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ELT STUDENT TEACHERS' ACADEMIC DISCOURSE SOCIALIZATION AND IDENTITY DEVELOPMENT IN ONLINE PRACTICUM

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ÖZ

Bu çalışmanın temel amacı, İngilizce öğretmenliği son sınıf öğretmen adaylarının çevrimiçi öğretim uygulaması sırasında akademik söylem uygulamalarını ortaya çıkarmaktır. Akademik, kültürel ve sosyal uygulamaları keşfetmek için nitel araştırma tasarımı benimsenmiştir. Veri toplama için ders planları, sınıf gözlemleri, ders anlatımı sonrası tartışmalar, yansıtma kağıtları ve görüşmeler kullanılmıştır. Araştırmada dördüncü sınıfta okuyan sekiz öğretmen adayı yer almıştır; iki gruba ayrıldılar ve öğretmenlik uygulamalarını iki farklı okulda yaptılar. Her öğretmen adayı ders planlarını hazırladı, Google Drive'a yükledi, ders planlarıyla ilgili akranlarından ve üniversite danışmanından yorum olarak geri bildirim aldı. Her öğretmen adayının öğretmenlik uygulamasından sonra, geri bildirim oturumları düzenlendi. Bulgular, son sınıf öğretmen adaylarının öğretmenlik uygulaması sayesinde metodoloji ve teknoloji ile sosyalleştiğini göstermektedir. Diğer bir bulgu ise uygulama öğretmeninin metodolojik bilgi düzeyinin son sınıf öğretmen adayları üzerinde olumlu bir etkiye sahip olduğuna işaret etmektedir. Son olarak çalışma, uygulama topluluklarının öğretmen adaylarının öğretmen kimliklerini geliştirmelerine yardımcı olduğunu göstermektedir.

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ABSTRACT

The main aim of this current study is to find out the academic discourse practices of the senior student teachers of an English language teaching program in online teaching practice. To explore the academic, cultural, and social practices, a multiple case study design was adopted. Lesson plans, class observations, post-teaching feedback discussions, self-reflection papers, and interviews were used for the data collection. Eight senior student teachers took part in the study; they were divided into two groups and had their teaching practices in two different schools. Each student teacher prepared lesson plans, uploaded them to Google Drive, and got feedback on their lesson plans from their peers and university supervisor as a comment. Then, they replied to the comments. After each student teacher's teaching practice, post-teaching feedback sessions were held with the groups. The findings show that senior student teachers are socialized into methodology and technology thanks to the teaching practice. Another finding indicates that the methodological knowledge level of a mentor teacher has a positive impact on senior student teachers. Finally, the study shows that communities of practice helped student teachers develop their teacher identity.

Key Words : Academic discourse socialization, online teaching, teaching practice
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TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU i

ETİK İLKELERE UYGUNLUK BEYANI ii

ACKNOWLEDGMENTS iv

ÖZ vii

ABSTRACT viii

TABLE OF CONTENTS ix

LIST OF TABLES xvi

LIST OF FIGURES xvii

LIST OF ABBREVIATIONS xviii

CHAPTER I 1

INTRODUCTION 1

Background to the Study 1

Statement of the Problem 3

Aim of the Study 5

Research Questions 6

Importance of the Study 6

Assumptions of the Study 6

Limitations of the Study 7

Definitions 8

CHAPTER II **9**

LITERATURE REVIEW **9**

Introduction **9**

Theoretical Framework **9**

Sociocultural Theory **9**

Sociocultural Theory and Language Teacher Education **11**

Community of Practice (CoP) **11**

Legitimate Peripheral Participation **12**

Academic Discourse Socialization **12**

Language Socialization **14**

Second Language Teacher Education **15**

Second Language Teacher Education Models **15**

Language Teacher Education in Turkey **16**

Initial Teacher Training in Turkey **16**

Brief History of Language Teacher Education in Turkey ***16***

Curricula of Language Teacher Education Programs ***18***

1997 Curriculum Reform *18*

2006 Curriculum Reform *18*

Admission Requirements to Language Teacher Education Programs Between 2010-2017 ..... ***21***

Second Language Teacher Identity **21**

Studies of Academic Discourse Socialization **22**

Studies of Communities of Practice **23**

Studies of Practicum in Second Language Teacher Education **24**

CHAPTER III **26**

METHODOLOGY **26**

Research Design **26**

Setting **27**

Participants **30**

Student Teachers **30**

Ayşe ***31***

Cenk ***32***

Çiçek ***32***

Demir ***33***

Mert ***35***

Mehmet ***35***

Selim ***36***

Yasemin ***37***

Mentor Teachers **38**

Teacher Ecem ***38***

Teacher Nur ***39***

Researcher Positionality **39**

Data Collection Instruments **40**

Interviews with the Student Teachers **42**

Interviews with mentor teachers **42**

Teaching Practices **42**

Post Teaching Feedback Conferences **44**

Self-reflection Papers **46**

Researcher's Journal **46**

Reliability and Validity **46**

Data Analysis **47**

The Coding Process ***48***

CHAPTER IV 50

FINDINGS AND DISCUSSION 50

Student Teachers' Teaching 50

Ayşe's Teaching 51

Cenk's Teaching 51

Çiçek's Teaching 52

Demir's Teaching 53

Mert's Teaching 53

Mehmet's Teaching 53

Selim's Teaching 54

Yasemin's Teaching 54

Major Findings of the Research Questions 55

Socialization Through Planning 55

***Social* 55**

***Academic* 56**

***Affective* 57**

Socialization Through Language Teaching Methodology 58

***Content Knowledge* 58**

English Proficiency 58

Knowing the Content 59

***Pedagogical Content Knowledge* 60**

Classroom Language 60

L1 Use 63

Activity Selection and Design 63

Meta-methodology 64

Engagement of the Learners 65

Challenges 65

Socialization through technology **66**

Technological Pedagogical Content Knowledge ***66***

Technological Content 67

Technological Pedagogical 67

Affective 69

Challenges 70

Socialization Through Feedback **70**

Peer Feedback ***70***

Mentor Teacher Feedback ***71***

Overall Findings **71**

Teacher Identity **73**

Previous Experiences **75**

Intrinsic Motivation ***76***

Having Teacher Role Models ***76***

English Learning Experiences ***76***

Previous English Teachers ***76***

Teacher Education Program ***76***

Negative Experiences ***77***

Teacher Identity Development **77**

Intrinsic Motivation ***77***

Having Teacher Role Models ***77***

Professional Investment ***77***

Desire to Share ***79***

Willingness to Teach ***79***

Conceptualization of a Teacher ***79***

Practice Teaching *79*

Self-efficacy *80*

Managing the Emotions and Concerns *80*

Practicum **81**

Influence of School Experience Course *81*

Mentor Teacher Feedback *81*

University Supervisor Feedback *81*

Peer Feedback *81*

Reflection on Action *81*

Reflection for action *82*

Engagement with learners *82*

Peer Observation *82*

Practice Teaching *82*

Norms of Communities of Practice **83**

Contextual Factors *83*

Growth of Teaching Competence *84*

Teacher Beliefs **84**

L1 Use *85*

Grammar Teaching *85*

Teaching Reading *85*

Previous Learning Experiences *86*

Problems and Stressors **86**

Not Being Able to Practice *86*

Tensions with the Mentors and the University Supervisor *86*

Managing the Emotions and Concerns *87*

CHAPTER V **91**

CONCLUSION 91

Summary of the Study 91

Implications of the Study 93

Suggestions for the Further Research 94

REFERENCES 95

APPENDICES 105

Appendix 1. Questions of the First Interviews with the Student Teachers 106

Appendix 2. Questions of the Second Interviews with the Student Teachers 108

Appendix 3. Questions of the Third Interview with the Student Teachers 110

Appendix 4. Interview Questions with the Mentor Teachers 111

Appendix 5. Reflection Questions After the Micro-Teaching and the Weekly Conferences 112

Appendix 6. Informing Poster for the Participants 113

Appendix 7. Dates and Duration of the Interviews with the Participants 114

Appendix 8. Sample Lesson Plan 116

LIST OF TABLES

Table 1. *Goals of Practicum* 14

Table 2. *The Course Distribution in the Context of the Study* 28

Table 3. *Summary of Database* 41

Table 4. *Dates and Duration of the Interviews with Mentor Teachers* 42

Table 5. *The Participants and the School Types* 44

Table 6. *Observed Teaching Practices* 44

Table 7. *Dates and Duration of Feedback Sessions of the Student Teachers Having Practicum at the Lower Secondary School* 45

Table 8. *Dates and Duration of Feedback Sessions of the Student Teachers Having Practicum at the Upper Secondary School* 45

Table 9. *Techniques to Ensure Reliability and Validity in a Qualitative Research Design* 47

Table 10. *Codes and Categories of Socialization Through Planning* 55

Table 11. *Categories of Socialization Through Language Teaching Methodology* 58

Table 12. *Codes and Categories of Content Knowledge* 58

Table 13. *Codes and Categories of Pedagogical Content Knowledge* 60

Table 14. *Codes and Categories of Technological Pedagogical Content Knowledge* 67

Table 15. *Codes and Categories of Socialization Through Feedback* 70

Table 16. *Codes and Categories of Teacher Identity Development in Online Teaching* 75

LIST OF FIGURES

Figure 1. The course distribution of English Language Teaching Programs in 2007 20

Figure 2. Work cycle for teaching practice 43

Figure 3. A screenshot from initial coding on MAXQDA 48

Figure 4. Demir's comment on Çiçek's lesson plan 57

Figure 5. Expert-novice relationship in communities of practice 72

Figure 6. Academic discourse socialization process of student teachers in communities of practice for online teaching 73

Figure 7. Identity development of the student teachers 89

LIST OF ABBREVIATIONS

ADS	Academic Discourse Socialization
CoHE	Council of Higher Education
CoP	Community of Practice
MoNE	Ministry of National Education
SLTE	Second Language Teacher Education
ST	Student Teacher

CHAPTER I

INTRODUCTION

Background to the Study

The role of the English language in the world is accepted unanimously. When David Crystal (2003) published the second edition of his book, English as a global language, English had 1,500 speakers worldwide. Today, in 2022, English is still the most spoken language with around 1.5 billion people all around the world, according to the Statista Research Department (2022).

> One of the simple facts of life in the present time is that the English language skills of a good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development. (Burns & Richards, 2009, p. 1)

Of course, the demand for English has caused the need for "knowledgeable, skillful, and effective teachers of English" (Richards, 2017, p. 7), which can only be met via an efficient teacher education process and continuing professional development (Burns & Richards, 2009). Crystal (2003) has stated that "the English language teaching (ELT) business has become one of the major growth industries around the world in the past half-century" (p. 112). Furthermore, it keeps growing as an industry that requires teachers to be competent and updated, because "teacher learning is the core activity of teacher education" (Freeman, 2002, p.1).

Another reality in today's world is the need for digital literacy (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2007; Partnership for 21st Century Skills, 2008). The expectations from the learners about digital literacy created a demand in the teacher education, as well.

> The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2011) created a set of competencies, skills and attitudes for teachers in the use of technology for learning. These skills were based on six principles of pedagogy, understanding the role of technology in

> education technical skills, teachers' professional learning and technology in different contexts (Egan, 2020, p. 11).

Computers have been in language teaching and learning since the 1960s (Bax, 2003; Warschauer, & Healey, 1998). Using computers in language learning is traditionally known as Computer Assisted Language Learning (CALL). However, with various types of technologies, CALL has been replaced with different terms, such as web-based distance learning, learning environments, web-based distance learning, computer mediated communication (CMC), technology enhanced language learning (TELL), language learning in virtual worlds and mobile-assisted language learning (MALL) (Carrió Pastor, 2016). Another term that has been widely used for a long time is Information and Communication Technologies (ICT).

ICT with the Covid19 Pandemic, digital teaching and learning has had to rise drastically due to not accessing face-to-face education. According to the British Council's 2020-21 annual report, the visitor numbers to the websites of the British council increased from 96 million to 110 million in 2019-20 and 2020–21, respectively. This increase happened explicitly in the LearnEnglish Kids and LearnEnglish Teens sites. They closed their face-to-face teaching centers, and in September 2020, they started English Online, an online classroom by a teacher for adults. "In the past 12 months, over 14,000 adult learners of English have joined classes from 111 different countries across the world" (British Council, 2021, p.13).

Even before the Covid19 Pandemic, teachers were being reinforced to use ICT in their classes. However, the literature indicates that student teachers and teachers at the beginning of their careers were not in favor of ICT (Dawson, 2008). Goktas, Yildirim, and Yildirim (2008) state that teacher education programs could not find the best ways to prepare student teachers to be able to integrate technology into their classes. The 2007 program of English Language Teaching (Council of Higher Education, 2007) could have been more successful in preparing the student teachers for ICT. Dell and Disdier (1994, cited in Goktas, Yildirim, & Yildirim, 2008, p. 177) have proposed the principles for effective ICT training:

> 1) ICT training needs to be integrated into the entire teacher education program so that effective ICT integration is modeled for pre-service teachers; 2) training should link ICT with the curriculum; 3) training should provide hands-on practice so that teachers become comfortable with it; and 4) training needs to be in depth.

The teacher education program is a journey through which student teachers interact with many factors affecting what kind of a teacher they will become at the end of that journey. Besides, the programs try to help student teachers have their voices and develop their teacher

identities; they equip the student teachers with the necessary skills for their teacher life. Digital literacy should be one of these skills, as the studies show that the experience of ICT during their teacher education programs affects teachers' technology adoption in their teaching life (Agyei & Voogt, 2011).

Academic discourse socialization is viewed "as learning how to participate in a competent and appropriate manner in the discursive practices of a given academic community" (Morita, 2009, p. 444). The student teachers learn the conventions of becoming a teacher during their undergraduate education via theoretical classes and the practical parts integrated into them. Before student teachers graduate from the programs, they practice teaching in their last year (Council of Higher Education, 2007; 2018). The latest curriculum of the teacher education programs consists of two semesters of practice, whereas the 2007 program includes one semester of observation and one semester of teaching practice. Considering the lesson plans and the teaching practices of the students as academic discourses, the current study tries to depict how senior-year student teachers are socialized into and through the online teaching practices in their 'Practicum' via communities of practice.

Statement of the Problem

Second language teacher education is majorly affected by and designed based on contextual factors, such as social, political, economic, institutional, and cultural. The teacher education programs aim to prepare student teachers to teach in real classrooms within their contexts. However, macro factors, such as the theoretical underpinnings and requirements of the age, are crucial in the design of the programs, as well. We are all aware that the zeitgeist is all about technology. Even though it is seen that "one of the most significant problems facing computer-using teachers is that no education curriculum can prepare them for the swift and continuing changes that take place in the world of technology" Hanson-Smith (2006, p. 301), teacher education programs should be designed to prepare the student teachers to be able to use and integrate technology into their classes.

Second language teacher education (SLTE) literature has been trying to find "how teachers come to know what they know, how certain concepts in teachers' consciousness develop overtime, and how their learning processes transform them and the activities of L2 teaching" (Johnson, 2009, p. 17). Even though various scholars have answered these questions in different contexts from the perspective of 'identity' and 'professionalism'. Furthermore,

‘Teaching Practice’ or ‘Practicum’ has been one of the common contexts to be searched. However, to the best of the researcher’s knowledge, how student teachers are socialized into online teaching practices in their last year has not been investigated.

The student teachers take the courses designed by program planners in a program. The program's courses are thought to be essential to prepare student teachers to serve in the teaching profession. Considering the requirements of the current century, one expects to see more courses about technology integration and pedagogy. However, in Türkiye, this was not the case in the course distribution of English language teaching programs implemented from 2007 to 2021. Even though the English language teaching program was renewed in 2018 (CoH, 2018), 2007 and 2018 programs were run at the same till 2021 when the student teachers graduated from the program. The student teachers who became teachers within the program of 2007 experienced limited formal instruction for technology integration with three courses (Computer 1 & 2; Instructional Technologies and Material Design), although technology content knowledge and technology pedagogy content knowledge are accepted as essential knowledge areas (Koehler & Misra, 2009).

Teaching is one of the professions where the doers always need to keep themselves updated because of the profession’s nature. Teacher learning is “a long-term, complex, developmental process that results from participation in the social practices and contexts associated with learning and teaching” socioculturally (Johnson, 2009, p. 10). “It is built through experiences in multiple social contexts first as learners in classrooms and schools, then later as participants in professional teacher education programs, and ultimately in the communities of practice in which teachers work (Freeman & Johnson, 1998; Grossman, 1990, cited in Johnson, 2009, p. 10).

A considerable amount of literature has been published on SLTE research deals with the incongruency between theory and practice (Johnson, 1996; Gebhard, 2009; Kırkgöz, 2005; Kırkgöz, 2007). The research studies show that teachers do not follow what they have learned during their teacher education programs. This study shows an incongruency, as well, from the perspective of the reality and the expectations of the student teachers and of the system. However, it also explores how the dynamics of the community of practice help the student teachers close the gap between reality and expectations.

Aim of the Study

"The intent of second language teacher education must be 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, cited in Wright, 2010, p. 260). Concerning what Richards (1990) states, the current study tries to show how the senior student teachers of an English Language Teaching Program are socialized into their online teaching practice with the help of their courses in the teacher education program, their teaching practice, the mentor teachers, their peers, and the university supervisor.

First of all, there is a great amount of literature studying academic discourse socialization. The studies generally focus on a specific genre, i.e. investigate either writing (Burhan, 2020; Casanave & Hubbard, 1992; Gevers, 2021, Roozen, 2010; Yamada, 2016) or speaking (Kobayashi, 2003; Morita, 2000; Yang, 2010, Tunç, 2019). Focusing on both speaking and writing, i.e. the teaching practices and the lesson plans, the present study wants to depict the processes of academic discourse socialization of the student teachers into online teaching practice via communities of practice.

Secondly, it has been widely accepted that the teachers' knowledge types are classified as: content knowledge, pedagogical knowledge and pedagogical content knowledge (Shulman, 1986). With the study of Koehler and Mishra (2009), technology integration knowledge has been acknowledged as one of the knowledge areas that teachers must expertise in, as well. However, the participants of the study only had only three classes for technology integration during their teacher education program. One was in the first year of the program which was called Computer I and II. The third class was called Instructional Technologies and Material Design. The number of courses is not seen sufficient to be able integrate technology to classes in this study, therefore another motive of the study is to track how the student teachers develop and negotiate their teacher identities in the online teaching practice.

It is also important to underline that the study's conceptual framework is based on communities of practice and academic discourse socialization. Therefore, the third aim of this study is to describe how the student teachers gain the new academic conventions for online teaching within their small groups. Based on these aims, following research questions are sought to be answered:

Research Questions

1. How are senior student teachers of English Language Teaching socialized into digital teaching practices academically, socially, and culturally?
2. How do senior student teachers develop their teacher identity during online teaching practices?

Importance of the Study

The student teachers in this study learned how to theoretically teach listening, reading, speaking, and writing in their teacher education program. Additionally, they learned how to teach vocabulary, pronunciation, and grammar. They learned the methods and techniques to teach young learners, as well. They took Teaching English Language Skills, Special Teaching Methods, and Teaching English to Young Learners classes. However, there were two crucial points about these classes. Firstly, all of them were for face-to-face education. Secondly, the student teachers in the current study did not have a chance to practice the methods and techniques they learned in these classes. They did not have any chances to have micro-teaching experiences. Therefore, the first aim of this study is to depict the ways how student teachers use the academic conventions of the classes they took. Secondly, it aims to describe how they will learn the programs and techniques for online teaching and how they will transfer the techniques from face-to-face education to online teaching.

Considering that the student teachers had limited numbers of courses for technology and the student teachers did not have many chances to practice teaching, the current study aims to find out how the academic, social, and cultural practices and communities will contribute to the academic discourse socialization process of the student teachers in their online teaching practices.

Assumptions of the Study

I had three assumptions when I started the study. Teaching practice is seemed the most crucial phase of teacher education programs, although each component is of great importance. I was assuming to see the effects of the COVID19 Pandemic on the student teachers' lack of practice in their methodology classes into teaching practice.

Secondly, although everyone talks about the importance of technology use and integration, second language teacher education programs need to be revised to equip the student teacher with the relevant proficiency and competency for technology integration. I assumed that the knowledge of the student teachers coming from the courses of the teacher education program would be limited. However, their attempts to use the technology would be more at personal level.

The third assumption was that I had known the student teachers for two years when I started conducting the study. Therefore, I assumed they would be sincere and honest when answering the interview questions.

Limitations of the Study

There are some limitations of this present study. Even though I wanted to picture how the community of practice shaped the student teachers' teachings and how they were socialized into online practicum from different lenses, I was not one of the participants in the feedback sessions of the student teachers and the mentor teachers. Due to practical constraints, I could not able to attend the meetings of them. To minimize this limitation, I got the information about their feedback sessions from the student teachers at the beginning of each post-teaching feedback session that I was having with them. Another precaution I took was asking for the written feedback that the mentor teachers gave to the student teachers' lesson plans before their teaching practice.

Another limitation of the study was not being able to conduct the same number of meetings with the two groups of the study. While I had a chance to observe and conduct post-feedback sessions from their first teachings with one group of student teachers, I did not have that chance with the other group. To overcome this limitation, I asked questions to the student teachers individually about their teaching practices so that I could also follow that group's process.

The research design can be criticized in terms of representativeness by some researchers. However, in the current study, this was not considered as a limitation. "The value of qualitative research lies in the particular description and themes developed in context of a specific site" (Creswell, 2014, p. 456).

Definitions

Academic discourse socialization: "… learning how to participate in a competent and appropriate manner in the discursive practices of a given academic community" (Morita, 2009, p. 4).

Academic discourse socialization: "is the process during which novices and newcomers learn the academic practices and values involved in their disciplines" (Kobayashi, Zappa-Hollman, & Duff, 2017, cited in Burhan, 2020, p.10)

Community of practice: "Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger, McDermott & Synder, 2002, p. 4).

Student teacher: Pre-service teachers who study teacher education programs to become teachers at the end of the four-year programs.

Mentor teacher: In-service teachers working at the public schools of the Ministry of National Education mentor the senior-year student teachers during their teaching practice of the student teachers. Mentors must attend training organized by the Ministry of National Education and get a certificate.

