skills. The STs pointed to the content of these courses and how they were implemented by their professors as the main reason why these courses were so precious to them. They learned some methods and techniques to teach English, so they stated that they "learned how to do the job through these courses" (Sookie, Weekly Reflection 9). They expressed that the way they would teach, and their teaching performance depended largely on the methods, and techniques they learned in these courses and the micro-teachings they carried out:

> We learn the theory of the whole thing and how to practice it in special teaching methods (STM) and teaching language skills (TLS) courses. Therefore, I think they are the courses in which we grasp the profession. I see the STM course and the TLS course as more fruitful than the other courses because I apply the theory and I think that it will contribute to me the most in the classroom environment, in short, as I think that it will be beneficial while teaching the language (Joey, 1st Individual Interview).

> Teaching language skills course is the most important because I have learned how to teach the basic skills. Also, our teacher educator would give us very good useful tips and it was very effective. For example, he told us not to yell if there was a student who was always talking. He would recommend us to give that student the right to speak too and to sometimes let students to know something too when appropriate. For instance, he said that you could say one word and pretend that you do not remember it and of course do not do that all the time so that the students can trust you. He said this way the students would actually think that they know something, and they can answer too. He told us that we would attract the students' attention if we gave them a little support by letting them think they know the things the teacher does not know or does not remember at that moment and that they can respond, and they can do it, too. He would give us hints like "if you do this here, and if you do that there" and so on. So, he taught us a lot of things (Phoebe, 2nd Individual Interview).

As it is clear in the quote (Phoebe, 2nd Individual Interview) above, another issue that was highlighted by most of the STs was the effect of the professor who taught the courses. Especially in the courses focusing on teaching practice, they thought that when the professor gave them some teaching tips, they felt like they were learning the ropes. Also, they emphasized how important it was to take this course from a professor who had some teaching experience and well-grounded theoretical knowledge in the field as well. They stated that they could easily see that the feedback given, the comments made, the methods and techniques taught by a professor who knew the real classroom environment, the school

atmosphere, the students were more useful even in their first teaching experiences and even in their classroom observations:

> I find my teacher educator's classes extremely productive. I mean, it is really the only course that I have thought that I should take this term. Even if did not listen to any of the other lectures and if I just reviewed before exams, I would be sufficient, whereas I actually enjoy his classes because, first of all, his communication with his students is great. For example, there are professors who come and lecture and do not ever utter your name. We have such professors in the field of education, but they are not in ELT department. For example, we have one professor like that in the field of education and I have never heard them say the name of a single student and you feel very cold towards them, but I have definitely heard my teacher educator call everyone by their names, so he tries to communicate in a joking way. He is never offensive in any way, even when he is going to give standard feedback. I think he is good and he teaches everything very well. I don't know what kind of technique he uses, but I think it is more permanent. It is not monotonous, and the lesson somehow flows. The things he says are also very realistic, that is, he knows the class, he knows the students, and this of course helps us more (Stella, 1st Individual Interview).

> For example, we are taking a teaching English to young learners class. I prepare a lesson plan, I've been teaching to this level of students a lot until then, I've been with children. After 2nd grade, I started working at a preschool. I know that it would work, but I was told by our teacher that it wouldn't work because I didn't include the activities in the book… because it wasn't in the book, but I mean, you've never had a lesson with children. You don't know what to do with them emotionally. How did this make you feel after a certain period of time? I don't want to say anything bad, but I don't think it's any different from surgery. I mean, I don't think we can learn anything just by reading books. That's why I think the fact that the professors we take courses from at the university should have teaching experiences in real classrooms apart from theory and research. I believe, if they have more experiences in a real classroom with real students, their lessons will prepare us much better for the work we will do in the future (Luke, 1st Individual Interview).

In addition to the courses mentioned above, teaching English to young learners and courses on assessment like testing and evaluation in English language teaching were the courses shown by the STs as great sources of learning and motivation to become a teacher because the content of them was directly on teaching:

> In material design course, we had already thought about how to adapt a book to the needs of the students in general. At the same time, we learned general information such as what a curriculum is, what a program is, the differences between them…This was helpful in this respect. I was able to learn how to look at the curriculum and how to read the goals and objectives there and how to adapt the textbooks in accordance with the needs of the students. At the same time, our teacher asked us to change some different activities in a unit and to remove some; where it was missing or where there was no smooth transition or where there was. We did an activity about that as homework. This also helped me to have an idea of where there were gaps and which book might be more suitable for my students when I look at a book. In designing this activity, I learned how we can add activities instead of those that are not suitable. I feel like it contributes to knowing what I need to know as a teacher, so it is an important course for me (Phoebe, 2nd Individual Interview).

> Young learners course was a lesson that I had a lot of difficulty and learned a lot. I like the lessons where we learn and practice the information we need to do our job. I think it is an instructive and productive lesson. Taking the young learners course so comprehensively and learning so much also increased my motivation (Lily, 2nd Individual Interview).

Besides the courses directly on how to teach English, the courses that are directly on the language, such as Linguistics and Pragmatics, provide them with in-depth knowledge about the language and contribute to the cultural development of the STs. In this way, they learned the intricacies of the language and so they felt competent in teaching the language:

> I was very impressed to learn the language that way. Where and how to use certain words or other small parts of the language... When I learned them one by one, I felt like I really knew the language, so it was the best lesson for me (Lane, 1st Individual Interview).

> I think that all of the Lingusitics courses have made a great contribution to my teaching, because you actually feel like you know something different from what everyone else knows... Because this is your field, you know, I know this because I will teach this language, and I want to show that I have very deep knowledge about it. I want to know these details about the language because many people speak English, not just English teachers. There are many people who speak English very well and there are many people who learn it, but this is special for us. We are learning it, so it increases my self-confidence at the same time (Janice, 3rd Individual Interview).

The courses offered to provide pedagogical knowledge were mainly in Turkish and the STs stated that they were the ones they learned the least and the least effective ones in developing their teacher identities. The content, teaching methods, and techniques of these educational science courses were outdated and most of the instructors were not teaching in the way the STs were taught to teach:

> I think the biggest handicap is that we don't get much efficiency from education classes in Turkish. In general, there were lessons where things were just read with slides and I think this is a big deficit. We could not see almost any of the methods and techniques taught to us in our department. I wish we could have learned something there because right now I am trying to learn by living or by reading something (Chloe, 1st Individual Interview).

> I don't think we get any efficiency from Turkish lessons. For example, I remember clearly the class management lesson. We take a class management lesson. Our teacher is trying to tell us about classroom management, but the classroom we are in is not managed very well. You know, there was such a dilemma. For example, it was usually all memorization (Janice, 1st Individual Interview).

In terms of the courses, they took within the scope of courses to improve their general education like Turkish or History, the STs stated that the content of these courses was almost the same as those they studied in high school, so they did not help them grow either academically or personally:

> When I started university, it actually seemed a bit unnecessary for me to take those courses (the ones in the high school) again in my first year at the university. I expected something different because I thought that if these courses were at university now, they would have a different content, but I saw that it was the same thing. It didn't add anything to me personally either. I feel like they could have been courses that would at least improve my general culture (Rachel, 1st Individual Interview).

When all the interviews and weekly reflections are taken into consideration, it seems that the STs thought that the courses they had the chance to practice what they learned in theory and

the ones that were directly on how to teach contributed more to their teacher identities. However, the courses that they thought they could not apply what they learned in their teaching did not have a significant impact on their teaching skill:

> Grammar lesson, you know, that lesson was over for me after I passed it. I didn't look back at it in any way because, I mean, where will I use that much detail, it was really information that I wouldn't use even if I was teaching in high school, but the Teaching of Language Skills course is not like that. They are really lessons that I can use if I am appointed. Courses related to teaching, where I can apply the theory in practice. For example, which activity should I prepare for the students in listening? What homework should I give in writing? How can I help students in writing or in speaking? The answers to these questions are really useful information for me. For example, as I just said, it is very important and valuable for me to know that it would be good to give that student a draft useful language box when giving homework in writing, for example. This was a piece of information that I was curious about and would be useful to me. Since I used it in the microteaching demonstrations and I will use it from now on, it will be useful to me, so I think it benefited me. When I look back, I believe that I will look back again and again like this, especially in the first years. These courses have contributed to my teaching (Lorelai, 1st Individual Interview).

> Young Learners and Teaching of English Language Skills have been the courses where I felt that I would be a teacher so far because we actually prepared and presented something in every lesson, so it was more realistic. We practiced and learned theoretical knowledge (Stella, 2nd Individual Interview).

In addition to what the STs stated about the courses offered in the program, the teacher educators indicated the points they thought they were missing: courses focusing on their personal development and aiming to make them gain an intellectual perspective:

> Regardless of the English at the beginning of the teacher, a teacher needs to be a visionary, an influencer, he/she needs to contribute to his/her students in terms of general culture. For this reason, it is necessary to plan courses that will give prospective teachers an intellectual perspective and include them in the program to help them develop (Teacher Educator 1).

> I think there should be a course on personal development because students' identity formation is completely unsupervised, that is to say, it is completely self-directed. Also, student teachers should know that there is such a concept as teacher identity, how would they know that if there is no course focusing on personal development (Teacher Educator 2).

Another suggestion to the program was extending the duration of the practicum at the schools and adding practicum to the young learners courses and providing the STs with an opportunity to have practicum with learners from different age groups:

> I think there are very serious problems within the scope of the young learner course. This is not something that can be done with microteaching demonstrations or theoretical knowledge. I mean, children need to experience it. In fact, I think this experience should be such that - school experience should be experienced separately with adults and separately with young learners because they are completely different things. So, now we send the students to high school. Let's say they complete their practicum in high school, their experiences there and the other one are very different. I wish the school experience process was longer so that we could show different working environments with different ages to our students, i.e. candidate teachers, and give them the opportunity to experience this experience at least once or twice (Teacher Educator 3).

4.2.2.2.2. Changes in the Program

The differences in the curriculum of the teacher education program had a great influence on the feeling of readiness of the STs. In this study, the participants can be divided into two groups in terms of the content and the credits of the courses in the program in which they received education. With the reform in 2018 mandated by the Council of Higher Education., the total number of courses was increased, but the total course hours were decreased due to the reduction of credits of courses and the STs in the 3rd grade in this study followed this program.

Compared to the 4th grade STs that followed a program involving more credits and more courses focusing on content knowledge, the 3rd grade STs reported a decreased sense of readiness for teaching. They cited the fact that the number of content knowledge courses was decreased in the program as the reason for this. They stated that they had fewer opportunities to practice what they learned in their methodology classes, so they felt they lacked practice and content knowledge:

> I don't feel ready at all as a 3rd year English Language Teaching student. When I talk to my friend who enrolled in the program in previous years, I can see how different our programs are. We don't run from presentation to presentation like they do. In fact, we only have to submit lesson plans for some of the courses because they have very few credits, which obviously has an impact on me. Concerning my grades, I have no worries. I'm concerned about my ability to be a good teacher because it doesn't seem like this program will help (Cindy, 1st Individual Interview).

Another disadvantage of the increasing number of educational science courses was the decreasing amount of time the STs were exposed to English. They expressed that the only way they could be exposed to English was their school context as they lived in Turkey, so when they could not hear or speak the language at school too, they had very limited sources to improve it. This point was also highlighted by their teacher educators as one of the disadvantages of the new program:

> There should be more classes where we use English because we will be English teachers, but after all, we live in Turkey and English is a foreign language for us too. Therefore, our use of English outside the classroom is also limited, but we will be teachers of this language and we will use this language in the classroom. So, I think it would be good to increase the number of courses where English is used a lot so that we can use it better (Janice, 3rd Individual Interview).

> The Higher Education Council is now changing the courses, unfortunately, there is more emphasis on the courses about general education, what shall we call them, teaching general education courses, in other words, they are more prominent in the program. This, of course, affects the motivation of the students and the use of English in many ways. So, we gathered as an academic board and talked about how we could make changes in these courses, we talked about it for months. We actually had a program that was going well... (Teacher Educator 2).

4.2.2.2.3. Altering Previous Beliefs

One of the most important impacts of the teacher education program on the STs is altering their previous beliefs about teaching and teachers. They stated that especially their methodology courses and some teaching techniques and skills used and taught by their professors had a great influence on making the effects of bad examples they saw through their education before the teacher education program obsolete and encouraged them to create new role models:

> We have seen many bad examples until our university education. Bad role models. I mean, the classes were very boring, the teachers themselves could be tormented. You felt that they did not want to do it either, but when you come to the department, you see many different methods, you can redesign yourself. You do not have to open a slide and read it, you can make the lesson student oriented. You see good teachers who are the answers to the question of what kind of a teacher I can be. As I saw these, I was actually very interested. I saw what a teacher can do. I felt that I did not have to be like the examples I used to see (Tom, 2nd Individual Interview).

They said that the training they received in the program, especially from excellent professors they encountered there, changed their beliefs of what constituted a good teacher and good teaching. As a matter of fact, for many of them, the definition of the teacher they wanted to become consisted of the characteristics of the professors who had the greatest impact on them:

> After I met my methodology professor and saw him, my perspective on teaching completely changed. I saw how much a teacher can affect people's lives, how to be a teacher. That's why I always observed him and what he was doing. He was always listening, for example, he listened to everyone in the class very well. When someone interrupted him, he would immediately listen to that person, he wouldn't insist that he was going to speak. I realized such small nuances in those four years. I always said I want to be like that (Bonnie, 1st Individual Interview).

They also expressed that some of the things they used to think as good or proper in the role of a student were not appropriate or working and that it was quite effective for them to adopt new knowledge when theoretical knowledge they learned was grounded in resources and demonstrated and proved through practice so that they had a chance to compare with their prior beliefs and see what works:

> I started to realize the mistakes of my former teachers very clearly, especially after I came to this department. Things that normally did not catch my attention, I later realized 'oh, actually this is very wrong'. After I started the department, I was surprised by some differences between my experiences as a student and the things I learned, but when we started to put what was taught in theory into practice, I saw that it worked. Our professors already explain the theory based on both the resources in the field and their own experiences. In this way, things that I used to think were true have changed (Phoebe, 1st Individual Interview).

Additionally, some of the STs stated that when they started the program, they still had concerns about becoming a teacher although they attended a teacher training program as they

did not want to be like their former teachers. However, after encountering good role models, they changed their minds and decided to become a teacher:

> Until the end of the second semester of the second year at the university, I was still saying, yes, I am studying English teaching, but I don't want to teach. I will either become an academician or do something else related to language. I kept saying I don't want to be a teacher. Then, as my professors changed, very good professors started to teach. They tell us their memories; they tell us things about teaching. Especially in this semester, we started to take theoretical courses on teaching, and this influenced me more towards teaching and pushed me more towards doing the profession in a good way. I didn't want to do it, I can say that this started in the first semester of the third grade. That's when I determined that I wanted to do it (Victoria, 1st Individual Interview).

4.2.2.2.4. Incompetency in Speaking Skills

They had some concerns about how they could teach speaking as they felt incompetent, and their speaking skills needed to be improved and they still made lots of mistakes while speaking. They reported that they felt like they had to master the language before they could teach it. The lack of mastery of all the skills made the STs feel less confident and hindered the process of developing teacher identities:

> Speaking needs to be emphasized much more because people expect this: You are an English teacher, and you are expected to speak English. It is not that you write in English or that you can understand what you hear in English, it is that people around you, people who do not speak English very well, expect you to speak English fluently. People really want this because as an English teacher, we need to know the language very well and we need to be able to use it, but not being able to meet this expectation creates a disappointment in people around and in themselves. It makes them feel incomplete. One cannot feel and see oneself as a teacher (Stella, 2nd Individual Interview).

The teacher educators also emphasized that the language proficiency of the STs was well below the required level, and they stated that this was the one of the biggest handicaps of the STs to construct their teacher identities:

> Unfortunately, the language level of our students is far below what it should be and it seems as if with each passing year we are facing a serious decline in the English level of our students. Some students improve themselves; how do they improve? They watch movies and read books in English. The student improves through his/her own efforts, the candidate teacher's own efforts, but if he/she doesn't make any efforts, we observe that they were placed in this program by solving multiple-choice questions, so their writing skills and speaking skills, what we call productive skills, are obviously very deficient. And this, of course, affects their self-confidence and teacher identity (Teacher Educator 3).

4.2.2.2.5. Microteaching Demonstrations

The data collected in this study showed that micro-teaching demonstrations impacted the STs in two ways: building their self-confidence and improving their teaching competencies and abilities. Most participants stated that they got too anxious while teaching or even

speaking in public before starting microteaching demonstrations. However, they got used to the process as they practiced, and microteaching demonstrations helped them overcome their anxiety. As they overcame their anxieties and started to recognize their strengths and weaknesses in teaching, they started to build self-confidence:

> I think that practicing a lot in our Method classes, being on the stage a lot, being in front of our friends had a great effect on me in a positive way. Because I was so anxious in front of people that I could not even think about it at first. That's why I was not sure I wanted to be a teacher at first, but as a result of the practices we did in this department, I feel a little more equipped at this point, I believe I can do it and I think our microteaching demonstrations contributed to it (Lane, 1st Individual Interview).

As for improving their teaching competencies and practice, microteaching demonstrations gave the STs a place to practice what they learned in theory as a meaningful whole. In their methodology classes, they learned how to teach all skills and subskills, different approaches, and techniques; however, they expressed that without putting it into practice it was not possible to see what they learned and how they could apply it and that it was important for them to have such a space where they could integrate all the pieces of learning in order to recognize and improve their teaching skills:

> Microteaching demonstrations were like a learning space for me. I mean we learn a lot of things in theory, how to teach grammar, how to teach reading, how to teach writing. Or we see many examples of activities, but I think they cannot be fully learned unless you put them into a lesson plan and apply them. I can say that I learned exactly what and how to do in the microteaching demonstrations (Janice, 3rd Individual Interview).

> What we call teacher identity is not only about how we teach when we enter the classroom; it is also about using your voice, using the board, I think that is also part of teacher identity, writing the answers to the students' questions on the board, using the projector in the classroom, or using your voice; being able to use the spaces of the classroom better... I think microteaching demonstrations provide a very useful space in this sense. These are not things we can know without doing (Luke, 1st Individual Interview).

4.2.2.2.5.1. Feedback Sessions

In addition to the gains in practicing what they learned during micro-teachings, almost all of the STs stated that the most fruitful part of the process was feedback sessions. thanks to the feedback they received from their teacher trainer who was an expert in the field, they were able to notice the points that they would not have noticed otherwise and to reflect on their teaching:

> Getting feedback makes me feel great and I feel like I got the reward of the thing I did. Somebody really cared about it. I sometimes see the affairs from only a perspective, but someone more knowledgeable than me may show the other perspectives through giving feedback (Emily, Weekly Reflection 6).

> I think feedback session is the essential point of microteaching. We can reflect on ourselves through feedback. As we are not aware of everything while instructing, our teacher trainer as an observer may realize the things that we may not do. We can work on our weaknesses this way and be the better version of ourselves as a teacher. Therefore, I am open to all kinds of feedback since I know that my teacher trainer is saying all these things to make me improve and grow as a better teacher. (Phoebe, Weekly Reflection 3).

4.2.2.2.5.2. Their Classmates' Microteaching Demonstrations

As the STs went through similar processes with similar training, where they struggled or needed to improve was also similar, so the feedback given to their classmates was important and meaningful for them since it showed them how to do things right and how they could improve their teaching practice:

> While my classmates were microteaching, instructions were not clear as they were too long, and even they got lost in it. Therefore, our teacher trainer suggested us to use task cards or give instruction by dividing them into parts (first, you will do this..., secondly, you will do that...). This information will be very beneficial for me when I bring an activity that requires long instructions to a classroom because I also have problems with giving instructions sometimes, so I hesitate to bring these types of activities. I especially like the task card idea. It will help me too (Phoebe, Weekly Reflection 4).

Also, some of the microteaching served them as a source of motivation. they were inspired by their friends when they taught like a professional teacher in microteaching:

> One of my classmates was really good in her microteaching. I think she is very gifted in teaching. Her use of voice, classroom management, gestures, basically everything was so good. I am sure she will be a very good teacher and I am so happy for her future students. … I must admit that I wanted to teach like her, but I think my character prevents me from doing so but I will draw inspiration from her. I don't know what will happen, but I will keep working to improve my teaching (Tom, Weekly Reflection 4).

Additionally, through observing their friends' teaching, they learned some new activities, online tools or websites that they could utilize in their teaching:

> They brought different kinds of websites that can be beneficial platforms for education, and I am glad to see various websites for learning. We live in a technology era, and using a variety of websites for education can make the lessons more fun for students, and bringing new things may break the monotony. I also noted the names of the websites, so I hope I can use them in the future in my teaching (Zoey, Weekly Reflection 4).

Last but not least, the STs stated that their classmates' microteaching provided them with an opportunity to observe and experience the process as students. Since most of them did not learn English in the way they were taught to teach, these micro-teachings gave them an opportunity to see the learning process from students' points of view:

> We participate as students in our friends' microteaching. We are in the class as students, and we see how it is going for the students. It, I mean attending the lesson as a student, is very good, because we can see it from two sides. Because when we are microteaching, we are still in the

> role of the teacher, but the perspective of the students is very important. How will they feel, will they be able to do it, how will it be when they do it? Microteaching is very good in that respect. Also, since we don't learn English in this way, we can see what kind of effect it has from the students' point of view (Victoria, 2nd Individual Interview).

4.2.2.3. Practicum

Practicum program is generally the first place most of the student teachers applied what they previously studied in theory, so it has a great impact on the way student teachers construct their teacher identities. In this study, it is obvious from the participants' answers in interviews and reflections that their practicum experience contributed a lot to their teacher identity formation in various ways.

First, almost all the STs stated that the teaching practicum serves a bridge from theory to practice. In the first term of the final year in the teacher education program, the STs had the chance to observe their mentor teacher's classes and in the second term, they started practice. What most of the participants expected from the observations in the first term was that they wanted their mentor teachers to be role models who could apply what they studied in theory. In this way, they thought they would be able to concretize what they learned in theory:

> In fact, since we observe the class from the point of view of a student teacher, I have theoretical knowledge, but we want to see how it is done in practice, how the students react to it, we actually go to see the examples of this in the practicum. We learn how to communicate with the students and what specifically the teacher uses. I want to see these from my mentor teacher in the practicum. I have learned everything in theory, but I do not know the real class atmosphere. I want my mentor teacher to be a role model and to concretize all the theoretical knowledge I have learned (Sookie, 1st Individual Interview).

In the second term, they started teaching practice and this time they had the chance to apply what they learned in theory. Most of the STs stated that they were able to see whether some ideas, what they learned were applicable.

> As a prospective teacher, we have very idealistic thoughts as we see a real classroom for the first time. I want to learn how much of what we have learned can be implemented, how much of it cannot be implemented, how we can implement them, or why the ones that cannot be implemented cannot be implemented, what we should do. The practicum process caused me to question all these. I have seen what I can do and what I can implement. I realized what I need to improve (Lane, 2nd Individual Interview).

Although sometimes the lessons did not go as planned, they felt confident as they saw they could teach, they had good communication with the students. This helped them to construct their teacher selves:

> I feel more confident and my approach to the class will be better. As I participate in the practicum lessons, I see myself more relevant and well-informed. Also, I can guess how the students' reactions and answers would be during the lesson. I started to construct myself as a teacher (Monica, Weekly Reflections 6).

> I feel like I have started to create my own teacher identity, I am very aware of this now. Many things we do in this process make me feel this. I have gained great experiences. The feedback given by our professors, the students' responses to the activities we do in the class, their participation in the lesson, our good communication with them, etc. These trigger us in a positive way (Ross, 2nd Individual Interview).

Also, one of the most frequently mentioned effects of the practicum on the STs was to help them see whether they wanted to do this job or not. Most of the participants stated that before they started practicum, they still had some doubts about being a teacher, but during their teaching practice, with the motivation and self-confidence they gained through students' reactions and feedback, they were sure to become a teacher:

> I was always saying since my freshman year that I would either become an academician or I would find an office job, like a translator. I was always saying that I did not want to deal with young children, high school students, etc., but just yesterday I talked to a friend of mine; I said that I wanted to have students as soon as possible. In that respect, I think our students in the practicum brought me closer to the profession because I was a very shy person. They brought me very close; they broke down my prejudices because they were very sweet and they were very helpful, you know, they have no ego, I think they act very naively (Robin, 3rd Individual Interview).

In this process, one of the hardest parts for them was to change roles from being a student to being a teacher in the class:

> Actually, you are not a student. You are a student, but you are also the teacher of some students there. That change in roles is a bit challenging at first. Now you have to show off there (in practicum class). What you have learned, what these three years have brought you, you need to prove yourself there. You have to get a passing grade. I think it is very different from other courses we took in the program in that respect (Janice, 3rd Individual Interview).

Most of them expressed that their perspectives towards teachers and teaching changed and they observed and experienced some challenges of being a teacher:

> I always knew that it was not an easy profession, but I realized more and more that teaching is really very difficult because you always have to be ready. Contrary to what people think, teaching is not just a matter of teaching a lesson, because there is a lesson plan that you have to think about for each lesson. What can I get them to do, how can I get them to do it? There is always a group of students you are thinking about. I observed that your work is not finished when the lesson is over (Lorelai, 2nd Individual Interview).

They stated that seeing themselves in the role of a teacher that recognized the needs of students moving out of the role of a student reinforced their self-confidence and belief that they could do this job:

> Students always seem to want to be heard, they want to tell something. I mean, for example, I had them do an activity "have you ever___". Students want to participate much more when there is an environment or opportunity to share about themselves. They even say: "I can't say this in English, but...", very sweet, I mean, even in Turkish, that effort to participate, not only in the sense of doing the activity, but maybe sharing something about themselves. Being able to see these things, I don't know, as a teacher, I can see what they do and why they do it, their needs, and act accordingly, or at least try to act accordingly, makes me feel good, it makes me feel like I can do this job now (Lorelai, 2nd Individual Interview).

Also, they stated that they started thinking for the students while they were teaching, even while planning the lesson, even though it was not the case before while they were planning some lesson plans during the teacher education:

> I prepare a lesson plan for the practicum, but I always think about the students while preparing and implementing that plan. I want to make sure that they really understand. I did not have such a concern in the microteaching demonstrations I did in the classrooms before. I was just saying okay, I'm going to do this, I need to do these things. I was actually planning the lesson without thinking about whether the student could follow it, whether they understood the instructions. Now I realize how important it is to prepare and do such lessons (Monica, 2nd Individual Interview).

One of the mostly emphasized point of practicum was how participation and eagerness of students in their practicum classes motivated them. The STs always tried to find topics and activities that their students would like and prepared lessons accordingly. Therefore, the reactions of the students also guided what they did in the class, and they started to notice this effect of the students on their teaching:

> The participation of the students makes me very happy in the classroom because I prepare something by thinking about them and I really want them to learn and love it. When I receive such participation from them, it motivates me more for the next lesson that okay, I can try this, maybe they can participate in this, and I really had a lot of question marks before I started this practicum, I mean, I was worried and not sure about whether I really want to teach, whether I can teach, but when something like this happened (the students' reactions), I really said yes, I can do it (Sookie, 2nd Individual Interview).

Their teacher education program and former learning experiences led the STs to form certain beliefs and ideas about how teaching and teachers should be. They stated that some of these beliefs changed during their teaching practice as they had the chance to observe whether they worked in a classroom:

> When I was a student, I always confused being disciplined with being tough, that is, it seemed that the teacher who was not tough was not disciplined, but now I see in the practicum that a teacher with a very smiling face also provides classroom management. Before I started the practicum, I always said that I would be tough to the students, but I saw in the practicum that it did not have to be like that. It is very important for me to be able to do this, I hope I can do it in the future, because I don't want my students to see me as a tough teacher as an angry teacher (Robin, 3rd Individual Interview).

> For example, my ideas about using Turkish in class have changed a bit. Our mentor lecturer uses Turkish in class and sometimes even makes the students translate. Sometimes I think we can use Turkish. I used to think that we should not use Turkish at all in Gazi (University), but I think that we should use Turkish where necessary because I have seen that it works on students. Of course, not in the instructions or in the course of the lesson, but if it will support our students in a way that they can understand better at the point where they get stuck, I think Turkish can be used (Lane, 2nd Individual Interview).

Finally, some of the STs stated that they noticed that some of their personal traits that they were not satisfied with changed while they were teaching in the class and this experience helped them to change these characteristics in their personal lives:

> Sometimes, for example, my students say that they do not understand something, I try to explain it again, or I don't know, they do something wrong, they do it 3 times in a row. If it was someone else, I would say "how can't you do it", if it was my own friend, for example... I would say I told you, but I realized that I was more patient with them, I mean, I realized that I entered a mode like I would tell them until they understood, I would tell them until the morning, just let them understand. Personally, I think the teaching environment changes me a lot in terms of patience in this way. I felt that I approached people more patiently in my own life (Robin, 3rd Individual Interview).

> I always approach the students with a smiling face. I'm not normally like this, but whatever they ask in class, I always respond with a smiling face, and I think this affects the communication. So, I think this is the most important reason why I have a good interaction with students. When I realize this, I try to be more friendly outside the classroom and in my daily life, and it really changes the way people respond to me (Sookie, 2nd Individual Interview).

4.2.2.3.1. Mentor Teachers

The most emphasized point was the importance of having good communication with the mentor teachers as the STs saw them as a guide who should facilitate the transition period of becoming a teacher. Also, it was important for the STs to have a competent mentor teacher to look up to as a role model. In the current study, the STs were mostly satisfied with their experience during the teaching practicum thanks to qualifications and attitude of their mentor teachers.

> We hear from some of our friends that the relationship with the mentor teachers may not always be very good. I think having a mentor teacher who is competent and open to communication is very important. When I compare it with my friends, I can understand its importance and how much it contributed to me. Actually, we also talk about this among ourselves, mentor teachers are the first teachers that we observe so closely, so yes, we learn many things in theory and we have had many teachers in the past or we have very good teachers in the department now, but the environment and the students are not the same there. When we think about our teachers in the past, they were in the past, that is, we had no knowledge about teaching when we were students and our roles were different, but it is not like that now. We observe our mentor teachers with our theoretical knowledge and as teachers who are about to step into the profession (Lorelai, 3rd Individual Interview).

The most frequently mentioned effect of having a competent mentor teacher was to be able to see good examples of teaching and learn practical aspects of teaching such as classroom management, handling with misbehaviors in class, relationship with other teachers at the school and the school management:

> The teacher used a web-tool called "Wordwall" and they did some activities about the grammar points they have learned in the previous lessons. I liked the way the teacher tries to use different activities to grab the students' attention as the students become more active when their teacher uses those kinds of interesting and enjoyable tools. She also used a vocabulary activity on Quizlet which is about matching the pictures or definitions with the correct words. I think it was an enjoyable and engaging activity for the students and grabbed their attention because it was different than the usual activities they have in their coursebooks. I will definitely use them in my teaching (Robin, Weekly Reflection 8).

> To be aware of any point related to classroom management makes me feel confident because I think that classroom management knowledge is as important as teaching knowledge.

> If a teacher is not able to manage his/her class, s/he has no changes to tell the lesson properly and effectively. Also, our mentor teacher helps us with the school, or more precisely with the relationships and processes in the school. She also informs us about things we didn't know much about before, such as administrative boards, class meetings, and disciplinary penalties. This enables us to be prepared and equipped when we start teaching, at least I think so (Joey, Weekly Reflection 5).

Also, the STs stated that they observed how good communication with students was important to create an atmosphere suitable for learning thanks to the interaction between their mentor teachers and their students and they wanted to have the same with their own students:

> I think the teacher has an excellent relationship with her students, I admire it every time when I observe the lessons. My biggest ambition would be having the same relationship with my students by looking at her understanding, tolerant and candid attitudes towards the students, so I would try to do the same when I become a teacher (Monica, Weekly Reflection 7).

> One of the things what I really liked about the lesson is the interaction between the teacher and students. As far as I've observed the teacher has a friendly and consistent relationship with her students. Moreover, the teacher asked many questions by addressing their names to help students to participate the class which I appreciate a lot (Kathy, Weekly Reflection 9).

4.2.2.3.2. Working with a Partner

In their practicum classes the STs worked with one of their classmates and they thought that having a partner during the practicum affected them in different aspects. First of all, almost all the participants mentioned positive effects of sharing a class with a partner. The most mentioned advantage was brainstorming lesson plans before teaching and giving feedback to each other after the classes:

> After we prepared our lesson plans, we would come together and make presentations to each other and evaluate the lesson plans. My partner would warn me about certain issues or bring alternatives to what I was planning to do, and it was really useful. I think working with my partner gave me a different perspective. This way of working contributed a lot to my perspective and my knowledge of teaching (Sookie, 3rd Individual Interview).

As they knew each other very well, their strengths and weaknesses very well, they gave feedback by taking these into consideration and it was easier to act on such feedback:

> I think it is a very important and very valuable thing to be able to work together with our friend, to be able to give feedback to each other because we have known each other for a while, that is, we know each other at what points we are good at and what we cannot do, and we give feedback to each other taking these into account, and of course, since this is the case, those feedbacks are very useful, we can see better what we can do (Janice, 3rd Individual Interview).

Another benefit stated by the participants was to learn from each other. They were good at different areas, so they helped each other improve in the areas that they were good at:

> Actually, working with a group of friends has been very instructive for me because everyone has something they are better at. For example, one of my friends prepares very creative materials,

> another one is very good at preparing and setting up games, another one knows technological tools very well. I think I learned something from each of them and improved my teaching skills (Robin, 3rd Individual Interview).

They also had a chance to observe their partners while teaching in the same practicum class, so they stated that it provided them a chance to observe how the students reacted to certain things, what motivated them, what kind of activities or webtools caught their attention from a different perspective as while they were teaching in the class, they could not notice some details since they were mostly concerned with themselves rather than the students or the atmosphere they created:

> Since we are teaching the same class, it is a great chance for me to observe the students, to see how they react to things, what they like, because I am usually not aware of everything when I am teaching myself. For example, this week the students enjoyed online tools like Flippity and Jeopardy. These tools also make the lessons colorful and smooth. We know that always using coursebook turns to be boring somehow for us, so I will use these tools in my classes too (Joey, Weekly Reflection 8).

Additionally, the STs mentioned motivating impacts of observing their friends' teaching especially when they saw how their friends handled some chaotic situations and stayed calm during teaching as they were at the same level with their friends, rather than observing experienced teachers observing their friends made them feel that they could do the same, in other words it was achievable:

> When I was how my friend handled the situation, I was very happy for her. I felt that I could do the same. I mean, I am not a calm person, I get anxious easily, but when I saw my friends, I feel like I could do the same because after the classes, when talked about the class, they said that they were nervous too, but they did not look nervous. So, these things motivate me a lot. I feel like I could do the same (Lane, Weekly Reflection 10).

4.2.2.3.3. Feedback Sessions

There are two main sources of feedback on their teaching practice for the STs: their teacher educator and their mentor teachers. They saw both their teacher educator and their mentor teachers as an authority. However, there was a difference between the issues that they focused on their feedback. They said their teacher educator gave them constructive feedback on the content mostly and on the way they approached or communicated with the students. He gave them feedback on their language use, the type of the activities and the materials they used in class, the way they corrected students' mistakes and, on many things making up their teaching and their teacher identities:

> I find my teacher educator's feedback a bit more constructive because he makes the criticism that needs to be made. We can share what we need to talk about or what we want to talk about with him. For example, we talked about the mistakes I made in the last lesson I taught while speaking in English grammar. He talked about the importance of this and that he suggested me

> to work on it. For example, he made me realize that I was continuing to speak without giving the students much time to respond to me. That's why I don't see these as criticism but as something really constructive because that's actually the purpose of getting feedback. I mean, someone has to say these things and it's also very important who the person who says them. That's why I'm happy that he said them, to be honest (Janice, 2nd Individual Interview).

However, their mentor teacher gave them positive feedback most of the time, and this supported them emotionally. They stated that the positive feedback they received was motivating for them to see their professional knowledge and skills were sufficient and this improved their self-confidence and encouraged them to become the teacher they wanted to be:

> Our mentor teacher generally likes what we do and she expresses this a lot. She even says that I learn new things from you and that you show me new activities and techniques. She also states that she likes the reading, grammar and whatever lessons we do. This motivates me a lot. It boosts my self-confidence. I think her feedback gives me the feeling that I can be the teacher I want to be (Lane, 2nd Individual Interview).

They all stated that the most significant part of practicum was the feedback they received as they learnt through feedback: “During feedback, I ask questions to develop myself. Feedback session is my favorite part. It shows me another angle of my teaching. I feel like ‘I learned something’ after feedback” (Janice, Weekly Reflection 8).

> I absolutely think that feedback sessions contributed to my teaching because in this way, I could see my pearls and pitfalls about it. I felt good about it since I was aware that this feedback would be helpful guide for my future experiences (Lorelai, Weekly Reflection 3).

They said that these feedback sessions made it possible to see their strengths and weaknesses while they were on action. Most of them expressed that they were not able to reflect on their actions while teaching, so it was the only way they could learn about their performance:

> Feedback sessions that we get from our teacher always contributes to me because it reflects myself in the way that I cannot comprehend during experience. It demonstrates my strengths and weaknesses to me in a way not offensive but in valuable and pragmatic way. Hence, it acts like a beacon to check and correct, develop and enhance my teaching skills (Kathy, Weekly Reflection 4).

Also, in some cases, the STs stated that they faced situations where they could not decide what the right thing was to do, and it was beneficial for them to talk about these cases and learn what could have happened if they did something different. These talks between their teacher educator and the STs, and their mentor teacher and they were enlightening for them:

> The feedback sessions contributed a lot because at the end of the lesson I asked a question which they were expected to answer by using the target structure (simple past tense). However, some of them answered it by using another structure (past continuous). At first, I tried to recast by repeating the correct form of the sentence, but another student did the same thing as well. This time, I did not correct it not to cause the students to have a negative attitude towards the lesson. I did not know what to do, which one is correct but me and my teacher trainer talked about it and

> he told me that in that case it would be better to correct it because he said if I don't correct them, they can tend to use it more (Robin, Weekly Reflection 3).

4.2.3. Contextual Dynamics

Contextual dynamics are the variables arising from the cultural, political, social, historical contexts the STs live in and their interactions with the relevant parties, people in these contexts and affecting STs' teacher identity formation.

4.2.3.1. Positioning

How the teaching profession is viewed and treated by the members of the society and how teachers position themselves and are positioned had a great effect on the way the STs constructed their teacher identities. Based on the data collected in this study, positioning should be addressed in two ways: first how they positioned themselves and how they were positioned by other people.

Both 3rd-grade and 4th-grade STs said that they did not know how to position themselves before starting the practicum as it was not easy for them to change the roles. In other words, they had to take the role of the teacher in classroom after being a student for a number of years. However, 4th-grade STs expressed that after they started teaching in their practicum classes, they "felt more like a teacher" (Monica, 2nd Individual Interview).

> I didn't see myself as a teacher at first, I couldn't adapt much at first because I still saw myself as a student, but as I started attending classes, I put myself in that role. Being a student, the role of a student is something I have known for years, I still attend many classes as a student, but as you gain experience in teaching, you get more used to the role of a teacher. You start to be like an orchestra conductor, as they say. I guess you get used to it as time goes by (Sookie, 3rd Individual Interview).

At this point, the biggest role in making them feel like a teacher was that the students saw and called them as a teacher:

> As a student teacher, it is not easy to feel like a teacher because we are always in such classes in the role of a student, but when you enter that class and the students call you teacher, it makes you feel that you are a teacher. I say yes, I am a teacher now. When they call me teacher, it puts me in a different role (Robin, 3rd Individual Interview).

Therefore, although these two appear as two different factors, how the STs positioned themselves mainly depended on the how other people around them positioned them. The more people called, behaved them as teachers, the more they felt like a teacher. Especially the way their students, teacher educators, mentor teachers and close friends approached them had an impact on how they positioned them:

> My roommates, close friends, etc. have started to call me teacher, and our teacher educator and mentor teacher also call me colleague. On the one hand, I like this very much, but on the other hand, it makes me feel responsible. Now that I am a teacher, I should act accordingly (Janice, 3rd Individual Interview).

Additionally, how other people in the society viewed teachers had an impact on the STs' positioning themselves. Their understanding of themselves as teachers and their profession was influenced by the subject positions the society referred to. The most prominent subject positions were 'the teacher as someone who is knowledgeable and so respected' and 'a teacher as someone who is loved and a role model'. These subject positions had an effect on the way they conceived themselves as teachers and how they wanted to shape their teacher identities:

> Since there are many teachers around me, my observation among relatives and other people is that teachers' words are trusted. That is, if they say something, it is true, they know. Ever since I was a little boy, I really admired people who were trusted. I guess that's why I chose to become a teacher (Tom, 2nd Individual Interview).

> When you are a teacher, it is possible to be a role model for people, to be an inspiration, in fact it is possible in a way that in no other profession is possible. In no other job do the people you work with love you so much. I think teaching is very satisfying at this point (Joey, 3rd Individual Interview).

4.2.3.2. Communities of Practice

Some of the participants were involved in a project during the data collection process and stated that the proliferation of online communities of practice was an advantage for them as they were flexible in terms of time and place and so they provided opportunities for the participants to come together with pre-service teachers from different countries and sharing their experiences, trainings and cultures contributed greatly to their teacher identity. They said that participating in such projects increased their motivation towards teaching and self-development as it gave them the opportunity to learn other cultures:

> This week, we met with my teammates from the virtual exchange project and talked about the stereotypes that our countries have, it was very eye-opening for me. I have learned some stereotypes about Brazil, Germany and Israel. I always thought that Brazilian people were very energetic and gave a big importance to having fun, as a result of the festivals and carnivals like Rio Carnival. However, I have learned something very touching about that carnival and I was totally shocked when I heard that. The carnival was actually for the poor people in Brazil and it was one of the limited places that they really have fun. Our peer from Brazil said that most of those people are working, suffering and trying to deal with life during most of the year and the carnival is like an escape for them to run away from the reality of their lives. This was very unexpected and sad for us. I have figured out that how our assumptions or prejudices can lead us to see people very wrongly, and how those things put up a wall between us as people from different backgrounds. We see things and make inferences about them without knowing the truth most of the time, so these stereotypes discussion helped me open my eyes. So, I would use it in my teaching as a life lesson to show my students these realities at an early age to help them see the world, people and cultures from a lot of perspectives instead of being stuck in the stereotypes

> because as language people we should be more open-minded about other cultures (Robin, Weekly Reflection 7).

They also stated that it was good for them to be a part of online communities of practice because they enabled them to evaluate their strengths and weaknesses as teachers by comparing them with the student teachers from different countries:

> I participated in a project that gathers pre-service English teachers from four different countries. For introducing ourselves, the project managers prepared a page on Padlet to share about ourselves for getting to know one another before the actual meeting. When I was reading the participants' notes about themselves and watching the videos they have uploaded, I was a little bit disappointed of myself because I saw some of their videos speaking English and envied their fluency in English a little bit. To be honest, I felt a little nervous about speaking English in front of them because I don't think that I will be as confident as them while speaking. Thus, I will probably feel uncomfortable about speaking English because as pre-service English teachers we will represent ourselves and our country as well. However, it feels proud and nervous at the same time when the others are that good. I know I need to improve my speaking skill (Monica, Weekly Reflection 8).

> In the project we participated in, I think it was very useful for us to meet people from other countries studying English language teaching like us and to share our knowledge because I realized that some of my teaching skills were better than I thought. For example, I was much more creative than them in terms of preparing lesson plans, planning activities, etc. They showed a lot of interest in my lesson plans and activities, they liked them very much, and I was very happy, I felt like I could be a good teacher. This activity in the project, I mean lesson plan sharing, is one of the most motivating things for me (Lorelai, 3rd Individual Interview).

Also, online communities of practice were beneficial for them to learn about the culture of other countries and gave them a chance see their collaboration and cooperation skills with a group of students who were not raised in the same country in the same education system:

> Coming together with student teachers from different parts of the world and learning about their culture makes a great contribution. It is great to learn things that I can pass on to my students in the future. ...For example, last week we prepared a lesson plan together with pre-service teachers who have been educated in completely different parts of the world. Everyone put something from themselves. That was also a different experience for me. It would be a very nice experience for me to implement the lesson plan we prepared with my students one day (Joey, 2nd Individual Interview).

