EFL STUDENT TEACHERS' PROFESSIONAL IDENTITY CONSTRUCTION IN A DUAL DIPLOMA PROGRAM

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Approval of the Graduate School of Social Sciences

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

EFL STUDENT TEACHERS' PROFESSIONAL IDENTITY CONSTRUCTION IN A DUAL DIPLOMA PROGRAM

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This study explores how EFL student teachers of an undergraduate dual diploma program describe their professional identities after spending a year in their partner university in the United States, and after experiencing international and local practice teaching contexts. As a case study, the data were obtained through in-depth interviews, classroom observations, document reviews and focus group interviews. The interviews were audio-recorded and transcribed verbatim. Classroom observations were conducted in senior year courses offered in the program for 14 weeks in each semester. Observations were unstructured and recorded as field notes. In addition, student teachers' reflective journals were gathered on a weekly basis. The results suggest that dual diploma programs make a great contribution to prospective EFL teachers' personal growth in terms of broadening their worldviews, improving their personal skills, making contributions to their perceptions about cultural differences, providing new perspectives about Turkish and American education systems, providing travelling opportunities, and giving them a chance to meet new people from all over the world in a multi-cultural environment. However, the results indicated that both fieldwork experience and practice teaching cause no significant changes in student teachers' professional identities as a result of having insufficient feedback and doing very few teaching practices. Lastly, it was found that student teachers were not willing to pursue teaching as a career because of the undesired realities of teaching profession in Turkey.

Keywords: Dual diploma program, practicum, teacher identity, overseas education, EFL student teachers.

ÖZ

İNGİLİZCE ÖĞRETMEN ADAYLARININ ÇİFT DİPLOMA PROGRAMINDA MESLEKİ KİMLİK OLUŞTURMASI ÜZERİNE NİTEL BİR İNCELEME

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Bu çalışma, Türkiye'deki bir çift diploma programında eğitim alan İngilizce öğretmeni adaylarının, programın bir ayağını tamaladıkları Amerika Birleşik Devletleri'ndeki üniversitelerinde geçirdikleri bir takvim senesi ve orada edindikleri öğretmenlik deneyiminin ardından lisans eğitimlerinin Türkiye'deki son senesi boyunca mesleki kimliklerini ve eğitim uygulamalarını nasıl şekillendirdiklerini incelemeyi amaçlamıştır. Nitel bir durum araştırması olan bu çalışmada, veriler yarı-yapılandırılmış görüşmeler, sınıf-içi gözlemler, döküman incelemesi ve odak grup görüşmesi aracılığıyla toplanmıştır. Tüm görüşmeler ses kayıt cihazı ile kayıt altına alınmış ve kelimesi kelimesine çözümlenmiştir. Sınıf-içi gözlemler, İngilizce Öğretmenliği programının son sınıf müfredatındaki alan derslerinde yapılmış olup, her biri 14 hafta süren iki akademik yarıyıl boyunca devam etmiştir. Gözlemler yapılandırılmamış alan notları olarak kaydedilmiştir. Ek olarak, öğretmen adaylarının yansıtıcı günlükleri Öğretmenlik Uygulaması dersi boyunca haftalık olarak toplanmıştır. Bu günlüklerden, öğretmen adaylarının üniversite-okul işbirliği süresince yaşadığı deneyimler ve bu deneyimlerin mesleki kimlik oluşumundaki etkisi hakkında daha kapsamlı bilgi sahibi olmak için faydalanılmıştır. Sonuçlar, çalışmaya odak olan çift diploma programının bu programda eğitim gören İngilizce Öğretmeni adaylarının kişisel gelişimine dünya görüşünü genişletmek, kişisel becerileri geliştirmek, farklı kültürler hakkında görüşler edinmek, Türk ve Amerikan eğitim sistemleri hakkında farkındalık kazanmak, çok kültürlü bir ortamda yeni insanlarla bir araya gelmek ve seyahat etmek gibi açılardan bu programda eğitim gören İngilizce öğretimeni adaylarının kişisel gelişimine katkıda bulunduğu görülmüştür. Ancak sonuçlar, yapıcı geribildirim alamama ve uygulama okulundaki öğretmen adaylarına mesleki

kimlikleri ve eğitim uygulamaları konusunda farkındalık yaratacak nitelikte sınıf içi öğretmenlik uygulama fırsatı verilmemesi sebebiyle saha deneyiminin ve öğretmenlik uygulamasının, öğretmen adaylarının mesleki kimlikleri üzerinde göze çarpan bir değişim yaratmadığını göstermiştir. Son olarak, bu çalışmaya katılan öğretmen adaylarının öğretmenlik mesleğini tercih etmemelerinde, öğretmenlik mesleğine dair Türkiye'deki olumsuz gerçekliklerin de etkili olduğu saptanmıştır.

Anahtar Kelimeler: Çift diploma programı, öğretmen kimliği, denizaşırı eğitim, İngilizce öğretmeni adayları, öğretmenlik uygulaması.

For a self that goes on changing is a *self* that goes on living.

-Virginia Woolf, “The Humane Art”, in *The Death of the Moth* and *Other Essays*

To all teachers

who have the courage and power to change themselves

and make a change in their students’ lives...

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CHAPTER I

INTRODUCTION

This chapter is comprised of four parts: In the first part, background information to the study is provided in order to draw a theoretical frame for the study. In part two, the context of the study is given to help the readers familiarize themselves with the current situation since it has a major role in gaining an in-depth understanding of what this study aims to reveal. In part three, the purposes of the study and research questions are explained respectively to justify the need for the study. Finally, the last part displays the significance of the study.

1.1 Background to the Study

This thesis work is on how senior student-teachers of an undergraduate dual diploma program describe their professional identities after spending a year in their partner university in the United States of America and taking a course on fieldwork experience as the first part of their practicum while studying at their partner university. This thesis work also tries to shed light on how their practice teaching experiences in Turkey, as the second part of their practicum, reshape their pre-existing identity perceptions and teaching practices.

As Beijaard, Meijer and Verloop (2004) suggest, identity is a concept developed by the individual as a result of the interactions with his or her own environment throughout life. The concept of identity has been investigated in different ways in social sciences, such as philosophy, developmental psychology, and sociology. For instance, philosopher Noonan (2003) studied the problem of personal identity by investigating the relation between the nature of 'self' and the 'body' from a more biological perspective. On the other hand, sociologists Bernstein and Olsen (2009)

examined identity deployment as a concept under the influence of ethnic, nationalist, and indigenous movements, but they also expanded this theory with the theory that emotional displays, music and ritual are the facilitators of identity deployment. Finally, developmental psychologists Bosma and Kunnen (2001) indicated in their study that familial interactions have an impact on the initial status of identity development. They suggested that positive outcomes from family make positive contributions to identity formation, while negative outcomes produce developmental crises. Although identity is defined and perceived in various ways by social sciences, the common idea is that identity construction is a dynamic and ongoing process in which an individual makes interpretations about himself or herself as a unique person in a specific context (Gee, Allen, and Clinton, 2001). Several researchers have drawn attention to the definition of identity in order to explain relevant concepts like 'self', 'belief' and 'self-image'. Psychologist Erikson (1994) and Sociologist Mead (2009) are the prominent authors who tried to explain the concept of identity comprehensively. In Erikson's studies, identity is defined as a changing understanding of self-perception by virtue of biological and psychological maturation. The relation between the construction of identity and society is also discussed in Mead's studies in detail. According to Mead (2009), one's own concept of self is constructed through social interactions. Although this concept of self is an organized representation of one's attitudes, perceptions, and beliefs about himself or herself (McCormick and Pressley, 1997), the 'self' emerges in a society; therefore, it is crucial to understand the society in which self is acting and to keep in mind that self always interacts with other selves (Stryker, 1980). Although self and society have a reciprocal relationship, an individual defines his or her own self in a subjective and hypothetical way, which is a feeling of absolute reality (Purkey, 1970). In the light of these ideas, it is crystal clear that understanding an individual's or a group of people's beliefs and attitudes is an important component of making sense of the society in which they exist.

Since the self is constructed through social interactions, the idea that 'self reflects the society' (Stryker, 1980) implies the complex nature of one's self. In parallel with this idea, "there are as many different selves as there are different positions that one holds in society and thus different groups who respond to the self" (Stets and Burke, 2003,

p.8). These different selves that an individual holds can be defined as different 'identities' which organize the overall self in relation to the different aspects of the social structure. An individual holds various identities as "internalized positional designation" (Stryker, 1980, p.60) for each role assigned to him or her in the society. Identities are constructed as a result of ascribing meanings to roles that one possesses. Therefore, the question of "Who am I at this moment?" accompanies all the actions an individual performs. This question is an attempt to find "meanings which are the *content* of identities" (Stets and Burke, 2003, p.8). A visual representation of the emergence of 'self' can be summarized in the figure below:

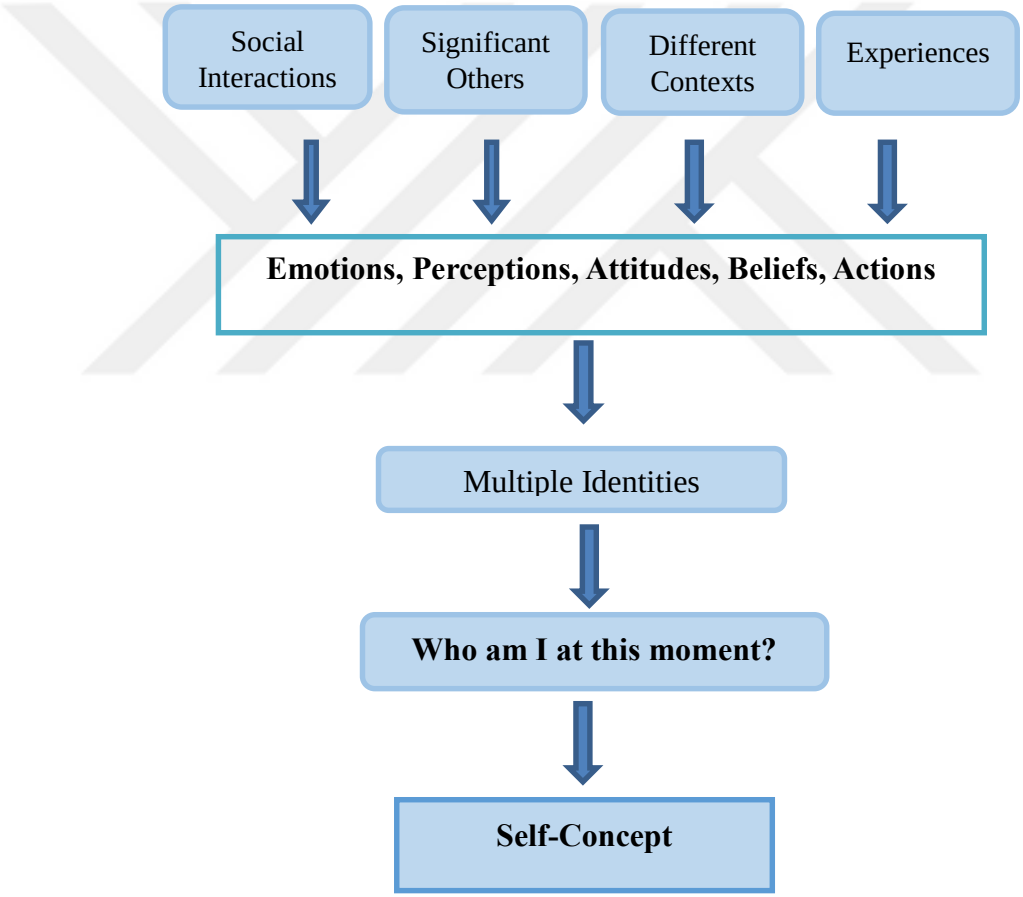


Figure 1: The formation of the self-concept

As it is mentioned before, sociologists and psychologists suggest that an individual always acts within a context of social structure, interacting with other selves (Stryker,

1980). Because there are different types of social interaction emerging among individuals, each identity is related to a corresponding counter-identity (Burke, 1980). For instance, an employee's colleague identity is perceived in relation to other employees' colleague identities or the teacher identity is constructed in conjunction with significant others' identities, such as students, parents, teaching and administrative staff.

Since constructing an identity is the interpretation of an occupant role that an individual possesses, the meanings and expectations are associated with this role and its performance (Stets and Burke, 2000). Therefore, one's expectations, associating with his or her own role identity, differ from the others' expectations, since each human being has "the character and the role (our emphasis) that an individual devises for himself as an occupant of a particular social position" (McCall and Simmons, 1978, p. 65). This implies the "idiosyncratic" (McCall and Simmons, 1978, p. 68) nature of the identity; that is, the identity is related to one's expectations and perceptions that are tied to different social positions. Moreover, McCall and Simmons (1978) point out that the idiosyncratic nature of identity varies across people and also across various identities for any one person. In this regard, it is clear that "identity relates to the unique interpretations individuals bring to their roles" (Stets and Burke, 2003, p.11).

As aforementioned, the concept of identity is defined and discussed in various ways in the literature. Similarly, the concept of professional identity is also used in different ways in the field of teaching and teacher education. Pennington (2002) states that there are two main orientations adopted by researchers in the studies focusing on teachers' identity formation: perspectives on teachers' social identity which is originated from social psychology, and perspectives on teachers' professional identity which is derived from the literature on teacher education. Teachers' professional identity, the main theme of this thesis, is defined in various ways in the literature. One of the concise definitions about this concept given by Sachs (2005) is as follows:

> Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is imposed; rather it is negotiated through experience and the sense that is made of that experience (p.15).

In the last decade, teachers' professional identity formation has come into prominence in order to understand what teachers personally desire and what they find in the reality. Therefore, professional identity, which is a multifaceted concept, including social, psychological and cultural factors, has been studied as a separate research domain. Kompf, Bond, Dworet, and Boak (1996) argue that teachers' professional identity has rarely been explored, mainly because of the vagueness in its definition. From the identity perspective, Connely and Clandinin (1999) emphasize that identities are 'stories to live by' and classrooms are the places where teachers' and students' lives meet. Similarly, Bullough (1997) suggests that teachers may discover their professional identities through storytelling, which enables them to make sense of the teaching profession and reflect on their teaching practices. According to him, storytelling may also reshape teachers' professional identities, since "through storytelling, personal beliefs become explicit, and in being made explicit they can be changed" (p.19). Looking identity construction from student teachers' perspective, Knowles (1992) argues that student teachers have ideal images of teachers and teaching profession while studying at teacher education programs which is of vital importance to construct a positive image of 'self' as professional teachers. Within this stance, according to Goodson and Cole (1994), teachers' professional identities are connected with significant others and situations they encounter within the profession. Therefore, constructing the professional identity is a dynamic process of personal and contextual interpretation. Goodson and Cole (1994) explain teachers' professional identity construction as a process under the influence of many factors by saying "We consider teachers as persons and professionals whose lives and work are influenced and made meaningful by factors and conditions inside and outside the classroom and school" (p.88).

The influencing factors of teachers' professional identity can be represented as below:

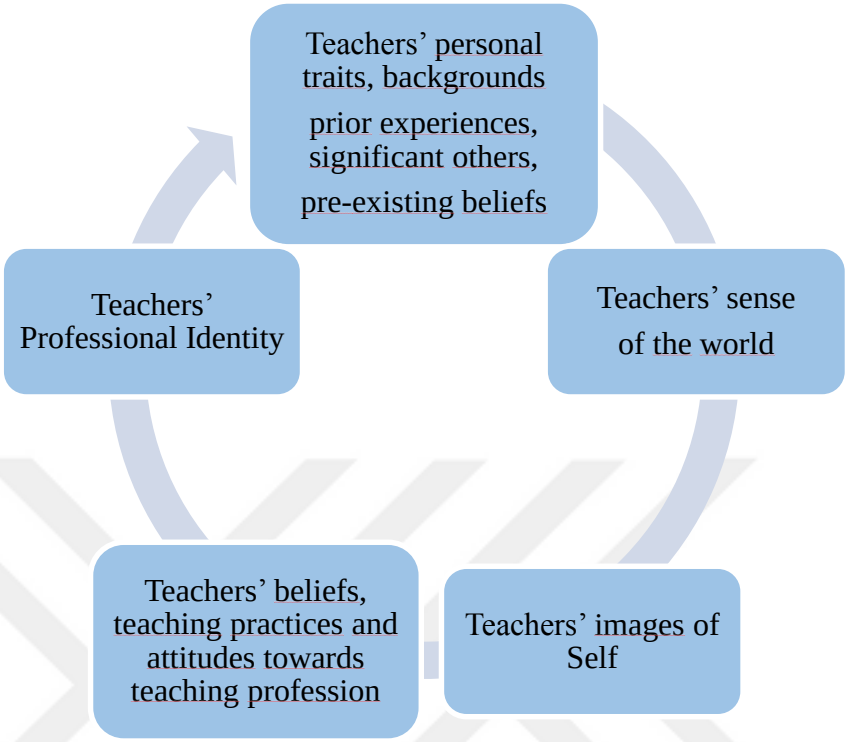


Figure 2: The influencing factors of teachers' professional identity

From this perspective, it was discussed in these studies that professional identity is related to teachers' images of self. These images certainly affect teachers' attitudes toward the teaching profession and the way they develop teaching practices. In other words, teachers' sense of the world underpins their beliefs and attitudes toward the teaching profession. Personal stories come to light through narrative reasoning that provides the underlying reasons and meanings of actions mostly in a chronological order. That is why; their personal stories and narrations play a central role in order to understand the process of teachers' professional identity construction. As Van Manen (1994) states:

> Personal identity can be brought to self-awareness through narrative self-reflection. Self-knowledge not only assumes that one can establish one's own personal identity by means of stories, but also assumes that one can be accountable narratively for how one has developed as a person – for how one has become what one has become… Self-knowledge is related to the search for

> one's own life story. Thus, by engaging in such narrative 'theorizing' teachers may further discover and shape their pedagogical identity, and through such stories they can give accounts of the way have developed over time into the kind of persons they are now (p. 159).

As teaching is not a mere matter of transferring knowledge to students through contextualized skills, but a dynamic process in which one's past, present and future are positioned, learning to teach is the process of becoming a teacher as a reflective practitioner. In this respect, a teacher is far beyond than a person who sufficiently knows content and pedagogy. Teachers' professional identity is not a stable entity, but a dynamic and ongoing process under the influence of teachers' personal traits, background, prior experiences, significant others, personal practical knowledge and pre-existing beliefs. As Tickle (2000) suggests, teachers' prior experiences as both teachers and learners, and their personal backgrounds are of vital importance for how teachers themselves perceive their professional identity and the teaching profession itself.

Although the studies on the formation of teachers' professional identity tell teacher educators and mentors a lot, the studies on student teachers' identity construction are also conceived as important constituents of teachers' professional identity formation. These studies are crucial in order to better understand student teachers' circumstances and identify the problems they encounter before entering the profession. About the importance of examining student teachers' identity construction process, Bullough (1997) states:

> Teacher identity -what beginning teachers believe about teaching and learning as self-as -teacher- is of vital concern to teacher education; it is the basis for meaning making and decision- making. (...) Teacher education must begin, then, by exploring the teaching self (p.21).

Being a student teacher means having pre-existing beliefs of what it means to be a teacher, which has developed as a result of their former experiences gained in educational contexts as learners and teachers, and of their personal experiences outside

education. Chong (2011) and Alsup (2006) discuss the idea that 'dissonances' occur when there is a clash between student teachers' idealized images of the teaching profession and the reality that they confront after becoming professionals. 'Dissonance' is also explored by Meijer, de Graaf, and Meirink (2011), but from a different perspective. They explore in their study why student teachers stay in teaching even after experiencing 'practice shock', which is a professional and emotional challenge for novice teachers. In their study, they investigate student teachers' views of their first year of teaching by questioning how they perceive their development, their experiences constructing that development, and the ways in which they cope with the tensions they confront with. The results reveal that most of the student teachers perceive their own development as a dynamic process of rises and falls enabling transformation in professional identity. In that sense, it would be beneficial to mention Jack Mezirow's (1978; 1991; 1997) transformative learning theory. Mezirow (1978) asserts that there are four phases of learning, which adult learners go through in their lives. The first one, he suggests, is learning how to do something. The second one is learning about the way something works, its relations to others, and the ways those pieces fit together. A third phase is completed with learning what others expect of me, how to anticipate their reactions and how to cope with their tacit assumptions.

The last stage is learning to form an ever-developing concept of myself as a self with certain values and beliefs. Mezirow suggested the fifth phase as learning how to form a self-story through interpreting one's own past experiences and anticipating how his/her life will turn out. He defines this phase as 'transformative learning', which is "learning how we are caught in our own history and are reliving it" and "becoming aware of hitherto unquestioned cultural myths which we have internalized" (1978, p. 101). According to his theory, the source of transformative learning is the way "we learn to become critically aware of the cultural and psychological assumptions that have influenced the way we see ourselves and our relationships and the way we pattern our lives" (1978, p.101). Transformative learning theory puts forward that one's meaning perspectives, which means his/her overall world-view, attitudes, beliefs and emotional reactions, naturally change and evolve under the influence of life experiences, especially those which cause emotional changes and dilemmas. Mezirow

(1991) explains how perspective transformation is experienced as "becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and, finally, making choices or otherwise acting upon these new understandings" (p.167).

In Mezirow's theory, meaning perspectives are mostly acquired during childhood and they are the sources of changes as a result of adulthood experiences. Thus, an adult makes use of these meaning perspectives in order to interpret his/her life experiences. From the perspective of students' transformational learning, Mezirow (1997) suggests that there are several ways to foster transformative learning, such as journal writing, storytelling, role-playing, using metaphors, developing the habit of critical self-reflection, reflective thinking, and conducting case studies. In the light of this perspective, transformative learning can be defined in relation to the concept of identity in terms of the understating that identity is constructed through meaning perspectives, habits, and attitudes, but also through the cognitive, emotional, and the social integration of these elements (Illeris, 2014). In that sense, the complex nature of identity depends on the changes, which a self goes through. So, identity development is "an advanced kind of trial-and-error learning in which a lot of more or less diffuse drafts of behavior and understanding are tried out, gradually adjusted and often rejected again, whereupon new trials are constructed" (Illeris, 2014, p. 159). Thus, transformative learning plays a crucial role in identity development and adults' self-awareness on various constituents of identity through unstable trials, but also consistent contemplations on their own behaviors and experiences.

As reflective thinking is one of the means to experience transformative learning (Mezirow, 1997), Lee (2005) suggests in his study that student teachers' reflective thinking ability is empowered during fieldwork experiences. According to Lee (2005), in a reflective teacher education program, fieldwork experiences help student teachers develop self-awareness, which makes them be able to challenge themselves in order to have a better teaching performance. Lee (2005) also emphasizes the importance of

raising reflective teachers by saying, “The central goal of reflective teacher education is to develop teachers' reasoning about why they employ certain instructional strategies and how they can improve their teaching to have a positive effect on students” (p.699).

Within the stance of being a ‘professional’, Lamote and Engels (2010) use the term ‘extended professional’ for the teachers who integrate subject knowledge with creativity, innovation and collaboration. In addition, these teachers look for challenges for themselves and their students to foster positive changes in schools. As mentioned before, professional identity construction is a process affected by various factors, such as teachers’ personal identities, subject knowledge and significant others. In this context, Sugrue (1997) states that there is a need for teachers to be active in the process of professional identity formation. According to him, every teacher experiences a unique process involving self-awareness of the approaches and ways of doing things as a teacher. He adds that during this process teachers develop their own theories, which are shaped by immediate family, significant others, apprenticeship of observation, atypical teaching episodes, policy context and cultural archetypes. From this point of view, it is clear that forming the self as student teacher is a complex and multi-layered process since a student teacher could identify himself/herself as having several group identities such as a student of a mentor teacher or a supervisor, teacher, parent, social committee member, part-time staff member, and member of an ethnic group (Friesen and Besley, 2013). In this context, Vignoles, Schwartz, and Luyckx (2011) suggest that multiple identities experienced by student teachers interact and overlap gradually during the formation of their professional identities.

Student teachers are open to undergo a shift in identity during the process of 'becoming' a teacher since they experience classroom realities and have interactions with school, parents and their future colleagues. Examining student teachers' experiences are significant for educational researchers due to the fact that identity cannot be taught or acquired because it is innate and the only source of change is experience (Oruç, 2013). According to Ten Dam and Blom (2006), teachers start to construct their professional identities during the practicum by experiencing educational contexts and their realities.

Contextual factors strongly determine student teachers' identity formation process due to the fact that each school placement differs significantly with their own dynamics. The emotional experiences in the practicum school, power relations between the mentor teacher and student teacher, responsibilities given to the student teacher on curriculum development and classroom management, relationships between the student teacher and significant others, all play a part in the construction of self and professional identity. Supporting student teachers to construct a robust professional identity is crucial to help them increase self-awareness about the demands of teaching profession and the nature of being a teacher. In a study conducted by Volkmann and Anderson (1998) with one beginning science teacher, it was found that the teacher was confronted with serious teaching dilemmas, such as feeling like a student versus having an intention in acting like a real teacher, caring for students versus wanting to be tough, and feeling to be incompetent in subject knowledge versus the desire to be an expert.

Similarly, in his study, Cattley (2007) found that student teachers suffer from time-management, teamwork, student engagement on learning tasks, balancing the workload of the teacher role with relaxation activities during their practicum. These bitter experiences may affect student teachers' perceptions on teaching profession and their final decision on choosing teaching as a career or not after their graduation. Therefore, conceptualizing the support that student teachers need is crucial to enable them to overcome obstacles after starting to pursue teaching as a career. Thus, if student teachers are encouraged at the very beginning of their practicum to reflect upon their personal beliefs, perceptions on teaching and life-course experiences, the practicum can facilitate the self-awareness process leading to a professional identity.

Based on the literature about the effect of practicum experiences on student teachers' professional identity formation, the studies on international fieldwork experiences for student teachers lead to deeper understanding on the issue. Attending international fieldwork experiences is an opportunity for a student teacher to challenge his or her pre-existing conceptions of culturally different others and examine personal and

professional beliefs in-depth. A study conducted by Pence and Macgillivray (2008) demonstrates that international fieldwork experiences enhance the personal growth and cross-cultural competency of student teachers. In a similar study, Willard-Holt (2001) found that engagement with other cultures provides teachers an expanded worldview and transforms them into a more flexible and compassionate professional. International fieldwork experiences make student teachers 'less prone to prejudge students based on cultural background, linguistic differences, or even learning disability' (Willard-Holt, 2001, p.515).

In the last five decades, various institutions and committees, especially in the USA, have offered international fieldwork experiences. Baker and Giacchino-Baker (2000) state that Fulbright Programme and the Peace Corps are the prominent programs, which are the 'spirit of internationalism that inspired many American universities to encourage study abroad during the 1970s' (p.4). In the 1990s, the American Association of Colleges of Teacher Education provided the great availability of teacher education fieldwork experiences, which is “a way of preparing teachers to understand diversity” (p. 4). According to Villegas and Lucas (2002), fieldwork experiences “offer prospective teachers their only opportunity to build a contextualized understanding of culturally responsive teaching by getting them out of the university classroom and into schools and communities” (p.137). The aim here is providing student teachers a context in which they may have opportunities to work with various cultural groups and 'become more knowledgeable of and sensitive to values, lifestyles, and cultures other than their own' (p.137). Furthermore, having an international fieldwork experience enables student teachers to undergo a shift in their pre-existing beliefs on being and becoming a teacher since such experiences challenge students' former ideas about different educational contexts, school types, personal worldview, professional changes and teaching practices. International fieldwork experiences provide teacher candidates to think critically about their own professional identity by challenging them 'to go beyond their own perspectives' (Villegas and Lucas, 2002, p.137). In the same study, the researchers draw attention to the importance of the student teachers' international fieldwork experience opportunities by defining those prospective teachers as “who have high degrees of socio-cultural consciousness and affirming attitudes toward

diverse students, are actively engaged in working toward equity and social justice, and practice culturally responsive teaching in their own classrooms" (p.148).