University supervisor: Faculty member working at the teacher education programs supervises the senior student teachers during their practicum.

CHAPTER II

LITERATURE REVIEW

Introduction

This chapter presents the theoretical framework of the current study. The current study is based on the idea that group practices help the student teachers of English learn and practice better when they are in social groups rather than individual practices.

Theoretical Framework

The theoretical of the current study is based on sociocultural theory, academic discourse socialization, and community of practices. I will try to express the approaches first; then, I will talk about why this study is situated around these.

Sociocultural Theory

The sociocultural theory has been a common theory of different disciplines, such as anthropology, applied linguistics, psychology, and education, even though each discipline has had its interpretation and meaning for the term. “Unlike other psychological theories, it is grounded in a dialectic rather than a dualistic approach to the relationship between humans and the world” (Lantolf & Poehner, 2008, p. 3). The term sociocultural can be found in various disciplines, such as anthropology, psychology, applied linguistics, and education. “The epistemological stance of a sociocultural perspective defines human learning as a dynamic social activity that is situated in physical and social contexts, and is distributed across persons, tools and activities” (Johnson, 2009, p. 237).

The sociocultural theory is based on the ideas of Vygotsky (1978), suggesting that humans can control behaviors, learning, and development via suitable mediating tools, such as physical or symbolic tools, when they are in culturally specified activities (Lantolf, 2005; Lantolf & Thorne, 2006, 2007; Martin, 2008).

> Indeed, SCT is not a competing theory of language acquisition, but a theory of mind or perhaps more accurately, a theory of person, which argues that in conjunction with our biology we are shaped through cultural-historical activity contexts by our interacting with one another and with cultural artifacts within the cultural-historical activity structures that make up our lived experience (going to school, conversing at the family dinner table, going online), although this activity also includes all that actually happens within any concrete activity frame as well as being an abstract template (embodiment in the larger sense). Human activity, from this point of view, then, has a direct impact on how language learning/acquisition unfolds (Haught & McCafferty, 2008, p. 142).

Based on Vygotsky, Lantolf (2000) states that the task of psychology is "to understand how human social and mental activity is organized through culturally constructed artifacts" (p. 1). Following this view, the present study tries to understand the reasons behind the student teachers' teachings with the help of post-teaching feedback sessions and interviews with the student teachers.

Mediation and the zone of proximal development are crucial concepts of sociocultural theory. Vygotsky defines the zone of proximal development (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined thorough problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86, cited in Lantolf & Thorne, 2007). Another term related to ZPD is scaffolding which is "… a term coined by Jerome Bruner and his colleagues nearly three decades ago, … refers to any type of adult-child (expert-novice) assisted performance" (Lantolf & Thorne, 2007, p. 209). Yet, Lantolf (2000) addresses to the limitation of the view that ZPD is only about "expert-novice" interactions. He suggests a broader concept which is "collaborative construction of opportunities for individuals to develop their mental abilities" (p. 17) rather than a one-way relationship from expert to novice. Furthermore, the studies of Donato (1994) and Swain (2000) are in line with the Lantolf (2000). While Donato (1994) calls it "collective scaffolding", Swain (2000) names it "collaborative dialogue" that "mediates joint problem solving and knowledge building" (p. 102).

The abovementioned concepts are of great importance for the current study as two cohorts of student teachers formed two groups and worked together collaboratively. Additionally, the student teachers were in dialogue with the university supervisor and mentor teachers.

Sociocultural Theory and Language Teacher Education

English language teaching is researched under the second language teacher education (SLTE), a term coined by Richards (1990, cited in Wright, 2010). Freeman (2009) states that the second language teacher education (SLTE) field has evolved and has been affected by learning theories over time. As cited in Farr, Farrell, and Riordan (2019), Roberts (2016) summarizes the four learning theories and their implications for SLTE:

1. learning as determined by external influences, as in behaviourist learning theory: person as input-output system;
2. learning as the realization of one's unique self, as in humanistic theory: person with self-agency;
3. learning as a cognitive process, where each of us constructs inner representations of the world which then determine our perceptions and subsequent learning: person as constructivist;
4. a social perspective on learning, where the individual adapts to and enacts socially constructed roles, and learns by means of social exchange: person as social being. (p. 10)

The current study adopts the fourth view and analyzes the data from the perspective of sociocultural theory.

> 'In L2 teacher education, the knowledge-base informs three broad areas: (1) the content of L2 teacher education programs: What L2 teachers need to know; (2) the pedagogies that are taught in L2 teacher education programs: How L2 teachers should teach; and (3) the institutional forms of delivery through which both the content and pedagogies are learned: How L2 teachers learn to teach. So the knowledge-base of L2 teacher education is, by definition, the basis upon which we make decisions about how to prepare L2 teachers to do the work of this profession' (Johnson, 2006, p. 11).

Community of Practice (CoP)

Communities of Practice "are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger & Wenger-Trayner, 2015; p. 1). This concept was coined by Lave and Wenger (1991), underlining that people learn better when actively participating in their community's practices rather than only getting information about them. Wenger and Wenger-Trayner (2015) listed three characteristics of a community of practice, warning that 'not every community is a Community of Practice': the domain, the community, and the practice.

The members of CoP have a shared interest and competence in their domain. They talk about their experiences happening in a shared place. The community is about the interactions and

the activities the members have. Thanks to these activities, the members help and learn from each other. The practice is about being "practitioners" (Wenger & Wenger-Trayner, 2015, p.2). In this study, the shared practice was the teaching practice and the courses the student teachers took. They taught the same students, experienced similar problems, and tried to come up with solutions for better teaching.

The critical concepts of communities of practice can be listed as "legitimate peripheral participation" (LPP) and "peripherality," which are two essential concepts in this study, as well.

Legitimate Peripheral Participation

In legitimate peripheral participation, it is highlighted that "learners inevitably participate in communities of practitioners" and "the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community" (Lave & Wenger, 1991, p. 29). That means the newcomers have to participate in the community's activities they want to be involved in.

The term "peripherality" does not mean that there is only one learner at the center; everyone follows them. Peripherality is about heterogeneity and "an opening, a way of gaining access to sources for understanding through growing involvement" (Lave & Wenger, 1991, p. 29).

Taking into consideration the sociocultural theory and CoP, the current study tries to explore the academic discourse socialization of the newcomers, the senior student teachers of ELT, towards their online teaching practice. All the student teachers brought their skills, beliefs, and knowledge to the group. In the time they were all in the community, they all grew together.

Academic Discourse Socialization

Academic discourse studies emerged from language socialization studies. Duff (2010) states that Academic discourse socialization (ADS) tries to understand how students acquire the ways of their disciplines and act in their communities. ADS has come a long way since the publication of Morita and Kobayashi's (2008) book chapter. In the chapter, they classified the theoretical and methodological approaches toward ADS. These are English for Academic

Purposes (EAP) research, qualitative/ethnographic research, and critical discourse/literacy studies. When they are scrutinized, it is seen that the surveys and genre-based studies can be classified under EAP research which centers on students' needs to understand how they become successful. At the same time, the second type is used to show the nature of a discipline socially and historically. The needs analysis and genre-based approaches can be classified under the "product-oriented approach" (Morita, 2004, p. 574). Early ADS studies were mainly concerned with academic writing and literacy, unearthing the social, cultural, and historical situated process of disciplinary socialization. As time passes, the approaches to the ADS have varied, as mentioned before. The latest approach is seen in critical discourse/literacy studies when psychological variables, such as identity, agency, and power, are investigated. This approach is classified under the "process-oriented approach" (Morita, 2004, p. 574).

I took the practicum or teaching practice as an academic discourse as Gebhard (2009) accentuates it is an activity for "development" in which there are opportunities for socialization, development of teacher identity, learning collaboration, and evaluation of teaching rather than training. Gebhard (2009) states that although there are differences in the practicum terminology, the goals are more or less the same. Gebhard (2009) outlines these goals in the chapter called Practicum. Following Gebhard, Selvi (2012) tabulates the same information in his dissertation. Here I am adding the table from Selvi's (2012) dissertation.

Table 1
Goals of Practicum

Goals of Practicum	Reference
(1) gain practical classroom teaching experience; (2) apply theory and teaching ideas from previous course work; (3) discover from observing experienced teachers; (4) enhance lesson-planning skills; (5) gain skills in selecting, adapting, and developing original course materials.	Richards and Crookes (1988)
(6) expand awareness of how to set their own goals related to improving their teaching	Crookes (2003)
(7) question, articulate, and reflect on their own teaching and learning philosophies, which include an amalgamation of assumptions, beliefs, values, educational, and life experiences	Crookes (2003); Gebhard and Oprandy (1999); Johnson (1996); Pennington (1990); Richards (1998)
(8) see their own teaching differently by learning how to make their own informed teaching decisions through systematic observation and exploration of their own and others' teaching	Fanselow (1988); Gebhard and Oprandy, (1999)

Language Socialization

"Socialization, broadly defined, is the process through which a child or other novice acquires the knowledge, orientations, and practices that enable him or her to participate effectively and appropriately in the social life of a particular community" (Garrett & Baquedano-L´opez, 2002, p. 339). Linguistics anthropologists have realized that social interactions offer so many clues about the nature of the 'local values, ideologies, patterns of social organization, and cultural preferences' to be investigated (Garrett & Baquedano-L´opez, 2002, p. 340). While the earliest language socialization studies focused on child-adult interactions, a growing literature focuses on different areas while investigating language socialization.

Grounded in ethnography, language socialization, as a branch of linguistic anthropology, focuses on how a community member becomes culturally competent through language use in social activities. Language socialization is "an interactional display (covert or overt) to a novice of expected ways of thinking, feeling, and acting"; a process requiring children's

participation in social interactions to "internalize and gain performance competence in these socio-cultural defined contexts" (Schieffelin & Ochs, 1986, p. 2). "The language socialization paradigm offers a socioculturally informed analysis of life course and historical continuity and transformation" (Ochs & Schieffelin, 2008, p.11).

Second language classrooms have been one of the contexts for second language learning socialization studies because of the classroom interaction where "the teachers take on the role of socializing agent" (Boxer, 2008, p. 309). Since the language, they are trying to teach the medium of instruction. The present study does not explicitly try to uncover the second language development of senior student teachers of ELT, yet it is an important concept.

Second Language Teacher Education

SLTE has come a long way since its acceptance as a professional field in the 1970s. "Second language teacher education was a term originally coined by Richards (1990) to cover the preparation – training, and education – of L2 teachers (Wright, 2010, p. 260). Since then, it has been used to cover "the language teacher education in TESOL (or ELT)" (Wright, 2010, p.260).

Second Language Teacher Education Models

The long way of SLTE can be seen in the models of second language teacher education. There are four models of second language teacher education identified by Day (1991) by taking two different aspects of teacher education programs into consideration: declarative knowledge and procedural knowledge, and the four categories of knowledge: "content knowledge", "pedagogic knowledge", "pedagogic content knowledge", and "support knowledge". While the first aspect is the knowledge learners need to learn, the other is how knowledge is delivered. Day's models of second language teacher education consist of the "apprentice-expert model", "rationalist model", "case studies model" and "integrative model". Wallace (1991) classified the teacher education models as the "apprentice-expert model", "applied science model", and "reflective model".

Wallace (1991) states that the apprentice-expert model is also known as the "craft model". In this model, the student teacher is seen as an apprentice, and the teacher educators who are

considered ‘crafts’ train them. The model was criticized by Wallace (1991) for remaining static for such a dynamic profession as teaching.

Another model, the “applied science model,” became a standard model for language teacher education. This model was based on the research. In this model, the student teachers learn the theoretical knowledge from the experts and then apply what they have learned. This model is still prevalent in teacher education programs. However, it has its limitations, as well.

The reflective model was proposed by Wallace (1991) “as a compromise solution which gives due weight both to experience and to the scientific basis of the profession” (p. 17). Wallace divides knowledge development into two types: received knowledge and experiential knowledge. According to the reflective model, the student teachers bring their previous experiential knowledge and the received knowledge into practice and then reflect upon their practice. They practice after the reflection. Reflection and practice occur in a cycle called ‘the reflective cycle which is helpful for the learning and professional development.

Language Teacher Education in Turkey

Initial Teacher Training in Turkey

The universities have executed initial teacher training programs from pre-primary education to secondary education, and the teachers are trained in the faculties of education. Each teacher education program, either in public or foundation universities, follows a curriculum of four years. All the programs have the flexibility to decide which courses they will offer, and the value for that is 25%. The Council of Higher Education (YÖK) is responsible for the structure and programs of teacher education (Eurydice, 2016). The concurrent model is available in teaching training programs in Turkey (Eurydice, 2013).

Brief History of Language Teacher Education in Turkey

The familiarity of the English language with the Turkish education system goes back to the second half of the century when the Tanzimat Period was experienced (Kırkgöz, 2005).

Vahapoğlu (1997) and Haydaroğlu (1990) claim that the first British school was the "English High School for Girls," which opened in Beyoğlu, İstanbul. Another British school was called "British Boys High School" in 1905. Those schools are Beyoğlu and Nişantaşı Anatolian High schools, respectively (Özdemir, 2010). Another critical school was Robert College, where the medium of instruction was English, which was founded in 1863 (Kırkgöz, 2007).

The history of teacher education can be analyzed in two periods: 1) the duration between 1923 and 1982 and 2) after 1982. The Ministry of National Education (MoNE) was responsible for the first period. In contrast, the Council of Higher Education started managing teacher education in 1982 and still maintains that duty (Eurydice, 2016).

In the 1941-1942 school year, a French program was opened to train teachers for the first level of secondary education at Gazi Education Institute (GEI). English program was opened in the 1944-1945 school year. In the 1947-1948 school year German program was opened.

The program was for two years of education, and 99 English language teachers graduated from GEI until the 1950-1951 school year. Eighty-two girls and 17 boys graduated. The interviews were conducted within a dissertation project by Özdemir (2010). The interviews revealed that Gazi Education Institute accepted students via written and oral exams, including General English exams and essays in its first years. The interviews revealed that the student teachers were also accepted via only an oral exam which was very strict. The students were required to take classes to improve their language skills and teaching methodology.

Sezer (1999) states that GEI had Institute Board, and the board could act autonomously regarding academic and staff employment decisions until 1972. Another institute where English teachers studied was Çapa Education Institute English Department.

The report written by Gatenby (1953) showed the schools where the English teachers were trained: English Language and Literature Departments at Ankara University and İstanbul University, American Colleges, and GEI. Furthermore, subject teachers knowing English were also employed as English teachers. Gatenby states that only the graduates of GEI were trained in teaching methodology (Özdemir, 2010).

In-service education for teachers was started in 1948. In the first half of the 1950s, British Council sent two experts to the schools where the teachers who graduated from GIE worked.

Those experts supported the teachers by demonstrating sample lessons and bringing short stories, and MoNE supported those activities. Even one of them, Lionel Billows, worked as a teacher trainer in GIE and a 'travelling teacher trainer' and was appointed an inspector by MoNE (Smith, 2004).

Curricula of Language Teacher Education Programs

The Board of Higher Education determines the curriculum of teacher training based on the Higher Education Law 2547/b (Eurydice, 2016). The term curriculum is defined by Richards (2013) as "the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved" (p. 6). Different curricula have been implemented by the Council of Higher Education to require the needs of the learners and to catch the zeitgeist, such as in 1981, 1983, and 1991 (Altan, 1998). The curricula of the teacher education faculties were changed in 1997, 2006, and 2018, respectively.

1997 Curriculum Reform

Teacher Training Programs of Education Faculties were reformed in 1997. The primary aim of this reform was to meet the needs of primary school and subject teachers for the primary schools where compulsory education was extended to eight years with Law 4306 on 16.8.1997 and started to be implemented in the 1997-1998 school year. The Council of Higher Education cooperated with MoNE during this process. The project of The Council of Higher Education and World Bank, i.e., the Pre-service Teacher Education Project, was maintained based on the principles and aims of the reform (The Council of Higher Education, 1998). Curricula for the 16 teacher training programs were developed. The curriculums were prepared considering the needs of the learners, the pedagogic courses required for teaching were reviewed, and methodology courses were given great importance.

2006 Curriculum Reform

After the 1997 reform implemented in teacher training programs of Faculties of Education, a need for restructuring of education faculties was required for several reasons: 1) the need

to train the teachers in parallel with the knowledge and skills of the zeitgeist, 2) the alterations in the curriculum of the primary and lower secondary schools by MoNE to implement in 2003-2004 school year, 3) Turkey has been part of European Higher Education Area since 2003, and it aims to provide 'standardization' in all teacher training programs in terms of learning outcomes and to evaluate them (The Council of Higher Education, 2007).

The accepted program includes courses with 50% field knowledge, 30% professional teaching knowledge, and 20% general culture. The percentages and the course hours vary in teaching programs. Figure 1 below shows the course distribution of English Language

Teaching programs (The Council of Higher Education, 2007).

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI

I. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Bağlamsal Dilbilgisi I	3	0	3
A	İleri Okuma ve Yazma I	3	0	3
A	Dinleme ve Sesletim I	3	0	3
A	Sözlü İletişim Becerileri I	3	0	3
GK	Türkçe I: Yazılı Anlatım	2	0	2
GK	Bilgisayar I	2	2	3
GK	Etkili İletişim	3	0	3
MB	Eğitim Bilimine Giriş	3	0	3
TOPLAM		**22**	**2**	**23**

II. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Bağlamsal Dilbilgisi II	3	0	3
A	İleri Okuma ve Yazma II	3	0	3
A	Dinleme ve Sesletim II	3	0	3
A	Sözlü İletişim Becerileri II	3	0	3
A	Sözcük Bilgisi	3	0	3
GK	Türkçe II: Sözlü Anlatım	2	0	2
GK	Bilgisayar II	2	2	3
MB	Eğitim Psikolojisi	3	0	3
TOPLAM		**22**	**2**	**23**

III. YARIYIL

KODU	DERSİN ADI	T	U	K
A	İngiliz Edebiyatı I	3	0	3
A	Dilbilim I	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar I	3	0	3
A	İngilizce-Türkçe Çeviri	3	0	3
A	Anlatım Becerileri*	3	0	3
GK	Türk Eğitim Tarihi*	2	0	2
MB	Öğretim İlke ve Yöntemleri	3	0	3
TOPLAM		**20**	**0**	**20**

IV. YARIYIL

KODU	DERSİN ADI	T	U	K
A	İngiliz Edebiyatı II	3	0	3
A	Dilbilim II	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar II	3	0	3
A	Dil Edinimi	3	0	3
GK	Bilimsel Araştırma Yöntemleri	2	0	2
MB	Özel Öğretim Yöntemleri I	2	2	3
MB	Öğretim Teknolojileri ve Materyal Tasarımı	2	2	3
TOPLAM		**18**	**4**	**20**

V. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Çocuklara Yabancı Dil Öğretimi I	2	2	3
A	Özel Öğretim Yöntemleri II	2	2	3
A	Dil Becerilerinin Öğretimi I	2	2	3
A	Edebiyat ve Dil Öğretimi I*	3	0	3
A	İkinci Yabancı Dil I*	2	0	2
GK	Drama*	2	2	3
MB	Sınıf Yönetimi	2	0	2
TOPLAM		**15**	**8**	**19**

VI. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Çocuklara Yabancı Dil Öğretimi II	2	2	3
A	Türkçe- İngilizce Çeviri	3	0	3
A	Dil Becerilerinin Öğretimi II	2	2	3
A	Edebiyat ve Dil Öğretimi. II*	3	0	3
A	İkinci Yabancı Dil II*	2	0	2
GK	Topluma Hizmet Uygulamaları	1	2	2
MB	Ölçme ve Değerlendirme	3	0	3
TOPLAM		**16**	**6**	**19**

VII. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Yabancı Dil Öğretiminde Materyal İnceleme ve Geliştirme*	3	0	3
A	İkinci Yabancı Dil III*	2	0	2
A	Seçmeli I	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi I	2	0	2
MB	Okul Deneyimi	1	4	3
MB	Rehberlik	3	0	3
MB	Özel Eğitim*	2	0	2
TOPLAM		**15**	**4**	**17**

VIII. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Yabancı Dil Öğretiminde Ölçme ve Değerlendirme	3	0	3
A	Seçmeli II	2	0	2
A	Seçmeli III	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	2
MB	Karşılaştırmalı Eğitim*	2	0	2
MB	Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2
MB	Öğretmenlik Uygulaması	2	6	5
TOPLAM		**15**	**6**	**18**

GENEL TOPLAM	Teorik	Uygulama	Kredi	Saat
	143	32	159	175

A: Alan ve alan eğitimi dersleri, **MB:** Öğretmenlik meslek bilgisi dersleri, **GK:** Genel kültür dersleri

Figure 1. The course distribution of English Language Teaching Programs in 2007

Admission Requirements to Language Teacher Education Programs Between 2010-2017

The participants that I conducted the study were placed in the university with different tests compared to current student teachers. Even though the two systems have common things, the latest system was put into implementation in 2018. My participants were among the last examinees of the previous system. There was a two-phased system for entrance to four-year faculties in Turkey, which started to be implemented in 2010 (Eurydice, 2016). The students who wanted to become English language teachers had to take two exams. The first phase was called "Examination of transition to higher education" (YGS), and the students had to get base points (180) to have a chance to take the second phase. The second phase was called "Graduate placement exams" (LYS), for which the students took LYS 5, which was a foreign language exam to become English language teachers (OSYS, 2016).

Second Language Teacher Identity

Identity is defined (Norton, 2013) as "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 45). Similarly, Danielewicz (2001) defines identity as "our understanding of who we are and of whom we think other people are" (p. 10).

Personal factors, such as previous experiences and contextual factors where the person works, impact identity development (Miller, 2009). Miller posits four directions:

> "that tie key issues of teacher identity to understanding, knowledge, and practice. They concern the nature of identity itself; the importance of context in teaching; the need for critical reflection; and the integration of identity with pedagogy (2009, p. 178).

Identity is not a simple and monolithic concept but complex and multifaceted. Furthermore, context plays a significant role in the identity growth of the student teachers and teachers. Reflection is a concept that has been introduced previously in the SLTE area, but it should be highlighted for identity development. Korthagen and Vasalos (2005) state that as teachers reflect on their actions, beliefs, and identity, their understanding of themselves is reconstructed, and the teachers feel more confident.