In addition to online communities of practice, for the 4th-grade STs, groups that consisted of four student teachers including themselves and their mentor teacher, with whom they worked together throughout the semester during the practicum operates as communities of practice. Under the supervision of an experienced teacher, the STs had the chance to observe, experience, and reflect on teaching and try out, discuss, and negotiate their developing understanding of what they learned in their teacher education. Therefore, it provided them with an atmosphere that they could transform the challenges they faced in practice and helped them develop a sense of belonging in the teaching community:

> The people who contributed the most to my development as a teacher are my friends. I mean my friends who are studying in this department, with whom I did my practicum. We share

> our lesson plans, anything we want to talk about the classes and give each other feedback all the time. My friends are very important for me. We also have a mentor teacher. We are in constant communication with her, so she does not just grade and evaluate us, she gives us feedback as a really experienced teacher who has been working in the field for many years, or we send our lesson plans before we give a lesson in the practicum, we talk to our mentor teacher about which activities will work in the classroom. All of these are very instructive, or we already know the class, we can talk about where students can have difficulties in these activities and how we can make them better. I really feel myself in this profession (Janice, 2nd Individual Interview).

4.2.3.3. Interaction with Significant Others

The findings of the study indicated that meaningful interaction with significant others, such as their friends, parents, family, extended family, and teachers had an influence on them in the process of becoming teachers. Especially when they faced any difficulties, challenges, disappointments, the support they could get from the ones they felt close to was crucial for them to maintain their motivation to become a teacher:

> I can say that the most important person who influenced my education life is my mother in every way. She was really my biggest motivation. She wanted me to become a teacher very much and her presence always gave me strength whenever I was stuck and whenever I was about to give up (Robin, 1st Individual Interview).

Also, while the STs were describing what kind of a teacher they were and explaining their strengths and weaknesses as teachers, they often referred to the comments of their teachers, friends, mentor teachers and teacher educators. Even in their decisions about which age group they planned to work with, they referred to the comments of their friends, mentors and teacher educators:

> I was so anxious in my microteaching demonstration, but a friend of mine stated that I behaved like an experienced teacher. Their positive interpretations are very significant for me because I don't know how I look to the audiences. When they say "it is okay" I feel that it is really done, I mean I can do it (Monica, 2nd Individual Interview).

> Our mentor teacher said that "you can work in all grades, but at first, I suggest that you work in a secondary school. As you have a little age difference between high school students and you, you may not like their critics. You may not be mature enough to understand their teenage critics and behaviors. You may give your course but there may be a problem about the age group behaviours". So, I think secondary school is better for me (Lorelai, 1st Individual Interview).

Not only while describing what kind of a teacher they were, but also while defining what kind of a teacher they wanted to become, they referred to what their students would think about them and what they would say about them:

> I want to be a teacher who listens to their students and who is fair. I never want my students to think that I am unjust. The thing I dread the most is being called unfair behind my back. I want them to say good things for me when they talk about me. They should say 'Our teacher would listen to us and give importance to us. It is very important for me to hear such words. I want to be that kind of a teacher (Robin, 2nd Individual Interview).

For some of the STs, their significant others had an impact on their career decisions. They referred to their sisters, grandfathers, and teachers as the most important factor in making the decision to become a teacher:

> Throughout my high school life, my teachers were always making comments like 'You would make a very good teacher, why don't you want to be a teacher, you would make a very good teacher, I think you should definitely be a teacher...'. I was influenced by them when I chose teaching. I was also influenced by my friend. I mean, she always said that I could explain things very well, that I was very understanding. That's why she thought that teaching was suitable for me. Saying this influenced my choice of department (Janice, 1st Individual Interview).

> My grandfather wanted me to be a teacher very much. He wanted to be a teacher himself, he couldn't study, and he always wanted me to be a teacher. This attitude of my grandfather influenced me a lot to go to university and choose the teaching department (Cindy, 1st Individual Interview).

The other group of people the STs mentioned a lot was parents. They referred to interaction with parents as the most challenging aspect of being a teacher because of the overbearing manner of parents, so they wanted to prepare themselves to deal with any kind of problems relevant to parents. Most of the STs stated their hesitance and concern about interaction with parents as they put pressure on teachers, could not empathize with them, they were not cooperative:

> Parents generally put pressure on teachers to make sure the students are successful, but if they take a collaborative approach, it will be more beneficial for both the students and teachers. The cause of most of the problems is parents and they usually have a negative attitude towards teachers. If I want to be a teacher, I must learn how to deal with that situation. I am trying to prepare myself for these kinds of problems, but I do not know whether I will be successful or not (Lane, Focus Group Interview).

4.2.3.4. Institutional Context

There are two ways institutional contexts were effective on the STs' teacher identity construction. Firstly, during their teaching practicum, they had a chance to experience the effects of institutions on teachers, so this experience raised their awareness on how the places in which they would work could influence their teaching and teacher selves. Secondly, as an institution, the program they studied had an impact on the way they were raised as a student teacher and on the way the STs shaped their teacher identities.

Their practicum classes are the first place the STs experienced teaching what they learned in theory in practice, so their practicum experience was the first time they experienced a real classroom and school atmosphere. Based on their practicum experience, one of the things they most often mentioned was their awareness of the effect of the larger context and decision makers on teaching process. They stated that teaching was beyond individual efforts

of teachers and the way teachers taught was affected from the school culture and all the decisions made by policy makers:

> At the beginning of the term when we started the practicum, I must say I was a bit shocked. I mean, when I was a student in high school or secondary school, or during my training at the teacher education program, I did not feel the effects of the decisions made by the ministries. Well, of course, we were affected by the changes in the curriculum or such things, but I did not notice these effects directly, but when I started the practicum, I was directly affected by any changes. For example, when a coursebook has been changed, the teachers have to follow it and it affects even their teaching style. Teacher assignments to a school change the workload of the teachers in that school and of course their teaching. They may not be the teacher they want to become because all these reasons are not their choices, but they are directly exposed to them (Nora, 1st Individual Interview).

The individual interviews and the weekly reflections pointed out that the STs' practicum experiences influenced their decisions on where they would like to work after graduation as they understood the importance of the relations in an institution and of how an institution was managed. In their practicum, the STs got a chance to see how the organizational systems worked as an insider, so they understood that the place at which they would work would have an impact on the way they would teach, the way they would communicate with the colleagues, students, and parents, so it would affect their teacher identity. Therefore, they wanted to work at places that would promote the teacher they would be happy to become and wanted to make their decisions accordingly:

> We had the chance to teach at two different practicum schools. they were two totally different schools in terms of the school atmosphere and interaction between the teachers and the school principal. In the first semester, our practicum school was too crowded. I mean there were a lot of students and teachers. the atmosphere there was weird. I do not know.. the interaction between the students and the teachers, the communication between the school principal and the teachers...communication among the teachers in the school.. They were all weird. The other practicum school was a small and intimate school. I think it was good for me to have experiences in both schools because I had the chance to experience how my teaching practice could change according to the school I worked at. I even did not want to go to the school during the first semester. There were interesting rules, the school principal was, I do not know how to say but, he acted like he did not know how to talk to whom, and he had a problem with his manners. Also, the teachers working there were demotivating. They always told us that we would not be able to do whatever we wanted in the class. I did not like being there. They affected my mood and energy. I understood that working in a school like this would not work for me and that I could not be the teacher I wanted to become if I worked in such a school (Chloe, 1st Individual Interview).

As Gazi University, where the present study was carried out, is one of the most prestigious and long-established universities in Turkey, most of the STs stated that even before they started the program, they were sure of the quality of the education they would receive, so they believed the program would prepare them well to become the teacher they wanted to be:

> I had a teacher who had a great influence on me when I was in high school and he was graduated from Gazi University. He always told us about the program and the professors in the university.

> Therefore, I knew that ELT program in Gazi University was good before I started the program and when I attended the program, I was so happy. I felt like I could be the teacher of my dreams (Victoria, 1st Individual Interview).

For some of them the program itself was what made them want to become a teacher:

> When I started the program, I was not sure about whether I wanted to be a teacher or not. However, when I saw my professors and how they carried out the classes, I realized what could be done in a class, and there is more than just teaching the language in teaching, and so I decided to become a teacher (Sookie, 2nd Individual Interview).

During their training in the program, the STs reported that they felt the support and love of their professors, they could see they did their best to raise them as great teachers. They compared their program with the others in the country and they thought they could feel the difference, and this made them believe that they could become a teacher they always imagined to be:

> I have some friends at different universities, and we talk about our courses and professors in our programs. I know their professors are not so attentive, they do not give detailed feedback to their microteaching demonstrations. In fact, they do not have microteaching demonstrations as many as we do. That's why I feel lucky to be in this program with my professors (Lorelai, 3rd Individual Interview).

> Our professors are so caring. They always do their best to raise good teachers and want us to be good teachers. It is precious to be a part of this program. When you see their efforts, how they are dedicated to the profession, you want to do the same… You want to be a great teacher (Bonnie, 1st Individual Interview).

And their professors' efforts and care for them put a responsibility on them to become a great teacher. They expressed that even their mentor teachers said they were different than the other groups of mentees who studied at different universities and noticed the difference they made in the class, so the STs felt privileged:

> Our mentor teacher always says this. She says, 'I can recognize your teacher educator's students because you are always different. She says that I also learn new things from you. She says that she can comfortably entrust her classes. It is very nice to hear these. But of course, we also need to make our mentor teachers and teacher educator's efforts worthwhile, we need to work well, and I feel such a responsibility. I feel as if I have to do very good lessons if I am a student of my teacher educator (Joey, 3rd Individual Interview).

Additionally, what their teacher educators stated about the program supported what the STs said. They expressed that Gazi University was a prestigious university that had a well-established culture and consisted of a competent staff who had been working together for many years had a positive effect on their communication and the effects of all these can be clearly seen in the program how it affected the STs:

> Our university and our department have a well-established culture and has an experienced, competent and professional staff. In all staff meetings, we make decisions in a way that will most benefit our students and we see the outcomes of these decisions and their effects on our undergraduate and graduate students (Teacher Educator 2).

> Our university is a long-established institution and has very competent professors who can work as a team in harmony. Effective internal communication is crucial for a teacher training program and also, sharing the same goals and values. Everyone is acting in favor of the students and trying to do their best for the students and that is precious (Teacher Educator 3).

4.2.3.5. Political Discourse

The findings of the study showed that the effects of political discourse on how the STs shaped their teacher identities can be addressed in two ways: first its effects on their own education, especially in their teacher education program and secondly, its impacts on the way they would teach and the difference between the teacher they wanted to become and the teacher they were expected to become.

First of all, the most frequently mentioned factor affecting who they would become as a teacher was the changes made in the curriculum of teacher education programs decided by the government. Especially the changes made in the content and the credits of the courses had an influence on their teacher identities:

> In 2018, YÖK made a change in our program and unfortunately there was a change in our courses and the number of courses. I don't feel safe on the basis of the program. I think it is very important for a student to feel safe, which I think is much more important for a student who already has a major, who are university-age students. And I don't feel confident about what kind of teacher I will be because our class hours are very few. The experiences that our friends who were in the program before us had in the 3rd grade, running from one presentation to another, doing microteaching demonstrations for each skill every week… We can't experience them. But for example, I have heard a lot from our professors saying that "since the program has changed, how can I teach in 2 hours what I teach in a 3-hour course now, the course hours have decreased, and I don't know what to do". Even our professors sometimes don't know what to do either. I cannot understand that these decisions are taken independently of the professors at universities and that an institution changes everything all of a sudden. We are the victims of this situation, but there is nothing we can do in the face of the decisions made and the changes made (Cindy, 1st Individual Interview).

Their teacher educators also address this issue. They stated that some changes made by the Council of Higher Education in the number of the class hours of the methodology courses resulted in the STs' not gaining the required outcomes although they made their best to change the program:

> I think the old program was a good one, a strong program in terms of methods. The reduction in the hours of the method courses made our work very difficult. We tried to fill that gap in the space we were given, but changing the program which was good when it was going smoothly was, how should I put it, not great (Teacher Educator 2).

Regarding the second one, their major concern was how the education system was built in Turkey. As the system was structured around tests and exams, they thought they would be expected to teach in accordance with the content of the high-stakes tests. Although they wanted to teach all the skills in English, plan their lessons as they wished, because of an

over-emphasis on grammar, vocabulary knowledge and reading skill in these exams, they thought they were expected to teach just these skills, so they would not be able to teach in the way they wanted, to bring the materials they wanted to use, and this would take away the opportunity to become the teacher they wanted to become.

> Even though we try to teach all the four skills and plan our lesson by taking four skills into account, the students and their parents' expectations are not in line with what we want to do because of the education system. Our education system is based on multiple-choice questions and so our students and their parent will ask us to prepare theon students for these exams, not to try to teach them how to speak or write. I think this situation puts the teachers in the middle. Teachers cannot teach what they want to teach in the class. To be honest, I am afraid that I will not be able to be the kind of the teacher I always want to become because of this educational system (Lily, 2nd Individual Interview).

Also, they expressed their concerns about their professional development when they started teaching because of the lack of continuing professional development in schools. They pointed out the difference between what was taught in teacher education programs at universities and what was done in practice at schools, and they cited the lack of professional development opportunities as the reason. They said that the government should support teachers more to close this gap; however, they thought they would have to update their professional knowledge through their own efforts, and they found it intimidating:

> There is a huge disconnection between the professors at the universities and the teachers in the secondary schools and high schools and this disconnection is very interesting. Although there are in-service trainings, I feel like they are so-called in-service trainings since they do not help the teachers to improve themselves at all. This pulls students very low and of course the teachers too. After university graduation, it seems to me that everyone is on their own. There are not many quality trainings organized by the government. In order to deal with this problem systematically, necessary political decisions must be taken, and these trainings should be accompanied by a plan. I think it is quite difficult to attend these trainings individually, without receiving any support from the government (Paris, 1st Individual Interview).

Finally, the STs drew attention to how students were placed in teacher education programs and how student teachers were appointed after graduation from the university. They stated that it was not appropriate to place students and student teachers based on the results of a multiple-choice exam, and therefore, people who were not suitable for teaching became teachers, and for this reason, people's perspectives on the teaching profession changed and the role and importance of the teaching in the society were gradually decreasing. As the reason for the decline in the respect for the teaching profession and the prestige of the profession, the policies implemented by the government was shown and they stated that this situation had an impact on them and the teacher identity they were trying to construct. While some of them said that their motivation for the profession decreased because they felt that they were not doing anything meaningful:

> It is not easy to become a teacher, but it is not so difficult either. I mean, there is no credible assessment on who a good teacher is. Does it mean that you are a good teacher if you answer history questions in KPSS or give correct answers to the multiple-choice questions? Maybe that person has some mental problems? Maybe that person cannot be a role model for young people. Maybe that person has some personal problems that s/he has not yet settled in his own character. That person should not be a teacher since s/he makes a negative contribution to children's development. I do not think that kind of people can teach the lesson either. Accordingly, the society thinks the same as me and they do not respect teachers. Seeing this kind of examples demotivates me and makes me feel like I am not doing something meaningful (Emily, 2nd Individual Interview).

Another group stated that they needed to equip themselves better in order for this situation to change and for the profession to regain its former prestige and so they were working for this:

> I felt the burden of my duty as a teacher. However, that gave me an aim to be a teacher. I should be aware of what I am doing. I need to educate the young brains to help them be a good citizen and only in this way I feel like we can ensure that teaching profession is valued again. It is up to individual teachers to do so in the face of government decisions (Janice, Reflection- Week 1).

4.2.3.6. Social and Cultural Discourse

The findings of the study show that there is a reciprocal relationship between the society and teachers. The STs stated that the roles assigned to teachers by society affected them since they grew up in this society and culture, and that in this way, society was influential in building their teacher identities. However, they were aware of the fact that they were the ones who would be shaping the society through educating individuals. Therefore, they also had an effect on building the society:

> It is not possible for me not to be influenced by the society's opinions of teachers and teaching as I was born in this land and grew up in this country and I have always been in interaction with the people in this society. When I think of a teacher, somehow there is an image that comes to my mind, and there are certain attitudes, and the society I live in has a great impact on shaping these. However, at the same time, as teachers we will also have a huge influence on the society. In other words, our students are the future of this society, and I am sure they will be influenced by our attitudes, behaviors and beliefs in and outside of the classroom (Joey, 1st Individual Interview).

They thought that the task of the transmission of social, moral and ethical values was mainly assigned to the teachers, and they felt such a responsibility on themselves, and they tried to act accordingly and construct their teacher selves accordingly:

> I think, and that is also what people say, as the leader of the society is teachers, they must be ethical, and there is already codes of ethics for teachers. First of all, teachers must follow them and then they can expect the same from their students. It seems like in our society the transmission of ethical and moral values is in charge of teachers. We, as teachers, should initiate ethical behaviors in our students and their families need to continue them. Only in this way, by cooperating with families, we can reach our aims for the students. However, first of all, we should be ethical as the students take their teachers role models, not their families, so that is a big responsibility for me. Even now, I am trying to act with these in mind (Lily, 2nd Individual Interview).

> I think one of the most important people who influence people's lives, maybe the most important, is teachers. Therefore, I feel like we need to pay attention to every single thing we do in our social life… how we talk to people, how we express ourselves, our posture, the way we speak politely without raising our voice, the way we obey social rules, the way we do not throw our garbage on the ground, the way we do not shout on the phone on the bus, the way we give space to the elderly… These are really important… We should be careful about all of them… I think this is a significant profession and responsibility. If we want to become teachers, we must accept all these responsibilities and act accordingly (Emily, 1st Individual Interview).

Most of the STs stated they were aware of how the norms of the society affected their views on how a teacher should behave, talk, dress and how effective these views were in building their teacher identities:

> Firstly, since we, as future teachers, also grow up in this society, we know and somehow adopt certain patterns about how teachers behave, how they speak, how they dress, so at least I feel like that. Teachers should not exhibit any wrong or unethical behaviors because they are role models. They should always be careful about their communication, the way they talk to people and how they act outside the classroom. Apart from that, I think they should pay attention to the way they dress, especially according to the region they work in. I think that way and it creates a little bit of pressure on me and it is a kind of responsibility on me because I always judge myself like, well, I am going to be a teacher and I need to pay attention to my behaviors, or I am going to be a teacher, change this behavior a little bit since it is necessary to teach ethical behaviors, to convey the right values that you really live and belong to you, rather than pretense. So, I try to change myself (Monica, 1st Individual Interview).

Also, the value placed on the society and shared opinions on the profession affected the way they approached and felt about teaching and becoming a teacher:

> Whether it is my family, the people around me or my relatives, the teaching profession, the idea that you will help someone raise, is very attractive to people. The fact that it is attractive to them and that they see it as valuable also affects me, honestly. I already see this profession as very valuable, but the feedback and reaction I receive from people actually makes me see this profession even more valuable (Sookie, 1st Individual Interview).

4.2.4. Instrumental Dynamics

As a pillar of the learning-teaching process, physical objects such as teaching materials, school resources, arrangement of the classroom and use of the place are important instruments influencing what a teacher does in class or out of class for her/his students. Student teachers' identities are remarkably affected by instrumental variables that include institutional decisions, discourse, available sources and areas which are employed for educational purposes determined by governmental policies and regulations. Therefore, the factors listed here under the title of Instrumental Dynamics are affected by Contextual Dynamics and are a part of the Educational Stories of the STs; however, they directly affect the STs as individuals and their actions as secondary instruments, so they are categorized under the title of Instrumental Dynamics.

4.2.4.1. Institutional Resources

When it comes to material objects, the contexts in which the materials are used, located and people who were in relationships with them should be addressed all together. The effects of these factors can be handled in two ways in the current study. First, how the STs' experiences as learners of teaching English in their teacher education program were affected by the institutional discourse of Gazi University English Language Teaching Department, and secondly, how their future teacher selves would be influenced by institutional contexts in which they would work. In both ways, these had impacts on their teacher identity construction.

As for the teacher education program, as an institution, the STs reported that although the university had limited sources in terms of place and materials, they felt that their teacher trainers made the most of the sources and raised them as good teachers. They stated that the program offered them limited technological equipment and limited space, but they saw good examples of problem-solving and how a teacher could make a difference with limited resources:

> In our teacher education program, we had many problems … Sometimes the projector in our classroom was not working, or sometimes we could not find a cable at the school, but our professors always found a way to solve the problem and they carried out their lessons in an efficient way. Seeing these examples show us that even the conditions are not the best, the problems can be solved and how the available sources can be used in the best possible way (Robin, 1st Individual Interview).

> Actually, our professors always tried to do some things for us, I mean they really tried to do whatever they could to improve our teaching and language skills, but sometimes it was not possible. For example, one of our professors really tried to improve our language skills as we, as a class, were not good at speaking in English at all, so she decided to start a club, and watch movies together every week and talk about it. Not everyone in the class but some of us were enthusiastic and willing to do so, but we couldn't. The first week, we were able to find a classroom, but the next week we couldn't, so my friends were getting discouraged. Then, our professor tried to adapt her idea to apply in the class hours and it worked to some extent. Therefore, I feel like that could be done more, some more clubs could be started, but generally we couldn't find a classroom or a place to do so (Phoebe, 2nd Individual Interview).

They also expressed that in their microteaching demonstrations their teacher trainers wanted them to prepare a variety of materials that could be used in different socio-economic contexts, for example in a village school or a high school in the city center with adequate sources, and to be ready for all emergencies relevant to material use such as power outage, breakdown of technological tools planned to be used, etc. that could hinder teaching. Although at the beginning it was challenging for them, they thought this way they learned how to teach whatever the conditions were:

> Our professors did not want us to prepare just slides and they did not accept just slides as materials in our microteaching demonstrations. They were asking questions such as "What are you going to do if the power goes out or there is no such possibility?". Therefore, while preparing materials for our microteaching demonstrations we were preparing different types of materials, that is, we had materials that we could take to the class and show, some real objects maybe, and materials that could be used on the computer. At the beginning, I found that weird as we already had computers in the class and our friends had their phones and we could use the internet, so we could do whatever we wanted. And then, especially after we started observations in our practicum school, I noticed that it was essential to become a good teacher to be able to prepare and use various materials to teach in different learning environments (Monica, 3rd Individual Interview).

Furthermore, in the collected data, it was highlighted by the STs that the resources available in an institution, and its physical facilities would be an important element of their teaching. The physical features of the classes, technological equipment and infrastructure, the books and the curriculum used, in short, what was provided in an institution would have a great impact on them as teachers and on their teaching:

> To be able to perform the way I want to perform, I need the school resources. The school resources should be sufficient. By school resources I mean, books provided by the school, course materials, classroom setting including smart boards, projectors, where the school is located, and the school's garden… All these elements will affect the way I teach and what I will be able to use while teaching and so what kind of a teacher I am (Cindy, 1st Individual Interview).

4.2.4.2. The Use of Materials

Although materials provided in an institution are an important source that can either facilitate or constrain teachers to some extent, as the active agents of the classrooms, they could use materials in various ways, so each lesson reflects teachers' beliefs, personalities, training and how the teachers use the materials affects the classroom environment.

In the present study, the STs stated that teaching/learning materials and the way they were used were important factors affecting learning and teaching processes and the way teachers were viewed and positioned by their students.

Those were important factors for the STs' learning both in their educational experiences before and during teacher education program, so they thought that those would be important for them as teachers too:

> I think the materials used in a school or in a classroom are quite important for learning process, but it doesn't mean everything. How a teacher uses these materials is generally more important. You may have a classroom with all the technological equipment, but if you cannot use them effectively, it doesn't mean anything. I can give examples of this based on my experiences when I was a student at different schools, even from this program. Although the same materials are provided to all the professors, one of them is teaching in an enjoyable and fruitful way while the other teachers' classes are so boring, and we cannot learn anything in them (Phoebe, 2nd Individual Interview).

> I believe how a teacher uses a material is way more important than what that material is. It is one of the most important factors that affect a teacher's way of teaching, how the students position a teacher and that teacher's identity. I notice this as a student and so I think my students will position and evaluate me by considering this aspect. Therefore, I am trying to learn how to design and prepare different materials and use them in my teaching practices (Janice, 2nd Individual Interview).

Almost all the STs expressed the importance of using various and well-designed materials in teaching as it was helpful to teachers to convey their performance to their students effectively: "In terms of materials, in order for the teacher to transfer his/her performance to the students more easily while teaching the lesson, materials, school facilities …These are things that will help the teacher" (Joey, 1st Individual Interview).

They also stated that using different materials in teaching would facilitate the learning process of students with different learning styles and interests:

> This (using different materials) affects learning in a very positive way because you appeal to different senses of the student, you diversify the lesson, you can appeal to different learning styles. You can make the student benefit from the material; you can put the student to work. In other words, I think it has a very positive effect on these points and I also think that teachers should include such materials (Monica, 3rd Individual Interview).

Furthermore, using a variety of materials and addressing different students in different styles would facilitate the creation of an open environment for communication:

> I mean, when the teacher uses different materials, when it is more fun, I think the students feel better towards him/her, I should say they try to get closer to him/her, I think teachers are liked in some way. That's why you get closer in your communication with the students, they are comfortable, and you are comfortable. There is a better environment where no one is tense with each other. After all, this is an English class, there shouldn't be any bad influences. Everyone should be able to speak freely (Sookie, 3rd Individual Interview).

Another point that was emphasized by the STs was the significance of how the materials were used and how this affected students' positioning of their teachers. They stated that teachers should be competent enough to prepare, use different materials and technology effectively in order to have a good impression on the students:

> Whether the student is 7 years old or 70 years old, they evaluate the teacher. They really evaluate the teacher in their head, they put it somewhere in their head: "What kind of teacher is this? What kind of person is this?". In that respect, I think it is very important to be able to use different materials and the use of technology in lessons. For example, when you cannot use a program or a website, it affects the flow of the lesson. I think the more different and various materials the teacher brings to the class, the more interesting it is. So, I think materials will be very important in my teaching (Lily, 2nd Individual Interview).

4.2.4.3. Online Education vs. Face-to-face Education

As stated in the methodology part, the data for this study was collected during the spring term of the 2020-2021 academic year, at a time when the university shifted to online

education, and all the classes were conducted remotely because of COVID-19 pandemic. Therefore, the STs completed a part of their teacher education and their practicum online and could not engage with the setting, the material objects in the classroom, teaching and learning materials, and the school resources during this process.

However, this emergency led the STs to develop different skills that would be missing if it was not the pandemic. They had to learn and improve new skills that they needed in an online classroom atmosphere. They had to familiarize themselves with the online teaching tools first to use them effectively and have a smooth class. This was not easy at the beginning as they were trained to teach in face-to-face classes, but as they stated this condition caused them to realize when the means were changed, how the nature of the profession changed, and to understand the importance of materials and places in the teaching-learning process better. They expressed that at the beginning of the process, it was challenging for them to notice the materials, the tools they used in face-to-face education were not appropriate to use and they were not effective in online teaching, and they had to learn many new things that they could exploit in an online lesson. They reported that learning all these new tools, activities, and ways of teaching was a way to construct their teacher self in a way that could overcome any kind of emergencies that could occur in the future, and that made them feel more confident and equipped to handle both online and face-to-face teaching:

> With the onset of the pandemic, everyone including us, our teachers, our students, we turned into fish out of water, so to speak. The lack of an infrastructure, the fact that we did not use it in the microteaching demonstration in our classes or in the education we received, these negatively affected us. We were not ready. We had to develop ourselves a lot technologically. We did not know online tools properly, for example. We learned a lot and we experienced how much the tools we used both as students and as teachers affect our work, even the way we teach (Joey, 3rd Individual Interview).

> In the coming years, we will probably integrate this distance education into formal education, and we will probably use it, I think so. At this point, for example, the online practicum we are doing right now has definitely provided us with first-hand experience. We can apply what we have learned in this online system in a good way in the coming years. We already have face-to-face microteaching demonstrations where we have learned what and how to do. Now we have improved ourselves in this online process. I think I will graduate ready for both online and face-to-face education and of course this makes me happy. if we encounter such a situation, I hope not, of course, but I feel like we can do lessons in any way if necessary, and this brings self-confidence (Lorelai, 2nd Individual Interview).

Another point raised by almost all the 4th-grade STs, who completed their practicum online, was “not feeling like a real teacher” in online teaching. They said it was because they did not change the place. When they did not change the place, it was hard for them to change the role of being a student to a teacher. During this process, they understood the importance of the place on changing roles. It was easier for them to feel like and behave like a teacher

when they went to a school as the setting and the people around them made them realize that they were a teacher:

> I don't really feel like a teacher at the moment. I mean, since I also attend the classes as a student, I feel like a student. I think this is a bit of a disadvantage for us in the process of developing a teacher identity. I think that the school environment, entering the classroom will be important in shaping our teacher identity, it can give us the opportunity to see what we can use and how we can use (Robin, 2nd Individual Interview).

> Now that we are doing different things in a single environment, I can't get into such a different mode after a while. Right now, for example, I teach a lesson once a week and teach that lesson for half an hour. I take on that identity at that moment, but as soon as I turn off the Zoom of that lesson, I turn into a child at home, I immediately become lazy. I don't think teaching is only about lecturing to the class. You have to go to that school and breathe that air, then you feel more like a teacher. When we went on practicum, we would stay there all day long, we would hear them say "teacher" and "teacher" more, we would feel it more, but in this environment, as soon as I leave the Zoom session and turn off the computer, I can immediately turn into a student or a child at home. We actually play different roles during the day and where we are determines or facilitates this role (Sookie, 2nd Individual Interview).

Last but not least, they emphasized the importance of the adequacy of technological means individuals had and technological infrastructure and support provided to both students and teachers during this process by the government. They highlighted the significance of the country's economic sufficiency and how it had effects on ensuring equal opportunities in education:

> We have internet, computers, etc. We were able to continue our education, but there are some students who live in the villages, there are some students who live in the center but don't have the internet connection, there are even teachers who do not have the internet connection, or there were some who didn't have computers at all. Of course, we were very unprepared for this, but at this point, the government's help, financially… I don't know, meeting the needs such as computers and internet connection can make things much easier, so I think if we were in a richer country, we wouldn't have so much trouble... There are villages in this country that have no access to the internet. For example, the education of those people was left incomplete. It wouldn't be like that if we had enough support from the government (Joey, 3rd Individual Interview).

4.2.4.4. Places and Spaces

When addressing the effects of material objects on language teacher identity formation, materiality can be extended from classroom teaching materials to the arrangement of things and use of spaces in the class and their intersections with people. The STs in the current study stated that the arrangement of the classroom and the use of the places were important factors both for the learners and the teachers. For the learners, the arrangement of the things could facilitate learning. If the classroom materials such as chairs, desks, teaching tools, etc. were arranged in a way that would make communication in the class easier and tailored to students' needs and interests, the students would be more willing to attend class and

participate in the activities. They said it was the teachers' responsibility to make these necessary arrangements:

> How the desks and chairs are arranged in the classroom, the colors of the wall, whether the materials provided are in line with the students' needs and interests… These are important elements that facilitate learning, motivate students, encourage them to participate in class. As a teacher, arranging all these elements is our task. Even if the opportunities we are provided in a school or classroom are limited, we can pay attention these basic elements and do our best to use the sources available in the best possible way and only in this way we can make a difference (Kathy, 2nd Individual Interview).

Additionally, they also reported that creating spaces in the class that could be designed and used by students would improve students' sense of belonging which was cited as a crucial element of the learning process and one of the most important responsibilities of teachers:

> Student should be left free to do whatever they want to do in the classroom, for example they can have a wall that they can use to hang whatever they produce and want to show, something they create… I think it is highly important… when they come into that classroom, they should feel like they belong to this classroom… when they come into the class, they should be able to state that "yes, this is my safe place and this my classroom". The first thing a teacher must do is make the students feel that way (Cindy, Focus Group Interview).

From the teachers' perspective, the STs emphasized the significance of the use of place in a classroom as a way to ensure authority. Here, the term authority does not mean suppression or repression of students but maintaining control of the classroom discourse to enable all the students to have equal rights to talk, raise their questions, and share. They stated that having this authority affected not just the communication and the atmosphere in the class but also how the students viewed and positioned their teachers. Therefore, almost all of them wanted to improve this skill in their teaching since they needed that if they wanted to become a good teacher:

> I think using the place in the physical setting of the classroom, for example the way you look at the students, the way you walk around in the classroom are all important aspects of teaching. I feel like we need to practice all these aspects. Making your presence felt and building authority with the place you use in order to guide the students and track their learning and to create a facilitating learning atmosphere are significant to become a good teacher. I think as we practice in class, we will learn these aspects of teaching better (Monica, 2nd Individual Interview).

4.2.5. Motivational Factors

In this part, the factors affecting the STs' motivation to choose teaching profession, to want to be a good teacher and to want to continue in this profession are included.

4.2.5.1. Media Influences

It is clear from the findings of the study that the movies the STs watched, the books they read had an influence on their teacher identity formation. The representation of iconic teachers in the movies and books were shown as a factor in shaping their teacher identities by the participants. They looked up to strong teacher characters as aspirational figures because they did not always follow the rules of the school, and even when they were given the most challenging classes to teach, they achieved great success in teaching and admiration from their students. They stated that they felt connected with these characters, and they felt like they would be able to achieve the same:

> There was a movie with Julia Roberts called Mona Lisa Smile. I was very impressed by how the female teacher opened her female students' horizons and changed their lives even in that classroom and the school in difficult conditions. I took a lot of notes for myself from what she did in that movie. Also, there is Dead Poets Society starring Robin Williams. That is one of my favorite movies and one of the most inspiring movies in the world for me (Luke, 1st Individual Interview).

Also, some of the participants stated that they liked to read memoirs written by teachers as they felt like the experienced teachers guided them and reminded the importance and effects of their job on the students:

> This week I read a book - "Benim Küçük Dostlarım" from Halide Nusret Zorlutuna - and I feel so lucky for reading it. The writer - who is a teacher - tells her own memories and experiences with her students in the book. I found very useful information. There are many stories in it, but overall, I understood the importance of communication between me and my students. Also, I saw that having a good teacher is very critical for them. They don't forget that good teacher during their lives and I want to be that teacher (Tom, Weekly Reflection 4).

4.2.5.2. Personal Contexts

One of the mostly mentioned source of motivation to become an English teacher was the context the STs grew up, people and relationships they were surrounded and the living conditions. Most of the STs indicated the low standard of living of their families as one of the reasons they decided to become a teacher. In Turkey, unemployment is one of the biggest problems and promises of job security, some job benefits such as regular salary served as a source of their motivation:

> There are not so many people who are educated in our family. I have some cousins who are around 30 years old, and they are all teachers. I did not have the chance to meet people with different professions, so maybe that's the reason why I did not think of pursuing any other professions. Also, my mother always says that she wants to become a teacher, but she couldn't, so she always wanted us to become a teacher. You know, maybe she created this kind of subconscious. In fact, we also used to have some economic difficulties and teaching seemed to be a secure job. I thought that I could find jobs easily and there were different job opportunities,

> so I wouldn't be unemployed. I wanted to be a teacher, especially English language teacher for this reason (Emily, 1st Individual Interview).

Also, some of the participants reported that they wanted to be a teacher as most of their family members worked as teachers and upon the wish of them and their motivation, they decided to choose teaching departments:

> In fact, all of my family members are teachers… My mother, my father, my uncle, almost all of my cousins…They are all teachers. they all have some impacts on me to become a teacher, but I have an uncle who has been teaching for 30-40years, and I am always impressed by his position and status in the family and society. I take him as a role model, especially for his way of speaking and his poise and his position in the society (Tom, 1st Individual Interview).

Another source of STs' motivation is a consequence of people's interest and demand for learning English in Turkey. They stated that the fact that it was much easier to find a job in many different places and schools compared to other professions due to the high demand for learning English increased their motivation to become an English teacher:

> There is a lot of demand and interest for learning English. Therefore, we can find a job easily. There are different opportunities such as tutoring, working in a private school, or working in a public school. In addition to these, we can do many jobs requiring language proficiency as we are competent in English. These opportunities are not available in different departments or different teacher education programs. That has been my biggest motivation and that's why I am always trying to improve myself in terms of language proficiency and teaching skills (Luke, 1st Individual Interview).

Also, some of the STs reported that they were influenced by this interest and demand as they felt needed by others. They said that if they educated themselves as competent teachers, they would provide the help needed, and it was a way to feel important:

> People generally have a great interest in and need for learning English. For example, I stay in the dormitory and when people there learn that my major is English language teaching, their reactions are great. They always say things like: "It is good that you will not have any difficulties in finding a job and be unemployed" or "We need to learn English, it is a must". When there is a problem about English, they come to ask me, which makes me feel perfect. In other words, when we become English teachers, we can meet people's needs. A lot of people need us, and we can contribute to them and in this way we can feel important and needed. This is one of the most significant motivations of me. But, of course, we need to educate and shape ourselves accordingly and we should always improve ourselves (Janice, 1st Individual Interview).

4.2.5.3. Professional Gatherings

The STs stated that the increase in the number of online congresses and conferences especially during the pandemic process, provided them with a great opportunity to meet professors and teachers they would not have encountered under other circumstances. They said that they were able to attend a conference or a congress almost every week and that they thought had a great impact on how they developed themselves as teachers:

> One of the greatest professors in our field gave a presentation online. Her presentation is really inspiring for me. The way she talks shows that she is still a learner. … There are many key points for teachers in terms of motivation, professional development, etc. She has changed my view on some issues. We tend to wait for someone to rescue / change us. "Come and rescue me" and "others know better than I do" approaches shape our teacher identity because we have grown with those approaches. All those fairy tales and parents' attitudes make us to be a watcher of our own life. We want and wait someone to change our lives because we think like that, we cannot do this. Professional development is up to us. Nobody can come and change our lives or draw our professional development. We can just guide them. We should choose to survive or thrive as a teacher (Cindy, Weekly Reflection 10).

Some of the participants said that seeing examples of the kind of teachers they wanted to be at the conferences they attended motivated them a lot since it showed them that this is something that can be done:

> I attended on an online conference which was held by native and nonnative English language teachers a few days ago. Speakers shared their experiences about being an inspirational teacher and they debated over some principles and basics of English teaching and how to become a highly effective teacher. As they were great experienced teachers, I tried to take them as role models and take lessons from their speech. One of them has discussed about "A call to the Profession" which means effective teachers are passionate and ready to help learners first and foremost. As this is the term that I encountered for the first time, it intrigued me. All the speakers motivated me to be an inspirational teacher. In fact, I always wanted to be an inspirational teacher, but I didn't know it was achievable. Seeing some examples are really motivating (Kathy, Weekly Reflection 2).

In these congresses, conferences they attended, they noted that seeing the enthusiasm and love of the speakers and sometimes other participants towards the profession motivated them as well:

> I attended a conference last week. I was feeling lost the last few weeks. I was feeling like nothing is gonna be okay, and all the efforts I made in vain. However, I met new professors and students in this conference via Zoom. They were so energetic, enthusiastic and vivacious. I remember my old times that I was full of energy and enthusiastic. I came round, and I remember what I was working for. It affects me very well. I realized I have goals. I have worked so much for them, I shouldn't let them go (Janice, Weekly Reflection 6).

Also, they expressed that seeing creative ideas for preparing different activities at the events they attended motivated and inspired them to prepare and use creative lessons and materials:

> I attended an online conference, and I was inspired a lot in one of the sessions. It was a talk on giving effective instructions. The professor explained how to give instructions through the teachers in Harry Potter. It was really creative. Showing examples is always better than lecturing. The teachers who do not have many experiences should also use examples. Like she does, they can use movies, books, etc. I want to do effective and interactive lessons like her. I think the first thing to do that is the motivation or willingness. Overall, I revised my knowledge on giving instructions and experienced a good lesson/ presentation. It was a good example for me in terms of integrating movie characters and digital tools to the lesson. I will practice preparing lesson plans on Canva more because I saw some techniques on her presentation. I think it is significant that the teacher does not get bored while making her lesson because the students realize it. If the students see that the teacher enjoys teaching, then the students are more willing to listen the lesson (Cindy, Weekly Reflection 12).

> I attended a seminar called "Telecollaboration at a Glance". It was online and held on Friday. In this seminar, we were given lots of examples of digital tools and information about

> them (how to use them, when to use them). Since online education carries utmost importance nowadays, these tools can make it easier to attract students' attention. One of the tools I learned is called "Storyboardthat". The professor gave us a little speech about this tool and let us practice it synchronously. We have been sent to breakout rooms on Zoom and then prepared a piece of the story by using it. It's very useful that you can use it without signing up. Also, you can make up stories and prepare cartoons by using many features provided by that tool. Thus, I thought that rather than just assigning my student with preparing posters I would use this one for more group work and collaboration. I can use this tool both in virtual and physical classrooms. The idea is quite motivating both for me and I hope for my future students (Lorelai, Weekly Reflection 1).

4.2.5.4. Teacher Self Idealization

Being a good model for students both in their lives and in learning English was the most frequently mentioned source of motivation by the STs. The participants formulated some ideals with qualities that would enable them to be role models and guide their students both as a good person and as a good English teacher: "I want to be a teacher who encourages students, raises their motivation up, respects their opinions and understands their psychology. I want to do my best for my students. They should see me as a role-model as a teacher and as a person" (Joey, 1st Task). They stated that this is the only way to make a difference in society and that teaching is very meaningful for them for this reason:

> In our society today there are a number of problems. We have a lot of problems about human communication, people's approach to nature, to woman -unfortunately. I feel like I need to try to find out a solution for these problems as a teacher. Of course, I will teach what I need to teach, English, which is good; but apart from that if can touch my students' hearts-of course in a positive way- on these issues, it will be pleasant for me. It is one of my dreams. I want my students to trust me, to take me as a role model, that is one of my ideals (Joey, 1st Individual Interview).

> I want to be a role model for my students. I do not want them to forget me even many years pass. I want to increase their curiosity about teaching or maybe about anything in life. I want to inspire them. There is a need for this kind of teachers to make a progress in the society and I want to be this kind of a teacher (Sookie, 1st Individual Interview).

In addition to being a good role model, most of the STs wanted to construct themselves in a way that would enable them to create different perspectives in students, to provide them with different experiences, at least make them aware of these experiences, and to broaden their horizons:

> …sharing your experiences about life in a different sense is much more precious to me as a teacher, because maybe a student has never seen such a person in her/his family or environment before. You provide a different social environment for the student. You pave the way for them to have different experiences. In this respect, I think teaching is very valuable. But of course, not all teachers can do this, you need to improve and train yourself accordingly (Monica, 2nd Individual Interview).

They expressed that in order to be able to provide these to their students, they knew very well that it was very important to educate themselves well both as a human being and as a

teacher, and that the greatest motivation for the investments they made in themselves was to be able to touch the lives of their students some way:

> My ultimate goal as a language teacher is to encourage my students to be curious about learning different languages and their cultures and while doing this to touch their hearts in a lot of good ways by making them feel that I can understand the challenges they are facing both in learning a different language and in life. My dream is for them to believe that they have someone who understands and supports them to be the best version of themselves. However, it means that I need to be my best version, so I am working hard to be (Robin, 1st Task).

It is clear in the findings of the study that as an English teacher, they were aware of the significance of content and language proficiency in being an inspiring teacher, and in this sense, they wanted to set an example as a good user of the language, but one of their biggest motivations in becoming a teacher was not only to be a good user of the language, but also to show them how necessary English is in their lives, that the main purpose is communication, and to make them love the learning process:

> Communication should be the base of my lesson's aim. My class should know that communication is success in my class. Motivation is one of the significant things in the class. I should show my support to them. I must be sure that they are conscious of my support, belief to them. Our major is pretty suitable for having a bond with students and creating collaboration. I should listen to them more than lecturing to them. I do not have to teach them or expose them the information or course. I can guide them so they can develop their knowledge (Cindy, Weekly Reflection 2).

> I want to become an English teacher who makes students love learning English. I want to be aware of my responsibilities nonstop from the first day of my teaching to the last one. Also, I want to be a teacher who tries hard to give students various kinds of contexts and accordingly various kinds of activities. So that, they would have a chance to know English as a language not as a subject and they will wonder more of it and want to learn more (Lane, 1st Task).