From a different perspective, Smith's (2013) study reveals both positive and negative impacts of study abroad programs. According to her, positive features of study abroad programs are having opportunities to travel, learning new languages, experiencing different cultures, expanding world -views, and creating future job opportunities. On the other hand, the study highlights the negative aspects of these programs, such as unequal opportunities for certain ethnic groups, financial costs, culture shock, separation from family, friends and significant others, and language barriers. Nilsson, Berkel, Flores, and Lucas (2004) suggest that language barriers have a strong negative impact on students who are trying to get into the new culture and a new educational context. They note that this is because of the lack of language that leads to difficulties in following lectures and participating in classroom discussions. Although these studies imply the underlying reasons of negative impacts of study abroad programs, these reasons may vary from one attendant to other as Coleman (2004) underlines:

> In each individual case, biographical, affective, cognitive and circumstantial variables come into play, with students' previous language learning and aptitude impacted upon by their motivation, attitudes, anxiety, learning style and strategies, as well as by unpredictable elements such as location, type of accommodation, and degree of contact with native speakers (p.583).

By looking at these claims, it is clear that international fieldwork experiences and study abroad programs are crucial to provide student teachers to increase self-confidence, respect for differences, and personal and professional growth. On the other hand, they may bring forth certain negative impacts, including culture shock, financial problems, language barriers, and emotional emptiness.

1.2 Context of the Study

Some information about the current situation of the context in which the research idea appeared will be presented in this section, since it is crucial to provide readers a basis for understanding the study thoroughly. Therefore, in this section, the Council of Higher Education (CHE)'s Undergraduate Curriculum for the ELT Departments, Pre-service English Language Teacher Education at METU, the SUNY-YÖK Dual Diploma Program and METU-SUNY Teaching English as a Foreign Language (TEFL) Program are introduced respectively.

1.2.1 English Language Teacher Education Programs in Turkey

After the establishment of the Turkish Republic in 1923, one of the most radical transformations took place in the field of education and teacher education. In 1923, only 20 teacher education schools existed throughout the country and they had important problems regarding budget, teacher shortages, and so on. However, the government had been seeking solutions to these serious concerns, and in 1926 a new regulation was put into effect by planning to establish two kinds of teacher education institutions for different areas. These schools were split into Primary Teacher Schools for urban and Village Teacher Schools for rural. However, they were closed four years later, and in 1940 "Village Institutes" were introduced into the Turkish education system, which was a substantial turning point. These schools were established in order to educate teachers who were equipped with necessary skills to live in village and to take the lead in improving agriculture and increasing literacy in different regions of the country. However, in 1954, these institutes were closed with a new regulation requiring the unification of Village Institutes as Primary Teacher Schools (Baltacıoğlu, 1942).

In 1973, another radical change was made with an enactment of "Basic Law for National Education", which made it obligatory to obtain a higher education degree for those who intended to become a teacher. In addition, Teacher Training High Schools were transferred to Education Institutes requiring a two-year study of training and the graduates of these institutes were employed as classroom teachers. In 1981, the Council of Higher Education (CHE) took control of the Education Institutes and transferred them to Faculties of Education (Gürşimsek, Kaptan and Erkan, 1997). Today, there are 196 universities and 75 faculties of education in Turkey (Safran, Kan, Üstündağ, Birbudak, and Yıldırım, 2014). The training of pre-primary, primary, and secondary and high school teachers in those faculties of education lasts four years of undergraduate study. In Turkey, CHE designs its own curriculum and forwards it to all Faculties of Education for implementation. CHE issues different curricula for each of the undergraduate programs under faculties of education. Although departments are entitled to make certain modifications for the purpose of improving the curriculum, there are compulsory courses that all departments under faculties of education are supposed to offer. Therefore, undergraduate students of English language teaching are obliged to take these compulsory courses as well. For all the departments at faculties of education, the compulsory courses offered by CHE are listed as follows:

Table 1: Compulsory courses for all departments at Faculty of Education

Courses	
General Education Courses	**Practicum Courses (Specialization)**
Introduction to Educational Sciences Educational Psychology Instructional Methods and Applications Measurement and Evaluation Special Instructional Methods Classroom Management Guidance	School Experience Practice Teaching

In Turkey, the admission requirement for the English Language Teacher Education program is to take two nation-wide standardized exams: Undergraduate Placement Examination (YGS) and a specific language proficiency exam (LYS-5). When the candidates pass these exams, they are placed at different departments according to their exam scores and preferences. In the Turkish Pre-service English Language Teacher Education Curriculum, there are 141 hours for theory-based courses and 32 hours for practice-based courses (YÖK, 2015). Council of Higher Education prepared a curriculum and divided all courses into three main groups, and distributed the curriculum to all English Language Teaching undergraduate programs. The course groups available in CHE website are presented in Table 2 below:

Table 2: The three course groups in CHE's English language teacher education program

Subject Knowledge	General Pedagogical Knowledge	General Culture
*Contextual Grammar *Advanced Reading & Writing *Listening &Pronunciation *Oral Communication Skills *Lexical Competence *English Literature *Linguistics *Approaches to ELT *Translation *Language Acquisition *ELT Methodology *Teaching English to Young Learners *Teaching Language Skills *English Language Testing & Evaluation *Materials Adaptation & Development *Second Foreign Language	*Introduction to Educational Sciences *Educational Psychology *Instructional Principles & Methods *Guidance *School Experience *Practice Teaching *Classroom Management *Instructional Technology & Material Development *Turkish Educational System & School Management	*Community Service *Turkish: Written Expression & Oral Expression *History of the Turkish Revolution *History of Turkish Education *Drama Analysis *Introduction to Information Technologies & Applications *Research Methods

Regarding the practice-based courses, student teachers observe professional teachers and students in a real classroom environment. School Experience course is offered in the seventh semester and student teachers continue Practice Teaching course offered in the eighth semester. All the English language teacher candidates are required to take an active role in teaching in those courses, and they are supervised by their assigned mentor teachers at the cooperating schools.

1.2.2 Pre-service English Language Teacher Education at METU

The Department of Foreign Language Education (FLE) at METU offers a B.A. Program in English Language Teaching. The department was founded in 1982 Fall to educate prospective teachers by providing a solid foundation in the English language, English literature, methodology, educational sciences, and linguistics in order to make them teachers of English in primary, secondary and tertiary level educational institutions. From 1982 to 1998, the Department gradually improved its undergraduate curriculum taking into consideration the latest developments in the field. CHE designed its own curriculum and distributed it to all Faculties of Education for the 1983-84 academic year. The FLE Department at METU adapted the CHE's undergraduate curriculum, by adding a number of literature courses to its own curriculum. In 1998, the curriculum underwent a change again according to the new pre-service teacher education program, which was developed by CHE. However, the Department has made certain changes with the aim of improving the curriculum while following the basic framework of the CHE's curriculum (METU FLE, 2011).

METU FLE curriculum includes both compulsory and elective courses offered not only by the Department of Foreign Language Education (FLE) but also by the Departments of Educational Sciences (EDS), Computer Education and Instructional Technology (CEIT), History (HIST) and Turkish Language (TURK). METU FLE also includes non-departmental electives to provide FLE students an opportunity to take interdisciplinary courses at least 1 semester (METU, 2015). METU FLE curriculum is

comprised of courses such as English language skills, methodology, materials adaptation and development, educational sciences, translation, English literature and linguistics courses. In the curriculum, linguistics and literature courses constitute an essential part of the pre-service teacher education. Apart from these courses, the curriculum includes two compulsory practicum courses: FLE 425 School Experience and FLE 404 Practice Teaching. METU Academic Catalog (2015) describes that FLE 425 School Experience course aims "to prepare student teachers for full teaching practice, giving them a structured introduction to teaching, helping them to acquire teaching competencies and developing teaching skills" (p. 454). In METU FLE, FLE 425 School Experience includes observation and application tasks carried out in a primary or secondary school under the supervision of a cooperating teacher. These tasks are comprised of practicing questioning skills, effective use of textbooks, lesson planning, classroom management and preparing worksheets. After completing FLE 425 School Experience, METU FLE students are obliged to take FLE 404 Practice Teaching, which is the final step before graduation. In the same catalog, this course is described as "consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision, critically analyzing the previously acquired teaching related knowledge and skills through further reading, research and in class activities in order to develop a professional view of the ELT field" (METU, 2015, p. 453). The senior year experience is comprised of practice teaching, but it also engages students in in-class discussions, writing reflection journals and preparing teaching portfolios at the university.

1.2.3 SUNY-YÖK Dual Diploma Programs

A dual diploma program (DDP) is an undergraduate program in which students spend one or two years of their undergraduate education at a campus of the State University of New York (SUNY), USA and spend the rest in partner Turkish universities. After Turkish students complete the nation-wide university exams (YGS-LYS) and achieve a minimum score to enroll dual diploma programs, they can prefer one of the DDP listed in ÖSYM's (Student Selection and Placement Center) booklet. In 2000, the

program was designed and partnerships were initiated. Three years later, in 2003, the formal agreement to enroll students in the dual diploma programs was signed by CHE and SUNY. According to SUNY (2011a), in 2003-04 academic year, 3895 students applied to the program for 305 available seats. The program became very prestigious in the following years having 1200 students enrolled in 24 different programs. There were a total of 483 graduates of the DDP by 2010. In Turkey, Anadolu University, Bilkent University, Dokuz Eylül University, Istanbul Technical University, Işık University, Izmir University of Economics, and Middle East Technical University have agreement to enroll students in the dual diploma programs including Biology, Business Administration, Chemistry, Civil Engineering, Computer Engineering, Culinary Arts, Economics, Fashion Design, Global and International Affairs, Information Systems Engineering, International Relations, Marine Technology Management Engineering, Marine Transportation Management Engineering, Psychology, Public Relations, Sociology, Software Engineering, Teaching English to Speakers of Other Languages (TESOL), and Textile Development and Marketing. Students who enroll in a DDP spend a part of their undergraduate education at a university under the SUNY system including University at Albany, SUNY Empire State College, SUNY New Paltz, Binghamton University, University at Buffalo, SUNY Fredonia, SUNY Cobleskill, SUNY Cortland, Fashion Institute of Technology, SUNY Maritime College and SUNY Brockport depending on their academic fields (SUNY, 2011a). Işık University- SUNY Brockport Software Engineering Dual Diploma Program, Bilkent University- Binghamton University Global and International Affairs Dual Diploma Program, and Istanbul Technical University- SUNY New Paltz Economics Dual Diploma Program are no longer accepting new students. Therefore, Işık University and Bilkent University will no longer take part in SUNY partnership, while Istanbul Technical University will continue its partnership with the rest of seven undergraduate programs. As of Summer 2015, there are a total of 1837 graduates of 32 current SUNY-YÖK dual diploma programs (SUNY, 2016).

Since students study in two different cultures, DDP "offers students a highly unique experience and prepares them for the increasingly global world" (SUNY, 2011a). Students completing two educational programs successfully receive a diploma from a

distinguished American university and a distinguished Turkish university simultaneously. Thanks to DDP, students develop their language skills as they live and study on a campus in the United States. The program prepares students to function effectively in an international area. DDP is an academically intensive program, since students must meet the academic requirements of both the Turkish university and the SUNY campus to complete their undergraduate degree and receive a dual diploma (New Paltz SUNY, 2015a). All SUNY programs have been being approved and recognized by the Turkish Council of Higher Education since 2003 (SUNY, 2011a). In this program, students spend their freshman and junior years at the Turkish universities, and sophomore and senior years at one of the SUNY campuses. However, this pattern may differ in certain programs depending on the needs of the academic field. For instance, students enrolled in the Dual Diploma Program in Liberal Studies spend only the third year in the SUNY campus. None of the DDPs follow a traditional 2+2 pattern. Students completing DDP at the end of their senior year in the United States may be eligible for Optional Practical Training (OPT) for up to one year, which may provide them with a long-term multi-cultural experience before starting their career. Before beginning the regular coursework, all DDP students are supposed to prove their language proficiency with an international English language proficiency exam, such as TOEFL IBT or IELTS. Each SUNY campus and program has its own admission requirements. Therefore, TOEFL and IELTS scores vary from one campus to another (SUNY, 2015a). DDP is a fee-paying program and payments are made in Turkish Liras while studying at a Turkish university and in US Dollars while studying in the United States (SUNY, 2011b). However, nearly all of the dual diploma programs have at least one half-fee merit scholarship available each year. Each scholarship can be found in the annual ÖSYM booklet (SUNY, 2015b). In addition to this scholarship, various scholarships are available for outstanding DDP students during their undergraduate education.

1.2.4 METU-SUNY New Paltz Dual Diploma Program in Liberal Studies and English Language Teaching

METU FLE Department in collaboration with the State University of New York at New Paltz is offering a dual diploma undergraduate program in Teaching English as a Foreign Language (TEFL) and Liberal Studies. The four-year program in TEFL-Liberal Studies includes full-time enrolment for six semesters at METU, and two semesters and two summer terms at SUNY- New Paltz. While students spend their first, second and fourth years at METU, third year students study at SUNY-New Paltz campus, where they also attend two summer sessions. The program is comprised of compulsory courses related to English language teaching profession, and elective courses in psychology, sociology, philosophy, linguistics and literature. After the students meet all the requirements at both institutions, they are awarded Bachelor of Arts in English Language Teaching at METU and Bachelor of Arts in Liberal Studies at SUNY New-Paltz. According to METU (2015), the curriculum offers compulsory courses to help students develop strategies, do research, combine theory and practice, and elective courses to provide students new perspectives and new horizons enriched by Liberal Studies program (p. 491). Therefore, the program is a great opportunity to gain an understanding of cross-cultural characteristics of our world by being a student in Turkey and in the United States.

As it is mentioned on METU (2011), to be a student at SUNY campus, students must have 79 on TOEFL IBT or 6.5 on the IELTS. In terms of academic requirements, all students must have a 2.0 minimum CGPA to be able to take new courses. Students who have failed more than three courses and taken less than four courses from their second year classes at METU are not eligible to study at SUNY-New Paltz campus. DDP follows 2+2 pattern at New Paltz; that is, students in the dual diploma TEFL program must spend two full semesters and two summer sessions at New Paltz.

For those who do not meet TOEFL or IELTS criteria may take English Language classes at the Haggerty English Language Program at New Paltz, but this session is not

included in the obligatory 2+2 semesters on campus. Students have the right to drop or withdraw from classes at SUNY New Paltz; however, they cannot retake these classes at METU. After completing all of the courses at SUNY New Paltz with CGPA of 2.0, DDP students return to METU in order to study their fourth year. However, students failing two courses at New Paltz and having minimum CGPA of 2.5 can take these two courses at METU, if the courses are not Liberal Studies courses, but education or general education courses. Students who have a minimum CGPA of 2.0 at New Paltz and have completed all of the requirements from both universities graduate from Bachelor of Arts in English Language Teaching in METU and Bachelor of Arts in Liberal Studies in SUNY New-Paltz simultaneously.

METU-Liberal Studies TEFL Curriculum reflects a rigorous undergraduate degree program including courses on educational sciences, liberal studies, fundamentals of teaching, and literature (New Paltz SUNY, 2015d). DDP students are required to take courses from the METU TEFL curriculum in their first and second years (Please see Appendix A for the curriculum). In their third year, they spend their fifth and sixth semesters at New Paltz including additional two summer terms of five weeks each. According to the curriculum designed and offered by New Paltz SUNY (2015d), in the first summer session, they are required to take two courses; Human Development (EDS 367) and General Education: Art. After the summer session, Teaching and Learning in the Digital Environment (SED 356), Syntax, Phonetics, and Lexicon-I, General Education: Mathematics, and three Major Courses are offered to DDP students for the Fall semester. In Spring semester, students are supposed to take Introduction to Curriculum and Assessment (SED 453), Teaching and Assessing ESL in Content Area (SED 393), Syntax, Phonetics, and Lexicon-II, and three Major courses to complete the academic year. To fulfill the requirements of the Liberal Studies major at New Paltz, students must choose six courses from the Liberal Studies curriculum prepared for DDP. These six courses are indicated as 'Major courses' in the program. The curriculum includes two categories: Language and Literature, and U.S. Society and Culture. Students must take at least two courses from each category, and one of these courses must be chosen among these three 'WEST' courses: ENG 210 Great Books, PHI120 Introduction to Philosophy Classics, PHI211 Ancient Greek Philosophy. In

addition, students must choose at least one Writing Intensive (WI) course before completing the academic year. In addition, students must attend 'Field Work' (SED 353) course in the spring semester, which provides them a pre-student teaching experience (Please see Appendix B for the course list).

As their last academic term in New Paltz, DDP students attend a final summer session and take Sociological and Philosophical Foundations of Education (EDS 340) and General Education: Natural Sciences in order to complete their academic life at New Paltz. After completing Liberal Studies program in SUNY New Paltz, students return METU to complete their final year as 'student teachers'. The fourth year is comprised of ELT and educational sciences courses while students must take an intensive Practice Teaching course (TEFL 490) in their final semester (Please see Appendix C for course outline).

The nature of these courses indicates that DDP students get the opportunity to deepen their knowledge of English, literature, and culture by being students in two countries. Thus, students living and studying in the United States of America gain an invaluable experience for their future teaching career as prospective English language teachers. Studying English language in-depth and learning strategies on the planning and evaluation of second language instruction may provide DDP graduates with benefits of being learners and teachers in a native English environment.

1.2.4.1 Fieldwork Program at SUNY-New Paltz

In SUNY-New Paltz, Fieldwork courses are approved experiences by the university to enable students to strengthen their academic life with real practices in their field of study. As it is stated on New Paltz SUNY (2015b), fieldwork experiences must be approved by the faculty, the departmental chair, and the dean of the college. Each college regulates its own guideline for this experience; thus, students are required to

follow their own departmental guidelines for the Fieldwork experience. The New Paltz School of Education offers three-level fieldwork experiences for the students: Fieldwork Level 1: Orientation to a Secondary School and School District, Fieldwork Level 2: Orientation to a Department and the Teaching of a Particular Discipline, and Fieldwork Level 3: Orientation to a Specific Classroom and Teacher in a Middle School and High School. Each level has its own co-requisite course and content. Curriculum and Assessment (SED 453) is the co-requisite course for Fieldwork Level 1. Students who enroll Fieldwork Level 2 and Level 3 are supposed to take Discipline-Specific Methods & Technology in the Classroom, and Student Teaching Seminar courses as co-requisites respectively (New Paltz SUNY, 2015c).

The New Paltz School of Education designed its curriculum for the "preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society" (New Paltz SUNY, 2010). The mission of the New Paltz School of Education is stated as: "Our work is grounded in the following values and commitments, which we strive to nurture in ourselves as in our candidates: Inquiry and Intellectual growth, Professionalism, Appreciation of human diversity, Advocacy for students and Democratic citizenship" (New Paltz SUNY, 2016). Therefore, the School of Education is designed Fieldwork courses by working with area schools in order to develop partnerships for teacher candidates' pre-student teaching field experiences (Please see Appendix D for the course outline).

According to the aforementioned course outline, teacher candidates spend at least 35 hours at a local secondary school during a minimum of 10 visits. Thanks to these visits, they become acquainted with school settings, cultures, and teaching-related activities. Fieldwork experiences offer student teachers close observations of classroom lessons, spending time with students, teachers and administrators, and engaging in the life of the school. Materials for this course are comprised of an official logbook signed by the student teacher and the educator in the school after each visit, a field journal written

recordings of important events in the field, and fieldwork reports. In the field journal, the course instructor expects to see student teachers' recordings on what they see and how they interpret what they see in the school. Student teachers write what they observed in the left column and what they thought about this observation on the right. In addition, student teachers are supposed to write four reports throughout the semester. Report One is about a 'portrait' of the school including physical description of the school, number of teachers and students, location, the community in which the school is located, the population of the school in terms of cultural diversity, ethnicity, socio-economic conditions and languages. Report Two is about a close observation of time and activities in the school and in the classroom. To write this report, student teachers record the time in every two minutes and describe what is going on at that time. The aim of this report is to observe how well time is used in the classrooms and schools. Report Three gives information about an interview conducted with a teacher or an administrator. Student teachers hold an interview with a teacher or an administrator asking questions about the school and teaching profession. The final report is about classroom management including incidents they observed that surprised, amazed or shocked them. Each report must include at least one paragraph comment or reflection written by the student teacher. There is no assigned textbook for this course. Student teachers are evaluated on a satisfactory / unsatisfactory basis. Those who spend at least 35 hours at the designated fieldwork experience placement and complete all the assignments successfully receive a satisfactory grade. In order to complete the program, student teachers must submit their official logbooks signed by the educator at the school site.

1.2.4.2 Practice Teaching Course at METU TEFL Undergraduate Program

EFL student teachers take this course at METU in order to become familiar with a new school environment through gaining authentic experience at a primary or a secondary school under staff supervision. During this experience, student teachers have the chance to involve in planning lessons, adapting and developing materials, utilizing their lesson plans and materials in a real classroom. In METU Academic Catalog

(2015), the course is introduced as for developing a professional identity and cooperation. In the same catalog, the course description is given as:

> [This course is designed for] consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowledge and skills through further reading, research and in class activities in order to develop a professional view of the ELT field (p.494).

1.3 Purpose of the Study and Research Questions

Freire (1998) defines teaching with these two sentences: “Teaching is not just transferring knowledge” (p.49), and “Teaching is a human act” (p.85). From this point of view, in the last decade, there has been an upward trend in understanding teachers’ professional identity formation as a result of shifting thoughts about the role and image of a 'professional teacher' (Akkerman and Meijer, 2011). As practicum is considered as a learning field where prospective teachers raise the opportunity to bridge theory to practice (Tülüce and Çeçen, 2016), teachers begin to form their professional identities especially during practicum. This is because the practicum plays a significant role in providing prospective teachers “an awareness of their teaching practices, and the personal values and beliefs that underlie them (Gebhard, 2009, p. 251). In this sense, practicum, as a critical period of teacher identity construction, provides prospective teacher transferring knowledge and enhancing new skills in a school context, but also developing an understanding of “who we are and who we think other people are” (Danielewicz, 2001, p.10). Hence, as an ongoing and dynamic process, practicum is of vital importance of constructing professional identities. Although all of the ELT departments in Turkey provide local practicum experiences for their final year students, some (e.g. Anadolu University, Dokuz Eylül University, Istanbul Technical University, Izmir University of Economics, Middle East Technical University, Bilkent University and Işık University) offer DDPs as an opportunity for the students to learn about different cultures, sharing of ideas, deepening worldviews, increasing self-awareness and, developing personal and professional growth. These programs include

an international fieldwork experience course, which is taken outside the country and a practice teaching course, which is offered to the dual diploma program students after they spend a year in the USA and come back to Turkey.

Since a teacher's professional identity formation is reshaped and re-contextualized by his/her various ethnographic experiences in different educational settings (Meyer and Mattaini, 1995), this thesis takes a different perspective to the identity construction of EFL student teachers and aims at investigating their professional identity formation after they spend a year at SUNY New Paltz campus and come back to Turkey. In addition, this study tries to investigate how the practice teaching experiences in Turkey reshape their pre-existing identity perceptions and teaching practices. To achieve these aims, this thesis attempts to find answers to the following research questions:

1. What beliefs do the dual diploma student teachers hold about teacher professional identity before taking the practicum course in Turkey?

2. How do teacher professional identity beliefs of student teachers change in the senior year of their undergraduate education in a dual diploma program?

3. How does TEFL 490 Practice Teaching reshape EFL student teachers' pre-existing beliefs on teacher professional identity?

4. What is the impact of an overseas fieldwork experience on EFL student teachers' teacher professional identity development?

1.4 Significance of the Study

Professional identity has come into prominence in the field of teacher education in the last few decades. By considering professional identity as an important issue, researchers aim to examine the connections between teachers' professional identity and their teaching practices (Loughran, Mitchell, and Mitchell, 2003). The concept of

professional identity needs to be examined by the researchers since teachers' identity construction processes in different contexts shed light on their 'pedagogical-educational sensibilities' (Klaassen, 2002).

Since teachers' professional identity "is no longer interpreted in the traditional sense as a unitary and biologically defined essence, but as a flexible, relational, continuously redefined construct" (Grion and Varisco, 2009, p. 2), teachers are expected to develop various perceptions of their professional roles and to think about the question "Who am I as a teacher?". In this light, an in-depth understanding of student teachers' professional identity construction may reveal significant results for teacher educators and policy makers since teachers' 'sense' of professionalism affect their professional identity throughout their career.

Although the literature on student teachers' professional identity development covers a wide range of significant issues, they mostly seem to focus on their professional identity formation within one context and try to reveal the tensions they encounter during the practicum. Nearly all of the studies aim to define what might shape a robust teacher identity (Gardner, 1995; Antonek, McCormick, and Donato, 1997; Sugrue, 1997; Volkmann and Anderson, 1998), rather than monitoring the process student teachers enter after having experiences in different educational context both as learners and student teachers.

As attending a study abroad program and especially having an international fieldwork experience provide an opportunity for prospective teachers in terms of living in a culturally different environment and study in various educational contexts, such experiences cause changes in their pre-existing beliefs on being a teacher and teaching profession itself (Colwell, Nielsen, Bradley, and Spearman, 2016). So, this study may reveal important results, regarding identity changes that student teachers undergo after experiencing international and local practice teaching contexts. When this aim is taken into account, rather than defining the present circumstances related to student teachers'

professional identity formation, this study offers an in-depth analysis of the senior year students' experiences during the process of becoming a teacher in a Dual Diploma Program through listening to their stories, observing them in different English language teaching related courses and benefiting from their reflective observation journals. Hence, this study seems to be important in terms of shedding light on EFL student teachers' culture and context specific tensions while forming their professional identity. Finally, the implications of this study may raise the awareness of the teacher educators who are responsible for training prospective teachers as professionals. As Beauchamp and Thomas (2009) noted, "gaining a more complete understanding of identity generally and teacher identity in particular could enhance the ways in which teacher education programs are conceived" (p.176). Thus, the more teacher educators know about student teacher identity with its tensions, challenges and changes, the better they can design teacher education programs.

1.5 Limitations of the Study

There are mainly two important limitations in this study. The first limitation is related to the fact that this study was conducted by adopting only a qualitative research design. In order to administer this qualitative case study, data were collected through semi-structured interviews, focus group interviews, document reviews and classroom observations. Even though the data were gathered from multiple sources in order to provide a more in-depth analysis, no statistical analyses were conducted for this study. As Merriam (2009) suggests, small, non-random samples are the characteristics of qualitative studies, while large, random and representative samples are appropriate for quantitative research. In that sense, since this study was designed to inquire a very small group of student teachers' professional identity construction experiences in a dual diploma program, the researcher did not conduct statistical analyses.