Studies of Academic Discourse Socialization

Academic discourse studies generally deal with the learners' cultural, academic, and social processes in their disciplines. The studies of ADS mainly focus on the processes of graduate students.

Morita (2000) wanted to investigate the academic discourse socialization of non-native and native graduate students through oral academic presentations. The researcher collected the data via various data collection instruments: classroom observations, video recordings of the presentations, interviews with the learners and instructors, questionnaires, and other artifacts for eight months. The findings indicate that academic discourse socialization is not a process that can be predicted but is a complex enculturation process.

In another study, Morita (2004) investigated the academic discourse socialization of Japanese graduate students at a Canadian university within a multiple case research study using qualitative data collection tools. The study revealed how these graduate students negotiated participation and practices in their new community. Furthermore, it explored the reasons for the silence of the graduate students during class discussions.

Kobayashi (2003) investigated the peer collaboration of three Japanese ESL students at a Canadian university when they prepared for their oral academic presentation. The findings showed that the students negotiated what the task and their instructor required, shared their experiences, worked in collaborative dialogue, rehearsed their presentations, and helped their peers when they worked outside of the classroom for the tasks.

Evans and Morrison have a longitudinal study to show the troubles the students experience in their first year in an English medium university in Hong Kong with 28 students from different disciplines and surveyed nearly 3000 students. They find out that the students experience four challenges in their first year: “(1) understanding technical vocabulary, (2) comprehending lectures, (3) achieving an appropriate writing style, and (4) conforming to the culture and conventions of the academic community to which they now belonged” (Evans & Morrison, 2011, p. 203). However, they have coping strategies to overcome these problems, such as “strong motivation, hard work, effective learning and supportive peer network” (Evans & Morrison, 2011, p. 198).

Academic literacy practices of a non-native novice graduate student with native peers were investigated by Cheng (2013) to understand the Communities of Practice and agency of the

non-native student for semesters. The study shows that the native students were in a more powerful position in the first semester. However, in the second semester, with a new group, the experiences, and the development of academic literacy, she changed her less powerful position. The study highlights the complex nature of peer interactions, especially between native and non-native students.

Genre knowledge is among the most studied topics of academic discourse socialization area. In a study by Eriksson and Makitalo (2013), the ways of environmental engineering students learn to write references are explored, and they try to investigate the references both as a 'participation' and 'socialization' tool. Using multimodal tools and analyses, the researchers show how referencing is run as a concern and practice.

Bonny Norton and Ron Darvin have collaborated on different scholarly activities in the identity and investment issues. Taking Lave and Wenger's (1991) legitimate peripheral participation and Darvin and Norton's (2015) model of investment as a theoretical framework, Darvin and Norton (2019) argue that the power of supervisor and doctoral student coauthorship is via the capital, ideology, and identity. Darvin and Norton (2019) discuss academic discourse socialization from the perspective of the doctoral supervisor and supervisee relationship when they are in the coauthorship position. In their discussion, they show a bi-directional relationship in the exchange of capital coauthorship, even though it is mainly the supervisor transferring the capital. An interesting finding for the ideology issue is how Bonny Norton challenges academic practices by making a graduate student a first author and sometimes offering him as the only author when she gets invitations. The authors highlight the complexity of power in the coauthorship of the supervisor and graduate student. The dominant nature of the academy includes way direction of power, but the coauthorship does not work in that way. Furthermore, they show us that they experience multiple identities during the process. Their study shows how "Bonny and Ron engage in academic socialization that challenges existing ideological practices and enables a multidirectional flow of capital" (Darvin & Norton, 2019, p. 191).

Studies of Communities of Practice

Communities of practice in the teacher education field have been one of the promising areas recently. Various research studies have examined the teachers, teacher educators, and student teachers' communities of practice. Patton and Parker (2017) investigated how

physical education teacher educators conceptualized the community of practice for their professional development. Using different data collection instruments, their analysis indicated that the teacher educators, like other learning parties, benefited from the CoP. The CoP provided safe but challenging social spaces for their professional learning.

Baran (2007) investigated the online communities of practice for student teachers from the Activity Theory perspective. The researcher created an online portal and a discussion board to uncover the motivations and barriers the participants experienced. There were two cases where two groups of student teachers participated in the discussions obligatorily and willingly, respectively. The researcher collected the data via different data collection instruments, such as discussions, video recordings, and lesson plans. After the analysis, the motivators and the barriers were listed under the "inter-personal", "personal," and "environmental" themes in the tentative models which were offered by the researcher (p. 207; p. 215).

Yılmaz (2012) had a research study about the members of an online Community of Practice which was called "Webheads in Action". The researcher collected the data via a questionnaire to investigate why the teachers use that website and to reveal their beliefs about the role of the community in their professional development. The results showed that the members were quite happy to be part of the CoP, which was analyzed because it provided them with ideas and tools for their teaching and professional and social learning environments.

Studies of Practicum in Second Language Teacher Education

As Paker (2008) states, the practicum is one of the necessary experiences in teacher education, and it prepares senior student teachers on the way to becoming teachers. Practicum in second language teacher education has been studied from different perspectives:

- language awareness in practicum (Başyurt Tüzel & Akcan, 2009)
- practical needs of the student teachers in ELT (Coskun-Ogeyik, 2009; Coşkun & Daloğlu, 2010; Ortakköylüoğlu, 2004)
- the roles of the cooperating teachers during practicum (Gursoy & Damar, 2011)

I will summarize some studies focusing on teaching skills since this current study aims to explore how senior-year student teachers are socialized with online teaching practices.

After classifying the teacher education model, English language courses, and teachers' competencies, Ortakköylüoğlu (2004) compares two groups of English language teachers. In her study, she summarizes that there is a clash between theory and practice. More practice should be integrated into theory via micro teachings and teaching practices. In terms of the courses, the study acknowledges that the courses are not adequate. Another study regarding the courses of the ELT from the perspective of Coskun-Ogeyik (2009) concludes that student teachers of English language teaching programs are content with the practical aspects that the program provides; however, they do not think all components are sufficient enough.

Taking the target language skills of the senior student teachers as a prerequisite for the teaching practice, Başyurt Tüzel and Akcan (2009) analyze the challenges that the student teachers experience in their target language use during their teaching practice. They find that the student teachers have difficulty using the target language to explain some grammatical rules and unknown vocabulary and adjusting their language to the learners' level. The university supervisor offers language awareness training to the student teachers, which improves the student teachers' target language use. The researchers conclude the study with some suggestions for teacher education programs.

Having two different groups of learners, i.e., senior student teachers and experienced in-service teachers, Coşkun and Daloğlu (2010) uses a model called Peacock to evaluate the ELT programs. The findings suggest that the student teachers think the pedagogical aspects of the program are not enough. In contrast, the experienced teachers are not happy with the linguistic dimension of the program. The researchers discuss that teacher education programs should meet student and in-service teachers' needs. They suggest that practice should be integrated via contemporary teaching methods and techniques, reflective practice, and alternative assessment methods.

CHAPTER III

METHODOLOGY

In this chapter, firstly, the study's research design is discussed to have clear information on the current study. Secondly, information about the participants and the context are presented. Furthermore, the procedure will be expressed, including the instruments used for the data collection and analysis.

Research Design

Considering the research questions and the general tendency of academic discourse socialization studies, I adopted the qualitative research design. As Merriam states, qualitative research studies focus on "understanding the meaning people have constructed, that is, how people make sense of the world and the experiences they have in the world" (Merriam, 2009, p. 13). Qualitative research studies are known as 'interpretive' (Dörnyei, 2007; Creswell, 2014). They occur in the participants' contexts (Dörnyei, 2007; Creswell, 2014).

As one of the main theoretical frameworks of the current study is based on sociocultural theory, I considered Creswell's (2013) three critical philosophical assumptions of the constructive social perspective: ontological, epistemological, and axiological.

1: Ontological: "multiple realities which are constructed through our lived experiences and interaction with others."

2: Epistemological: it is a reality that is "co-constructed between the researcher and the researched and shaped by individual experiences."

3: Axiological: "individual values that are honored and are negotiated among individuals" (Creswell, 2013, p. 36).

Multiple case design as one of the qualitative research designs was employed in the present study as the aim of the study is to depict the academic, cultural, and social practices of student teachers in a community of practice.

> "The case study method "explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, indepth data collection involving multiple sources of information… and reports a case description and case themes" (Creswell, 2013, p. 97).

Yin (2003) states that a case study can describe single or multiple cases. The researcher must decide which approach will yield better results to understand the phenomenon better. The current study depicts eight cases of student teachers and their academic discourse socialization processes in online teaching. Even though I tried to come up with general themes and categories at the end of the study, eight cases were investigated to have a deep and broader picture of the phenomenon.

Case studies provide opportunities to describe the "phenomenon in-depth" (Merriam, 2002; Yin, 2014). Different research collection instruments were used for this aim, which helped me ensure triangulation. Interviews with the student teachers and mentor teachers, teaching practices of the student teachers (observed and recorded), reflections of the student teachers (oral (recorded) / written), lesson plans, feedback to the lesson plans from student teachers, university supervisor (as a comment on Google Docs), feedback to the lesson plans from mentor teachers (written or oral message on WhatsApp), post teaching feedback sessions (university supervisor and the student teachers) were used as primary data collection tools. The recordings of the theoretical classes I taught as the university supervisor from the first and second semesters and the reports the participants wrote for their 'School Experience' class were sometimes used as secondary instruments to support the data. Detailed information about data collection instruments is presented in the data collection instrument section.

Setting

This study was conducted at a public university located in the eastern part of Turkey. The university's website indicates that it hosts nearly 37,000 national and international students. Specifically, the current study was conducted at the English Language Program of the public university abovementioned.

According to the program's website, it was founded in 1999, and hundreds of teachers graduated from it. Like all other university programs in Turkey, the students are placed into university via a university entrance examination. The present study participants entered the program in the 2017-2018 academic year through LYS5, expressed in the Literature Review section.

The English language Teaching program is four years with an extra year of the compulsory preparatory program. The compulsory preparatory program is designed to help student teachers develop their English language skills. Every student takes a test that includes an assessment of four skills, and the test takes place in two days. They are tested for reading, listening, and writing on the first day. Based on the test results, they either take the speaking test on the following day or not. The students who get over 70 are considered successful, and they skip the preparatory program and start their four years of education. Additionally, the student teachers can submit their English test scores conducted or accepted by ÖSYM before the preparatory school's examination day. They do not have to take the test if the score is equivalent to or higher than 70.

The four-year program consists of English language skills and components courses, ELT-specific courses, educational sciences courses, Turkish I and II, Computer I and II, and The Principles of Atatürk and History of Turkish Revolution.

Table 2
The Course Distribution in the Context of the Study

Year	Courses
Year 1	Advanced Reading and Writing, Oral communication Skills, Grammar, Vocabulary, Educational Sciences Courses, Turkish I and II, Computer I and II
Year 2	Linguistics I and II, Approaches I and II, Language Acquisition, Translation (English-Turkish), Translation (Turkish-English), Drama, Public Speaking, British Literature I and II, Educational Sciences
Year 3	Teaching Language Skills I and II, Teaching English to Young Learners I and II, Special Teaching Methods I, Special Teaching Methods II, Literature and Language Teaching, Second Foreign Language I and II, Elective Courses, Educational Sciences
Year 4	School Experience, Teaching Practice, Testing, Material design and adaptation, Second Foreign Language III, Elective courses (Drama in ELT, Academic Writing, Intercultural Communication, Individual Differences), Educational Sciences, The Principles of Atatürk and History of Turkish Revolution

The table indicates that the student teachers in the context of the study start their theoretical education regarding ELT in their second year. Furthermore, all the methodological courses

are in the third year. Like all teacher education programs in Turkey, the student teachers have their Teaching Practice in their last year.

In the first semester of the fourth year, the student teachers have a class called 'School Experience' in which they go to the public schools of the Ministry of National Education for 14 weeks. They have to be at the schools for six class hours, observe the mentor teachers, prepare reports and submit them to their university supervisor each week. In the second semester, the student teachers start their teaching practice and teach for a minimum of 14 hours based on the teachers' course workload according to the Regulation of Teaching Practice published by MoNE (2018). Apart from the fieldwork at schools, the student teachers have theoretical classes for two hours at the university. In that class, the student teachers and their instructors discuss the student teachers' teaching, problems they have experienced, and the theoretical aspects.

All classes were face-to-face until March 2020, when the COVID19 Pandemic broke out, and the schools were transformed online. The nature and delivery methods of the face-to-face and online served me to understand how the courses of the teacher education program and the teaching practice which had to be completed online shaped the teaching practices of the student teachers. The main motive behind this study is to explore how senior-year student teachers are socialized into online teaching practice via communities of practice.

The Ministry of National Education decided to use Zoom for the online classes; therefore, the observation and teaching practices took place on Zoom. The theoretical courses took place on Perculus and Google Meet in the first and second semesters, respectively. Therefore, the settings of this study were the online classrooms of two public schools.

There were two public schools that my participants were attending in the second semester. Four student teachers were the teaching practice students at a public lower secondary school. The number of students at the school is 863 in 2022, based on the school's webpage. Each class typically includes around 30 students, but the number of students attending online classes was lower than 30. The mentor teacher was using English during the classes. While in some classes, the learners' attendance and willingness were high, the learners' motivation and attendance were not high in some classes.

The other four student teachers attended an upper secondary school. The school had a preparatory year of English, and the learners were quite motivated for English. The mentor teacher was using English in the classes, as well.

Participants

The main participants of the current study are eight student teachers. I was one of the instructors for the School Experience course in the fall semester of the academic year 2020-2021. I had 15 student teachers in that class. They were observing the classes of schools of MoNE on Zoom, writing weekly reports based on the prompts the faculty prepared. Every week we had theoretical classes where we discussed the strong and weak points in the English classes they were observing. We discussed how the teachers could use and integrate technology into their classes to engage the learners. In two weeks, we mainly focused on the Web 2.0 tools they could use for their teaching practices and future teachings. The whole semester was the exploration phase to recruit the participants.

"The idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question." (Cresswell, 2014, p. 578). Therefore, I benefited from 'non-probability' or 'nonrandom' sampling for this study (Dörnyei, 2007; Mackey & Gass, 2005). I had my criteria for the participants. That means purposive sampling was the perfect fit for the current study. "Purposive sample is frequently used with the technique, where the researcher selects a case or cases which he/she believes can yield sufficient data to address the research questions" (Taylor, 2005, p. 104).

Student Teachers

Firstly, I wanted to work with a group of student teachers who wanted to become teachers and were willing to contribute to each other. Unfortunately, I could not have any decisions about the number of participants as the Regulation for the Teaching Practice of the MoNE (2018) already set it. The Regulation stated that each university supervisor could work with up to eight student teachers. That's why I identified some criteria for the selection of the participants. They naturally were senior student teachers.

The criteria were:

a) Having a strong desire to teach English

b) Being willing to participate in the discussions for the data collection process

c) Being able to complete each other's knowledge areas

Item c is about having knowledge types for teaching, such as content knowledge, pedagogy knowledge, technology content knowledge, and technology pedagogy knowledge. I already knew the student teachers in my class as I had worked in the same department as a research assistant for two years when I conducted the study. Therefore, I knew that some student teachers had better pedagogical content knowledge than others, whereas some had better technological content knowledge. The lack of pedagogical content knowledge happened due to being an exchange student in the third year of the program or having a lack of interest in some classes. My assumption was validated in the first interviews, so I grouped the student teachers based on those characteristics to "adequately capture the heterogeneity in the population" (Maxwell, 2013, p. 98). Therefore, they could contribute to each other's learning, and I could witness the process of negotiation of meanings at the community of practice level.

At the end of the School Experience class, I informed the student teachers about the research design of the current study and told them I needed volunteers. Nearly all of them wanted to participate in the study; therefore, I could have a chance to review whether the volunteers met the criteria. Based on my criteria, I selected eight student teachers who were already willing to participate in the study. I sent them a Participant Consent Form giving information about the study, privacy, and ethical considerations. Before the study, I got approval from the Ethics Board.

Pseudonyms were used for each participant: Ayşe, Cenk, Çiçek, Demir, Mert, Mehmet, Selim, and Yasemin.

Considering the current study adopts a multiple case study approach and tries to show how student teachers are socialized into their online teaching practice via the community of practices, I should give information about the participants' English language background, their desire to become English language teachers, their perception towards the methodology classes and expectations toward teaching practice. The following background information about the participants comes from the first interviews with the student teachers.

Ayşe

Ayşe was 22 years old. She started being interested in learning English when she visited İstanbul on a school trip when she was 10 years old. She wanted to learn English to talk to

people from different countries. In high school, she wanted to study in the English section, but the section was not opened because of the limited number of learners. She studied in the Turkish-Math section. However, she wanted to study English. Therefore, she kept being engaged with English all the time. After talking to her family, she got their support and studied one more year after high school to study in the university's language department.

"English is in the center of my life. I love learning the culture of them. I follow everything in English" (Interview A1, 12/2/2021).

Being a teacher was her childhood dream. When she got into the university, she got thrilled as she could combine her dreams: teaching and English. Ayşe was an Erasmus student in the second semester of her 3rd year. She took classes from a Polish university via distance education.

She could take methods classes only in the first semester of the third year, but she thought she learned a lot from those classes.

"We learned how to prepare a lesson plan. We didn't have micro teaching, but we prepared a lesson plan as a group and presented it. In the "Young learners" class, I learned how I will teach English to the young learners" (Interview A1, 12/2/2021).

Cenk

Cenk was 22 years old. He wanted to be a teacher and an artist at the same time. He was painting and had an artist community on social media where he could speak in English. He was already working at a private English course when the second semester of his last year started.

Cenk was enjoying teaching English. However, he was from a group of student teachers who saw the teacher education programs as ineffective. He thought that there was an incongruency between what the professor told them and did in their classes.

Çiçek

Çiçek was 30 years old when I conducted the study. Çiçek's teaching path started from a different background. She graduated from the engineering department. English Language Teaching was her second university after a couple of years of trial while trying to determine

whether she wanted to be in the engineering department. She always wanted to become a teacher, but she had to delay that because of the pressures of standardized tests and the absence of the language department in the high school.

“Finally, I will be able to perform my dream job. Even if it is too late!” (Interview Ç1, 13/2/2021).

Çiçek invested in her language learning from the first year of her first department. She attended a private language course to learn English. She quite enjoyed the learning process of English. Thanks to her English, she even studied abroad as an Erasmus student. When she decided to follow the teaching path, she was excited, self-confident, and ready to learn new things. However, as the years passed, she started to lose her self-confidence. She linked this situation to various reasons. One was the expectation from the faculty, and the other was not having any opportunities to teach English.

“Maybe the students in the previous years had that opportunity, I don’t know about it. Maybe we couldn’t have any chance to practice because of COVID-19 Pandemic, but we shouldn’t have waited till the second semester of the 4th year of. I should have had a chance to test myself before last year so that I could have taken some precautions or I could see the strong points of mine” (Interview Ç1, 13/2/2021).

She thought that they needed more opportunities to speak up in English. That was one of the drawbacks of the program for her. Even though she had feared at the beginning of the study, she was eager to try different things and see herself as a teacher.

Demir

Demir was 22 years old. He considered the time he learned English as the lower secondary school when he started playing video games. He did not remember different activities during his English education.

“It was the same during the whole lower secondary and all upper secondary years. Generally, grammar or fill-in-the-blanks, read and write etc.” (Interview D1, 13/2/2021).

However, video games provided him with the stage to develop his skills.

“I got a new computer when I was in the lower secondary school. I was playing narrative games. All of them had English subtitles, and it was difficult to find Turkish subtitles. I was

keeping a dictionary with me every time. I was translating to understand the story. After a while, I didn't need a dictionary" (Interview D1, 13/2/2021).

Demir did not have language focused education during his high school years, and the school he was attending was different from the kind of school in which the students were paying attention to English. He was one of the two students that were interested in English. His teachers in high school affected his approach to English. One teacher was really influential, but only two students were paying attention. However, one teacher even made him forget what he already knew. When the last year arrived for the university entrance exams, one of his teachers guided him to study for the engineering department. However, Demir needed to improve at maths. When he learned about the English test in the university entrance exam, he wanted to try it. His teacher discouraged him from doing that. He took the test and chose a teaching career just because he wanted to prove himself to his teacher. Demir was very excited and nervous when he started the department.

"My background is not English department. All of them would be from language department. I was thinking that they knew a lot better than me maybe ten times better than me. I was really anxious…" (Interview D1, 13/2/2021).

He had expectations from the faculty and the teacher education program when he started the university, but he stated that he could not find what he expected.

"I was thinking we, the students, would be active and we would be doing some academic things with the faculty because university should be such a place. Yet, we were not active, the students did not want to do anything, as well" (Interview D1, 13/2/2021).

Demir was one of the student teachers who completed his Erasmus in the second semester of his third year via distance education. Demir went to Poland for Erasmus but had to return to Türkiye when the Covid19 Pandemic hit the world. Demir wanted to complete his third year at the Polish university. Unlike his peers, he did not have any methodology classes in his second term because the classes were mainly about linguistics or philology.

Demir's particular interest in technology made him have expectations from the faculty. Unfortunately, he underlined that he could not get what he expected.

Mert

Mert was 21 years old. He graduated from a high school where the learners studied to become teachers. He was already ready to become a teacher. He still wants to become a teacher.

“I am still so excited to become a teacher” (Interview Mert1, 13/2/2021).

He studied language in high school and was excited when he started the department. However, he lost it as time passed.

“The techniques of the professors were not convincing. They were telling us to follow some methods and techniques, but they were using only one way” (Interview Mert1, 13/2/2021).

Mert thought that his classes and activities in the teacher education programs would improve his English. That’s why, from his perspective, not having an active department affected him badly. Still, he was investing in his English via texting and talking to some friends from abroad, especially in the USA, but he wanted the department to organize events.

“Maybe, they could have added extra speaking classes or organized other activities… I don’t know. If you are going to teach English, you need to speak English, but the classes were not forcing us to speak in English. I didn’t hear my friends speaking English so much” (Interview Mert1, 13/2/2021).

Mert mentioned that not being able to practice affected them negatively. That’s why he was nervous about the teaching practice. Furthermore, he added:

“Maybe, they could have added extra speaking classes or organized other activities… I don’t know. If you are going to teach English, you need to speak English, but the classes were not forcing us to speak in English. I didn’t hear my friends speaking English so much” (Interview Mert1, 13/2/2021).