These ideals the STs strived for seem to serve as inspiration and contribute significantly to construct the teacher self as they provide meaning to what it means to be a teacher. Teachers in their ideals are the people who are beloved, knowledgeable, respected, memorable, inspirational and the STs want to have all these qualities and will work hard for them:

> I want to be a teacher whose students can always reach outside the classroom, who is knowledgeable. When they have a problem, I want to be the person whose knowledge and guidance they trust, who they say let's go to our teacher and ask her what we need to do, let's go and consult her. I want to be a role model and a guide for them. Just lecturing does not contribute to their improvement because they can learn the information from YouTube or books. I think what makes teaching precious is this. I am doing everything I can do to be such kind of a teacher and I will (Emily, 2nd Individual Interview).

> Honestly speaking, first and foremost my main goal is to become a good teacher who leaves a mark on his students' lives and is remembered and respected even if long years pass. However, respect must be deserved first, so I will work for it (Tom, 1st Individual Interview).

> I want to be a teacher who is respected and valued, and I know that is not easy. I do not know how I can do that, but I will do my best to become that kind of a teacher. I will try to be a teacher who is aware of what is happening in her students' life. In other words, I do not want to be a teacher who is only there to teach English and do not know anything about her students, but

> I want to become a teacher who is caring and inspiring as I want to inform my students about different opportunities and chances in the city and country or the world. My only task is not to teach in the institution I will work. I can be a teacher who guides and leads her students to make a difference. I will do everything to become that kind of a teacher (Lane, 1st Individual Interview).

Finally, it is clearly seen in the findings that attaining these ideals of great teachers, even coming close to them, is a great source of profound personal satisfaction. Therefore, these ideals operate as a driving force in the construction of their teacher selves.

> I am pretty aware that there is a long way ahead of me to become the teacher of my dreams, but even at the practicum school, it is a great feeling to see that the students do what you tell them to do, how they look at you, care about you and love you. The feelings and satisfaction I will experience when I start teaching motivate me a lot. That people love you, respect you and listen to whatever you say and care about them, and touching people's lives do not happen much in our daily lives (Janice, 2nd Individual Interview).

4.2.5.5. Social media

People and content the STs followed on the social media platforms were quite influential on the way they constructed themselves as teachers and on their motivation to become a teacher. Especially, in their weekly reflections, most of STs usually referred to posts they saw or a teacher or a professor they followed on social media platforms as a source of inspiration and motivation. They found accounts that shared posts related to education and teaching useful, and they also stated that they thought about how they could use even posts that were not relevant to education in the classroom and for their students:

> I saw a post on Instagram about a happiness jar tradition in Japan. From the beginning of the year, they write about the things that make them happy on a paper every day and put it into the happiness jar. At the end of the year, they open the jar and read what they have written. I really liked the idea because it gave me inspiration. I think I can use this jar idea as a happiness jar for the students, they can write the things that make them happy on a paper in English or they can write a word or anything else that they have learned while learning English every day (Robin, Weekly Reflection 6).

Also, some of the participants were following some teachers working in different cities and they said that these teachers' relationships with their students, the materials they prepared for them, and their interactions with parents were motivating and inspiring for them:

> I follow a few teachers on social media. They always share what they do in class, what they experience with their students. For example, one of them lives in Mardin and another teacher lives in Karabük. They have a great communication both with their students and the parents. I aspire to be like them. Some of their posts such as some materials or how they help their students are very inspirational (Tiffany, 1st Individual Interview).

4.3. A Proposed Theoretical Model: The Post-Structural Account of Teacher Identity Formation

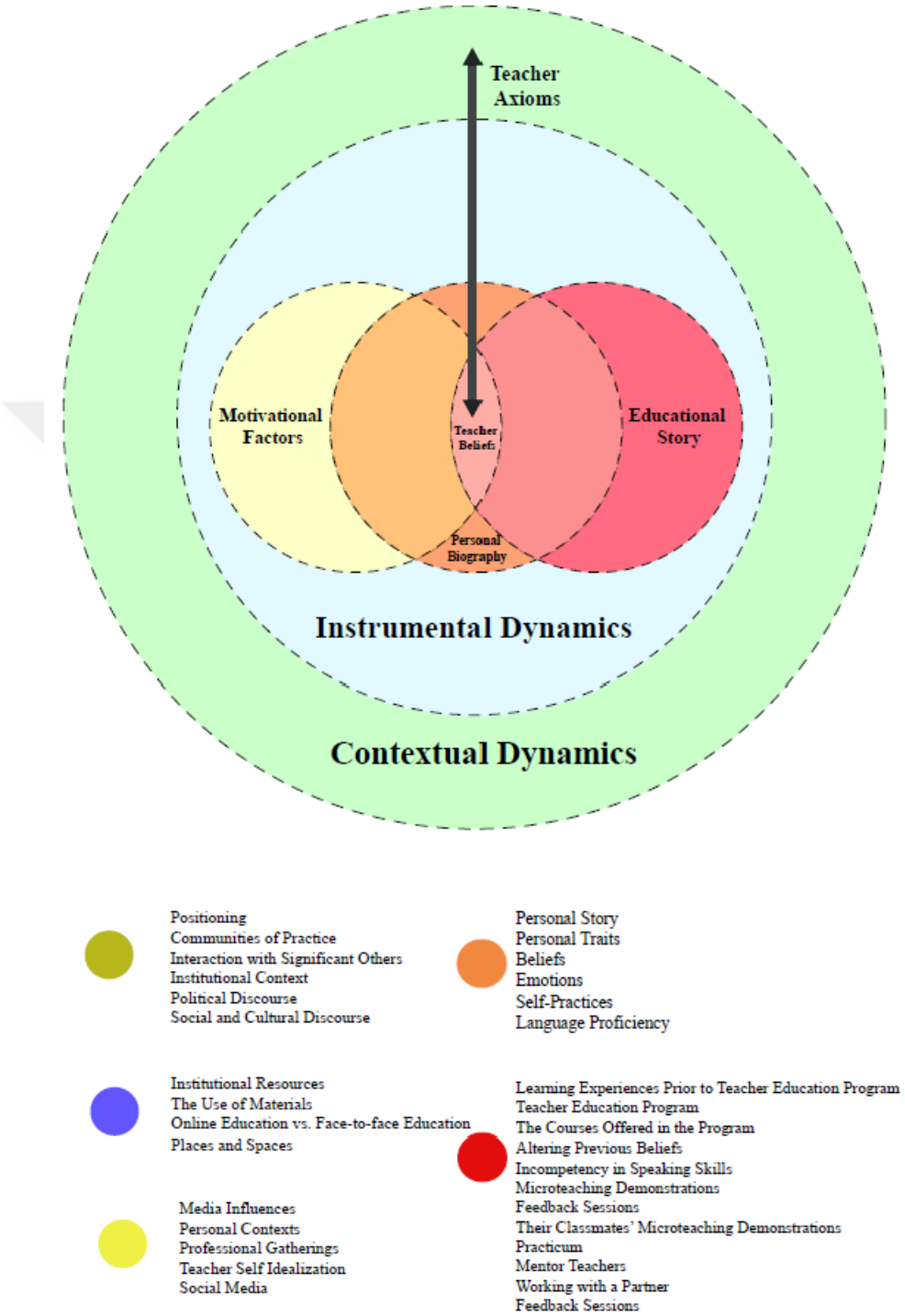


Figure 4. A proposed theoretical model: the post-structural account of teacher identity formation

The results shows that there are 5 themes involved in the STs' teacher identity formation and these are contextual dynamics, instrumental dynamics, educational story, motivational factors, and personal biography.

There are symbiotic relationships between all the factors. Although there is no hierarchical order between the factors, there are intersecting circles of different sizes to represent each factor because they all affect and are affected by each other by sharing common social, political, cultural, historical contexts. Therefore, to show the relationship among these 5 components of teacher identity formation, it is not possible to draw circles with very clear boundaries that are separate from each other.

In the outermost circle, there are Contextual Dynamics, which are the variables arising from the cultural, political, social, historical contexts the STs live in and their interactions with the relevant parties, people in these contexts and affecting STs' teacher identity formation. It is the outer most circle as it represents a domain STs' experiences take place and shape their teacher identity and all the subthemes are affected by the other factors. For example, Positioning (a subtheme of Contextual Dynamics) is directly interrelated with Emotions (a subtheme of Personal Biography). How teachers are positioned and viewed by the society is effective on the STs' emotions in terms of choosing this profession and understanding themselves as a teacher. In a context where teachers are respected and seen as knowledgeable people who are ahead of the society, the STs are more eager to become a teacher and they attribute great meaning to teaching. On the other hand, in a context where the perception that teachers earn money without working in the society decreases the value and reputation of the profession, so people no longer respect them as much as they used to and this change in the positioning of people affects how the STs feel about teaching and interpret themselves as teachers. In short, all these views about teaching and teachers are influential on the way the STs feel about the profession and what kind of a teacher they want to become, and they shape their teacher identities accordingly. At the same time, a ST who is passionate about teaching and construct her/his teacher self accordingly can make a difference in the social and cultural atmosphere s/he works in and change the views of people about teaching and teachers, so there are reciprocal relationships between the components.

In the outer circle, Instrumental Dynamics, which include institutional decisions, discourse, available sources and areas which are employed for educational purposes determined by governmental policies and regulations, can be seen in the model above. These factors listed in Instrumental Dynamics are affected by Contextual Dynamics and are a part of the

Educational Stories of the STs and as the individuals who experience the contexts and narrate the experiences, their Personal Biographies have an important part in Instrumental Dynamics. For example, Institutional Context, which is affected by the political, cultural, and social context in which the study was carried out, is an important factor affecting Instrumental Resources available to the STs and impacting the formation of their teacher identities. In another way, the STs' beliefs about teaching shape the way they use the materials and places and spaces and as a consequence they can make a difference in institutional context.

In the left inner circle, there are factors affecting the STs' motivation to choose teaching profession, to want to be a good teacher and to want to continue in this profession. All these motivational factors cannot be considered irrespective of the social, cultural political discourse and they affect how a ST makes meaning of her/his profession, her/his beliefs about teaching and teachers. At some point these factors function as triggers to motivate the STs to put their beliefs into practice and their axioms can impact social, cultural political discourse.

In the right inner circle, Educational Story, which consists of the factors relevant to the STs' formal education prior to teacher education, their experiences of the teacher education program and their previous teachers that affected their teacher identity formation, can be seen. Among all the variables, it is clear that their teacher education program, especially their experiences in their teaching practicum, had the greatest influence on their teacher identity construction. Of course, their experiences in the practicum schools are not separate from any variables included in any other component of the Post-Structural Account of Teacher Identity Formation as they experience teaching, interaction with students and other teachers, use materials provided in an institution which is a public school that is affected by all government regulations and policy decisions, and as individuals they are the ones who interpret all the experiences and make meanings out of them. From a different perspective, the STs held some strong beliefs about teaching and learning even before they started their teacher education and these entering beliefs affect the way they interpret what they learn, in other words, these beliefs serve as a filter the STs use to interpret the content they learn in their teacher education program.

At the common point where all circles intersect Personal Biography is located. This component of teacher identity formation consists of the factors arising from STs' personal features, experiences and efforts that have an impact on how they formed their teacher

identities. Although the factors that made up this component provided a personal perspective and subjective interpretations of the STs, from a p post-structural point of view, experiences of the subjects, in this case the STs' experiences, cannot be separated and interpreted separately from the larger contexts all their experiences took place. Therefore, the effects of political, social, cultural and historical discourses in which the STs lived should be taken into account while interpreting the STs' identity formation.

All in all, there are 5 components of the STs' identity formation and all of them affect and are affected by each other; therefore, the relationship among the factors is dynamic. Even though at the same time all the factors in each component are not influential or prominent in all types of discourses, they cannot be addressed and interpreted in isolation by the participants.

From a post-structural perspective, meaning is constructed and inherited, and identity construction requires the intersection of meaning with experience. Here, experience of the STs in these contexts does not directly define who they are as teachers, what they do or how they act; however, they are the ones who interpret and give meanings to these experiences. At the same time, the way these experiences are told by the STs cannot be separated from the conditions of the contexts these experiences take place, institutional dynamics, their personal biographies, educational stories, motivational factors. Therefore, the STs' teacher selves should be viewed both as a subject and object of the experience.

All in all, as the arrow with one end in the center and the other end in the Contextual Dynamics indicates in the model above, the STs' beliefs are constructed at the nexus of their personal biographies, educational stories, motivational factors, institutional dynamics and contextual dynamics, and teacher axioms are the STs' beliefs in practice, and they are shaped and shape all these variables affecting STs' teacher identity formation. Here, as the arrow in the image suggests, there is a symbiotic relationship between the beliefs and teacher axioms as beliefs can be seen through the teacher axioms and they trigger the STs' action in the context, but also the teacher axioms can affect a ST's beliefs on an issue after experiencing it.

From a post-structural perspective, for the STs it is highly important to be aware of the effects of the larger context on them but at the same time they knew that even though what you were provided in the context is determinant, it still leaves you, as a teacher, some room for action, in other words for teacher axioms, and the decisions you make here individually have the power to alter the environment you create.

CHAPTER 5

DISCUSSION

The aim of this chapter is to introduce a critical analysis of the results of the present study in relation to the relevant literature. Firstly, the results of the study are presented and then they are compared with the findings of previous literature. The chapter is organized in such a way that a research question is answered in each part.

The main aim of the study is to find out the factors affecting the student teachers' identity formation in general and during their teacher education program and to understand the role of their teacher education program in the construction of their teacher identities. The study was conducted at Gazi University, English Language Teaching (ELT) program and the data were collected from fourth- and third-grade student teachers. The number of the third-grade student teachers is 14 and the number of participants who were fourth-grade student teachers is 8. Also, 5 graduates of the program were interviewed in order to gain information about the factors influencing their current teacher selves and the effects of the teacher education program on the way they formed and reformed their teacher identities. Furthermore, to obtain additional perspectives on the situational background and to understand faculty members' understanding of their student teachers' identity formation, interviews were conducted with 3 teacher educators who work at Gazi University ELT Department. To achieve the aim of the study, some individual and group interviews are conducted with student teachers, graduates, and teacher educators. Also, the student teachers are asked to write weekly reflections.

5.1. R.Q.1. What kinds of factors lead the student teachers to form their teacher identities during their pre-service teacher education?

The data collected through the weekly reflections, interviews and focus group interviews indicate that there are 5 key factors that are important in the formation of the STs' teacher identity: Personal Biography, Educational Story, Contextual Dynamics, Instrumental Dynamics, Motivational Factors.

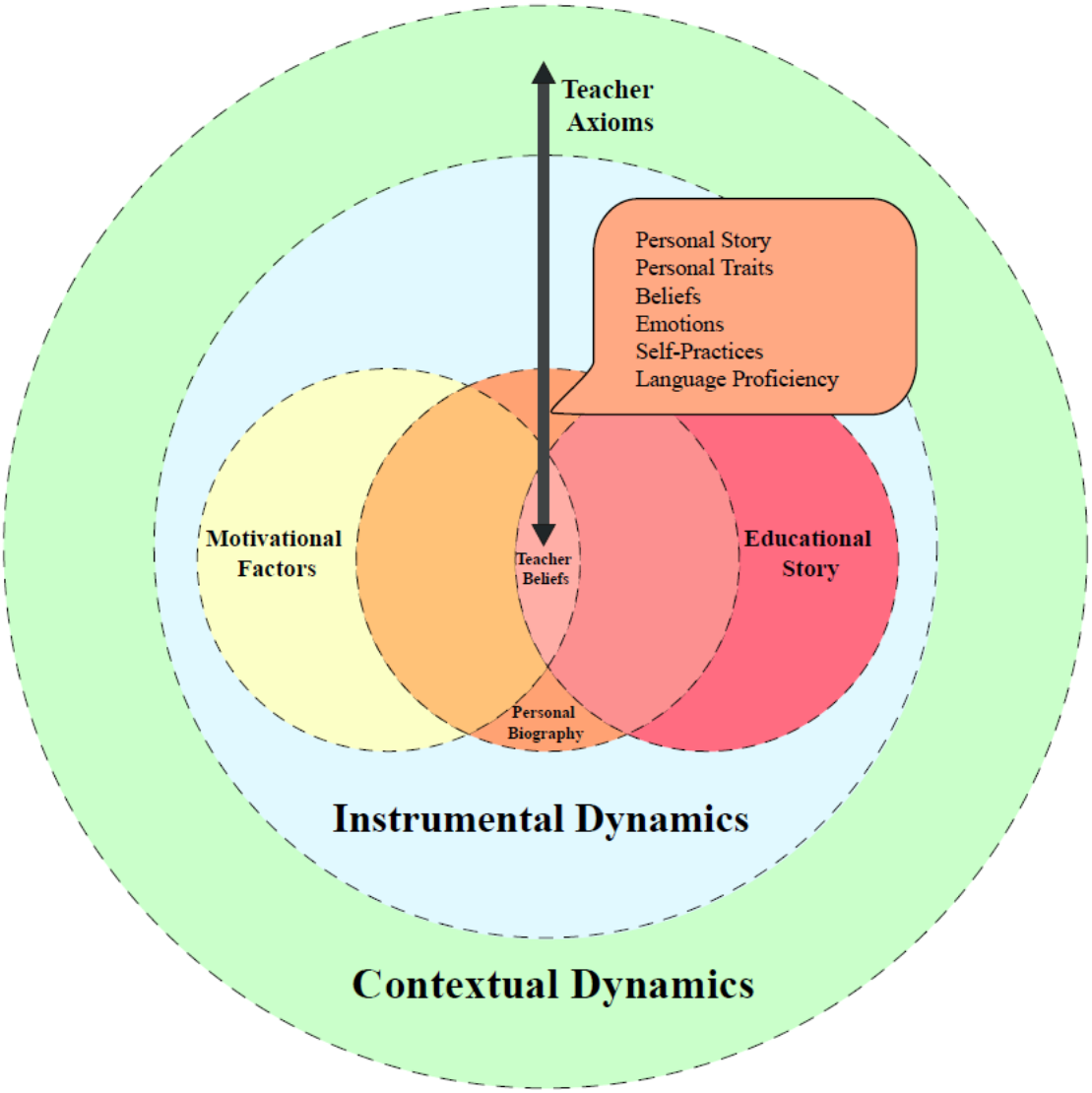


Figure 5. Personal biography

Under the title of Personal Biography, there are 6 subthemes that emerged from the data: personal story, personal traits, beliefs, emotions, self-practices, language proficiency. The study indicated that the STs' personal histories, how they learned languages, the family they were grown up in and people surrounded them, and their predisposition to language learning

at an early age were important reasons for the STs to choose the profession of teaching and had huge impacts on what kind of a teacher they wanted to become. One of the mostly mentioned reasons of choosing teaching was encouragement of a family member or a family member who was or had been teachers and while telling the qualities of the teacher they want to become they referred to their experiences as learners. In a similar way, Castañeda (2011) highlighted the importance of the role of family in student teachers' choice of the profession in his study. He stated that encouragement or discouragement of a family member and a member of the family who had been a teacher before seemed to be an important factor in the participants' career choice as it was in the current study. Additionally, Clarke (2008) states that deciding to become a teacher "is a particularly significant statement of belonging" (2008, p. 76). Even though student teachers' teacher identities develop, change and rechange because of different factors such as teacher education, teaching experience, professional development, etc., this early sense of belonging to teacher community shed lights on how student teachers conceived themselves as teachers, so analysis of the reasons why they decided to become a teacher merits attention. Also, it is claimed in various studies that language teachers' language learning experiences had a great influence on the way the teachers construct their teacher identities (Li, 2022; Olsen, 2008). On the same issue, the participants of the present study always referred to how they learned the languages through their individual efforts and with the help of important others in their lives.

In terms of the effects of the personal traits on their teacher identity formation, the STs' personal traits can be divided into two categories: enabling personal traits and limiting personal traits. Some personal traits such as being sincere, understanding, patient, supportive, creative, organized, being a solution-oriented person, having the ability of emotional regulation were enabling personal traits that helped them become the teacher they want to be in terms of preparing course materials and building positive classroom atmosphere and having good communication with students. However, some of personal traits such as being shy, not friendly and being an introvert were hindering them from behaving like their dream teacher so they can be categorized as limiting personal traits. However, they knew they could change these features, at least in the classroom and while they were with their students, so they worked on them to shape their teacher identity in a way they wanted it to be. In a similar vein, in the study of Van Rijswijk, Akkerman and Koster (2013) the participants student teachers stated that some of their personal traits were convenient for teaching and would make things easier for them and they showed these traits as the reason

why they chose to be a teacher. In other studies, investigating the effects of personal traits on teachers' identities, it was indicated that some personal traits such as emotional regulation, creative thinking were likely to assist teacher in resilience in teaching profession as these features helped them cope with challenges they could face in different social and cultural contexts (Mansfield, Beltman, Broadley &Weatherby-Fell, 2016; McKay, 2021).

In the current study it appeared that the STs' beliefs about qualities of a good teacher, how teaching should be, the effective teaching-learning atmosphere, the position of a teacher and learners in the learning-teaching process were all affected by their experiences as students or their observation of the learning process of others. In congruence with the findings of the study, the previous literature on beliefs of language teachers indicates that student teachers hold strong beliefs about teaching and learning before they started teaching (Woods, 1996; Flores, 2001) and even before they started teacher education programs (Flores & Day, 2006; Kagan, 1992; Pajares, 1992; Xing, 2009). As one of the major sources of these beliefs, their own personal experiences as students in the school are cited (Richardson, 2003). In the previous studies, the focus was on the student teachers' beliefs about learners, learning, teaching, learning to teach, teaching role (Calderhead, 1996), the curriculum, classroom practices (Erkmen, 2010), or specifically on an issue such as communicative language teaching (Feryok, 2008; Sato & Kleinsasser, 1999). In addition to their beliefs on all these items, the participants in the current study highlighted the importance of creating the appropriate atmosphere for learning-teaching process, the responsibilities of teachers and students and the important role played the contextual factors to create such an atmosphere.

The respect of the society and the love of the students seemed to be the most important reasons for the STs to decide to become a teacher. The STs stated that they would do their best to be a teacher who would be respected and loved. At this point, the definitions made by the society for teachers who were respected and loved shaped what kind of a teacher the STs they would be as they wanted to be. In other words, being a respected and loved teacher emerges with negotiation. If the STs want to be a respected and loved teacher, they should negotiate with social, political, cultural discourse because emotions are constructed by individuals in social relationships and in a system of values in their cultures, families, institutions, and political contexts (Zembylas, 2003). In a similar manner, the studies focusing on the nexus between language teacher identity formation and emotions emphasize that effects of larger political contexts, power relations and institutional roles on what it means to be a teacher can influence not only how teachers experience and express their

emotions but also the way teachers construct their teacher selves (Benesch, 2017; Li, 2022; Wolff & De Costa, 2017).

Additionally, the participants of the current study stated that they used this affective aspect of teaching, their emotions, to reflect on their teaching and they functioned as a tool for self-reflection. In congruence with this finding of the study, Lewis states that the relation between emotion and self-knowledge must be comprehended first so as to understand the notion of teacher identity fully and Zembylas (2005) maintains that examining and defining the emotional components of teacher identity provides a chance to have a better understanding of the teacher self and creates a space for their self-transformation (Zembylas, 2003).

Another important factor affecting the STs' identity formation was some practices and techniques that they carried out with their own efforts to form their teacher identity in a way they wanted to become, in other words the self-practices. There are three main issues which they focused their efforts on: teaching practice, speaking skill in the target language and content knowledge. They stated that these were the skills they needed to improve the most to get closer to the teacher they wanted to become. In a similar way, ten areas are identified as "dimensions of teacher knowledge and skill that seem to be at the core of expert teaching competence and performance in language teaching" by Richards (2010, p. 102). The top three skills at the top of the list are language proficiency, content knowledge, teaching skills. Deepening the content knowledge and improving teaching skills are shown as the most important elements that give teachers a foundation to construct a competent teacher identity (Pennington & Richards, 2016). When it comes to language proficiency, it is known that it is not required to have a command of language like a native speaker in order to be o good language teacher (Canagarajah, 2013). However, language teachers should attain a certain level of proficiency in the target language as a threshold as this level help them conduct lessons fluently and thoroughly (Richards, 2010); otherwise, they depend on classroom materials and can have difficulty in engaging with students (Medgyes, 2001). In the present study, it was clear that there is a correlation between the STs' language proficiency and their self-efficacy. Most of the STs stated that their teacher competency increased as their language proficiency improved. Similarly, the non-native English-speaking teachers in Steinbach and Kazarloga's study (2014) stated that their linguistic ability influenced their self-confidence and when they got closer to have native-like language skills, they felt more confident.

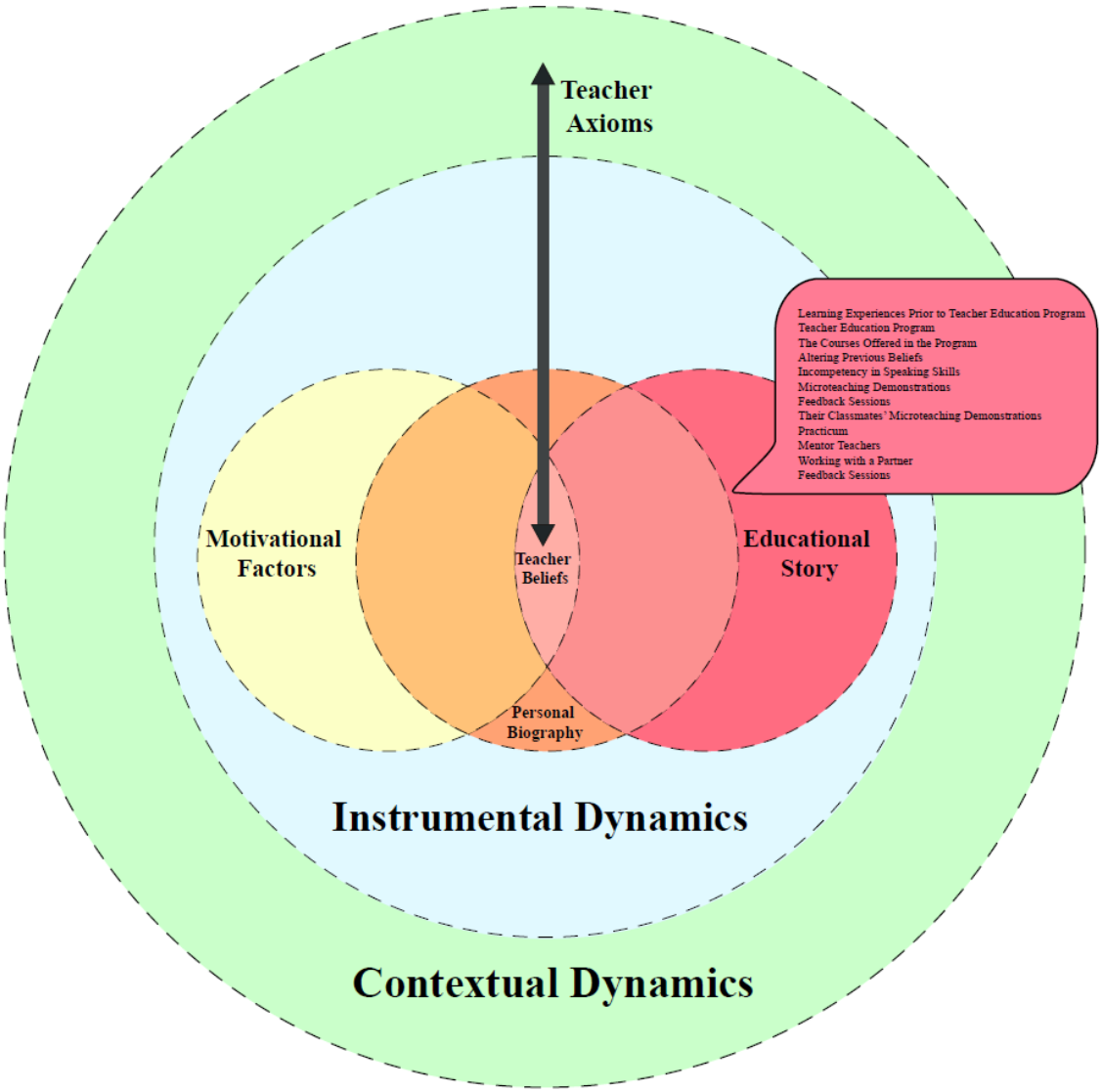


Figure 6. Educational story

In terms of Educational Story, it can be seen that there are 3 main categories and some sub-categories affecting the STs' identity formation in relevance to their formal education: learning experiences prior to teacher education, their experiences of the teacher education program and their previous teachers.

The findings of the study indicated that the STs learning experiences prior to teacher education program caused them to conceptualize who a teacher was and how teaching should be based on mainly bad examples. The participants pointed out that they shaped what kind of a teacher they wanted to become through the features of the teachers they did not want to become. Besides these bad examples, the STs stated that although they were few in number compared to the bad examples, they also had great teachers who inspired them to become a teacher. In line with the results of the study, Irfiana and Rodliyah (2022) found out that

former teachers had an impact on student teachers' decision to become a teacher. Their participants stated that when they were student, their previous teachers, with their content knowledge, use of language, and behaviors had been good bad role models and contributed significantly to shaping their teacher identities.

As it was revealed in the findings of the present study and also mentioned above, it is a known fact that their learning experiences as students led student teachers to form some notions of good and bad models and so they held some strong beliefs about teachers and teaching (Richardson, 2003) and these experiences affected how they formed their teacher identities (Ellis, 2013, 2016) during teacher education program. As these experiences resulting in strong beliefs, student teachers construct their "interpretive frame" (Olsen, 2016) and interpret what they learned in the teacher education programs and construct their teacher identities through experiences gained with this frame (Borg, 2006). However, there are few studies (e.g. Flores & Day, 2006; Zeichner & Gore, 1990) focusing on the role of former teachers in the formation of student teachers' teacher identities. The current study points out that this issue merits attention in teacher identity research.

Although their experiences as students before they started the teacher education program influenced their beliefs about teachers and teaching, the STs stated that their experiences in the teacher education program caused them to change some beliefs they built in their primary, secondary or high schools. Especially seeing examples of good teachers, their professors in the program, altered their beliefs of what constituted a good teacher and good teaching. Before they started the teacher education program, they conceptualized what kind of a teacher they wanted to become based on the features of the bad models and the characteristics the STs would not want to have. However, when they started the program and encountered great models of teachers, the way they conceptualized their teacher identities changed and they started construct the teacher they wanted to become based on the characteristics these great role models had. In a similar manner, Arpacı and Bardakçı (2016) pointed out the importance of the teacher educators setting good role models for the student teachers during their teacher education program to foster their teacher identity development.

Additionally, the participants expressed that they thought they had familiarity with teaching profession as a result of their experiences as students; however, when they started the program, they had a clear vision of the stereotypical notions of teaching based on their subjective experiences and they realized they were mistaken in thinking they knew what teachers should do and how they should teach. Supporting this finding, Britzman (1992,

2012) stated that as students teachers spent a considerable amount of time with teachers observing them, they thought they were familiar with the profession, but they missed the point that the pedagogy of teaching was not visible to the students. They could only see what was visible to them, in other words, the teacher role, not the teacher identity.

One of the most important factors of the changes in their beliefs and constructing their teacher identity was the courses they took during the teacher education program. The courses they took can be categorized into three groups in terms of teacher competencies: content knowledge, pedagogical knowledge, and general education. The findings of the study revealed that the courses offered to provide content knowledge and pedagogical knowledge were most influential in their teacher identity formation as they learned the methodology of teaching, in-depth knowledge about the language, and practiced what they learned. However, in some of the courses on pedagogical knowledge, the medium of the instruction was Turkish and the professors who taught these courses were from the department of educational sciences. What they learned in these courses were found to be least effective on how they constructed their teacher identities. Although the importance of teacher identity for teacher development is highlighted in teacher education literature and teacher education programs are shown as responsible for fostering student teachers to make sense of their teacher identities (De Costa & Norton, 2017; Freese, 2006; Varghese, Motha, Park, Reeves & Trent, 2016), there are few studies examining the effect of the content of the courses taken throughout the teacher education program on identity formation. The studies addressing this issue generally focus on teaching practicum and methodology courses (Addiego, 2013; Kanno & Stuart, 2011), which were the two main categories most repetitively referred to by the STs in the current study.

The microteaching demonstrations were found to impact the identity formation of the STs in two ways in this study: enhancing their self-confidence and improving their teaching skills and competencies. These demonstrations were seen as the bridges between the theory and practice by the participants. In their microteaching demonstrations, they had a chance to put into practice what they learned regarding all the skills, subskills, approaches, and techniques in their methodology courses. This finding is in accordance with the findings of Mergler and Tanglen (2010), which pointed out the significance of microteachings in creating a place for student teachers to practice and master what they learned in theory. Also, some studies focusing on teacher identity development show that microteaching demonstrations can help student teachers increase their self-efficacy and boost confidence as they can realize and

evaluate what they are able to do in teaching (Arsal, 2014; Chen & Mensah, 2018; Hoy & Spero, 2005).

In a similar way to their microteaching demonstrations, their classmates' microteaching demonstrations were quite effective in terms of improving their teaching practice and increasing their motivation. Seeing good teaching practices from their peers proved to them it was doable. Observing their teaching practice helped them learn new activities, web tools, and techniques as well as they felt motivated when one of their peers performed like an experienced teacher. In Asma's study (2023), in a similar manner to the present study, he mentioned the motivational effects of seeing someone at the same level solving a problem that a student teacher thought s/he could not solve on her/his own during teaching. In the literature, although there are a lot of studies on how peer observation can help teachers improve and reflect on their teaching practices and teacher selves in in-service teacher education (e.g., Bennet & Barp, 2008; Donnelly, 2008), there are almost no findings shared on how the observation of and participation to their peers' microteaching demonstrations affected the student teachers.

As the most fruitful part of the microteaching demonstrations, the STs pointed to the feedback sessions as "a precursor to meaningful reflection is feedback" (Mergler & Tangen, 2010, p. 200). Through the feedback of their teacher trainer, they were able to notice their strengths, weaknesses, and areas they needed to improve and reflect on their teaching practice from different aspects and improve their teacher selves. Similarly, Elias (2018) found out that microteaching experiences of pre-service teachers were fundamental in recognizing their strengths and weaknesses in teaching and polishing up their teaching skills.

In the feedback sessions, although the STs received feedback from their peers, they did not mention them in the reflections or interviews, as they were found ineffective by them because of the lack of experience and pedagogical and content knowledge of their classmates. This is in line with most of the studies investigating the effects of the feedback received from peers (Erdemir & Yeşilçınar, 2021).

It is clear from the findings shared above that their teacher education program had a great influence on the STs' teacher identity formation, but their practicum experiences were of particular importance in shaping their teacher selves. First of all, the practicum created a space for them to try out what they could do and find out who they were as teachers through teaching practice and reflection as it was highlighted by Freese (2006). Also, their practicum experiences were significant as they faced challenges that led them to question the beliefs

they constructed so far and their experiences in their practicum classes resulted in some changes in their beliefs about teaching, what worked in class and how teachers should behave. In a similar manner, Smagorinsky, Cook, Moore Jackson and Fry (2004) emphasized the importance of creating places for student teacher to encounter challenges and feel identity tensions as they needed these experiences to question their teacher selves and make sense of their teacher identities.

One of the most important components of their practicum experience was their mentor teacher and how the STs interacted with her/him. They always referred to their mentor teachers as good role models and emphasized that having a good relationship with them enriched their experience during practicum. In accordance with this finding, Yuan (2016) points out how interaction between the mentor teachers and student teachers can impair or enrich teaching practice experience. Unlike the findings of the present study, the participant of the study carried out by Göktepe and Kunt (2020) stated that authoritarian attitudes of her mentor teacher limited her practice and led her to act in accordance with the interruptions and restrictions of her mentor teacher.

Another important aspect of the practicum was their communication with the students in their practicum schools. They always referred to how they interacted with their students and its motivating effects on them to become a teacher. Their reactions to their teaching practice were one of the important sources of feedback that they received on their teaching performance, and this was precious for them to reflect on their practices in class and made necessary changes. In a similar vein, in many studies (e.g., Beauchamp, 2015; Warin, Maddock, Pell & Hargreaves, 2006), the importance of reflection was highlighted. However, in terms of the interactional component of the practicum, in most studies (e.g., Anspal et al., 2012; Danielewicz, 2001) interaction with the mentor teachers and teacher educators was at the front, however, in the current study, the STs' interaction with their students was found to be an important factor impacting their teacher identity formation. The other most frequently mentioned factor influencing their practicum experience and impacting the way the STs formed their teacher identities was working together with peers in practicum classes. The findings showed that sharing a class with a partner, preparing lesson plans together and receiving feedback from someone who had the same education as them, knew their strengths and weaknesses well provided them great opportunities to learn more and improve their teacher identities.

Besides all the good experiences of the practicum, the hardest part of their teaching practice experience was to change roles from being a student to being a teacher in the class. Although they got used to the role of teacher as time passed, at the very beginning it was hard for the STs to behave like a teacher. In a similar manner, Cabaroğlu (2014) aimed to find out the types of dilemmas student teachers faced during the teaching practicum and how they handled with them and as for the dilemmas they encountered relevant to their professional identity, the participants stated that changing their roles from being a student to being a teacher was the hardest part of their experience.

The findings revealed that the change of the curriculum of the teacher education program had a definite impact on the STs' content and pedagogical knowledge, readiness for teaching and self-confidence. The curriculum the 3rd-grade STs followed had been changed with the reform of the Council of Higher Education and as a result of this change, the number of the courses focused on the content knowledge was decreased, so they had limited opportunities to practice what they learned in theory in their methodology classes. All these changes were influential in how they shaped their teacher identities during their education. In a similar way, in many countries there have been some changes in the curriculum and educational policy. However, in most of these studies (e.g., Kaviti, 2018; Rong, 2014), the findings indicated that the changes made had positive influence on student teachers' identity formation while the findings of the current study showed the contrary.

Last but not least, incompetency in speaking in the target language, in English, was shown as the one of the major sources of lack of confidence in teaching and as one of the biggest obstacles they faced in constructing their teacher identities by both the STs themselves and their teacher educators. In a similar vein, Klimas (2023) addressed the lack of language proficiency in the target language as the main reason of identity tension in the process of the participants' teacher identity construction. Similar to the findings of the current study, in Aktekin and Çelebi (2010)' study, which focused on the identity formation of student teachers in an ELT Program in Turkey, reported the concerns of the participants about teaching the ELT subject matter as a result of the lack of language proficiency in the target language and that impeded them from developing a sense of teacher identity.

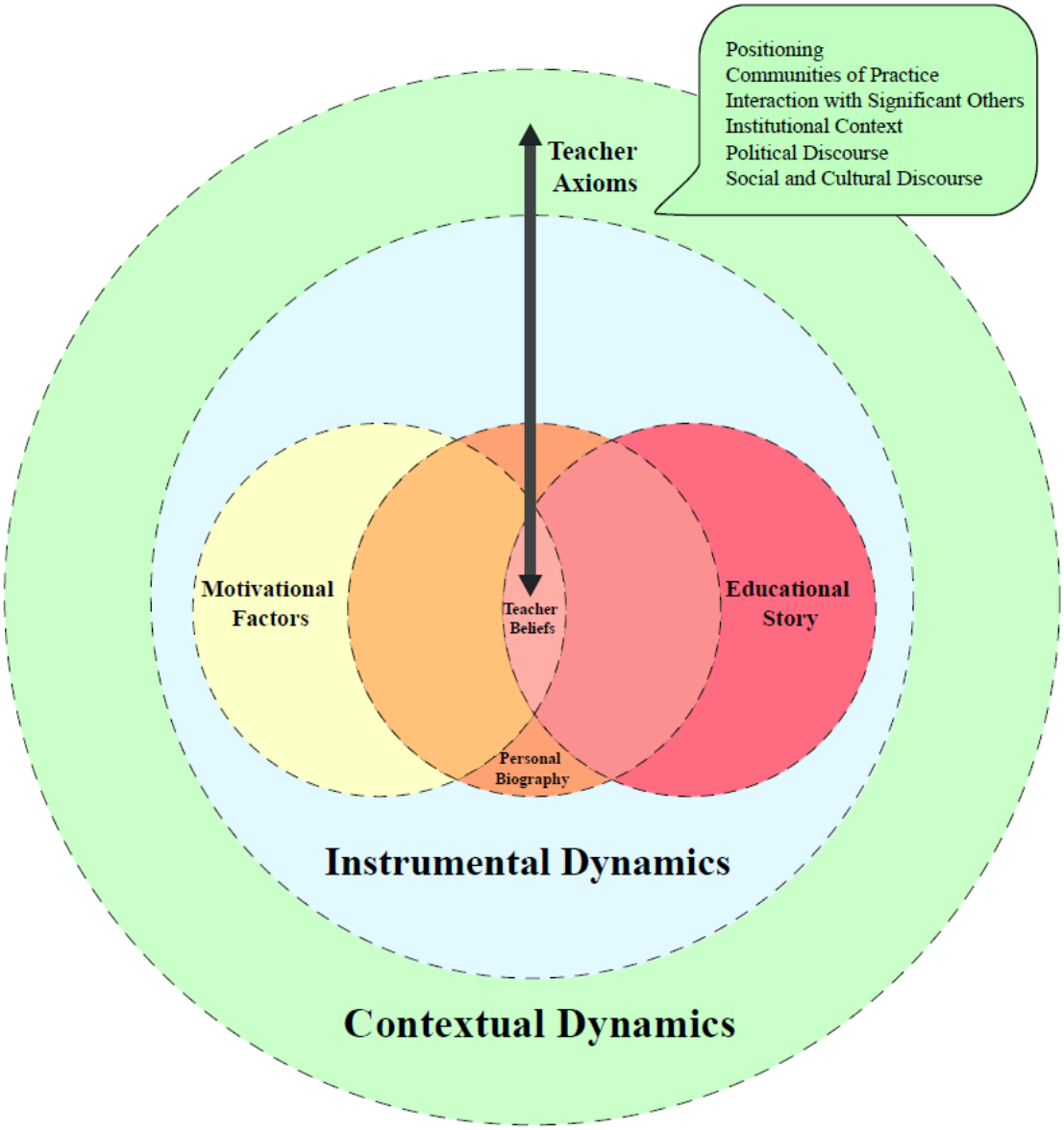


Figure 7. Contextual dynamics

Contextual Dynamics are the factors arising from the cultural, political, social, and historical contexts the STs live in and their interactions with the relevant parties, people in these contexts and affecting STs' teacher identity formation.

The description of identity as "a certain kind of person in a given context" (Gee, 2000, p.99) put forward the idea that teacher identity formation cannot be considered in isolation from the contextual dynamics. While STs were forming their teacher identities they were affected by the society's views, the cultural, political and social context they lived in and their interactions with other people. One of the most important factors affecting how they made sense of their teacher selves was how the society positioned the teaching profession and accordingly, how they positioned themselves as teachers. How the STs were recognized by

their students in practicum classes, their reactions to them and how they were defined by their mentor teachers were important factors affecting their teacher identities.

From a post-structural perspective, positions are not stable or fixed, in contrary to roles that can be played, but they are dynamic as they are multiple, challenged, confronted, negotiated, changing and situation-specific (Harré & Slocum, 2003). It is a discursive process which involve both the others and the self, and in which people situate themselves and each other in a noticeable and subjective manner in accordance with the storylines of the situation (Davies & Harré, 1999). These dynamics shifts in the positions requires student teachers to preserve or alter their teaching practice and confirmation of their students and mentor teachers. It is claimed by Yoon (2008) that teacher identities constructed, deconstructed and reconstructed through positioning themselves in relation to students in continuing interaction in the classroom setting. In a similar vein, Reeves' study (2009) showed that how the participant student teacher positioned himself in the class affected his teaching practice and in turn changed the students' reactions to him. In accordance with the findings of these studies, it is clear from the findings of the current study that how the STs was positioned was influential on how they positioned themselves in the class and society.