The second limitation is related to the fact that the researcher did not conduct any interview with the participants in order to learn their perceptions of teaching profession and to identify their identity before going to the United States. This would provide

valuable insights for the study, but the research idea has appeared after the participants went to the New Paltz. However, the researcher conducted the first interview after the participants returned Turkey and just before they started studying their senior year at METU. This may compensate the second limitation in terms of collecting the first data when their perceptions about their study abroad and fieldwork experiences were fresh and not being under the influence of Turkish context yet.

CHAPTER II

LITERATURE REVIEW

The review of literature for this thesis is divided into four major sections. In the first section, the concepts of professional identity and teachers' professional identity are presented in order to provide the conceptual discussion of the role of self and identity in teachers' work and lives. The second section is based upon the literature regarding the qualitative and quantitative studies on teachers' professional identity formation. Both the relevant literature on novice and student teacher identity is presented in this section. The third section presents a general framework of local teaching practicum and its effects on student teachers' teaching beliefs and professional identity construction. Lastly, the fourth section presents international and cross-cultural experiences that in-service and student teachers involve in. This section focuses on EFL student teachers' experiences, and how their teacher identity is affected by international fieldwork experiences.

2.1 The Concept of Teachers' Professional Identity

Identity, in a more general sense, means "our understanding of who we are and who we think other people are" (Danielewicz, 2001, p.10). In recent years, the importance of identity formation in social contexts and the stages teachers pass through has been debated, and teachers' professional identity formation has emerged as a separate research area (Beijard et al., 2004). Varghese, Morgan, Johnston, and Johnson (2005) state that teachers' professional identity construction process needs to be examined in order to understand their teaching practices and their attitudes towards teaching profession.

According to the researchers in the field of teaching and teacher education, developing professional identity is as crucial as learning teaching methods and strategies (Schepens, Aelterman, and Vlerick, 2009). Therefore, in the literature, identity-related studies mostly focus on the teacher as a 'self'. For instance, recent studies indicate that teachers' professional identity development is closely related to teachers' teaching philosophy and promotes teachers' role as a decision-maker in the classroom (Beijaard, Meijer, and Verloop, 2004). In this sense, teacher educators put teachers' epistemological beliefs, self-awareness and reflection, which are the psychological constructs of the professional identity formation, on their agenda while educating student teachers (Rodgers and Scott, 2008). It is also important to note that student teachers' beliefs of what it means to be a teacher have been shaping through their early experiences as learners and their apprenticeship of observation (Lamote and Engels, 2010).

Despite being one of the most crucial research areas, a large amount of research on this area is inadequate to provide a clear definition of teachers' professional identity (Beijaard et al., 2004). Similarly, according to Beauchamp and Thomas (2009), the vague definition of teachers' professional identity is an outcome of the complex nature of this concept and the multiple perspectives proposed by the scholars in the field of teaching and teacher education. Therefore, it is crucial to note that the researchers conceptualize teachers' professional identity differently as a result of investigating various features of this concept. At that point, Hamman, Gosselin, Romano and Bunuan (2010) contend that the process of teachers' professional identity development needs more comprehensive investigation focusing on teachers' both personal and professional identity construction processes together. In parallel with Hamman et al. (2010), Day, Kington, Stobart, and Sammons (2006) point out that teachers' personal and professional identities are influenced by their lives, prior experiences, beliefs and teaching practices. Since these influencing elements play a crucial role in teachers' sense of self-efficacy, motivation, job satisfaction, commitment and effectiveness, it is essential to investigate the contexts in which these elements are affected and their consequences for practice.

The importance of drawing a theoretical understanding of 'self' in order to develop a better insight into the development of 'self', which may undergo some changes over time, has been debated since the second half of the last century, with the psychoanalytic tradition put forth by Erikson (1959) and Goffman (1959) (Day et al., 2006). While Goffman (1959) states that each person has a number of 'selves' because people's lives are multifaceted, Erikson (1959) takes into account the fact that conflicting forces, such as economic and physical threats, affect people's identities, which are never shaped once and for all. From the teacher education perspective, Kelchtermans and Vandenberghe (1994) indicate that knowledge of 'self' is a key constituent in the way teachers perceive and practice teaching as a profession. Referring specifically to professional identity, Ball and Goodson (1985) note that teachers' experiences in their personal lives are influential on their professional roles.

According to Sleegers and Kelchtermans (1999), teacher identity is influenced by technical and emotional dimensions of teaching profession, such as subject knowledge and classroom management issues, but it is also constructed 'as the result of an interaction between the personal experiences of teachers and the social, cultural, and institutional environment in which they function on a daily basis' (p. 579) (as cited in Day et al., 2006, p. 603). As mentioned in the previous paragraph, personal and professional identities are interconnected because of the fact that teaching profession requires personal contributions by its very nature. As James-Wilson (2001) says:

> The ways in which teachers form their professional identities are influenced by both how they feel about themselves and how they feel about their students. This professional identity helps them to position or situate themselves in relation to their students and to make appropriate and effective adjustments in their practice and their beliefs about, and engagement with, students (p.29).

Parallel to these perspectives, Kelchtermans (1993, pp.449-450) propounds that professional self, as personal self, undergoes a change over time and it has five constituents: self -image, self-esteem, job-motivation, task perception, and future perspective. According to Kelchtermans, self-image indicates how teachers portray themselves via their career vignettes, while self-esteem is the evolution of self as a

teacher under the influence of others' appreciation of how well s/he is teaching or the bitter experiences the teacher has. The third element of Kelchtermans' conceptualization of professional self is job-motivation, what makes teachers choose teaching as a profession and stay in the job. The fourth element of his professional self-understanding is task perception, which determines teachers' idea of which tasks and duties they should complete in order to do the job well. The last element of his conceptualization is future perspectives, which are teachers' expectations about the future of their profession implying the dynamic nature of teachers' selves, as these expectations reflect the active and changing process of teachers' professional self-understanding. Therefore, these five interrelated elements are important for maintaining self-efficacy, remaining in teaching profession, and a passion for teaching (Day, 2004).

In his study, Beijaard (1995) defines identity as 'who or what someone is, the various meanings someone can attach to oneself or the meanings attributed to oneself by others' (p.282). Considering this perspective, in the same study conducted with 28 secondary school teachers in the Netherlands, he finds that there are three main characteristics of secondary school teachers' professional identities: the subject that they teach, the relationship they establish with the pupils and colleagues, and their perceptions about the teaching profession. According to this study, the teachers who had bitter experiences with their students tended to see themselves as inefficient in the organization of school. He also found that students' attitudes and behavior have effects on teachers' 'selves' integrated to their professional identities, being taken into account that these experiences affect their satisfaction, commitment and motivation for teaching.

Beijaard (1995) suggests that teachers remain in their profession 'when they have a good relationship with pupils and when they function well in the school organization' (p.292). As a result, teachers' commitment to teaching is associated with their professional identities, which are influenced by teacher's subject knowledge, relationships with pupils and colleagues, and the school organization (pp.288-289).

In the same years, Cooper and Olson (1996) inquired the personal and professional elements of teachers' identities mostly focusing on cultural, sociological and psychological influences which shape student teachers' identities. They suggested that student teachers' professional identity construction is an ongoing process, which is affected by their personal experiences and interactions with other selves. Cooper and Olson (1996) summarize identity formation as an ever-changing process as follows:

> Identity formation is an ongoing process that involves the interpretation and reinterpretation of our experiences as we live through them- suggesting that focusing on transactive relationships rather than linear models might provide a deeper understanding of the multiple 'I's' of teacher identity… teacher identity is continually being informed, formed, and reformed as individuals develop over time and through interaction with others (p.80).

The effect of tensions between student teachers' personal lives and profession realities on their professional identity construction also requires attention. Therefore, Cooper and Olson (1996) underscored the need for understanding student teachers' own childhood histories, studentship memories, and apprenticeship of observation experiences. They underlined that student teachers' professional identities are shaped by both the present conditions and past experiences. Moreover, Cooper and Olson (1996) also suggested that student teachers have very little control on shaping their professional identities since their identity formation processes are inhibited by the roles assigned to them which "entails suppressing personal voice in favor of an objective and distanced voice" (p.87).

The early years of teaching, which are generally defined as a difficult process for beginning teachers in terms of learning how to teach and dealing with classroom realities, are also a critical time for constructing teacher identity. Farrell (2003) indicated that beginning teachers have to struggle with many personal and structural influences. According to him, structural influences occur in the classrooms and the school organizations, while personal influences are experienced as a result of the interactions between school administrators, pupils, parents and colleagues. Thus, all these influences play an essential role in beginning teachers' identity construction.

Similarly, Reynolds (1996) investigated the relationship between the educational structures and novice teachers' agency, which is suggested by Pyhältö, Pietarinen, and Soini (2014) as 'a capacity that prepares the way for the intentional and responsible management of new learning, both at an individual and community level' (p.307). She indicated that there is a reciprocal relationship between teachers' multiple selves and their identities in their early years. In her longitudinal study conducted via interviews in Canada Reynolds (1996) stated that beginning teachers believed that their aim as a 'good teacher' should survive and be adapted according to prescriptions and duties assigned to them. However, the study showed that their views had changed after three years in terms of questioning their own agency. It was stated in the study that there was a huge gap between the images teachers had in their minds about students, school environment and parents, and the conflicts they experienced about them in these three years. According to Reynolds (1996), the images teachers held previously had changed as a result of personal experiences and the school environment, which influence teachers' personal and professional identities in the early years of teaching.

Similar to Beijaard et al. (2004), MacLure (1993) defined identity as an unstable entity constructed within social interactions. In addition to the previous researchers, she also proposed that identity is shaped via social movements. At this point, MacLure (1993) suggested that teachers' identities are under the influence of contexts and circumstances they experience in the schools. In this regard, her study indicated that teachers' identities underwent a change in different years of their career depending on experiences and interactions with other people. Moreover, in her study, many of the participants stated that when there were any disparities between teachers' values and practices, and the institutions' they worked, they had great difficulties in associating their identities with their job and staying in teaching profession. MacLure (1993) found that the teachers in her study seemed to feel less secure in their teacher identities, and less committed to the profession because of having a reduced sense of agency in the institutions. She indicated that this sense is a consequence of increasing constraints in the institutions. In this regard, teachers' self-determination to exercise agency by teaching within the constraints of the school environment or set of policies is crucial to achieve individual and professional satisfactions. As a result, it is clear that teachers'

personal and professional identities are interconnected and they have an impact on teachers' motivation, commitment and job satisfaction. In short, MacLure (1993) underscored that since identity is a 'resource that people use to explain, justify and make sense of themselves in relation to others, and to the world at large' (p.311), trying to understand teachers' identity from the perspectives of 'sociological, contextual, subject, or occupational categories' is not rewarding as placing teachers in 'the categories which people chose in order to explain themselves' (p.316), and investigating how they use these categories while constructing their identities. From this perspective, teachers define themselves through their personal histories and current experiences, but also through categories related with their beliefs and values about teaching profession in different social and institutional contexts. Therefore, unlike some of the researchers' claims concerning that teachers have a partially stable identity, MacLure (1993) proposed teachers' unstable and changing identity processes are affected by their own personal experiences and working conditions.

A further consideration in the domain of teacher identity aims to investigate the emotional elements having an influence on teachers' identities. For instance, Sutton (2000) found that teachers naturally experience an array of negative emotions while coping with disrespectful behaviors from parents, public and students. In addition, Sutton (2000) indicated in her study that since teaching profession profoundly requires teachers' emotional investments, teachers are affected by their students' progress and achievements. Because of that, in this study, teachers mentioned surprise, joy, anger, sadness, excitement, fear, and commitment as the most common emotions they felt as professionals.

Similar to Sutton (2000), Kelchtermans (1996) underscored teachers' feeling of vulnerability, which is derived from the fact that "teachers live in their job situation" (p.307). In his study, Kelchtermans (1996) aimed to identify the main sources of teachers' vulnerability. He summarized these sources as discrepancies between their professional identities and moral and political dimensions such as policy changes, parent issues, and relationships with inspectors, principals, and colleagues. He also

reported that vulnerability plays a major role in teachers' "self-understanding" which is their "dynamic sense of identity" (Kelchtermans, 2005, p. 996). Therefore, the process of identity formation is primarily influenced by emotions.

More specifically, Varghese et al. (2005) propose the significance of theorizing language teacher identity. According to them, language teacher identity can be investigated through different approaches such as Tajfel and Turner's (1979) social identity theory, Lave and Wenger's (1991) theory of situated learning, and Simon's (1995) concept of the image-text. Varghese et al. (2005) investigated language teacher identity under three different studies through qualitative data extracted from three participant groups' narratives. The first study conducted with a Mexican woman enrolled in a 2-year MA TESOL program in the United States, who experienced mentor teacher-related struggles during teaching practicum because of her multiple identities as both language teacher and language student. She shared that as a Mexican woman she realized all the labels that people put on her in the United States as a Mexican, ESL learner, Latina, single, woman, minority and bilingual. The second study conducted with a group of bilingual pre-service and in-service language teachers, who were participating professional development program addressing bilingual-related concerns. The study revealed that many of the bilingual teachers supported bilingual education; however they also had some concerns in terms of implementing this kind of education in their local context.

The third study investigated the concept of a language teacher's identity as a form of pedagogy. The participant of this study reported that he felt he was restricted by the norms of age, culture, and gender in the institution he worked. As a result, Varghese et al. (2005) claimed that language teacher identity worth investigating for three reasons. First, many language teachers experience professional and social alienation while working overseas. Second, non-native speakers may have struggles in terms of experiencing hegemonic relationships between native-speakers and non-native speaker teachers. Lastly, the current situation of Teachers of English to Speakers of Other Languages (TESOL) has been inquired in terms of the concerns related to the

instability of language teachers' work conditions in different contexts. Therefore, there has been a growing interest in investigating language teacher identity to theorize language teacher education and teacher development.

2.2 Teachers' Professional Identity Construction Experiences

Although there is a considerable theoretical interest in identifying teachers' professional identity from the psychology and sociology perspectives, the recent literature includes empirical qualitative and quantitative studies as well. While qualitative studies present in-depth analyses from interviews of teacher education students and in-service teachers, the studies conducted by means of quantitative methods include statistical results addressing broader group of participants.

To illustrate, Trent and Lim (2010) administered a case study exploring how teachers' professional identity is shaped by school-university partnerships. The study was conducted with two groups of secondary school of English language teachers in Hong Kong. In the case of Hong Kong, universities "work in partnership with schools to plan and design school-based and individual continuing professional development programs" (Education Bureau, 2003, p.17). Thus, school-university partnerships have been supported as a mean for the professional development of teachers. According to the scholars, school-university partnerships need thorough investigation because schools and universities have several different dimensions, including structure, purpose and setting (Rice, 2002). These differences can be seen as a wealth for teachers' professional identity constructions since the tensions occurred during the partnerships are to be "cherished as potential sites for our [teachers'] learning and growth" (Johnston and Thomas, 1997, p.12). Therefore, it is crucial to investigate how stakeholders, teachers and school authorities experience partnership from different perspectives.

To address this concern, Trent and Lim's (2010) study explored how teachers' professional identity formation is constructed by participation in a school-university partnership. Six English language teachers in two different schools taking part in the school-university partnership were the participants of this study. The participants were trained and experienced English language teachers who sought to strengthen subject knowledge, update pedagogical skills, and develop new teaching materials. The researchers interviewed participants conducting focus group interviews in order to gain an understanding of their experiences of partnership participation when their participation came to an end. The researchers developed categories accordingly the language used by the participants. For instance, one of the participants stated: "It's like the consultant gives me a prescription. I have immense satisfaction cared for by a specialist doctor" (p.1612). In this excerpt, the participant described her mentor in this partnership as a 'doctor', which implies the positive evaluation of the support she received. As the researchers supported that participants manifested their professional identities through the language they used during the interviews. Thus, the researchers extracted identity categories from this language. The results of the focus group interviews revealed that there were several ways in which the school-university partnerships shaped participants' identity construction. For instance, three of the participants stated that their participation in the partnership taught them "new ways of teaching".

According to the researchers, teacher identity is shaped by social conditions and the partnership in this study itself was the social structure that shaped teachers' identity by positioning experienced teachers as learners. This is an example of the perspective that teachers' identity is not a product, but a process, which is "a form of ongoing interaction within teacher development" (Beauchamp and Thomas, 2009, p.177). In addition, the other three participants' excerpts drew the researcher's attention to the issue that how power relations shape identity construction. For instance, they have negative evaluations of the partnership in terms of positioning the university favorably in this partnership in Hong Kong. In that sense, participants felt themselves in a subordinate position, since the university gave them "genuine support" to improve their skills teaching skills, which are affected their professional identity in terms of

challenging their competency in their profession. Based upon these findings, the researchers suggested that teachers' professional identity is related to social and cultural contexts since stakeholders, universities, and school authorities play a crucial role within the process of teachers' identity construction.

Focusing on the identity narratives of the two teachers in their induction period of the teaching profession, Ruohotie-Lyhty (2013) conducted a study in order to understand the factors that shaped and re-shaped their initial professional identities. One of the teacher participants had a difficult and painful beginning while the other participant went through an easy transition period. The data were collected through reflective essays, interviews over their first year in the profession. Taina, who experienced a challenging transition, reported that she wished to consider herself as 'innovative' teacher; however, she did not feel professionally confident in terms of achieving her goals. Her initial identity was formed in an insecure way and she felt disappointed as a result of her challenges she encountered and she perceived a teacher as someone who taught the subject matter. To the end of the study, Taina still held uncertain perceptions of being a teacher and started to feel alone as if she did not belong to any teacher community. In contrast to Taina, Suvi considered that the most important component of teaching was the interaction between the teacher and the students. As Suvi had almost the same challenges as Taina, her personal autonomy helped her go through an easy induction period. She was always eager to try new teaching methodologies and approaches in her classes even though she made mistakes and encountered certain challenges. Another remarkable theme noticed in Suvi's narratives was that she felt happy with her choices and this displayed itself in her occupational satisfaction and her desires to continue professional development and keep interaction with teacher community. The researcher concluded that although both of the teachers were trained in the same teacher education program, their initial identities showed different patterns depending on their previous perceptions about the teaching profession, which allowed them to reconstruct and deconstruct their teacher selves.

In Chong, Ling, and Chuan's (2011) study, student teachers' identities were examined in order to shed light on their perceptions about teaching before they started to be trained in a teacher education program and how their perceptions were shaped and reshaped after completing this program. A hundred and five participants were asked to answer the questions in the survey *'How I Feel about Teaching?'* involving questions exploring their perceptions about the teaching profession at two different points (the entry and the exit of the program). The study revealed that there were certain changes in their perceptions after they were exposed to theoretical and practical dimension of the teacher education program. Five factors were emerged from the data showing decreased patterns at the exit point of the program: Role of the Teaching and learning; Self as a role model; Sense of calling; Sense of Professional Identity; Professional Growth as a teacher. However, Belief in the value of Teaching remained stable which implied that student teachers were mainly motivated by the importance they attributed to teaching and the value attached the profession were affected their choice at the beginning of the 4- year teacher education program. The stability in this factor was considered as important because it may influence their intention to remain in the profession. The other statistically significant factors proposed that they chose the program with "a high regard for the profession and good attitude towards teaching" (Chong et al., 2011, p. 34). The factors that showed the highest decrease were sense of calling, self as a role model, and professional growth as a teacher, respectively. Overall, the study indicated that student teachers' identities were not stable and identity formation was a fluid process, which was continuously interpreted and re-interpreted during their preparation in the program.

In their study, Pillen, Beijaard, and Den Brok (2013) focused on the tensions 182 novice teachers experienced during their professional identity formation and the strategies they adopted to deal with these tensions. Participants were asked to complete a questionnaire identifying their professional identity tensions, accompanying feelings, and the coping strategies they used. The study demonstrated that participants experienced three major professional identity tensions during the teacher practicum: (1) wanting to care for students, versus being expected to be tough; (2) wanting to invest in a private life, versus feeling pressured to spend time and energy on work; (3)

experiencing conflicts between one's own and others' orientations regarding learning to teach. Also, they believed that feeling helplessness, insecurity, anger and consciousness of the problems were perceived as the accompanying emotions. In order to tackle with these feelings and tensions, they adopted receiving help on their own or interacting with significant others regarding the tensions as coping strategies during their professional identity formation.

In another study, Cattley (2007) conducted a research study regarding the impact of reflective practice on the emergence of professional identity during practicum. Eight student teachers wrote reflective logs in which they were asked to respond to certain prompts throughout eight-week practicum and they reflected on their responses and their observations of the classroom environment and the school culture. Emphasizing that teaching profession has a complex and multilayered nature, the researcher came to the conclusion that student teachers experienced challenges in time management, collaboration with colleagues, engaging students on learning tasks and balancing workload of the teaching profession. Another issue raised by the student teachers was the relationship with the parents. For instance, one of the participants reported: "I was surprised by my feelings of inadequacy when questioned by parents". Besides, the study showed that engaging student teacher in reflective practice and offering them the opportunities to comment on their experiences made an impact on constructing a strong professional identity.

Developing an understanding of self and shaping a robust teacher identity play a pivotal role since it was highlighted in the study as "Consciously we teach what we know; unconsciously we teach who we are" (Hamacheck, 1999, p. 209). In addition, the study suggested that personal and professional aspects of an individual were vital in terms of the formation of professional identity. In parallel to this line of thinking, reflecting upon the self-as-teacher during the practicum should be considered as an opportunity because student teachers were more eager to "self-question as they do not expect of themselves to have all the answers, whether in relation with students or parents" (Cattley, 2007, p. 342). Finally, the researcher stated that there were five

factors mentioned about professional identity. These factors were relationship with others, awareness of the wider contexts beyond the classroom, support from colleagues, the usefulness of reflective practice, and informing their understanding about their emotions.

Timoštšuk and Ugaste (2010) examined 45 student teachers' professional identity by exploring their feelings and personal experiences in teaching. The data were gathered through semi-structured interviews and focus group interviews. The study found that student teachers attached great importance to establishing rapport with their students, mentor teachers, supervisors, and fellow students at practicum schools. On the other hand, they reported that their own family and friends had active roles in adjusting to their new role and striking the right balance between their personal and professional lives. In addition, the participants had a fear of failure before they commenced practice teaching, then their fear soon faded away when they started to establish relationships with the students and perceive themselves as 'real' teachers. However, those whose fears lasted tended to feel doubt and reconsider their choice of profession. The student teachers also stated that they did not have a sense of belonging to the teacher community. For instance, one of them reported: "Teacher did not communicate much at school. They formed into groups. It was impossible to join these. If your supervising teacher did not support you, you were treated like a stranger. You were seen as a pupil. I did not experience a friendly attitude". The study also emphasized that university teachers' pedagogic activity was believed to make an impact on student teachers' perception of themselves and they were considered as the role models. Finally, the study implied that the gaps between teacher education programs and the society should be reduced in order to decrease the stress rooted in the discrepancy between the expectations of the society and student teachers' related to their profession.

Flores and Day (2006) conducted a longitudinal research study examining novice teachers' professional identities and the ways their identities were constructed and reconstructed in progress of time. In the study, the researchers identified three main factors influencing the formation and reformation of teacher identities: Prior

influences, initial teacher training and teaching practice and contexts of teaching. Under the scope of prior influences as pupils, past teachers were perceived as the main contributors to their perceptions of teaching and their choice of profession. Regarding the initial teacher training and teaching practice, it was shown that most of the teachers were motivated by the extrinsic factors such as the influence of significant others and employment opportunities. Only two of them stated that they wanted to become a teacher because of their desire to teach and work with children. Besides, they suggested that pre-service teacher education did not make any remarkable effect on their perceptions of themselves, and they reported the program did not prepare them adequately for the challenges emerging in classroom and school settings. Moreover, they pointed out that teaching profession had both rewarding and challenging aspects. The majority of the teachers described the teaching profession as "sudden, tiring and stressful". On the other hand, they stated that they felt enthusiastic and anxious at the same time during the transition process. Another remarkable finding of the study was that they noticed the mismatch between their previous beliefs and the expectations from them as new teachers at their schools. Finally, the study concluded that there were strong relationships between personal biography and the social context in shaping and re-shaping the professional identity of teachers.

Similarly, Pillen, Den Brok, and Beijaard (2013) conducted a study which aimed to identify the profiles of beginning teachers' professional identity tensions. The researchers administered a questionnaire, which was developed for their previous study. The study found six profiles of teachers who experienced professional identity tensions: (1) teachers struggling with (views) significant others, teachers; (2) care-related tensions; (3) tension-free teachers; (4) teachers with responsibility-related tensions; (5) moderately-sense teachers; (6) troubled teachers. The teacher experienced professional identity tensions in the following dimensions: (1) the changing role from being a student to a teacher; (2) conflicts between desired and actual support given to students and (3) conflicting conceptions of learning to teach. The teacher in Profile 1 had a tendency to follow their own orientations regarding learning to teach and behave in line with their goals and actions. If they felt obliged to comply with others' choices at work, they felt restricted in learning to teach and teach according to their own

interests and motivations. On the other hand, teachers with care-related tensions believed that satisfying students' needs was an indicator of good teaching. They could not act in line with their students' needs and their beliefs were challenged as a result of the dilemma between the desired and the actual support they gave their pupils. Moderately-tense teachers primarily had challenges in the changing role from being a student to becoming a teacher, conflicts between desired and actual support given to students and conflicting conceptions of learning to teach. While the tension-free teachers had fewer difficulties regarding the dimensions mentioned above, the troubled teachers experienced most of the tensions almost in all dimensions. In addition, the teachers with responsibility-related tensions had challenges particularly in the changing role from a student to becoming a teacher and they did not have difficulties in conflicting orientations regarding learning to teach. In conclusion, the study indicated that all the professional identity tensions experienced by the teachers were not stable and subject to change. They went through certain changes during the process of learning to teach and become a teacher.

In the literature, there are also other studies concentrating on the process of the professional identity development of teachers. For instance, Friesen and Besley (2013) focused on the teacher identity development of first-year student teachers from a developmental and social psychological perspective and found a significant relationship between the high levels of teacher identity and the increased level of personal and social identity. The student teachers who worked previously and had children appeared to have higher levels of teacher identity. In a similar vein, in their study, Kanno and Stuart (2011) examined how the student teachers learned to become a professional L2 teachers and how their shaping identity represented in their professional practices. They found that the student teachers established good relationships with the pupils, provided teacher authority appropriately and learned to become a teacher eventually. They also emphasized that the transition period should not be considered as 'a quick and automatic' process and it should be kept in mind that learning to become a teacher is "through prolonged learning-in practice that they came to view themselves as teachers" (Kanno and Stuart, 2011, p. 249). On the other hand, Thomas and Beauchamp (2011) conducted a qualitative study investigating the

metaphors beginning teachers utilized to define their professional identities emerging right after their graduation and the part way through their first year of teaching. The study revealed that novice teachers had a struggle with shaping their professional identity in their first year and the process of professional identity construction was complex, challenging and extending over time. Karataş and Karaman's (2013) study also reviewed ten research studies concentrating on the novice language teachers and found that support, identity and pedagogy were the main themes in research related to novice language teachers. Support was regarded as the most frequently mentioned challenge provided by mentors, other staff at schools, and family. Identity was another theme underscoring the factors influencing identity formation process of novice language teachers such as the presence of the principal, social circles at school, and the clash between the imagined practices and the actual practices in teaching. Providing an ideal classroom atmosphere, negative reactions of students and the flow of lessons were also viewed to be a challenge for novice teachers under the scope of pedagogy theme. Another study exploring the initial beliefs of teachers about teaching and becoming a teacher was conducted by Mapolelo (2003) who compared two mathematics teachers' perceptions of themselves as teachers before they participated in a mathematics teacher education program and after they spent three years in the program and attended the internship. The study revealed that they went through some changes in terms of their beliefs and their practices. For instance, concerning the change in his beliefs of the teaching mathematics, one of the participants considered teaching by adopting the constructivist approaches might result in problems both for teachers and students. Even though he supported using different methodologies in teaching, he still believed that the most effective way of teaching mathematics was the traditional approaches. Also, they felt professionally more confident particularly in terms of content knowledge as they were about to complete the program.