Mehmet

Mehmet was a 23-year-old student teacher of ELT. His English language education was full of traditional language teaching. He did not remember any skill-based language education. His journey with English started when he was playing video games. He improved himself till high school. He wanted to be in the language department. He even changed his high

school to study in the language field. Even though his teachers did not teach English in the way he expected in high school, he always kept English in his life.

“It’s in the center of my life. I don’t think that I will stay in Turkey for my whole life. It’s the language I will survive somewhere” (Interview Mehmet1, 13/2/2021).

Concerning his desire to become an English language teacher, he mentioned two teachers from his life. One was his father, and the other was his teacher from the private course he attended while preparing for the university entrance examination. He said that the ‘love and respect’ from the students toward the teachers attracted him. Besides this, not wanting to study the other departments in the language field made him choose ELT. Even though he kept his flame for teaching and becoming a teacher, he thought the classes he took caused some fluctuations in his teacher identity, especially not having a chance to practice teaching caused that problem.

“We were going to have micro-teaching in the second semester of Teaching English to Young Learners. Our professor even let us practice teaching at a school and record it, but unfortunately, we couldn’t do that due to the Pandemic” (Interview Mehmet1, 13/2/2021).

Although he was upset about not having a chance to practice teaching, he saw the methodology classes as ‘a manual’ (Interview Mehmet1, 13/2/2021). He longed to experience teaching.

Selim

Selim was 24 years old when we conducted the interview. He was in the 4th grade when he started learning English. In his primary and lower secondary education, his teachers either solely used the Grammar Translation Method or techniques from Communicative Language Teaching. His first two years were full of singing and acting out. In the eighth grade, he experienced writing the words twenty times in his notebook and learned many grammar rules. The high school he attended offered a year of preparatory school, which included 24 hours of English weekly. At first, he wanted to become a medical doctor, but some health issues prevented him from studying for the university entrance tests. Still, he took the test, and his English score was much better than in the other classes. Considering his test results, family issues, and the English Language Teaching Program in his hometown, which is the context of this current study, he said, “I love English, why not?” (Interview S1, 26/1/2021),

and his journey started. Even though he thinks the classes in English he took in his first year helped him improve his English level, he thinks it is within the motivation and the responsibility of the student to develop themselves. English was at the center of his life.

“When I commute to my home, I was going by bus, it takes approximately 1 and a half hour, I was listening to podcasts to cope with the journey. I was using some apps. In those apps, you can meet with other people to practice your English. Sometimes you chat, sometimes you talk. English was something to live with me. Not just for learning or not just for teaching. I like it. I like the words, culture. It was in my life” (Interview S1, 26/1/2021).

Selim had a brief period of Erasmus. It was just after one month that he had to come back to Türkiye. Unlike some of his peers, he did not want to have a distant education process at the receiving institution. Selim adapted to the new situation in the last one and half years of his undergraduate education during the peak of the COVID pandemic.

“I mostly focus on teaching right now because we are going to be teachers. I’m mostly reading, academic research on how to teach better, watching webinars on how to teach better. With this COVID situation, I can tell that our life has changed immensely. What we learned here was about what we do in the classroom. Now, everything has turned online. I’m trying to learn about online teaching, how to make it better, effective. I’m reading, watching webinars, entering some conferences online etc..” (Interview S1, 26/1/2021).

Like his peers, he felt bad about not having enough opportunities to practice teaching.

“Mostly the classes were lectures, unfortunately. We were learning different kinds of methods, different kinds of approaches, but we were just reading them. We were not applying in the classes” (Interview S1, 26/1/2021).

However, he was among the group of student teachers seeing the methodology classes as ‘manual’.

Yasemin

Yasemin was 22 years old. She wanted to become an English language teacher for a very long time. She enjoyed studying in the ELT program. Like her peers, she thought the classes could have been implemented differently, but she was not so harsh on the faculty. She said that they did their best, as well.

Yasemin was investing in English a lot. She paid attention to speaking English in our interviews, as well. She wanted to be a role model for her students.

Mentor Teachers

Mentor teachers are an essential part of the Practicum process. Therefore, they were taken into consideration in this study, as well. They were not the main participants in the current study, yet their contribution to this study was crucial. The number of mentor teachers was two because of the Regulation of the MoNE (2018). Each mentor teacher mentored four student teachers. The teachers had to have a certificate of mentorship from the MoNE to participate in the 'Practicum' period. The local 'Practicum' coordinator of the MoNE, responsible for the city we lived in, sent me a list of the schools and mentor teachers as he did every year. I chose two mentor teachers for my participants while assigning the groups.

I benefited from 'purposive sampling' so the student teachers could have an effective period. I had a chance to work with one of the mentor teachers for a brief period in the second semester of the 2019-2020 Academic Year. I recalled the student teachers mentioning how competent she was as a mentor teacher. Therefore, I wanted to work with her again.

I did not know the second mentor teacher, but I wanted to work with her as she was working at a school where the level of the students' English proficiency was known as high. Furthermore, I checked the school's website and saw the activities organized by the mentor teacher for her students. Therefore, I wanted to work with her. Pseudonyms were used for each mentor teacher: Teacher Ecem and Teacher Nur.

Teacher Ecem

Teacher Ecem worked at a lower secondary school. She graduated from English Language and Literature Department and got her Pedagogical Certificate to become a teacher. Teacher Ecem worked as a mentor teacher for the Practicum three times. She was a teacher for 17 years when I conducted the study.

> I really enjoy working with the student teachers. They keep me updated. They learn from me, but I learn from them a lot. (Interview, E1, 09/06/2021).

Teacher Nur

Teacher Nur worked at an upper secondary school. She graduated from English Language Teaching Program. The program she graduated from has been known as one of the leading teacher education programs in methodology teaching. She was a teacher for 14 years during the present study. It was her third time working as a mentor teacher like Teacher Ecem.

> I love being a mentor teacher. When I was a student teacher, my mentor teacher was not supportive. On the contrary, she was really a harsh person. I am doing my best to support and help the student teachers and not experience the same things I experienced. (Interview, N1, 09/06/2021)

Researcher Positionality

Gevers (2021) mentions how the critical theories challenged the traditional assumptions of ethnography and Western knowledge by reevaluating the concepts such as 'culture, validity, representation, objectivity, and agency' (p. 62).

> The need for reflection and reflexivity is increasingly emphasized, including an awareness of the researcher's positionality, the relationship between the researcher and the participants, and the ways in which these contribute to the construction of knowledge (Grenfell & Pahl, 2018; Paltridge et al., 2016, cited in Gevers, 2021, p. 62).

I had been working at the university where I collected the data for two years when I conducted the study. I was doing the paperwork and handling the questions and concerns of the student teachers in the department. I was teaching some classes, as well. I knew nearly all the student teachers in the department. Therefore, I could develop rapport with my participants quickly. I could show them empathy when they were having some troubles under the burden of their classes, the negative effects of the Covid19 Pandemic, and the stress of the test they had to take to become teachers.

I was the departmental coordinator of the 'Practicum' for two years when I conducted the study, which also helped me follow the process. I had been teaching the same class for two years, as well. I was the university supervisor of my participants, as well. That means I was an insider during the study. Even though I did not teach any methods classes in the department, I had observed the methods classes for four years in my previous workplace, where I was a research assistant. Therefore, I felt comfortable being a supervisor and mentoring them in terms of methods.

Data Collection Instruments

Considering the nature of qualitative studies, a thick and rich description is fundamental. Data were collected through multiple instruments, which were primary data collection tools (Brown, 1988).

The data collection tools were interviews with the student teachers, post-teaching feedback conferences, theoretical classes, student teachers' teachings, reflective journals, interviews with the teachers, reports from the first semester, and the researcher's journal. Dörnyei (2007) states that the most frequently used qualitative data collection instruments include observations and interviews to have thick and rich data and to explore the situation. Different types of data collection methods have been used to triangulate the data.

Even though the current study is not specifically designed for the language socialization of the student teachers, academic discourse socialization studies are based on language socialization. Therefore, the following features have been followed in the current study. In language socialization studies,

> the scope of the research must include all relevant macro- and micro-dimensions of context, and incorporate whole events and behavior rather than short strips of time that have been coded into pre-set categories; most categories must be generated from and grounded in data. LS studies involve fine-grained longitudinal studies of language and culture learning in community and/or classroom settings that have been systematically documented through audiotape, videotape and careful field notes of interaction. In-depth ethnographic interviews with learners and others involved are an essential part of an LS study. (Bronson & Watson-Gegeo, 2008, p.50).

Triangulation means grasping human behavior not just from one perspective but from different perspectives. Triangulating the data helps the researchers to reach more credible data as the researchers have a chance to 'cross-validate' the data. Triangulation was divided into four by Denzin: 1) 'data triangulation', 2) 'methodological triangulation', 3) 'theory triangulation', and 4) theory triangulation (Brown & Rodgers, 2002).

Table 3
Summary of Database

Instrument	Data collection period	Data
Interviews with student teachers	Interview 1: End of the first semester Interview 2: Beginning of the second semester Interview 3: Middle of the second semester Interview 4: End of the second semester	Videorecorded on Zoom/Google Meet 32 interviews total Total: 18:32:54
Interviews with mentor teachers	Once with each mentor teacher at the end of the semester	Videorecorded on Zoom 2 interviews total Total: 42:52
Student teachers' teaching observations	The second semester	Observed/Videorecorded on Zoom by the student teacher when the instructor has a time conflict Total: 61 hours
Post teaching feedback conferences	The second semester	Videorecorded on Zoom/Google Meet Different meetings with two groups after the teaching Total: 12:45:49
Lesson plans	The second semester	Prepared by student teachers Uploaded to the shared folder on Google Drive Total: 32
Feedback to the lesson plans by university supervisor and the peers	The second semester	Added as comments on Google Docs
Self-reflection papers	The second semester	Written or voice recorded by student teachers after the post teaching conferences Uploaded to Moodle Total: 32
Researcher Journal	The first and second semester	Handwritten by the researcher to Reviewed to support the data
Theoretical Classes	The first and second semester	Reviewed to support the data
Student teachers' observation reports from School Experience class	The first semester	Reviewed to support the data

Interviews with the Student Teachers

Interviews are one of the primary tools used in research studies adopting qualitative research methods. “One of the most important sources of case study evidence is the interview” (Yin, 2014, p. 310). The researchers prefer interviews as they provide to get rich and thick data for the searched topic. I conducted four interviews with the student teachers. In the first interview, I tried to get information about their English background and motivation levels to become teachers. “An SLTE programme mobilises an amalgam of (a) curriculum aims, (b) a range of learning experiences, affecting decisions about the choice of ‘training materials’ and teacher education pedagogies, and (c) evaluation/assessment procedures” (Wright, 2010, p. 262). Hence, I asked questions about their undergraduate education in the first interview. In the second and third interviews, I asked questions about the teaching practice and the process we were following. In the last interview, they evaluated the whole teaching practice process. The interviews took place either in Turkish or English. The student teachers preferred the language they wanted to speak. The interview questions can be found in Appendix 1, 2, and 3. The dates and the duration of the interviews with each participant can be found in Appendix 8.

Interviews with mentor teachers

One semi-structured interview was conducted with each mentor teacher to get their perspective on the process. The interview questions can be found in Appendix 4.

Table 4

Dates and Duration of the Interviews with Mentor Teachers

Participant	Dates	Duration
Teacher Nur	09.06.2021	28:02
Teacher Ecem	09.06.2021	14:50
TOTAL		42:52

Teaching Practices

The student teachers had to teach 14 hours total when they completed their teaching practice (MoNE, 2018). The university supervisors had to observe at least four teaching practices and give feedback to the student teachers. Considering this information, I asked student teachers to teach one Grammar, one Listening, one Reading, and any other skills they would like to teach. I asked for complete lesson plans for four teachings. I observed them during four teachings or watched the recording to give feedback to them in the post-teaching feedback

discussions.

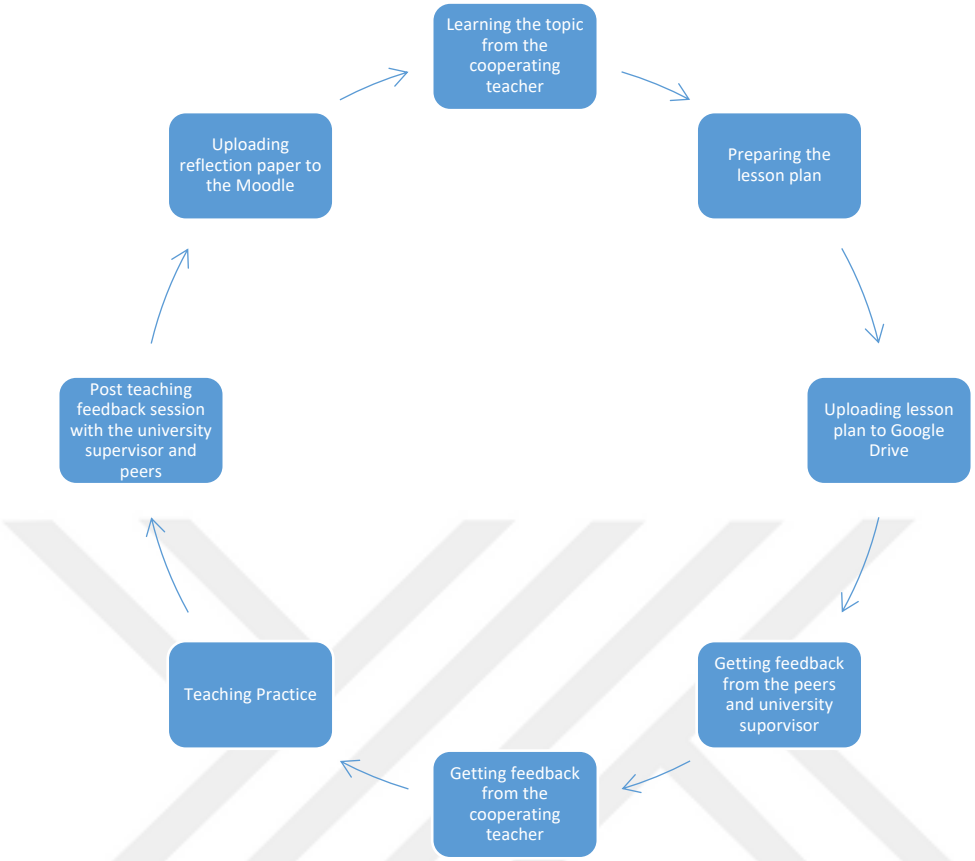


Figure 2. Work cycle for teaching practice

The figure shows the work cycle for the teaching practice. The student teachers learned from the mentor teachers what they would teach. They prepared the lesson plans. While planning it, they benefited from different sources, i.e., university supervisor, peers, mentor teachers, and technology. After planning, the student teachers uploaded their lesson plans to the shared folders on Google Drive. They got feedback from their peers in their groups and the university supervisor. They shared the lesson plan with their mentor teachers, as well.

Table 5
The Participants and the School Types

Participants	School Types
Yasemin	Upper Secondary School
Selim	Upper Secondary School
Cenk	Upper Secondary School
Mert	Upper Secondary School
Ayşe	Lower Secondary School
Mehmet	Lower Secondary School
Demir	Lower Secondary School
Çiçek	Lower Secondary School

Four student teachers had their teaching practices at the lower secondary school, and four student teachers had them at the upper secondary school.

Table 6
Observed Teaching Practices

Participants	Focused Language Skills	Duration
Yasemin	Grammar+Reading+Reading+Listening+Writing	13 hrs
Selim	Grammar+Reading+Listening+Writing	11 hrs
Cenk	Grammar+Reading+Listening+Integrated	11 hrs
Mert	Grammar+Reading+Listening+Listening	11 hrs
Ayşe	Grammar+Reading+Listening+Listening	6 hrs
Mehmet	Grammar+Reading+Reading+Listening	6 hrs
Demir	Grammar+Reading+Listening+Listening	6 hrs
Çiçek	Grammar+Reading+Listening+Listening	6 hrs
TOTAL		61 hrs

Table 6 shows the total duration and the types of the four teachings of the student teachers. I did not force the student teachers to have a Writing class, as they were nervous about that, and it would be challenging for them to teach in the online setting. However, I encouraged them in the theoretical classes to at least experience it once. Only two student teachers wanted to teach writing: Selim and Yasemin from the upper secondary group. Selim taught as one of his four macro teaching practices. Yasemin wanted to teach writing after she finished her macro practices to experience it.

Post Teaching Feedback Conferences

After the student teachers' teaching practices, I met them online to provide opportunities for discussion and reflection in the community of practice groups. The number of meetings with student teachers who had their teaching practice in the upper secondary school outnumbered

the meetings in the lower secondary school. While four student teachers' teachings were discussed in the same session in the conferences of the lower secondary school because of the schedule of the student teachers, I could meet with the other group even though only one of them taught in one day. We could primarily meet on their teaching day with the upper secondary group. However, this was not the case for the lower secondary group.

Table 7
Dates and Duration of Feedback Sessions of the Student Teachers Having Practicum at the Lower Secondary School

Lower Secondary School	Dates	Duration
1st Meeting	17.04.2021	28:42
2nd Meeting	22.04.2021	1:03:03
3rd Meeting	07.05.2021	2:05:08
4th Meeting	31.05.2021	1:11:28
TOTAL		4:48:21

Table 8
Dates and Duration of Feedback Sessions of the Student Teachers Having Practicum at the Upper Secondary School

Upper Secondary School	Dates	Duration
1st Meeting	04.04.2021	59:10
2nd Meeting	07.04.2021	38:14
3rd Meeting	14.04.2021	57:20
4th Meeting	23.04.2021	43:19
5th Meeting	29.04.2021	1:31:16
6th Meeting	07.05.2021	1:29:03
7th Meeting	21.05.2021	37:11
8th Meeting	02.06.2021	1:02:57
TOTAL		7:57:28

Table 7 and 8 shows the dates and the duration of the meetings for each group. When we got together for the post-teaching feedback conferences, generally, we were all ready to talk about the teaching practice of the student teacher. I was trying to observe the classes live on Zoom, but sometimes it was impossible due to the conflict with my teaching hours. For those times, I talked to the mentor teachers to get their permission to record the Zoom classes. They gave their consent for the recordings. This practice was already common in the Academic year of 2020-2021 for the Teaching Practice class since all the classes were online for the classes MoNE; however, I also wanted to get the mentor teachers' permission.

I was initiating the session, asking how they were doing and feeling; we were having a small chit-chat, then I was wrapping up the day or the week, mentioning their practices. Then, I

was telling the name of the student who taught first if there were more than one student teacher to be discussed and asking the same question: “Did you have a feedback session with Teacher Nur/Ecem?” “What were her comments about your teaching?”

After getting the teachers’ comments, one by one, the peers were sharing their opinions. Then, the student teacher was reflecting on themselves. After that, I was giving feedback by reading the notes from my journal. Sometimes, I was asking debatable questions to make them discuss.

Self-reflection Papers

The student teachers were discussing and reflecting on their teaching practices during the post-conference sessions. The strong and weak points of their teaching were discussed in those sessions. After the sessions, they were asked to write a reflection paper about the reasons for their choices for teaching. Furthermore, the student teachers should consider the moments from their teaching and the post-conference sessions. The questions for the reflection paper can be found in Appendix 5.

Researcher’s Journal

I was the participant/observer in the current study. I was taking notes while observing the student teachers’ teaching practices for the study; however, I was their university supervisor for the course. Therefore, the notes were indispensable. I used a notebook to write my observation notes. Apart from the observation notes, I wrote my comments about the participants or the meetings we had.

Reliability and Validity

Researchers in the positivist paradigm regarding reliability and validity have criticized researchers studying qualitative methods.

However, qualitative research can be designed and analyzed to ensure reliability and validity while following the requirements of qualitative research design. In qualitative research design, credibility, transferability, dependability, and confirmability are tried to be achieved.

Lincoln and Guba suggested some techniques for reliability and validity in qualitative studies.

Table 9
Techniques to Ensure Reliability and Validity in a Qualitative Research Design

Criterion Area	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.

Among these techniques, I used prolonged engagement, persistent observation, triangulation, member checks, thick description, and the reflexive journal.

To ensure member checks, I repeated the participants' sentences during the interviews for the credibility.

> Betül: You are stating that you were nervous at the beginning of the semester, but you are feeling more comfortable.
>
> Çiçek: Exactly, I am feeling more comfortable compared to the beginning of the semester.

The interview questions were shown to two experts in the field, expert opinion was taken for the validity.

Data Analysis

I analyzed the data collected during the dissertation process by using qualitative techniques. For the data analysis process, I benefited from MAXQDA2020 and 2022. The data gathered from the observation sheet were analyzed qualitatively. Glaser and Strauss' (1967) Constant

Comparison method was employed to create specific categories under different themes for the qualitative data.

I analyzed the post-conference feedback discussions, interviews, and reflection papers via the Constant Comparison Method to get specific themes, while the observations of the student teachers' teaching practices, researcher's journals, and classes were used to support the data obtained from the other primary data collection tools. After the analysis, I tried to link the findings to the theories as Creswell (2014) states:

> "Qualitative generalization is a term that is used in a limited way in qualitative research, since the intent of this form of inquiry is not to generalize findings to individuals, sites, or places outside of those under study. Generalizing findings to theories is an approach used in multiple case study qualitative research, but the researcher needs to have well-documented procedures and a well-developed qualitative database" (p. 516).

The Coding Process

The coding took place in multiple cycles via open, axial/theoretical coding, cross-checking the codes, and selective coding processes. I first listened to the recordings during the open coding of the first interviews and started the coding. I uploaded all the videos to the MAXQDA and started coding before transcribing. At first, the only transcribed data was Selim's because we conducted the first interview face-to-face via a voice recorder. After the initial coding of the first interviews, they were transcribed. After all the interview data were transcribed, they were read repeatedly and assigned codes to the sentences or phrases into a category. The feedback sessions, lesson plans, and feedback were also coded.