In this process of positioning, although the general views on the profession were impactful, meaningful interaction with significant others like their parents, teachers, friends, family, extended family and how they were recognized by them had a great influence on how they shaped their teacher identities. Sfard and Prusak (2005) referred to the significant others as "significant narrators" (p.38) because these people are the ones who have the most powerful effect on a person's identity and Chen and Mensah (2018) stated that these significant narrators for the student teachers were generally their mentors, teachers, and friends. They pointed out the importance of being positioned as competent by the significant narrators to construct their teacher identities as this positioning led them to recognize themselves as competent teachers.

The present study indicated that the significant others and their support had an effect on their choice of the profession and what kind of a teacher they wanted to become, and they shaped their teacher selves accordingly. They understood who they were as a teacher through their interaction with people they were surrounded with, and they needed their support and confirmation. In a similar way, Cobb, Harlow and Clark (2018) referred to the importance of the verification of the significant others such as their peers, mentor teachers, parents in

the process of teacher identity formation for the student teachers in order to validate their teacher self and make sense of who they were as teachers.

Another important factor in the formation of the STs' teacher identity formation was the communities of practice they were involved in. Being together with people who shared the same interest in teaching, who wanted to become an English Teacher and who were teachers, in other words being a part of communities of practice and sharing information and experiences with them on a regular basis gave them an opportunity to learn more about, reflect and work on their teaching skills and gain awareness about new ways of thinking and other cultures. The notion of communities of practice is a term used by Wenger (1998) to point how student teachers learn to teach as they participate in and engage with a teaching community and how being a member of these communities affect the way they situate and recognize themselves, so how it is effective on their teacher identity formation. Singh and Richards (2006) address second language teacher identity formation and membership to a community of practice as two thoroughly interconnected processes because having membership to a new community does not just mean learning new skills and subjects, it requires student teachers to gain new values, perspectives, practices and that provides the student teachers with an opportunity realize and acknowledge new aspects of their identity.

As online communities of practice are independent of time and place and gives an opportunity to come together from people from different parts of the world, the STs mostly preferred them and it was clear from the data that they felt more competent, reflective and culturally improved through their interaction with student teachers in their online communities of practice. These findings are consonant with the findings of Cho (2016) pointing to the significance of creating a space in the form of online communities practice for student teachers to improve their teacher selves linguistically and culturally.

Additionally, for the 4th-grade STs their groups in practicum, which involved their peers, their mentor teachers and themselves, operated as a community of practice. The findings showed that these communities created them a space for observing, experiencing, and learning new skills and reflect on and discuss their developing understanding of their teacher selves and in this way, it was easier for them to face and alter the challenges they faced in practicum and so it enabled them to make a better sense of their teacher identities. Likewise, in Sim's study (2006), it was found out that when the courses for practicum experiences of student teachers were designed by using a community of practice framework, and the people in their teaching practice group operated as a community of practice, it turned into to a tool

that helped the student teachers to reflect on their teaching practice, face challenges easier, and work on their teacher identities.

The first time the STs functioned in a real classroom in the school atmosphere as a teacher was their practicum experiences and they gained awareness on the impacts of the larger context, policy makers, decision makers on the teaching process through their practicum experiences. They had a chance to observe the importance and effects of the communication between the teachers, managers, parents and students in an institution, to experience how the organizational systems operated in institutions, and how all these affected the teaching processes, so they got awareness on the effects of these factors on their teacher identity formation. This finding showed that their practicum experience worked as a great tool for critical reflection that helped the STs to diagnose and examine their, knowledge, beliefs and assumption about teaching, learning, political, social, cultural factors and conditions affecting educational practice and gain a different perspective to reflect on themselves as teachers in the light of these factors and circumstances (Brookfield, 2004; Liu, 2015; Shandomo, 2010; Zeichner, 2007).

Additionally, the pedagogy and ideology adopted in the teacher education institution, the professors they had and their relationships with them, the atmosphere created, the courses planned and organized were all important factors impacting on the STs' teacher identity formation. In the current study, the results showed that the STs felt valued and competent in terms of pedagogical and content knowledge as a consequence of the structure of the teacher education program they attended to. In a similar manner, Day, Kington, Stobart and Sammons (2006) mentioned the effects of "meso structures" (p. 611) which involve cultural, social, interactional and organizational structure of the teacher education program on the way the STs construct their teacher identities.

There are two ways the effects of the political discourse on the STs' teacher identity formation should be addressed in the current study. First, they were directly affected by the political decisions as students. To be placed in the teacher education program and how they were going to be appointed after the graduation were based on the results of the high-stakes tests. They were required to pass these exams, whose contents were not contributing to their teacher identities. Also, the decisions made by the government resulted in the changes in the curriculum of their teacher education program and so the content of the program; therefore, it affected their learning during the teacher education program and how they shaped their teacher selves. This result lend support to the findings of the studies conducted in different

countries such as Rong's research (2014) in China and Kaviti's study (2018) in Kenya indicating how teacher identities could be influenced by the changes made in the content of the teacher education programs. In the last years, in many countries, curricula of the teacher education programs have undergone many changes in order to meet the needs of the world to raise individuals who have good communication skills and global awareness, are creative and collaborative. The content of the programs has been adjusted in a way that student teachers can gain skills and knowledge to educate such individuals. However, the changes mentioned in these studies were made to improve practical skills of the teachers whereas the changes made in the curriculum of the program followed in Turkey, on the contrary, reduced the number of the courses focusing on teaching practice.

Secondly, they were concerned about the decisions of the policy makers in the education system and how all these decisions would affect the way they were required to teach after graduation in their future teaching careers and they were preparing themselves with all the personal and professional skills required to overcome all these kinds of challenges and adapt to the circumstances. It is a shown fact in the literature that the changes made in the education system results in some changes in the teachers' teaching practice and their teacher identity transforms (e.g., Beauchamp & Thomas, 2009; Flores & Day, 2005). Therefore, having this awareness of changing teacher identities even before the STs started teaching could be interpreted as a skill that would make it easier for them to accept and adapt to future changes. The other concern mentioned by the participants about their future teacher selves was the lack of professional development opportunities provided by the government. However, a similar finding was not found in any other studies to the extent of the knowledge of the researcher.

From a larger perspective, the STs highlighted the reciprocal relationship between the society and teachers. Social and cultural norms had a great influence on construction of the notions of teaching and teachers, so they were influential in their teacher identity formation. But at the same time, they were aware of the power of the teachers on changing the society and culture in the long term. It was found out that the STs were forming their teacher identities by taking into account these two aspects. The findings also revealed that teachers were the main responsible for the transmission of social, moral and ethical values to the future generations, so the participants felt responsible and were doing their best to construct their teacher selves accordingly.

Student teachers make sense of who they are through their interaction with the larger social, political and cultural contexts, so the effects of these contexts on how they take actions and construct teacher identities are inevitable (Buchanan, 2015). However, it does not imply that teachers are "completely socially determined products" (Ahearn, 2001, p. 120). They have agency on the decisions they make although the choices available to them are shaped by larger contextual dynamics, so there is a reciprocal relationship between the teachers' actions and the larger social, political, cultural context. Being aware of these dynamics and their impacts on themselves was precious for the STs in this study as this led them to have a sense of agency and empowerment to alter the context as a teacher.

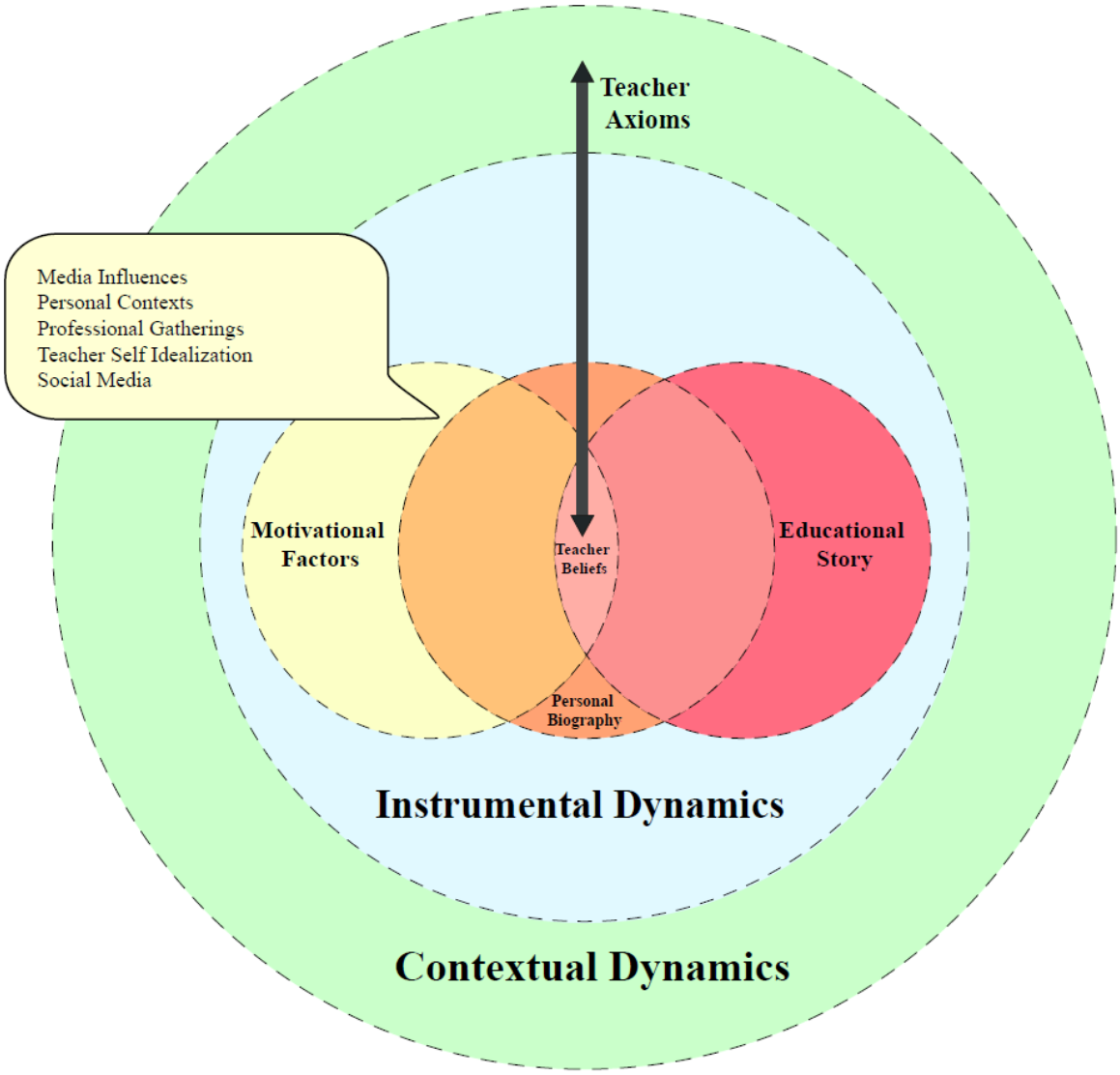


Figure 8. Motivational factors

The results of the study revealed that one of the components of their teacher identity formation during their pre-service teacher education was the motivational factors influencing

the reasons why they chose teaching profession, wanted to be a good teacher, and continue in this profession.

The greatest motivational factor affecting the way they constructed their teacher identities was their idealized future teacher self. It is clear in the findings that there were ideal teachers the STs created in mind based on their own experiences as learners, their observations and what they learned in the program. These ideal teachers had all the qualities that the STs aspired to achieve, qualities that, if they possessed, could be very helpful for their future students both personally and professionally. The STs attributed some meanings to become that teacher and these ideal operated them as driving force in the process of their identity formation. Likewise, in the teacher identity studies, some of the researchers drew attention to the benefits of visioning the teacher identities in the future (e.g., Urzúa & Vasquez, 2008). Markus and Nurius (1986) introduced possible selves theory, which provided a conceptual framework to understand the connection between the cognition and motivation. In studies conducted in the field of teacher identity formation, possible selves theory enabled teachers to describe the advantages of thinking about teacher identity in the future and how it could help new teachers and student teachers to achieve their goals relevant to their teacher identities (Conway & Clark, 2003). This theory is important as it provides a framework to examine and understand the relationships between the teachers' self-concepts and their future-oriented self-concepts and how this comparison of these two can motivate them to act in a way that influence both their present and future actions (Hamman, Coward, Johnson, Lambert, Zhou & Indiatsi, 2013).

Another important factor impacting on their motivation to become a teacher and having an influence on the way they formed their teacher identities was the movies they watched, the books they read, and the representation of iconic teachers in them. Seeing aspirational teacher characters might have strengthened their teacher identity in line with what they would like to be, strengthening their respective conceptions of what it meant to be a teacher. As these characters provide vivid life experiences in real-like communicative discourses, they attract student teachers' attention and make them want to be like these characters. This finding is in accordance with the findings of Nevin, Bradshaw, Cardelle-Elawar & Diaz-Greenberg (2014), in which they found out that local and universal representations of iconic teachers in popular culture through movies had influential effects on the participant student teachers' identity formation.

It is also clear in the study that social and economic situation of their families played an important role in their decision to choose teaching and their motivation to become a teacher. Most of the STs showed the low standard living of their families as the reason for their decision to become a teacher as the profession provides some benefits such as regular salary and high job opportunities. Especially, in underdeveloped or developing countries, one of the main factors to enter the teaching profession, and their job motivation is external factors, such as job security, in other words, regular salary (Obiagu, 2022; Wang & Zhang, 2021). Another common point among the STs was the influence of the family members who worked or used to work as teachers. Most of the participants mentioned the influential effects of a family member in their choice to decide to become a teacher. In a similar way, in some other studies (Nevin et al., 2014; Yusuf, Amzat & Bint Saidin, 2018), participants showed their family members who were or used to be a teacher as one of the reasons why they chose the teaching profession. In addition to the similar findings in some studies, the participants in the current study mentioned a point that was not addressed in previous studies. They stated that the high demand for learning English in Turkey in the last years and so for English teachers made them feel needed and valued by other people and they felt important in the society, and this motivated them to become an English teacher.

One of the major sources of motivation for the STs was to attend conferences, workshops and congresses, especially the ones that were held online as they had a chance to encounter professors and teachers from different parts of the country and the world. They stated that they learned a lot and had a chance to see the enthusiasm and passion of the speakers who served as good role models for them thanks to these professional gatherings. In the study of Fan (2017), it was found out that attending professional events like conferences and workshops motivated the participant STs to learn new information and the professors they met in the conferences encouraged and inspired them to become a better teacher, as in line with the findings of the present study. Also, these professional events created a larger community of practice for the STs to develop a sense of belonging to the profession and created a space that they could negotiate their identities (Mehdizadeh, Pourhaji & Derakhshan, 2023).

In this technology era, the final source of motivation the student teachers referred to was the use of social media. In contrast with the findings of some studies in the literature (e.g. Gill, 2020), they mainly mentioned the profiles and the posts that they followed on social media platforms, but they did not mention their own digital profiles. They always mentioned the

effects of some teachers, profiles and posts, and how they affected them in the process of their teacher identity construction. They generally mentioned the positive influence of the inspiring posts they saw on the social media platforms. In a similar way, Fox and Bird (2017) also stated the positive effects of social media use on the preservice teachers. Additionally, in their study, Aykaç, Yildirim, Altinkurt & Marsh (2017) investigated the factors impacting the perception of the student teachers' identity formation and one of the major factors was the news about and posts of teachers on social media.

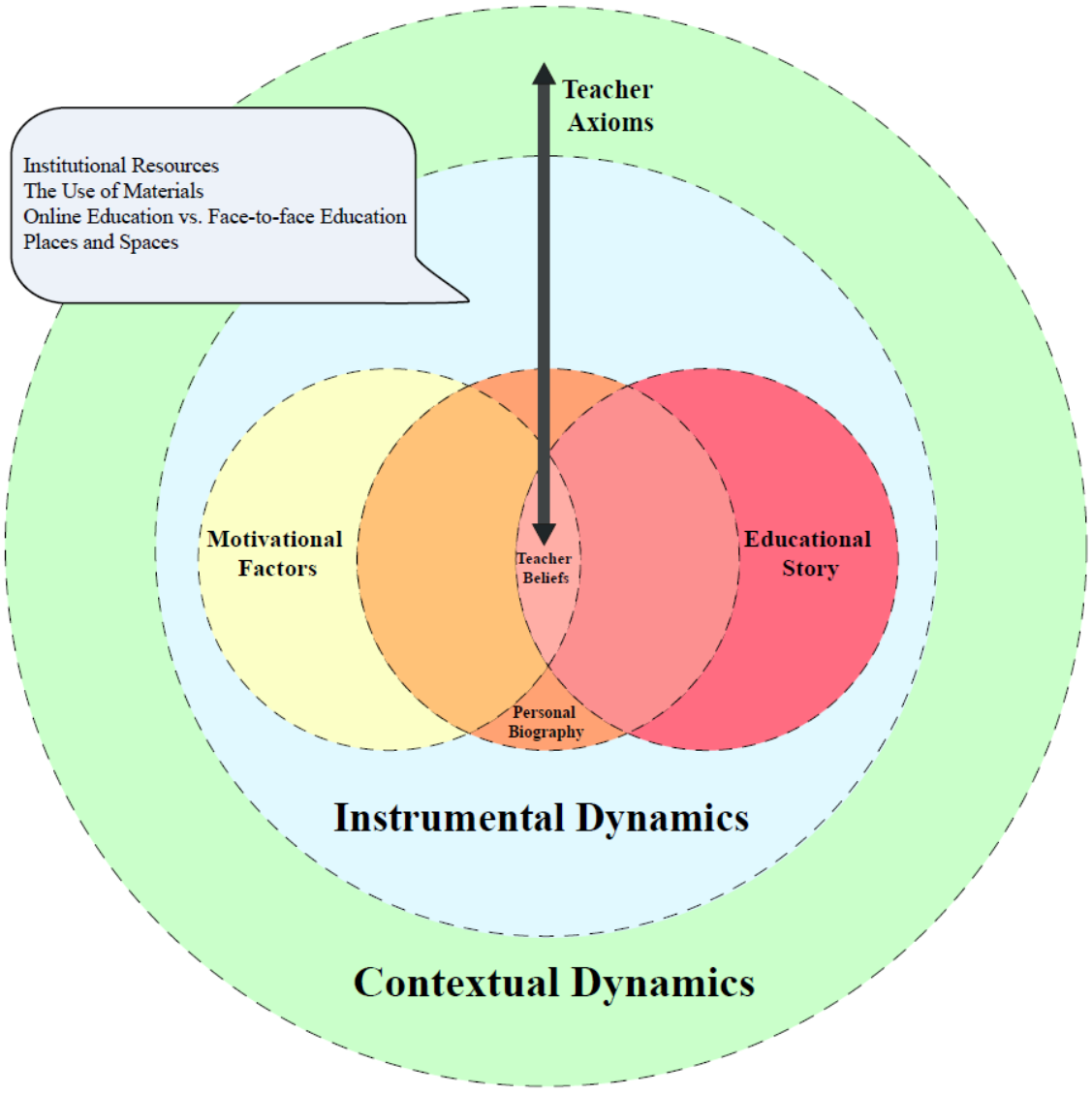


Figure 9. Instrumental dynamics

Instrumental Dynamics involved the instrumental elements such as the school resources, the use of teaching materials, the arrangement of the classroom, and the use of space and place affecting teachers' actions. Although these instrumental elements cannot be considered completely independent of the institution, and the larger political, social, cultural, economic

contexts in which the institution was located, the instrumental elements themselves and how the STs interacted with them required them to be dealt with under a separate heading.

One of the first researchers who pointed out the significance of the micro contexts on teacher identity formation is Miller (2009) stating that being aware of the school and the classroom's physical facilities and opportunities, the curriculum, the neighborhood are important factors impacting teachers' behaviors, negotiation and how they form their teacher identities.

In a similar way to this study, in his article, Richards (2010) makes a differentiation between structural and personal factors affecting the context and so teacher competence and teacher identity formation. Structural factors include physical facilities in the school and in classroom whereas the personal factors involve the teacher and the people with whom the teacher interacted. Although he emphasizes that both factors are effective, he addresses them separately. In the current study, the findings show that these two factors are important and require particular attention individually but the interaction between the person and the structure also needs to be addressed.

In terms of the Institutional Resources, there are two ways the effects of the material objects in an institution could be addressed in the present study. First, the STs referred to the sources of Gazi University ELT Department and how they were affected as student teachers in this context and secondly, they stated their awareness of the importance of the instrumental elements in the places they would work as teachers in the future. Their teacher education program, as an institution, provided the STs with limited sources in terms of teaching materials, places and technological equipment; however, they were trained in a way that they could teach in different socio-economic contexts and prepare various materials that could be applied in even most disadvantageous environments by their teacher trainers who were good examples of how a teacher could make a difference with limited sources. The findings revealed that the STs were aware of effects of the instrumental elements in teaching contexts and the use of materials on a teachers' decisions and actions and at the same time how teachers, as individuals, had the authority and agency to decide how to use the instruments available to them. Likewise, Norton (2013) maintains that there is a mutual relationship between identity and resources. The schools or workplaces' conditions, available material sources affect identity, but at the same time, language teaching and learning are not totally depended on physical conditions or the context, people have agency to create different contexts, develop different relationships and negotiate who they are through these relationships in these contexts (Norton, 2013).

As it is also stated by Norton, the STs in the study emphasized the significance of teacher agency by pointing that it was more important how a material was employed rather than what it was. Although teacher agency can be defined and conceptualized from different perspectives, in the current study teacher agency is used with the aim of showing interaction between personal features and contextual conditions and how the STs and teachers needed to negotiate with contextual circumstances to be able to achieve educational objectives and their career aspirations (Tao & Gao, 2017). The STs also signified how the use of materials affected teaching and learning process and the atmosphere created in the class and how important a role teachers played in all these. In a similar way, it was pointed out by Eteläpelto, Vähäsantanen, Hökkä & Paloniemi (2013) that teacher agency was context dependent and the awareness of its effects on student teachers merit attention as it would help teacher educators in training effective teachers and promote teachers' act of agency for more fruitful teaching. However, there are limited studies focusing on the interplay between teachers and the use of materials from teacher agency perspective (Bao, Ren & Wang, 2020).

Another important instrumental factor affecting the STs' teacher identity formation during their pre-service teacher education was online education. As the data for the current study was collected during COVID-19 pandemic when the university switched to online education, this emergency online education led them to go through an unpredictable process and they had to encounter some challenges that caused them to question their existing beliefs and practices. There are three main issues that were highlighted by the STs about the online education. Firstly, they learned how to use technology more efficiently and adapt the materials to online atmosphere and they felt more competent in teaching as they felt ready for emergency situations, In a similar manner, in Gündoğdu and Alkayalar's (2021) study, the participant student teachers recognized the integration of technological tools and appreciated the opportunities offered in online education and felt happy to learn 21st century skills during pandemic. However, although the STs felt more competent in teaching and learned new skills and practiced in a new atmosphere, they also had some difficulties throughout the process. Because of the limited interaction with the students and the means of communication they stated that they did not feel like teacher in the way they used to. In other words, they highlighted how the role of the teacher changes in an online learning atmosphere and that was new and challenging for them as it was the case with the student teachers in other studies investigating the changes in the roles of student teachers and teachers during online education (e.g., Baran, Correia & Thompson, 2011; Gündoğdu &

Alkayalar, 2021). The final issue the STs emphasized in this study was the effects of a country's economy on the implementation of online education and on providing equal education for all students at all the levels. However, a similar finding was not encountered in any other studies to the extent of the knowledge of the researcher. This can be because of the limited number of the studies focusing on student teachers' identity formation during online education and most of the studies conducted were from more developed countries like United States (Sanders-Smith, Olguín & Bryan-Silva, 2023).

Specifically with their experience of online education, the STs emphasized the importance of the use of spaces and places in teaching and learning. Classroom teaching materials the arrangement of things, use of spaces in the class and their interactions with people are all important factors affecting teaching and learning processes. The physical changes made in the class were not effective only in the physical atmosphere, but also in interaction between students and teachers, in improving students' sense of belonging and in creating a space for open communication. Also, the importance of how teachers used places was highlighted by the STs. The findings of the present study showed that the STs recognized the effects of places and the use of classroom materials on their teacher identity. The material effect of the use of the places has also started to be addresses in teacher identity studies (e.g., Kostogriz, 2006; McConaghy, 2006). Places are significant for teachers as they make sense of who they are in these places and these places are not just specific classrooms for them. They are the places they attributed meaning to and created meaningful interaction with people sharing the same atmosphere, so they are not just locations (Elbaz-Luwisch, 2004). However, the research on this issue is quite limited and it merits more attention.

5.2. R.Q.2. How do these factors affect the student teachers' identity formation?

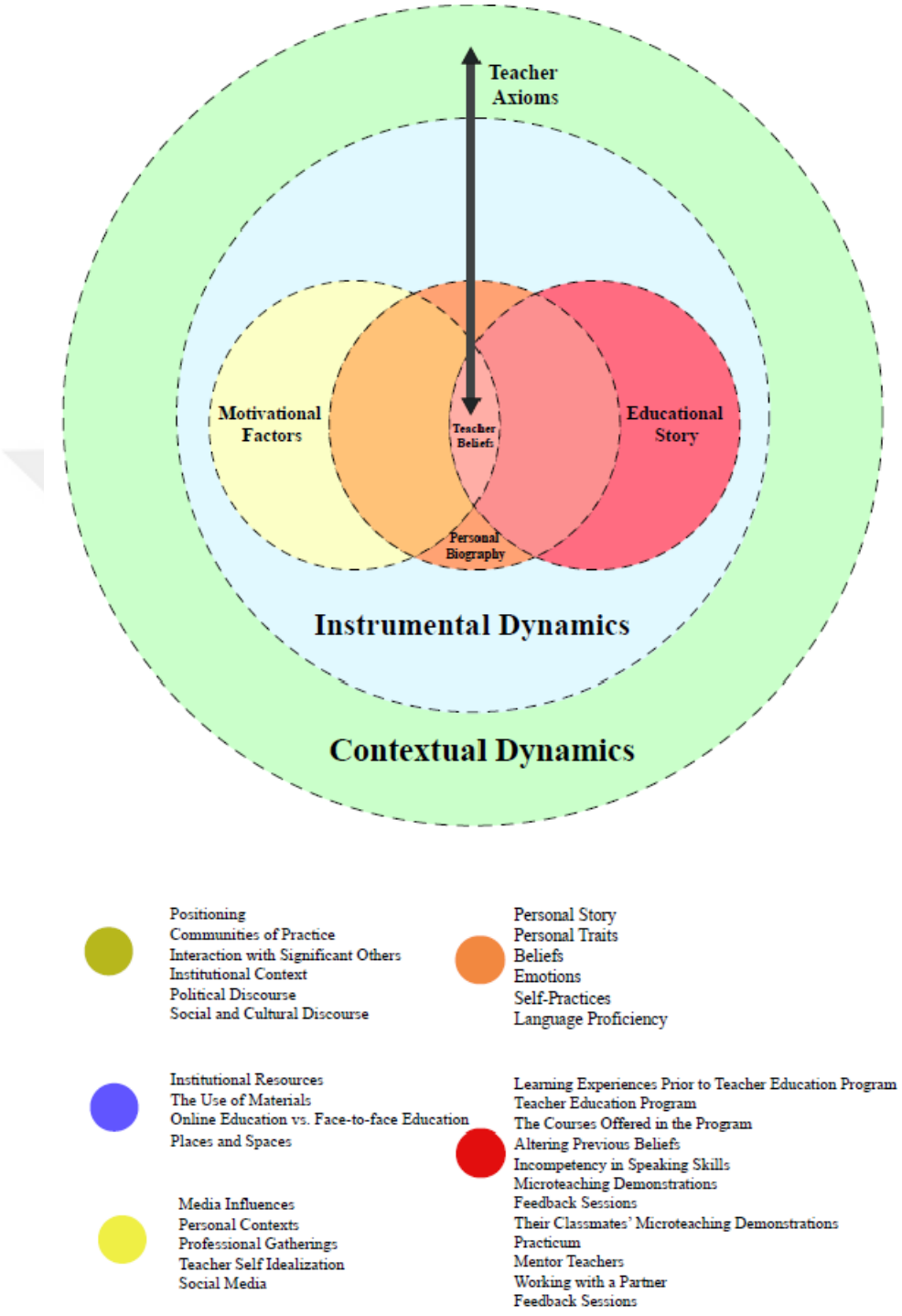


Figure 10. Factors affecting the student teachers' identity formation.

The data revealed that there are five major components of the STs' identity formation during their pre-service teacher education, and these are contextual dynamics, instrumental dynamics, educational story, motivational factors, and personal biography, so there are 5

intersecting circles in different sizes to represent each component in the model above. The circles representing each component of teacher identity formation are drawn with dashed lines as it is not possible to set clear boundaries between the themes to separate one from the others. There is no one-way relationship between the components but a multifaceted relationship in a way that is in line with the nature of teacher identity formation (Hayes, 1996; Norton 2013).

In the outermost circle of the model, there are Contextual Dynamics, which consist of the variables arising from social, political, economic, cultural, historical contexts the participant STs lived in and includes their interactions with the relevant parties, people in these contexts and influencing STs' identity construction, so it represents a domain all the experiences of the STs take place. In the outer circle, there are Instrumental Dynamics, and this component represents the institutional discourse, decisions, resources available to individuals and areas that are utilized for educational purposes determined by policy makers and governmental regulations. In the center of the model, there are three circles representing three components of the STs' identity formation. From left to right, they are in the following order: Motivational Factors, Personal Biography, and Educational Story. Motivational Factors are the factors impacting the STs decisions and motivation to choose and stay in teaching profession. These motivational factors, to a certain extent, serve as triggers for the STs to put their beliefs and knowledge into practice, in other words, they encourage them to turn their beliefs into axioms. At the common point where all the circles intersect, Personal Biography is located. This component includes the factors relevant to the STs' personal characteristics, efforts and experiences that have an effect on how they constructed their teacher identities. From a post-structural perspective, teacher identity formation cannot be viewed as self-knowledge perceived only by experience, but the STs construct their teacher identities through interrogation of the discursive practices shaped in particular political, social, cultural and historical contexts. When referring to the relationship of any subtheme with any other one, it is important to note that the impact of who the STs are as people, both as objects and subjects, is visible on all factors (Beauchamp & Thomas, 2009).

Finally, in the right inner circle, Educational Story, which involves the factors arising from the STs' experiences in formal education before they started the teacher education program, in the teacher education program and with the previous teachers that influenced their teacher identity construction. As the focus of the study is on the student teachers and their identity

formation during their preservice teacher education, their teacher education program is seen as the prevalent factor that led the STs to shape their teacher identities.

Shortly, STs' identity formation involves all these 5 components, and all of these factors influence each other and are all influenced by each other, so the relationship among these factors are dynamic reflecting the dynamic nature of identity formation (Donato, 2016). Also, there is not just one direction that the factors influence each other, in other words, it cannot be stated that the factors on the inside affect the ones on the outside or the factors on the outside impact those on the inside, but there is a fluid relationship between the factors (Day, 2018).

Highlighting the factors affecting teachers' professional development in the process of teacher education, Korthagen (2004) proposed a framework named onion model, especially for reflection. The model consists of six circles that are inside of each other like an onion and each of these circles represent a different level in which reflection can occur. The outer level begins with the environment and towards the inner circle behavior, competencies, beliefs, identity and mission follow. Here, Korthagen (2004) emphasizes that although just the outer levels (e.g., environment and behavior) can be observed by people, all the levels are affecting each other. In other words, not only the outer levels can influence the inner levels, but also the inner levels can have an effect on the outer levels (Korthagen, 2004). In a similar way, in the current study, although the STs' teacher axioms can be observed from the outside, all the factors are involved in these practices based on the STs' beliefs.

All the factors listed under each theme are not equally salient or relevant at the same time in all contexts or interactions, but they are not experienced in isolation by the STs. The STs make sense of their teacher selves through these dynamic factors operating at different social, cultural, institutional, political discourses and contexts. Therefore, it can be claimed that the STs' identity formation is a process that is not fixed or singular, but it is process of negotiation, questioning and transformation (Sachs, 2005).

A similar relationship has been identified by the Douglas Fir Group (DFG) to present how complex the language learning and teaching process is. DFG (2016) proposed a framework that presents the effects of macro-level, meso-level and micro-level factors on language learning. This enabled especially the SLA researchers and language teachers to comprehend the complicated nature of second language learning process by highlighting the importance of identity by stating "language learning is identity work" (DFG, 2016, p. 31). In this framework, identity is a component of the meso-level; however, it is emphasized that there

is a connection among all the levels and the integration of macro-level, meso-level and micro-level practices identifies legitimate teacher identities concerning language skills, practices and proficiency.

Although this explanation of the complex process integrating macro-level, mese-level and micro-level practices to define language learning process is similar to the STs' identity formation process in this study, the DFG framework does not include all the factors affecting the STs' teacher identity construction as it mainly focuses on the learners and learning process even though this framework is tried to be exploited in understanding teaching process (e.g., De Costa & Norton, 2017; Gao, 2019). Also, in this framework, identity is just one of the components in the-meso-level, but the current study explicitly aims to identify the process of the STs' identity formation.

In identity construction process of the STs, both individuals as the meaning makers of the experiences and the contexts in which the experiences take place are equally important (De Lauretis, 1986; Foucault, 1980). When the factors stated in the model above examined carefully, it is clear that there is a reciprocal relationship between the individuals and the contexts in which they live, and all of their experiences occur. So, while interpreting the model, it should always be kept in mind that all the components affect the others, and they are affected by all the other components. In the way the STs shape their teacher identities who they are as people, their personal stories, traits, beliefs, emotions their qualities, educational background and the people, places they are surrounded by, the political, social, cultural, institutional contexts and opportunities provided in all of these contexts are important factors. In a similar vein, in their research, Flores and Day (2006) emphasized the interaction between the teachers' personal histories and contextual effects of their workplaces. The atmosphere created and relationships built in their workplaces influence how they make sense of their teacher identities either positively or negatively. They maintained that in the formation of teacher identity the teachers' pre-teaching identity (e.g., images and implicit theories developed by the teachers), their past experiences (e.g., their personal biographies, pre-service teacher education, prior teaching practice), contexts of teaching (e.g., culture of the school, workplace conditions, leadership) and reshaped identity (e.g., proactivism or conservatism) are key mediating factors (Flores & Day, 2006, p. 230). The research conducted by Flores and Day (2006) and the current study are similar in emphasizing that contextual factors are as important as personal histories of teachers in teachers' identity formation. However, in their study, there is no mention of the larger

political and social factors that play a significant role in the construction of the contexts such as schools and classrooms. Also, they do not refer to how the teachers could affect and change the contexts, in other words teacher axioms, but highlighted the importance of how context can impact the teachers' performance and motivation in teaching.

Additionally, the participants of their research was teachers in the early years of teaching, so the main context mentioned in their study was their classrooms and schools they worked in on a regular basis while the participants in the current study were student teachers and the contexts that were important in their identity development was both their practicum schools and their teacher education programs and how the atmosphere created and relationships in these two contexts and the effects of the larger political and social influences involved in these contexts.

Another important feature of the current model to understand the nature of the formation the STs' identity is the post-structural approach adopted in the study. Explaining how all these factors affect the student teachers' identity formation during their pre-service teacher education requires to take into account even the little incidents happening in particular social, cultural political contexts as they are influential factors affecting how the STs make sense of who they are as teachers (Britzman, 1992). Another important aspect of identity construction from a post-structural perspective is the connection between the individual and the social and how this issue is a political and ethical work (Clarke, 2009). Emphasizing the notion of ethical self-formation, Foucault (1983) has been the most notable figure and proposed a diagram that enabled to approach identity in relation to ethics (Foucault, 1985). In the diagram, there are four axes indicating one's relationship to oneself and Clarke (2009) applied Foucault's work in the field of teacher education.

The first axis that is called the substance of teacher identity deals with the parts of the self that are relevant to teaching and the forms that are used to constitute the teaching self. To answer whether a teacher's teaching self involves just her/his rational mind, or it concerns emotional aspects of her being this axis is needed. This first aspect of Foucault's diagram is significant as it shows how teaching and being a teacher is connected with other facets of the self (Clarke, 2009). The second axis named the authority sources of teacher identity, which Foucault calls the mode of subjection, addresses the reasons why a teacher should develop some certain beliefs, attitudes and behaviors, and what sources of authority are recognized by the teacher as a teacher (Clarke, 2009).The third axis of the diagram refers to the practices and techniques employed by teachers in order to fashion and form their teaching

selves. Some common practices such as keeping a reflective portfolio used in teacher education programs can be considered in this axis of teacher identity. Especially for student teachers, these practices can be said to happen outside the classroom (Clarke, 2009). The last axis deals with the telos or endpoints of teaching selves. It concerns what the ultimate goal that a teacher wants to reach as a teacher. This goal or purpose can take various forms. It can be a matter of meeting basic needs financially or of making a difference in the life of a student (Clarke, 2009). In the current study, all the four axes in Clarke's work included and were found to be important factors in the STs' identity formation.

All in all, the STs' personal qualities, their awareness of their emotions and their beliefs had a huge influence on the way they learned, and what they learned in the teacher education program, but here, the teacher education program, which did not consist of just a building, some classrooms and some resources, but involved interaction, shared knowledge and experiences of its professors, the atmosphere created had great impacts on the way the STs constructed their identity formation. In addition to all these, all the decisions made by the policy makers were effective in the curriculum that was carried out in the program. At the same time, the effects of how the STs constructed themselves as teachers affected their practices in their practicum schools and so in a way the social, cultural context. When all these are taken into account from a post-structural perspective, the mutual relationship between the individual and the context is clear, the currents study shows that all the components indicated in the model influence each other and result in changes in the STs' beliefs and these effects are visible in the contexts through teacher axioms.

In the previous studies, although the relationship between the individual and the context has been established (e.g., Buchanan & Olsen, 2018; Cobb, 2020), how the contexts affect the individual is not emphasized and the effect of the individual on the contexts, in other words teacher axioms as it is expressed in the current study is ignored. Also, almost all the studies investigating the effects of social, cultural, and political contexts on teacher identity construction have been on in-service teachers (e.g., Sun & Akbar, 2023), there is almost no study on student teachers, to the extent of the knowledge of the researcher.

5.3. R.Q.3. To what extent are these factors reflected within the teacher education program?

The findings of the study revealed that the teacher education program the STs attended was influential in altering previous beliefs of the STs about teaching and teachers by providing

them good examples of teachers and teaching. Some teaching skills and techniques employed by their professors had a great influence on how they defined and described good teachers and teaching.

Especially, the courses on content and pedagogical knowledge were found to be the most fruitful courses for the STs to have an idea of what teaching was and who a teacher was and build their teacher identities based on the theory and practice they gained through these courses.

Particularly, their teaching practices during practicum had the greatest impact on how they formed their teacher identities since these practicum experiences functioned as a bridge between theory they learned in the program and practice. Likewise, practicum component of the teacher education programs is shown as the element of the program with the most powerful impact on teacher identity formation in relevant literature (e.g., Abrams, 2019; Kaya & Dikilitaş, 2019).

One of the indicators of the success of the program in forming the STs' identities was how the STs positioned and called themselves as teachers. All the 4th grade participants stated that they could make sense of their teacher identities and felt ready to teach when they graduated from the program. In a similar way, Castañeda (2011) found out that the strongest point of the teacher education program where his study was conducted was that the participant student teachers developed a sense teacher identity and started to see themselves as teachers.

Although the teacher education program seems effective in raising them as good in terms of the courses offered in the program, the courses in which the medium of the instruction was Turkish did not help the STs enough to develop a sense of teacher identity. The professors who taught these courses were not from the English Language Department, but from the department of educational sciences. These courses did not have a content that could impact the intellectual development of the STs and improve their teaching skills either. Additionally, as these courses were in Turkish and the amount of time the STs were exposed to the target language was limited as the context was EFL, they caused the number of the courses that they were exposed to English to decrease.

Therefore, one of the biggest reasons why these courses in Turkish were seen as a problem by the STs was their incompetency in speaking in English. They did not feel competent enough to teach the language, especially the speaking skills, so they wanted to practice and

be exposed to the language at every possible opportunity before they graduated and started teaching the language. Their teacher educators also highlighted their incompetency of speaking skill, and they showed the STs' lack of language proficiency as one of the biggest obstacles to construct a confident and competent teacher identity. The teacher education program did not aim to improve the STs' speaking ability, but they wanted some courses focusing on speaking and learning the language directly. Similarly, incompetency of the speaking skill in the target language found to be the main cause of the identity tension faced by the participants in Klimas' study (2023). Also, in another study conducted in a similar setting to the current study, Aktekin and Çelebi (2020) found out that the participants of their study, who were student teachers in an ELT Program in Turkey, were concerned about teaching the ELT subject matter since they did not feel competent in terms of language proficiency in English and it was an obstacle in making sense of their teacher identities. In this study, it is suggested that more opportunities should be provided to the student teachers to develop their language skills during the teacher education program (Aktekin & Çelebi, 2020). A similar suggestion can be made to the teacher education program where the present study was conducted as mastering the target language will pave the way for the STs to develop a sense of their teacher identities.

As it is mentioned above, different courses offered in the program influenced the STs' identity formation in different ways, so the content, the number and the credits of the courses had a great significance in this regard. However, the content of the curriculum of the ELT Programs is decided by the Council of Higher Education. Therefore, the decisions on the number and the credits of the courses are not up to the decisions of the teacher educators or the education faculties or the programs. The findings of the study indicated that the curriculum of the teacher education program was an important factor in the process of the STs' identity formation, but it was affected by the decisions made by the policy makers in the larger context. It is not possible to address the program, its effects on the STs' identity formation and their experiences in the program in isolation from the educational policies adopted in the context in which the study was carried out (Ruohotie-Lyhty & Moate, 2016; Voloshinov, 1986).

Although the program is powerful in preparing the STs as professional teachers in terms of teaching skills, in other words in constructing their professional identities, their personal development is an ignored aspect of the program as it was stated especially by their teacher educators. They pointed out that there is no time or space allocated for the STs to identify,

examine, and work on their personal traits and emotions in order to manage them properly in their future career. The teacher educators suggested that it would be more appropriate to prepare and implement an integrated program which focus on both the professional and personal development of the STs. In some previous studies, the importance of personal development in teacher identity construction is emphasized (e.g., Olsen, 2010; Trent, 2011), but there are not many studies addressing this issue. In Bukor's study (2015), the intricate relationship between the personal and professional aspect of the teacher identity was clearly demonstrated, and teacher education programs are recommended to take this complex relationship into account as it was suggested by the teacher educators in this study.

Another important element in constructing their teacher identities mentioned by the STs was the communities of practice. The significance of coming together with people who you can learn better and improve better is an issue emphasized in the literature (e.g., Block, 2014; Yazan, 2018). The teacher education program provided the STs with some opportunities to be involved in some communities of practice such as their groups in practicum and online projects developed by their professors, but they could be increased in number and content. In other words, the teacher education program could provide more opportunities for the STs to get involved in such communities as the results of the study revealed that most of the communities of practice the STs participated in were based on their individual initiatives. The recent literature on the teacher identity indicates that teacher identity construction cannot be considered independently of social practice, so in the process of the STs' identity formation the role of the stakeholders such as teacher educators, mentor teachers and their guidance is significant (Quintero Polo, 2016; Wenger, 1998), and their interaction with these stakeholders has great influence on how they shape their teacher identities (Benavides, 2013; Izadinia, 2013). In their research, Villegas, Varona & Sanchez (2020) reported that in the process of the construction of the participants' teacher identity, interaction and collaboration with their supervisors and cooperating teachers, and their guidance and support for the student teachers had huge impacts on the way how they conceptualized themselves as teachers and recognized their strong competences. As a result, it can be interpreted that overt attention should be paid to the importance of communities of practice in the teacher education program and some opportunities should be provided to the STs to support them to participate in such communities.

CHAPTER 6

CONCLUSION

In this chapter, the summary of the present study, implications of the study and suggestion for further research studies are presented.

6.1. Summary of the Study

The aim of this qualitative single case study is to understand the factors affecting the student teachers' identity construction in general and during their teacher education program and to find out the role of their teacher education program in the formation of their teacher identities. To achieve this aim, the study addresses three research questions:

1. What kinds of factors lead the student teachers to form their teacher identities during their pre-service teacher education?
2. How do these factors affect the student teachers' identity formation during their pre-service teacher education?
3. To what extent are these factors reflected within the teacher education program?