2.3 Student Teachers' Practicum Experiences

According to Roe and Ross (2002), working with a professional teacher in a school context provides student teachers with the opportunity of reflecting on their supervisor teachers' practices and making analysis of their own perceptions about being a

professional after experiencing teaching performances, understanding teachers' role in the classroom and referring to personal backgrounds. In addition, they indicated that observing professionals and peers, and being involved in teaching practices in real classroom settings enable student teachers to identify and reconsider their perceptions of the role of the professional teacher. Roe and Ross (2002) state that the process student teachers experience in cooperating schools helps them "to look inside and do some soul searching" (p.10). Moreover, according to them, having practicum experiences with a peer or within a group enables student teachers to develop an understanding that they share similar feelings and thoughts about practicum experiences and confirms struggles they have. Apart from observing experienced teachers' classes, Roe and Ross (2002) draw attention to the importance of getting involved in teachers' curriculum planning and school year preparation, and interacting with administrators and other staff members. During this process, student teachers may reconstruct their image of teacher by taking into consideration their own knowledge, attitudes, beliefs, and values.

Similarly, Zeichner (2010) draws attention to the connections between campus courses and field experiences, and proposes a new framework in terms of indicating the importance of bringing together school and university-based teacher educators and practitioners and academic knowledge in order to enhance prospective teachers' experiences. Zeichner (2010) uses the concept of 'third space' referring a space where practitioner and academic knowledge come together in less hierarchical ways in order to provide different learning opportunities for student teachers. According to him, generating third spaces in teacher education means providing prospective teachers "an equal and more dialectical relationship between academic and practitioner knowledge in support of student teacher learning" (p.92). By doing that, prospective teachers synthesize the formal knowledge they gain from teacher education courses at the university, and personal experiences they have in the cooperating schools. In that sense, practicum is of vital importance in terms of enabling prospective teachers to reflect on their mentor teachers' performances and rethink their own perceptions of professionalism through their teaching performances, background and experiences.

In the literature, studies have a clear focus on the changes in student teachers' perceptions of teaching and their experiences before and after the teaching practicum, the effects of these practicum experiences on their perceptions, the challenges or tensions they experienced during their teaching at the schools. Concentrating on the gap between the real classroom situations and the courses offered in teacher education programs, Moore (2003) explored student teachers' experiences in order to gain deeper insights into the ways they integrate educational theory with teaching practice over a three-week language arts field practicum. The data collection tools consisted of: (1) field notes taken by the supervisor during observations, (2) notes taken during conversations with mentor teachers after observations and visits, (3) participants' reflective journals, (4) surveys conducted at the beginning and end of the research for mentor teachers and (5) surveys for participants. The study revealed that there were particular teaching strategies mentor teachers anticipated prospective teachers to utilize in the classroom. For instance, graphic organizers such as Venn diagrams, story maps, webbing, reading strategies such as literature study, reading workshop so on were among the most common strategies that mentor teachers expected them to use during their instruction. Besides, it was found that time management, planning objective-focused lessons and classroom management were viewed as the most frustrating challenges stated by the student teachers. Based on the mentor teachers' suggestions, it was found that the participants were found weak in mainly three key areas: organization, planning and giving instructions. Their mentor teachers suggested that they needed improvement in providing more developmentally appropriate activities, giving more constructive feedback and giving clearer instructions.

Given that the practicum is acknowledged as a significant component of teacher education, Yazan (2015) explored ESOL Teacher Candidates' professional learning experiences in practicum and the effect of these experiences on their development. After conducting in-depth interviews with five teachers, the researcher reached five major findings regarding the ways the teaching practicum influenced participants' professional learning. Firstly, it was noted that teaching practicum facilitated navigating in the school culture and understanding the dynamics of this context. They interacted and acted within this community and developed insights into labor division

at public schools and how these schools were operated. Secondly, teaching practicum enabled them to establish relationships in the teacher community. In other words, they learned "professional acclimatization" (Malderez, 2009, p. 260). During their practicum, they had an interaction with the mentor teachers and the other teachers in the school and they acquired the understanding of the set of values and expectations involved in the school culture. For instance, one of the participants reported: "I had a difficult mentor situation in my first semester. I learned a very important lesson about playing politics, like nodding your head, agreeing and still doing what you needed to do within reason; it was a very difficult situation" (Yazan, 2015, p.183). Another finding of the study was related to the support of mentor teachers and supervisors in teaching practicum as mediating tools which allowed them to scaffold their professional learning and make the transition easier and provide deeper understandings of their students in real classroom settings. Finally, the study contended that teaching practicum paved the way for teacher candidates to integrate theory into practice. They stated that they had opportunities to "contextualize their teacher knowledge" (Yazan, 2015, p. 187). Concerning linking practice and theory, one of the participants explained his opinions as follows: "You learn best when you're in there. I think internship is a nice transition between getting halfway between being a student and to being a teacher" (p.187).

In another study carried out by Smith and Lev-Ari (2005), the value student teachers ascribed to the practicum was investigated by asking them to compare and evaluate practical side of teacher education program, subject matter courses, general education courses, practical pedagogy and extracurricular teaching experience. Emphasizing the idea that "the practicum strongly influenced the way they changed their views on the roles of teacher from the first to the fourth year of the program" (p. 292), the researchers administered a questionnaire which asked student teachers to rate the component of a fourth-year teacher education program to all the students from the last three years. It was pointed out that teaching practicum was considered as the most important contributor to teachers' professional knowledge whereas other elements were mainly contributed to curriculum planning, subject matter didactics, encouraging students to ask questions. In addition, practicum helped them interact and have "the

professional dialogue" (p. 295) with their colleagues. They stated that the practical aspect of the program enabled them to find opportunities to apply what they learned in the theoretical components of the program. Also, it was noted that theoretical courses in the programs were perceived as the primary source of recognizing different learner profiles and learner with special needs and developing educational values.

From a different perspective, Santoro and Allard (2005) highlighted the value of difference and explored Australian student teachers' difficulties of working within a culturally and socio-economically diverse context. They conducted focus groups and interviews and used field notes kept during the researchers' visits to practicum schools in order to understand how their identities developed around their perceptions of ethnicity and socio-economic class and how they viewed other ethnicities and classes different from their backgrounds. The student teachers gave greater importance to working with difference and catering for individual differences by means of curriculum and pedagogies. Two of the participants reported that the current curriculum did not involve adequate number of relevant courses for bringing socially and culturally rich understandings to classroom atmosphere. The majority of the participants agreed that diversity in the classroom should not be regarded as a source of problem but as a way of learning.

Şimşek (2014) concentrated on twenty-six English teacher candidates' professional views of knowledge acquisition, language and teacher metaphors before and after teaching practicum. They were given particular prompts to identify their initial metaphors before they started to go to practicum schools and after then weeks, they were again asked to explain why their previous metaphors altered during the practicum. The study found that there were particular differences between student teachers' pre- and post-practicum metaphors. They were initially regarded an ideal teacher as 'all-knowing authority' who taught content knowledge and monitored students. Also, they believed that discipline and behavior problems emerged primarily from boredom, and this could only be prevented through bringing diversity to classrooms and establishing a good relationship with students. On the other hand, the

study revealed that the observational component of the teacher education program was not useful anymore when the practical aspect was taken into consideration since teaching practicum offered an opportunity to "correct their preconceptions" (Şimşek, 2014, p. 941).

In line with the sociocultural way of thinking, Yuan and Lee (2014) examined three student teachers' beliefs and the changes in their pre-practicum and post-practicum beliefs in a four-year language teacher education program in China. The data were collected through interviews, in-class observations and reflective journals. The study revealed that the participants' beliefs were unstable and not fixed, and in this study it was indicated that the practicum experiences resulted in substantial shifts in their prior values and views they held as a language learner and student teacher. It was also noted that they went through four processes including confirmation, realization, elaboration and disagreement. They noticed the commonalities between their previous and newly formed beliefs and they gained an awareness of novel approaches they recognized during the teaching practicum. By means of elaboration, they attached new elements to their existing set of beliefs and through disagreement they questioned newly beliefs they encountered throughout the practicum and they appeared to disapprove their previous beliefs. For instance, one of the participants stated that she previously believed that a teacher as the authority in the class cannot make a mistake but later as the observations went on, she noticed that a teacher is not all knowing and should criticize him/herself rather than hiding his/her imperfections. They also reported that the mentor teachers in the schools were very helpful particularly in terms of scaffolding to planning and preparing lessons as mentioned above in Yazan's (2015) study. In conclusion, the study implicated that the teaching practicum paved the way for self-understanding through participation, reflective action and practice.

Emphasizing the importance of teacher reflection, Armutcu and Yaman (2010) conducted a study with 37 student teachers by employing both qualitative and qualitative research methods. The researchers administered 'Teacher Reflection Scale' before and after practicum and after the 24th week of the practicum they interviewed

the participants in order to explore their thoughts, feelings, and experiences regarding reflective teaching and teaching. In line with the findings of the studies discussed above concerning the useful aspects of the teaching practicum, the study pointed out that it allowed student teacher to have firsthand experience of the classroom realities and apply their newly acquired knowledge to their teaching. Another remarkable finding of the study was that during the process of negotiating the meaning of their experiences and shaping their set of beliefs and values, reflection played a crucial role, and it enabled them to question and to correct their existing beliefs. In this sense, one of the participants defined reflection as "teacher's giving feedback on his/her own" (Armutçu and Yaman, 2010, p. 33). Besides, teacher reflection helped to revise their previous notions and reshape new meanings by using critical thinking skills.

In another study, student teachers' experiences related to mentor teachers, supervisors and school administrators during teaching practicum were investigated by Yunus, Hashim, Ishak, and Mahamod (2010). They asked a set of open-ended questions to 38 student teachers after the teaching practicum to enable them to understand their practicum experiences and challenges. It was found that they were generally welcomed by the school administrators and the mentor teachers during their practicum sessions and they were very eager to cooperate with the teachers-to-be. Through cooperation and interaction between the school staff and the participants, they were acculturated and socialized in teacher community. In parallel to the findings of the studies conducted by Armutçu and Yaman (2010) and Smith and Lev-Ari (2005), the study showed that practicum offered student teachers to implement what they learnt in the classroom that is, linking theory to practice. Regarding the challenges they experienced over two months, the major difficulty they had were about the cultural differences, which showed itself in deciding on suitable teaching methodology and approach, students' disruptive behaviors and their relationship with mentors and school administrators. The study concluded that when all of the challenges and the experiences were taken into consideration, they made great contributions to learning to become a teacher. These experiences enabled them to learn how to tackle with the problems they encountered.

Oruç (2013) studied the early identity development experiences of a teacher trainee had during the teaching practicum. In the study, she was interviewed regarding how her perceptions of teaching, teacher practices and career plans were constructed. Also the data were gathered through reflective journal writing and their observations. The participant reported that her commitment to the teaching profession gradually changed in a positive way during the practicum. Another change occurred in the understanding of classroom discipline. The participant commented that she previously concentrated on noisy students but later she started not to perceive noise as a threat for managing her classroom.

There are also other research studies carried out in order to explore the importance of student teachers' practicum experiences in the literature. Addleman, Nava, Cevallos, Brazo, and Dixon (2014) examined cultural immersion fieldwork experiences of 24 prospective teachers through reflections, discussions, and workshops. The study reveals that during short-term immersion experience, teacher candidates benefitted from transformative learning; however, they reported that they often suffered from the shame and embarrassment of alienation. Burant and Kirby (2002) explored teacher candidates' community-based early fieldwork experiences by means of observations, interviews, reflections, and focus group interviews. This study points out that fieldwork experiences connect teacher candidates with parents coming from diverse cultural backgrounds. According to the study, fieldwork experience is an "eye-opening" opportunity in terms of learning from the community.

2.4 Study Abroad and Overseas Education Experiences

Within undergraduate programs, there is a long tradition to adopt experiential education by including more fieldwork experiences in curricula in order to build practitioner skills and complementary knowledge gained from the movement from theory to practice (Eyler, 2009). Experiential education entails building "social skills, work ethics, and practical expertise that are important in professionally oriented programs" as well as "leading to more powerful academic learning and help students

achieve intellectual goals" (Eyler, 2009, p.26). Since there is a huge mismatch between what students learn in classrooms and how they apply them in the community (Resnick, 1987), experiential education, which brings students into the community, enables students to lay a bridge between classroom study and real world. The bridge is built through transforming static knowledge into 'knowledge-in-use' and blending new knowledge with previous constructs (Eyler, 2009). In that sense, fieldwork experience, "which is an increasingly popular experiential learning method" (Toncar and Cudmore, 2000, p.55), has a major role in experiential education in terms of enabling students to make a connection between "what is learned in the classroom and what is practiced in the career field" (Toncar and Cudmore, 2000, p.55).

The role of fieldwork experience has come into prominence in the overall education of students especially in the last decade. The Society for Experiential Education asserts that minimum one-third of all college students in the United States attend internships before graduation (Oldman and Hamadeh, 1994). The value of having an international fieldwork experience is stressed by McKay (1994) as follows: "The outcome of living abroad is an opportunity to see our culture, ourselves and others from a new perspective. In confronting the issue of diversity, we come face to face with our own world view" (p.20). A study conducted by Toncar and Cudmore (2000) with business students who had overseas internship experience indicates that a considerable number of students find local internships are not sufficient, which motives them to have an international internship experience. It is also found that the desire to have such an experience is derived from the opportunity to live in a foreign country and "experience the cultural heritage of that country" (p.54). In terms of development and administration of these programs, according to Toncar and Cudmore (2000), "the best international internship that many students can hope for is a placement with a local organization that has some international involvement" (p. 54). This study put forward the importance of having an internship experience and the effects of overseas internships on students, faculty members, home and host institutions, internship sponsors, and future employers. According to the study, overseas internship programs provide wide-ranging benefits to all stakeholders involved. First of all, the study revealed that the impact of the internship program could

be summarized in three words: *they are changed*. According to the study, there are five main advantages of this program for the students: offering international fieldwork experience, having a substantial effect on personal growth, stretching students' worlds, providing interaction with the home and host faculty, and making a positive contribution to students' résumé. It is suggested in the study that all the students participated in the program experienced a considerable effect on their personal and professional development. For instance, one of the participants reported: "I did a lot of growing up on this trip. I am definitely not the person that left home in May"(p. 59).

Apart from that, Toncar and Cudmore (2000) put forward the value of the program under four areas that appear to be the most influential for the faculty members. First of all, some of the overseas internship programs are offered for the educators as well. This is an advantage for the faculty members who do not have overseas experiences such as pursuing graduate studies outside the United States of America, being a Fulbright scholar or taking a sabbatical. Secondly, thanks to overseas experiences, faculty members and students get familiar with each other since they work very closely during running the program and arranging students' international studentships. According to the study, from faculty members' standpoint, much can be elicited on students' aspirations, motivations, and abilities by spending time with them during this process. Thus, the interaction between faculty members and students gives the educator the opportunity to observe students' professional and personal growth that occurs during the program. Toncar and Cudmore (2000) also suggest that providing intimate knowledge of *self* is one of the substantial advantages of the program. As "personal growth is painful but essential" (p.60) for students, the program entails self-confidence that comes from facing challenges occurred because of overseas travel, separation from family and personal growth which are resulted in personal growth. In addition, travelling provides many opportunities to collect data about the host culture that would be impossible in their home country. Thus, this opportunity gives students an ability to support their professional development with an international fieldwork experience, which is a strong motivation to enroll in the program.

Toncar and Cudmore (2000) note that the value of an international fieldwork program is two-fold for the home institution and the host college. Firstly, the program is newsworthy for the home institution in terms of developing a more international curriculum, which is compatible with the host college's curriculum. Secondly, the program attracts students owing to offering more innovative ways to deliver an international education. This aim leads the faculty to hire more qualified department members, maybe those whose research interests are study abroad and international fieldwork experiences. From the host college's standpoint, host college students benefit from the existence of students on their campus who belong to different cultures. This cross-cultural exchange broadens the horizons of host college students in terms of cultural diversity awareness and respect to others. Additionally, the program is profitable for the host college since the students use housing and other services on the campus. As for external stakeholders, institutions and companies working with international students reported that these students play an important role for the host companies' cultural awakening. Besides, these students can be seen as an evidence of host companies' progressiveness and internationalization. Finally, according to the study, prospective employers will eager to hire graduates who have international fieldwork experience. The study explains the reasons as follows:

> These students are generally more mature, are less likely to be intimidated, have less fear of the unknown, and have a greater willingness to travel and accept foreign assignments. Their world is larger, and they define their world as such. They are likely to be more tolerant of ambiguity and of differences among cultures. They are likely to be more flexible, in thought and in action (p.61).

Although the overseas internship experience program is a success, Toncar and Cudmore (2000) suggest its problems and criticisms as well. According to the study, they can be discussed under three main headings: the duration of internships, the cost and the competition between overseas internship experience programs and semester-abroad programs. Firstly, since the duration of the internship program is limited, it is difficult to place the students in high-quality institutions or companies as interns. This is because the students cannot develop a sense of belonging; therefore, they do not see themselves as part of the institution or the company. In addition, in the study, the

participants reported that the 'quality' of the internship is the only one side of the international experience program since they are subjected to far more than a fieldwork experience, such as living in a different culture, being exposed to a large variety of people, experiences, and places. Thus, the participants noted that they are in need of on-site supervision throughout the internship program since supervision is seen as a crucial part of a successful experience. Secondly, the study revealed that at the beginning of the program, the participants and their families are concerned about the cost, but when the students get benefits from the program, the cost is not considered as a problem. According to the study, the last disadvantage is the competition between overseas internship experience programs and semester-abroad programs. The overseas internship programs are generally preferred more than study-abroad programs because they are relatively low-cost programs. Although prospective teachers who have international fieldwork experiences gain more confidence in their intercultural competence, teaching practices, classroom management, and deal with different situations providing them self-confidence, adaptability, and respect to others (Mahon and Cushner, 2002), similar to Toncar and Cudmore's (2000) study, Garii (2008) also examines the negative sides of the program and finds in her study that most of the participants experienced loneliness, isolation, insecurity and frustration while studying abroad.

As integrating intercultural learning into student teacher training becomes increasingly important, Walters, Garii, and Walters (2009) conducted a study discussing how prospective teachers challenge their perceptions of their professional self through international fieldwork experiences. According to the study, well-designed international fieldwork experiences can help to train globally aware and culturally sensitive educators and students. The study revealed that such experiences entail prospective students to develop a new perspective regarding human differences. In that sense, the paper indicates that the internationalization of teacher training programs can be provided through teaching-related travel, which has an impact on novice teachers' cultural understanding and professional identity. As working with children with diverse background requires readiness and confidence in work, many studies indicate the teacher inability as a serious problem. For instance, Gibson (2004) reports in her

study that when there is a disparity between teachers' identities and experiences and their students' cultural backgrounds, it becomes a challenge to address the needs of the group of multicultural students. Similarly, Hollins and Guzman (2005) note that student teachers develop negative attitudes toward different cultures and reluctant to teach ethnically diverse students. According to Mahon (2006), these attitudes stem from student teachers' lack of teaching experience with diverse cultures and the study also reveals that student teachers do not have knowledge about their own culture and background. Thus, the study indicates that the most of the student teachers are not aware of the potential cultural, ethnic and racial differences between themselves and their students. Mahon (2006) also suggests that the lack of respect to cultural and community differences leads to classroom management problems in terms of handling the needs of diverse cohorts.

In line with Mahon (2006)'s findings, McCalman (2007) reports that teachers who do not take into consideration their students' and their own cultural backgrounds have challenges in terms of communicating with students and parents, and exchanging of worldviews. Thus, according to Walters et al. (2009), teacher -training programs require at least one course related to diversity, which helps prospective teachers to develop a better understanding of cultural differences. As study-abroad programs have become crucial part of teacher education programs, studies reveal that prospective teachers who have study-abroad experiences gain a new perspective about life, culture, self and people who are different from them (Landis, Bennett, and Bennett, 2004). In this regard, Stachowski and Sparks (2007) suggest in their study that study- abroad programs provide prospective teachers intellectual growth, personal development and global-mindedness. They add that international fieldwork experiences are good opportunities for prospective teachers to develop cultural awareness and a broader understanding of their professional roles as well. Since study-abroad teaching allows student teachers to have direct and person-to-person interactions with students who belong to other cultures, they experience integrating classroom practices and 'cultural responsiveness' effectively (Walters et al., 2009).

In parallel with this perspective, Hayden and Thompson (1998) suggest in their study that international experiences enable prospective teachers to create a more flexible classroom atmosphere including classroom discipline, interactions with students and relationships with their parents. They also identify that such experiences make them more courageous and creative in their own teaching, such as teaching without ready-made materials and lesson plans. Deardorff (2006) approaches to the significance of international experience from a different perspective stating that prospective teachers who have international teaching experience become less ethnocentric. According to her, such experiences create teachers who are open to change their worldviews, reject negative stereotypes, develop empathy for others and appreciate differences through seeing the richness in various perspectives. In 1982, in his article, Hanvey coined a new phrase, called "Perception Consciousness", into teacher education field to name this phenomenon. According to him, prospective teachers realize that their perceptions and worldviews are not universally common. Similarly, Roose (2001) indicates that prospective teachers acquire positive attitudes towards diversity and equity while studying abroad. Roose (2001) stresses that gaining awareness of global diversity and equity is associated with prospective teachers' perceptions on local diversity and equity since multicultural awareness enlightens prospective teachers about the richness of differences and entails them to approach to the local diversity in their own country more friendly and positively. This leads them to appreciate and praise students in the classroom more often (Romano, 2007). Moreover, prospective teachers who complete international teaching are more eager to develop culturally sensitive classrooms and curricula since they experience being 'other' in the host country while studying abroad (Roose, 2001).

As student teacher exchange programs come into prominence in teacher education area, Barr (1995) conducted a study with six student teachers from University of Waikato, New Zealand, who took part in an international student teacher exchange program in the United States. Participants were interviewed in order to learn their perceptions about the United States education system, whether or not their educational perspectives had been changed, and their comments on such exchange programs. During that time, three of the participants were senior year students, while the rest of

them were graduates and working as teachers. First of all, the study revealed that from the senior year students' perspective, the exchange would have been more effective if they had had more practicum experiences in New Zealand since these experiences provide student teachers to have a more satisfactory background, which enable them to integrate what they had already experienced in local schools with the experiences they gained in the host country. For instance, one of the participants stated: "Because I didn't really have the background experience in New Zealand schools I didn't have much to compare it with" (p.5). In addition, students exchanging to the United States reported that they did not experience any cultural clashes because of the American cultural expansion. Barr (1995) explains this with the examples of watching CNN news, eating McDonalds, and following NBA basketball matches in New Zealand. One of the participants confirmed this comment by saying: "We know so much about America already that the cultural shock isn't as great as it would be for an American student coming here. I had a good idea what to expect when I went to the United States" (p.6). Besides, the study suggests that opportunity to travel to the United States primarily attracted students to enroll in the program. For instance, one of the participants reported why she chose this program, "To go to America. I just wanted to see how they live, and their schooling and teaching were part of that" (p.7). The other participant of this study approaches to this program from a cultural aspect by stating: "I wanted to visit an education system different from our own. I wanted to compare the two systems. I wanted the opportunity to go overseas, an opportunity I wouldn't have had if I hadn't gone through Waikato University" (p.8).

Moreover, Barr's (1995) study puts forward that students expected the American system to be more disciplined than New Zealand education system. Participants' perceptions about American schools stem from information accumulated from different sources. One of the participants stated: "I had heard that American schools were very structured and that education was very formal" (p.8) and she added: "I think a lot of my ideas (about American school system) were from old movies" (p.8). Barr's (1995) study also aims to learn how the visit affected participants' philosophy of education. The results show that the visit strengthened students' appreciation of the New Zealand education system rather than being affected. For instance, one of the

participants said: “The experience reinforced what we do here (at Waikato). It made me think about what we do”. The other participant stated: “It opened my eyes and made me think about education. It made me appreciate how good education is in New Zealand” (p.13). Lastly, the study propounds that all the participants were positive to complete their practicum in the United States since they thought that overseas teaching experience provided them to clarify their views of education and made criticisms on what they previously experienced in New Zealand. One of the participants recommends the program by saying: “Being in a different educational setting really opens up your eyes. It makes you question your own beliefs” (p.13). The other participant appreciates the program by stating: “I learned so much- meeting new people, going to their university, talking about schools, meeting other teachers, seeing different ways of organizing classrooms. The whole experience was really worthwhile” (p.13).

Given that international student experiences make it possible to develop an understanding of other cultures and global perspectives, Sahin (2008) conducted an exploratory study exploring the impact of student teaching experience on the personal and professional development of student teachers in Turkey. By employing two surveys for mentor teachers and students and an interview only for student teachers, the researcher found that the major contributions of international experience were personal and professional development along with increasing their self-confidence, the opportunity to compare both cultures, and the education systems (Turkey and the US). For instance, one of the student teachers stated: “I got insight to the American education system with all its components teacher- teacher and student profiles, student-teacher relationships, curricula, school culture, facilities etc.” (p.1783). Besides, the participants reported that they noticed certain inadequacies in terms of technological facilities in classrooms in Turkey. That is why, they did not have the opportunity to use the knowledge they gained in the US classrooms in Turkish classes. With regard to student teachers' personal development, they improved their interpersonal skills and perceptions of responsibility during their international teaching experiences. Another contribution of these experiences was that they gained great insights into American culture, which facilitated cultural awareness and sensitivity. From the mentor teachers'

perspectives, it was revealed that Turkish student teachers made progress in the development of their self-motivation, self-confidence, autonomy and their interaction with other individuals. On the other hand, student teachers experienced challenges during their stays in the US. Some of them did not want to be involved in the internship project in contrast to the expectation in teaching. Also, the mentor teachers believed that the activities including seminars, meetings and so on should be reduced in order to help student teachers focus on their internship responsibilities better.

Ozek (2009) also conducted a research study in Turkish context in order to shed light on how teaching experiences made an impact on five foreign student teachers, and Turkish student teachers' educational philosophies and their expectations. The researcher administered two questionnaires before and after their practicum and collected their journals. The study found that the student teachers became more aware of cultural and global aspects through the overseas teaching experience. They also ended up with an increased level of self-confidence at the end of their teaching practicum. Furthermore, their international experiences refreshed their perspectives about the integration of diverse teaching approaches and utilizing the technology in classrooms and using authentic classroom materials. They also gained awareness of their weak and strong sides in teaching.