A screenshot from the initial coding can be seen as follows:

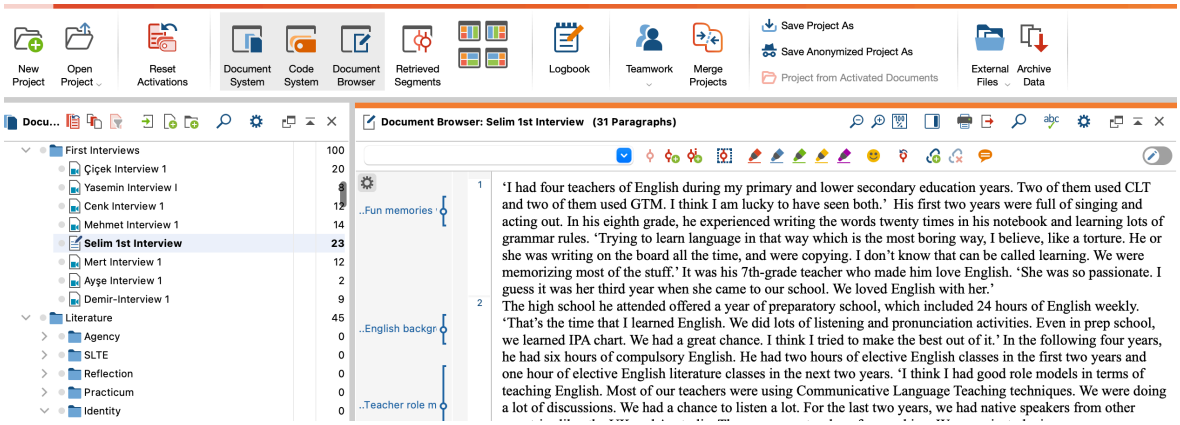


Figure 3. A screenshot from initial coding on MAXQDA

While some codes emerged from the data (e.g., being spontaneous, fun activities), others were coded relying on the major concepts or theories in the relevant research literature (e.g., instruction checking, time management). After the coding process was completed, I categorized the data. After categorizing the data, I identified the themes. Each research question was summarized with a model based on the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

In the dark times

Will there also be singing?

Yes, there will also be singing.

About the dark times.

Bertolt Brecht

This chapter centers on the findings and interpretation of the collected data. First, the student teachers' teaching will be presented to give a snapshot of the processes in their teachings. Then, the major findings will be shared and discussed under the two research questions.

Student Teachers' Teaching

Student teachers who did not experience teaching practice in their methodology classes and did not take classes specifically focusing on using and integrating technology worked in small groups, and their practices were analyzed.

The primary deficiency stated by student teachers was the lack of practice opportunities. Furthermore, they complained about not seeing the professors using the techniques they were teaching them. At the beginning of the study, the student teachers felt vague and insecure. It was Çiçek, at the beginning of the study, who stated that she was not sure that the teacher education program helped her become a teacher.

> What is the mission of the English language teaching program? You are going to have the competencies to be able to teach either at state or private school. Before I got the

> diploma of this program, I mean just after graduating from my first university, I could have taught better if I had worked at a private course. I don't think I experience the advantage of studying at a Faculty of Education…. (Interview Ç1, 13/2/2021).

Ayşe's Teaching

Becoming an English teacher was Ayşe's dream. When the teaching practices started, she was very excited. She did not attend the methods classes in the second semester of her third year due to her Erasmus period. However, she did her best to catch up with those and integrate the technology into her classes. Sometimes, she sent me her lesson plan privately before she shared it on Google Drive to become sure of her plan.

Her teaching improved, but the technology was limited to making learners play some games on specific Web 2.0 tools.

Cenk's Teaching

In his first teaching, Cenk taught a function of 'Present Perfect Tense'. He had a very creative warm-up to introduce the topic and invite the learners to speak. However, the rest of his class was all about grammar and exercises. It was a real shock both for Teacher Nur and me. Cenk used Turkish a lot. While observing, I thought it was like a private course for one of the standardized language tests. When we talked about his teaching at the post-teaching conference, he thought he could do better, but he got nervous. However, he did not think that the way he taught was problematic. Cenk had his own beliefs about teaching.

> I'm using the same techniques with my students. I realized that answering exercises together helps a lot to the learners, so I did the same here…. (USS Post Teaching Feedback Conference #1, 4/4/2021).

Unfortunately, the teacher education program was not successful in breaking them. Loughran and Russell (1997, as cited in Borg, 2006) define the student teacher as "a learner who is actively constructing views of teaching and learning based on personal experiences strongly shaped by perceptions held before entering the program" (p. 54).

His teaching practices were developed till the end of the semester thanks to the process. This was highlighted by his mentor teacher, Teacher Nur.

> "…Even Cenk got better in the process. At first, I was concerned after his teaching." (Interview 1, Teacher Nur, 09/06/2021)

However, he did not integrate technology as much as his peers did.

Çiçek's Teaching

Çiçek was nervous and excited when the teaching practices started. She wanted to make her best. Therefore, she attended nearly all classes to observe the mentor teacher and her peers before their teaching practices started. Çiçek was comfortable asking questions when she liked some parts of her peers' teaching. She was trying to integrate them into her teaching.

Çiçek's practices improved, but she was not always satisfied with her teaching. She wanted everything to work smoothly; however, she got used to being spontaneous as time passed.

At first, she was nervous, but she thought she got control of the classes. As she taught, she became more comfortable.

> I'm really thankful that we could practice. Last year, the graduates could not have a chance to attend the practicum because of the Covid19 Pandemic. When I heard that they only submitted assignments for the Practicum, I said: 'Oh, they are so lucky', but now I do not think like that. I thought like that because I was really nervous about teaching without practicing anything. However, starting a real job would have been really worse for me without practicing any teaching. I was really nervous at the beginning, but now I'm really feeling okay. (Interview Ç3, 09/05/2021)

Çiçek taught to different groups; she wanted that on purpose. She established good relationships with the learners.

> I'm trying to make the learners speak. I'm giving them equal chances. (Interview Ç3, 09/05/2021)

> I'm trying to find good activities. I think I'm planning good lessons. However, making an activity from scratch is my weakest point. I'm working on that. (Interview Ç3, 09/05/2021)

Demir's Teaching

Demir was one of the student teachers whose technological knowledge was perfect. He did his best to transfer his technological knowledge to pedagogical content knowledge. His classes were one of the classes where the learners were active and interactive.

Demir even once experienced a Zoom attack while teaching, but he was calm and comfortable when the learners started warning him. The learners were scared, but Demir took the attackers from the class and made some jokes to relax them.

Mert's Teaching

Mert was one of the student teachers who taught at the upper secondary school. Even though he was excited about participating in the study, he was pretty nervous at the same time because the first class took place in a hybrid environment. Considering he had not taught before, let alone hybrid teaching, it was a critical moment for him.

For his second teaching, he taught the 'advising' function. He uploaded his lesson plan the day before his teaching; therefore, his peers and I commented on his plan. However, he did something that we did not know he would do. He integrated breakout rooms into his teaching. Even though there were some problems in giving instructions to the students, they completed it. Week by week, he improved himself in terms of teaching and integrating technology.

Mehmet's Teaching

Mehmet was one of the student teachers who considered the 'methods' classes like a manual. In line with his ideas, he followed the steps of teaching skills while he taught. Mehmet wanted to teach a lot, yet it got busier for them as time passed.

> Mehmet: It is a busy period with the school, the test we have to take and the practicum. It's really busy. (Interview M3, 10/05/2021)

Mehmet was interested in teaching English. However, he first used Turkish in his classes, even though his mentor teacher did not do that. As we talked about it in the discussions, his concerns and nervousness lessened.

> Mehmet: When I compare myself with the beginning of the term, I can tell I just learnt a lot. I was feeling really nervous, but I'm feeling better as I now know how to control things. Sometimes I experienced extraordinary situations, now I'm really prepared for those. (Interview M3, 10/05/2021)

Mehmet linked his L1 use to his inexperience and online teaching.

> Mehmet: Maybe I will be better in terms of L2 use in face-to-face education. Maybe using L1 is helping me feel more controlled. (Interview M3, 10/05/2021)

Mehmet was a student teacher who thought he had good technological skills. He integrated technology into his teaching, as well.

> Mehmet: I think this process facilitated the integration of technology with language learning and teaching. (Interview M3, 10/05/2021)

Selim's Teaching

Unlike his peers, Selim had some previous teaching experiences. He was confident in terms of teaching. Selim was eager to try different things in his teachings. He was one of the two students who taught a Writing class to the group he was teaching. Selim made use of different technological tools, as well.

He experienced some difficulties in terms of the urge to correct learners' mistakes even for the fluency activities. However, the post teaching feedback discussions convinced him not to do such activities. Selim was one of the student teachers who often made reflection for action.

Yasemin's Teaching

Yasemin was very eager to start the teaching practices. Her practicum was in the upper secondary school. She was not nervous in her teachings generally except for her second teaching. She tried to transfer her skills that were for face-to-face education to the online teaching. Like Selim, Yasemin wanted to teach writing in her macro teachings. She completed it successfully.

Major Findings of the Research Questions

The findings of the study will be discussed based on the research questions:

The first research question of the study is:

1. How are senior student teachers of English Language Teaching socialized into digital teaching practices academically, socially and culturally?

Socialization Through Planning

Table 10
Codes and Categories of Socialization Through Planning

Codes	Categories
Collaboration with the mentor teacher	Social
Collaboration with the peers	
Following the lesson plan steps	Academic
Activity design	
Searching the right tools	
Precautions	
Feeling secure	Affective
Challenges	

Planning is the first step of the teaching. The student teachers needed to plan their lessons via interacting with the mentor teachers. Since the mentor teachers were the actual teachers of the classes, they led the student teachers. After the mentor teachers informed the student teachers about the function or the pages of the coursebooks that the student teachers should teach, the student teachers prepared their lesson plans, uploaded to shared folder on Google Drive to get feedback from their peers and university supervisor, and sent the lesson plan to their mentor teacher. It was all about collaboration of the four parties.

Social

The first category under planning has been labelled as 'social' because before preparing the lesson plans, the student teachers had to contact with their mentor teachers. After getting the information from the student teachers, they could start their planning.

Generally, the collaboration process of the student teachers and the mentor teachers about the teaching topic worked flawlessly. However, some issues were experienced a couple of

times because of the lack of communication. Demir's first recorded teaching was his third teaching. Before he prepared his lesson plan, he asked Teacher Ecem for the pages from the coursebook. She informed him, and he prepared his lesson plan based on the information, but unfortunately Teacher Ecem studied the pages during her teaching before Demir's teaching and forgot to tell that to Demir. Demir got aware of this situation when he started the activity, and the learners told him 'Teacher, we did these activities.'

Demir was really upset about that during his teaching, as the first step of planning collapsed. We discussed that in the post teaching feedback conference.

> Betül: At first, yes, you panicked, I felt how you got shocked when you heard the learners. 'Oh, you did the activities?' However, the transition was really okay when you said 'Okay, we have more activities.' (LSS-Post teaching feedback conference #1, 17/04/21)

Another aspect of the social part was related to asking advice to the peer when they have problems in finding an activity. Or when they had to share a class, they had to collaborate together. Peers play an important role in each other's socialization (Duff & Anderson, 2015). It was Yasemin who mentioned that in her third interview that how she asked for help from Selim for an activity:

> Yasemin: I thought the text's level in the book was problematic, so I wanted to find a appropriate text, but it took really long for me to find, and I couldn't be sure of the text. That's why, I asked Selim's help. He checked the text and told me that it was okay to go with that. Interview Y3, 09/05/2021

Academic

The other category is academic as the lesson plan has an order to be followed.

Çiçek: The ideal lesson plan includes 'Pre', 'during' and 'post'. We were planning our lesson plans following that sequence (Interview Ç4, 20/06/2021).

Ayşe and Demir had only one semester of methods classes. Therefore, they did not experience lesson planning compared to his peers. Demir experienced an order problem for a reading teaching, but after the comments he got, and the discussions in the feedback sessions, he didn't experience that problem in his later teachings. Furthermore, he

commented on the activity designs. The following screenshot shows Demir's comment to Çiçek's lesson plan.

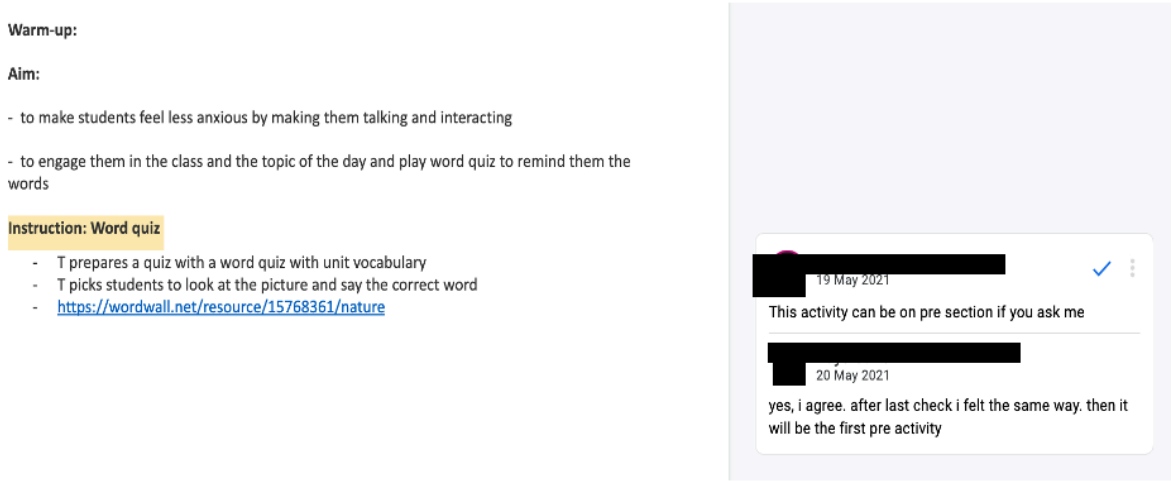


Figure 4. Demir's comment on Çiçek's lesson plan

Academic category of the lesson plan is about preparing a proper lesson plan. The student teachers mentioned that in the self-reflection papers and the interviews.

> Selim: I prepared the lesson according to students' level and age. Also I tried to make the lesson meaningful interactive. I chose my materials according to the curriculum and at the same time I wanted students to feel engaged with the topic. The ultimate aim for this reading lesson was to teach them some reading strategies like skimming and scanning. (Selim, Reflection for Reading, 22/04/2021)

Affective

The last category for the planning is labelled as affective. Though planning is an essential part of teaching, some student teachers saw the planning as a challenge, but at the same time they thought it was a 'roadmap' (Yasemin, Çiçek, Mehmet, Selim) and helped them feel secure.

> Çiçek: Finding the activities, ordering them, then writing all of them on Word was really challenging. However, I realized that this process was really helpful and facilitative for the actual course (Interview Ç4, 20/06/2021).

Çiçek mentioned that the student teachers did not have enough experience to find the most suitable activity on the web. That was a great challenge for them, as well.

Socialization Through Language Teaching Methodology

In the post teaching feedback sessions, the student teachers were socializing towards methodology as they were evaluating their peers from the first moments to the last minutes of their teaching. Methodology was classified into three themes: content knowledge, pedagogical knowledge, pedagogical content knowledge, technological knowledge, technological pedagogical content knowledge. The names of the themes come from Shulman's (1986) conceptualization of teacher knowledge and Mullock's (2003) study.

Table 11
Categories of Socialization Through Language Teaching Methodology

Categories
Content Knowledge
Pedagogical Content Knowledge

Content Knowledge

"Content knowledge (CK) is teachers' knowledge about the subject matter to be learned or taught" (Koehler & Misra, 2007, p. 63). Based on the codes and categories, two categories emerged in this study. These are English proficiency and knowing the content.

Table 12
Codes and Categories of Content Knowledge

Codes	Categories
Pronunciation	English proficiency
Vocabulary	
Grammar	
Being prepared	Knowing the content
Knowing the content	

English Proficiency

The student teachers were taking some notes while listening to their peers and telling their pronunciation mistakes. Pronunciation mistakes were being taken into account by each parties, student teachers, instructor and the mentor teacher (Teacher Nur). She was warning the student teachers about the mistakes they were doing.

For instance, in Yasemin's and Mert's second teachings, they both experienced some kinds of pronunciation mistakes for one word, respectively. Even though they both felt bad about

the mistakes they did, and the mistakes were mentioned by their peers, Cenk underlined an issue which was about making the learners realize about their mistakes.

> Cenk: Yes, they both had problems in pronouncing one word. Recycle and suggestion… They both pronounced the words twice, but it was not something that the learners could realize anything about that.

Although mispronouncing a word is problematic for the student teachers, Cenk's statements also indicate that they do not want to be seen as having insufficient knowledge in front of the student teachers.

Vocabulary and grammar were seen as important aspects, as well. For instance, in Cenk's second teaching, he told that 'I even don't know this, you don't need to know' for a grammar function when he was answering the questions with the learners in an activity. His response was criticized by his peers during the post teaching feedback conferences.

Knowing the Content

Student teachers were concerned when they started teaching on Zoom. Even though content knowledge is already a crucial issue for teaching no matter where it is taught, the student teachers were extra cautious for teaching Zoom considering the problems they could face during online teaching.

> Çiçek: Before the lesson started, I was opening all the webpages on the browser based on the plan not to get confused during the class. I was keeping the answer keys at hand irrespective of the learners' levels. (Interview Ç4, 20/06/2021).

Pedagogical Content Knowledge

Table 13
Codes and Categories of Pedagogical Content Knowledge

Codes	Categories
Giving clear instructions	Classroom Language
Checking instructions	
Corrective Feedback	
Reasons to use L1	L1 use
Future projections not to use L1	
Variety	Activity Selection and Design
Transition from one activity to another	
Spontaneous Decisions	
Talking about the methodological decisions	Meta-methodology
Fun activities	Engagement of the learners
Time Management	Challenges
Classroom Management	
Finding a suitable activity	

Classroom Language

Classroom language is the category covering the language the student teachers used to give instructions, check the instructions and to give corrective feedback. In the lesson plans, I underlined the importance of writing the instructions for each activity, so we could have a chance to change them if we thought there was a problem. However, sometimes student teachers took initiatives and did something else apart from the activity in their lesson plan. Those moments were precious as they showed a reality for teachers' spontaneity.

Giving clear instructions is one of the important areas in teaching and it was one of the codes under Classroom Language. In his second teaching, Mert created a breakout session, however, it was problematic for everyone. Not every learner in the class knew the breakout rooms, but Mert thought they knew. Even though Mert thought that he was clear in his instructions, the extract showed that the teachers need to be sure of the knowledge of their students before they start any activity.

> I tried to introduce, but they didn't get the general idea of breakout rooms. Five or four days ago, we attended a speaking club with Selim. I saw some students there, and I thought they knew the breakout rooms, but they didn't. Maybe I could have explained the students clearly… I told them 'I'll create breakout rooms for you. Your teachers will be there, as well. And, I will observe all of the groups.' But they didn't get. Later, teacher Nur, told us that in her group the students told her 'Nur teacher, what

happened? Why are we in here? What happened to the others?'." (Mert, Post teaching feedback-USS 3, 14/04/21)

Abovementioned breakout session created some difficult moments not just for Mert and the learners, but for the other student teachers, as well. Even though Mert thought that he was clear with giving the instructions. The only problem was his assumptions about the students' knowledge. However, Yasemin and Cenk did not think like him. As when they were assigned to the groups, neither Yasemin nor Cenk could understand what they were going to do.

> Yasemin: I couldn't understand what we are going to do. Are we going to monitor the learners while visiting each group or are we going to teach them? That was not clear for me. It was difficult for me. After I got reaction one student. She said 'Who I am talking to?' I said 'You are talking to teacher Selin. I am listening to you.' She said 'I don't know what to do'. Also, I didn't know what to do like her. Then I realized the task and explained it to them. Then, they started the discussion. (Post teaching feedback-USS 3, 14/04/21)

The other groups experienced some problems regarding this, as well. All the student teachers and teacher Nur learned that Mert designed his activity planning his peers and mentor teacher as co-teachers during the lesson. That means the teachers would lead the learners and Mert would monitor them. However, his plan was not known by his peers and Teacher Nur, that's why, at first, everything was chaotic. In the post teaching feedback session, we discussed why it happened:

> Betül: You planned an activity where your peers would act as your co-teachers, right?
>
> Mert: Right.
>
> Betül: Did you inform them about that beforehand?
>
> Mert: Actually, I decided to create breakout rooms in the lesson. Before the lesson, I didn't think of that. In the lesson, I told myself 'Why not creating breakout rooms? Okay, I will create breakout rooms. And my friends will help me.

This was something suggested by me to his lesson plan, but he didn't change anything in the plan; he just commented 'Maybe, I will try.' Therefore, it was something unexpected for all of us. Yet, I as mentioned before, this was about being spontaneous, as well.

> Betül: "I see… That was a comment I shared with you. 'Maybe you can try breakout rooms, and you told me at 9.28 am, 'maybe I can try.' Obviously, you decided to have a breakout room activity during class time."

Being clear in the instructions happened in other ways, as well. In Selim's third teaching, he had a reading text and wanted to students answer the questions about the text, but he was not clear what he wanted, and I took some notes while observing him:

> Betül: You told that 'Take some notes', but for what? We always need to tell our purpose, otherwise no one can get what we want.
>
> Selim: Yeah, at that moment, I actually was showing the questions, but it wasn't enough actually. They couldn't read them, I believe. I kept the questions for 10 seconds or something. They maybe could see one or two sentences. (Post teaching feedback-USS 4, 14/04/21)

Corrective feedback was one of the issues the student teachers paid attention while observing their peers and reflecting about themselves.

In Selim's third teaching, he corrected learners' pronunciation mistakes a couple of time during a fluency activity. Even though he has the declarative knowledge that he should not correct the learners right after they have a pronunciation mistake, he had that urge to correct the learners. During the class the following extract happened:

Selim: Have you tasted them?

Learner: I don't taste them.

Selim: Have you tasted them? (From Selim's teaching)

In the post teaching feedback discussion session, we discussed corrective feedback and correcting the learners during fluency activities.

> Betül: All of you actually have this, you want the learners have perfect pronunciation. It is always better to wait, especially for fluency activities. It is also okay if you cannot take those notes as Yasemin mentioned. It may happen that you can forget in the current class, but the other class you may remind them. At the beginning of the class, you may have an activity for the words they pronounced wrongly. Of course, we all want the learners have a good pronunciation, but for the fluency activities, just let them flow.