The participants were fourth and third-grade students at Gazi University English Language Teaching Program in Türkiye. 14 3rd-grade student teachers and 8 4th-grade student teachers participated in the study. Additionally, interviews were carried out with 5 graduates of the program in order to gather information about the factors having an effect on their current teacher selves and the impacts of the program on their teacher identity formation. Also, 3 teacher educators who have worked at Gazi University ELT Program for the last 10 years or more were interviewed to find out how they perceived their student teachers' identity

development during the pre-service teacher education program. Additionally, on a weekly basis, the STs wrote reflections and sent to the researcher.

Within the scope of the study, at the begging of the term, some focus-group interviews were conducted with both the 3rd-grade STs and the 4th-grade STs to figure out how the STs conceptualized teaching/teacher, learning/learner, school, interaction with significant others (colleagues, school directors, students), curriculum, teacher education programs in general. After the focus group interviews were completed, individual interviews with the STs started. 2 rounds of individual interview with the 3rd-grade STs and 3 rounds of individual interview with the 4th-grade STs were carried out.

The purpose of the individual interviews with the STs was to learn about their educational background and experience of learning English and to understand their influences on how they conceptualize themselves as teachers and the reasons of becoming an English language teacher. There were also some questions to learn about their beliefs on English teaching and teachers, and how the teaching profession was approached and positioned by society.

Another aim was to find out the impacts of their teacher education on constructing their teacher identities and their weaknesses in teaching. One of the main foci of the interviews with the 4th grade STs was to find out their expectations, experiences of the teaching practicum and one of the main aims of the interviews with the 3rd-grade STs was to understand how the microteaching demonstrations affected the way they conceptualized themselves as teachers and their feelings and thoughts about becoming a teacher. The STs were also asked some questions regarding the characteristics of the teacher they wanted to become, their ethos in teaching profession and their strengths and weaknesses in teaching, and contextual conditions that could possibly affect their teacher identity development.

Finally, the aim of the reflections was to collect information about how they felt, what they thought, their emotions and concerns in relation to what happened in or outside the class during that week and how these situations had an impact on their beliefs, motivation and attitude in becoming an English language teacher, to explore the STs' individual teaching and learning process closely and to lead them to reflect on their learning experiences and teaching practices.

Qualitative content analysis was used to analyze all the transcribed interviews and reflective journals. In the analysis of the data, MAXQDA 2022 was employed, and the analysis of the data revealed important answers to the three research questions asked in the study.

Research Question 1: What kinds of factors lead the student teachers to form their teacher identities during their pre-service teacher education?

The findings of the study revealed that there are 5 main factors impacting the STs teacher identity formation during their pre-service teacher education: Personal Biography, Educational Story, Contextual Dynamics, Instrumental Dynamics, Motivational Factors.

Personal Biography includes 6 subthemes: personal story, personal traits, beliefs, emotions, self-practices, language proficiency. The study showed that who the STs were as individuals, their personal histories such as their family, who they were surrounded with, the personal and social context they were grown up, how they learned the target language, how they felt about teaching and life should be all taken into account while investigating their teacher identity construction during their teacher education program as the personal variables cannot be considered separately from their education in the program as they were the ones experiencing the teacher education program and telling the experiences about the program.

Educational Story involves 3 main categories and some sub-categories that impacted the ST's teacher identity construction: learning experiences prior to teacher education, and their previous teachers, their experiences of the teacher education program and the practicum. The study found out that the STs had some beliefs about teaching and teachers based on their own experiences as learners and the observation of the learning of others and their experiences and interaction with their previous teachers. They generally formed false beliefs about teaching and teachers as they stated that they had more bad models of teachers than the good ones. Also, their experiences as learners were misleading since the role of the teacher, who a teacher was, what a teacher did, how a teacher behaved were not elements of teaching that were visible to the learners. They formed some model teachers, in other words, the teachers that they wanted to become, based on the bad role models they had during their formal education before they started the teacher education program. The teacher education program played the greatest role in forming the STs' teacher identities. The courses offered in the program such as Special Teaching Methods and Teaching Language Skills, their microteaching demonstrations and feedback sessions right after the microteaching demonstrations were the most powerful and inspiring elements of the way the STs constructed their teacher identities.

Although it can be clearly seen in the findings of the study that almost all the courses they took in the teacher education program were effective in their teacher identity formation, their practicum experiences seemed to be more influential than the others in terms of shaping their

teacher identities. The practicum school and their practicum classes were the first places that they practiced what they learned in theory for the first time to a real group of students, so it created them a space to experience what they could do, what they could not, face challenges and overcome them by negotiating with all the relative parties and themselves. Also, their mentor teachers and their students in their practicum schools had a great influence on them. They had good communications with them and their intimate attitude and positive reactions to them encouraged the STs to start the profession. Additionally, they referred to their partners they worked together during their practicum experiences as great collaborators and being in such a community of practice helped them to grow a lot. Finally, as one of the most important aspects of the practicum, the feedback given by their mentor teachers and their teacher educator was pointed out. Through the guidance and help of them, the STs figured out their strengths and weaknesses as teachers and worked on them.

Contextual Dynamics can be defined as the variables arising from the political, cultural, social and historical contexts the STs lived in and their interactions with people in these contexts. The findings of the study revealed that how the STs were positioned by the society and how they positioned themselves had an influence on how they felt as a teacher and on their teacher identity formation. Also, political, social, cultural discourses and accordingly the institutional context that they were exposed to influence the resources and facilities available to them, their interactions with the people around them and the communities of practice they participated in and so their teacher identity construction.

Instrumental Dynamics refer to the physical instruments and resources in classroom and school settings, spaces and places and how they were exploited and their effects on the STs' identity formation.

The final component of the STs' identity construction during their pre-service teacher education was the Motivational Factors. These factors consist of media influences, personal contexts, professional gatherings, teacher self-idealization and social media. They were affecting the way the STs were shaping their teacher identities as they are the reasons why they made their choice in teaching profession, wanted to be a good teacher, and stay in this profession.

Research Question 2: How do these factors affect the student teachers' identity formation during their pre-service teacher education?

As it is mentioned in the previous chapters in the dissertation, the factors found out to influence the STs' identity formation during their pre-service teacher education affect and can be affected by each other, so the relationship between the components of the STs' identity formation, showed in the model in previous chapters, is multifaceted and dynamic reflecting the nature of identity formation and they all had impacts on the way the STs shaped their teacher selves. The STs make sense of who they are as teachers through these dynamic factors, but they are not equally salient or relevant in different political, social, cultural and institutional contexts at the same time.

The findings of the present study also reveal that there is no one-way relationship between the factors affecting the STs' identity formation. For example, Contextual Dynamics can impact the elements in Personal Biography and at the same time, a ST's beliefs can also affect and change one of the items in the Contextual Dynamics. The model presented in the Discussion chapter demonstrates that there is a reciprocal relationship between the beliefs and teacher axioms although what is visible to other people is teacher axioms.

Research Question 3: To what extent are these factors reflected within the teacher education program?

The findings showed that the teacher education program in which the current study was carried out was good at altering the STs' false beliefs about teaching and learning, especially through the courses on content and pedagogical knowledge. When they graduated from the program, they felt ready to start teaching, which was a good sign of developing teacher identity. They also stated that they could make sense of their teacher selves, they recognized their strengths and weaknesses and could reflect and work on them. Therefore, it can be interpreted that the teacher education program helped the STs develop a professional identity. However, as their teacher educators expressed, the personal aspect of teacher identity formation was not given due attention in the program and that affected their professional identity development.

The most emphasized disadvantage by the STs was lack of opportunities to practice their language skills, especially speaking. Although the main aim and function of the teacher education program was not improving the STs' language proficiency, they expected the program to provide them some opportunities to practice language skills since they did not feel competent enough to teach the target language, especially speaking skill and this affected their sense of teacher identity negatively. For this reason, the STs stated if all the

courses in the program were given by their professors from ELT Program in English, it would help them a lot in terms of developing their language skills.

Another suggestion to the program can be made in relevance to communities of practice. The program can make initiations to encourage the STs to participate in the communities as they were found to have great impacts on the STs' socialization and teacher identity formation.

Finally, while interpreting the practice of the program, the political, social, cultural factors should be taken into account. The decisions made by the policy makers, political and cultural discourse affect the practice of the program. The STs and the teacher educators expressed that there had been some changes in the curriculum decided by The Council of Higher Education, and it affected the courses offered in the program. Although these changes were not supporting the STs' identity development, both the STs and the teacher educators stated that within the framework decided by the Council of Higher Education, the program was organized in such a way that best help the STs to develop their teacher identities.

6.2. Implications of the Study

There are four implications based on the findings of the present study. Firstly, most of the STs were satisfied with the quality of the education they received in the teacher education program, and it seemed like the program helped them make sense of their teacher selves, especially in terms of their professional identity development. However, the personal aspect of teacher identity formation was ignored; therefore, the personal aspect should be integrated into the courses in the teacher education program and there should be particular emphasis on the combination of professional and personal selves. Especially, identifying and managing emotions should be an important aspect of their methodology courses as it is suggested by their teacher educators. Also, the STs intellectual development should be promoted during their teacher education, but it is not just a responsibility of the teacher education program. The STs are active agents in their lives, so they should also take responsibility for their intellectual growth. To enhance intellectual growth, the reading lists of the courses offered in the program should be varied. Additionally, critical thinking should be a major objective of all the courses.

Secondly, although the teacher education program was successful at preparing the STs for their future career as teachers with the courses on content knowledge and pedagogical

knowledge, the courses in Turkish taught by the professors from the Faculty of Education did not help them grow either professionally or intellectually. These courses can be redesigned in terms of the content and can be carried out in English. The content of these courses should not overlap with the departmental courses, and they should provide the STs with more in-depth and practical knowledge.

Thirdly, the findings revealed that although the STs felt pretty competent in teaching skills, they were insecure about their speaking in English. This lack of language proficiency affected their teacher identity as they felt incompetent to teach the language. Therefore, some opportunities in and outside the school context can be provided for the STs to practice the target language, especially speaking skills. At this point, communities of practice, both online and face-to-face, can help the STs to practice the language and improve their speaking skill. They can be informed about them at the beginning of their training and some of their teacher educators can lead them to become a part of these groups.

Finally, as their future-oriented teacher selves seem to be the most powerful source of motivation for the STs, during the teacher education program student teachers can be directed to practices in which they can work on their possible selves. The relevant research (e.g., Fletcher, 2000) indicates that especially during practicum, through the guidance of their mentor teachers and teacher educators, they can imagine, describe, and work on their future selves, set goals for themselves, and take action to become the teacher they always want to be. Therefore, during their practicum, both the mentor teachers and teacher educators can guide the STs to do this kind of practice.

6.3. Suggestions for Further Research

The findings of the present study showed that the STs' teacher identities formed and reformed during their teacher education program through the effects of some factors, which are Personal Biography, Educational Story, Contextual Dynamics, Instrumental Dynamics, Motivational Factors. There are almost no studies focusing on student teachers' identity formation from a post-structural perspective conducted in Turkey. And that hinders the comprehension of the effects of the larger political, cultural, social contexts on the institutional contexts and individual teachers and the mutual relationship between these contextual and individual factors. In other words, the importance of the interaction between the teacher beliefs and teacher axioms does not receive enough attention. Therefore,

- More research studies should be carried out with student teachers in the context of Turkey from a post-structural perspective. Some of these studies can be longitudinal to track the changes of identity and factors influencing them and this way teacher education programs can be refined accordingly.
- The factors found out to affect the STs' identity formation in the current study can be explored in different teacher education programs in Turkey and all the results coming from different programs can be compared, analyzed, and interpreted and these factors can be taken into account while preparing and applying the curriculum of the teacher education program.
- In addition to the studies conducted during the teacher education program, the STs' teacher identity development can be tracked in the initial years of their teaching and how the factors affecting the way they shape their teacher identities can be investigated and these factors can be utilized as a source of guidance for the STs while they are in the program, especially during their practicum experience, to prepare them to real classroom conditions better.

REFERENCES

Abrams, T. B. (2019). *Graduation is not the finish line: Building professional teacher identity in preservice teachers*. Arizona State University.

Addiego, E. S. (2013). *The first year: Development of preservice teacher beliefs about teaching and learning during year one of an MA TESOL program* (Doctoral dissertation, Portland State University, Portland.

Adler, S. (1991). The reflective practitioner and the curriculum of teacher education. *Journal of Education for Teaching*, *17*(2), 139-150. https://doi.org/10.1080/0260747910170203

Admiraal, W., & Wubbels, T. (2005). Multiple voices, multiple realities, what truth? Student teachers' learning to reflect in different paradigms. *Teachers and Teaching*, *11*(3), 315-329. https://doi.org/10.1080/13450600500105668

Ahearn, L. M. (2001). Language and agency. *Annual Review of Anthropology*, *30*(1), 109-137.

Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System*, *35*, 192-207. https://doi.org/10.1016/j.system.2006.12.008

Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, *27*(2), 308-319. https://doi.org/10.1016/j.tate.2010.08.013

Aktekin, N. C., & Çelebi, H. (2020). ELT Student Teacher Identity Construction: Exploring Teacher Roles and Domains of Expertise. *International Journal of Language Education*, *4*(1), 113-128.

Alcoff, L. (1988). Cultural feminism versus post-structuralism: The identity crisis in feminist theory. *Signs: Journal of Women in Culture and Society*, *13*(3), 405-436.

Alptekin, C., & Tatar, S. (2011). Research on foreign language teaching and learning in Turkey (2005–2009). *Language Teaching*, *44*(3), 328-353.

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Routledge.

Altan, M. Z. (2012). Pre-service EFL teachers' beliefs about foreign language learning. *European Journal of Teacher Education*, *35*(4), 481-493. https://doi.org/10.1080/02619768.2011.643399

Altuna, N. (2006). *Gazi Eğitim Enstitüsü*. Ankara: G.Ü. Faculty of Communication.

Anspal, T., Eisenschmidt, E., & Löfström, E. (2012). Finding myself as a teacher: Exploring the shaping of teacher identities through student teachers' narratives. *Teachers and Teaching*, *18*(2), 197-216.

Antonek, J. L., McCormick, D. E., & Donato, R. (1997). The student teacher portfolio as autobiography: Developing a professional identity. *The Modern Language Journal*, *81*(1), 15-27. https://doi.org/10.1111/j.1540-4781.1997.tb01624.x

Arpacı, D., & Bardakçı, M. (2016). An investigation on the relationship between prospective teachers' early teacher identity and their need for cognition. *Journal of Education and Training Studies*, *4*(3), 9-19.

Arsal, Z. (2014). Microteaching and pre-service teachers' sense of self-efficacy in teaching. *European Journal of Teacher Education*, *37*(4), 453-464. https://doi.org/10.1080/02619768.2014.912627

Asma, M. (2023). School based and social media supported micro teaching applications from the perspective of physical education and sport pre-service teachers. *International Journal of Education Technology & Scientific Researches*, *8*(21).

Aydın, S. (2013). Teachers' perceptions about the use of computers in EFL teaching and learning: The case of Turkey. *Computer Assisted Language Learning*, *26*(3), 214-233. https://doi.org/10.1080/09588221.2012.654495

Aykac, N., Yildirim, K., Altinkurt, Y., & Marsh, M. M. (2017). Understanding the underlying factors affecting the perception of pre-service teachers' teacher identity: A new instrument to support teacher education. *Üniversitepark Bülten*, *6*(1), 67. http://dx.doi.org/10.22521/unibulletin.2017.61.6

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays*. Austin, Texas: University of Texas.

Balçıkanli, C. (2010). Learner autonomy in language learning: Student teachers' beliefs. *Australian Journal of Teacher Education*, *35*(1), 90-103. Retrieved from https://search.informit.org/doi/abs/10.3316/ielapa.850642220019550

Ball, S. J. (1972) Self and identity in the context of deviance: the case of criminal abortion, in:

Bao, M., Ren, W., & Wang, D. (2020). Understanding the professional practice of teachers of Chinese as an additional language through the lens of teacher agency. *Sustainability*, *12*(18), 7493. https://doi.org/10.3390/su12187493

Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*, *32*(3), 421-439.

Bardovi-Harlig, K., & Hartford, B. (1997). *Beyond Methods: Components of Second Language Teacher Education. The McGraw-Hill Second Language Professional Series. Directions in Second Language Learning and Teaching*. McGraw-Hill Companies, Inc., Order Services, PO Box 545, Blacklick, OH 43004-0545.

Barkhuizen, G. (Ed.). (2017). *Reflections on language teacher identity research* (pp. 1-11). New York: Routledge.

Baumeister, R. F. (1986). Identity: Cultural change and the struggle for self. New york: Oxford University.

Beauchamp, C. (2015). Reflection in teacher education: issues emerging from a review of current literature. *Reflective Practice*, *16*(1), 123-141. https://doi.org/10.1080/14623943.2014.982525

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175-189. https://doi.org/10.1080/03057640902902252

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *20*(2), 107-128. https://doi.org/10.1016/j.tate.2003.07.001

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, *16*(7), 749-764. https://doi.org/10.1016/S0742-051X(00)00023-8

Benavides, D. M. D. (2013). The way student-teachers construct their identity at school. *How*, *20*(1), 36-50.

Bendle, M. F. (2002). The crisis of 'identity' in high modernity. *The British Journal of Sociology*, *53*(1), 1-18. https://doi.org/10.1080/00071310120109302

Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. Taylor & Francis.

Bennett, S., & Barp, D. (2008). Peer observation–a case for doing it online. *Teaching in Higher Education*, *13*(5), 559-570.

Berzonsky, M. D., & Adams, G. R. (1999). Reevaluating the identity status paradigm: Still useful after 35 years. *Developmental Review*, *19*(4), 557-590.

Bhaba, H. (1987) Interrogating identity, in: L. Appignaesi PPIGNAESI (Ed.) *Identity* (pp. 5–11). London: Institute of Contemporary Art.

Birmingham, C. (2004). Phronesis: A model for pedagogical reflection. *Journal of Teacher Education*, *55*(4), 313-324. https://doi.org/10.1177/002248710426672

Block, D. (2007). *Second language identities*. London: Continuum.

Block, D. (2014). *Second Language Identities*. Bloomsbury Publishing. http://books.google.ie/books?id=Jg5CBAAAQBAJ&printsec=frontcover&dq=Second+language+identities&hl=&cd=1&source=gbs_api

Borg, S. (2006). *Teacher cognition and language education: research and practice.* London: Continuum.

Borg, S. (2015). Teacher cognition and language education. *Teacher Cognition and Language Education*, 1-384.

Borich, G. (1999). Dimensions of self that influence effective teaching. In R. Lipka & T. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 92–117). Albany, NY: State University of New York.

Britzman, D. P. (1992). The terrible problem of knowing thyself: Toward a poststructural account of teacher identity. *Journal of Curriculum Theorizing*, *9*(3), 23-46.

Britzman, D. P. (2012). *Practice Makes Practice*. SUNY. http://books.google.ie/books?id=axEE_EYg1RoC&printsec=frontcover&dq=Practice+Makes+Practice&hl=&cd=1&source=gbs_api

Brookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco: Jossey-Bass.

Buchanan, R. (2015). Teacher identity and agency in an era of accountability. *Teachers and Teaching*, *21*(6), 700-719.

Buchanan, R., & Olsen, B. (2018). Teacher identity in the current teacher education landscape. *Research on teacher identity: Mapping challenges and innovations*, 195-205.

Buchmann, M. (1990). Beyond the lonely, choosing will: Professional development in teacher thinking. *Teachers College Record*, *91*(4), 481-508. https://doi.org/10.1177/01614681900910040

Bucholtz, M. (2003). Theories of discourse as theories of gender: Discourse analysis in language and gender studies. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender*, (pp. 43-68). Blackwell Publishing.

Bukor, E. (2015). Exploring teacher identity from a holistic perspective: Reconstructing and reconnecting personal and professional selves. *Teachers and Teaching*, *21*(3), 305-327.

Burns, E., & Bell, S. (2011). Narrative construction of professional teacher identity of teachers with dyslexia. *Teaching and Teacher Education*, *27*(5), 952-960. https://doi.org/10.1016/j.tate.2011.03.007

Burri, M., Chen, H., & Baker, A. (2017). Joint development of teacher cognition and identity through learning to teach L2 pronunciation. *The Modern Language Journal*, *101*(1), 128-142. https://doi.org/10.1111/modl.12388

Butler, J. (1997). *The psychic life of power*. Stanford: Stanford University.

Butler, J. (2005). *Giving an Account of Oneself* . New York: Fordham University.

Cabaroğlu, N. (2014). Re-visiting the theory and practice gap through the lens of student teacher dilemmas. *Australian Journal of Teacher Education*, *39*(2), 136-156.

Calderhead, J. (1989). Reflective teaching and teacher education. *Teaching and Teacher Education*, *5*(1), 43-51. https://doi.org/10.1016/0742-051X(89)90018-8

Calderhead, J. (1996). Teachers: beliefs and knowledge. In D. C. Berliner and R. C. Calfee (Eds.), *Handbook of Educational Psychology* (p.709-725). New York: Macmillan.

Campbell, S. (1997). *Interpreting the personal: Expression and the formation of feelings*. Cornell University.

Canagarajah, A. S. (2013). Interrogating the "native speaker fallacy": Non-linguistic roots, non-pedagogical results. In *Non-native educators in English language teaching* (pp. 77-92). Routledge.

Castañeda, J. A. F. (2011). *Teacher identity construction: Exploring the nature of becoming a primary school language teacher*. Doctoral dissertation, University of Newcastle Upon Tyne, Newcastle.

Cephe, P. T. (2009). An analysis of the impact of reflective teaching on the beliefs of teacher trainees. *Egitim ve Bilim*, *34*(152), 182.

Chen, J. L., & Mensah, F. M. (2018). Teaching contexts that influence elementary preservice teachers' teacher and science teacher identity development. *Journal of Science Teacher Education*, *29*(5), 420-439. https://doi.org/10.1080/1046560X.2018.1469187

Chitpin, S. (2006). The use of reflective journal keeping in a teacher education program: A Popperian analysis. *Reflective Practice*, *7*(1), 73-86. https://doi.org/10.1080/14623940500489757

Cho, H. (2016). Under co-construction: An online community of practice for bilingual pre-service teachers. *Computers & Education*, *92*, 76-89. https://doi.org/10.1016/j.compedu.2015.10.008

Chua, B. L., Liu, W. C., & Chia, S. S. Y. (2018). Teacher identity, Professional Practice, and Inquiry (PPI) in teacher education. *Asia Pacific Journal of Education*, *38*(4), 550–564. https://doi.org/10.1080/02188791.2018.1536602

Clandinin, D. J. & Connelly, F. M. (1991). Narrative and story in practice and research, in: D. Schon (Ed.) *The reflective turn: case studies in and on educational practice.* New York: Teachers College.

Clandinin, D. J. & Connelly, F. M. (2000). *Narrative inquiry: experience and story in qualitative Research.* San Francisco, CA: Jossey Bass.

Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*. Multilingual Matters.

Clarke, M. (2009). The ethico-politics of teacher identity. *Educational philosophy and theory*, *41*(2), 185-200. https://doi.org/10.1111/j.1469-5812.2008.00420.x

Cobb, D. J. (2020). Initial teacher education and the development of teacher identity. In M. A. Peters (Ed.), *Encyclopedia of Teacher Education* (pp. 1–5). Singapore: Springer. https://doi.org/10.1007/978-981-13-1179-6_383-1

Cobb, D. J., Harlow, A., & Clark, L. (2018). Examining the teacher identity-agency relationship through legitimate peripheral participation: A longitudinal investigation. *Asia-Pacific Journal of Teacher Education*, *46*(5), 495-510.

Collin, S., & Karsenti, T. (2011). The collective dimension of reflective practice: The how and why. *Reflective Practice*, *12*(4), 569-581.

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, *19*(5), 2-14. https://doi.org/10.3102/0013189X019005002

Conway, P. F., & Clark, C. M. (2003). The journey inward and outward: A re-examination of Fuller's concerns-based model of teacher development. *Teaching and Teacher Education*, *19*(5), 465-482. https://doi.org/10.1016/S0742-051X(03)00046-5

Cooper, K., & Olson, M. R. (2020). The multiple 'I's' of teacher identity. In *Changing research and practice* (pp. 78-89). Routledge.

Côte, J. E., & Levine, C. (1988). A critical examination of the ego identity status paradigm. *Developmental Review*, *8*(2), 147-184. https://doi.org/10.1016/0273-2297(88)90002-0

Crandall, J. (1994). Strategic integration: Preparing language and content teachers for linguistically and culturally diverse classrooms. *Strategic Interaction and Language Acquisition: Theory, Practice, and Research*, 255-274.

Crandall, J. J. (2000). Language teacher education. *Annual Review of Applied Linguistics*, *20*, 34-55.

Cranton, P. (1996). *Professional development as transformative learning: New perspectives for teachers of adults*. San Francisco: Jossey Bass.

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches. (3rd Ed.). Los Angeles: SAGE.

Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among five approaches*. London: SAGE.

Crookes, G. (2009). Radical language teaching. *The handbook of language teaching*, 595-609.

Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. Garcia, T. Skuttnabb-Kangas & M. E. Torres-Guzman (Eds.), *Imagining multilingual schools: Languages in education and glocalization* (pp. 51–68). Clevedon: Multilingual Matters.

Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy, and teacher education*. Suny.

Darling-Hammond, L. 1994. *Professional development schools: Schools for developing a profession*. New York: Teachers College.

Davies, B. (2006). Subjectification: The relevance of Butler's analysis for education. *British*

Davies, B., & Harré, R. (1999). Positioning and personhood. Positioning Theory. H. R and v. LL Oxford.

Day, C. (2018). Professional identity matters: Agency, emotions, and resilience. In P. Schutz, J. Hong, & D. Cross Francis (Eds.), *Research on teacher identity: Mapping challenges and innovations* (pp. 61–70). Cham, Switzerland: Springer. Retrieved from https://doi.org/10.1007/978-3-319-93836-3_6

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, *32*(4), 601-616. https://doi.org/10.1080/01411920600775316

De Costa, P. I. (2016). Situating affect, ethics, and policy in LTI research. In G. Barkhuizen (Eds.), *Reflections on language teacher identity research* (pp. 166-171). Routledge.

De Costa, P. I. (2019). Social Interaction and English Language Teacher Identity, *ELT Journal*, *73*(2), 235–237, https://doi.org/10.1093/elt/ccy052

De Costa, P. I., & Norton, B. (2017). Introduction: Identity, transdisciplinarity, and the good language teacher. *The Modern Language Journal*, *101*(S1), 3-14. https://doi.org/10.1111/modl.12368

De Lauretis, T. (1986). Feminist studies/critical studies: Issues, terms, and contexts. In *Feminist studies/critical studies* (pp. 1-19). London: Palgrave Macmillan UK.

Deleauze, G. & Guattari, F. (1987). *A Thousand Plateaus: capitalism and schizophrenia.* Minneapolis: University of Minnesota.

Demircan, Ö. (1988). *Dünden bugüne Türkiye'de yabancı dil*. İstanbul: Remzi Kitabevi.

Denzin, N. K., & Lincoln, Y. S. (2005). The SAGE Handbook of Qualitative Research. *The SAGE Handbook*. SAGE.

Derrida, J. (1978). *Writing and difference*. New York: London, Routledge.

Derrida, J. (1982). *The margins of philosophy.* Chicago: University of Chicago.

Dewey, J. (1910). *How we think*. Boston: Heath & Co.

Donato, R. (2016). Becoming a language teaching professional: What's identity got to do with it? In G. Barkhuizen (Eds.), *Reflections on language teacher identity research* (pp. 32-38). Routledge.

Donnelly, R. (2008). Lecturers' self-perception of change in their teaching approaches: Reflections on a qualitative study. *Educational Research*, *50*(3), 207-222.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University.

Dörnyei, Z., & Ushioda, E. (Eds.) (2009). *Motivation, language identity and the L2 self.* Clevedon: Multilingual Matters.

Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal*, *100*(S1), 19-47.

Duff, P. A. (2016). Language teacher identities and socialization. In *Reflections on language teacher identity research* (pp. 178-183). Routledge.

Duff, P. A., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly*, *31*(3), 451-486. https://doi.org/10.2307/3587834

Elbaz, F. (2018). *Teacher thinking: A study of practical knowledge*. Routledge.

Elbaz-Luwisch , F. (2004). Immigrant teachers: stories of self and place. *International Journal of Qualitative Studies in Education*, *17*(3), 387–414. https://doi.org/10.1080/0951839042000204634

Elias, S. K. (2018). Pre-service teachers' approaches to the effectiveness of micro-teaching in teaching practice programs. *Open Journal of Social Sciences*, *6*(5), 205-224.

Ellis, E. (2013). The ESL teacher as plurilingual: An Australian perspective. *TESOL Quarterly*, *47*(3), 446-471. https://doi.org/10.1002/tesq.120

Ellis, E. M. (2016). "I may be a native speaker but I'm not monolingual": Reimagining all teachers' linguistic identities in TESOL. *TESOL Quarterly*, *50*(3), 597-630. https://doi.org/10.1002/tesq.314

Erdem, C. (2020). Exploring the relationships between possible selves and early teacher identity of Turkish pre-service teachers. In *FIRE: Forum for International Research in Education*, *6*(3), 94-115. https://doi.org/10.32865/fire202063225

Erdemir, N., & Yeşilçınar, S. (2021). Reflective practices in micro teaching from the perspective of preservice teachers: teacher feedback, peer feedback and self-reflection. *Reflective Practice*, *22*(6), 766-781. https://doi.org/10.1080/14623943.2021.1968818

Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.

Erkmen, B. (2010). *Non-native novice EFL teachers' beliefs about teaching and learning*. Doctoral Dissertation, University of Nottingham, UK.

Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). What is agency? Conceptualizing professional agency at work. *Educational Research Review*, *10*, 45-65. https://doi.org/10.1016/j.edurev.2013.05.001

Fan, X. (2018). *Examining teacher candidates' development: the role of professional conference attendance.* Master's Thesis, California State University Institute of Social Sciences, California.

Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System, 36*(2), 227-240.

Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, *81*(3), 285–300.

Fletcher, S. (2000, July 1). A role for imagery in mentoring. *Career Development International*, *5*(4/5), 235–243. https://doi.org/10.1108/eum0000000005361

Flores, M. A. (2001). Person and context in becoming a new teacher. *Journal of Education for Teaching, 27*(2), 135-148.

Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, *22*(2), 219-232. https://doi.org/10.1016/j.tate.2005.09.002

Foucault, M. (1980). *The history of sexuality, Volume 1: an introduction*. (R. Hurley, Trans.). New York: Vintage.

Foucault, M. (1982). The subject of power. In H. Dreyfus & P. Rabinow (Eds.), *Michel Foucault: Beyond structuralism and hermeneutics.* (pp. 3-41). Chicago: The University of Chicago.

Foucault, M. (1983). On the genealogy of ethics: an overview of work in progress. In H. L.

Foucault, M. (1985). *The Use of Pleasure: The history of sexuality (vol. 2)*. New York: Pantheon Books.

Foucault, M. (1997). The ethics of the concern for self as a practice of freedom. *Ethics: Subjectivity and Truth*, *1*, 281-301.

Fox, A., & Bird, T. (2017). The challenge to professionals of using social media: Teachers in England negotiating personal-professional identities. *Education and Information Technologies*, *22*, 647-675.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York: McGraw-Hill.

Franks, D. D. & Gecas, V. (1992). Current issues in emotion studies and introduction to chapters. *Social Perspectives on Emotion, 1*, 3-24.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from North American educational research on teacher education in English language teaching. *Language Teaching*, *35*(1), 1-13.

Freeman, D., & Richards, J. C. (Eds.). (1996). *Teacher learning in language teaching*. Cambridge University.

Freese, A. R. (2006). Reframing one's teaching: Discovering our teacher selves through reflection and inquiry. *Teaching and Teacher Education*, *22*(1), 100-119. https://doi.org/10.1016/j.tate.2005.07.003

Gao, X. (2019). The Douglas Fir Group framework as a resource map for language teacher education. *The Modern Language Journal*, *103*, 161-166.

Gee, J. (1999). *Introduction to discourse analysis.* London: Routledge.

Gee, J. P. (2000). Chapter 3: Identity as an analytic lens for research in education. *Review of Research in Education*, *25*(1), 99-125. https://doi.org/10.3102/0091732X025001099

Gergen, K. J. (1995). Social construction and the transformation of identity politics. In *New School for Social Research Symposium* (Vol. 7).

Gill, R. (2020). Conceptualizing teacher identity from multiple perspectives: A review. *International Journal of Education and English Literature, (1)* 1.

Goffman, E. (1959). *The presentation of self in everyday life*. New York: Doubleday.

Göktepe, F. T., & Kunt, N. (2021). "I'll do it in my own class": novice language teacher identity construction in Turkey. *Asia Pacific Journal of Education*, *41*(3), 472-487. https://doi.org/10.1080/02188791.2020.1815648

Golombek, P. R. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly*, *32*(3), 447-464. https://doi.org/10.2307/3588117

Golombek, P. R., & Johnson, K. E. (2004). Narrative inquiry as a mediational space: examining emotional and cognitive dissonance in second-language teachers' development. *Teachers and Teaching*, *10*(3), 307-327. https://doi.org/10.1080/1354060042000204388

Gore, J. M., & Zeichner, K. M. (1991). Action research and reflective teaching in preservice teacher education: A case study from the United States. *Teaching and Teacher Education*, *7*(2), 119-136. https://doi.org/10.1016/0742-051X(91)90022-H

Grant, C., & Zeichner, K. (1984). On becoming a reflective teacher. In C. Grant (Ed.), *Preparing for reflective teaching.* Boston: Allyn & Bacon.

Green, B., & Reid, J. A. (2008). Method (s) in our madness?: Poststructuralism, pedagogy and teacher education. In *Critical readings in teacher education* (pp. 17-31). Brill. https://doi.org/10.1163/9789087902919_003

Gündoğdu, B., & Alkayalar, A. (2021). Early Teacher Identity and Initial Teaching Beliefs of EFL Pre-service Teachers During Covid-19 Pandemic: What Changed?. *Eurasian Journal of Teacher Education*, *2*(3), 195-220.

Hamachek, D. (1999). Effective teachers: What they do, how they do it, and the importance of self-knowledge. In R. Lipka & T. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 189–228). Albany, NY: State University of New York.

Hamman, D., Coward, F., Johnson, L., Lambert, M., Zhou, L., & Indiatsi, J. (2013). Teacher possible selves: How thinking about the future contributes to the formation of professional identity. *Self and Identity*, *12*(3), 307-336. https://doi.org/10.1080/15298868.2012.671955

Harford, J., & MacRuairc, G. (2008). Engaging student teachers in meaningful reflective practice. *Teaching and Teacher Education, 24,* 1884-1892. https://doi.org/10.1016/j.tate.2008.02.010

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14*(8), 835-854.

Hargreaves, A. (2001). Changing teachers, changing times. *Changing Teachers, Changing Times*, 1-290.

Harré, R., & Slocum, N. (2003). Disputes as complex social events: On the uses of positioning theory. *Common Knowledge*, *9*(1), 100-118.

Hatch, A. J. (2002). *Doing qualitative research in education settings*. Albany: NY: State University of New York.

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, *11*(1), 33-49. https://doi.org/10.1016/0742-051X(94)00012-U

Haviland, J. M. & Kahlbaugh, P. (1993). Emotion and identity, in: M. Lewis & J. M. Haviland (Eds) *Handbook of Emotions* (pp. 327–339). New York: The Guilford.

Hayes, D. (1996). Prioritizing "voice" over "vision": Reaffirming the centrality of the teacher in ESOL research. *System*, *24*(2), 173-186.

Heigham, J., & Croker, R. (Eds.). (2009). *Qualitative research in applied linguistics: A practical introduction*. Springer.

Hismanoğlu, S. (2012). İngilizce öğretmeni adaylarının İngilizce öğretmeni yetiştirme

Hoban, G. (2007). Considerations for designing coherent teacher education programs. In J. Butcher & L. McDonald (Eds.), *Making a difference: Challenges for teachers, teaching and teacher education* (pp. 173–187). Rotterdam: Sense Publishers.

Hopper, T. F., & Sanford, K. (2004). Representing multiple perspectives of self-as-teacher: School integrated teacher education and self-study. *Teacher Education Quarterly*, *31*(2), 57-74.

Hoy, A. W., & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, *21*(4), 343-356.

Humphreys, K., & Susak, Z. (2000). Learning how to fish: Issues for teachers engaging in self-evaluation and reflective enquiry in school. *Research in Education*, *64*(1), 78-90. https://doi.org/10.7227/RIE.64.8

Hyson, M. (1996). Preface to the special issue: Emotional development and early education. *Early Education and Development*, *7*(1), 5-6. https://doi.org/10.1207/s15566935eed0701_1

Irfiana, K., & Rodliyah, R. S. (2022). *Teacher identity construction: a narrative inquiry into English postgraduate student teachers.* Retrieved from https://papers.iafor.org/wp-content/uploads/papers/ace2022/ACE2022_65564.pdf

Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, *39*(4), 694-713.

Johnson, K. A. (2003). “Every experience is a moving force”: Identity and growth through mentoring. *Teaching and Teacher Education*, *19*(8), 787-800. https://doi.org/10.1016/j.tate.2003.06.003

Johnson, K. E. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, *10*(4), 439-452. https://doi.org/10.1016/0742-051X(94)90024-8

Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, *40*(1), 235-257. https://doi.org/10.2307/40264518

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge. *Journal of Sociology of Education, 27*(4), 439–457.

Jupp, V. (2006). The Sage dictionary of social research methods. *The SAGE Dictionary of Social Research Methods*, 1-352.

Kagan, D. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research, 62,* 129-169.

Kanno, Y., & Stuart C. (2011). Learning to become a second language teacher: Identities-in practice. *The Modern Language Journal*, *95*(2), 236-252. https://doi.org/10.1111/j.1540-4781.2011.01178.x

Kavak,Y., & Baskan, G. A. (2009). Restructuring studies of teacher education in recent years in Turkey. World Conference on Educational Sciences 2009. *Procedia - Social and Behavioral Sciences, 1*, 364-367. https://doi.org/10.1016/j.sbspro.2009.01.067

Kaviti, L. (2018). The New Curriculum of Education in Kenya: a Linguistic and Education Paradigm Shift. University of Nairobi.

Kaya, M. H., & Dikilitaş, K. (2019). Constructing, reconstructing and developing teacher identity in supportive contexts. *Asian EFL Journal*, *21*(1), 58-83.

Kelchtermans, G., & Vandenberghe, R. (1994). Teachers' professional development: A biographical perspective. *Journal of Curriculum Studies*, *26*(1), 45-62. https://doi.org/10.1080/0022027940260103

Kırkgöz, Y. (2005). Motivation and student perception of studying in an English-medium university. *Journal of Language and Linguistic Studies, 1*(1), 101-123.

Klimas, A. (2023). Teacher Identity (Re) construction in the Process of EFL Teacher Education. In *Contemporary Issues in Foreign Language Education: Festschrift in Honour of Anna Michońska-Stadnik* (pp. 51-66). Cham: Springer International Publishing.

Köksal, D., & Ulum, Ö. G. (2018). The state of EFL teacher education in Turkey: From past to present. *ELT Research Journal*, *7*(4), 161-174.

Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, *20*(1), 77-97.

Korthagen, F. A., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Routledge.

Kostogriz, A. (2006). Putting “space" on the agenda of sociocultural research. *Mind, Culture, and Activity*, *13*(3), 176-190.

Krippendorff, K. (2004). Measuring the reliability of qualitative text analysis data. *Quality and quantity*, *38*, 787-800.

Lantolf, J. P., & Johnson, K. E. (2007). Extending Firth and Wagner's (1997) ontological perspective to L2 classroom praxis and teacher education. *The Modern Language Journal*, *91*, 877-892. https://doi.org/10.1111/j.1540-4781.2007.00675.x

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and teacher education*, *21*(8), 899-916. https://doi.org/10.1016/j.tate.2005.06.003

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University.

Legutke, M. K., & Ditfurth, M. S. V. (2009). School-based experience. In A. Burns & J. C. Richards (Eds.), *Cambridge Guide to Second Language Teacher Education* (pp. 209–217). Chapter, Cambridge: Cambridge University.

Lewis, M. (1999). The role of the self in cognition and emotion. *Handbook of Cognition and Emotion*, 125-142.

Li, W. (2022). Unpacking the complexities of teacher identity: Narratives of two Chinese teachers of English in China. *Language Teaching Research*, *26*(4), 579-597.

Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review*, *67*(2), 135-157. https://doi.org/10.1080/00131911.2013.839546

Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review*, *67*(2), 135-157. https://doi.org/10.1080/00131911.2013.839546

Lonergan, J. (1994) *Video in language teaching.* Cambridge: Cambridge University.

Lyons, N. & Labokey, V. K. (Eds) (2002) *Narrative inquiry in practice: advancing the knowledge of teaching.* New York: Teachers College.

Mackey, A., & Gass, S. M., (2005). *Second language research: Methodology and design*. Erlbaum, Mahwah, NJ.

MacLure, M. (1993). Arguing for your self: Identity as an organising principle in teachers' jobs and lives. *British Educational Research Journal, 19*(4), 311–323. https://doi.org/10.1080/0141192930190401

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, *54*, 77-87. https://doi.org/10.1016/j.tate.2015.11.016

Mansvelder-Longayroux, D. D., Beijaard, D., & Verloop, N. (2007). The portfolio as a tool for stimulating reflection by student teachers. *Teaching and Teacher Education*, *23*(1), 47-62. https://doi.org/10.1016/j.tate.2006.04.033

Marcia, J. E. (1988). Common processes underlying ego identity, cognitive/moral development, and individuation. In *Self, ego, and identity: Integrative approaches* (pp. 211-225). New York, NY: Springer New York.

Markus, H., & Nurius, P. (1986). Possible selves. *American psychologist*, *41*(9), 954.

Martel, J. (2016). Identity, innovation, and learning to teach a foreign/second language. In *Reflections on language teacher identity research* (pp. 95-100). Routledge.

McConaghy, C. (2006). Schooling out of place. *Discourse: Studies in the Cultural Politics of Education*, *27*(3), 325-339.

McKay, L. (2021). Using arts-based reflection to explore preservice teacher identity development and its reciprocity with resilience and well-being during the second year of university. *Teaching and Teacher Education*, *105*, 103424.

McNamara, D. (1990). Research on teachers' thinking: Its contribution to educating student teachers to think critically. *Journal of Education for teaching*, *16*(2), 147-160. https://doi.org/10.1080/0260747900160203

Medgyes, P. (2001). When the teacher is a non-native speaker. *Teaching English as a Second or Foreign Language*, *3*, 429-442.

Mehdizadeh, M., Pourhaji, M., & Derakhshan, A. (2023). Evolution of communities of practice, realignment of possible selves, and repositionings in EFL teacher professional identity development: A longitudinal case study. *The Language Learning Journal*, 1-13. https://doi.org/10.1080/09571736.2022.2163685

Mergler, A. G., & Tangen, D. (2010). Using microteaching to enhance teacher efficacy in pre-service teachers. *Teaching Education*, *21*(2), 199-210. https://doi.org/10.1080/10476210902998466

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Miller Marsh, M. (2002). Examining the discourses that shape our teacher identities. *Curriculum Inquiry*, *32*(4), 453-469. https://doi.org/10.1111/1467-873X.00242

Miller, E. R., Morgan, B., & Medina, A. L. (2017). Exploring language teacher identity work as ethical self-formation. *The Modern Language Journal*, *101*(S1), 91-105. https://doi.org/10.1111/modl.12371

Miller, J. (2009). Teacher Identity. In A. Burns & J. C. Richards (Eds.), *Cambridge Guide to Second Language Teacher Education* (pp. 172–181). Cambridge: Cambridge University.

Morgan, B. (2007). Poststructuralism and applied linguistics: Complementary approaches to identity and culture in ELT. In *International handbook of English language teaching* (pp. 1033-1052). Boston, MA: Springer US.

Morgan, B., & Clarke, M. (2011). Identity in second language teaching and learning. In *Handbook of research in second language teaching and learning* (pp. 817-836). Routledge.