Another similar study aimed to examine the effect of international fieldwork experience on student teachers carried out by Pence and Macgillivray (2008). They gathered the data through journals, focus groups with supervisors, observation notes, and reflection at the end of the experience, course evaluations and a questionnaire. It was shown that all of the student teachers reported personal and professional changes emerging from the short-term international experience. Regarding the changes, one of the participants told: "In fact, the entire experience allowed me to reflect not only on how I would alter the schools, but how I want to change myself" (p.21). The other participant expressed her thoughts as follows: "I have noticed a definite change in myself as well as my teaching skills and abilities. I feel as though I am more confident in the classroom and in myself" (p.21). Another finding of the study was that

international experience made favorable impacts on their self-confidence as professionals and individuals, their perceptions of language differences and teaching for diversity, their awareness of others. Moreover, the student teachers expressed their positive feelings concerning the significance of feedback and support they got from their supervisors. A student teacher underscoring the usefulness of getting feedback explained as follows: "I often get nervous when I am being observed. Now I realized that being observed is not something that should scare me. It is something from which I should learn. Receiving feedback is extraordinarily helpful" (p.22).

In a similar vein, Willard-Holt (2001) followed qualitative research procedures to explore the student teachers' perceptions of the impacts of a short-term international teaching experience in Mexico. The student teachers reported that their preconceptions were changed as they observed the Mexican students and classrooms. To illustrate, one of the student teachers pointed out that "I had a number of preconceived notions about what I would see in Mexico that did not prove out. The schools were much more open and positive than I expected" (p.509). Also, the participants noted that the Mexican teachers did not have adequate resources and this situation restricted their instruction. Additionally, their short-term international experience enabled them to arouse their interest in teaching and learning more about the other countries and they felt that their horizons were broadened. Regarding this point, one student teacher told: "I felt that we were part of a world of teachers" (p.511). Moreover, they started to feel more sensitive and emphatic to the marginalized students like they were a part of a minority group for a short period of time in a foreign context. This helped them to learn how to adjust to new environments and developed particular strategies to handle the emerging challenges. In terms of personal change, the student teachers believed that they acquired more tolerant perspectives and felt more self-confident and more thankful for the resources offered in the US schools.

Regarding the contributions of an immersion program to student teachers' language proficiency, understanding of the cultures, their personal development and their views of teaching English, Lee (2009) studied 17 student teachers, who went to a six-week

immersion program in New Zealand. The study revealed that their involvement in such an experience paved the way for enhanced language proficiency. With regards to their language enhancement, one of the participants stated: "My speaking and listening skills have gradually improved since my lady corrects my English mistakes on the spot, and also teaches me some vocabulary and authentic English expressions" (p.1098). During their stay, they had lots of opportunities to interact and communicate with the native speakers. Besides, they developed their understanding of the lifestyle and customs of New Zealand, which allowed them to possess more open attitudes towards their and develop better appreciation of cultural differences. Based on their accounts, another impact of the immersion experience was concerning with their pedagogical understandings. During their involvement in this program, they were taught a wide array of teaching strategies and methodologies prevalent in New Zealand. In this way, they became more informed about the education system of New Zealand and learning and teaching English as a second language. In parallel to the studies mentioned above, Lee (2009) found that students became more global minded and tolerant for diversity. They also gained an awareness of their strengths and weaknesses as they took the ownership of their own self during the immersion experience and this helped them to raise their self-confidence.

Cabaroğlu and Roberts (2000) conducted a study in PCGE (Postgraduate Certificate in Education) program in order to investigate the beliefs of student teachers about learning and teaching, the role of the teacher and students before they commenced attending the program. The findings underscored that student teachers' beliefs were open to change and could develop over time. Nineteen student teachers' beliefs appeared to go through some radical changes in terms of the concepts of teaching and learning. For example, one student teacher reported: "It [observation in School A] definitely made me more aware of that the students have different needs. I knew before that students had different needs. But that made me more aware of the extent of the differences in the classes and the extent of how teachers have to be flexible in order to cope with these types of classes" (p.394). Along with the changes in their beliefs, they also made some addition to their existing beliefs since they viewed new knowledge as valuable for teaching and learning. Concerning this point, one of the participants

(ST20) expressed that being an autonomous teacher was a new concept for ST20 and this new knowledge led ST20 to reconsider the notion of reflective teacher. On the other hand, the student teachers re-ordered their beliefs according to the value they attributed. In relation to that, one student teacher (ST5) previously believed that imagination was the most significant source in class for a language teacher. However, ST5 stated that planning and organizing the lesson were more important for a successful teacher. Additionally, some minor changes or no change were noted by the participants regarding some of the beliefs of classroom practice.

Other studies were also conducted and focused on different aspects of international teaching experiences in very different contexts. Recently, Kabilan (2013) explored six Malaysian student teachers' international teaching experiences in Maldives over six weeks by employing questionnaires and reflective journals. He found five major benefits of international practicum experience for student teachers: (1) confidence in speaking and communication; (2) teaching confidence skills; (3) interpersonal skills; (4) new world views of education and culture; (5) adapting to new working cultures. Similarly, Cushner and Mahon (2002) investigated the impact of international student teaching experience on personal and professional development of novice teachers. Their study showed that overseas teaching experience helped them to develop from personal, professional and global perspectives. The participants generally became more sensitive to the integration of cultural components into the classrooms as a different dimension from a student teaching experience. Another study was conducted by Chan and Parr (2012) in order to explore student teachers' experiences South African context. The student teachers in their study had both challenges and dilemmas over the course of international practicum. They encountered different peoples, cultures, and practices. The study concluded that "[International] practicum being genuinely powerful and beneficial in promoting student teachers' evolving *intercultural identity*" (p.16). Finally, Cantalini-Williams, and Tessaro (2011) studied the perceptions of student teachers after they completed international teaching practicum in Italy. Regarding the benefits of international practicum experience, the following themes emerged in their study: (1) language challenges and barriers; (2) awareness of cultural literacy and comparative education; (3) resourcefulness and

resilience; (4) employment interest in international opportunities. Also the researchers concluded that student teachers' professional development was associated with adequate preparation, faculty support and involvement in the experience.

CHAPTER III

METHODOLOGY

The primary aim of this study is to have an in-depth understanding of how EFL student teachers describe their professional identities after attending an overseas fieldwork program in the USA and how the practice teaching experiences in Turkey reshape their pre-existing identity perceptions and teaching practices gained after spending a year in the United States. In order to achieve this aim, a qualitative case study was conducted. Thus, in this chapter, the methodology of this study including participants, data collection instruments and data analysis procedure are explained. The limitations of the study are also provided to put forth the objectivity.

3.1 Case Study

This thesis is designed as a case study. In order to provide the reader a better understanding of how this study was conducted, this section explains what a case study is very briefly. As Yin describes, methodologically, the case study is deliberately designed to present answers to a series of questions. The questions reflect the interest of those who represent a special entity (Yin, 2003) in order to gain more comprehensive insights from the participants.

This study aims to illustrate a big picture extracted from incidents of a group of participants sharing the same entity. For Yin (2003, p.22), "The case study strategy is most likely to be appropriate for 'how' and 'why' questions." Adelman and Jenkins (1980) define the case study as "the study of an instance in action" (p.141), and indicate that a class, a part of a community or a single school may provide data enabling the researcher to provide a clear description of real situations. The strength of a case study derives from its focus on describing a case in its own indigenous context providing the

readers to gain insight into real situations which a specific group of people experienced during a process (Nunan and Bailey, 2009). In other words, a case study can provide readers an understanding on how a specific group of people can reflect the whole idea in a period of time with their narrations, thoughts, attitudes and actions. Since each context is unique with its own dynamics, case studies inquire a complex system of incidents, human relations, and psychological and sociological realities in a unique instance.

Conducting a case study provides the researcher an analytic lens to investigate the characteristics of a case experienced by individuals or a group of people involved. The researcher has no or a small role in controlling the events occurred in the setting, so s/he acts as a 'photographer' pressing the shutter to reveal a picture of a real situation. Hitchcock and Hughes (1995, p.317) summarize the pinpoints of a case study as having rich and vivid descriptions of events relevant to the case, providing a chronological narrative of events relevant to the case, focusing on individual actors or group of actors seeking to understand their perceptions of events, and highlighting specific events that are relevant to the case. According to Yin (2003, p.13), a case study is an empirical inquiry that "investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident."

Since case studies aims at obtaining deeper and more detailed investigation of "how" and "why" questions through variety of evidence collected from documents, surveys, observations, and interviews (Rowley, 2002). Yin (1994) defines the scope of a case study as investigating a contemporary phenomenon within its real life context in order to reveal the relation between the phenomenon and the paradigms. As it is mentioned by Yin (2003), the most salient feature of a case study is undertaking an investigation into a phenomenon in its own context. Since in this study the researcher aims at understanding the effects of study abroad experiences and enrolling in a dual diploma program on prospective teachers' professional identity construction, it is a valuable way to focus on this phenomenon in its real-life context. The reason behind this choice

is the fact that case studies provide great opportunities for researchers to check their understandings and continue elaborating on the issue in its own context until obtaining adequate data to answer the research questions (Ghauri, 2004).

As the researcher aims at understanding the effects of studying in a dual diploma program in two different countries on EFL student teachers' professional identity construction based on their fieldwork and practice teaching experiences, following case study approach allows the researcher to observe the links between their past experiences in the United States of America and present experiences in Turkey as teacher candidates in the context where the professional identity construction process occurs. As Ghauri (1983) indicates, case studies permit the investigation of a phenomenon from a variety of viewpoints obtained from different participants by covering a period of time and crossing the links between various factors in its context. Thus, choosing case study approach is appropriate for this thesis work, since the researcher can observe and study the phenomenon in its natural setting, which was previously not examined in the same context. In this sense, the researcher attempts to develop an understanding of a phenomenon not in a specific time, but elaborating the phenomenon over time. In addition, the researcher aims not only to have a comprehensive understanding of the phenomenon in its context, but also develop more general theoretical statements based on the commonalities in the studied phenomenon. There are many types of case studies. This study follows an exploratory single case study which is "studying the same single case at two or more different points in time" and to "specify how certain conditions change over time, and the desired time intervals to be selected would reflect the presumed stages at which the changes should reveal themselves" (Yin, 2003, p.42). In the light of this explanation, it can be noted that conducting a case study requires coping with many context-specific variables and enriching the trustworthiness of the study with rich data.

3.2 The Role of the Researcher

It is important for qualitative researchers to clarify their roles at the beginning of the study since they involve in the research process directly when they are in the research setting. According to Adler and Adler (1994), these roles can be adopted in two ways: complete involvement in the group (an insider) and being a complete stranger (an outsider). These two roles differ from each other in a way that while insider-researchers generally choose to study a group which they belong to, outsider-researchers do not belong to the group which they inquire (Breen, 2007). For a qualitative researcher, being an insider provides three main advantages in terms of conducting a more credible study: already being familiar with the study group, not disturbing the flow of the group dynamics unnaturally, and having an established rapport that ensures the researcher ascertains the facts in the case as much as possible (Bonner and Tolhurst, 2002). In addition, an insider researcher has a great deal of information about the institution and the group being studied, which may take a long time to obtain for an outsider researcher (Smyth and Holian, 2008). On the other hand, being an insider may also bring certain disadvantages, such as the risk of losing objectivity arising from intimacy and making excessive interpretations of the data because of the prior knowledge that researcher has in his/her mind about the group. However, since qualitative research process consists of multiple actors, objectivity can be ensured through bringing a wide range of perspectives. Besides, according to DeLyser (2001), an insider researcher may encounter with role conflicts, which occur when the researcher works, for instance, as an instructor or a medical doctor in the research setting. In order to overcome these disadvantages of being an insider, the researcher should consider the possible effects of bias while collecting and analyzing the data. Even though bias is regarded as negative in a research, Savin-Baden and Howell Major (2013) indicate that it is impossible for a qualitative researcher to fully eliminate his/her bias while conducting the study. In this sense, providing participants' anonymity, respecting to their rights, and being sensitive about the information that participants share may help researcher to conduct a more credible study (Smyth and Holian, 2008).

To clarify my own position in this study, I could be considered as an insider-researcher since the research setting was my working place. Throughout the study, I collected data as an insider researcher and even as an insider participant observer in senior year courses. As I have been working as a research and teaching assistant at METU-SUNY TEFL Dual Diploma Program since 2014, I was already an insider. In that sense, before I decided to conduct this thesis work, I was already familiar with the dual diploma program and student teachers' overseas experiences. In addition, as of May 2016, I have been assisting practicum courses at METU for three semesters. These assistantships gave me a chance to go beyond my limited knowledge about the process, which senior year students go through since I am a graduate of the Department of Translation and Interpreting with no practicum experience. During my assistantships, I had a chance to observe prospective teachers' professional identity development processes, read their weekly reflective journals and even attend their assessed teaching sessions. These experiences helped me realize the changes in their 'teaching self' gradually. At this point, I began to develop an interest in the effects of having overseas experiences in student teachers' professional identity construction. Moreover, as I am a graduate of a Double Major Program, I have a Bachelor's Degree in Philosophy, which provides me robust background knowledge about the concepts of 'self' and 'identity'. In addition, as I mentioned before, I studied at two different undergraduate programs during my undergraduate years. Therefore, based on my past experiences, it was quite easy for me to gain an understanding of participants' experiences about majoring in two different fields in a dual diploma program.

For my study, I made good use of the advantage in having a good relationship especially with senior year students, which provided the continuity of data collection process and allowed me to collect more detailed and trustworthy data. Additionally, I could easily reach the participants in order to arrange interviews and ask them to clarify unclear points after interviews and classroom observations. However, while conducting this study, I encountered some disadvantages as an insider researcher, such as role duality (teaching assistant/ researcher), making pre-assumptions about participants' perceptions and reactions, and participants' tendency to establish a close relationship with me as a result of spending a whole year together while collecting data

through interviews and classroom observations. When I noticed that, I tried to keep a distance with my participants and myself as a researcher in order to ensure my objectivity in the research study. In addition, in order to minimize the role duality in the classes, I tried to remember my purpose for making observations and focus on my researcher identity rather than being involved in the content of the lesson as a teaching assistant.

3.3 Participants

Six senior students studying in the METU-SUNY New Paltz Dual Diploma Program in Liberal Studies and English Language Teaching were the participants in this qualitative case study. There were 12 registered senior year students at METU TEFL Program in 2015-16 academic year. Of these 12 students, half of them had repeat courses neither at METU nor at SUNY New Paltz at the time when the study was conducted. In addition, these six students were regular students of the program, which means they went to the USA at the end of their second year and spent one year at New Paltz campus experiencing Fieldwork at a state school in the United States. Then, they returned to Turkey to complete the program as senior students. The rest of the students did not take part in the study since they did not meet the requirements to graduate from the program in 2015-16 academic year. Three of those had been suspension students in their first term of the second year, so they needed to take the second year courses and repeat some of the first year courses. Thus, they could not take TEFL 487 ELT Materials Development and Adaptation (Please see Appendix E for the course description) and TEFL 489 Teaching English to Young Learners (Please see Appendix F for the course description) courses in which the researcher conducted observations and recorded field notes. The other three students were taking TEFL 487 and TEFL 489 courses, but they had not studied in the USA yet due to financial problems or personal reasons. Thus, all the participants of this study were the regular students and completed their third year at New Paltz campus successfully. Since these students had fieldwork experiences at SUNY New Paltz, they were believed to be starting to construct their teacher identities and were ready to enroll TEFL 490 Practice Teaching

course in their final semester at METU. Thus, the researcher observed and conducted interviews with all the students who met the requirements for the study. The profile of participants is illustrated in Table 3 below:

Table 3: The profile of participants

Name	Gender	Age	Nationality	Previous BA/S Degree
Irmak	Female	26	Turkish	Hacettepe University / Dept. of Statistics
Derin	Female	25	Turkish	TOBB University/ Dept. Of Economics
Beatrice	Female	26	Turkish	Italian Language School for Fashion Management
Defne	Female	22	Turkish	No previous BA degree
Jane	Female	23	Turkish	No previous BA degree
Emily	Female	23	Turkish	No previous BA degree

3.4 Data Collection

In this study, the researcher was a part of the research setting since she was working as a research assistant in the same department. Therefore, the participants and the researcher had already known each other, and the researcher had enough information about the METU- SUNY TEFL Dual Diploma Program due to being a member of the Department of Foreign Language Education. Therefore, she collected the required data where the research idea appeared.

3.4.1 Data Collection Tools

As Yin (2003) suggests, evidence for case studies may come from six sources: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts (p.83). At this point, methodological triangulation, which is "using the same method on different occasions or different methods on the same object of study" (Cohen, Manion, and Morrison, 2000, p.113), comes into prominence in order to deepen the understanding of a case through different data collection tools. In order to achieve this goal, the data were obtained by means of multiple data collection tools including semi-structured interviews, observations, field notes, and document analysis.

A visual representation of data collection tools can be seen in the figure below:

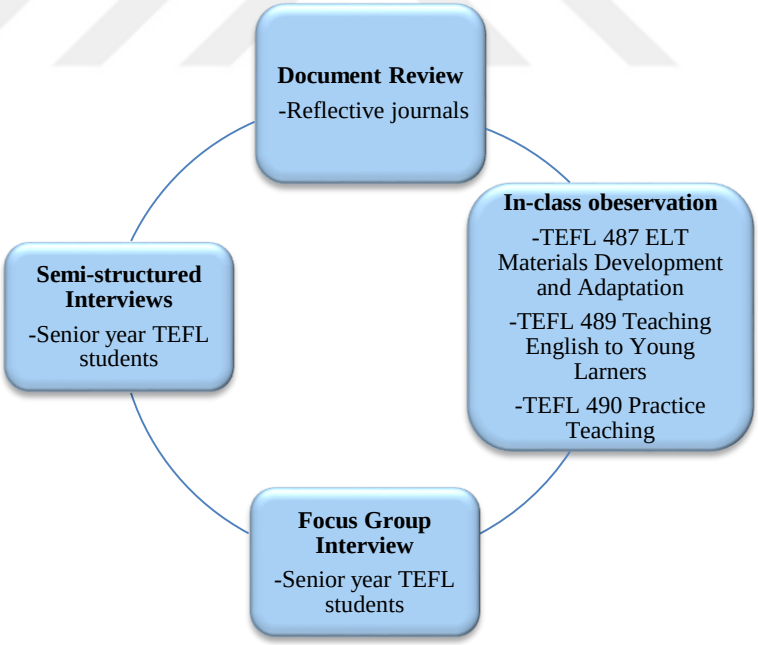


Figure 3: Data collection tools used in the study

Different data collection tools enable the researcher to investigate the research questions from multiple perspectives and to provide the researcher greater understanding of the phenomenon, which helps the researcher establish reliability and

validity in qualitative studies (Golafshani, 2003). As aforementioned, the qualitative nature of this study requires an overview of the context enriched by using multiple data collection tools. Therefore, conducting a case study by using multiple data collection tools is crucial in order to provide trustworthiness.

3.4.1.1 Classroom Observations

In observations, researchers are able to realize an ongoing behavior of a participant as it occurs in a natural setting. As Cohen et al. (2000) suggest, "Whatever the problem or the approach, at the heart of every case study lies a method of observation", and observation as a data collection tool enables researchers to have an understanding of the context through participants' eyes and provides hidden information about participants' thoughts, beliefs, and perceptions that may never be revealed during interviews or on questionnaires (p.185). Therefore, the role of an educational researcher is not dealing with chemicals in the laboratory, but "to explain the means by which an orderly social world is established and maintained in terms of its shared meanings" (Cohen et al., 2000, p.187).

In this study, the researcher did not use any ready-made observation sheets since she aimed to describe what she observed in the classroom rather than what she expected to see. The researcher aimed to describe the manifestations of student teachers' developing professional identities, so she did not use any pre-determined checklist sheets for the observations. Thus, observations conducted for this study were unstructured and recorded as field notes. Since field notes are "the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study" (Bogdan and Biklen, 2007, pp. 118-119), they provide data about the salient features of a group of people and enable researchers to see what really takes place in the classroom. By this way, researchers can make distinctions about what participants say during the interviews and their behaviors in a real setting, which they may never remember to comment on (Cohen et al., 2000, p.187). Field notes are of vital importance for the qualitative studies since they can

provide a “thick description” if the researcher accomplishes to record extensive and detailed notes (Bogdan and Biklen, 2007). The researcher observed the participants from the very beginning of the Fall 2015 semester. She started to keep detailed notes describing participants’ reactions, attitudes, and conversations with their instructors and classmates. The observations were made in TEFL 487 ELT Materials Development and Adaptation, TEFL 489 Teaching English to Young Learners and TEFL 490 Practice Teaching classes, which were senior year courses offered in the program. Each observation in three separate courses lasted approximately 150 minutes.

The researcher observed participants for 14 weeks in each semester. In the first semester, the researcher observed only the former two courses since they were the only English language teaching related courses in the first semester of the fourth year. According to METU (2015), “enabling students to acquire skills necessary for evaluating language teaching materials in current textbooks, adapting or developing materials for language teaching and language testing” (p. 494) is the primary objective of TEFL 487, which makes this course significant for the students in terms of reflecting their perceptions and beliefs about teaching skills and teaching as a profession. Similarly, TEFL 489 aims to provide “the learning strategies of young children and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners” (p.494), which makes this course valuable for this study since the researcher had opportunities to observe students’ practice teaching performances intended for the young language learners. In the second semester, the researcher observed students in TEFL 490 Practice Teaching, which is the only English language teaching related course offered in the final semester. This course offers “observation and teaching practice in pre-determined secondary schools under staff supervision” (p.494). This course is of vital importance for the study due to the fact that the students shared their real classroom experiences through class discussions and reflection tasks, which enabled the researcher to explore their understandings of themselves as prospective teachers.

Table 4: Duration of classroom observations

	Fall Semester		Spring Semester
Courses	TEFL 487**:** ELT Materials Adaptation and Development	TEFL 489**:** Teaching English to Young Learners	TEFL 490: Practice Teaching
Duration & Time	12 weeks 2015-2016	10 weeks 2015-2016	12 weeks 2015-2016

3.4.1.2 Semi-Structured Interviews

The semi-structured interview technique was used in this study because it allows the researcher an in-depth understanding of the viewpoints of participants. It also "facilitates rapport / empathy, allows a greater flexibility of coverage and allows the interview to go into novel areas, and it tends to produce richer data" (Smith and Osborn, 2007, p.59). Thus, the participants were asked questions from various aspects of their backgrounds, academic lives, future plans, and perceptions on teaching profession in order to understand and describe the process of constructing or re-construing their professional teacher identities (Please see Appendix G for the interview questions). The researcher conducted the interviews twice during the 2015-2016 academic year after the senior year students returned to Turkey. The first interview was conducted at the very beginning of the semester in order to have an understanding of participants' pre-existing beliefs on being a teacher and teaching

profession in general. The other aim of this first interview was learning about their international fieldwork and study abroad experiences, which might affect their teacher identity construction. This interview aimed to provide certain background information about the participants including their educational history, academic goals, and world-views. The second interview was conducted at the end of the academic year after the participants completing TEFL 490 Practice Teaching course. The aim of the second interview was gaining insights into the process the participants experienced starting from their first participation as a student teacher at SUNY-New Paltz campus to their last teaching practice in Turkey. All interviews were audio-recorded with the permission of the interviewees and were transcribed by the researcher. As Rubin and Rubin (1995) suggest, use of participants' native language during interviews provide a powerful opportunity for the interviewer in order to show his/her "willingness to enter into the world of the interviewees" (p.173). Therefore, the interviews were conducted in Turkish in order to make the participants more comfortable while expressing themselves in their native language. The vignettes taken from interviews were all translated into English by the researcher, since she is a graduate of the Department of Translation and Interpreting.

3.4.1.3 Document Review

Although documents provide a rich source of data for qualitative inquiries, 'documentary evidence' is occasionally neglected by researchers, probably because the collection of other type of data (experiments, interviews, surveys, observations) has become popular (Punch, 2012). This is interesting, since documentary research can be deemed as a crucial part of development of social sciences (MacDonald and Tipton, 1996). While some qualitative studies depend entirely on documentary data, in other research studies, such as case studies or grounded theory studies, documentary data is collected in order to provide the trustworthiness of data coming from interviews and observations. In that sense, documents are important since "in conjunction with other data, documents can be important triangulation, where an intersection set of different methods and data types is used in a single project" (Punch, 2012, p. 184).

Therefore, document analysis is often used in qualitative inquiries as a means of triangulation when there is a 'combination of methodologies in the study of the same phenomenon' (Denzin, 1970, p. 291).

The types of documents used by researchers are diaries, letters, essays, personal notes, reports, biographies, autobiographies, proceedings, and institutional memoranda (Jupp, 1996). According to MacDonald and Tipton (1996), these documents can be classified into four types: public records, the media, private papers, and visual documents. Similarly, according to Bowen (2009), documents that may be used for research studies can take a variety of forms, including advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs; letters and memoranda; maps and charts; newspapers; press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records. Since this thesis aims to investigate how senior student teachers of a dual diploma undergraduate program describe their professional identities, this study was conducted through in-depth interviews, classroom observations and document reviews. This qualitative case study aims to shed light onto student EFL student teachers' professional identity construction, which is a multi-faceted process. Therefore, student teachers' reading and reflective observation journals, and student teachers' post- teaching self-evaluation forms were used to clarify and check the qualitative data for the sake of methodological triangulation, which provides trustworthiness of the qualitative study when the researcher collects data from multiple sources (Wellington, 2000). All these documents were not specifically produced for this research study, but all of them were written in the scope of TEFL 490 Practice Teaching course. Thus, the researcher benefited from these course materials as data sources. In that sense, the researcher made use of them in order to check the clarity of data obtained from interviews and observations. While student teachers' post-teaching self-evaluation forms were collected at the end of the Spring 2015 semester, student teachers' reading and reflective observation journals were gathered on a weekly basis in the same semester.

Document analysis includes skimming (superficial examination), reading (thorough examination), and interpretation (Bowen, 2009). During document analysis process which is supplementary to other data collection tools, the researcher did not aim to generate new themes from documents, but she intended to demonstrate the clarity of predetermined themes extracted from interviews and observations. In order to make it possible, the researcher employed a focused re-reading and review all the documents produced by student teachers by taking a closer look at the comments and reflections pertaining to the phenomenon.

3.4.1.4 Focus Group Interview

One of the sources of data gathering method employed in this research study was focus group interview, which is "a type of qualitative research methodology, generally defined as a structured discussion with a small group of people, run by a facilitator or using a moderating team, to generate qualitative data on a precise topic of interest, using a set of open-ended questions" (Masadeh, 2012, p. 1). The logic behind using this method in this study was to bring together "a group of people who have something in common, which is connected to the research topic, and having them to take part in a discussion, which is facilitated by the researcher" (Matthews and Ross, 2010, p. 235).