Selim: Yes, Hocam. I will do my best. I taught them Present Perfect Tense. Maybe because of that I couldn't stop myself.

L1 Use

In the academic year of 2018-2019, I was designing my research study. For that reason, I was attending the methodology classes of the student teachers to explore the context. Even though it was not the same student teachers that I had as participants in this study, I learned how the teacher educators were conducting their classes. Furthermore, I could observe the crucial points they were highlighting. Translation was one of the important points that the student teachers were warned not to do. However, it was not the case in their teaching. The student teachers had their reasons to translate. Interestingly, in the lower secondary school, the learners were translating the words to Turkish even though their mentor teacher was also using English in her classes.

Selim was also one of the student teachers using translation in his first two teachings. After the negotiations in the post teaching feedback conferences and the comments he got from his mentor teacher, Teacher Nur, he told that:

Selim: I will do my best not to use it for the future practices.

Activity Selection and Design

This category is about how the student teachers select their materials, use various activities, and have smooth transition from one activity to another activity. The student teachers were required to prepare four macro lesson plans for which I asked them to come up with new activities besides the activities on the books. Apart from the four lesson plans, they were supposed to teach, as well. Yet, I didn't force them to come up with new activities for those teachings. They just followed the coursebooks. One of the reasons was that the mentor teachers asked for the student teachers follow the book. However, the student teachers mentioned later that except for the times the mentor teacher asked them they did it because it was easier to follow the book. Still, they knew that the activities were the key to keep the learners engaged.

> Çiçek: In each section of the lesson, I mean pre, while and post, we need to have a critical activity to make the learners active. I feel I was limited in some of my classes. I could have found different activities, but following the book was easier, so I had average classes when I did that. (Interview Ç4, 20/06/2021).

Meta-methodology

During the post teaching feedback sessions, theoretical classes and in the comments of the lesson plan, student teachers used the terms of the ELT. They were socialized into the teaching practice via the jargon of the ELT. This code was given as meta-methodology as we were talking about methodology. "Therefore, students' oral participation and interaction with their peers and professors play an important role in their overall academic/disciplinary enculturation process." (Ho, 2007, p. 41)

> "You were giving feedback to students, especially, you were using recast but maybe you can vary your feedbacks with elicitation or metalinguistic feedback, I don't know", told Yasemin to Selim.

Apart from the lesson plans, we had the post conference teaching sessions in which we had longer time to discuss the reasons behind the practices of their actions during the teaching which provided an area to be socialized academically, socially, and culturally.

We were having methodological discussions. Different aspects were being discussed from giving instructions to instruction checking or from teaching grammar to teaching vocabulary.

The following extract show how Cenk was socialized into to use more communicative ways to teaching grammar by his peer, Selim in Cenk's first teaching:

> Selim: I believe using a context will make it easier for students to understand rather than making them complete isolated exercises.
>
> Cenk: You may be right, but I have been following this technique in my courses where I have been teaching, and that works. But I will try your suggestion next time.

Engagement of the Learners

The student teachers were trying hard to increase the participation and the interaction of the learners. Çiçek mentioned the importance of keeping engaged the learners while she was giving feedback to Demir's teaching.

> Yasemin: … I think the students need to have fun in the classes. Demir had a game activity in his teaching. The learners didn't get bored, on the contrary, they got upset about the end of the class…. All of the classes I observed during this time, the highest interaction level with learner and the teacher was Demir's last teaching. As the learners were in the process, they wrote on the whiteboard. They interacted with the teacher and each other. (LSS-Post teaching feedback conference #1, 17/04/21)

As Satar and Akcan state "in foreign language teacher education, pre-service teachers need to acquire not only the skills necessary to actively and productively participate in online interaction, but also the skills required to facilitate their students' participation and interaction in online contexts" (p.157).

Challenges

Like all discourses, lessons have a limit which is the duration. While it is generally 40 minutes in schools of Türkiye in face-to-face education, it is 30 minutes during online education. Time management was one of the challenges they experienced.

> Çiçek: We still cannot comprehend the time. The first class of Demir was really long, but then he had a game for the learners. It lasted for the whole class, and we didn't understand how the lesson ended. (LSS Post teaching feedback-#4, 14/04/21)

Demir mentioned the same issue for his teaching.

> Demir: I was so into the class. I forgot the time. When the students told 'the class is going to end. We have two minutes left.', I was like 'what'? I have two more activities for these students. I guess this happened as I was playing with them, as well (laughing). I lost the time control. (LSS Post teaching feedback-#4, 14/04/21)

In one teaching, Selim had a reading text, but he didn't include them. While I was asking questions to understand the reasons, it became clear that he prioritized learners speak, so he skipped the comprehension questions due to time concerns.

> Selim told that "I actually prepared comprehension questions about the text, but I didn't have time, so I skipped them and started the breakout rooms." (USS Post teaching feedback-#4, 14/04/21)
>
> "I even couldn't use one of the activities that I planned in this week. normally the class duration is 30 minutes but I just could use 20 or 25 minutes so that because some students it's for just a losing their connection and then coming back in so I was asking some questions to engage them. The activities had to be completed fast. That was a kind of a restriction there for me. I thought the lesson was great, but I had goals, therefore I was trying to reach the reading part as fast as possible." (Selim, USS Post teaching feedback-#4, 14/04/21)

Socialization through technology

The study occurred during the COVID-19 pandemic, which forced everyone to use and integrate technology into their lives. Education was one of the first areas where the transition to the online area happened. However, neither the teachers nor the student teachers were trained for online teaching. It cannot be denied that there were teachers and student teachers interested in technology and technology integration, but this was at a personal level. We realized it during the study. In the first semester, the student teachers took the 'School Experience' course, of which I was the instructor. For some weeks, we talked about the Web 2.0 tools that the student teachers could use in their classes. At the beginning of the second term, I introduced them to using online platforms, such as Zoom and Google Meet. None had used Zoom before, but they all felt ready to teach via Zoom.

Technological Pedagogical Content Knowledge

The theme label was taken from Koehler and Misra (2009) as the codes were about how the student teachers integrated their technology, pedagogy and content knowledge.

Table 14
Codes and Categories of Technological Pedagogical Content Knowledge

Codes	Categories
Power Point Presentation	Technological Content
Web 2.0 Tools	
Interactive Games	Technological Pedagogical
Technology Integration	
Impact on the Mentor Teacher	
Breakout Rooms	
Zoom	
Engaging the learners	Affective
Reactions from the learners	
Self-efficacy	
Technological Problems	Challenges
Activating students	
English use	

Technological Content

This category is about what kinds of technologies the student teachers used for their online teaching. Power Point Presentation was the common technology the student teachers used. The student teachers used a lot of web sites for materials or the activities. They increased their technological content knowledge while they were searching for activities. Furthermore, they learned from each other.

Technological Pedagogical

As mentioned repeatedly in this dissertation, the participants in this study did not have specific classes for the technology integration. In my School Experience class, I allotted two classes only to Web 2.0 tools that they can use during their teaching practices. Every student teacher had to bring two Web 2.0 tools and present them to their peers. This activity was beneficial for them, as later everyone mentioned that in their interviews.

The category emerged based on the codes showing how student teachers made use of technology for pedagogical purposes.

'Breakout rooms' was one of the concepts that I was encouraging the student teachers to use in their teaching practice. Selim would have been the first student teacher to have a breakout room activity, but Teacher Nur had not known that she could let another person in the meeting to start breakout activities before. The student teachers talked to her about it, and

she was informed that the student teachers could use it for the class. However, she didn't know that she needed to change to let the student teachers assign the learners into breakout rooms apart from the host. She changed the settings during the class, then, the Zoom asked to be rebooted. The first 'breakout rooms' activity attempt could not be achieved. The following statement of Selim is picturing the moment:

> "I was planning to do a breakout room activity, and I talked to her about that. She said 'Okay, I will try to do that. She did it, then she said 'We have only 5 minutes, and I have to reboot my Zoom system, but students were coming in, so we couldn't do that. I just couldn't do anything…" (USS-Post teaching feedback-#2, 07/04/21)

The second attempt was done by Mert just a week after the class of Selim. In the class, Mert told the learners that they all would be in a group with a teacher, and he would be monitoring the groups. Following this instruction, he assigned them to the groups. However, it was the first time of majority of the learners. Mert had an assumption that the learners would know about the breakout rooms, because Mert and Selim attended an online speaking club with Teacher Nur after Selim's second teaching. Teacher Nur practiced the 'breakout rooms' in her online speaking club which led Mert to think that the students got the knowledge of the rooms. However, not every student was in the abovementioned online speaking club which caused interesting moments for Mert and the other student teachers. Mert wasn't satisfied with his experience:

> "I tried tried it, (laughing) but not did it. Because I thought they were knowing the breakout rooms, but they were not. … Anything about the breakout rooms. (laughing) … I tried to introduce, but they didn't get the general idea of breakout rooms. Five or four days ago, we attended a speaking club with Selim. I saw some students there, and I thought they knew the breakout rooms, but they didn't. Maybe I could have explained the students clearly… I told them 'I'll create breakout rooms for you. Your teachers will be there, as well. And, I will observe all of the groups.' But they didn't get. Later, teacher Nur, told us that in her group the students told her 'Nur teacher, what happened? Why are we in here? What happened to the others?'." (USS-Post teaching feedback conference #3, 14/04/21)

In the group where Selim was supposed to lead the group as a teacher, two learners escaped from the breakout room, so there was a pretty good amount of time to speak for the two

learners who stayed in the group. However, it is an indicator of the challenges of online teaching, as well.

> "(Laughing) I can add something about the breakout rooms. Well, my students were the ones actually in the speaking club, so they knew what it was, but there are two students, they just didn't talk, and when I ask them the questions, they just pretend that they are not here, they don't hear me. And after one minute, they just escaped. It was just the two students and me. We had a lot of time to speak" (USS-Post teaching feedback #3, 14/04/21)

In Mert's second teaching when he used the breakout rooms for the first time, Cenk was not eager to make the learners speak in the room, because the learners refused to talk when they were assigned to the breakout room.

> Cenk: I told them: 'We should discuss the questions. They didn't tell anything. I got upset, and I didn't say anything, either.
>
> Mert: When I entered into the breakout room, I asked 'How's it going?' They didn't tell me anything, either. (LSS Post teaching feedback conference #3, 14/04/21)

This issue was brought into the session by me to be talked with the other student teachers. What we should do when the learners were not eager to speak.

> Cenk: The learners didn't know the breakout rooms before. Therefore, I believe this time, the breakout rooms were not useful, but for next sessions, we all will be more prepared for that.

Sometimes, student teacher transferred their technology skills to teaching practices. For example, Demir used his technology knowledge to create materials on Photoshop and made the learners play games during his teaching.

Affective

The affective category is about the emotions of the student teachers. The student teachers felt better as they taught online and engaged the learners. Engaging with the learners was one of the motivating factors for the student teachers. As they engaged with them, and the learners participated in their classes, the self-efficacy of the student teachers increased.

Challenges

The student teachers experienced various difficulties in their online teaching. One of the challenges they experienced was English use. They knew the importance of using English in their classes, but they found the use of English very challenging in online class. They even mentioned that they could have used English more if the classes were face-to-face.

> Çiçek: I feel that I could use English more comfortably in face-to-face classes. As I was using the Zoom for the first time, therefore, I had also concerns related to that, such as 'Am I capable of using it?', 'Will I experience any problems?'. Those questions in my mind were limiting me. Maybe I thought I cannot control so many things at the same time. (Interview Ç3, 05/09/2022)

Socialization Through Feedback

Table 15
Codes and Categories of Socialization Through Feedback

Codes	Categories
Positive peer feedback	Peer feedback
Constructive peer feedback	
Positive feedback	Mentor teacher feedback
Praise	
Constructive feedback	
Methodological feedback	
Positive feedback	University supervisor feedback
Constructive feedback	
Methodological feedback	

Feedback was the indispensable part of this study. The student teachers were socialized into their online teaching practice through peer, mentor teacher and university supervisor feedback.

Peer Feedback

Peer feedback means "arrangement for learners to consider and specify the level, value or quality of a product or performance of other equal status learners" (Topping, 2009, p.20). All the student teachers were quite happy getting feedback from their peers. As they saw that as an opportunity to improve their teachings.

> I think it is good to see through someone else's eyes again. I that way we can improve ourselves (Çiçek, Reflection Paper).

The peer feedback was divided into two: positive and constructive. If the peers just gave positive feedbacks about the student teacher's teaching, it was called positive peer feedback. If they suggested different techniques or activities for an activity, then it was called constructive feedback.

Mentor teacher feedback was divided into four: praise, positive feedback, constructive feedback, and metalinguistic feedback. The student teachers expressed that they enjoyed all of them, but they wanted to hear more constructive feedback and methodological feedback rather than only praise.

As participant of the study, I was the university supervisor. I was providing feedback for both lesson plans and post teaching feedback sessions. After listening to every student teacher, I was providing my feedback. Sometimes I was asking debatable questions to learn their thoughts about a methodological issue. The student teachers highlighted the importance of feedback sessions with the university supervisor.

Mentor Teacher Feedback

Both Teacher Ecem and Teacher Nur shared their feedback with the student teachers after their teaching practice. However, the amount and essence of the feedbacks were different. While Teacher Ecem mostly used 'praise' phrases, Teacher Nur gave feedback via mentioning different parts of student teachers' teachings.

Teacher Nur highlighted the importance of giving feedback:

> This is my third time working as a mentor teacher. In face-to-face education, I was giving feedback immediately after the student teachers taught. However, in online teaching, we had to wait for a couple of days because of the classes we had. Yet, I gave feedback for each teaching. Interview, N1, 09/06/2021

Overall Findings

For the 1st research question, the academic, social, and cultural practices of the student teachers were analyzed. The results showed that the student teachers were socialized into

online practicum via planning, methodology, technology, and feedback. Academic discourse socialization practices of student teachers in online teaching were investigated. Each party was seen as a novice and an expert at the same time. Student teachers were seen as novices of both teaching and teaching online when I conceptualized the study. However, as academic discourse and communities of practice studies indicate the relationship between the parties change over time. Experts become novices and novices become novices. The following figure indicates the relationship of student teachers with the mentor teachers and university supervisor.

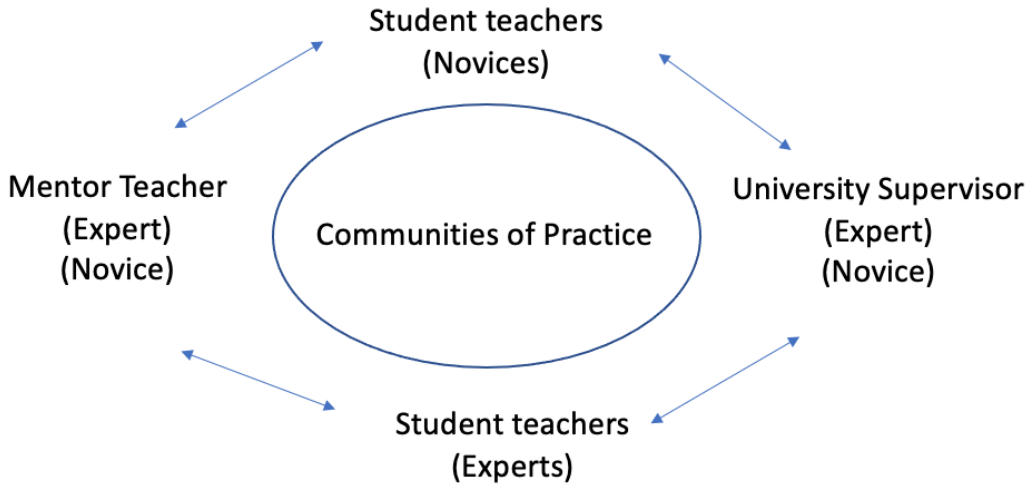


Figure 5. Expert-novice relationship in communities of practice

Student teachers had a chance to practice the teaching conventions they learned in their undergraduate education. They were in interaction all over the study. Student teachers learned various Web 2.0 tools from each other, they discussed how to improve themselves in terms of methodologically in their post teaching feedback discussions with the university supervisors. The student teachers sought the best ways to design their lesson plans based on the feedback they got from their peers, university supervisor and the mentor teachers. Mentor teachers learned from the student teachers, and the expert role of mentor teachers turned into novice at those times. For example, Teacher Nur learned the possibility of making another person host and letting the other person start the breakout rooms in the free version of the Zoom from the student teachers. Week by week, the student teachers tried to develop their own practices and improved their cultural and social capital (Bourdieu, 2018). The following model can summarize the findings.

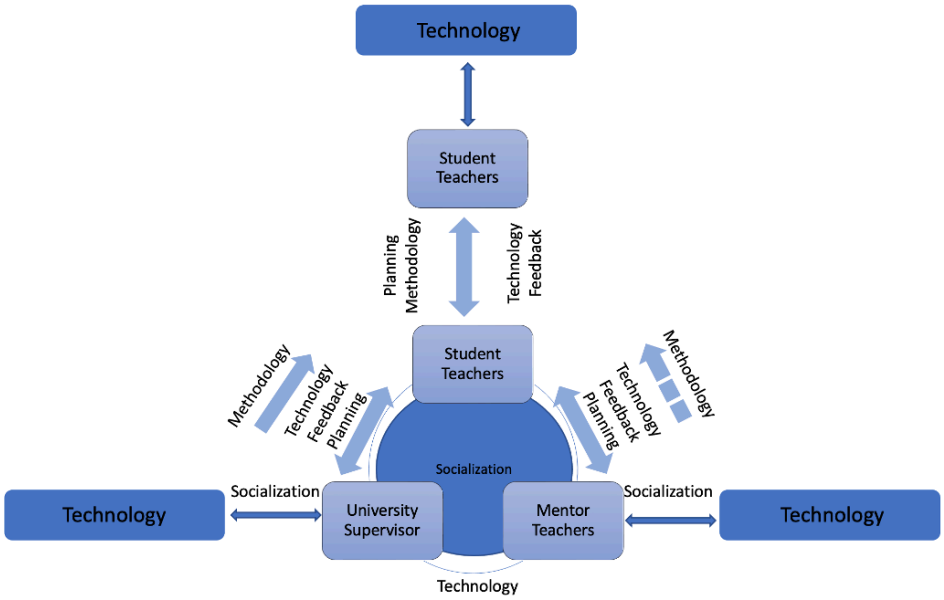


Figure 6. Academic discourse socialization process of student teachers in communities of practice for online teaching

The model shows how the student teachers were socialized into online teaching practices through technology, planning, and feedback. They were bidirectional for every party as they were interacting and learning from each other.

Methodology was another tool through which the student teachers were socialized into online teaching practices. However, it had variations for each party. The student teachers were mainly socialized through methodology in their post teaching feedback discussions. The mentor teachers gave feedback to the student teachers after their teaching practices, yet it differed from teacher to teacher. While Teacher Nur provided detailed feedback about methodology to her group, Teacher Ecem's group was not socialized through methodology by their mentor teacher.

Teacher Identity

The rest of the chapter tries to answer the second research question of the study.

2. How do senior student teachers develop their teacher identity in online practicum?

How student teachers develop their teacher identity is one of the most important topics in the SLTE area. Additionally, the identity negotiation processes are scrutinized in the ADS studies. The teacher identity development process is an important concept in this study as the student teachers were complaining about not having the opportunity to teach during their undergraduate education.

Table 16
Codes and Categories of Teacher Identity Development in Online Teaching

Codes	Categories
Intrinsic motivation	Previous Learning Experiences
Having teacher role models	
English learning experiences	
Previous English teachers	
Teacher education program	
Negative experiences	
Intrinsic Motivation	Teacher Identity Development
Having teacher role models	
Professional Investment	
Desire to share	
Willingness to teach	
Conceptualization of a teacher	
Practice teaching	
Self-efficacy	
Managing the emotions and concerns	
Influence of School Experience course	Practicum
Mentor teacher feedback	
University supervisor	
Peer feedback	
Reflection on action	
Reflection for action	
Engagement with learners	
Practice teaching	
Peer observation	
Contextual factors	Norms of professional community
Growth of teaching competence	
L1 use	Teacher beliefs
Grammar Teaching	
Teaching Reading	
Previous Learning Experiences	
Not being able to practice	Problems and stressors
Tensions with the mentors and the university supervisor	
Managing the emotions and concerns	

Some codes, such as ‘intrinsic motivation’, ‘previous learning experiences’ were written twice under different categories.

Previous Experiences

Student teachers start their undergraduate education with “an internalized role identity through which they make sense of the environment” (Kagan, 1992, cited in Duff & Uchida,

1997). The studies show that their previous experiences and undergraduate education have an essential role in their identity development. Therefore, the student teachers were asked some questions about their previous education. Their answers indicated that their previous experiences were meaningful in their identity development.

Intrinsic Motivation

All my participants were very eager to become English language teachers. Six of them had a fire to teach English when they started their undergraduate education. They either waited one more year after their graduation or gave themselves a second chance after completing a university.

Having Teacher Role Models

The student teachers had teacher role models in their lives, and they led them to conceptualize teaching as a respected profession.

English Learning Experiences

English learning experiences constitute the important part of the previous learning experiences of the student teachers. Each student teacher mentioned that how they were affected by their experiences.

Previous English Teachers

Previous English teachers affect the student teachers even before they study in the teacher education programs. The methods and techniques of the previous English teachers had an impact on the student teachers.

Teacher Education Program

This code is under the previous learning experience as the student teachers mentioned the limitations of the classes which they took to prepare them for becoming an English language teacher.

Negative Experiences

The lack of practice and the expectation from the faculty created negative effects on the student teachers. Another negative effect is getting only praise from the mentor teacher. The student teachers think that they still have a way to go, and they want to hear constructive feedback from the mentor teacher.

Teacher Identity Development

This category is about how the student teachers developed their identity during the online practicum process.

Intrinsic Motivation

"When the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic" (Williams & Burden, 1997, p. 123). The student teachers had the desire to become a teacher from the beginning or they loved it during their education. However, they did not have any extrinsic motivators.

Having Teacher Role Models

Having teacher role model code was written under the Teacher Identity category, as well. As while the student teachers developed their teacher identity, their teacher role models strengthened the idea of becoming a teacher.