Morton, T. (2018). *Social interaction and English language teacher identity*. Edinburgh University.

Nevin, A., Bradshaw, L., Cardelle-Elawar, M., & Diaz-Greenberg, R. (2014). Becoming a teacher: A cross-cultural analysis of motivation and teacher identity formation. In *Teacher identity and the struggle for recognition: Meeting the challenges of a diverse society* (pp. 77-88). Rowman & Littlefield Education.

Nias, J. (1989). *Primary teachers talking*. London: Routledge.

Noffke, S. E., & Brennan, M. (2005). The Dimensions of Reflection: A Conceptual and Contextual Analysis. *International Journal of Progressive Education*, *1*(3), 58-78.

Norton Peirce, B. (1995). Social identity, investment and language learning. *TESOL Quarterly*, *29*(1), 9–32.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Singapore: Pearson Education.

Norton, B. (2008). Identity, language learning, and critical pedagogies. *Encyclopedia of Language and Education*, *6*, 45-59.

Norton, B. (2013). Identity and language learning: Extending the conversation. In *identity and language learning*. Multilingual Matters.

Obiagu, A. (2022). Preservice Teachers' Challenges in Teacher-Becoming and Teaching Social Education: A Sociocultural Perspective. *Journal of International Social Studies*, *12*(2), 22-51.

O'leary, T. (2006). *Foucault and the Art of Ethics*. A&C Black.

Olsen, B. (2008). How Reasons for Entry into the Profession Illuminate Teacher Identity Development. *Teacher Education Quarterly*, *35*(3), 23–40. http://www.jstor.org/stable/23478979

Olsen, B. (2010). *Teaching for success: Developing your teacher identity in today's classroom.* Boulder, CO: Paradigm.

Olsen, B. (2014). Learning from experience: A teacher-identity perspective. *Learning teaching from experience: Multiple perspectives and international contexts*, 79-94.

Olsen, B. (2016). *Teaching for success: Developing your teacher identity in today's classroom*. Routledge.

Ottesen, E. (2007). Reflection in teacher education. *Reflective Practice*, *8*(1), 31-46. https://doi.org/10.1080/14623940601138899

Özmen, K. S. (2010). Fostering nonverbal immediacy and teacher identity through an acting course in English teacher education. *Australian Journal of Teacher Education, 35*(6), 1-23.

Öztürk, G., & Aydin, B. (2019). English language teacher education in Turkey: Why do we fail and what policy reforms are needed?. *Anadolu Journal of Educational Sciences International*, *9*(1), 181-213. https://doi.org/10.18039/ajesi.520842

Pajares, M. F. (1992).Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*, 307-332.

Pavlenko, A., & Blackledge, A. (Eds.) (2004). *Negotiation of identities in multilingual contexts* (pp. 266–289). Clevedon: Multilingual Matters.

Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System, 29*, 177-195. https://doi.org/10.1016/S0346-251X(01)00010-0

Pennington, M. C. (1995). The teacher change cycle. *TESOL Quarterly, 29*(4), 705-732.

Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC journal*, *47*(1), 5-23. https://doi.org/10.1177/003368821663121

Penuel, W. R., & Wertsch, J. V. (1995). Vygotsky and identity formation: A sociocultural approach. *Educational Psychologist*, *30*(2), 83-92.

Pinar, W. F., & Reynolds, W. M. (1992). Introduction: Curriculum as text. In W. F. Pinar &

Priestley, M., Biesta, G. J. J., & Robinson, S. (2012). *Teachers as agents of change: An exploration of the concept of teacher agency.* Stirling, England: University of Stirling.

Quintero Polo, Á. H. (2016). Creating a pedagogical space that fosters the (re) construction of self through life stories of pre-service English language teachers. *How*, *23*(2), 106-124.

Reeves, J. (2009). Teacher investment in learner identity. *Teaching and Teacher Education*, *25*(1), 34-41. https://doi.org/10.1016/j.tate.2008.06.003

Reis, D. S. (2015). Making sense of emotions in NNESTs' professional identities. In Y. L. Cheung, S. B. Said, & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 31-43). New York, NY: Routledge.

Reynolds, C. (2020). Cultural scripts for teachers: Identities and their relation to workplace landscapes. In *Changing research and practice* (pp. 69-77). Routledge.

Richards, J. C. (1990). *The language teaching matrix*. Cambridge University.

Richards, J. C. (2004). Towards reflective teaching. *The Language Teacher* 33, 2–5.

Richards, J. C. (2008). Second language teacher education today. *RELC journal*, *39*(2), 158-177. https://doi.org/10.1177/0033688208092

Richards, J. C. (2010). Competence and performance in language teaching. *RELC Journal*, *41*(2), 101-122. https://doi.org/10.1177/0033688210372953

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge University.

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikular (Ed.), *Handbook of research on teacher education* (p. 102-119). New York: Macmillan.

Richardson, V. (2003). Preservice teachers' beliefs. In J. Raths & A. C. McAninch (Eds.), *Teacher beliefs and classroom performance: The impact of teacher education,* (p. 1 - 22). Greenwich, CT: Information Age Publishing.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, *104*(4), 842-866. https://doi.org/10.1111/1467-9620.00181

Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In *Handbook of research on teacher education* (pp. 732-755). Routledge.

Rong, X. (2014). *Teacher identity reconstruction in response to China's curriculum reform: a case study of six English language teachers.* Doctoral Dissertation, University of Hong Kong, Hong Kong.

Ruohotie-Lyhty, M., & Moate, J. (2016). Who and how? Preservice teachers as active agents developing professional identities. *Teaching and Teacher Education*, *55*, 318-327. https://doi.org/10.1016/j.tate.2016.01.022

Sachs, J. (2005). Teacher education and the development of professional identity: learning to be a teacher. In *Connecting policy and practice* (pp. 5-21). Routledge.

Salihoğlu, U. M. (2012). Pre-service English language teacher education: "The Turkish case". *Contemporary Online Language Education Journal, 2*(1), 151-168.

Sanders-Smith, S. C., Olguín, A. A., & Bryan-Silva, K. (2023). Pushing Through: Developing Teacher Identity Under Times of Crisis. *Journal of Teacher Education*, *74*(4), 359-370. https://doi.org/10.1177/00224871221121285

Sang, Y. (2023). Seeing teacher identity through teachers' beliefs: Narratives of pre-service EFL teachers in China. *Language Teaching Research*, *0*(0). https://doi.org/10.1177/13621688231165349

Sarup, M. (1996, January 1). *Identity, Culture and the Postmodern World*. Edinburgh : Edinburgh University. http://books.google.ie/books?id=KCG9wAEACAAJ&dq=074860779X+++9780748607792+++0820318671&hl=&cd=1&source=gbs_api

Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching (CLT): Practical understandings. *The Modern Language Journal*, *83*(4), 494-517. https://doi.org/10.1111/0026-7902.00037

Schön, D.A. (1991). *The reflective practitioner: How professionals think in action*. Aldershot: Ashgate.

Schwartz, S. J. (2001). The evolution of Eriksonian and, neo-Eriksonian identity theory and research: A review and integration. *Identity: An International Journal of Theory and Research*, *1*(1), 7-58. https://doi.org/10.1207/S1532706XSCHWARTZ

Seferoğlu, G., Korkmazgil, S., & Ölçü, Z. (2009). Gaining insights into teachers' ways of thinking via metaphors. *Educational Studies, 35*(3), 323-335.

Sfard, A., & Prusak, A. (2005). Identity That Makes a Difference: Substantial Learning as Closing the Gap between Actual and Designated Identities. *International Group for the Psychology of Mathematics Education*, *1*, 37-52.

Shandomo, H. M. (2010). The role of critical reflection in teacher education. *School-University Partnerships*, *4*(1), 101-113.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, *15*(2), 4-14.

Sikka, H., & Timoštšuk, I. (2008). The role of reflection in understanding teaching practice. *Problems of Education in the 21st Century*, *7*(7), 147-152.

Sim, C. (2006). Preparing for professional experiences—incorporating pre-service teachers as 'communities of practice'. *Teaching and Teacher Education*, *22*(1), 77-83. https://doi.org/10.1016/j.tate.2005.07.006

Singh, G., & Richards, J. C. (2006). Teaching and learning in the language teacher education course room: A critical sociocultural perspective. *RELC Journal*, *37*(2), 149-175.

Smagorinsky, P., Cook, L. S., Moore, C., Jackson, A. Y., & Fry, P. G. (2004). Tensions in learning to teach: Accommodation and the development of a teaching identity. *Journal of Teacher Education*, *55*(1), 8-24. https://doi.org/10.1177/00224871032600

Soenens, B., & Vansteenkiste, M. (2011). When is identity congruent with the self? A self-determination theory perspective. In *Handbook of identity theory and research* (pp. 381-402). New York, NY: Springer New York.

Søreide, G. E. (2006). Narrative construction of teacher identity: Positioning and negotiation. *Teachers and Teaching: Theory and Practice, 12*(5), 527–547.

Spalding, E., & Wilson, A. (2002). Demystifying reflection: A study of pedagogical strategies that encourage reflective journal writing. *Teachers College Record*, *104*(7), 1393-1421.

Sparks-Langer, G. M., & Colto, A. B. (1991). Synthesis of research on teachers' reflective thinking. *Educational Leadership*, *48*(6), 37-44.

Steinbach, M., & Kazarloga, V. (2014). Square-headed frogs and world citizens: Attitudes and identities of ESL teacher candidates in Québec. *Journal of Language, Identity & Education*, *13*(5), 319-334.

Stocker, M., & Hegeman, E. (1996). *Valuing emotions*. Cambridge University.

Sumsion, J. (2002). Becoming, being and unbecoming an early childhood educator: A phenomenological case study of teacher attrition. *Teaching and Teacher Education*, *18*(7), 869-885. https://doi.org/10.1016/S0742-051X(02)00048-3

Sun, X., & Akbar, F. (2023). The formation of language teacher identity: A narrative inquiry of an EFL teacher's ER implementation. *The Curriculum Journal*. https://doi.org/10.1002/curj.234

Taner, G., & Karaman, M. C. (2013). A metasynthesis of research on foreign language teacher identity in Turkey: Implications for teacher education. *International Journal of Curriculum and Instructional Studies (IJOCIS)*, *3*(6), 63-76.

Tao, J., & Gao, X. (2017). Teacher agency and identity commitment in curricular reform. *Teaching and Teacher Education*, *63*, 346-355.

The Council of Higher Education. (2000). The Renewed Undergraduate Teacher Education Programs. Retrieved on the 7th of December, 2019 from http://www.yok.gov.tr/ogretmen-yetistirme-lisans-programlari

The Council of Higher Education. (2006). Eğitim Fakültesi Öğretmen Yetiştirme Lisans Programları. https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/egitim-fakultesi-ogretmen-yetistirme-lisans-programlari.pdf

The Council of Higher Education. (2018). Öğretmen Yetiştirme Lisans Programları. https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/AA_Sunus_%20Onsoz_Uygulama_Yonergesi.pdf

Thomas, L., & Beauchamp, C. (2007). Learning to live well as teachers in a changing world: Insights into developing a professional identity in teacher education. *The Journal of Educational Thought (JET)/Revue de la Pensée Educative*, 229-243.

Toklu, O. (2007). Avrupa Birliği Dil Politikası. *Dil ve Yaratıcılık Dergisi*, *1*, 80-87.

Trent, J. (2011). 'Four years on, I'm ready to teach': Teacher education and the construction of teacher identities. *Teachers and Teaching*, *17*(5), 529-543.

Türkmen, L. (2007). The history of development of Turkish elementary teacher education and the place of science courses in the curriculum. *Journal of Mathematics, Science and Technology Education, 3*(4), 327-341.

Ur, P. (1997). Teacher training and teacher development: A useful dichotomy? *The Language Teacher, 21*(10) Retrieved from http://jalt-publications.org/tlt/articles/2218-teacher-training-andteacher-development-useful-dichotomy

Urzúa, A., & Vásquez, C. (2008). Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education*, *24*(7), 1935-1946. https://doi.org/10.1016/j.tate.2008.04.008

Van Rijswijk, M. M., Akkerman, S. F., & Koster, B. (2013). Student teachers' internally persuasive borderland discourse and teacher identity. *International Journal for Dialogical Science*, *7*(1), 43-60.

Varghese, M. M., Motha, S., Park, G., Reeves, J., & Trent, J. (2016). In this issue. [Special Themed Issue on Teacher Identity]. *TESOL Quarterly*, *50*(3), 545-571.

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of language, Identity, and Education*, *4*(1), 21-44. https://doi.org/10.1207/s15327701jlie0401_2

Vermunt, J. D., & Endedijk, M. D. (2011). Patterns in teacher learning in different phases of the professional career. *Learning and Individual Differences*, *21*(3), 294-302. https://doi.org/10.1016/j.lindif.2010.11.019

Villegas, D. F. M., Varona, W. H., & Sanchez, A. G. (2020). Student teachers' identity construction: A socially-constructed narrative in a second language teacher education program. *Teaching and Teacher Education*, *91*, 103055.

Voloshinov, V. N. (1986). *Marxism and the Philosophy of Language*. Harvard University.

Vygotsky, L. S. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology* (pp. 144-188). Armonk, NY: Sharpe.

Vygotsky, L. S. (1986). Thought and Language, A. Kozulin, (Ed. and Trans.), Cambridge, MA.: MIT.

Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, *33*(1), 53-64. https://doi.org/10.1080/1359866052000341124

Wallace, M. (1991). *Training foreign language teachers: a reflective approach.* Cambridge: Cambridge University.

Wang, D., & Zhang, L. J. (2021). Sustainability as a goal in teaching workforce retention: exploring the role of teacher identity construction in preservice teachers' job motivation. *Sustainability*, *13*(5), 2698. https://doi.org/10.3390/su13052698

Warin, J., Maddock, M., Pell, A., & Hargreaves, L. (2006). Resolving identity dissonance through reflective and reflexive practice in teaching. *Reflective Practice*, *7*(2), 233-245. https://doi.org/10.1080/14623940600688670

Waterman, A. S. (1988). Identity status theory and Erikson's theory: Communalities and differences. *Developmental Review*, *8*(2), 185-208.

Weber, R. P. (1990). *Basic content analysis* (Vol. 49). Sage.

Weedon, C. (2007). Postcolonial feminist criticism. *A history of feminist literary criticism*, 282-300.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University.

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge University.

Wertsch, J. V. (1991). *Voices of the mind: Sociocultural approach to mediated action*. Harvard University.

Wertsch, J. V. (1995). The need for action in sociocultural research, in: J. V. Wertsch, P. Del Rio & A. Alvarez (Eds.) *Sociocultural Studies of Mind* (pp. 56–74). Cambridge: Cambridge University.

Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford: Oxford University.

Wolff, D., & De Costa, P. I. (2017). Expanding the language teacher identity landscape: An investigation of the emotions and strategies of a NNEST. *The Modern Language Journal, 101*(S1), 76–90. https://doi.org/10.1111/modl.12370

Woods, D. (1996). *Teacher cognition in language teaching.* New York: Cambridge University.

Xing, Q. (2009). *An investigation of the relationship between the teaching beliefs and teaching behaviors of teachers of English as a second or foreign language.* Published Doctoral Dissertation, The University of Utah, Utah.

Yaman, İ. (2018). Türkiye'de İngilizce öğrenmek: zorluklar ve fırsatlar. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (11), 161-175. https://doi.org/10.29000/rumelide.417491

Yazan, B. (2018). A conceptual framework to understand language teacher identities. *Journal of Second Language Teacher Education*, *1*(1), 21-48.

Yıldırım, Ö. (2008). Pre-service English teachers' views of teacher and student responsibilities in the foreign language classroom. *Eurasian Journal of Educational Research (EJER),(33)*, 211-226.

Yin, R. K. (2003). *Case study research: Design and methods*. Newbury Park: CA: SAGE.

Yin, R. K. (2013). Validity and generalization in future case study evaluations. *Evaluation*, *19*(3), 321-332.

Yoon, B. (2008). Uninvited guests: The influence of teachers' roles and pedagogies on the positioning of English language learners in the regular classroom. *American Educational Research Journal*, *45*(2), 495-522. https://doi.org/10.3102/0002831208316200

Yuan, E. R. (2016). The dark side of mentoring on pre-service language teachers' identity formation. *Teaching and Teacher Education*, *55*, 188-197. https://doi.org/10.1016/j.tate.2016.01.012

Yusuf, H. A., Amzat, I. H., & Bint Saidin, K. (2018). Factors Contributing towards Studying Education Related Courses in Institutions in Kwara State, Nigeria: Implication on Teaching Profession. In *1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017)* (pp. 135-140). Atlantis. 10.2991/icigr-17.2018.33

Zeichner, K. & Gore, J. (1990). Teacher socialization, in: W. R. Houston, M. Haberman & J. Sikula (Eds.), *Handbood of Research on Teacher Education,* (pp. 329-348). New York: Macmillan.

Zeichner, K. (2007). Accumulating knowledge across self-studies in teacher education. *Journal of Teacher Education*, *58*(1), 36-46. https://doi.org/10.1177/0022487106296219

Zeichner, K. M., & Liston, D. P. (2013). *Reflective teaching: An introduction*. Routledge.

Zembylas, M. (2002). " Structures of feeling" in curriculum and teaching: Theorizing the emotional rules. *Educational Theory*, *52*(2), 187-208.

Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching*, *9*(3), 213-238. https://doi.org/10.1080/13540600309378

Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching and Teacher Education*, *21*(8), 935-948. https://doi.org/10.1016/j.tate.2005.06.005

Zembylas, M., & Chubbuck, S. (2018). Conceptualizing 'teacher identity': A political approach. In P. A. Schutz, J. Hong &D. C. Francis (Eds.), Research *on teacher identity: Mapping challenges and innovations*, (pp. 183-193). Springer.

APPENDICES

Appendix 1. 1st Individual Interview Questions- 4th-Grade Student Teachers

1. Please tell me about yourself (How old are you, where are you from, your hobbies, what do you like doing).
   Kendinizden biraz bahsedebilir misiniz? (kaç yaşındasınız, neler yapmaktan hoşlanırsınız?)

2. After your graduation, what are your plans for your career? (Which groups (age/level) do you plan to work with, and why?)
   Mezun olduktan sonrası için nasıl bir gelecek planlıyorsunuz? Nasıl bir kariyer planınız var? (Hangi gruplarla çalışmayı planlıyorsunuz, neden?)

3. Can you tell me about your educational background?
   Öğrenim hayatınızdan biraz bahsedebilir misiniz?

4. What is the most memorable experience for you as a primary school student?
   Bir ilkokul öğrencisi olarak en unutamadığınız, en unutulmaz deneyiminiz/anınız hangisi?

5. Do you have an important memory from high school?
   Lisede yaşadığınız önemli bir anı, hatıra var mı?

6. Can you recall ***two*** important things in which you excelled and failed (elementary and high school)?
   Üstün ve başarısız olduğunuz iki önemli şey hatırlıyor musunuz (ilkokul ve lisede?)

7. In what way do you consider yourself successful or unsuccessful in those experiences?
   Bu deneyimlerde kendinizi hangi açılardan başarılı ve başarısız olarak nitelendirirsiniz?

8. Why do you think these memories stayed with you for a long time? What lessons did you learn from these experiences?
   Neden bu deneyimlerin, anıların, hatıraların bu kadar uzun süredir sizde kaldığını/yer ettiğini düşünüyorsunuz? Bu deneyimlerden ne gibi dersler çıkardınız?

9. Can you describe your experience of learning English?
   Kendi İngilizce öğrenme deneyiminizden bahsedebilir misiniz?

10. What are the effective teaching strategies, skills and techniques you prefer as a student? What do you expect from an English teacher to help you improve your English?
    Öğrenci olarak tercih ettiğiniz etkili öğretim stratejileri, becerileri ve teknikleri nelerdir? Bir İngilizce öğretmeninden İngilizcenizi geliştirmenize yardımcı olması için neler bekliyorsunuz?

11. What significant experiences do you remember during your university education? What was the "best" course you took? And the "worst" course?
    Üniversite eğitiminiz sırasında hangi önemli deneyimleri hatırlıyorsunuz? Aldığınız "en iyi" ders hangisiydi? Ve "en kötü" ders?

12. What factors played a role in calling them the "best" or "worst" courses?
    Bu dersleri en iyi ve en kötü şeklinde tanımlamanızda rol oynayan faktörler nelerdir?

13. Can you tell me about significant people who have had an educational impact on you? Why are they important for you?
    Sizin üzerinizde eğitsel, öğretici etkisi olan önemli insanlardan (eğitim hayatınızdaki önemli insanlardan) bahseder misiniz? Bu insanlar sizin için neden önemli?

14. Who was your favorite English language teacher? Why was he/she your favorite teacher?
    En sevdiğiniz İngilizce öğretmeniniz kimdi? Neden o öğretmen en sevdiğiniz öğretmeninizdi?

15. Who was your worst English language teacher? Why was he/she your worst teacher? How have they influenced you?
    En kötü İngilizce öğretmeniniz kimdi? Neden o öğretmen en az sevdiğiniz, sevmediğiniz öğretmeninizdi? Sizi bu iki öğretmen de nasıl etkiledi?

16. When and why did you decide to become an English teacher?
    Ne zaman ve neden öğretmen olmaya karar verdiniz?

17. How can you define yourself as a language teacher? Do you think you need any kind of practice to improve your teaching?
    Bir İngilizce öğretmeni olarak kendinizi nasıl tanımlarsınız? Öğretmenlik becerilerini geliştirmek için herhangi bir uygulamaya, pratiğe, alıştırmaya ihtiyacınız olduğunu düşünüyor musunuz?

18. Do you think that teaching and learning English is different from teaching and learning other subjects? Why or why not?
    İngilizce öğrenmek ve öğretmek diğer konuları öğretmek ve öğrenmekten farklı mıdır? Neden?

19. What are the advantages of teaching and learning English language (especially in Turkey)?
    Türkiye'de İngilizce öğrenmenin ve öğretmenin avantajları var mıdır? Varsa nelerdir?

20. What are the disadvantages, difficulties of teaching and learning English language (especially in Turkey)?
    Türkiye'de İngilizce öğrenmenin ve öğretmenin dezavantajları var mıdır? Varsa nelerdir?

21. What is the role of a teacher in a classroom in a school and in society?
    Bir toplumda, bir okulda, bir sınıfta öğretmenin rolü nedir?

22. How will you describe a good teacher? While making this definition, what are the points you take into account?

İyi bir öğretmeni nasıl tanımlarsınız? Bu tanımlamayı yaparken neleri göz önünde bulunduruyorsunuz?

23. How do you position yourself as a student teacher/a teacher candidate? How do people think about you and where do they put you within the education system?
Bir öğretmen adayı olarak siz kendinizi nasıl konumlandırıyorsunuz? İnsanlar sizi nasıl görüyor, nereye koyuyor (eğitim sistemi içinde)? Bu konumlandırmayı yaparken neleri göz önünde bulunduruyorsunuz?

24. What are the factors other than the teacher that you think have an impact on learning from the perspective of both as a student and as a student teacher? (e.g. environment (classroom, school, home or other placed), educational tools and any instrumental factors)
Öğrenci olarak ve öğretmen olarak öğrenmenin üzerinde etkisi olduğunu düşündüğünüz öğretmen dışındaki faktörler neler? Belki bir ortam (sınıf okul ya da ev ya da başka bir mekan), belki eğitsel bir araç ya da sadece herhangi bir araç, fiziksel bir obje?

25. What are the factors having an effect on your teacher identity during your training in your teacher education faculty?
Öğrenmeyi öğrenmeden bahsedecek olursak peki bu noktada öğretmen kimliğiniz üzerinde nelerin etkisini gözlemliyorsunuz?

26. Can you please tell me about your practicum experiences? Have you had a chance have a face-to-face practicum? If yes, is it different from online practicum? If no, what could be the differences between the practicum you are experiencing now and the one that would be face to face?
Staj deneyiminizden biraz bahsedebilir misiniz? Daha önce yüz yüze staj yapma fırsatınız oldu mu? Eğer olduysa, online stajdan farklı mıydı? Eğer yüz yüze deneyiminiz olmadıysa, şu an deneyimlediğiniz staj ile yüz yüze gerçekleşecek olan staj arasında nasıl farklar olabilir?

27. What are the features of a good mentor teacher?
İyi bir staj hocasının özellikleri nelerdir?

28. How would you describe the communication between you and your mentor teacher?
Staj hocanızla aranızdaki iletişimi nasıl tanımlarsınız?

29. What are your expectations from your mentor teacher?
Staj hocanızdan beklentileriniz nelerdir?

30. What are the features of a good teacher trainer?
İyi bir öğretmen eğitmeni nasıl olmalı?

31. What are your expectations from your teacher trainer?
Staj danışmanınızdan beklentileriniz nelerdir?

32. What kind of a teacher do you want to become? Can you describe that teacher a little bit?
Olmak istediğiniz öğretmen nasıl bir öğretmen onu bana biraz tarif eder misiniz?

33. Which aspects of your teacher identity need some practice to become the teacher you want? Are there any skills you need to develop to bring you closer to the teacher you want to become until the end of this term? What are you planning to do in order to improve these skills?
Olmak istediğiniz öğretmen olabilmek için öğretmen kimliğinizin hangi yönlerini geliştirmeniz gerektiğini düşünüyorsunuz? Bu dönem sonuna kadar geliştirmeyi istediğiniz, olmak istediğiniz öğretmene sizi yaklaştırması için geliştirmeniz gereken beceriler var mı? Varsa bunları geliştirmek adına yaptığınız, yapmayı planladığınız neler var?

Factors behind the 1st Interview Questions

	Questions	f
1. Human factors	Q1, Q2, Q7, Q8, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q22, Q26, Q29, Q30, Q31, Q32, Q33	20
2. Curricular factors	Q3, Q4, Q5, Q6, Q8, Q9, Q10, Q11, Q14, Q15, Q17, Q18, Q19, Q20, Q22, Q25, Q26, Q27, Q29, Q30, Q31, Q33	22
3. Contextual factors	Q8, Q12, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33	20
4. Instrumental factors	Q8, Q10, Q12, Q14, Q15, Q17, Q18, Q19, Q20, Q22, Q24, Q26, Q27, Q30, Q31, Q32, Q33	17

Appendix 2. 1st Individual Interview Questions- 3rd-Grade Student Teachers

1. Please tell me about yourself (How old are you, where are you from, your hobbies, what do you like doing).
   Kendinizden biraz bahsedebilir misiniz? (kaç yaşındasınız, neler yapmaktan hoşlanırsınız?)

2. After your graduation, what are your plans for your career? (Which groups (age/level) do you plan to work with, and why?)
   Mezun olduktan sonrası için nasıl bir gelecek planlıyorsunuz? Nasıl bir kariyer planınız var? (Hangi gruplarla çalışmayı planlıyorsunuz, neden?)

3. Can you tell me about your educational background?
   Öğrenim hayatınızdan biraz bahsedebilir misiniz?

4. What is the most memorable experience for you as a primary school student?
   Bir ilkokul öğrencisi olarak en unutamadığınız, en unutulmaz deneyiminiz/anınız hangisi?

5. Do you have an important memory from high school?
   Lisede yaşadığınız önemli bir anı, hatıra var mı?

6. Can you recall ***two*** important things in which you excelled and failed (elementary and high school)?
   Üstün ve başarısız olduğunuz iki önemli şey hatırlıyor musunuz (ilkokul ve lisede?)

7. In what way do you consider yourself successful or unsuccessful in those experiences?
   Bu deneyimlerde kendinizi hangi açılardan başarılı ve başarısız olarak nitelendirirsiniz?

8. Why do you think these memories stayed with you for a long time? What lessons did you learn from these experiences?
   Neden bu deneyimlerin, anıların, hatıraların bu kadar uzun süredir sizde kaldığını/yer ettiğini düşünüyorsunuz? Bu deneyimlerden ne gibi dersler çıkardınız?

9. Can you describe your experience of learning English?
   Kendi İngilizce öğrenme deneyiminizden bahsedebilir misiniz?

10. What are the effective teaching strategies, skills and techniques you prefer as a student? What do you expect from an English teacher to help you improve your English?
    Öğrenci olarak tercih ettiğiniz etkili öğretim stratejileri, becerileri ve teknikleri nelerdir? Bir İngilizce öğretmeninden İngilizcenizi geliştirmenize yardımcı olması için neler bekliyorsunuz?

11. What significant experiences do you remember during your university education? What was the "best" course you took? And the "worst" course?
    Üniversite eğitiminiz sırasında hangi önemli deneyimleri hatırlıyorsunuz? Aldığınız "en iyi" ders hangisiydi? Ve "en kötü" ders?

12. What factors played a role in calling them the "best" or "worst" courses?
    Bu dersleri en iyi ve en kötü şeklinde tanımlamanızda rol oynayan faktörler nelerdir?

13. Can you tell me about significant people who have had an educational impact on you? Why are they important for you?
    Sizin üzerinizde eğitsel, öğretici etkisi olan önemli insanlardan (eğitim hayatınızdaki önemli insanlardan) bahseder misiniz? Bu insanlar sizin için neden önemli?

14. Who was your favorite English language teacher? Why was he/she your favorite teacher?
    En sevdiğiniz İngilizce öğretmeniniz kimdi? Neden o öğretmen en sevdiğiniz öğretmeninizdi?

15. Who was your worst English language teacher? Why was he/she your worst teacher? How have they influenced you?
    En kötü İngilizce öğretmeniniz kimdi? Neden o öğretmen en az sevdiğiniz, sevmediğiniz öğretmeninizdi? Sizi bu iki öğretmen de nasıl etkiledi?

16. When and why did you decide to become an English teacher?
    Ne zaman ve neden öğretmen olmaya karar verdiniz?

17. How can you define yourself as a language teacher? Do you think you need any kind of practice to improve your teaching?
    Bir İngilizce öğretmeni olarak kendinizi nasıl tanımlarsınız? Öğretmenlik becerilerinizi geliştirmek için herhangi bir uygulamaya, pratiğe, alıştırmaya ihtiyacınız olduğunu düşünüyor musunuz?

18. Do you think that teaching and learning English is different from teaching and learning other subjects? Why or why not?
    İngilizce öğretmek ve öğrenmek diğer konuları öğretmek ve öğrenmekten farklı mıdır? Neden?

19. What are the advantages of teaching and learning English language (especially in Turkey)?
    Türkiye'de İngilizce öğrenmenin ve öğretmenin avantajları var mıdır? Varsa nelerdir?

20. What are the disadvantages, difficulties of teaching and learning English language (especially in Turkey)?
    Türkiye'de İngilizce öğrenmenin ve öğretmenin dezavantajları var mıdır? Varsa nelerdir?

21. What is the role of a teacher in a classroom in a school and in society?
    Bir toplumda, bir okulda, bir sınıfta öğretmenin rolü nedir?

22. How will you describe a good teacher? While making this definition, what are the points you take into account?
    İyi bir öğretmeni nasıl tanımlarsınız? Bu tanımlamayı yaparken neleri göz önünde bulunduruyorsunuz?

23. How do you position yourself as a student teacher/a teacher candidate? How do people think about you and where do they put you within the education system?
Bir öğretmen adayı olarak siz kendinizi nasıl konumlandırıyorsunuz? İnsanlar sizi nasıl görüyor, nereye koyuyor (eğitim sistemi içinde)? Bu konumlandırmayı yaparken neleri göz önünde bulunduruyorsunuz?

24. What are the factors other than the teacher that you think have an impact on learning from the perspective of both as a student and as a student teacher? (e.g., environment (classroom, school, home or other placed), educational tools and any instrumental factors)
Öğrenci olarak ve öğretmen olarak öğrenmenin üzerinizde etkisi olduğunu düşündüğünüz öğretmen dışındaki faktörler neler? Belki bir ortam (sınıf okul ya da ev ya da başka bir mekan), belki eğitsel bir araç ya da sadece herhangi bir araç, fiziksel bir obje?

25. What are the factors having an effect on your teacher identity during your training in your teacher education faculty?
Öğretmen eğitiminiz sırasında öğretmen kimliğinizi etkileyen faktörler nelerdir?

26. What are the features of a good teacher trainer?
İyi bir öğretmen eğitmeni nasıl olmalı?

27. What are your expectations from your teacher trainer?
Öğretmen eğitmeninizden beklentileriniz nelerdir?

28. What kind of a teacher do you want to become? Can you describe that teacher a little bit?
Olmak istediğiniz öğretmen nasıl bir öğretmen? Onu bana biraz tarif eder misiniz?

29. Which aspects of your teacher identity need some practice to become the teacher you want? Are there any skills you need to develop to bring you closer to the teacher you want to become until the end of this term? What are you planning to do in order to improve these skills?
Olmak istediğiniz öğretmen olabilmek için öğretmen kimliğinizin hangi yönlerini geliştirmeniz gerektiğini düşünüyorsunuz? Bu dönem sonuna kadar geliştirmeyi istediğiniz, olmak istediğiniz öğretmene sizi yaklaştırması için geliştirmeniz gereken beceriler var mı? Varsa bunları geliştirmek adına yaptığınız, yapmayı planladığınız neler var?

30. Are your teacher self and your personal self the same? What are the similarities and differences between your teacher self and personal self?
Öğretmen kimliğiniz ile kişisel kimliğiniz aynı mı? Öğretmen kimliğiniz ile kişisel kimliğiniz arasındaki benzerlikler ve farklılıklar nelerdir?

31. What is your dream, your ultimate goal as an English language teacher?
Bir İngilizce öğretmeni olarak nihai hedefiniz, amacınız nedir?

32. What are your strengths to help you achieve this goal? / Which aspects of your teacher self are good enough to become the teacher you want?
Bu amacı gerçekleştirmek adına size yardımcı olabilecek (işinizi kolaylaştıracak) güçlü yanlarınız nelerdir? Öğretmen kimliğinizin hangi yönleri olmak istediğiniz öğretmeni olabilmek için yeterince iyidir?

33. What can be an obstacle for you in constructing your teacher identity? (Are there any personal, professional, contextual factors that can impede formation of your teacher self in the way you want?
Olmak istediğiniz öğretmeni olma yolunda karşılaşabileceğiniz engeller nelerdir? Olmak istediğiniz öğretmeni olma yolunda işinizi zorlaştıracağını düşündüğünüz kişisel, profesyonel ya da ortamdan kaynaklanan faktörler var mı?

34. Can you please tell me about your microteaching experiences in previous terms?
Daha önceki dönemlerdeki mikro öğretimlerinizden biraz bahsedebilir misiniz?

35. How do you get prepared for your micro teachings? How do you plan your teaching content and activities?
Mikro öğretimlere nasıl hazırlanıyorsunuz? Öğretim içeriğinizi ve aktivitelerinizi nasıl planlıyorsunuz?

36. Can you do all the things you plan beforehand in your teaching? To what extent are you able to perform in the way you plan in your microteachings?
Önceden planladığınız her şeyi öğretiminiz sırasında yapabiliyor musunuz? Mikro öğretimlerinizde ne ölçüde planladığınız gibi hareket edebiliyorsunuz?

37. How do you fell during your microteachings?
Mikro öğretimlerde nasıl hissediyorsunuz?

38. How much do you think feedback session contribute to your construction of your teacher self?
Dönüt kısmının öğretmen kimliğinizi inşa etmenize ne kadar katkıda bulunduğunu düşünüyorsunuz?

39. When you think of all four skills and subskills, which of these do you feel less confident in teaching?
Dört temel beceri ve alt becerilerden hangisinin öğretiminde kendinizi daha az güvende (daha tereddütlü) hissediyorsunuz?

40. What are your expectations for the last year of your teacher education especially in terms of practicum experience?
Öğretmen eğitiminizin son yılından, özellikle staj deneyiminden, beklentileriniz neler?

Factors behind the 1st Interview Questions

	Questions	f
1. Human factors	Q1, Q2, Q7, Q8, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q22, Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33, Q35, Q36, Q37, Q39, Q40	27
2. Curricular factors	Q3, Q4, Q5, Q6, Q8, Q9, Q10, Q11, Q14, Q15, Q17, Q18, Q19, Q20, Q22, Q25, Q26, Q28, Q29, Q30, Q32, Q33, Q34, Q36, Q38, Q39, Q40	27
3. Contextual factors	Q8, Q12, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q26, Q27, Q28, Q29, Q30, Q32, Q33, Q34, Q36, Q39, Q40	23
4. Instrumental factors	Q8, Q10, Q12, Q14, Q15, Q17, Q18, Q19, Q20, Q22, Q24, Q26, Q28, Q29, Q30, Q32, Q33, Q34, Q35, Q36, Q39, Q40	22

Appendix 3. 2nd Individual Interview Questions- 4th-Grade Student Teachers

1st Part (Reflecting on Reflections)

STs are asked to elaborate on their answers in their reflections. You can see some sample questions they answer in their reflections below:

1. Please tell me about your experience in your teaching practice context.
    a) What were your motives in doing particular activities in the classroom?
    b) What did you do to achieve your goals?
    c) What were some of teaching strategies or approaches you think worked well with your students?
    d) What did you learn from your teaching practice?
    e) What were some of the challenges did you face in your practicum?
    f) What were the things that you wish you could do in your classrooms, but you did not do? (e.g. particular strategies, activities)

2nd Part

2. How do you get along with your mentor teacher?
   Staj hocanızla ilişkiniz, iletişiminiz nasıl?

3. How do you get along with your students?
   Öğrencilerinizle ilişkiniz, iletişiminiz nasıl?

4. How do you think the students have been responding to your teaching so far? Why do you think they are responding in this way? How does this make you feel?
   Şimdiye kadar öğrencileriniz sizin öğretiminize nasıl karşılık veriyor/karşılık verdiğini düşünüyorsunuz? Neden bu şekilde karşılık verdiklerini düşünüyorsunuz? Bu sana nasıl hissettiriyor?

5. Can you tell me about your practicum supervisor's visit to your classroom? Would you do anything differently in the classroom based on this visit? Why / Why not?
   Biraz staj danışmanının sınıf ziyaretinden/gözleminden bahsedebilir misin? Bu gözleme de dayanarak o derste yaptığın herhangi bir şeyi farklı bir şekilde yapar mıydın?Neden?

6. How do you see yourself as a practicing English language teacher in your practicum in relation to your students, your mentor teacher and your practicum supervisor?
   Öğrencilerin, staj danışmanın, staj hocan açısından baktığında kendini bir stajyer İngilizce öğretmeni olarak nasıl görüyorsun?

7. How do you think your students, your mentor teacher and practicum supervisor see you as an English teacher?
   Öğrencilerinin, staj danışmanının, staj hocanın seni bir İngilizce öğretmeni olarak nasıl gördüklerini düşünüyorsun?

8. Has your perception of *what a teacher is* changed during your practicum so far? If so, how has it changed and what examples can you provide to show this transformation?

Bir öğretmenin ne olduğuyla alakalı algın şimdiye kadarki staj sürecinde bir değişikliğe uğradı mı/değişti mi? Eğer öyleyse, nasıl değişti ve bu değişimi göstermek için örnekler verebilir misin?

9. Has your perception of *what a teacher does* changed during your student teaching experience? If yes, how?
   Bir öğretmenin ne yaptığıyla alakalı algın şimdiye kadarki staj deneyiminde bir değişikliğe uğradı mı/değişti mi? Eğer değiştiyse, nasıl?

10. Tell me more about the development of your teacher's identity until this stage of your teacher training. Does your conceptualization of good English teachers change as you have your teaching practice? If yes, how?
    Öğretmen eğitiminizin bu aşamasına kadar öğretmen kimliğinizin gelişimi hakkında konuşalım mı? İyi İngilizce öğretmeni tanımınız stajda elde ettiğiniz deneyim ile/ stajınız ilerlerken/devam ederken değişiyor mu? Eğer değişiyorsa, nasıl?

11. How does your teaching practice shape your identity as an English teacher? What differences (even very subtle ones) can you observe in your perception about yourself as an English teacher since the beginning of the term?
    Staj eğitiminiz bir İngilizce öğretmeni olarak kimliğinizi nasıl şekillendiriyor? Dönem başından beri bir İngilizce öğretmeni olarak kendinizle alakalı algınızda ne gibi farklılıklar (çok küçük, ince bir fark bile olsa) gözlemleyebilirsiniz?

12. Is there anything that you want to add to your definition of the teacher you want to become in the 1st task?
    İlk taskta yazdığın olmak istediğin öğretmen tanımına eklemek istediğin bir şey var mı şimdi?

13. What are your personal resources to be used for the construction of the teacher identity that you defined in your 1st task? Can you elaborate on these personal resources by taking into account your practicum experience?
    a) physical resources (e.g. your voice, gestures and posture, body language)
    b) emotional resources (e.g. your motivation for teaching, how much you care for your students or/and the other people)
    c) professional resource (e.g. your academic knowledge, skills and acquisitions)
    d) contextual/other resources (e.g. the opportunities that you have in your ELT program, your university, your city, your family)

    Birinci /1st) taskta tanımladığınız öğretmen kimliğinin inşası için kullanılacak kişisel kaynaklarınız nelerdir? Staj deneyiminizi dikkate alarak/göz önünde bulundurarak bu kişisel kaynakları detaylandırabilir misiniz?
    a. Fiziksel kaynaklar (sesiniz, jestler, mimikler, vücut dili)
    b. Duygusal kaynaklar (öğretme motivasyonunuz, öğrencilerinize ve/veya diğer insanlara ne kadar değer verdiğiniz)
    c. Profesyonel kaynaklar (akademik, bilgi, beceriler ve edinimler)
    d. Ortamsal ve diğer kaynaklar (ELT programınızda, üniversitenizde, şehrinizde ya da ailenizde sahip olduğunuz fırsatlar)

14. How can these resources help you fashion your teacher identity?
    Bu kaynaklar öğretmen kimliğinizi oluşturmanıza nasıl yardımcı olabilir?

Factors behind the 2nd Interview Questions

	Questions	f
1. Human factors	Q1, Q8, Q9, Q10, Q11, Q12, Q13a, Q13b, Q14	9
2. Curricular factors	Q1, Q5, Q8, Q9, Q10, Q11, Q13c, Q14	8
3. Contextual factors	Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q13d, Q14	9
4. Instrumental factors	Q1, Q8, Q9, Q10, Q12, Q13d, Q14	7

Appendix 4. 2nd Individual Interview Questions- 3rd-Grade Student Teachers

1st Part (Reflecting on Reflections)

STs are asked to elaborate on their answers in their reflections. You can see some sample questions they answer in their reflections below:

1. Did anything happen this week in or outside class that affected your attitude, belief or motivation in becoming an English language teacher? (while talking to a friend/ a family member, a teacher, a lecturer, watching a movie/TV series, reading a poem, novel, story, newspaper, etc. surfing on the internet)

2. Please tell me about your experience in your microteachings during this term.
   a) What did you learn from your microteachings?
   b) What were some of the challenges did you face in your microteachings?
   c) What were the things that you wish you could do in your classrooms, but you did not do? (e.g. particular strategies, activities)

2nd Part

3. Based on your experience in your microteachings, what are your strengths in teaching? Mikro öğretimlerinizdeki deneyimlerinizden yola çıkarak öğretmenlikte güçlü olduğunu düşündüğünüz yönleriniz nelerdir?

4. Based on your experience in your microteachings, is there anything you think you will have difficulty teaching? (teaching any of skills, subskills, lesson planning, communication and interaction with students, etc.). If there is any, how can you deal with the difficulties you have mentioned?
   Mikro öğretimlerinizdeki deneyimlerinizden yola çıkarak öğretmenlikte zorluk yaşayacağınızı düşündüğünüz bir şey var mı? (ders anlatımı, ders planı, öğrencilerle iletişim ve etkileşim, vb.) Varsa, bahsettiğiniz zorluklarla nasıl başa çıkabilirsiniz?

5. What effect do you think the microteachings of your friends have on you and your teaching?
   Arkadaşlarınızın yaptıkları mikro öğretimlerin sizin ve öğretmenliğinizin üzerinizde nasıl bir etkisi olduğunu düşünüyorsunuz?