In focus group interviews, the ideal number of participant is minimum three and maximum 13 individuals (Matthews and Ross, 2010). Even though this study is consisted of six participants, they were divided into two groups since the six participants were not available on the same day and in the same hour due to their different course schedules. The first focus group interview lasted for 46 minutes long while the second one lasted 53 minutes long. Interviews were conducted at the very beginning of Spring 2016 Semester. The rationale behind conducting a focus group interview at the beginning of the term was that the researcher aimed to develop an understanding of their pre-conceptions and expectations regarding teaching practicum in a Turkish state school before they met their mentor teachers and pairs. Besides, the researcher aimed to gather data about their perceptions of the possible differences

between practicum in Turkey and in the United States, their expectations about practicum in Turkey, and the impacts of their study abroad and international fieldwork experiences on English language teaching related courses (TEFL 487 & TEFL 489) they took after turning back to Turkey. Another purpose of employing focus group interview was to describe the changes in their perceptions and practices on teaching before and after their USA experiences. The focus group interview questions (Please see Appendix I) were prepared by the researcher in parallel to the aim of the study. The interviews were also audio-recorded after taking participants' consent. The researcher had a guide and facilitator role during the process of the focus group interview. The data sources for each research questions were illustrated in Figure 4 below:

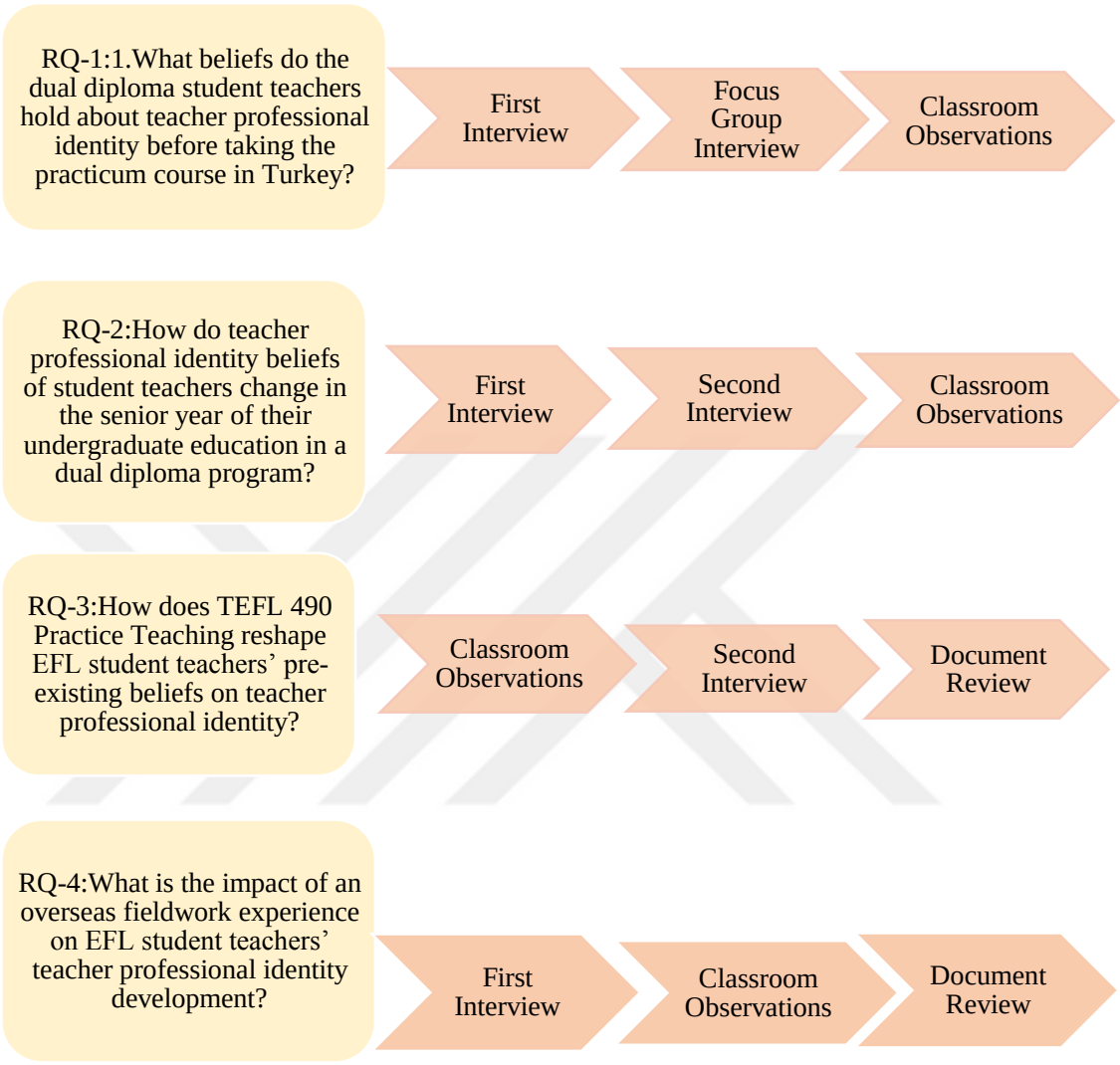


Figure 4: Data collection tools for each research questions

Data collection procedure of this study can be followed accordingly the figure presented according to Figure 5 below :

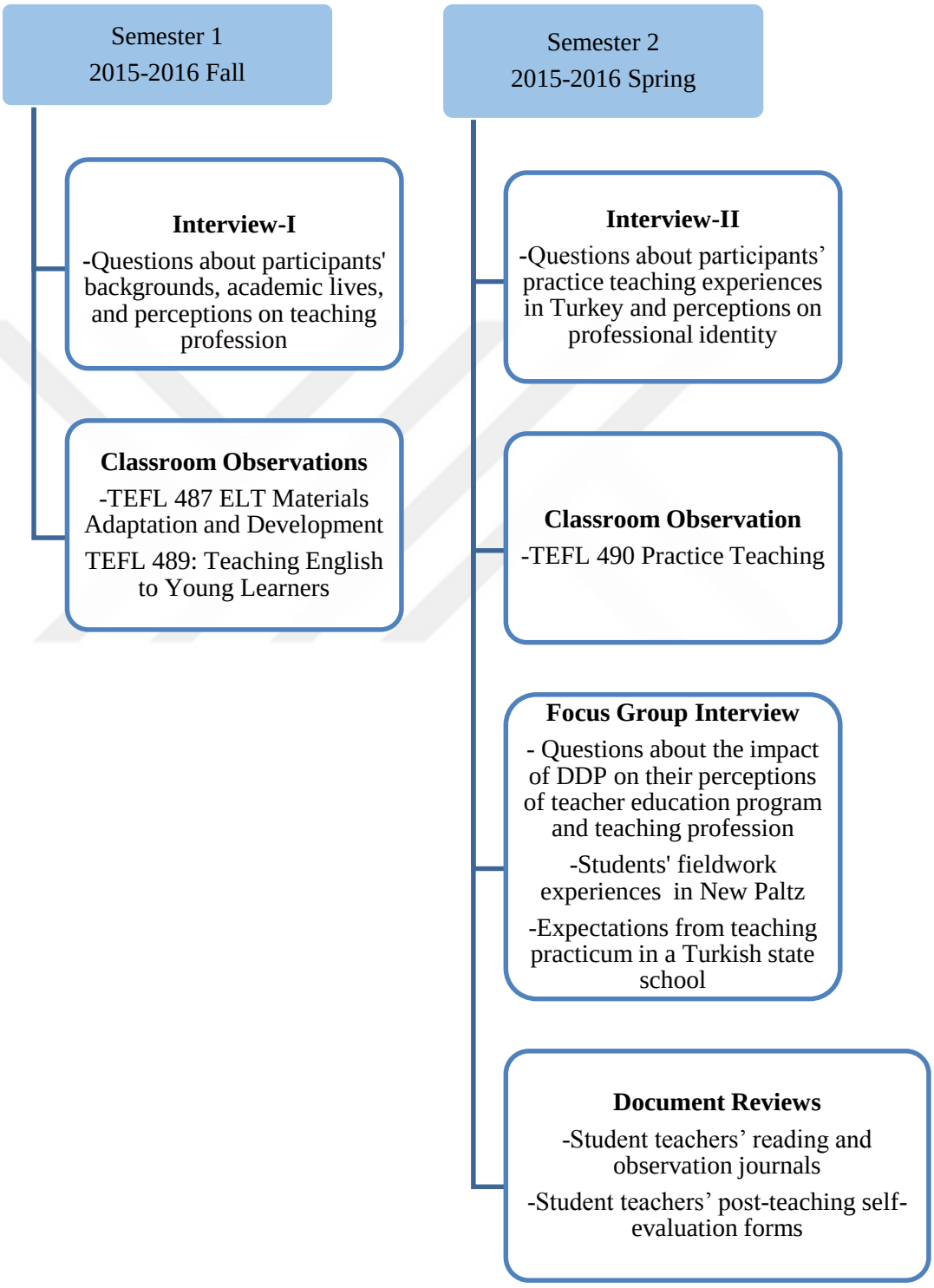


Figure 5: Data collection procedure

3.5 Data Analysis

As qualitative data analysis requires "a mix of creativity and systematic searching, a blend of inspiration and diligent detection" (Spencer, Ritchie, and O'Connor, 2003, p.199), data analysis can be defined as a challenging process. Although data analysis is a distinct stage in a research study, "data collection and analysis is a *simultaneous* activity in qualitative research. Analysis begins with the first interview, the first observation, the first document read… It is an interactive process throughout that allows the investigator to produce believable and trustworthy results" (Merriam, 2009, p.151). Thus, the researcher begins to form ideas gathered from different data sources and try to make sense of phenomenon at the very beginning of the study. In that sense, qualitative studies require a careful organization of data collection and data analysis since the data collection and analysis processes accompany each other.

According to Miles and Huberman (1994), there are mainly two parts to the interpretation of qualitative data: *data management* and *data analysis.* Data management is comprised of three important steps: organizing the collection process, designing storage to save the data, and developing a system for retrieving codes and themes from the raw data. The second phase to the interpretation is the data analysis stage including data reduction, data display, and drawing conclusions from the data. Data reduction is identified as the most crucial stage of data analysis since it involves selecting and marking the most salient themes emerged from data. Highlighting important statements helps researchers to eliminate the mass of unconnected data. The second stage is data display. Reporting data via using themes, clusters and summaries in an organized and focused way helps readers to reach the findings easily. The last stage is drawing conclusions, which enables the researcher to make interpretations of the data. This stage is identified as explaining what the data mean and its relation to aim of the study.

In this study, the researcher collected data by making use of semi-structured interviews, focus group interviews, classroom observations, and document reviews. Since the data were gathered from four different data collection tools, the data analysis of this study is comprised of several steps. First of all, the audio-recorded semi-structured and focus group interviews were transcribed verbatim and all transcripts were put in a file after printed out since "valid analysis is immensely aided by data displays that are focused enough to permit viewing of a full data set in one location" (Miles and Huberman, 1994, p.432). Besides, while reading the transcripts, the researcher wrote down short phrases and key concepts in memos (Bogdan and Biklen, 2007), since writing notes or memos in the margins of field notes or transcripts or under photographs helps in the initial process of exploring a database" (Creswell, 2013, p.183). Self-reflection tasks, which were weekly written for the practice teaching course, were collected each week and photocopied by permission of students, and filed according to the week they belonged to. The researcher observed participants, as mentioned above, approximately 55 hours in total. Field notes were written as rough-drafts while conducting classroom observations. After each observation, the researcher re-wrote all notes on the same day when her memory was fresh. This procedure provided researcher to write down all the details about the incidents occurred during the observations. For the sake of following an order, the staging suggested by Miles and Huberman (1994) for qualitative data analysis was employed in this study. The components of data analysis are demonstrated in Figure 6 below:

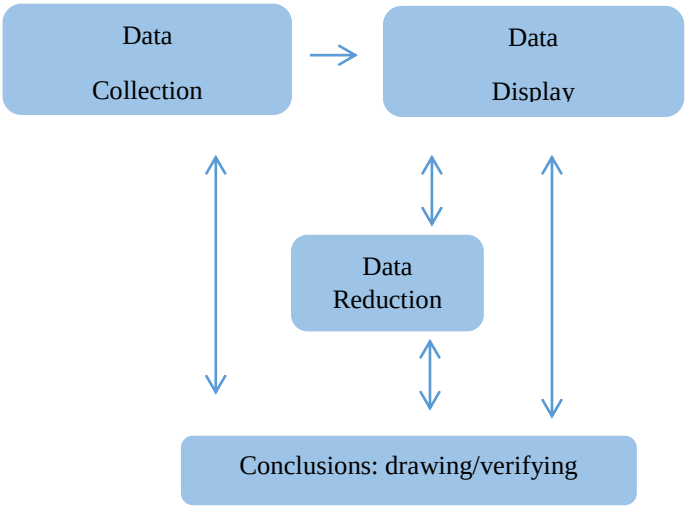


Figure 6: The components of data analysis (Miles and Huberman, 1994, p. 12)

As it was mentioned above, there are three overall components that go hand in hand in qualitative data analysis: data reduction, data display and drawing conclusions. After completing data reduction and data display stages, coding and memoing practices were operated in order to draw conclusions from data and to have a meaningful and coherent picture of what has been extracted from different data collection sources. Coding, as an initial step of data analysis, "leads you from the data to the idea, and from the idea to all the data pertaining to that idea" (Richards and Morse, 2007, p.137).

In this study, after data collection process was completed, the researcher read and re-reads all the transcripts, and grouped responses according to interview questions and research questions respectively. After reading transcripts, employing data reduction strategy, and identifying the most salient statements by marking and labeling, the researcher reached descriptive codes, which were the early labels of data including little inferences and interpretations of the researcher. For instance, the researcher used 'OFT' as a code for 'opportunity for travelling', 'RO' for 'respecting others', 'BF' for 'becoming fluent' and 'HTE' for 'having teaching experience'. Then, the researcher focused on pattern codes, which provided the researcher to see how many times the same codes were used repeatedly throughout. These codes were more inferential, since they were formed by finding patterns, conceptualizing and interpreting the data. But it is important to note that grouping codes together can be done for detecting both commonalities and differences:

> When you search for patterns in coded data to categorize them, understand that sometimes you may group things together not just because they are exactly alike or very much alike, but because they might also have something common- even if, paradoxically, that commonality consists of differences (Saldana, 2008, p.6).

Therefore, in this study, the researcher paid attention to choosing different opinions on the same category in order to provide participants' different perspectives on the same category. The researcher also benefitted from in-vivo coding (Strauss, 1987, p.33) at this stage, which is using participants' vignettes, namely direct quotations, as codes. This stage enabled the researcher to group similar kinds of information to form the

categories. As Richards and Morse (2007) identify "categorizing is how we get 'up' from the diversity of data to the shapes of the data, the sorts of things represented" (p.157). For instance, in this study, the researcher grouped 'OFT' and 'RO' to create the category of 'personal growth' while grouping 'BF' and 'HTE' to create the category of 'professional growth'. In the last step, the researcher re-read all the transcripts and checked them to ensure that each and every important statement had been noticed and grouped. Finally, each category was reported through a final detailed summary and participants' excerpts in order to provide the clarity of researcher's interpretations.

For the analysis of participants' self-evaluation reports and researchers' field notes, the researcher did not create new codes. The researcher read self-evaluation reports every week and marked the significant statements in order to report them in weekly basis, since student teachers were supposed to write down their practicum experiences accordingly weekly topics assigned by the course instructor. For instance, on Week 7, student teachers were supposed to make reflections on motivating students, while on Week 8 they were assigned to compare school experiences US and Turkey. Therefore, the researcher identified six sub-headings to report participants' reflections and opinions about their practice teaching experiences. For reporting classroom observations, as it was mentioned above, the researcher made use of her field notes. Similarly, the researcher read all her field notes and wrote down her interpretations on the margins. She marked the significant statements and grouped them under sub-headings, such as 'classroom management problems', 'adaptation issues', and 'role conflicts'. Each sub-heading was supported through participants' quotations captured during classroom observations.

3.6 Quality Criteria

Since qualitative research adopts a naturalistic approach that aims to understand a phenomenon in a context-specific setting, a qualitative study can be defined as "any kind of research that produces findings not arrived at by means of statistical procedures

or other means of quantification" (Strauss and Corbin, 1990, p.17). Unlike quantitative research studies, qualitative research studies aim to understand a phenomenon in its specific context where the "phenomenon of interest unfold naturally" (Patton, 2001, p.39). The difference in utilizing data collection tools and procedure between qualitative and quantitative research studies leads researchers to evaluate the quality of these studies on the basis of different strategies. A quantitative researcher may persuade the reader that the results of an inquiry are worth paying attention to through methods including "the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories to which numbers are assigned" (Patton, 2001, p.14). On the other hand, a qualitative researcher also needs to construct "trustworthiness" of his/her study. While reliability and validity are fundamental criterion for quality in quantitative studies, in qualitative studies the researcher seeks to ensure the credibility and confirmability of the study through triangulation, dependability, and transferability (Lincoln and Guba, 1985).

As mentioned above, to ensure that results and interpretations gathered from a qualitative study are trustworthy, certain measures should be taken (Miles and Huberman, 1994). Ensuring the *credibility* and *confirmability* of a case study is critical because it helps "to determine the stability and quality of the data obtained" (Riege, 2003, p.75). In this study, strategies suggested by Lincoln and Guba (1985) were followed. According to this perspective, credibility means to what extent the findings of a study are valid. One of the strategies used in the study to ensure the credibility was prolonged engagement and persistent observation in the field. The researcher invested sufficient time in the classroom by conducting observations in three different courses related to English Language Teaching in order to learn about the setting and understand the phenomenon under scrutiny. Approximately 55 hours were spent for in-class observations of three senior year courses and the researcher established a long-term contact with the participants.

Another strategy used in this study was triangulation, which facilitates validation of data via more than two sources' cross verification. Mathison (1988) draws attention to the importance of triangulation by saying, "Triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology" (p.13). In this study, triangulation is provided through using multiple data collection tools and multiple investigators. Investigator triangulation was provided by involving a research assistant and a dual diploma program graduate as investigators in the study. First of all, semi-structured interview questions were reviewed by a graduate of the same Dual Diploma Program. Afterwards, the themes, which were emerged at the end of the coding process, were checked with the raw data by a research assistant. The research assistant was already familiar with the dual diploma program, since she works as a research assistant at the same program. This process provided investigator triangulation in the study. Secondly, the data were gathered through multiple data collection tools, including two semi-structured interviews, classroom observations, student self-reflection tasks and focus group interviews in order to provide data triangulation. Credibility was also enhanced through member checking in order to verify the data for accuracy and agreement. The researcher took the data and analyses back to the six participants to check whether there were any disagreements on the researcher's interpretations. The participants read the data and researcher's interpretations because participants "play a major role directing as well as acting in case study research" (Stake, 1995, p.115).

Another quality criterion is confirmability. This criterion was provided by employing dependability and transferability in this study. Because of the qualitative nature of the study, it is difficult to expect the same results when the study is replicated. However, the researcher should ensure that the results of a study are reported only on the basis of data collected. In this study, in order to provide dependability, the researcher read the data thoroughly and coded the raw data twice in order to ensure the intra-reliability. For transferability, the researcher gave sufficient details about the data collection procedure and the context of the study with the aim of providing thick description. By

this way, other researchers who aim at studying the similar phenomenon can evaluate to what extent the results drawn from this study can be transferred to other contexts, situations, and people.

3.7 Ethical Considerations

One of the main issues in conducting qualitative inquiries is ensuring the protection of participants' rights. In order to address the ethical implications, the proposal of the research was sent to the Human Subject Ethics Committee of the University. After getting permission, the researcher gave informed consent forms to the participants in order to provide necessary information about the aim of the study, timing and procedures (Please see Appendices J and K). In addition, the consent form included information that participation was voluntary, and they could withdraw from the study whenever they wanted. Additionally, the potential risks and benefits of the study were explained in the consent form. In order to ensure the anonymity of the study, pseudonyms were given to every participant. All of the participants are Turkish; however, three of them preferred non-Turkish pseudonyms.

CHAPTER IV

RESULTS

This chapter aims to present of the study. In this chapter, the results obtained from each data collection tool will be reported in five main parts, which are; (i) Results of First Interviews, (ii) Results of Focus Group Interviews, (iii) Results of Classroom Observations, (iv) Results of Reflective Journals, and (v) Results of Second Interviews. The way of presenting results is designed in accordance with the sequence of data collection process.

4.1 Results of the First Interview

In order to answer the first, the second and the fourth research questions, the researcher made use of data gathered from the first interview. From six verbatim transcripts, significant statements for each participant were extracted. Following the coding process, these meaning units were emerged: influence of other people, unconscious choices, the role of background variables, necessity and usefulness of fieldwork experience, an articulation of a better understanding about being a professional, advantages of attending a study abroad program, personal development, new worldviews of education and culture, constructing the relationship between theory and practice, and professional development. Some of these meaning units were clustered into one theme and as a result of this process, five themes describing the effects of study abroad experiences on EFL student teachers' professional identity construction processes and their pre-conceptions about teaching profession came to the light eventually. These themes are listed as self-discovery, personal growth, being a professional teacher, and necessity and usefulness of fieldwork experience.

4.1.1 Self-discovery

All of the participants have been influenced by other people while enrolling in TEFL program to pursue their undergraduate education. They also indicated that Dual Diploma Program students and graduates played a crucial role in choosing an overseas education program. On the other hand, three of the participants stressed many times during the interviews that teaching was not their 'dream job', which resulted in planning to create alternatives by benefitting from the opportunity to have two different bachelor degrees. However, the rest of the participants reported that they chose English division at the high school to be an English language teacher, which led them to choose TEFL program to pursue teaching as a career. Overall, it is crystal clear that while some of the participants have been pushed to choose this program unconsciously, some of them have been motivated both by their own self-images and influential people around them. For instance, Beatrice told that she had never thought to become a teacher and not felt totally independent in her decisions during her career decision journey. She explained herself by saying:

> First of all, I don't want to be a teacher. We'll have two different diplomas at the end of this year. I may use my Liberal Arts diploma to pursue my career. I know that this faculty will give me a 'teacher identity' and it is worth to study, of course. But I cannot be a teacher. You have to devote yourself to your job. If you do this job to earn money… I mean… to pay your bills and buy a car, for instance, you can't be a good teacher because your students understand or somehow feel your real aim. If you love your job, they understand this. If you don't love your job but do it to earn money, they understand your character as well. For me, I have a high standard of living, which is impossible to pursue by earning money from teaching in our country. I travel a lot, I have broader perspective, I have many things to teach my students except nonsense grammar rules, but I have no patience to deal with my students to earn too little money, unfortunately.

Similar to Beatrice, Derin, complained about the fact that teaching is not seen as a prestigious job in Turkey, which leads her to be in search of creating job alternatives after the graduation:

> In our country, teaching is not a prestigious job. You know, everybody says 'If you can't be a medical doctor or lawyer, at least be teacher.' Being a teacher brings financial problems in our country, unfortunately. I may earn much money by creating alternatives with my Liberal Arts diploma. In short, I'm about to graduate from this department with no intention of being a teacher.

One of the other participants, Irmak, decided not to work as a teacher after her graduation, but she also felt that she had enough teaching skills and confidence to do this job. It was extracted from her statements that undesired realities of teaching profession in Turkey led her to change her plans for the future. She has not felt herself as a teacher-to-be so far:

> Teaching is not my dream job. I came here because I wanted to study at a university with a high reputation. I was not obsessed with a specific department during university preferences process after the graduation from high school. I'd like to try different things except teaching. But if you ask me about my teaching skills… Well, I think that I can be a good teacher if I really want it. I'm a really determined person. I'd devote myself to my students if I will decide to do this job. Apart from this, I realize that everything has happened like a movie so far. I mean… I found myself here. I'm a senior year student at Faculty of Education but I'm an amateur. I have good teaching qualities, but teaching requires many other necessities. In our country, most of the teachers do this job to earn money and have extra holidays. I'd not be a part of this community.

Emily stated that the decision to become a teacher was derived from her love towards children and her interest in learning foreign languages. However, she told that after attending a Dual Diploma Program, she began to think about making a career change since she highlighted the fact that the program offers two diplomas from two different undergraduate programs:

> Actually, teaching was my dream job. I came to this department to be a teacher but somehow I feel that my career plans have been changed. Teaching will be always a good opportunity for me because it provides job guarantee in our country. I know that I have good teaching skills because I'm a very patient, hardworking and organized person. I think that I can manage my classroom easily. After studying at New Paltz and taking a wide range of courses, I realized that having an interdisciplinary education was a great opportunity. Now, I can try my chance in different job areas, such as human resources or public relations departments.

Similar to Emily, Jane implied that she chose this department since she loves being with children and has an interest in English as a subject matter. She also added that in her high school years studying with her classmates before exams and transmitting her knowledge to them was a great satisfaction for her since she felt herself as a very important person while teaching:

> I always wanted to be a teacher especially at the high school but I realized that subject matter that you will teach is also very important when you become a teacher. At first,

> I've studied positive sciences for a year at the high school. However, I changed my mind and registered for Foreign Languages division in my second year because I realized that I felt very happy while teaching English, not other subject matters. Why I love teaching… Let me think… I love children. Besides, when I came to this department, some of our instructors told me that I was born to be a teacher. Hearing such things from them is wonderful.

During her self-discovery process, similar to Jane, Defne was also praised for her good teaching skills and was encouraged to be a teacher by her instructors in the department. She felt like teaching is a suitable profession for her because she thought that teaching requires patience, determination and calmness. She stressed her teaching skills:

> I think that I will be a good teacher because I am very patient and most of the people around me always say that teaching is the best job for me. Both of my parents are English language teachers. I have observed them many years. I know the meaning of being a good teacher. Thanks for their contributions; I realized my intention of being a teacher.

As it was previously mentioned by Defne, influence of other people played a crucial role prior to their decision to choose teaching as a career. While three of the participants reported that they came to this department with the aim of being a teacher, the rest of the participants implied that their decisions regarding studying at the Faculty of Education were made unconsciously since they chose their paths depending on 'significant others'. In addition, the impact of other people took place in especially enrolling in a dual diploma program. For instance, one of the participants, Beatrice, stated that she was left with no choice during university preferences process since her preference form was filled in by her family while she was studying at a language school in Italy. She shared her feelings about this process:

> At the very beginning of my first year at high school, my only aim was choosing Equally-weighted division and studying at Faculty of Law but I had some problems with my teachers. I did not feel myself comfortable among them. So, I decided to change my division and according to our school principal's guidance, I was transferred to Foreign Languages division. Am I regretful about my decision? Absolutely! Because you do not have to choose Foreign Languages to study at Faculty of Education at the university. You can study at Equally-weighted and then decide to be a Foreign Languages teacher by only entering Foreign Language exam offered by Assessment Selection and Placement Center. After my family heard that I got enough score to enter TEFL program, they filled in my preference form when I was in Italy. They called me to ask my decision and I accepted their offer because studying at the States seemed very appealing for me. You know we will have two diplomas this year.

> These are the advantages of this program. I came here to benefit from these advantages, not to become a teacher.

Similar to Beatrice, Emily's parents played a crucial role in her decision to choose TEFL program and have an overseas education experience. In her case, she was influenced by one of the graduates of this program. After Emily and her parents were informed about the advantages of this program, they were persuaded enough to prefer an overseas education. According to Emily, the positive impact of her family encouraged her to choose this program since she thought that her family always wishes the best for her:

> One of my friends is a graduate of this program. When I was in high school, she always told us about how she was pleased to be a part of this program. My family tried to get information about the program before I entered Student Selection Examination. I mean… I knew that my family had positive thoughts about the program while I was preparing for the exam. After the exam, they told me that they found this program very beneficial, so I accepted their suggestion. There were two main reasons about this: First of all, I have always wanted to be a teacher. When I was a child, I had imaginary students and I pretended to be a teacher in my room. Secondly, having two diplomas and experiencing the States were very appealing for me.

Likewise, Defne and Jane have been influenced by their families to enroll in an overseas education program. For instance, Jane stated that she was planning to study at a different university but she had changed her mind after her father investigated this program and had positive thoughts about the department:

> Actually, I was planning to study at a different university in Ankara. One day, my father saw this program on the brochure. He told me about the procedure of the program. When I was informed about the program, living in the States for a year and studying at two different campuses helped me to make my decision. In my opinion, an English language teacher should live in an English-speaking country at least a couple of months in order to be exposed daily speech and experience the culture. That's why; I find this program very valuable for prospective teachers.