Professional Investment

The investment category took its name from Norton Peirce (1995) and Norton (2013). The investment of the student teachers towards English and language teaching was generally shaped by their internal motivation.

> Norton's notion of *investment* … accentuates the role of human agency and identity in engaging with the task at hand, in accumulating economic and

> symbolic capital, in having stakes in the endeavor and in persevering in that endeavor (Kramsch, 2013, p. 195).

All student teachers had internal motivation when they started their undergraduate education. Furthermore, that motivation was still available in their last year. Following that, all the student teachers wanted to invest in their profession and English language development. The following extracts of Selim underline how he invested in during his undergraduate education:

> "When I commute to my home, I was going by bus, it takes approximately 1 and a half hour; I was listening to podcasts to cope with the journey. I was using some apps. In those apps, you can meet with other people to practice your English. Sometimes you chat, sometimes you talk. English was something to live with me. Not just for learning or not just for teaching. I like it. I like the words, culture. It was in my life."

The student teachers were investing in English language teaching to become better teachers. Çiçek, for instance, was feeling insecure when the second semester started. However, she wanted to be an effective teacher at the same time. Therefore, she was looking for opportunities to improve herself. Çiçek had a couple of classes unlike her peers, so she had more time compared to her peers. She was trying to benefit from that.

> Çiçek: Whenever I have time, I am observing the mentor teachers' classes. Even though we had to observe for six hours a week, I'm doing more than that. (LSS Post teaching feedback conference #1, 17/04/2021)

> Çiçek: Thanks to the discussions we are having, I am becoming aware of my weaknesses and trying to come up with solutions for them.

Selim attended different projects organized by academics or the US Embassy for student teachers during the data collection period of this study. He was doing this to become a better teacher.

Seeing how the student teachers developed themselves during the process was an indicator of their seriousness towards their professionalism. The online teaching process was all new to them like most of the country. However, they mentioned even in the first meeting seeing the crisis as an opportunity:

> Çiçek: Online education will bring us some advantages to us. We will fulfill the requirements of the age. For instance, you are a teacher, and you need to use

technology. It does not mean only opening Youtube, then playing a video. That does not mean that you are conducting an activity. You had a class in the first semester, showing that we need to include various activities in various fields. Yes, we need to do that, we need to keep ourselves active so that we can arouse the interest of the learners. That's why, it is very advantageous that this class is online, because we will learn as well.

Desire to Share

All student teachers conceptualized teacher as someone who always learns new things, gets updated. Lifelong learning process is also related to sharing. The community of practice is about that, as well. The student teachers were sharing and learning from each other. This was the nature of the research design. However, sometimes sharing requests were done by the student teachers. For instance, Selim was attending different project meetings during the study as I mentioned in Investment section. One was about how teachers can incorporate Corpus to their teaching practices. He was really impressed about what he learnt, that's why he wanted to share what he learnt in the project not just with his core group, but with the other group, as well. Therefore, I let him present in one session of the theoretical classes.

Willingness to Teach

Not being able to practice in their teacher education programs affected the student teachers very badly. However, they all had to strong desire to be able to teach.

Conceptualization of a Teacher

All the student teachers conceptualized an English language teacher who is fun, happy to be with the students, eager to teach and open to learn for life-long.

Practice Teaching

As the student teachers practiced teaching, they felt they became closer to being a real teacher.

Self-efficacy

The teaching practice helped student teachers to develop self-efficacy. At the beginning of the semester, all student teachers had their worries, they were all nervous for various reasons. However, there was a recurring phrase in all student teachers' sentences which was the 'lack of practice'. Not being able to practice before was scary for the student teachers.

As they practiced their teachings, they became more confident in terms of teaching. That was accentuated by them in their last interviews.

> Çiçek: I am really happy that I could practice. I know that there are still a long way to go, but at least I could see that I can achieve.

At the end of the semester, I was curious about their perceptions regarding identity, as their teaching practice happened online. However, all the student teachers stated similar sentences:

> Mehmet: Actually, I was really confused about online teaching. I had my concerns, and I consider myself someone who is into technology. However, my concern was not just about my lack of experience, but it was also related to technological opportunities of the students. Whether we would have interaction or not. As the time passed, I could say that I was achieving, I was interacting with the students. I think it was more difficult compared to face to face teaching, but now I'm saying to myself that if you could achieve that, you can handle face-to-face more easily.

Managing the Emotions and Concerns

Before the student teachers started teaching, they all had concerns about how they were going to teach, whether they could be enough for the learners or not. The negotiations during the post teaching conferences and the talks the student teachers had among themselves, the feedback coming from the mentor teachers and the university supervisor were helpful for them to cope with their negative emotions and concerns.

Practicum

The last year of student teachers affected them greatly in terms of teacher identity. The codes led me to name the category Practicum.

Influence of School Experience Course

The first code is the influence of the School Experience Course. It happened in the first semester, and the student teachers were not sure of their teaching skills.

Mentor Teacher Feedback

The findings showed that mentor teacher's impact cannot be underestimated for the student teachers' identity development. The student teachers paid attention to comments of the mentor teachers. They wanted to hear constructive feedback rather than only 'praise'.

University Supervisor Feedback

The student teachers mentioned that university supervisor's feedback was very important for them.

Peer Feedback

The student teachers got feedback from their peers for the lesson plans and after the teachings. They mentioned the feedback helped them to shape their teachings.

Reflection on Action

In all the discussions, the student teachers were being asked to reflect about themselves. However, the student teachers were mentioning that they were criticizing themselves. I highlighted several times that it is not for criticizing but for reflection.

In his third teaching, Selim used pictures to teach the words, then he used a matching activity. After my questions about vocabulary teaching to the group to discuss, he stated that he could have taught differently.

> Selim: “I think I could have made the vocabulary teaching in a different way with maybe some sentences, not just the words itself. Okay maybe there are some connections between the words and the pictures, but we couldn’t see the words in a context, in sentences, so maybe that was a mistake there, but I’m not sure I thought in the reading part, they were going to see the words a lot. I thought they didn’t need that, but after watching the lesson again, I realized that they should have had the vocabulary in sentences, so they could have understood better, then going to the description part. Okay, they have meaning, they have the use, they have the form, so now we can match them together, then we can go through the reading text.” (Post teaching feedback conference-USS 3, 23/04/21)

Reflection for action

Reflection for action means reflecting for the future actions that the student teachers will practice. During the conferences, they mentioned that the future practices will be different in their teachings when they got constructive feedback.

Engagement with learners

As the student teachers engaged with the learners through their teaching practices, they felt themselves as better teachers.

Peer Observation

Peer observation had two contributions to student teachers. The first one was peer observation provided them to see different techniques they could use, or they could avoid. The second one was it helped the student teachers see themselves from different perspectives.

Practice Teaching

At the beginning of the second semester, the student teachers were hopeless about their skills and competences which affected them badly in terms of their teacher identity. However, as they practiced, their self-efficacy got better which affected their teacher identity positively.

Norms of Communities of Practice

Each community has its own cultural practices, values, rules, and norms. All student teachers came together in the theoretical classes, but four of them had their own cohort in the current study. Each group dynamics were different from each other. The negotiations taking place among the student teachers helped them in their teacher development.

Contextual Factors

During the post teaching feedback sessions, the student teachers and I were talking about the methodological aspects of the teaching. We were accentuating the jargon of the ELT, yet this was more common with some student teachers at the beginning; however, other student teachers were affected from this, and the jargon became one of the salient factors of the discussions.

> Çiçek: You (referring to the researcher) and Mehmet were using the technical terms from the beginning unlike me, but I started using them as I saw you are using them.

The context of the teaching was online platforms which were uncharted territories for all student teachers. Yet, they learned the gates and norms of them as the time passed. Working together in the community helped them a lot and linked them.

> Çiçek: I learned a lot of things that I have not known before. I learnt so many websites where I can find activities thanks to the online teaching. Thanks to that, I will be a fresh teacher who is always up-to-date. You cannot just have book and follow it. It will limit you. Now, I don't have any concerns regarding finding or implementing difficult activities. Even I worry, I now have an environment and friends who will help me complete my deficiencies. (Interview Ç3, 09/05/2021)

Furthermore, the contexts were different for the cohorts of the student teachers. As one group taught at a lower secondary school while the other group taught at an upper secondary school. Their mentor teachers were an important variable in the context, as well.

Growth of Teaching Competence

In the discussions, we were talking about the strong aspects of their teaching, and the aspects that they need to practice or try. Everyone was encouraging each other or appreciating when another student teacher tried the techniques which were mentioned in the discussions.

> Çiçek: …We talked in the previous session, and you (to the university supervisor) informed us about the techniques while we teach reading. Mehmet was very successful in fulfilling them.
>
> Mehmet: I would love to have self-reflection, here. Of course, we know that we should link the theory to practice. It's always on my mind, but I think as I use those techniques, I'm getting more competent. (Post teaching Feedback conference, LSS3, 07/05/2021).

Teacher Beliefs

Teacher beliefs have been one of the categories in this part, as the codes showed that the practices of the student teachers were interrelated with their beliefs. Even though the student teachers learned the methods and techniques, they needed to follow for teaching. They implemented different techniques during their teachings. When we discussed the reasons for their choices, their beliefs were firmly under their decisions.

Selim was one of the student teachers who valued the methodology classes and saw them as a 'manual', but Cenk was not a fan of the methodology classes. There were some reasons for that, but mainly Cenk couldn't be convinced by his lecturers to use the techniques, as he was thinking:

> Cenk: "The professors in the faculty talked about different techniques, but none of them used the techniques for us. Then, how we can be sure that they are working."

How teacher beliefs affect the practices of teachers were studied and confirmed by various researchers (Beach, 2004; Borg, 2001; Borg, 2003; Özmen, 2012). The extract of Cenk is an example for how belief affects debilitative role for him to follow the techniques they learned during his undergraduate education.

L1 Use

The heavy amount of translation in the first teaching practices resulted from their beliefs. They had their own justifications to make their arguments valid, but their origin was their beliefs.

> Betül: We always talk that you shouldn't use translation in your class. Why you used translation in your classes? What were your reasons?
>
> Mert: Yes, we learned that we should only speak English in the class, but it is not face-to-face, and we have to make sure that they understood us. Also, time is not sufficient, we really have limited time.

Mert has a belief that he needs to use his first language if he wants to be understood by his students in a short time. That belief led him to use translation in his first teaching. Even though I didn't witness that the amount of translation was that much in his other teachings, he kept using translation in the critical moments to be understood by the learners. As we know that beliefs are resistant to change.

> Betül: I thought it would be a good pre when I saw the activity in your lesson plan? I must tell that I got really surprised when you asked their favorite book in Turkish. Why did you do that?
>
> Mehmet: I think when we start the class their affective filter is high. Using Turkish decreases their affective filter.

Grammar Teaching

The student teachers were taught in their department to follow the elicitation processes. In their practices, they followed them, as well. However, they tend to use deductive grammar teaching a lot. Rather than meaningful activities, the student teachers tend to use restricted mechanical activities. They believed that they will be more beneficial for the learners.

Teaching Reading

The reading teaching was one of the teaching areas where the student teachers' beliefs were salient at first. The student teachers made the learners read aloud even though they knew that the read aloud was only for pronunciation. However, in time, they stopped doing that.

Previous Learning Experiences

Previous leaning experiences are crucial subjects discussed in the literature of teacher beliefs. In this study, the codes indicated that the previous learning experiences shaped the student teachers' teaching at the beginning.

Problems and Stressors

The teacher education program was full of problems and stressors for the student teachers. However, they also fought against them with the help of communities of practice during their practicum.

Not Being Able to Practice

The major problem the student teachers experienced was the lack of the practice during their undergraduate education. The following extract indicates the student teachers' excitement for being able to teach.

> Çiçek: Okay, we all took the classes and have the theoretical knowledge, but we could not practice, and it is exciting how we will teach using those techniques. (Post teaching Feedback conference, LSS3, 07/05/2021).

Tensions with the Mentors and the University Supervisor

The teaching practices of the student teachers were evaluated by their peers, university supervisor and mentor teachers. The tensions were caused by the student teachers' beliefs or the previous experiences.

> Betül: You made the learners read aloud the text, Mehmet. What was your reason to do that?
>
> Mehmet: I wanted to make the learners engage with the activity. I also thought that the reading aloud is better for the learners at this level. I also wanted to see their pronunciation.

Betül: Yeah, reading aloud is done just for pronunciation, not reading, though. (Post teaching Feedback conference, LSS3, 07/05/2021).

Managing the Emotions and Concerns

The student teachers fought against different emotions and concerns about their teaching. Before their practice, they were all concerned about their teachings due to the lack of practice. However, the practice, engagement and the communities of practice helped them. During their practicum, they had to fight against various problems causing from technology, such as Zoom attack, hybrid teachings, not being able to enter a breakout room.

Hybrid teaching means that while half of the learners listen to the teacher in the class, the other half attend the class online.

Four student teachers, Yasemin, Selim, Mert and Cenk taught in a social sciences high school. When they started their teaching practice, the Ministry of National Education did not transform the schools into full online teaching at the beginning of the second term in the 2020-2021 Academic Year. Therefore, some learners were attending the classes in person while some were attending online. The learners were experiencing the hybrid learning environment. Teacher Nur was using her computer and teaching both student group at the same time. When the student teachers and Nur teacher met online for the teaching practice, she proposed them to choose either teaching face to face or online. However, the Faculty of Education wanted every student teacher to teach online. Therefore, the first teaching experience of Yasemin, Selim, Mert and Cenk was hybrid teaching. The student teachers were teaching online, and Nur teacher was in the classroom helping them via nominating the learners in the classroom. The first week was very frustrating for the student teachers because they hadn't experienced such a thing before, and it was all black before they taught. Even though they completed their first teachings without major problems, they had a sigh of relief when the Ministry of National Education announced the transition to full online teaching for every stages.

"It was really challenging. We basically had two teachers. I was controlling the Zoom classroom, then Teacher Nur was asking questions to the classroom." (Interview, Mert 3)

During the data collection process, we all passed through hard times. The student teachers did their best to become better teachers.

Overall, it is already known that teacher identity is a dynamic process. There are various factors affecting the identity of the student teachers. In this study, findings show that student teacher identity during online teaching got affected from various factors. While they were all anxious at the beginning of the semester, they got become calmer and calmer as they practiced teaching and got interacted with the learners. The participants mentioned that they started to feel like a teacher as they got reactions from the learners. They added that the faculty of education could not do a good job in terms of preparing them for online teaching activities and developing a teacher identity. However, the second semester of their last year with all the discussions, teaching experiences, feedback turns, lesson plans and interactions with the learners helped them develop a teacher identity. They all mentioned how challenging to teach during Covid19 for online settings. The common statement from the student teachers was as the following:

“If I achieved teaching during this time, I can definitely teach face-to-face.”

“What makes someone a good teacher is not methodology, or even ideology. It requires an engagement with identity, the way individuals conceive of themselves so that teaching is a state of being” (Danielewicz, 2001, p. 3).

The following model shows the identity development of student teachers in the current study.

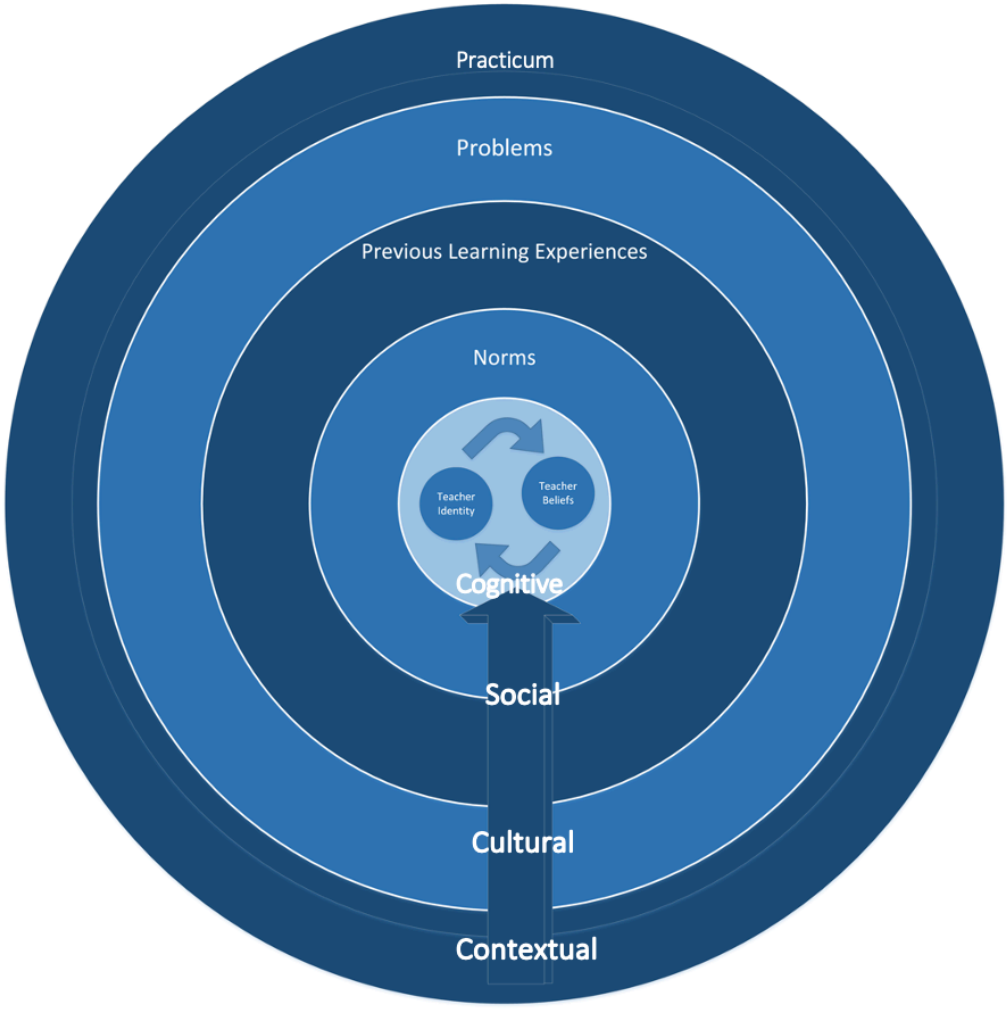


Figure 7. Identity development of the student teachers

At the model's core are Teacher Identity and Teacher Beliefs because they affect the teaching practices of the student teachers. They show the 'Cognitive' level of the model. They affect each other. However, they are also affected by the Norms, Previous Learning Experiences, Problems, and Practicum. Norms and Previous Learning Experiences are placed under the 'Social' level. The Problems is placed under the 'Cultural' level, whereas the Practicum is under the 'Contextual' level.

The findings show that the context can affect the Cognitive level. Even though the student teachers had concerns and insecurities about their teaching practices, the communities of practices and all the discussions helped the student teachers develop their teacher identity and change their beliefs.

This model shows that when the Practicum is planned and organized in a way that everyone support and help each other, the beliefs of the student teachers toward teaching can change.

CHAPTER V

CONCLUSION

In this chapter, I will summarize the present study, implications of the study, and suggestions for further research studies.

Summary of the Study

Considering the importance of the practicum, where the student teachers experience teaching before they start their actual teaching practices, the present study tries to find out the senior student teachers of English Language Teaching academic discourse socialization processes into online teaching practices via the community of practices. Since the student teachers in this study did not have a chance to practice micro teachings in their methods classes, another vital aspect that led this research study to be run was the lack of ICT classes for the student teachers.

The current research study tried to answer two research questions:

1. How are senior student teachers of English Language Teaching socialized into online teaching practices academically, socially and culturally?
2. How do senior student teachers develop their teacher identity during online teaching practices?

I used the first semester as an exploration phase of the study to see the student teachers' needs. At the end of the first semester, I recruited the participants. The participants were chosen purposefully; some students were highly motivated in some content areas, whereas others were not. Since I wanted to see the sharing practices in the communities of practice. Following the regulation of the MoNe, I divided the student teachers into two groups. The

student teachers were supposed to teach 14 hours in total. As a participant observer, I was their university supervisor. I informed them about the observation and macro teachings. I collected the data via interviews with the student teachers, interviews with the mentor teachers, post-teaching feedback conferences, lesson plans, feedback on the lesson plans, and self-reflection papers. I conducted interviews three times with the student teachers. One was at the beginning of the study, two were in the middle to see the process, and the last was conducted at the end. For the macro teachings, the student teachers had to prepare a lesson plan every week and upload it as a Google Docs in the shared folder on Google Drive. Their peers had to give feedback on the lesson plans. As their university, I also gave feedback on the lesson plans as comments. The student teachers sent their lesson plans to the mentor teacher and got feedback, as well. That feedback process occurred either orally or written on Whatsapp.

The first research question was

1. How are senior student teachers of English Language Teaching socialized into digital teaching practices academically, socially, and culturally?

The findings of the study to the first research question showed that the student teachers were socialized through lesson planning, through methodology, through technology and through feedback.

The student teachers got feedback from their communities of practice, and it helped them have a better lesson plan. They want to have neat lessons during their practices. Therefore, they liked getting feedback.

Before the teaching practices started, the student teachers were not feeling ready to teach, but they became ready as they practiced and talked about their teachings.

The technology was the essential part of their teaching practices. They had their own justifications not to use certain features of the programs that were already there, such as the breakout rooms function of the Zoom. However, as we discussed and convinced each other about its practicality, they tried that and other technological tools for their classes.

The last way of socialization was the feedback. That was very essential for the student teachers. Like the feedback they got to their lesson plans, they saw these feedbacks as new ways to become better teachers. Hence, they didn't want to hear only 'That was good' or 'Good job', but they wanted to hear detailed feedback.

The other research question was about their teacher identity as one important aspect of academic discourse socialization and teacher education is identity development process. The following research question was sought to be answered:

2. How do senior student teachers develop their teacher identity during online teaching practices

As mentioned repeatedly in this dissertation, the participants of the current study had only three classes for technology, and only one's title, i.e. Instructional Technologies and Material Design, suggests the technology integration aspect to the pedagogy. However, in the interviews I learned that unfortunately, the student teachers did not experience technology integration aspect in that class, either. They only created traditional materials.

The findings of the identity development shows that the teacher identity is a fluctuating concept. Even though it starts with internal mechanisms, the student teachers are affected by external mechanisms like the courses in the teacher education programs, lack of practice. As the student teachers practice, interact, invest and do activities for their lifelong learning, they contribute to developing their teacher identity.