6. How can you define yourself as an English teacher? How does your microteachings shape your identity as an English teacher? What differences (even very subtle ones) can you observe in your perception about yourself as an English teacher since the beginning of the term?
   Kendinizi bir İngilizce öğretmeni olarak nasıl tanımlarsınız? Mikro öğretimler bir İngilizce öğretmeni olarak kimliğinizi nasıl şekillendiriyor? Dönem başından beri bir İngilizce öğretmeni olarak kendinizle alakalı algınızda ne gibi farklılıklar (çok küçük, ince bir fark bile olsa) gözlemleyebilirsiniz?

7. Has your perception of *what a teacher does* and *what a teacher is* changed during your microteaching experience so far? If so, how has it changed and what examples can you provide to show this transformation?

Bir öğretmenin ne/kim olduğuyla ve ne yaptığıyla alakalı algınız şimdiye kadarki mikro öğretimler sürecinde bir değişikliğe uğradı mı/değişti mi? Eğer öyleyse, nasıl değişti ve bu değişimi göstermek için örnekler verebilir misiniz?

8. Have the courses you took this term had an impact on your perspective on teaching and on constructing your teacher identity? Among the courses you took this term, which course do you think contributed the most to your teacher identity? Why?
   Bu dönem aldığınız dersler öğretmenliğe bakış açınızda, öğretmen kimliğinizi geliştirmenizde bir etki yarattı mı? Bu dönem aldığınız dersler arasında size, sizin öğretmen kimliğinize en çok katkı sağladığını düşündüğünüz ders hangisi? Neden?

9. Does your conceptualization of good English teachers change as you have your microteachings? If yes, how?
   Mikro öğretimlerinizle birlikte iyi İngilizce öğretmeni kavramı/tanımlamanız değişiyor mu? Değişiyorsa, hangi şekilde?

10. Have there been any changes in your definitions of language learning and language teaching since the beginning of the term?
    Dil öğrenimi ve dil öğretimi tanımlarınızda dönem başından beri bir değişiklik oldu mu?

11. Do you think that the way a teacher uses materials, classroom resources have an effect on learning and how students see her/him as a teacher? Why?
    Bir öğretmenin materyal ve ders kaynaklarını kullanma biçiminin öğrenmeyi ve öğrencilerin onu nasıl bir öğretmen olarak gördüğünü etkilediğini düşünüyor musunuz? Neden?

12. What are the effects of using computers and mobile devices for learning and teaching on learners and teachers? Are there any advantages and/or disadvantages?
    Bilgisayarları ve mobil cihazları öğrenme ve öğretim amaçlı kullanmanın öğrenciler ve öğretmenler üzerindeki etkileri nelerdir? Bu durumun avantajları ve /veya dezavantajları var mıdır?

13. Can you describe the teacher you want to become?
    Olmak istediğiniz öğretmeni tarif eder misiniz?

14. What are the differences between the teacher you want to become and your current teacher identity? What can you do to close these gaps and become the teacher you want to become? How and to what extent can your teacher education contribute to this?
    Olmak istediğiniz öğretmen ile şu anki öğretmen kimliğiniz arasında nasıl farklar var? Bu farkları kapatmak ve olmak istediğiniz öğretmen olmak için neler yapabilirsiniz? Öğretmen eğitimi programınız buna nasıl ve ne ölçüde katkıda bulunabilir?

15. What does being a teacher mean to you?
    Öğretmen olmak sizin için ne anlam ifade ediyor?

16. Do you have any suggestions for the teacher education programs based on your experience until this stage of your training?
Eğitiminizin bu aşamasına kadar edindiğiniz deneyime dayalı olarak öğretmen eğitimi programları için önerileriniz var mı?

17. What are the roles of a teacher in a classroom and in a society? Do you think that teachers have a role in establishing moral standards? If so, what are these roles?
Bir toplumda ve bir sınıfta öğretmenin roller nelerdir? Ahlaki standartların oluşturulmasında öğretmenlerin rolü olduğunu düşünüyor musunuz? Öyle düşünüyorsanız bu roller nelerdir?

Factors behind the 2nd Interview Questions- 3rd Grade Student Teachers

	Questions	f
1. Human factors	Q1, Q3, Q4, Q6, Q7, Q9, Q10, Q13, Q14, Q15	10
2. Curricular factors	Q2, Q3, Q4, Q6, Q7, Q8, Q9, Q10, Q16	9
3. Contextual factors	Q1, Q3, Q4, Q5, Q7, Q9, Q10, Q17	8
4. Instrumental factors	Q1, Q3, Q4, Q7, Q9, Q10, Q11, Q12	8

Appendix 5. 3rd Individual Interview Questions- 4th-Grade Student Teachers

1st Part- Reflecting on reflection

STs are asked to elaborate on their answers in their reflections. You can see some sample questions they answer in their reflections below:

1. Please tell me about your experience in your teaching practice context reflecting on your reflections.

    a) What were your motives in doing particular activities in the classroom?
    b) What did you do to achieve your goals?
    c) What were some of teaching strategies or approaches you think worked well with your students?
    d) What did you learn from your teaching practice?
    e) What were some of the challenges did you face in your practicum?
    f) What were the things that you wish you could do in your classrooms, but you did not do? (e.g. particular strategies, activities)

2nd Part

2. How do you get along with your mentor teacher?
   Staj hocanızla ilişkiniz, iletişiminiz nasıl?

3. How do you get along with your students?
   Öğrencilerinizle ilişkiniz, iletişiminiz nasıl?

4. How do you think the students have been responding to your teaching so far? Why do you think they are responding in this way? How does this make you feel?
   Şimdiye kadar öğrencileriniz sizin öğretiminize nasıl karşılık veriyor/karşılık verdiğini düşünüyorsunuz? Neden bu şekilde karşılık verdiklerini düşünüyorsunuz? Bu sana nasıl hissettiriyor?

5. Can you tell me about your practicum supervisor's visit to your classroom? Would you do anything differently in the classroom based on this visit? Why / Why not?
   Biraz staj danışmanının sınıf ziyaretinden/gözleminden bahsedebilir misiniz? Bu gözleme de dayanarak o derste yaptığın herhangi bir şeyi farklı bir şekilde yapar mıydınız? Neden?

6. How do you see yourself as a practicing English language teacher in your practicum in relation to your students, your mentor teacher and your practicum supervisor?
   Öğrencileriniz, staj danışmanınız, staj hocanız açısından baktığınızda kendinizi bir stajyer İngilizce öğretmeni olarak nasıl görüyorsunuz?

7. How do you think your students, your mentor teacher and practicum supervisor see you as an English teacher?
   Öğrencilerinin, staj danışmanının, staj hocanın seni bir İngilizce öğretmeni olarak nasıl gördüklerini düşünüyorsunuz?

8. What have you learned from your experience in practicum (about teaching, learning, students, interaction with students, use of materials, etc.)?
   Staj deneyiminizden neler öğrendiniz (öğretme, öğrenme, öğrenciler, öğrencilerle etkileşim, materyal kullanımı, vb. ile alakalı)?

9. How do you feel while teaching in your practicing class? Is it different from how you feel in your microteachings? If so, how is it different?
   Staj sınıfında ders anlatırken nasıl hissediyorsunuz? Mikro öğretimlerinizde hissettiklerinizden farklı mı? Eğer öyleyse, nasıl farklı?

10. Was the practicum phase of your teacher training different from the other courses of your teacher education program? If so, how?
    Staj süreci öğretmen eğitimi programında aldığın diğer derslerden farklı mıydı? Öyleyse, nasıl?

11. Did you have a chance to apply what you have learned during your teacher education in your practicing class?
    Öğretmenlik eğitimi programında öğrendiğin şeyleri staj sınıfında uygulama şansı bulabildin mi?

12. Based on your experience in your practicum, what are your strengths in teaching?
    Stajdaki deneyimlerinizden yola çıkarak öğretmenlikte güçlü olduğunu düşündüğünüz yönleriniz nelerdir?

13. Based on your experience in your practicum, is there anything you think you will have difficulty when you start teaching? (teaching any of the skills, the subskills, lesson planning, communication and interaction with students, etc.). If there is any, how can you deal with the difficulties you have mentioned?
    Stajdaki deneyimlerinizden yola çıkarak öğretmenliğe başladığınızda zorluk yaşayacağınızı düşündüğünüz bir şey var mı? (ders anlatımı, ders planı, iletişim, vb..) Varsa, bahsettiğiniz zorluklarla nasıl başa çıkabilirsiniz?

14. What effect did your friends with whom you shared the same practicing class have on you during this process? How did it make you feel to plan lessons, teach and share the same class together? Were there any advantages and difficulties of that experience? If so, what are they?
    Aynı staj sınıfını paylaştığınız arkadaşlarınızın bu süreçte sizin üzerinizde nasıl bir etkisi oldu? Birlikte ders planı yapmak, ders anlatmak ve aynı sınıfı paylaşıyor olmak size nasıl hissettirdi? Bu durumun avantajları ve zorlukları var mıydı? Varsa bunlar nelerdir?

15. What effect do you think the teachings of your classmates and mentor teacher have on your teacher identity?
    Arkadaşlarınızın ve staj hocanızın öğretimlerinin sizin öğretmen kimliğiniz üzerinde nasıl bir etkisi olduğunu düşünüyorsunuz?

16. Can you tell me more about the development of your teacher identity until this stage of your teacher training? How does practicum experience impact on how you view yourself as an English teacher?
Öğretmen eğitiminizin bu aşamasına kadar öğretmen kimliğinizin gelişimi hakkında daha fazla bilgi verebilir misiniz? Staj deneyiminizin kendinizi bir İngilizce öğretmeni olarak nasıl gördüğünüze nasıl bir etkisi oldu?

17. How do you think your microteachings and practicum experience help you to become an English teacher?
Mikro öğretimlerinizin ve staj deneyiminizin İngilizce öğretmeni olmanıza nasıl yardımcı olduğunu düşünüyorsunuz?

18. How was microteaching different from student teaching? What did you learn in each? What would you have like to learn?
Mikro öğretimleriniz staj deneyiminizden nasıl farklıydı? Her birinde ne öğrendiniz? Neler öğrenmek isterdiniz?

19. Have there been any changes in your definitions of language learning and language teaching since the beginning of the term?
Dil öğrenimi ve dil öğretimi tanımlarınızda dönem başından beri bir değişiklik oldu mu?

20. Do you think that the way a teacher uses materials, classroom resources have an effect on learning and how students see her/him as a teacher? Why?
Bir öğretmenin materyal ve ders kaynaklarını kullanma biçiminin öğrenmeyi ve öğrencilerin onu nasıl bir öğretmen olarak gördüğünü etkilediğini düşünüyor musunuz? Neden?

21. What are the effects of using computers and mobile devices for learning and teaching on learners and teachers? Are there any advantages and/or disadvantages?
Bilgisayarları ve mobil cihazları öğrenme ve öğretim amaçlı kullanmanın öğrenciler ve öğretmenler üzerindeki etkileri nelerdir? Bu durumun avantajları ve /veya dezavantajları var mıdır?

22. What are the courses that are most useful to you during your practicum and that you think will help you in the future? What are your suggestions to improve the teacher education? What would you like to learn more?
Stajda en çok işinize yarayan ve bundan sonrasında da size yardımcı olacağını düşündüğünüz dersler hangileri? Öğretmen eğitimini geliştirmek için önerileriniz nelerdir? Daha fazla ne öğrenmek isterdiniz?

23. How do you feel about being a teacher?
Öğretmen olma konusunda nasıl hissediyorsun?

24. What does being a teacher mean to you?

Öğretmen olmak sizin için ne anlam ifade ediyor?

25. Do you feel ready to start teaching? Why/ why not?
Öğretmenliğe başlamak için kendinizi hazır hissediyor musunuz? Neden?

26. What are the roles of a teacher in a classroom and in a society? Do you think that teachers have a role in establishing moral standards? If so, what are these roles?
Bir toplumda ve bir sınıfta öğretmenin roller nelerdir? Ahlaki standartların oluşturulmasında öğretmenlerin rolü olduğunu düşünüyor musunuz? Öyle düşünüyorsanız bu roller nelerdir?

Factors behind the 3rd Interview Questions- Senior Student Teachers

	Questions	f
1. Human factors	1,6,9,12,13,16,19,23,24,25,26	11
2. Curricular factors	1,5,8,10,11,12,13,16,17,18,22	11
3. Contextual factors	1,2,3,4,5,6,7,8,12,13,14,15,25,26	14
4. Instrumental factors	1,4,5,8,11,12,13,19,20,21	10

Appendix 6. Interview Questions -Teacher Educators

1. Can you please tell me about your teaching experiences? How long have you been teaching in this faculty?
   Öğretmenlik deneyimlerinizden bahsedebilir misiniz? Kaç yıldır bu fakültede görev yapıyorsunuz?

2. What are the goals that the English language teaching programs aim to achieve in 4 years?
   İngilizce öğretmenliği programlarının 4 yılda ulaşmayı hedeflediği amaçlar nelerdir?

3. What qualifications should a preservice teacher have when s/he is graduated from a teacher education program, before starting the profession?
   Bir öğretmen adayının mezun olurken, mesleğe başlamadan, hangi özelliklere sahip olması gerekiyor, bekleniyor?

4. What do you think about student teachers' readiness when they start teacher education programs (in terms of language proficiency, attitudes towards teaching, etc.?)
   Öğrencilerin fakülteye başladıklarındaki hazır bulunuşlukları (dil yeterliliği, öğretmenliğe karşı tutumları, vs.) ile ilgili neler düşünüyorsunuz?

5. In your perspective, how do teacher education programs help student teachers to become English teachers? To what extent do these programs have an effect on what kind of a teacher that student teacher is?
   Öğretmen yetiştirme programları öğretmen adaylarının İngilizce öğretmeni olmalarına nasıl bir katkıda bulunuyor? Bu programlar ne ölçüde öğretmen adaylarının nasıl bir öğretmen olduklarını belirliyor?

6. What do you think about the content of teacher education programs? Are there any issues that you think are really good in training student teachers and that you think are missing or need to be improved? (the proportions and the contents of the courses offered)
   Öğretmen yetiştirme programlarının içerikleri hakkında ne düşünüyorsunuz? Öğretmen adaylarını yetiştirmede gerçekten iyi olduğunu düşündüğünüz ve eksik olduğunu ya da geliştirilmesi gerektiğini düşündüğünüz hususlar var mı? (Programdaki derslerin oranları, ağırlıkları ve derslerin içerikleri)

7. In your perspective, how do microteachings and practicum help student teachers to become English teachers?
   Mikro öğretimler ve staj uygulaması öğretmen adaylarının İngilizce öğretmeni olmalarına nasıl bir katkıda bulunuyor?

8. What are the goals of microteaching? Mikro öğretimlerin amaçları nelerdir? Öğrencilerin mikro öğretimlerde nasıl kazanımlar elde etmesi beklenmektedir? (Bir grup öğrenci bu mikro öğretimlerin çok da etkili olmadığını, kendi arkadaşlarıyla oluşturulan ortamda yaptıkları aktivite ve kullandıkları materyallerin gerçek sınıflarda aynı etkiyi yaratmayacağını düşünüyorlar. Sizin bu konudaki yorumunuz nedir?)

9. What are student teachers supposed to be doing in microteaching course? Are there any particular emphases that you want student teachers to do in microteaching class?
Mikro öğretimlerde öğretmen adaylarının neler yapmasını bekliyorsunuz? Bir öğretmen eğitmeni olarak öğrencilerinizin mikro öğretimlerinde sizin en çok dikkat ettiğiniz hususlar nelerdir?

10. When giving feedback to your students after their micro teachings, which points do you particularly emphasize?
Öğrencilerinize mikro öğretimlerinden sonra dönüt verirken özellikle hangi noktaların üzerinde daha çok duruyorsunuz?

11. From your point of view, what are the main goals of the practicum? What are student teachers supposed to do and learn in their practicum?
Size göre staj uygulamasının temel amaçları nelerdir? Öğretmen adaylarının bu staj sürecinde ne öğrenmeleri ve yapmaları beklenmektedir?

12. What are your roles in practicum as a teacher trainer?
Bir öğretmen eğitmeni olarak staj sürecinde sizin rolünüz nedir?

13. What kind of a relationship do you establish with the student teachers during their practicum? How do you keep in touch with them?
Öğretmen adayları ile staj yaptıkları süreç boyunca nasıl bir ilişki kuruyorsunuz? Nasıl iletişime geçiyorsunuz?

14. During practicum, what are the expectations from mentor teachers? What is their role?
Staj boyunca staj danışmanı öğretmenlerden beklentiler nelerdir? Onların rolü nedir?

15. Are there any particular emphases that you want student teachers to do in their practicing classes? What do you pay attention to most when you observe them while teaching in their practicing classes?
Öğretmen adaylarının uygulama sınıflarında yapmalarını istediğiniz belirli şeyler var mı? Siz onları gözlemlerken en çok nelere dikkat ediyorsunuz?

16. What are the issues that student teachers experience the most difficulties during their teaching in their practicing classes? What is the reason of this?
Öğretmen adayları stajda en çok hangi noktalarda sıkıntı yaşıyorlar? Bunun sebebi nedir?

17. What kinds of English teachers do you want your student teachers to be?
Öğretmen adaylarının nasıl İngilizce öğretmenleri olmasını istersiniz?

18. What are the characteristics of a good English teacher?
İyi bir İngilizce öğretmenin özellikleri nelerdir?

19. What are the responsibilities of the student teachers to become good English language teachers? What are they supposed to do to become the teacher they want to become?

Öğretmen adaylarının iyi bir İngilizce öğretmeni olmak için sorumlulukları nelerdir? Olmak istedikleri öğretmen olmak için neler yapmaları gerekir?

20. Do you think that student teachers' experiences as a student have an effect on their learning and practice of teaching English? How do you observe this effect?
Öğretmen adaylarının bir öğrenci olarak deneyimlerinin onların İngilizce öğretmeyi öğrenme ve öğretme uygulamaları üzerinde bir etkisi olduğunu düşünüyor musunuz? Bu etkiyi nasıl gözlemliyorsunuz?

21. What and which factors do you think are the most influential in student teachers' shaping their teacher identities?
Öğretmen adaylarının öğretmen kimliklerini şekillendirmesinde en çok nelerin, hangi faktörlerin etkili olduğunu düşünüyorsunuz?

Factors behind the Interview Questions- Teacher Educators

	Questions	f
1. Human factors	Q1, Q3, Q4, Q11, Q12, Q14, Q16, Q17, Q18, Q19, Q20, Q21	12
2. Curricular factors	Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q14, Q15, Q16, Q17, Q18, Q21	17
3. Contextual factors	Q3, Q5, Q6, Q7, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q21	14
4. Instrumental factors	Q5, Q6, Q8, Q9, Q10, Q11, Q14, Q15, Q16, Q17, Q18, Q19, Q21	13

Appendix 7. Interview Questions -Graduates

1. Can you please tell me about yourself (How old are you, what do you like doing)? Kendinizden biraz bahsedebilir misiniz (kaç yaşındasınız, neler yapmaktan hoşlanırsınız)?

2. Can you tell me about your educational background? Öğrenim hayatınızdan biraz bahsedebilir misin?

3. Can you tell me about your teaching experience? Öğretmenlik deneyiminizden bahsedebilir misiniz?

4. Can you describe your experience of learning English? What are the effective teaching strategies, skills and techniques you prefer as a student? What do you expect from an English teacher to help you improve your English? Kendi İngilizce öğrenme deneyiminizden bahsedebilir misiniz? Öğrenci olarak tercih ettiğiniz etkili öğretim stratejileri, becerileri ve teknikleri nelerdir? Bir İngilizce öğretmeninden İngilizcenizi geliştirmenize yardımcı olması için neler beklersiniz?

5. Who was your favorite English language teacher? Why was he/she your favorite teacher? En sevdiğiniz İngilizce öğretmeniniz kimdi? Neden o öğretmen en sevdiğiniz öğretmeninizdi?

6. Who was your worst English language teacher? Why was he/she your worst teacher? How have they influenced you? En kötü İngilizce öğretmeniniz kimdi? Neden o öğretmen en az sevdiğiniz, sevmediğiniz öğretmeninizdi? Sizi bu iki öğretmen de nasıl etkiledi?

7. How can you define learning a foreign language (based on your own experience, your observation, your ELT education)? Yabancı dil öğrenmeyi nasıl tanımlarsınız (kendi deneyimlerinize, gözlemlerinize, ve ELT eğitiminize dayanarak)?

8. Is there an ideal environment to learn a language? If so, what kind of an environment is it? Dil öğrenmek için ideal bir ortam var mı? Varsa, nasıl bir ortam?

9. Who is a good language learner? What are her/his characteristics? What are the specific strategies that a good learner employs? İyi bir dil öğrencisi kimdir? Hangi özelliklere sahiptir?İyi bir dil öğrenicisinin kullandığı belirli/özel stratejiler/teknikler nelerdir?

10. What should an ideal school be like? Why? İdeal bir okul nasıl olmalı? Neden?

11. How should the relationship among teachers, interaction between the teachers and students, interaction between the teachers and a school director, the relationship between the students and the school director and the relationship with parents be like? Öğretmenler arasındaki ilişki, öğretmenler ve öğrenciler arasındaki etkileşim, öğretmenler ile okul müdürü, idareciler arasındaki iletişim, öğrenciler ile idareciler, okul müdürü arasındaki ilişki ve velilerle ilişkiler nasıl olmalıdır?

12. What an ideal classroom should look like? (in terms of physical environment, design of the classrooms, instrumental tools). Why? İdeal bir sınıf nasıl görünmelidir? (fiziki çevresi, sınıfların tasarımı, kullanılan eğitsel araçlar açısından) Neden?

13. What should an ideal curriculum be like? Why? İdeal bir müfredat nasıl olmalıdır? Neden?

14. How can you define language teaching? (based on your own experience, your observation, your ELT education) İngilizce öğretmeyi nasıl tanımlarsınız (kendi deneyimlerinize, gözlemlerinize, ve ELT eğitiminize dayanarak)?

15. What are the characteristics of a good English language teacher? What specific attitudes does an effective language teacher display? For example, how does she approach to the students? İyi bir İngilizce öğretmeninin özellikleri nelerdir? Etkili bir İngilizce öğretmeni hangi spesifik tutumları sergiler? Mesela öğrencilerine nasıl yaklaşır?

16. How should a teacher teach English? Please describe the principles, techniques, some ways and views. Can you give specific examples of activities, exercises, tasks, assignments? Bir öğretmen İngilizceyi nasıl öğretmeli? Bazı prensipleri, teknikleri ve görüşleri açıklayabilir misiniz. Belirli aktivite, alıştırma, görev ve ödev örnekleri verebilir misiniz?)

17. What are the factors other than the teacher that you think have an impact on learning? (e.g. environment (classroom, school, home or other placed), educational tools and any instrumental factors) Öğrenmenin üzerinde etkisi olduğunu düşündüğünüz öğretmen dışındaki faktörler neler? Belki bir ortam (sınıf,okul ya da ev ya da başka bir mekan), belki eğitsel bir araç ya da sadece herhangi bir araç, fiziksel bir obje?)

18. What are the demands and expectations of teaching English in Turkey? Türkiye'de Ingilizce öğretimi ile ilgili beklenti ve talepler nelerdir?

19. Do you think that teaching and learning English is different from teaching and learning other subjects? Why or why not? (in terms of interaction between ss and teacher, among colleagues, how the ss position the language teacher , how parents, school directors position them) İngilizce öğrenmek ve öğretmek diğer konuları öğrenmek ve öğretmekten farklı mıdır? Neden?

20. Are there any advantages of teaching and learning English language (especially in Turkey)? If so, what are they? Türkiye'de İngilizce öğrenmenin ve öğretmenin avantajları var mıdır? Varsa nelerdir?

21. Are there any disadvantages, difficulties of teaching and learning English language (especially in Turkey)? If so, what are they? Türkiye'de İngilizce öğrenmenin ve öğretmenin dezavantajları var mıdır? Varsa nelerdir?

22. What is the role of a teacher in a classroom in a school and in society? Bir toplumda, bir okulda, bir sınıfta öğretmenin rolü nedir?

23. Can you tell me about significant people who have had an educational impact on you? Why are they important for you? Sizin üzerinizde eğitimsel, öğretici etkisi olan önemli insanlardan bahseder misiniz? (Eğitim hayatınızdaki önemli insanlar ve sizin öğretmen olmanızda etkisi ya da katkısı olduğunu düşündüğünüz kimse var mı?) Bu insanlar sizin için neden önemli?

24. When and why did you decide to become an English teacher? Ne zaman ve neden öğretmen olmaya karar verdiniz?

25. How can you define yourself as a language teacher? Do you think you need any kind of practice to improve your teaching? Bir İngilizce öğretmeni olarak kendinizi nasıl tanımlarsınız? Öğretmenlik becerilerinizi geliştirmek için herhangi bir uygulamaya, pratiğe, alıştırmaya ihtiyacınız olduğunu düşünüyor musunuz?

26. What kind of a teacher do you want to become? Can you describe that teacher a little bit? Olmak istediğiniz öğretmen nasıl bir öğretmen? Onu biraz tarif eder misiniz?

27. Which aspects of your teacher self are good enough to become the teacher you want? Öğretmen kimliğinizin hangi yönleri istediğiniz öğretmeni olmak için yeterince iyidir?

28. Which aspects of your teacher identity need some practice to become the teacher you want? Are there any skills you need to develop to bring you closer to the teacher you want to become ? What are you doing or planning to do in order to improve these skills? İstediğiniz öğretmen olabilmek için öğretmen kimliğinizin hangi yönlerinde biraz çalışma yapmanız gerekiyor? Sizi olmak istediğiniz öğretmene yaklaştırmak için geliştirmeniz gereken herhangi bir beceri var mı? Bu becerileri geliştirmek için neler yapıyorsunuz ya da neler yapmayı planlıyorsunuz?

29. What is your dream, your ultimate goal as a language teacher? Bir İngilizce öğretmeni olarak hayaliniz, nihai hedefiniz nedir?

30. What are your strengths to help you achieve this goal? (any personal, emotional, professional, contextual resources) Bu amacı gerçekleştirebilmek adına size yardımcı olabilecek güçlü yanlarınız nelerdir? (Kişisel, profesyonel, duygusal, ortamsal, ve diğer kaynaklar)

31. What can be an obstacle for you in constructing your teacher self in the way you want? (any personal, emotional, professional, contextual factors) Olmak istediğiniz öğretmeni olma yonunda karşılaşabileceğiniz engeller nelerdir? (Kişisel, profesyonel, duygusal, ortamsal, ve diğer faktörler)

32. How much do you think your teacher education contribute to your construction of your teacher self? What are the factors having an effect on your teacher identity during your training in your teacher education faculty? Öğretmenlik eğitiminizin öğretmen kimliğinizi inşa etmenize ne kadar katkıda bulunduğunu düşünüyorsunuz? Eğitiminiz sırasında öğretmen kimliğinizi etkileyen faktörler nelerdir?

33. What significant experiences do you remember during your university education? What are some of the courses you liked in your teacher education program? Why did you like them? What are some of the courses you did not like in your teacher

education program? Why did you not like them? Üniversite eğitiminiz sırasında hangi önemli deneyimleri hatırlıyorsunuz? Öğretmen eğitimi programınızda sevdiğiniz derslerden bazıları nelerdir? Neden bu dersleri sevdiniz? Öğretmen yetiştirme programınızda beğenmediğiniz derslerden bazıları nelerdir? Neden onlardan hoşlanmadınız?

34. Can you please tell me about your practicum experience in the last year of your teacher education? How much do you think that part of your teacher training contributed your current teacher self? (How was your relationship with your mentor teacher and teacher educator?) Öğretmenlik eğitiminizin son yılındaki staj deneyimlerinizden bahseder misiniz? Öğretmenlik eğitiminizin bu kısmının şu anki öğretmen kimliğinize ne kadar katkıda bulunduğunu düşünüyorsunuz? (Staj hocanız ve staj danışmanınız ile ilişkileirniz nasıldı?)

35. Can you please tell me about your experiences in your microteachings at the faculty? Do you think that they helped you to construct your current teacher self? If yes, how? Fakültedeki mikro öğretimlerinizdeki deneyimlerinizden bahseder misiniz? Şu anki öğretmen kimliğinizi oluşturmanıza yardımcı olduklarını düşünüyor musunuz? Evet ise, nasıl?

36. Which course you took at the university do you think has the most impact on your current teacher identity? Why? Üniversitede aldığınız hangi dersin şu anki öğretmen kimliğinizde en çok etkisi olduğunu düşünüyorsunuz? Neden?

37. As a teacher, what was the most unforgettable moment in your professional life? Bir öğretmen olarak profesyonel hayatınızın en unutulmaz anı neydi?

38. What are some most memorable experience that you had with your students? Öğrencilerinizle yaşadığınız en unutulmaz deneyimlerinizden bazıları nelerdir?

39. What has been the most challenging thing for you in the classroom so far? How did you find out a solution? Şimdiye kadar sınıfta sizi en çok zorlayan şey ne oldu? Nasıl bir çözüm buldunuz?

40. Can you tell me a little bit about the atmosphere of your current school? What were your expectations about the school you want to work in and have they been met? Şu anki çalıştığınız kurumun atmosferindan biraz bahsedebilir misiniz? Çalışmak istediğiniz okulla ilgili beklentileriniz nelerdi ve bunlar karşılandı mı?

41. How is your communication with your students, parents, school administrators, other teachers? Öğrencilerle , velilerle, okul idarecileriyle, zümreleri ve diğer öğretmenlerle iletişiminiz nasıl?

Factors behind the Interview Questions- Graduates

	Question Numbers	f
1. Human factors	Q1, Q3, Q7, Q9, Q10, Q14, Q15, Q16, Q19, Q20, Q21, Q22, Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q30, Q31, Q37, Q38, Q39, Q40	25
2. Curricular factors	Q2, Q4, Q5, Q6, Q7, Q9, Q10, Q14, Q15, Q16, Q19, Q20, Q21, Q25, Q26, Q27, Q28, Q30, Q31, Q32, Q33, Q34, Q35, Q36, Q39	25
3. Contextual factors	Q3, Q7, Q8, Q9, Q10, Q11, Q14, Q15, Q16, Q18, Q19, Q20, Q21, Q22, Q25, Q26, Q27, Q28, Q30, Q31, Q34, Q37, Q38, Q39, Q40, Q41	26
4. Instrumental factors	Q7, Q8, Q9, Q10, Q12, Q13, Q14, Q15, Q16, Q17, Q19, Q20, Q21, Q25, Q26 ,Q27 ,Q28, Q30, Q31, Q35, Q39	21

Appendix 8. Weekly Reflection-3rd-Grade Student Teachers

1. Did anything happen this week in or outside class that affected your attitude, belief or motivation in becoming an English language teacher? (while talking to a friend/ a family member, a teacher, a lecturer, watching a movie/TV series, reading a poem, novel, story, newspaper, etc. surfing on the internet)

    a. How did this thing affect your feelings/emotions about becoming an English language teacher?

2. Any significant learning experiences?
    a. Where?
    b. When?
    c. With whom?
    d. What did you learn/teach? Why is it significant?
    e. How does the thing you've learned relate to your teaching? How can you use what you've learned in your teaching?

MICRO TEACHING

If you are not teaching this week

3. Please tell me a classroom event or an activity that you observed in your classmates' microteachings this week. Why did this incident draw your attention?

-What went well in her/his micro, why did you like it?

-What were some challenges s/he faced? How did s/he overcome them?

-Anything you can use in your teaching

If you are teaching this week

4. Which particular activities did you choose for your micro teaching? How did you decide to select them to use?

    a. What were your motives in doing particular activities?

    b. What did you do to achieve your goals?

5. What did you feel went well in this micro teaching experience? How do you know it went well?

6. What would you like to change about this mini-lesson if you had to teach it again? Why would you change it? Based on what? How would you change it?

7. What were some of the challenges did you face in your teaching practice?

8. What did you learn from your teaching practice?

9. Do you think that feedback session contributed to your teaching? How? How did you feel when you got feedback from your teacher trainer?

Appendix 9. Weekly Reflection-4th-Grade Student Teachers

1. Did anything happen this week in or outside class that affected your attitude, belief or motivation in becoming an English language teacher? (while talking to a friend/ a family member, a teacher, a lecturer, watching a movie/TV series, reading a poem, novel, story, newspaper, etc. surfing on the internet)

    a. How did this thing affect your feelings/emotions about becoming an English language teacher?

2. Any significant learning experiences?
    a. Where?
    b. When?
    c. With whom?
    d. What did you learn/teach? Why is it significant?
    e. How does the thing you've learned relate to your teaching? How can you use what you've learned in your teaching?

If you are not teaching this week

3. Please tell me a classroom event or an activity that you observed in your teaching context this week. Why did this incident draw your attention?

-What went well, why did you like it?

-What were some challenges faced? How did the teacher overcome them?

-Anything you can use in your teaching

If you are teaching this week

4. How did you plan your lesson? Which particular activities did you choose for your students this week? How did you decide to select them to use?

    a. What were your motives in doing particular activities?

    b. What did you do to achieve your goals?

5. What did you feel went well in your teaching experience? How do you know it went well?

6. What would you like to change about your teaching, lesson plan if you had to teach it again? Why would you change it? Based on what? How would you change it?

7. What were some of the challenges did you face in your teaching? How did you overcome them?

8. What did you learn from your teaching practice?

9. How did you feel while teaching? Was there anything that makes you feel happy, motivated or under pressure while you were teaching?

10. Do you think that feedback session contributed to your teaching? How? How did you feel when you got feedback from your teacher trainer?

Appendix 10. Essay Prompts-4th-Grade Student Teachers

- What kind of a teacher do you want to become?

- What is your dream, your ultimate goal as a language teacher?

- What are your strengths to help you achieve this goal? / Which aspects of your teacher self are good enough to become the teacher you want?

- What can be an obstacle for you in constructing your teacher self/ teacher identity? (Are there any personal, professional, contextual factors that can impede formation of your teacher self in the way you want?

Appendix 11. Focus Group Interview Questions

School

1. What should an ideal school be like? Why?
   İdeal bir okul sizce nasıl olmalı? Neden?

   - A. How should the relationship among teachers, interaction between the teachers and students, interaction between the teachers and a school director, the relationship between the students and the school director and the relationship with parents be like?
     Öğretmenler arasındaki ilişki, öğrenciler ve öğretmenler arasındaki iletişim, okul müdürü ile öğretmen arasındaki iletişim, okul müdürü ve öğrenciler arasındaki iletişim, velilerle iletişim nasıl olmalı?

2. What are the characteristics of a good school? Why?
   İyi bir okulun özellikleri nelerdir? Neden?

3. What an ideal classroom should look like? (in terms of physical environment, design of the classrooms, etc.). Why?
   İdeal bir sınıf nasıl görünmeli (fiziksel koşullar, sınıf düzeni, vb. açısından)? Neden?

Curriculum

4. What should an ideal curriculum be like? Why?
   İdeal bir müfredat nasıl olmalı? Neden?

5. What are the characteristics of a good curriculum? Why?
   İyi bir müfredatın özellikleri nelerdir? Neden?

Teacher/Teaching

6. How can you define teaching (especially language teaching)?
   Öğretme kavramını nasıl tanımlarsınız (özellikle dil öğretmek)?

7. What are the characteristics of a good English language teacher? What specific attitudes does an effective language teacher display? For example, how does she approach to the students?
   İyi bir İngilizce öğretmeninin özellikleri nelerdir? Etkili bir İngilizce öğretmeni hangi spesifik tutumları sergiler? Mesela öğrencilerine nasıl yaklaşır?

8. What makes language teaching efficient and successful in your opinion?
   Sizce dil öğretimini etkili ve başarılı kılan şey nedir?

9. How should a teacher teach English? Please describe the principles, techniques, some ways and views. Can you give specific examples of activities, exercises, tasks, assignments?
   Bir öğretmen İngilizceyi nasıl öğretmeli? Bazı prensipleri, teknikleri ve görüşleri açıklayabilir misiniz? Belirli aktivite, alıştırma, görev ve ödev örnekleri verebilir misiniz?

Teacher Education Program

10. What are the demands and expectations of teaching English in Turkey?
    Türkiye'de İngilizce öğretimi ile ilgili talepler ve beklentiler nelerdir?

11. Does your teacher education program help you meet these expectations? Why/why not?

Öğretmen yetiştirme programınız bu beklentileri karşılamanıza yardımcı oluyor mu? Neden?

12. Do you have any suggestions to improve your teacher education program?
    Öğretmen yetiştirme programını geliştirmek için önerileriniz var mı?

Learning/Learner

13. How can you define learning (especially language learning)?
    Öğrenme kavramını nasıl tanımlarsınız (özellikle dil öğrenmek)?

14. Is there an ideal environment to learn a language? If so, what kind of an environment is it?
    Dil öğrenmek için ideal bir ortam var mıdır? Varsa, nasıl bir ortam?

15. Who is a good language learner? What are her/his characteristics?
    İyi bir dil öğrenicisi kimdir? Özellikleri nelerdir?

16. What are the specific strategies that a good learner employs?
    İyi bir dil öğrenicisinin kullandığı belirli/özel stratejiler/teknikler nelerdir?

Appendix 12. A Weekly Reflection Sample- 4th-Grade Student Teacher

Weekly Reflection-Week 7

1. Did anything happen this week in or outside class that affected your attitude, belief or motivation in becoming an English language teacher? (while talking to a friend/ a family member, a teacher, a lecturer, watching a movie/TV series, reading a poem, novel, story, newspaper, etc. surfing on the internet)

   On Friday, I attended a speech by one of my dearest instructors. At the end of his speech, he asked a previous student of him to talk about her experiences abroad as an English teacher. She talked about her journey in the US, and lastly, she talked about something that our instructor told her a decade ago when she was a student at our university, and she said how that advice of him affected her life in a lot of good ways.

   a. How did this thing affect your feelings/emotions about becoming an English language teacher?

      When I heard that she still remembers the advice given by our instructor and how it influenced her in the following years of her life, it made me very emotional. I felt grateful and excited to be an English teacher. I hope to have the same positive affect on my students in the future, and to give them hope about life like our professor does to us always.

2. Any significant learning experiences?
   a. Where?
      On Zoom.
   b. When?
      On Wednesday.
   c. With whom?
      With my teammates from the virtual exchange project.
   d. What did you learn/teach? Why is it significant?
      This week, we talked about the stereotypes that our countries have, it was very eye-opening for me. I have learned some stereotypes about Brazil, Germany and Israel. I always thought that Brazilian people were very energetic and gave a big importance to having fun, as a result of the festivals and carnivals like Rio Carnival. However, I have learned something very touching about that carnival and I was totally shocked when I heard that. The carnival was actually for the poor people in Brazil and it was one of the limited places that they really have fun. Our peer from Brazil said that most of those people are working, suffering and trying to deal with life during most of the year and the carnival is like an escape for them to run away from the reality of their lives. This was very unexpected and sad for us.
   e. How does the thing you've learned relate to your teaching? How can you use what you've learned in your teaching?
      I have figured out that how our assumptions or prejudices can lead us to see people very wrongly, and how those things put up a wall between us as people from different backgrounds. We see things and make inferences about them without knowing the truth most of the time, so these stereotypes discussion

helped me open my eyes. So, I would use it in my teaching as a life lesson to show my students these realities at an early age to help them see the world, people and cultures from a lot of perspectives instead of being stuck in the stereotypes because as language people we should be more open-minded about other cultures.

PRACTICUM

If you are not teaching this week

3. Please tell me a classroom event or an activity that you observed in your teaching context this week. Why did this incident draw your attention?

-What went well, why did you like it?

-What were some challenges faced? How did the teacher overcome them?

-Anything you can use in your teaching

If you are teaching this week

4. How did you plan your lesson? Which particular activities did you choose for your students this week? How did you decide to select them to use?

   My lesson was shaped around vocabulary. First, I prepared a revision game, which is called 'I spy' on Baamboozle, about the vocabulary of the previous unit, then I moved on with a vocabulary teaching part about the new unit. After the teaching part, I used the activities that I prepared on Nearpod (a quiz,) and Wordwall including a spinner. I decided to select them according to the students' needs and interests and tried to make it an engaging and interesting lesson.

   a. What were your motives in doing particular activities?
      While preparing my lesson plans, I try to make the activities interesting for the students so that they can have fun while learning. Also, I try to show them some authentic materials like videos from Tv series, like I did this week, to make the lesson more attractive.

   b. What did you do to achieve your goals?
      I showed them a scene from the Tv show How I Met Your Mother, which is related to the topic of the lesson. Also, I tried my best to prepare interesting materials so that they could be more eager to participate in the activities.

5. What did you feel went well in your teaching experience? How do you know it went well?

   I think the activities grabbed their attention because they participated in them by raising their hands almost all the time. Normally, two or three students raise their

hands in the lessons, but in most of the activites there were at least 4-5 students raising their hands at the same time, which made me very happy.

6. What would you like to change about your teaching, lesson plan if you had to teach it again? Why would you change it? Based on what? How would you change it?

   I tried to use different web-tools, but I forgot that when we use web-tools especially like a spinner on Wordwall, the internet causes a big problem. Maybe I would prefer not to use three web-tools in one lesson because of it.

7. What were some of the challenges did you face in your teaching? How did you overcome them?
   As I said in the previous answer, there were some technical problems about the internet. In the spinner game, my screen was reaching the students a little late, so it would cause us a real waste of time. Thankfully, I have discovered that the internet can cause some problems at that part and put a picture of the spinner on my slides just before the lesson. So, we used that picture while doing the activity. I was afraid that it would be boring for the students, but they participated in it very actively.

8. What did you learn from your teaching practice?

   As English teachers, we mostly avoid speaking Turkish in the lessons to provide input for the students. However, sometimes it can be necessary for us to use it especially when we have a limited time. When we had a problem on the spinner part, one of the students said "Hocam bana gelmedi ekran, ben bir çıkıp geri geleyim." I could switch to Turkish to stop him but I continued in English trying to explain that it is not because of him, it was because of my internet connection, but he was already gone…(He came back a few seconds later, fortunately.)

9. How did you feel while teaching? Was there anything that makes you feel happy, motivated or under pressure while you were teaching?

   It was my third time in teaching, but I think it was the one which I got the most nervous. At the beginning of the lesson, I felt very nervous, but after talking to the students I was better than the first few minutes. While teaching I felt very happy because seeing the students willing to be active in the lesson is very precious, so it is worth everything at the end, I guess.

10. Do you think that feedback session contributed to your teaching? How? How did you feel when you got feedback from your teacher trainer?

    It motivated me in a way because my teacher trainer said that my materials were nice and that the students enjoyed the activities. I felt very happy to hear that.

Appendix 13. A Weekly Reflection Sample-3rd-Grade Student Teacher

Weekly Reflection-Week 3

1. Did anything happen this week in or outside class that affected your attitude, belief or motivation in becoming an English language teacher? (while talking to a friend/ a family member, a teacher, a lecturer, watching a movie/TV series, reading a poem, novel, story, newspaper, etc. surfing on the internet)

   Gazi Friday Talk on 21st century skills , Bilingualism on Instagram, correction of errors+ teaching vocabulary on TEYL course, reading articles about washback effect(on my own)

   a. How did this thing affect your feelings/emotions about becoming an English language teacher?

They made me think for specific areas. I will be teacher of the digital natives so I should be better on technology but that does not mean they do not need me or I cannot help, teach them anything. Maybe, this can be a chance for us to guide them. We all know that teachers generally transit, impose the information to them in traditional education. Unfortunately, it is kind of same for our major as well. Now, we can be lucky because they are exposed to English in their daily life thanks to technology. We should look at them in a wider perspective and focus on the benefits. It is not an easy job , however, we have a chance to be a guider now. Also, I believe, we should not be shame of not knowing everything in technology and maybe, we can build sincerer atmosphere in the class by getting help from our students. We should show them it is okay to say I don't know or I need help so I believe they feel more comfortable in the classroom and also, they will feel themselves part of the course more. Therefore, they will show active participation. While correcting their errors and sometimes their mistakes, we should always be nice to them. I believe that in most situations, it is more important how you said than what you said. We should always be careful about our language(oral, written, body language) so we can send the right message. We should be compassionate, kind both to ourselves as a teachers and to our teachers. I attended a Instagram Live on Bilingualism. I could not watch all of them but I think I got the idea. We should not feel in a hurry. We should be kind ,patient, tolerant to the parents because they do not know a lot about the language learning so they believe everything they heard. To be away from fossilizations, I think we should be aware of our fossilizations. We should not feel guilty about them but we should study on them, of course. I am think of attending to GELTUS but I do not feel confident about researching but anyways, I searched for language assessment and then I saw the washback effect. It was a new term to me but I do not remember , maybe I have heard it before. I think that we should be aware of the effect of the exams and we should aim to assess our students not to make their lives harder. After the exams, we should talk to them and show them their grades do not change our respect, love to them. They should see exams as a part of their learning journey.