As it was mentioned above, Defne takes her parents as role models since both of them are English language teachers as well. She added that she was always encouraged by her parents to choose teaching as a career. Besides, she implied that the decision to study at a DDP was derived from her parents' experience and investigation:

> Both of my parents are very experienced teachers. At first, I decided to study at department of Translation Studies because I was a little bit confused whether I love teaching or not. Then, I felt myself closer to teaching profession because you know I was raised among teachers. My parents always saw me as a prospective teacher. Now, I am here. I am very pleased with my decision.

The other two participants, Irmak and Derin, implied that their decisions were made under the influence of 'significant others'. It is very striking that unlike Emily, Jane and Defne, Irmak and Derin have never wanted to become a teacher. Teaching was never a 'dream job' for them. According to Derin, she made her decision according to the good reputation of the university, which was found important by her family members:

> I'm a graduate of Mathematics-Science division from my high school but I've never wanted to do a job related to engineering or medicine. Therefore, I changed my division and transferred to Equally-weighted division in the last year. Then, I studied Economics at one of the universities in Ankara but I never loved my department. It was a torture! At the end of this bitter experience, I decided to study something related to Foreign Languages because I love learning languages and dealing with their cultures. I have to admit that the prestige of this university played an important role during my university preference process. Having two diplomas and being an 'American' for a year were great opportunities. I am not planning to be a teacher but sometimes it sounds me good. You know I may do this job because it is related to Foreign Languages. I never think teaching and English separately. What I mean is I can teach English but I cannot teach physics for example. My father always told me that I can't study physics or something like that. According to him, this program is the best option for me.

Finally, Irmak shared her experiences, which were very similar to Derin's career path. Irmak is a graduate of the Mathematics-Science division from her high school. Likewise Derin, she studied Statistics at a different university for a year but she realized that dealing with numbers was not for her and she decided to change her department:

> One of my friends told me about this program. I was not planning to be a teacher. Actually, I had no idea about teaching profession but living in the States and experiencing different cultures sounded great for me. I quitted Statistics and I had to pursue my undergraduate education at a good university. Why did I come here? Life! I'm here coincidentally. When we learnt that the program offers Liberal Studies diploma as well, my family supported me to choose this department. Finally, I found myself in this department.

As it was previously extracted from participants' statements, during their self-discovery processes, they were strongly influenced by 'significant others', realities of teaching profession in Turkey and unconscious choices. While three of them stressed that teaching was their 'dream job' and came to this program to pursue teaching as a career, the rest of the participants implied the fact that they came to this department by coincidence under the influence of their families and living conditions, which resulted in searching and creating new job alternatives. The other striking point deduced from their narratives is that receiving two diplomas from two different undergraduate programs and living in the United States for a year were the major reasons to choose a dual diploma program to enroll in.

4.1.2 Personal Growth

As all of the participants spent a year at in the United States and had a chance to have an overseas education experience, they stated that they felt the change in their worldviews and self-improvement. They especially highlighted the fact that study abroad is a unique opportunity providing students bi-cultural experience, fluency in English, and a broader perspective enriched by a wide range of elective courses. In addition, they implied that living abroad taught them many things, such as a new sense of freedom, being patient, sometimes experiencing alienation, and developing new personal skills while handling struggles they faced with both in daily routines and campus life. One of the participants, Beatrice, indicated that study abroad experience was the hardest but most beautiful part of her life:

> So glad I had such an experience. At first, it was a little bit hard for me because you I was very far away from my home. But then, I realized that the States was my second home. You know, we've been exposed to American culture since we were kids. We watched their cartoons, we ate McDonald's, we wore their sneakers, we addicted to Hollywood movies… Therefore, I began to feel myself comfortable there day by day. Then, I realized that they taught me a lot. I mean… They taught me humanity. They are positive, egoless, and respectful. The concept of 'respect to others' isn't a dream there, but a fact. Besides, studying at New Paltz, seeing professors from a variety of countries, spending time with Chinese, Portuguese, Mexican classmates were wonderful. I learnt many new things from them. I took great elective courses according to my personal interests. They helped me to improve my intellectuality.

As it is articulated clearly by one of the participants, Emily, cultural richness is the most important value provided by overseas experience:

> It was a great experience for me. As a prospective teacher, it's very important to see two different universities to develop a better understanding about delivering lessons. Apart from that, we've experienced American culture for a year and you know living in an English-speaking country is very valuable for an English language teacher. Most of the English language teachers have not visited an English-speaking country even once throughout their professional lives. Cultural richness is the key feature of a good language teacher. If you experience different cultures, you'll have different things to teach your students except the language itself. In addition, I live with my family in Ankara but I experienced living alone in the States. It was very important for me because this experience helped me get on my feet.

According to the participants, offering a wide range of elective courses from multiple disciplines is one of the major advantages of dual diploma program. They indicated that these courses provided them to gain awareness about the importance of being intellectually equipped as prospective English language teachers. For instance, Irmak shared her pleasure about taking courses according to her personal interests and felt herself more competent in cultural awareness and world knowledge:

> In Turkey, our university does not offer enough elective courses. It is a serious deficiency of our department, I think. When I was in the States, I was really shocked because the university offered us thousands of elective courses. A teacher is responsible of raising her students by providing them new perspectives. Therefore, these elective courses may help us to raise more intellectual human beings. If you ask me about the daily life… I mean, I cannot say that it was very hard for me to adapt American culture because it was not very different from our daily routines in Turkey. Of course, we experienced totally new things. We lived in an English-speaking country.

Similar to Irmak, Jane drew attention to the richness of the content of the elective courses offered in the United States:

> You can take Ceramics course if you are interested in arts or Crime and Society course if you are fond of detective stories. This is the richness of studying at New Paltz. These courses prompt you to think on a big scale. English isn't the only thing that you should teach your students. You have to be culturally competent. I can clearly say that studying in a dual diploma program provides you to improve yourself both as an individual and a teacher-to-be.

As it was mentioned above, being more fluent in English is one of the important gains provided by study abroad experience. Defne summarized all of the major advantages of having an overseas education:

> First of all, I feel myself more confident in fluency. Secondly, in my opinion, a foreign language teacher should be versatile. Being an English language teacher requires more than transferring some grammar rules to your students. If you have a strong background as a language teacher, you can raise more competent students. If you have knowledge about literature, theatre, photography or world history, you can prepare more enjoyable and informative lessons for your students. For instance, I took Theatre course at New Paltz and we visited Broadway as part of this course in order to see a play and write a reflection paper on what we saw and thought. We discussed those plays during the course. It was amazing! I learnt a lot! In addition, I learnt living alone in a different culture. At first, I felt myself a little bit lonely, but thanks to the multicultural atmosphere of the country, I got used to live there. Now, I say that I have the power to adapt to every culture in the rest of my life.

The other participant, Derin, drew attention to the fact that study abroad experience provided socialization in terms of spending time with peers and instructors coming from various cultures. She thought that a teacher should have intellectual profundity and be aware of that teaching is not transferring the content, but raising good people. She explained her thoughts:

> Being far away from your country and your family teach you a lot. You learn to be a family with your friends and instructors. You have opportunities to socialize in a different culture. These are the benefits of study abroad. Apart from them, you take different courses from different professors having really interesting point of views. My understanding of being a teacher is not teaching vocabulary or simple present tense, but trying to give them what I have 'collected' until today. What I am trying to say by saying 'collection' is what I've learnt from my family, my peers, and my instructors about both English language teaching and life itself.

It is clear that all of the participants have been influenced by their studying abroad experiences in terms of understanding cultural differences and developing a more sophisticated way of looking at the world. Regarding participants' statements, they strongly highlighted that studying abroad is a dynamic and far-reaching experience providing opportunities for personal growth.

4.1.3 Being a professional teacher

It is very remarkable that all of the participants defined 'professional teacher' roughly in the same way. According to them, being a professional teacher requires more than being competent in the subject matter and delivering the content. They indicated the fact that a teacher should be a role model for his/her students in terms of inspiring and encouraging them to be aware of their fullest potential and raising human beings by sharing his/her wonderful life experiences with them. Most of the participants implied that teachers' roles should go beyond the syllabus. In addition, they stressed that teaching should not be perceived as a job, but as a 'life goal' inspiring future generations and making contributions to a well-doing community. One of the participants, Derin, shared her thoughts about teaching profession as a vital importance of having an impact on children's personal and mental growth:

> A professional teacher is a person who can create a balance between being authoritarian and friendly in the classroom. Secondly, she should be competent enough in the subject matter but I think the most important thing is being patient to take care of your students' families, backgrounds and even troubles. You should be aware of your classroom's dynamics because you know that each and every classroom is unique. If you just deliver the content, I mean, teach present perfect tense and leave the classroom, teaching is the easiest job in the world. The point that I would like to imply is teaching is the hardest job in the world because you are responsible for raising human beings. So, being professional requires self-devotion and determination to your job.

Similar to Derin, Beatrice and Irmak pointed out the importance of devotion and self-sacrificing to be a professional teacher. Especially, Irmak explained her thoughts by giving an example from her high schools to define being a professional:

> As a teacher, you are not the creator of the world. Yes, you are the teacher, you know the subject matter, you are older than me but that is all. Being a teacher is not building authority, but learning the fact that your students are human beings just like you. You have to overcome your ego in order to be close to your students. For example, I remember my chemistry teacher in the high school. She was not very easy-going, I mean, she was strict, but she also knew how to communicate with us by building a mutual relationship, not a superior-subordinate relationship. She loved her job. She was married to her job. Yes, she was a professional.

From a different perspective, according to Beatrice, self-devotion is the key factor to be a teacher, but being aware of that a professional teacher is a role model for her students in terms of using the language accurately and properly is also crucial:

> A teacher should be self-devoted. You have to do this job for the sake of making contributions to future generations, not for earning money. If you ask me who is the professional teacher…Well, firstly, you have to integrate 20th century skills to your lessons by utilizing technology and new instructional tools. Secondly, you have to use language properly. I mean, you have to pay attention to your pronunciation and vocabulary because you are the role model. Thirdly, it is important to attract your students by your intellectual knowledge. For instance, you can share your study abroad experiences, travelling anecdotes, or a novel you have recently read. Last but not least, you have to keep yourself from clichés as a teacher because biases and prejudices are the causes of ignorance. As you understand my opinions, for me, a professional teacher is a role model for her students to make them open-minded and good-hearted. Love… Love is the key. Love your students. You are not the dictator, but the 'facilitator'.

Using technology in the classroom and integrating educational tools to the course content were implied by the rest of the participants during the interviews. For instance, Defne thought that being innovative as a teacher is crucial to attract students' attention to the lesson:

> Who is the professional teacher? Let me think… Professional teacher is a person who is open to new ideas. Attracting your students' attention to the lesson is easy if you can use Internet, digital tools, and technological devices during your lesson. Because your students are 'digital natives.' Being old-fashioned… You know, coming to the classroom, delivering the lesson, and doing exercises given in the course book… I cannot define such a person as a 'professional'. You have to adapt yourself to the new generation as a professional.

Similar to Defne, Jane highlighted the significance of being competent in using technology as a teacher. Besides, she implied that teaching profession should be pursued in order to invest in human beings rather than getting benefits from its income and partially comfortable working conditions. In addition, according to her, a professional teacher should have time management and classroom management skills:

> For me, a professional teacher has to plan her lesson well. I mean if you have a well-planned course outline ready in your hand, you may have more fruitful and trouble-free lessons. Of course, classroom management and time management are the skills that only an experienced teacher can have. Lastly, I'd like to add that a professional teacher should be friendly. You should understand your students rather than teaching the subject and leaving the classroom.

As it was mentioned above by Defne, the relationship between being experienced and the sense of professionalism was stressed by Emily as well. She highlighted her thought by saying:

> The key factor for being a professional teacher is being experienced. Experience is really important to design your syllabus properly and overcome struggles during the lesson. In addition, showing empathy towards students and being affectionate are also features of a professional teacher. I'd like to stress again that these features can only be gained through experience.

In short, participants' narrations demonstrated that being a professional teacher requires more than being competent in the subject matter and delivering the course content, but having necessary skills for increasing students' long-term success, managing students' behaviors in the classroom, being passionate and enthusiastic about the work, embracing change and new ideas, taking an interest in students' out-of-school troubles, treating students with respect, and keeping students' attention by utilizing up-to-date tools and instruction methods. One of the most striking points extracted from participants' statements is the relationship between being professional and being experienced.

4.1.4 Necessity and Usefulness of Fieldwork Experience

As fieldwork experience is an opportunity for students to integrate theory and practice in a real-life setting, it allows students to combine what they have learnt at the university and the realities lived in the community. This experience helps students develop a better understanding about the profession. Additionally, fieldwork experience is very useful and has a great impact on the future career choice. As one of the most significant benefits of fieldwork experiences, observing real classroom settings and becoming a part of an authentic teaching community provide student teachers an integration of content knowledge, observation and interpretation, and theory. Considering the positive effects of fieldwork experience on increasing self-confidence, Emily shared her experiences about visiting Poughkeepsie High School and Early Childhood Education Center within the scope of Curriculum and

Assessment course at SUNY-New Paltz:

> We have visited two different schools for two days. It was very beneficial but very short, I think. We did not do too much microteaching at New Paltz and we did not have an extensive School Experience course. Therefore, sometimes it makes me anxious to have little… honestly, having no teaching experiences as a prospective teacher. We have observed real classrooms for only two days but even this short experience helped me to increase my self-confidence because I was not the student in the classroom. I was older than the students as a knowledgeable trainee. After observing classes at New Paltz, I understood the clash between theory and practice. I learnt many beneficial theories here but practicing them is totally different.

Similar to Emily, Jane criticized the duration of fieldwork experience in terms of having no opportunity to make teaching practices and taking charge in lesson planning and assessment. She complained about being passive during her fieldwork experience by these words:

> Fieldwork experience is a very crucial step to be involved in the teaching community because you experience a real classroom setting as a teacher-to-be for the first time. It would be very beneficial if it is designed and practiced well. In the States, we had fieldwork experience as a part of our course. It was too short to have enough experience of course, but we saw a real classroom and observed students. Teachers and students were very respectful towards us. It provided us self-confidence to live such an experience in an American school for the first time. As a result of my very short observation sessions in the States, I understood that a teacher should be calm and patient while dealing with problematic students. We visited a very problematic high school in the States and I observed that teaching theories we learn in this department do not work in every situation. On the other hand, kindergarten was a great experience for me because as I mentioned before I really love kids. In short, in my opinion, fieldwork experience is very beneficial in terms of giving opportunity to us to know discover ourselves as prospective teachers but it should be long-term and intensive, and make teacher candidates active in order to suggest a more effective fieldwork experience.

Regarding the effectiveness of a fieldwork experience, one of the participants, Defne, defined her fieldwork experience as a 'turning point' on her teaching adventure. According to her, having such an experience gave her an opportunity to compare Turkish schools and American schools. However, she complained about the procedure and duration of this experience:

> I could find fieldwork experience very beneficial if it had been long enough. I had a chance to see a real American school and compare it with our schools. That was all. I did a very short teaching during one of the sessions at the cooperating school in Poughkeepsie. Even this short experience provided me self-confidence in teaching

> because I realized that I could teach something! I felt that I love teaching. I define this experience as a turning point in my life since it was my first teaching experience as a professional. I would like to add that fieldwork experience should be longer and give prospective teachers to be real trainees because we do not have a School Experience course in our senior year, which is a very huge deficiency of our curriculum, I think.

From a different perspective, Beatrice implied that fieldwork experience helped her develop awareness about teaching profession in terms of having a more concrete teacher image in her mind. According to Beatrice, fieldwork experience have changed her thoughts about responsibilities of being a teacher after visiting a high school in a ghetto:

> We visited a high school in a ghetto. It was interesting because I have never been in that kind of a school before. Students were very different from Turkish students and I really appreciate their teachers because they were very patient and calm. Although it is too short, fieldwork is very necessary for prospective teachers because it is an opportunity to be involved in a real classroom for the first time. For instance, spending only two days in American schools as a trainee teacher taught me that empathy and showing respect to your students play an important role to win your students' hearts. Your students are your reflections. It's your responsibility to help your students shaping their worldviews. In our country, teachers come to the classroom, open a book, do some exercises and leave the classroom. Where is the teaching? Where is the contribution? Course books can only be supplementary materials for a teacher. You have to add something from yourself. I created this teacher image in my mind while studying in the States.

Similar to Beatrice, Derin and Irmak thought that fieldwork experience is of vital importance to realize the realities of teaching profession. However, they complained about a few things about fieldwork experience. While Derin highlighted the shortness of the program, Irmak implied that visiting American schools cannot make any contribution to her teaching self since Turkish and American education systems are entirely different from each other. She added that it would be helpful to make teaching practices if it had been longer:

> We just observed classes. We did not teach anything. As teachers-to-be, we need to practice a lot. Actually, I think that American education system is very different from our system, so we can't get much benefit from their classroom realities. All in all, I really loved being in a kindergarten as a trainee. Feeling little kids' love, purity and kindness was wonderful. Spending a whole day in Early Childhood Education Center showed me one thing: I can spend time with children and handle their problems easily.

> Before this experience, I've never thought about being alone in a classroom full of kids and dealing with them as a teacher. Now I know that I can do this! If I had been visited this school more than once, I would learn many things about my teaching self.

In line with Irmak's thoughts, Derin indicated that the duration of fieldwork experience should be longer to be utilized in a more effective way:

> Doing microteachings and being in a real classroom are different. I did a very short teaching in Poughkeepsie High School. After this experience, I realized that I have teaching skills! We visited two classes in the States but it was very short. Therefore, we could not develop sense of belonging. We were just guests.

In short, as it was implied all of the participants, fieldwork experience plays a curial role in shaping prospective teachers' teacher identity before the graduation. They highlighted the fact that observing real classroom settings help them have a better understanding about teachers' working conditions and responsibilities. However, all of the participants complain about the duration of fieldwork experience, which is very short to do enough teaching practices, and realize their weaknesses and strengths about teaching selves.

4.2 Results of Focus Group Interviews

In order to answer the first research question, the researcher benefitted from the data gathered from focus group interviews. As one of the aims of this study is to develop an understanding of participants' pre-conceptions and expectations regarding teaching practicum in a Turkish state school, their perceptions of the possible differences between practicum in Turkey and the United States, and the impacts of their study abroad and international fieldwork experiences on English language teaching related courses they took after turning back to Turkey, two focus group interviews were conducted before their first visit to the cooperating school and transcribed by the researcher. After reading the transcripts and categorizing responses, these themes were emerged: study abroad experience raising cultural awareness and English fluency, no direct impact of courses taken in the United States on ELT related courses in Turkey,

positive impacts of fieldwork experiences on teaching selves, experiencing multicultural education, practice needs to overcome the clash between theory and practice, and providing motivation as a key element to encourage prospective teachers to enter teaching profession, and the importance of giving effective feedback to student teachers to improve their teaching skills. These categories were clustered into two themes: The impact of courses taken in the United States and having an international fieldwork experience on EFL student teachers' academic life, and student teachers' expectations from teaching practicum in Turkey.

4.2.1 The impact of courses taken in the United States and having an international fieldwork on EFL student teachers' academic life

As it was mentioned in the previous section, all of the participants had a chance to take a wide range of elective courses from different disciplines in the United States. According to them, these courses made great contributions to their personal growth and worldviews. However, they thought that the courses they took there had no direct impact on senior year ELT related courses, which they completed after returning to Turkey. Besides, it is remarkable that the results showed the fact that their sense of teaching profession and teacher images in their minds were not influenced by attending a two-day long fieldwork program. According to all of the participants, the only benefit of having overseas education and attending a very short fieldwork experience was their contributions to their personal growth and intellectual profundity. One of the participants, Beatrice, divided the courses she took in the United States into two when the researcher asked her to evaluate the impact of these courses on her academic life in Turkey. She thought that elective courses she took in New Paltz had no direct impact on her senior year courses at METU while fieldwork experience was a short but a noteworthy experience for her teaching self:

> If you ask me to evaluate courses I took in the States, I can easily say that they made no contribution to my professional development. Of course, it's important to improve your intellectuality in order to be a role model for your students as a teacher. Thus, I think that courses taken from different disciplines may provide you to rich your world knowledge and transfer them to your students. Unlike courses we took at METU, we didn't do microteachings in the States. Therefore, in my opinion, courses we're

> obliged to take at METU are more intensive and beneficial for prospective teachers in terms of doing microteachings, preparing lesson plans, and learning education theories. For example, we took a course in the States about SIOP (The Sheltered Instruction Observation Protocol), which is a model addressing the academic needs of English language learners in the States. The model is designed for American schools. Therefore, in my opinion, this course was just a waste of time for us because we can't utilize this model in Turkish schools. In the States, we took a few education courses, which were not related to Turkish education system and good non-departmental elective courses. As you see, these courses cannot have much impact on my senior year courses at METU. However, if you ask me about METU, our senior year courses aren't sufficient enough to provide us teaching practices. We learnt theories. I didn't learn anything new. I still don't know how to deal with a problematic student in class. Having no experience as a teacher candidate really bothers me. On the other hand, fieldwork experience was very short but much more related to our profession. It should be longer and contain weekly teaching practices.

After Beatrice's speech, Irmak asked for permission to speak to share her thoughts about the courses she took in the United States. According to her, the only advantage of having an overseas education is personal growth. Apparently, she found non-departmental elective courses and education courses beneficial for only broadening her perspectives and enriching her worldviews. Similar to Beatrice, she implied that education courses taken there cannot be adapted to Turkish schools easily because of the different education systems of these two countries. Besides, she did not find her fieldwork experience effective as well. She highlighted the need of having more realistic teaching practices in their senior year courses at METU:

> I took great elective courses in the States, for example Contemporary Black Women's Literature. Of course, this course is not related to English language teaching. Therefore, I think that the only benefit of taking this course is personal growth. We also took education courses but they were related to American education system and we did not do any practice. So, they did not have any effect on senior year courses. In fact, nobody can say that our senior year courses are very effective. You know we what we have learnt during the whole semester: teaching grammar to young learners by using songs, giving vocabulary with realia etc. Each semester we have learnt the same things under different course names. We did not talk about problematic classrooms, troublesome students even once. When we talk about fieldwork experience… I think the high school and kindergarten we visited were really interesting. We did not teach anything but experiencing a real classroom was good. That is all.

From a different perspective, according to Derin, some of the courses she took in the United States might be helpful in the future if she decides to pursue teaching as a

career. For her, it is important to choose elective courses related to educational sciences as far as possible. For instance, she found one of the courses she took, namely Communication Disorders, beneficial for her professional growth:

> I took Communication Disorders course in the States. I learnt how to deal with students who have biological and psychological communication problems. So, I don't totally agree with Beatrice and Irmak. Thousands of elective courses are offered for us, it's our responsibility to choose the most beneficial ones. However, I agree with them in terms of having no impact of New Paltz courses on our senior year courses taken at METU. In fact, we can't use American education models or rules in Turkey because we have a very different education system. Additionally, it was a great chance to see an international classroom as a fieldwork experience but it was too short. I can't define it as 'internship', because it was just a 'visit'.

In line with other participants' thoughts, Defne suggested that dual diploma program is a great opportunity for language teachers since the program offers an interdisciplinary curriculum. She finds the program very rich in terms of including both education courses and elective courses, which allow them to enrich their world knowledge and have more information about the American culture. She indicated that raising cultural awareness is the most prominent advantage of dual diploma programs. Besides, she supported her peers' thoughts about the fact that elective courses taken in SUNY New Paltz have no remarkable impact on senior year courses taken at METU. However, just like the other participants, she highlighted that all these courses are very beneficial to provide personal growth. She shared her thoughts:

> We're graduating from a multi-disciplinary department, which I find very important for a language teacher because language teachers are responsible for teaching both the language and its culture. We improved our English fluency and learnt to live in a multicultural community. Being a part of an overseas education program provides us a more modern vision in terms of appreciating cultural differences and supporting humanity. The other advantage of this program is offering a wide range of courses. I took very fruitful courses in the States but I don't think that they are directly related to educational sciences or language teaching courses. We learnt very useful things in these courses but we cannot transfer what we have learnt in the States to our senior year courses we are currently taking at METU because we learn totally different things in terms of teaching profession in these two countries. For instance, in one of our curriculum courses in the States, we could not get a word in edgeways because we were strangers to their school system. Also, we could not participate in in-class discussions because while they were visiting a school in every week as a fieldwork experience, we visited these schools only twice. So, we did not have anything to share, unfortunately. It was a big disadvantage for us to have such a short internship there.

After listening to Defne's thoughts, Emily asked for permission to share one of her memories in order to support Defne's statements about raising cultural awareness, which is enriched by overseas education:

> An English language teacher should have enough information about American or English culture. Therefore, living in the States was a great opportunity for us to experience their traditions, customs and daily routines. For instance, as you know, Boston Tea Party is a significant event of the American Revolution. When we were in the States, Defne and I visited Boston Tea Party Museum in Boston. It was a great experience for us because we saw many interesting things to share with our students in the future. As you see, living abroad definitely raises your cultural awareness. On the other hand, I agree with Defne about the courses we took in the States. Of course, we learnt really beneficial things especially in our elective courses but they were not related to language teaching. In education courses, we learnt some technological tools and applications, but we did not learn anything related to Turkish education system. I think education courses and language teaching courses we take at METU are much more beneficial for us as prospective teachers. In the States, the only course that I found beneficial was Curriculum and Assessment because we visited two schools as a fieldwork experience. It was too short to be experienced but good to observe American schools.

In line with Defne's and Emily's thoughts, according to Jane, the only advantage of studying Liberal Arts in the United States is having fluency in English language, personal growth, experiencing American culture for a year, and having a multicultural education. She implied that courses offered at METU are more effective for teachers-to-be in terms of preparing them for Turkish schools and give more opportunities for practice via microteachings. She added that courses she had taken in New Paltz have no direct impact on senior year courses she recently took at METU:

> Liberal Arts diploma is valuable in terms of having an official document issued by one of the American universities. This diploma is a proof that we studied in the States and completed all courses successfully. I think, that is all. If you are planning to be a teacher in Turkey, the only thing you need is an ELT diploma. I mean nobody asks you about your Liberal Arts transcript! However, I feel that overseas education improved my personal skills and enriched my perspective. I had Mexican, Chinese, American friends. I learnt many things from them. For instance, I learnt very interesting things about Mexican cuisine from one of my classmates. I may use them as a pre-reading activity when I'll be a teacher in the future, for instance. The only thing I would like to criticize is the duration of our fieldwork experience. It was very short and not very intensive. We have only one practicum course in Turkey. No time for practice, unfortunately.

As it was mentioned above, courses offered in the United States are found very beneficial by the participants in terms of providing intellectual profundity, personal growth and broadened worldview. All of them agreed that in the United States, elective courses are not much related to language teaching, but offered by different disciplines. Although they appreciated these courses' rich contents and outcomes, they thought that they had no impact on language teaching related courses they recently took at METU. In addition, they found education courses very beneficial but they highlighted that they cannot utilize what they learnt in the United States because Turkish schools and American schools have very different regulations and systems. Finally, it is remarkable that all of the participants complained about the duration and procedure of fieldwork experience. The urgent need for teaching practice and experiencing classroom realities is underlined by all of the participants.