Implications of the Study

The first implication of the current study is about the necessity of the practice for the student teachers. The methods classes should let the student teachers practice teaching. Otherwise, it is not possible for them to see their strengths and weaknesses. When they do not practice, as happened in this current study, the student teachers question the efficiency of the program.

Secondly, the current study was had to be implemented during Covid-19 Pandemic and designed based on its requirements. The student teachers were expected to teach in online settings. However, the courses in the teacher education program of the current study did not prepare the student teachers to be able to teach in those settings although ICT has been in our lives for a very long time. The courses in teacher education programs should be designed to prepare the student teachers to be able to use and integrate technology into their classes.

Thirdly, the findings showed that the feedback is essential for the student teachers. The student teachers expressed that when the mentor teacher gave feedback to them from the methodology perspective, it affected them positively even the mentor teacher proposed them different techniques. Therefore, the mentor teacher training of the practicum is of great

importance. Mentor teachers should be trained to be able to give feedback to the student teachers.

Fourth implication can be expressed for the courses of the teacher education programs. In the present study, small group practices and sharing helped the student teachers learn better. When the student teachers were asked about the delivery methods of the courses in the teacher education programs, they mentioned that majority of them as lectures. Incorporating small project designs into courses can be beneficial for the student teacher's identity, as well.

Suggestions for the Further Research

The following areas were identified for further investigation:

- Longitudinal studies to analyze the process of communities of practice,
- An investigation of student teachers' technology integration training,
- The role of mentor teacher's feedback,

Academic discourse socialization and communities of practice studies generally are conducted via ethnography which requires the researcher investigate the topic for a long time. The data collection period of the current study lasted for one academic semester (second semester of the 2020-2021 Academic year) even though the first semester was also used for exploration. The longer data collection from the communities of practice may yield similar or different results to this study, but it should be explored.

The current study was based on the idea that how the student teachers were going to teach in online settings with the limited course background but with the discussions and negotiations with their peers, mentor teachers and university supervisor. A further study can be designed with a technology integration training for the student teachers and their practice in the communities.

Lastly, in this study, the feedback sessions of mentor teachers and the student teachers could not be observed and recorded, yet only the narrations of the student teachers were taken. Regarding the effects of the feedback on the student teachers, another study can focus on only feedback sessions and describe the academic discourse socialization process.

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APPENDICES

Appendix 1. Questions of the First Interviews with the Student Teachers

Background Information

1. How old are you?

2. What is your mother tongue?

3. What other languages do you know?

4. In which grade did you start learning English? What do you remember about English lessons in primary and secondary school? Was your English teacher a graduate of English Language Teaching, did you use the methods and techniques you learned in Teaching Language Skills and Special Teaching Methods?

5. Which department did you graduate from when you were in high school? What kind of English education did you receive in high school?

6. Did you receive preparatory education at university? How did it affect your English, can you evaluate the preparatory education process?

7. Have you been abroad before? For what purpose did you go, how long did you stay? Do you think your English is enough? / Do you have plans abroad?

8. Where was English in your life? Where is he in your life right now? In which areas do you use it outside of school?

Agency & Identity

9. How was your relationship with your teachers in general throughout your school life? What do you think about the argument that teachers will like or dislike a lesson?

10. What led you to study at the Faculty of Education?

How did you feel when you started episode 11? What are you feeling and what do you think right now? (About the department, about the degree you will earn)

12. What kind of a role do you think the courses you took, the professors in the department, and your friends played in preparing you to become an English teacher?

Community of Practice

13. When you thought about all the courses you took in the English language teaching department, did you have the chance to do group work in the lessons? (During lessons or

preparing homework) What was the division of labor? Did you like or dislike being involved in group work?

Voice & Identity

15. Do you think that the lessons you have taken so far have prepared you to become an English teacher? Why/Why not? As far as I observed and understood from your comments, you were not aware of what your internship teacher was doing and why. You argued among yourselves why he did what he did. How has this situation affected you in terms of belonging to the community you are in (ie the class you observe, the school you attend every week, the institution you will be in in the future)?

16. How did discussing the lesson you observed online affect your sense of belonging to your future profession?

Academic Discourse Socialization

17. May I ask you to categorize the lessons you have taken so far in terms of the following? What were the courses that provided you with an environment for discussion in the classroom, what were the lectures only, what were the courses that gave you an environment for discussion with your friends outside of the classroom?

18. How did you benefit from which learning environment? Which learning environment affected how?

19. What do you think could have been done differently when you think about the courses you have take and the training courses you have taken so far?

20. In teacher education, how should your teachers communicate with teacher candidates so that teacher training can take place effectively?

Appendix 2. Questions of the Second Interviews with the Student Teachers

1. What were the situations or people that made the school experience lesson enjoyable or unpleasant for you?

2. Do you remember a teacher (from university or before) that you remember in your observations during the school experience lesson? How and why did you remember?

Community of Practice

3. As I observed and understood from your comments, you did not have any information about what your internship teacher did and why. You argued among yourselves why he did what he did. How has this situation affected you in terms of belonging to the community you are in (ie the class you observe, the school you attend every week, the institution you will be in in the future)?

4. How did discussing the lesson you observed online affect your sense of belonging to your future profession?

Voice & Identity

5. How do you think the school experience course has contributed positively or negatively to your teaching?

6. How do you think that the school experience course, being in a school affiliated with the Ministry of National Education, and making observations affects your teacher identity? (Did it give you confidence, do you have positive or negative feelings towards teaching?)

Academic Discourse Socialization

7. During your school experience, which of the courses you took during your undergraduate education did you think contributed to your teaching? What could be the reasons for this?

8. How necessary was the school experience course for teacher education and how effective was it for you?

9. Did the School Experience course meet your expectations?

10. Have you overcome your fears or have new fears been added?

11. Did you find what you expected from your internship teacher? Do you have any suggestions that you think could have been done differently?

12. Did you talk and discuss with your friends that you were going to observe together about the techniques that the teacher used in the classroom and their behavior in the classroom? What benefit do you think this has?

13. What effect do you think it has had for you to discuss what you observed during your internship online?

Appendix 3. Questions of the Third Interview with the Student Teachers

1. How is the process going for you?

2. Do you feel more secure or have fears about teaching over the teacher presence since the second semester started?

3. What is the positive or negative effect of getting feedback on lesson plans and discussing them?

4. Do you master the class repertoire? Or do you think that there will be groups in face-to-face education?

5. Has there been an improvement or a regression in the knowledge and use of technology in English education?

6. What do you think about the weekly discussions you have with your groupmates?

7. What kind of relationship do you have with students?

8. Which areas do you feel stronger while lecturing? In which areas do you think you are deficient? Have you asked the practice teacher about any possibility to clear those areas? So you want this to be your encryption?

15. We also discussed what you observed in the online lesson from time to time online. What effect does this have on you?

Appendix 4. Interview Questions with the Mentor Teachers

1. How long have you been teaching?

2. Which department did you graduate from?

3. In which grades are you teaching?

4. Have you practiced cooperating teaching before? (I know you have been a cooperating teacher in the last years. How many times did you do that? Did you get any training for that?

5. How long was the training?

6. Can you talk about the content of the training?

7. Do you think the training was effective?

8. As far as I could see, not every teacher wants to be a cooperating teacher. Do you like being a cooperating teacher? Why?

9. Let's talk about this semester. How was being a cooperating teacher this semester in the middle of the pandemic? How was the relationship between you and the student teachers?

10. What does an effective English class mean for you?

11. What do you think of the teachings of the student teachers that you were mentoring?

12. You gave feedback to the students. Did you give feedback in your previous experiences, as well?

13. Do you think giving and getting feedback is important for the Teaching Practice process ?

Appendix 5. Reflection Questions After the Micro-Teaching and the Weekly Conferences

1. How did you prepare your lesson plan? Did you pay attention to something specific while preparing your lesson plan?
2. You received your feedback before the teaching practice? Did you benefit from them? How did the feedback affect your teaching practice?
3. What were the parts you think you were in control? What were the parts you think you need to improve for future teaching practice?
4. Is there any specific moment from your teaching that was important to you? What is that? Why is it important?
5. Have you experienced any moment that was encouraging or discouraging, helpful or useless, enlightening or confusing with your peers, mentor teacher or instructor this week?
6. What do you think of the pre teaching feedback session that you get from your peers?
7. What do you think of the post teaching feedback session that you get from your peers?
8. What do you think of the post teaching feedback session that you get from your mentor teacher?

For the future sessions:
9. Do you think the feedback you receive from your peers, mentor teacher, and instructors help you improve your teaching? How?

Appendix 6. Informing Poster for the Participants



Appendix 7. Dates and Duration of the Interviews with the Participants

Table 17
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Selim	11.02.2021	50:36
	23.02.2021	36:38
	10.05.2021	16:53
	18.06.2021	45:00
TOTAL		2:29:7

Table 18
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Ayşe	12.02.2021	35:11
	24.02.2021	30:15
	09.05.2021	12:40
	16.06.2021	24:35
TOTAL		1:42:41

Table 19
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Cenk	14.02.2021	44:57
	23.02.2021	29:15
	09.05.2021	14:03
	17.06.2021	51:36
TOTAL		2:19:51

Table 20
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Yasemin	14.02.2021	43:31
	23.02.2021	35:39
	09.05.2021	24:32
	27.06.2021	51:43
TOTAL		2:35:25

Table 21
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Mert	13.02.2021	32:16
	06.03.2021	28:42
	09.05.2021	19:54
	17.06.2021	38:32
TOTAL		1:59:24

Table 22
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Mehmet	13.02.2021	43:07
	24.02.2021	31:30
	10.05.2021	21:28
	16.06.2021	48:04
TOTAL		2:24:9

Table 23
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Demir	13.02.2021	31:30
	24.02.2021	35:28
	09.05.2021	19:29
	16.06.2021	42:29
TOTAL		2:8:56

Table 25
Dates and Duration of the Interviews with the Participants

Participant	Dates	Duration
Çiçek	14.02.2021	59:29
	13.03.2021	31:30
	10.05.2021	22:42
	19.06.2021	59:40
TOTAL		2:53:21

Appendix 8. Sample Lesson Plan

Writing Lesson Plan

Student Teacher: Yasemin

Class: Preparatory - B

Level: A2/B1

Number of the Students: 10 ~

Duration: 90 mins

Outcome(s): At the end of the lesson students will be able to

- express how they can wish to request replacement for a damaged product

Warm-up: (5 mins)

Aim(s):

- To make the students feel secure

- To make the students become familiar with the comparative and superlative adjectives.

Procedure:

1. T greets the students.

2. T asks how they are doing

3. T asks them to tell “what is the comparative and superlative adjectives?” and “How we use them?”.

4. T thanks them.

Pre:

Aim(s): (15 mins)

- To make students ready for the writing activity

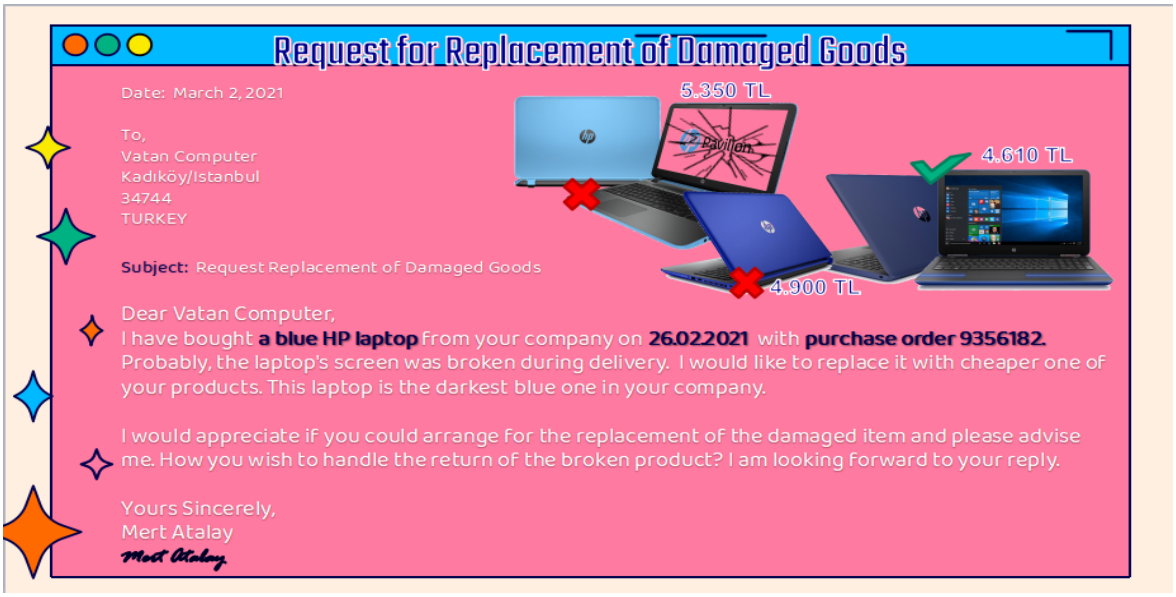
- To make students feel secure

Procedure:

1. T asks them some questions about their online shopping experiences.
2. T gives the instruction for Activity 1.
3. In the Activity 1, the T shows the title and asks questions about the title.

4. Sts answer the questions.
5. T thanks the students.
6. T introduces the day's topic.
7. T switches slightly to the subject.

Activity 1: Instruction1: Now you are going to read a request letter for a replacement. I want you to read it in silence. Then we will examine and discuss the letter together. You have 2 minutes.



While: (15 mins)

Aim(s):

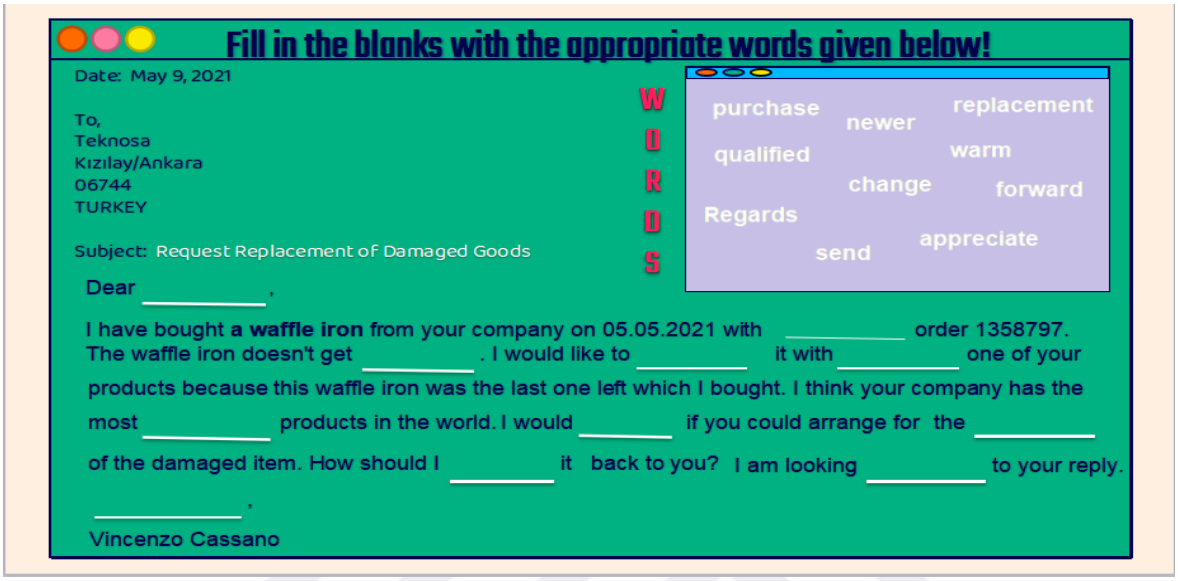
To make students familiar with the genre that they will write.

Procedure:

1. T gives instruction to the students for Activity 2.
2. The students complete and answer the questions.
3. T thanks the students.
4. T slightly switch to show the instructions and discuss it with the sts before free writing.

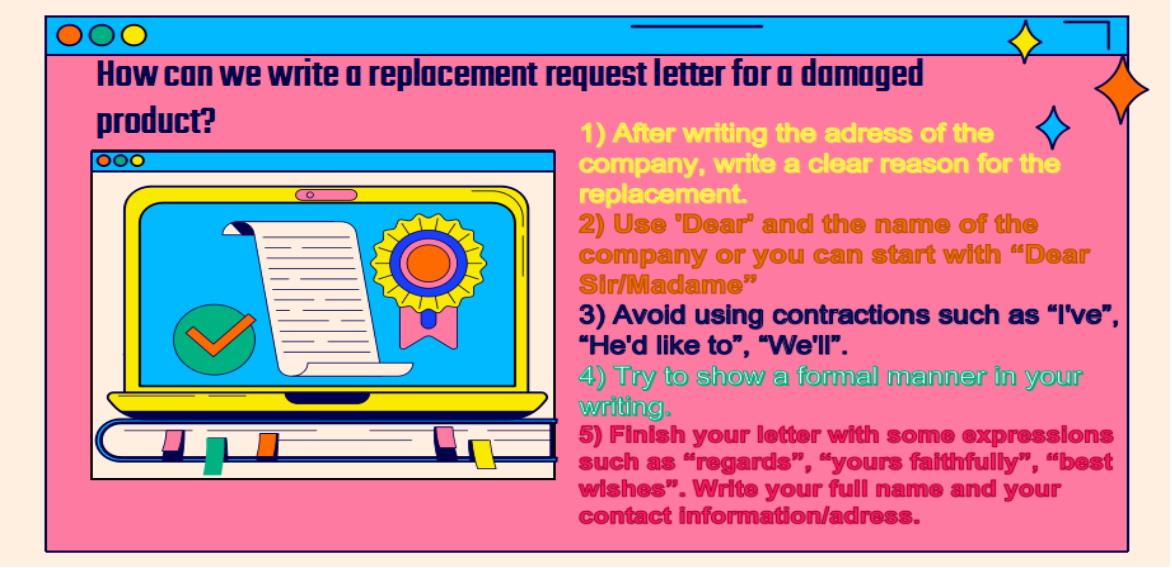
Activity 2:

Instruction: Now we have another letter here. Look into this letter carefully and please fill in the blanks with the words given on the board. You have 3 mins for that activity.



Activity 3:

Instruction: We have some rules here to right a request letter for replacement our damaged products I want you to read it in 2 mins. Then we can discuss it together.



Post: (55 mins)

Aim(s):

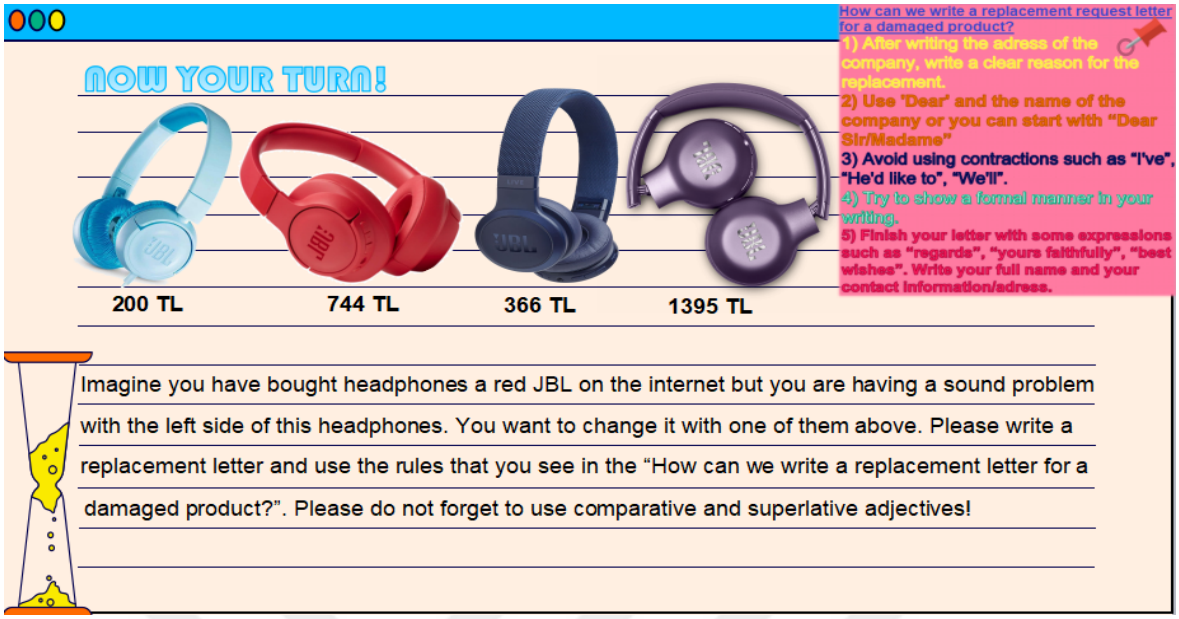
- To make the students write a request letter on their own

Procedure:

1. T gives instruction to the sts for Activity 4
2. The students do the activity on their own.
3. After the sts finishes writing, T wants them to share their writing with class
4. T wants the other students to talk about their friends' writings.
5. T thanks all of them.
6. T form a breakout rooms and put the students to the rooms.
7. T make them to talk in the rooms and observe them.
8. After a few words T finishes the lesson and thanks to the sts.

Activity 5:

Instruction: I want you to write a request letter for the replacement of your damaged product. You have some products here. I want you to write the letter by using comparative and superlative adjectives. Please do not forget to use our rules for writing a request letter. You have 10 mins for this activity.



Activity 6:

Instruction: Okay! Now I am going to place you into breakout rooms. I will ask some questions to each student and I will record your answers however I won't say the person who have said these answers. I will share the results with you in the end. I want you to give long answers and use the superlative form when you want to answer the question. Okay? You have 10 to 15 minutes for this activity. Good luck!

QUESTIONS

1. **Who is the most hard-working student in the classroom?**
2. **Who is the smartest in the class?**
3. **Who is the funniest among your classmates?**
4. **Who speaks English best in your class?**
5. **Who has the best voice in the classroom?**
6. **Who is the most loved teacher in your school?**
7. **Who is the quietest in the class?**
8. **Who is the most beautiful girl in your classroom?**
9. **Who is the most handsome boy in the class?**
10. **Who is the tallest in your class?**



GAZİLİ OLMAK AYRICALIKTIR…