2. Any significant learning experiences?
    a. Where? on Zoom
    b. When? 2.4.21
    [redacted] With whom? [redacted]
    d. What did you learn/teach? Why is it significant? 21st century skills
    e. How does the thing you've learned relate to your teaching? How can you use what you've learned in your teaching?

My results from the talk was that we should focus on the benefits of this century, technology. We can teach to the digital natives and alpha generation but it is the part of our job to keep learning so we should not get scared of them. We can guide them. We need them and they need us also. We can create much safer and more comfortable lessons and also they can develop and improve learner-autonomy. We should observe their needs, wishes and we should get prepared according to their needs. We should feel motivated for the future. We should focus on improving their creativity so our creativeness can improve and our lessons will be more meaningful. We should think further than traditional education.

MICRO TEACHING

If you are not teaching this week

3. Please tell me a classroom event or an activity that you observed in your classmates' microteachings this week. Why did this incident draw your attention?

I watched three speaking microteachings.
-What went well in her/his micro, why did you like it?
All of them (3 groups) was very comfortable and happy while teaching , which makes me more motivated to watch and participate in the lesson. Tabu is a brilliant idea that two of the groups used it. One of them began the lesson with a research result about foods and I think that it was catchy. Scientific results made me see the lesson more interesting. Now I think, I have not questioned the results, I just accepted it. I think I can prepare a lesson about wrong information, the importance of questioning, later. Discussion is a great idea for speaking activities and second group used it. They divided us into the groups and it was like a role play activity. The discussion went well and that was a hot discussion. That kind of discussion needs A2+ B1 students at least, I think. For higher levels, I suppose, it is easier to prepare a lesson plan but for A1 students, it is really challenging which I suffer now 😊. Jobs was also

great topic and they used it well. They wanted us to choose an ideal and dream job and I really loved the idea. I really love that kind of details.

-What were some challenges s/he faced? How did s/he overcome them?
Technical problems and challenges(internet, zoom speed, breakout rooms, naming the students) made them feel fussy, anxious but they tried to stay calm. The second group had suffered from internet connection and had to do their presentation at the end of the lesson. However, they saved their energy and stayed positive.

-Anything you can use in your teaching
Tabu game was used twice and also discussion was used so I should prepare my lesson plan different from them because we are expected to prepare different kind of activities as much as possible. My pair and I decided to prepare 2 activity in the while part because all of the first week presenters used one activity for the while part. We decided to change our lesson plan which I really loved , it was about test anxiety for the last grades at the high schools. Then, we thought to prepare art based lesson plan but we had to change it because of the level. It is really hard to make a language for the level which we like. We want to do something challenging , we want to experience A1 level. They did not check the instructions so I keep it in my mind. They mostly prepared their plans according to zoom. I though that I could make our brainstorming on answergarden. As a homework, I got sure that I should choose a speaking activity. For the post part, I also want to prepare a writing activity so I think that I should use a sample for my post part because they have not prepared an example writing and I think they need for their activity. I really like the way they used useful language. Finally, I could not hear an information about their target level and they did not share their plans on Edmodo before the lesson so we had no idea about our level as a student so I planned to say our level to the class before beginning the lesson so they can behave like their level and the lesson can be much more realistic. I really enjoy watching microteachings and I learn a lot from them.

Appendix 14. Transcription Samples

2nd Individual Interview with Lane

Researcher (R): Staj sürecin nasıl gidiyor?

Lane (L): Yani çok güzel gidiyor bence, online olduğu için tabi çok hayallerimdeki gibi değil ama yine de 3 kere falan ders anlatma fırsatım oldu. Onlar çok güzeldi çok heyecanlıydı. Ama excited olan heyecan, nervous değil yani öyleydim ama yine de bende bıraktığı his öyleydi. Gözlemler de çok güzel her seferinde farklı bir şey fark ediyoruz zaten yazmaya çalışıyorum reflectionlarda da. O yüzden güzel gidiyor benim için çok güzel bir fırsat olduğunu düşünüyorum stajın.

R: Reflectionlardan aldığın notlara bakınca Korece'yi bir sormak istiyorum. Korece kursuna gidiyordun değil mi? Korece ders alıyordun. Hala devam ediyor mu?

L: Evet devam ediyor hala.

R: Oradaki öğrenme sürecinin öğretmenliğine ya da sınıfta yaptığın şeylere bir etkisi oluyor mu?

L: Şöyle oluyor hocam: Mesela orada bir etkinlik yapıyoruz. Hocamız bizi breakout roomlara gönderiyor. Benim aklıma direkt "Ben de bunu stajdayken kullanabilirim." geliyor. Zoom üzerinden yapıyoruz stajda da. Ben de öğrencileri communicative aktivitelerde breakout roomlara gönderebilirim ya da hocamızın bir davranışı oluyor onda gördüğümde "Ha ben bu davranışı yapmalıyım ya da yapmamalıyım." diye kendime söyleyebiliyorum. Normalde okul derslerimizde çok fazla olmuyor çünkü zaten bildiğimiz şeyler üzerinden gidiyoruz artık 4. sınıf olduğumuz için çok fazla yeni bir şey öğrenmiyoruz ama Korece'de çok oluyor gerçekten hocam. Önceden olsaydı sadece öğrenci bakış açısıyla bakardım. Şimdi de öyle hissediyorum hani dersteyken öyle hissediyorum ama sonrasında üzerine düşündüğümde en son verdiğimde hani "Yanlış bir şey, ben bunu yapmamalıyım, buna dikkat etmeliyim." şeklinde kendime hatırlatmaya çalışıyorum bu sefer.

R: Staj sürecinin iletişim boyutunu bir konuşalım mı? Mesela staj hocanızla ile iletişiminiz nasıl devam ediyor? Nasıl etkileşiminiz?

L: Staj hocamız çok tatlı hocam. Ne zaman ihtiyacımız olursa bize hani akşamları da ne zaman isterseniz yazabilirsiniz ya da zoom açabiliriz. Hatta biraz önce de konuştuk stajdan sonra. Yani bizimle gerçekten çok güzel ilgileniyor sağ olsun. O yüzden hani çekinmiyoruz. Mesela ders anlatacağımızda bir şey sormamız gerekirse hangi saat olursa olsun sorun diyor. Yine dikkat etmeye çalışıyoruz tabi ama daha rahat hissediyoruz kendimizi. "Bunu sorsam mı? Hoca garipser mi?" gibi düşünmüyorum mesela ben. O anlamda gerçekten çok rahat hissediyorum ve bizi gerçekten çok güzel yönlendiriyor. Öğrencilerle ilgili bilgi veriyor, sınıfla ilgili, bazı durumlarda ne yapmamız gerektiği ile ilgili, o yüzden güzel bir iletişimimiz var.

R: Peki öğrenciler ile iletişim nasıl? Ya da staj hocanızın öğrenciler ile iletişiminde gözlemlediğin, dikkatini çeken bir şey var mı?

L: Hocamızın iletişimi çok hoşuma gidiyor hocam. Öğrencileri mesela çok iyi tanıyor, bizimle neredeyse aynı zamanda tanıdı öğrencileri. Birinci dönemde de aynı hoca ile alıyordum ben stajı. 9. Sınıfların dersine giriyoruz bir de. Öyle olunca kendisi de çok yüz yüze görmemişti öğrencileri ama yine de hangi öğrencinin nasıl olduğunu, ona nasıl davranması gerektiğini bence çok iyi görüyor. Genel olarak da sınıf yönetimi konusunda da iletişimi öğrencilerle çok iyi. Hem öğrencileri rahatlatıyor hem de onlardan istediği şeyi alabiliyor. İkisini birlikte yapabilmesi çok hoşuma gidiyor. Mesela onu kesinlikle yapmak çok isterim ben de kendi öğretmenliğimde.

R: Bunu nasıl yapıyor peki? Nasıl iletişime geçiyor?

L: Yani hocam biraz daha böyle "Hadi ya konuşsanıza, küstünüz mü bana, uyuyor musunuz yoksa?" falan diye mesela öğrenciler konuşmadığında dürtmeye çalışıyor. Ya da mesela bugün bir etkinlik vardı. Biraz daha kolaydı öğrencilerin seviyesine göre. Öğrenciler: "Hocam bu çok kolay" deyince o da "Evet ya bunu bebekler için hazırlamışlar." falan deyince öğrenciler mesela başka bir etkinlikte çok ona fazla katılmaya çalıştılar. Mikrofonlarını daha fazla açmaya başladıklarını gördüm. Hocanın bu tarz böyle onları bilip onları motive etmeye çalışması çok güzel bence.

R: Peki öğrencilerle sizin iletişiminiz nasıl? Bireysel olarak tabi öncelikle senin iletişimini soruyorum ama

L: Mikrofonları olmadığı için çoğunun zaten çok fazla katılamıyorlar. 30 küsür kişilik sınıf ama hani mesela 15-16 kişi oluyor sanırım sınıfta. Öyle olduğu için mikrofon olmayanlarla ben kendim hani, onların bana karşı bir geri dönütü olmuyor ama onları da katmaya çalışıyoruz isimlerini söylüyoruz ama maalesef ses gelmeyince onlarla çok fazla iletişime geçemiyoruz. Mesela bazı belirli öğrenciler var sınıfta, zorlandığımızı fark ediyorlar bence bazen. Ve orada daha fazla katılmaya çalışıyorlar, yardımcı olmaya çalışıyorlar, onu hissettiğimde mutlu oluyorum. Yani öyle güzel bir iletişim olduğunu düşünüyorum öğrencilerle.

R: Tam da bunu soracaktım. Sınıfta olsaydın muhtemelen bir diyalog da geliştirebilecektiniz ama şimdi buna çok fırsat olmuyordur herhalde diye düşünüyorum değil mi? Yaptığınız bu teachinglerde nasıllar tavırları nasıl? Nasıl tepkiler veriyorlar? Mesela staj hocanızla oldukları zamanla aynılar mı?

L: [redacted] Hocada da çok iyiler bence, hocayı yalnız bırakmamaya çalışıyorlar hem de bildiklerini göstermeye çalışıyorlar. Derse katılmaya çalışıyorlar. Arkadaşlarımla bizim ders anlatımlarımızda da yine aynı şekilde yardımcı olmaya da çalışıyorlar. Derse katılmaya da çalışıyorlar. Yani etkinliğe bağlı aslında hocam, etkinliği severlerse gerçekten çok katılıyorlar. Ama etkinliği çok böyle anlamazlarsa ya da sevmezlerse biraz daha az katılıyorlar.

R: Peki öğrencilerin katılımı ya da tepkileri seni nasıl etkiliyor? Bir sonraki adımını etkiliyor mu? O anda yaptığın şeyleri etkiliyor mu?

L: Evet, evet hocam o beni çok etkiliyor. Mesela bir sonraki hafta öğrenci benim bir önceki hafta işlediğim konuyu hatırladığında ben çok motive oluyorum çok mutlu oluyorum. O yüzden çok etkiliyor beni gerçekten.

R: Hatta bununla ilgili bir notun vardı değil mi reflectionlarda?

L: Aslında ilk ders verdiğim zaman o olabilir hani o ilk verdiğimiz dersti galiba. O yüzden belki bizi tanımaya çalışıp da dikkat etmişlerdir ya da konuyu biraz daha eğlenceli hale getirmeye çalışmıştım o yüzden de olabilir. Öğrencilerin hatırlaması beni çok mutlu etmişti. O hafta bir de staj hocamız rahatsızdı covid geçiriyordu, o çok dersi dinleyememişti. Öğrenciler sonraki hafta hocaya hatırlatınca gerçekten çok mutlu olmuştum. "Hocam siz hatırlamıyorsunuz ama Lane Öğretmenle yapmıştık." deyince çok hoşuma gitmişti gerçekten.

R: Peki bu sürecin online olmasının artıları eksileri var mı Lane?

L: Yüz yüze olsa tabii iletişim kurmak açısından belki daha kolay olurdu çünkü soru sorduğumuzda kameraları kapalı olduğu için … cevap vermeseler de vermiyorlar. Ama yüz yüze de karşı karşıya birbirimize bakarken cevap vermemeleri belki çok farklı olmazdı ya da daha fazla kendilerinde o cevap verme gereğini hissederlerdi ya da katılma tepki verme en azından. Çünkü ben onların yüzünü de göremediğim için anlayamıyorum tam olarak nasıl tepki verdiklerini. O yönden biraz sıkıntı çekiyorum, yüz yüze olsa çok daha iyi olurdu bence o yönden. Bu hem ekranı hem öğrencileri ayarlama, bir de toollar falan kullandığımızda bazen onları da ayarlamak gerçekten ilk derste çok zor olmuştu hocam. Bir de ben meeting roomu active etmiştim. Hoca sanırım active etmiyormuş direkt geliyorlarmış. Ben hem de onunla ilgilenmem gerekti öğrenciyi dışarıda bırakmayayım, kopmalar oldu öğrenciler gitti tekrar geldi. Öyle olunca çok zorlanmıştım ama sanırım biraz daha hem bir şeyler öğrene öğrene, meeting roomun açık kalmasın öğrenciler direkt girsin, parmak kaldıran öğrencileri dikkat edip onların ismini söyle. Bunlara dikkat ede ede biraz daha rahatladım sanırım o yönden.

2nd Individual Interview with Tom

Researcher (R): Bu dönem daha çok böyle pratiğe yönelik dersler aldığın bir dönemdi değil mi? Nasıl geçti genel anlamda?

Tom (T): Bahsettiğim gibi bu dönem benim için en yoğun dönemdi tüm üç yılım boyunca. Metot dersleri açısından çok sıkıntı yaşamadım, zaten metot derslerine ilgim var çünkü metot derslerinde büyük bir kazanım elde ettiğimi hissediyorum, görüyorum da. Ders planı hazırlamak, mesela young learners için sınav hazırladık final için. O da güzeldi mesela ilk kez bir sınav hazırlama deneyimim oldu. Büyük ihtimal onun dersini alacakmışız ama güzeldi o da. [redacted] hocanın dersleri zaten benim için çok verimli geçiyor, çok faydalı olduğunu hissediyorum bana. Onun dışındaki dersler… onlardan çok aklımda kalan olmadı. Şöyle bir düşünüyorum; diğer dersler biraz… çok faydalı olduğunu düşünmüyorum açıkçası. Yani nasıl anlatabilirim onu…? Çoğu teorikti. Etik dersi aldım mesela, Bilim ve Araştırma Etiği. Geçen dönem eğitimde ahlak ve etik diye bir ders almıştık, hemen hemen aynıydı. Geçen seneki ahlak ve etik zorunluydu ama bu dönemki seçmeliydi. Yani ben biraz da hani akademik kariyer yaparsam bir faydası olacağını düşündüm. Yani çoğunluğu bildiğim şeylerdi yine. İntihaldir, yayınlanma kuralları vs. onun dışında yine öğretmenlik etiğine girdik biraz. Onu geçen dönem detaylı işlemiştik zaten. Öyleydi. Onun dışında ölçme ve değerlendirme dersi aldık ama o ders açıkçası çok sayısal bence; varyant hesaplama, standart sapma vs. Gerekli bir ders ama şu an ne kaldı aklında derseniz pek bir şey kalmadı. Hala varyant hesaplayamam çok karışık geliyor bana. Onun yerine internette toolları var varyant hesaplama, onlar daha kolayıma geliyor. Ders kitabı inceleme diye bir ders aldık; coursebook kullanacak mıyız bilmiyorum. Yani [redacted] Hoca siz Gazi mezunusunuz, coursebook sizin neyinize gibi bir şey söyledi hani teachers book falan kullanmayacaksınız dedi ama o dersteki hocamız bu teachers book sizin ilk yıllarınızda işinize çok yarayacak dedi. Teachers bookta çok etkinlik var. İşte sürekli aktivite öğrencilere anlat, bunu yap, cevapları al… Sürekli yönlendiriyor sizi. Açıkçası ben de biraz yaratıcılığı kısıtladığını düşünüyorum ama yani o ders biraz açıkçası ağırdı benim için. Yani sanki bir tık daha yüksek lisans dersi gibi geldi bana bilmiyorum onda var mı…?

R: Ne anlamda öyle geldi?

T: İçeriği çok yoğundu. Önce bir tane müfredat inceledik seçtiğimiz ülkenin. Daha sonra bir coursebook seçip onu inceledik. Bu ödevler de açıkçası biraz ağır geldi bana ki diğer arkadaşlarım da öyle. Bilmiyorum bahsettiler mi size. Hani konuştuk. Yani o ödevden sonra

artık kimsede enerji kalmamıştı. Bilmiyorum belki sadece ödevden de olabilir ama derste açıkçası çok bir şey öğrendiğimi hissetmedim ben.

R: Coursebook kullanımı hakkında, teacher's book kullanımı hakkında ne düşünüyorsun?

T: Açıkçası bence coursebook faydalı bir şey ama çok da öğrenciyi… öğretmeni kısıtlarken öğrenciyi de kısıtlıyor bence çünkü sürekli bir aktivite… öğretmen kendi materyallerini entegre edemiyor ama sanırım yani dersten aklımda kalan iki tip coursebook oluyor; biri size daha çok alan tanıyor. O tür coursebookları kullanabileceğimi düşünüyorum çünkü hani biraz öğretmenin işini kolaylaştırıyor çünkü topiciniz belli. Aktiviteler az çok belli ama yani kendim de hazırlamak isterim ben. Yani sadece coursebooka bağlı kalmak istemem çünkü ben materyal tasarımını seviyorum açıkçası. Yani öyle ders tasarlamak, tamamen ders sizin istediğiniz gibi oluyor, topiği siz seçiyorsunuz, aktiviteler… kendi öğrencinize göre ayarlıyorsunuz. Yani bunlar hoşuma gidiyor benim. Yani çok coursebooka bağlı kalmam hani. Seçersem, seçeceğim coursebook da çok beni sınırlamayan bir coursebook olur.

R: Anladım.

T: Ama kesinlikle coursebook kullanmam demiyorum çünkü ilk yıllarımda bunu yapamayacağımı da tahmin ediyorum çünkü açıkçası neyle karşılaşacağımı bilmiyorum ilk yıllarda. O yüzden coursebook işime yarayabilir.

R: Çok teşekkür ederim. Reflectionlarında bahsetmiştin materyal hazırlıyor olmak, ders planı hazırlıyor olmak bana çok yük gibi gelmiyor, gerçekten severek yapıyorum demiştin. Sence bunun bir sebebi var mı? Nasıl bir sebebi var?

T: Nasıl bir sebep olabilir…? Ben zaten bir şeyler öğretmeyi severim. Mesela bir kuzenlerim olur, onlara bir şey öğretmek, kardeşim mesela benden biraz küçük. Ona bir şeyler anlatmak hoşuma gidiyor. Bunun dışında şey fikri biraz; güzel hani sınıf tamamen sizin. Siz ne derseniz o oluyor. Kendi öğrencime göre istediğimi istediğim gibi onların zevklerine göre ayarlayabilmek her şeyi. Bunlar benim ilgimi çekiyor. Zaten bu tasarım işleriyle biraz ilgiliyim ama tasarımdan kastım şey değil; işte kartondan bir şeyler hazırlamak, kukla yapmak açıkçası pek el becerim de yok ama bilgisayar, teknoloji entegre konusunda iyi olduğumu düşünüyorum. Sebep olarak ne olabilir? Kişiliğim olabilir. Bu tür şeyler hoşuma gidiyor; tasarım, bir şeyi dizayn etmek… Kişiliğimdir büyük ihtimal. Öğretmenliği sevdim. Aslında ilk öğretmenliğe gelirken hani cidden istediğim bu mu gibi çok soru işareti vardı kafamda ama başladıktan sonra ilerledikçe sevdim bayağı. İyi ki de seçmişim diyorum.

R: Bunda etkili olan şeyler neler?

T: Açıkçası öğretmenlik bana biraz şey gibi geliyordu; kötü öğretmen, çok kötü örnek gördük. Kötü rol model. Yani dersler çok sıkıcı geçiyordu, öğretmen kendisi eziyet çekebiliyordu. Hani onun da yapmak istemediğini hissediyordunuz ama bölüme gelince pek çok farklı metot görüyorsunuz, kendiniz baştan tasarlayabiliyorsunuz. Bir slayt açıp okumak zorunda değilsiniz. Yani öğrenci odaklı yapabiliyorsunuz. Bunları gördükçe aslında bayağı ilgimi çekti. Ben biraz da farklı şeyler denemeyi seviyorum açıkçası. Kutunun dışına çıkmayı seviyorum. Mesela drama aktiviteleri vs. çok kullanırım ders planlarımda. Öyle biraz değişik şeyler denemek faydalı bence.

R: Öğretmenlikle ilgili düşüncelerinde ya da kendi öğretmenliğinde kimlerin etkisi olduğunu düşünüyorsun?

T: Metot hocam biraz benim için rol model gibi bir şey oldu çünkü o özgüvenini, o hakimiyetini, yeterliliğini, alandaki bilgisini hissediyorsunuz. Biz mesela demolarımızda bile anlatırken biraz panik oluyor, özgüven sorunu oluyor. Hani [redacted] hocayı öyle görünce; dili çok iyi kullanıyor, dersleri çok iyi anlatıyor, bir şey öğretiyor, dersleri eğlenceli... Yani tam hani olmak istediğim öğretmen tipi o. Atıyorum [redacted] Hoca değil başka bir hoca da olsa aynı şekilde yapsa yine benim için rol model olurdu. Bana verdiği bilgiler çok faydalı benim için. Çok kıymetli şeyler öğretiyor bize. Aslında öğretmenden çok biraz da böyle hani abi gibi tavsiyeler veriyor bize, bu benim çok hoşuma gidiyor. Yani karakteri de çok iyi bir insan zaten. Zaten iyi bir insan olduğunu biliyorduk da dersler başlamadan bile önce, dersler ilerleyince insan daha çok böyle hayran oluyor diyeyim. Aslında hayranlık doğru kelime değil sanırım. Bir de hani biraz karakter olarak da kendime benzetiyorum. Mesela ben çok konuşkan biri değilim, [redacted] Hoca da öyleymiş anlattığına göre bize. Ben hep geride dururdum, bu benim için çok faydalı oldu sonraki yıllarımda vs. dedi. Nasıl faydalı oldu bilmiyorum ama mesela ben lesson plannlerimde, demolarımda çok not alırım; şunu yapacağım, bunu yapacağım yazarım her şeyi. [redacted] hocanın bir konferansına katılmıştım; o da öyle dedi mesela. Benim her şeyim yazılıdır, önceden planlanmıştır. Ben aslında orada canlandırıyorum sahnede dedi. Yani bunu duyunca biraz öz güvenim arttı. Çok da ulaşılamayacak bir şey değil demek ki ben de yapabilirim gibi hissediyorum. Ama cidden benim için rol model.

R: Neden senin için rol model?

T: Çünkü biraz farklı anlatıyor sanırım. Farklıdan kastım da ne bilmiyorum ama hani şu şudur deyip geçmiyor. Böyle sürekli üstünde duruyor. Mesela ne öğretmişti? Mesela düzgün instruction vermek; şey demişti hatırlıyorum dediği şeyi birebir, anlattı bize böyle verin diye,

öbür türlüsü hönkürmek olur sınıfta. Sınıfta hönkürmeyin dedi. Yani bunu demesi mesela benim aklımda sürekli canlı kalmasını sağladı. Bu mesela bu verdiğim örnek. Böyle, dersleri kendine özgü veriyor, bilgileri biraz. Bu da kafamızda yer etmesini sağlıyor. Benim düşüncem böyle. Tabii onun kendi bilimsel şeyleri de vardır. Ben o kadar derinlemesine bir şey diyemiyorum.

R: Çok teşekkür ediyorum. Reflectionlarda bir de öğretmenlik için böyle karakter testinden bahsetmişsin. ‘‘Öyle bir şey olmalı.’’ Sence nasıl insanlar uygun olurdu öyle bir test olsaydı? Diyelim ki böyle bir test yapılacak. Nasıl özellikler koymak güzel olurdu sence?

T: Sabırlı olmalı her şeyden önce çünkü cidden çok sabır gerektiren bir meslek, hani böyle sürekli sinirlenen, yapamayınca öğrenciye hakaret eden birisi, yani öfke sorunu olan birisi olmamalı. Bir de biz orada rol model oluyoruz sonuçta öğrenciye. Nerede konuşacağını, ne yapacağını, nasıl duracağını bilmeli. Kendi konuşacağı yeri de bilmeli. Bunun kişilik olarak bir şeyi vardı da aklıma gelmedi şimdi. Boşboğaz diyeyim yani. Çok da böyle öğrenciyi küçük görmemeli, bir saygı çerçevesi olmalı. Bunun dışında sigara mesela bence içebilir hani kimsenin şeyine karışmak gibi bir niyetim yok ama bunu ortalık bir yerde yapmamalı, buna dikkat etmeli. Hani en azından okul çevresinde böyle bir şey olmamalı. Mesleğini sevmeli her şeyden önce. Bazıları başka iş bulamadığı için veya öbür türlü formasyon eğitimi alıp vs. öğretmen olabiliyor. Ben zaten ona tamamen karşıyım. Mesela biz dört sene boyunca İngilizceyi nasıl öğreteceğimizi görüyoruz. Mesela bir İngiliz dili edebiyatı okuyan tamamen İngilizce odaklı dersler görmesine rağmen bir formasyon eğitimi alıp bizle aynı seviyede kabul edilmemeli bence. Benim için bir şey yok herkes iş bulsun isterim ama öğrenci için diyorum ben çünkü öğrenci için çok faydalı olabileceğini düşünmüyorum açıkçası. Böyle yani mesleğini sevmeli, sabırlı olmalı, mesleğin ağırlığını bilmeli. Konuşacağı yeri, duruşunu… Alanında iyi olmalı tabii bunu zaten bunun için sınav var gibi bir şey zaten KPSS sınavı. Böyle şu an aklıma gelmedi başka. Aslında çok düşüncem var konuyla ilgili de şu an gelmedi. Mesela her şeyden önce bir öğretmen iyi iletişim kurmalı, dışarıya iyi görünmeli… iyi görünmeli de doğru değil yani hani insanların bakınca o öğretmen böyle imreneceği biri olmalı. Ona uygun giyinmeli.

R: Senin kendi öğretmenliğinde iyi olduğunu düşündüğün şeyler neler?

T: Bence ders konularını topicleri güzel seçiyorum. Hani demolardaki arkadaşlarım da feedback verirken topic çok eğlenceliydi, ilgimi çekti gibi şeyler söylüyor. Bunun dışında aktivitelerimi güzel tasarlıyorum bence. Young learners dersi için çok görsel kullanmaya

çalıştım, hocamız da buna değinmişti. Materyal hazırlama konusunda kendimi iyi görüyorum. Onun dışında kötü gördüklerime geçeyim mi?

R: Olur onları da soracağım.

T: Yeterli görmediğim; dil seviyemi henüz çok yeterli görmüyorum. Yazma, reading vs. onlarla hiçbir sıkıntı yok ama speakingte dil seviyesi biraz düşük hani metot hocam da demişti bunu. Yani mesela siz B2 diyorsanız ben onu 2 seviye düşürüyorum speaking için demişti ki çok da haklı, öyle oluyor. İşte bilgi ve performans aynı olmuyor. Dilimi biraz geliştirmem gerekiyor. Bir de iletişimim biraz gelişebilir. Ben dediğim gibi kendimi biraz geri atan, çok enerjik şey birisi değilim. Ama hani ders anlatırken mesela bir öğrenci cevap verince ona daha çok böyle cesaretlenmeli, teşekkür ederken daha böyle motive edici olmalıyım bence. İletişimim genel olarak daha iyi olabilir.

R: Bir de arkadaşlarının yaptığı sunumların demoların senin üzerinde bir etkisi olduğunu düşünüyor musun? Onlar seni nasıl etkiliyor?

T: Bir reflectionda bahsetmiştim. Bir arkadaşımız demosunu yaparken bildiğiniz normal öğretmen dersiniz hani şu an sınıfa koysanız bence hiç sıkıntı çekmez çünkü iletişimi olsun, öğrencileri motive edişi olsun, dersi yönetişi… mesela benim ders yönetişim de biraz daha iyi olabilir, o hakimiyeti çok hissettiremiyorum, onun ben de farkındayım. Öğrenciler de hissediyordur mutlaka hani o öz güveni çok veremiyorum ama onu çözeceğimi düşünüyorum açıkçası ilerleyen yıllarda biraz daha yeterlik kazandıkça. O arkadaşımız biraz etkiledi. Onun gibi böyle anlatmak isterdim çünkü cidden yaşıyor öğretmenliği. Öğretmen gibi duruyor. Aramızda en öğretmen gibi duran o bence, yani tüm arkadaşlarımız arasında. Bazı arkadaşlarımız hiç özenmiyor. Hani onları da biraz aslında şaşırıyorum bundan da bahsetmiştim. Mesela demoyu yapıyor, hani sıfır enerji böyle hiç tonlama yok dümdüz sanki bir yerden okuyor gibi. Herkesin uykusu geldi, kimsenin katılası gelmiyor. O da yapmak istemiyor belliydi. Hazırladığı materyaller de kullandığı dil hani dersi anlatırken b1 ama dersi a2 veya a1 hazırlamış; hani tutarsız, aktiviteler çok dengesiz. Birisi çok zor birisi aşırı kolay. Yani onların çok özenmediğini açıkçası ben görebiliyorum, hocamız da görüyordur mutlaka. Yani öyle biraz iyi yapanları gördükçe motive oluyor insan. Ben de çalışayım, daha iyi yapayım… Mesela ders planı hazırlarken her şeyi düşünüyorsunuz şunu şunu böyle derim, böyle yaparım ama demoda istediğinizi hayata çok geçiremiyorsunuz. Bence o da biraz sakinliğini koruyup tüm planını geçirebilmek de biraz yetenek diyeyim hani… Mesela o arkadaşımız da heyecanlı ama bunu hiç belli etmiyor. Konuşurken teklemiyor, iyi rol model olan arkadaşımdan bahsediyorum ama mesela sunum bittikten sonra çok

heyecanlıydım, kalbim çıkacaktı gibi şeyler söylüyor insan şaşırıyor hani hiç hissettirmiyor çünkü. Böyle aslında kendimdeki zayıf noktaları da biraz gördüm iyi arkadaşları görünce. Keşke daha çok olsa hani böyle daha çok kendime pay biçerim ama çoğunu aynı düzeyde görüyorum, çok iyi olan o arkadaşımız gibi çok yok. Ben de mesela kendimi çok iyi görmüyorum. Daha iyi yapabilirim; ders planlarım güzel oluyor ama dersi hayata geçirirken öyle olmuyor. Daha iyi yapabilirim.

1st Individual Interview with Luke

Researcher (R): Peki hocam birçok şeyi de aslında deneyimleyerek öğrendiğinizi de söylüyorsunuz ya o kısmı katmadığınızda şu anki öğretmenliğinize üniversite eğitiminizin ne kadar etkisi olduğunu düşünüyorsunuz?

Luke (L): Yani etkisi oldu. Ben derslere girdiğimde, yani micro teachinglere, bir tık daha bir şeyler biliyordum ama şöyle etkisi oldu mesela atıyorum örnek veriyorum; çocuklara video izletirken 2-2,5 dakikadan fazla izletmememiz lazım çünkü attention spanleri o kadar. Bunu derslerde bazı hocalar yardımıyla öğrendim. Sadece çalışmayla da olmayacaktı biliyorum, bunu dengelemem gerekiyordu okulla çünkü. Bazı yerlerde hiç etkili olmadığını hissettim ama bazı yerlerde bunu bilmiyordum. Bunu yani yaparak yaşayarak öğrenememişim, bunu öğrendiğim iyi oldu ama bu biraz da dersi veren kişinin kalitesiyle alakalı olduğuna inanıyorum. Yani bildiği şeylerle. Mesela bazen geliyor ben bunu zaten biliyorum ya da bu böyle işlemez bundan eminim ama ders olduğu için dinlemem lazım ama bazıları da geliyor bana çok büyük şeyler kattıkları da oldu evet.

R: Peki hocam dönüp baktığınızda şimdi en çok hangi derslerin etkisini hissediyorsunuz üzerinizde, öğretmenliğinizde?

L: Yani micro teachingler ya da son sene bize bir ders koydular integrated. Onlar çünkü onlarda artık yani biliyorsunuz demoların nasıl işlediğini. Herkes: ‘‘Kanka şunu sor tamam mı ben çıktığımda, ben şöyle yaptığımda şunun cevabını ver.’’ Yine yazılmış bir senaryo ama yazılmış bir senaryo olsa da insan kendini öğretmen olarak hissediyor. Yani ben geçmiş yaşantımı göz önünde bulundurmazsak o kısımlar, micro teachingler yani bence benim gözümde micro teachingler 3. senede değil 1. sınıftan itibaren sırayla gelen dersler olmalı. Daha uzun olmalı ki daha fazla hazır olsun insanlar çünkü 1,5 senede bitiyor micro teachingler, staj bitiyor gibi düşünelim. O kadar kısa sürede olacağını zannetmiyorum ben. Senelere yayılması gerektiğine inanıyorum 1.sınıftan itibaren. Çünkü bana en çok onlar katkı sağlamıştı. Staj ve diğer micro teaching dersleri ama onun dışındaki şeyler yani fonetiği dizi izleyerek de insanlar öğrenebilir. Bir şekilde bir şeyleri dinleyerek de öğrenebilir. Bu dersler tabii ki etkilidir, gereklidir yine de ama micro teachingler kadar olduğuna inanmıyorum.

R: Microteachingler nasıl bir katkıda bulunuyor sizce?

L: Yani öğretmen kimliği dediğimiz şey sadece derse girdiğinde nasıl olduğun değildir; aynı zamanda o sesini kullanmak, tahtayı kullanmak bence bunlar da öğretmen kimliğine girer. Bir sınıfa gittiğinde yeri geldiğinde bir tahta göreceksin, tahtanın sadece köşesine yazılmış

sanki biz perdeyi indirmişiz de projeksiyon perdesini yani oralara tahta kullanmayı, öğrencilerin sorularının cevaplarını tahtaya yazma gibi şeyler bunlar da bence öğretmen kimliğinin içine girer ya da sesini kullanmak; sınıfın boşluklarını daha iyi kullanabilmek… O yüzden bunların hepsini deneyimleyebildiğimiz için microteachingler bence çok önemli, önemliydi…Evet psikolojik boyutu öğrenciyle iletişimi yapay bir ortam onun çok geliştirilebileceğini zannetmiyorum ama diğer fiziksel olarak yapmamız gereken şeyleri tabii ki geliştiriyorlar.

R: Çok teşekkür ediyorum. Staj deneyiminizden bahsetsek hocam; nasıldı, nasıl etkiledi?

L: Stajı çok özledim.

R: Gerçekten mi?

L: Yani şöyle aslında 2. staj okulum… Biz ilk dönem farklı bir okuldaydık sonra 2. dönem sayıların değişmesi gerektiği için farklı bir okula gittik. İlk dönemki okul 40 kişilik sınıflarda yani öğretmen bize zaten ilk dönemde daha çok gözlem olduğu için hiçbir fırsatımız olmamıştı bunu yapmak için ama 2. dönem gittiğimiz okul böyle küçük bir okuldu. Bahçeli Emek'in üst taraflarında bir yerde küçük prefabrik gibi bir okuldu aslında diyelim. Orada öğretmenimiz şey demişti; biz bir 7/A'ya 7/B'ye ve 8/B'ye girecektik. ''8/B'yi boş verin ya onlar çok kötü bir sınıf.'' Bunu demişti. Biz de oraya giderken ön yargıyla giriyoruz. Yani en başta sınıfı bir görmeniz lazım, çocuklar dinlemiyorlar. Birkaç tane öğrenci var İngilizce'yi isteyen geri kalan dinlemiyor, arkada gülüyor. Biz 4 kişi giriyoruz, bunlar niye dört kişi gelmiş? Falan… sonra staj hocamız sene sonunda bize söz vermişti teşekkür etmişti, ''Sizin sayenizde oldu bu, sizden çok şey öğrendim, aynı zamanda ben bu sınıfın hiç bu kadar yüksek notlar aldığını görmemiştim.'' diye. Çünkü çocuklarla oyun oynadık, kahoot bilmiyorlardı ya da plickers bilmiyorlardı. Telefonlarını açmalarına izin yoktu ya da hiçbir öğretmen onlarla gülmemişti, onlarla teneffüste konuşmamıştı ve onların sene sonunda geldikleri hal bize: ''Gitmeyin, ne olur buraya atananın.'' Demeleri falan çok güzeldi yani o beni çok etkilemişti. Yani demek ki bir şeyi severek yaparsan ön yargılarını düşürüp her şey çok güzel olabilirmiş.

R: Hocam bu süreçte staj hocanızla ilişkiniz nasıldı, staj danışmanınızın nasıl bir etkisi oldu o süreçte?

L: Bizim danışmanımız ilk başta başka biriydi, sonra bölünmek zorunda kaldık. Sonra biz başka bir hocaya geçtik. Staj günümüzde okuldaydık, bizi arabayla götürüp getiriyordu sürekli. Öyle tatlı bir insandır kendisi. İzlemeye gelirdi ve ondan şunu öğrendim ben mesela;

profesör olsa bile derse geldiğinde ders anlatışımızı izliyor mesela, hiçbir şekilde ağzını açıp bir şey demiyordu. Dersten sonra düzgün bir şekilde önce iyi yaptıklarımızı düzgün feedback vermek budur- sonra şunu iyileştirsen iyi olur ama teşekkür ederim gibi. Ve çoğu arkadaşımdan duyduğum staj hocaları sınıfta otururken onlara ‘‘Bu böyle mi anlatılır.’’ ya da düzeltme nasıl diyeyim pronunciation’ını düzeltme vb. gibi şeyler yapıldığını duydum. Ona baktığım zaman bir insan profesör bile olsa eğer kendinden eminse düzeltmesini ne zaman yapacağını bilir. Aklında tutabilir ama staj hocamızdan da şunu öğrendim:ilk dönemkini es geçiyorum onunla çünkü çok bir şeyimiz olmadı. Bize sadece nöbet tutturuyordu ama 2. dönemkinden şunu öğrendim, kaç senelik öğretmen olursan ol eğer çocuklara çocukmuş gözüyle -kaç yaşında olurlarsa olsunlar ve onların da sevgiye ihtiyacı olduğunu anlarsan ya da eğlenmeye ihtiyacı olduğunu… her şeyi yapabilirsin. Yani negatif yönde bana yani negatifliğine göre pozitif yönde bir yararı olmuştu. Bunu yapmamam gerekiyor’u daha çok öğrendim. Yani bunu yapmam gerekiyormuş da var.

R: Staj ile ilgili eklemek istediğiniz başka bir şey var mı?

L: Yani şöyle ilk staj okulum için yine negatif yönde olacak mesela ikincide bizi öğretmenler odasına alıp sandalyeler çekip orada çay vardı. Çay veriyorlardı vb. gayet güzel bir ortamdı ama ilkinde stajyerlerin öğretmenler odasına girmesi yasak, koridorda oturun ya da bekleyin çay da vermiyorlar bir şey yapmıyorlar orada duruyorsun bütün gün yani. Bazen iki yarım gün gidiyorsun bazen tam gün gidiyorsun. İnsanız biz de sonuçta oturmaya ihtiyacımız var. O ilişki birazcık değişikti. Okul müdürü çok iyiydi, bizi odasına alıp teşekkür etmiştik. Hani hep çiçek götürürüz ya Gazi olarak müdüre öğretmene falan… Götürdüğümüzde bir şey olursa her zaman yardımcı olur. Müdürleri gayet iyiydi ama öğretmenler yine dedim onlar gibi olmamamız lazım bir gün atanırsak çünkü dışarıdan gelen bir insan, misafirperver bir ülkeyiz. Öğretmenler odasında oturup ne yapacağız? Yemeğinizi mi yiyeceğiz, çayınızı mı bitireceğiz? Bir çay, bir sandalye diye düşünmüştüm. O okul da çok kalabalıktı öğretmenler arasında grup grup daha çok takılıyorlar gibi gözlemlemiştim yine hepsinin arkadaşları falan vardı. Yani bir iletişim yoktu, aralarının soğuk olduğunu iki staj hocası arasında görebiliyorduk. Hepsi birbirinden farklı şekilde hareket ediyordu ama ikincisinde zaten okulda 8-9 tane öğretmen vardı en fazla, çok fazla değil. O yüzden küçük bir odaları, sıcak bir ortamları vardı. Böyle olmasını daha çok isterim demiştim. Okul müdürümüz de müdür yardımcımız da hep yardımcı olurdu.

R: Teşekkür ederim. Bir de 4 senelik eğitiminizde hocam, aldığınız derslerden biraz bahsedelim isterim. Sizi çok etkileyen bir ders oldu mu?

L: bazı dersler vardı mesela speaking dersi ya da sunum muydu bilmiyorum. O derslerde biraz nasıl diyeyim böyle insanların konuşulması öğretilmiyordu. Mesela ben hazırlık okuyarak geldim ama yine de çalıştığım zamanki kadar fluent bir şekilde konuşmuyordum bölüme geldiğimizde. Bunu bir şekilde öğrenebiliriz diye düşünüyordum, o derslerden de ama orada derslerde hocalar daha iyi konuşabilenlerle daha çok konuşup daha az konuşanlarla konuşması birazcık az tuttuğu zaman insan böyle ne gerek var bu derse gibi hissedebiliyordu. Yani o derslerin biraz daha yapılandırılmaya ihtiyacı olduğuna inanıyorum. Bu İletişim bir şeyleri bilmiyorum dersin adını, sunum yapıyorduk sürekli zaten. Bir şeyler anlatıyorduk ya da dönem sonu sınavı speaking oluyordu vb. bunun nasıl bir rubrici var bilmiyoruz gösterilmemişti aldığımız nottan sonra ama bunların biraz daha objektif yapılması gerektiğine inanıyorum ben. Öyle objektif olmadığı hissettirilmişti yani öyle derslerde ya da şöyle bir ders yaşadım: grammer teachingi alıyordum bir hocamızdan ilk sunumu almayı severim hep ilk yapayım sonra rahat olayım gibisinden. Hazırladım her şeyi düzgünce yaptım ama -yani ben kendi bildiğimce düzgünce yaptım- sonra sunumum bitti. İlk ben yapıyordum o gün, hoca dedi ki: ‘‘Şimdi senin için demiyorum ama ben bunu böyle istiyorum, bunu böyle istiyorum, bunu böyle istiyorum; sen böyle yaptın ben bunu böyle istiyorum.’’ dedim ki: ‘‘Hocam niye sunumdan önce söylemediniz ben de böyle yapmadım? ‘‘Sunumdan önce söylesem bir kulağınızdan girip bir kulağınızdan çıkıyordu, seni kullandım işte nasıl olmaması gerektiğini göstereyim.’’ Gibi diye mesela böyle şeyler de yaşanmıştı. Sonrasında neyse ki başka hocalardan metot dersleri aldık. Normalde bazı sınıflar şanslı olup işte o grammer teaching, vocab. teachinge de aynı hocalarıyla devam edip 2.sınıfın 2. döneminde vocab. teaching başlıyorduk. Sonra hep aynı hocayla devam ediyorlardı. Bizde öyle olmadı. O grammer vocab. teachinge farklı hocalar girdi -iki farklı hoca- ama micro teachinglerde ve 4.sınıfta [redacted] hocayla devam ettik sadece. Neyse benim sayemde diğerleri düzgünce yapabildi ama olsun aynı hocayla yüksek lisansta da ders aldım, yine aynıydı. Yani insanları belli bir süre sonra tanıyoruz zaten birazcık şey olmuyor, ne kadar verebileceğini biliyorsun artık ama saygı duyuyorsun orada olduğu için dediğini yapıyorsun sadece gibi.



GAZİLİ OLMAK AYRICALIKTIR...