4.2.2 Student teachers' expectations from teaching practicum in Turkey

As a matter of fact, all of the participants complained about the duration and superficiality of fieldwork experience they completed in the United States. It was clearly mentioned in the previous section that fieldwork experience was not found very beneficial by the participants. In this section, all of the participants emphasized the reasons behind the ineffectiveness of their fieldwork experiences as lack of establishing relationships in the teaching community, having no opportunity to do teaching practice to expand microteaching experiences beyond university courses, time limitations to learn to navigate in the school context, and having no support from mentor teachers or supervisors. Regarding their very short fieldwork experience in the United States, participants shared their expectations from teaching practicum in Turkey before starting to visit the cooperating school. One of the participants, Defne, thought that teaching practicum offered at METU has to be different from fieldwork experience they had in the States:

> In my opinion, fieldwork and practice teaching are totally different experiences. In the States, we visited schools only twice. We just observed students. We had no teaching experiences. In addition, we did not prepare any material or participate in assessment process in cooperating schools. It was not an effective experience for me as a prospective teacher. In the next week, we are starting our practice teaching adventure.

> I believe that it will be very different from fieldwork experience because we will observe classes, do teaching practices, prepare teaching materials, and be involved in a real teaching group. It's time for us to experience teaching profession thoroughly. I think our mentor teachers and our university supervisor will play a crucial role during our practicum because this is our last chance to learn how to deal with difficult students and problematic classrooms before graduation. Classroom management strategies, preparing well-designed materials, and evaluating exam papers are the significant things to learn before being a real teacher. If our mentor teachers and university supervisor give us constructive feedback, it will really help us to fix ourselves before it is too late. In other words, I am expecting to receive solution-oriented feedback, rather than criticizing. Moreover, in my opinion, doing more practice is the most important thing to improve our teaching skills as teacher candidates. Practice and experience go hand-in-hand.

As it was extracted from participants' vignettes, receiving constructive feedback and benefiting from experienced teachers' knowledge are the most prominent expectations of student teachers from teaching practicum. They believe that developing self-awareness about their own strengths and weaknesses is of vital importance in order to be ready and confident before entering the profession. In line with Defne's thoughts, Jane emphasized the fact that teaching practicum is their 'last chance' to have an on-site experience expanding their understandings and perceptions about teaching profession beyond theories:

> Since they [mentor teachers] are very experienced, my first expectation from teaching practicum is learning my weaknesses from them. I want to be evaluated, but not be criticized in a cruel way because it may be resulted in loss of self-confidence. Teaching practicum is the last chance to be aware of the characteristics of our teaching selves. For example, I don't know anything about my possible reactions or emotional changes if I'm in charged in a real classroom. Thus, it's very significant for me to test what type of an attitude I have in the classroom as a teacher candidate. I believe that I'll be a good teacher when I'll be an experienced one. Being experienced means you taught a lot, you know. Practicing is the remedy for our concerns. You know, we had fieldwork experience in the States but nobody can say that it was an internship.

From a different point of view, one of the participants, Emily, asserted that being a student in the Faculty of Education is a kind of 'internship' for prospective teachers, since in their long apprenticeship of observation they acquire a mass of information from their professors and instructors and have a chance to evaluate professionals in action:

> We are not Business Administration or Engineering students. We're studying at Faculty of Education, so we're together with 'real teachers'. What I mean is our professors or instructors are graduates of ELT department and they're English language teachers in fact. It means that we have been training by them since we were freshmen.

Like Defne quoted above, Beatrice directed attention to the fact that they need effective feedback in order to improve their teaching skills and personal attitudes towards students. According to Beatrice, they have very limited time to do enough practices and realize their own strengths and weaknesses by spending only one semester at the cooperating school. Another concern of the participant is ignoring the fact that they visited the cooperating school only twice in New Paltz in the scope of fieldwork experience, which cannot be defined as a 'real' school experience:

> In my opinion, practice teaching offered in Turkey and fieldwork experience offered in the States aren't very different from each other because I find both of them ineffective. I found fieldwork experience insufficient because we visited schools only twice. I think that our practice teaching will not satisfy us because this is our last term before graduation and it's too late to experience a real classroom for us. We are graduating from this department in three months, isn't it too late to concern about our very amateur 'professional' identity? It is funny! Moreover, I believe that lesson plans we prepared for our methodology courses are too artificial. And microteachings… They are theatre plays! I criticize microteachings because we're spending whole semester by observing each other. We need more practices in a real classroom setting and constructive feedback from our mentor teachers and supervisor immediately after our teaching experiences.

Likewise, the other participant, Derin, indicated that the problem stemmed from the fact that practice teaching course is offered for dual diploma program students very late. For her, she did not know how to approach her students and deal with a problematic situation in a real classroom. She thought that this is derived from the lack of teaching practice opportunities:

> I'm definitely expecting more teaching practices. I have no idea about grading, assessing students, preparing worksheets or even greeting my students in a real classroom. I'd like to receive feedback on my teaching practices. Practicum is offered us just before our graduation. Having only one practice course is a big disadvantage for us because I don't define fieldwork experience as a 'teaching practicum'.

For Irmak, English language teaching curriculum offers courses based on teaching theories, rather than including enough teaching practices. She added that mentor teachers play a crucial role in their professional identity construction since they are 'role models' for them:

> I expect to learn how to teach from 'real' teachers, not from university professors. They teach us great teaching theories! We do wonderful microteachings! That is all. I read all these theories, passed my exams, and wrote assigned papers. Now, I am very close to being a real teacher with a high GPA and no teaching practice. Our mentor teachers will be very important for us to show us being a real teacher in a real classroom.

As the above vignettes suggest, all of the participants imply that they expect to do more teaching practices to be experienced, receive constructive feedback to develop awareness about their strengths and weaknesses about teaching selves, and being 'embraced' by their mentor teachers as teacher candidates. Additionally, they find having only one teaching practicum in Turkey very insufficient since they complain about the fact that fieldwork experience offered in the United States is superficial and very short to be involved in a real classroom setting.

4.3 Results of Classroom Observations

The researcher collected data via classroom observations in order to address all research questions. In this part, the results obtained from two semester long classroom observations of senior year Teaching English to Young Learners, ELT Materials Development and Adaptation, and Practice Teaching courses. This part is divided into two sections in order to make it easier for the reader to follow. While the first section focuses on two ELT- related courses observed during fall semester, the second section presents the results of classroom observations conducted in practice teaching course in spring semester. Before focusing on the results of each semester, brief information about courses and classroom dynamics are presented in order to provide readers a more concrete overview about the classroom observations. Even though observations were conducted on a weekly-basis, instead of reporting all observations, only selected incidents and dialogues related to the aim of this thesis work are presented. Also, a few

post-observation meetings with the participants are reported in terms of providing the clarity of data gathered during the classes.

4.3.1 Results of Fall Semester Classroom Observations

In the first week that was observed, all of the participants were ready for Teaching English to Young Leaners class, which is offered for senior year TEFL students. The instructor asked them to share their experiences in the States. All of the participants stated that taking courses from a variety of disciplines, travelling overseas and interacting with people coming from different cultures were the major advantages to live in the States for a year. After talking about their experiences, the instructor wanted to learn their plans after graduation. Jane and Emily indicated that they were planning to choose teaching as a career. Jane emphasized that her dream was working with young learners. On the other hand, Irmak stated that teaching was the last thing for her to do after graduation. Defne said she was passionate about teaching but she preferred to work with adults at a university as an instructor. The other participants, namely Derin and Beatrice, stated that they were planning to pursue their career in management or business administration. It was clearly observed that some of the participants were not passionate about teaching and decided on building a career in a different field.

When the instructor asked them to share if they experienced ‘reverse culture shock’ after returning Turkey, Beatrice expressed her thoughts on this issue by giving examples about the difficulties she faced while trying to re-adjust to her own culture. She indicated that weather conditions, pace of life around her, and currency were the main struggles she had to cope with during the adjustment process. It was observed that all of the participants were willing to share their overseas experiences with the instructor. For instance, they were very pleased to take elective courses from different areas such as ‘Crime and Society’ and ‘Communication Disorders’. Beatrice and Derin mentioned that these courses helped them to broaden their perspectives. Defne added that she took a course called ‘American Musical Theatre’ at New Paltz and she visited

Broadway in the scope of this course. She found it very beneficial for her personal and professional development. She stated: "If I work as an instructor at a university, I will share my experiences about visiting Broadway with my students. I may choose Broadway as one of the topics during the semester and made a contribution to their cultural accumulation." Similar to Defne, throughout the session, all of the participants shared their positive thoughts on elective courses they took at New Paltz.

After talking about the courses they took at New Paltz, they also shared their fieldwork experiences in the States. Beatrice said: "We spent only two days for fieldwork experience. So, there is nothing to share". Derin thought having a two-day experience is not enough and indicated: "Of course, it was not enough. We only observed the classes. We had no teaching experience." Defne and Emily confirmed Derin's thought by saying "We had a serious problem in terms of having no teaching experience." After discussing the fieldwork, Beatrice commented on having study abroad experience by saying "We are not the same people, Professor. We become mature."

At the end of the session, the instructor advised them to work at an institution as a part-time teacher during fall semester in order to close the gap since they had no teaching experience. He stated that two-day long fieldwork experience might not be enough for prospective teachers since it could not be defined as a 'fieldwork experience'. Beatrice said: "I agree with you, it was not enough but it was still a 'fieldwork experience' because it is written in our transcripts." After Beatrice, Derin commented on this issue by saying:

> Yes, it was too short but in those two days we experienced a process-oriented environment rather than an exam-oriented environment. In Turkey, we always focus on exams, but in the States, as I observed, they focus on students' development and process they go through (Observation 1; October 5, 2015).

In the first week, ELT Materials Adaptation and Development course was observed as well. All of the participants, except Beatrice, were ready for the course. Since it was the first class of the semester, the instructor preferred to clarify some misconceptions

about English Language Teaching, such as 'Lingua Franca', 'ESP', 'EAP', and so on. Then, she gave required terminology for the course, such as the meaning of 'needs analysis', 'materials', and 'curriculum design'. After this brief introduction, the instructor asked students why we need a course book to follow. Derin said:

> We need a course book because learning a language is not just learning its grammar and vocabulary, but learning its culture. Course books give us cultural information. For example, in the States they do not use 'breadboard' for breadboard, but they use 'cheeseboard' in daily language. I heard it when I was a student in the States. What I am trying to say is a course book has to provide these cultural differences to the students (Observation 2; October 7, 2015).

Similar to Derin, Defne stated: "We have to follow a course book but we should pay attention its content, because a course book should provide students wealthy cultural information apart from grammar rules." From a different perspective, Jane indicated that course books help novice teachers to follow the lesson easily. She stated: "Course books are guides for novice teachers. They can design their lessons by following course books."

After discussing the reason to follow a course book, the instructor asked students why sometimes teachers preferred to use only one material rather than offering variety of materials to the students. At this point, Derin drew attention to the multi-layered nature of classrooms. She explained herself as:

> If our classroom is a multi-cultural one, I mean, if we have students coming from different socio-economic backgrounds, we have to use only one material to meet all the students' needs. Standardizing the material is the best option, I think (Observation 2; October 7, 2015).

In the following weeks, the students began to deliver presentations in Teaching English to Young Learners course. One of these weeks, two presenter students showed a video called "What You Should Know about Teaching Very Young Learners!" as a part of their presentation. All of the students watched the video very carefully. At the end of the video, the instructor asked students' opinions about the video. Beatrice said:

> Teacher is energetic but he is bored of being with kids, I think. He did not take care of the kid sitting on the left side of the group. The kid did not do activities. He was very silent. But the teacher ignored him (Observation 5; October 19, 2015).

In order to support her thoughts about the teacher-student relationship in the video, Beatrice gave an example from her fieldwork experience in the States by saying:

> In the States we visited a kindergarten and we observed that if a kid needs special help, there should be an assistant teacher in the classroom except from the classroom teacher. But we could not see an assistant teacher in the video, so I found this video a little bit wrong (Observation 5; October 19, 2015).

To better understand Beatrice's perceptions about the discussion, the researcher did a post-observation meeting with the participant and asked her opinions again. She stated:

> I think we should more focus on problematic students and real classroom struggles in our courses rather than doing microteachings for an ideal classroom. We stayed in the States for a year, now we turned back to Turkey and we are at METU again. I expect to discuss our overseas experiences and refer to the courses we took at New Paltz. We stayed there. We studied there. Why don't we talk about our USA experiences more? (Post-Observation; October 19, 2015).

It is clearly understood from the participant's statements that she still felt herself as a part of New Paltz campus and tried to make relations between her international and national experiences. At the end of the lesson, the instructor asked them, "Suppose that it is the first day of your teaching. What would you do in the first class with young learners?" The participants shared their ideas with the instructor. Derin stated:

> I would use gestures, body language as much as possible because young learners are not familiar with English language. Also, I would use the target language as much as possible. I would never use Turkish in the classroom (Observation 5; October 19, 2015).

The other participant, namely Beatrice, stated that she would smile and try to be nice while teaching. She stated: "I would start my lesson with a smiling face. I would never yell at my students. I would not be very serious. They are kids!" (Observation 5; October 19, 2015).

Lastly, Jane drew attention to the importance of the clarity of the lesson by saying "I would be clear as much as possible. I would try to give clear instructions but I would never use Turkish while giving the instructions." To make the statements more concrete for the reader, it can be inferred that most of the participants shared their thoughts on the important points while teaching to young learners by emphasizing being clear, using English from beginning to end, having a positive energy, and smiling (Observation 5; October 19, 2015).

In the same week, participants evaluated course books published by different publication houses as an in-class activity in ELT Materials Adaptation and Development course. The instructor distributed catalogs to the students and asked them for which audience these course books could be used for. Derin evaluated "Lecture Ready" published by Oxford University Press. She stated: "I would use this course book for international joint-degree program students to improve their communication and speaking skills. We can use this book for METU-SUNY students because we need to do speaking practices before going to the States." After evaluating course books, students evaluate a variety of teacher's books. Derin asked for permission to make a comment and said:

> I do not think that teachers should use teacher's book in the classroom. Teacher has no function, if she holds a teacher's book in her hand during the lesson. It limits the teacher. An experienced teacher does not need to use such things (Observation 6; October 21, 2015).

In the following week, Derin and Beatrice made a presentation on creating thematic units and lesson plans for young learners in Teaching English to Young Learners course. During the presentation, the instructor asked students how they could link TEYL classes with home, community and local environments. While answering this question, Beatrice referred to her study abroad experience with appreciation and stated:

> We can do it by organizing an international project. Ten to fifteen students can go to abroad such as UK or the USA and live there for a couple of weeks in order to experience an English speaking country. British or American students can come to Turkey and stay in Turkish families' houses. What I offer is an exchange program. This experience can improve our students' language skills and broaden their

> perspectives. SUNY is not an exchange program but we attended to a similar program, you know. They call this 'cultural exploration'. We learnt their culture and customs while studying at New Paltz (Observation 7; October 21, 2015).

Two weeks later, in TEFL 487 Materials Development and Adaptation course, the instructor distributed them a checklist to do an internal evaluation of a course book. Emily, Beatrice and Derin formed a group to evaluate one of the course books they had. While sharing her comments about the content and target audience of the course book, Emily stated:

> This course book addresses ESL learners. By the way, now, I think, we were not EFL students in the States because English became our second language in the USA. We used English in our daily lives and different from Turkey, we communicated in English there (Observation 9; November 4, 2015).

As it is seen in Emily's statement, she thought that staying in the States provided them a high linguistic competence that made English language their 'second language'. In the following week, the instructor touched upon the hidden curriculum in terms of social and cultural values issue and asked students to share their observations or experiences if they had. One of the participants, Irmak, referred to her fieldwork experience in the States and stated: "As you know, we visited a high school in Poughkeepsie and there were lots of Hispanic students there. But, as I observed, they were involved in the community. They were not seen as a minority" (Observation 11; November 11, 2015).

Experiential learning was a part of one of the weekly topics in TEFL 489 Teaching English to Young Learners course. Learning language through 'experiencing the language' was discussed by the students especially for the young learners classes. After suggesting activities such as taking young learners to museums, concerts, and zoo as field trips, Emily shared one of her experiences in the States. She appreciated one of the instructors who organized a field trip to a farm in the scope of Human Biology course. She stated: "We visited a farm and worked for a day as real farmers. We picked fruits and milked the cow. It was a great experience!" The other participant,

namely Beatrice, confirmed Emily and added: "The course instructor was very versatile. He gave his lessons effectively, but he enriched his course through informative video clips, group activities and field trips as well. He is a 'must' for every department." It can be clearly deduced from the participants' statements that they appreciated having experiences in the field and extra-curricular activities rather than in-class training.

At the end of the lesson, one of the students, who was not a participant in this thesis work because of being a suspension student, criticized the clash between theory and practice. She stated that she had worked at a kindergarten for a couple of years and experienced the mismatch between teaching theories and classroom realities. She expressed herself:

> As I mentioned before, I worked with very young learners at a private kindergarten in Ankara. I have not taken Teaching English to Young Learners course yet while I was teaching them. In those days, I tried to develop strategies on my own. I realized that they worked pretty well. So, now I see that those things we have been learning in this course do not reflect the classroom realities. We learn theories, do microteachings, prepare lesson plans, but in a real classroom, when you encounter a problematic student or a difficult situation to handle, you realize that all theories collapse. I think we should learn them by doing more practices. We should discuss struggles, problematic situations, hard kids to deal with rather than idling around activities and exercises designed for ideal classrooms (Observation 13; November 23, 2015).

After listening to this criticism, Beatrice asked for permission to speak and made a comment on this issue by saying:

> I partly agree with you. I do not think that those theories, microteachings or activities we learn here are unnecessary. They teach us a lot, I think. But I also realize that there is a problem in our curriculum: so much theory, so little practice. I agree that we should go to schools more, teach different level of students, and learn how to deal with troubled ones. For instance, we visited two different schools in Poughkeepsie only for two days. I cannot define it as a 'practice' at all. In this semester, in Turkey, we do not have any practice teaching courses. I am a graduate-to-be with no teaching experience. It is a little bit funny, I think. We need more practice courses. Now I am afraid of failing practice teaching course next semester because I will be in-charge without any preparation." As it is seen, the clash between theory and practice is the common concern of most of the prospective teachers while constructing their professional identities (Observation 13; November 23, 2015).

Two weeks later from this discussion, the weekly topic was classroom management in young learners classes. The presenter student started her presentation with this striking sentence: "An effective teacher is the manager of…" She asked her classmates to fill the gap with their own thoughts. One of the participants, Defne, commented on that by saying: "In my opinion, if a teacher can establish classroom rules and transform them into classroom routines, she is the manager of the classroom." The other participant, Derin, approached this issue from a different perspective. She thought that a teacher should be the manager of herself as well. She stated:

> I know that classroom issues are the major part to manage for a teacher. But teacher is a 'self', I mean, she is a human being. She should also control herself as a teacher. She should pay attention to her own behaviors, reactions and tone of voice. What I am trying to say is an effective teacher is the manager of classroom without threating and yelling at her students, and not carrying her personal problems to the classroom as much as possible (Observation 17; December 7, 2015).

Similar to Derin, Beatrice drew attention to the importance of behaviors of teachers in the classroom by saying:

> I agree with you. The other classes are boring enough. English classes should be full of fun. An effective teacher should control herself and try to make her lessons informative and enjoyable without putting the pressure on her students. An effective teacher is the manager of herself and her students at the same time. Sometimes I ask myself if I want to become a teacher. As you know, I do not want to become a teacher in fact. But when I think about real kids and a classroom, which is under my supervision, I feel myself more close to become a teacher. I realized that I have no notion in my mind to become a teacher because I have not seen a real classroom yet. It might change my future plans, who knows? (Observation 17; December 7, 2015).

In the following week, Jane made a presentation on 21st century skills. The instructor asked his students what comes to their mind when we say being a teacher in 21st century. According to Beatrice, teachers should be friendlier and respectful to their students even they are not adults. She added that teachers should not be only charged with transferring knowledge to their students, but also helping them to improve their social, cultural and intellectual skills. She stated:

> Teachers should be the facilitators in our century. Their roles are changing. In the past, teachers came to the classroom, wrote down formulas on the blackboard, gave

> homework and left the classroom. Students did not expect extra things from them. But in our century, student profile is totally different. Teachers should be 'facilitators'. What I mean by saying facilitator is realizing that you raise human beings and being responsible for their development as a whole. I know, students are a spoiled and disrespectful today because they expect to be self-directed. I think a teacher should accept this reality and should be only a facilitator while her students choosing their own path. Punishments, shouting, being strict do not work in today's classes (Observation 18; December 14, 2015).

After Beatrice, Derin commented on her statements from a different perspective. She thought that being a teacher in the 21st century is both easy and difficult as a prospective teacher. She stated:

> Being a teacher in today's classes is easy because we have lots of technological equipment to make our lessons more enjoyable and effective. On the other hand, it is a little bit difficult to manage today's classes. Students are too active. In order to manage them, we should keep them on the right track by group-work activities, pair-work exercises and projects. For example, organizing international projects is a good idea to foster 21st century skills of students because we live in a global world and they need to experience other cultures (Observation 18; December 14, 2015).

Classroom observations that I conducted in Fall regarding EFL student teachers' beliefs about teaching profession and their own teaching selves before experiencing practicum in Turkey showed that they were still under the influence of their overseas experiences and willing to reflect them on their teaching selves in Turkey. Additionally, even though they had an 'ideal' teacher model with good qualities in their minds, they realized that theories and classroom realities do not overlap. The most obvious and important point is that all of the participants complained about lack of teaching experience. For this reason, they had fears about being in-charge of a real classroom in practice teaching course, which they were supposed to enroll in their last semester before the graduation.

4.3.2 Results of Spring Semester Classroom Observations

Practice Teaching course is offered to senior students to provide an opportunity for them to observe an authentic teaching and do teaching practices in a real classroom

setting. The course is comprised of conducting classroom observations at the cooperating school, writing weekly reports on classroom observations and reflecting on class readings by commenting on classroom-related issues, doing at least two teaching practices during the semester at the cooperating school, recording teaching practices they have at the cooperating school and editing these videos to show a 3-5 minute episode of their own teaching in order to discuss the problematic points and getting feedback from the peers, and performing a final assessed teaching during one-hour class period at the cooperating school to be observed and evaluated by the university supervisor. Senior year students are required to spend six hours per week at the cooperating school to conduct four hours of observation and two hours of academic assistance to the mentor teachers. In addition, they spend two hours per week at the university to do classroom discussions, workshops, activities, and get feedback from their peers and the university supervisor. TEFL 490 Practice Teaching starts in February and continues till the end of May.

In the first week of the semester, when the instructor asked them to share their fieldwork experiences in the States, all of the participants complained about the very short-term and ineffective fieldwork experience that they had in Poughkeepsie High School and Early Childhood Education Center. Derin asked for permission to share her thoughts and said: "We observed two classes for only two days. It was very short. We did not have a chance to practice. It was not a practice teaching." The other participant, namely Emily, agreed with Derin's thought by saying: "We did not teach anything. Actually, I have no teaching experiences. I do not know how to teach." Due to the fact that the participants had very limited observation opportunities and no teaching experiences at all, they felt unprepared and insufficient for Practice Teaching. Another participant, Beatrice, explained her uneasiness by saying:

> The kids are too young. I am really afraid of making mistakes or doing wrong things in the classroom. I have no teaching experience. I've never taught anyone anything. I'm not an expert. This puzzles me a lot.

At this point, Derin wanted to add something to Beatrice's thoughts and said:

> I agree with Beatrice and we also do not know how to deal with students studying at a state school because we all graduated from private schools. I mean, you know, private schools and state schools have really different atmospheres.

It is obvious that at the beginning of the semester, the participants had serious concerns about being in charge in a school for a long period and taking responsibilities for a real classroom as prospective teachers. After giving information about the cooperating school, attendance policy and requirements of the course, the instructor asked them to share their opinions about the possible challenges that might occur in a real classroom and the strategies to deal with them. She added that they could share their fieldwork experiences in the States. Derin repeated her opinions about the fieldwork experiences she had in the States by saying:

> As I mentioned before, we did not have a teaching experience, so it was too difficult to detect the challenges occurred in a real classroom. We observed two classrooms for two days. By the way, the high school was a difficult place to be a trainee. The school was a little bit dangerous. The students were disrespectful (Observation 1; February 23, 2016).

On the third week of the semester, participants visited the cooperating school for the first time. The instructor asked them to share their first experiences at the school. All of the participants made positive comments on classroom atmosphere, their mentor teachers and students. For instance, Emily appreciated her mentor teacher by saying: "Our mentor teacher is very good at classroom management. She is not authoritarian but she knows how to control the classroom". Similar to Emily, Beatrice thought that her mentor teacher used effective ways to calm her students down as a result of being experienced. On the other hand, she drew attention to the importance of showing respect to others in a classroom by criticizing her mentor teacher's attitude:

> I'd like to share one of my observations in the practicum. I really loved my mentor teacher, she is very experienced but I think she did a wrong thing in the last lesson. The unit was about superstitious and she had given homework to the students about this topic. The homework was finding different superstitious in the world. While students were sharing what they have found from different cultures, our mentor teacher suddenly said 'Oh, thank God! We don't have such nonsense things in our culture.' I think labeling a culture is so wrong. As a teacher, you should not see your culture superior than others. I mean… You teach a foreign language and a foreign

> culture at the same time. As a foreign language teacher, judging a different culture is a ridiculous thing. We should teach our students English language, of course, but we are responsible for teaching them showing respect to other cultures as well (Observation 3; March 8, 2016).

In the same session, the instructor suggested discussing the positive and negative attitudes of teachers. Two of the participants shared their opinions in detail by emphasizing the importance of being calm, friendly and patient in the classroom. Derin explained her thoughts by saying:

> If our students can't understand even a very simple grammatical rule, we should not be angry. We have to keep in our mind that our students are not adults. We took language acquisition course in our department, you know. A teacher should know this acquisition process and be patient while teaching. In addition, a teacher should be direct and clear. When the students distract the flow of a lesson, instead of yelling or saying bad things, a teacher should explain the possible consequences of their misbehaviors to his/her students (Observation 3; March 8, 2016).

The other participant, namely Beatrice, confirmed Derin's thoughts and gave her mentor teacher's attitude as an example to clarify this issue. She emphasized the necessity to communicate with children as if they are responsible for their own learning process by saying:

> A teacher should be clear, friendly and open-minded. For example, our mentor teacher warned her students that their misbehaviors might result in low exam grades. She warned them very friendly. She did not shout or say bad words. She just explained the situation. I really appreciated this because I think we have to gain students' respect with love, not fear (Observation 3; March 8, 2016).

At the end of the session, the instructor drew a table on the board in order to summarize what the participants have said about positive and negative attitudes of a teacher. The responses are presented in Table 5 below:

Table 5: Positive and negative attitudes of a teacher

Positive Attitudes	Negative Attitudes
• Clear • Cheerful • Friendly • Patient • Persistent • Open-minded • Motivated about teaching	• Judgmental • Snappy (Yelling & Shouting) • Making discriminations • Angry • Being disrespectful to diversity

It can be drawn from the participants' responses that they firstly conceptualize a 'good' teacher with positive personal traits instead of emphasizing the necessity of having in-depth pedagogical knowledge or subject knowledge. On the following week, one of the participants, Beatrice, stated that she had had a teaching experience for the first time, which was a 'life-long memory' with her own words. She shared her experience with these sincere sentences:

> It was the first time I tried to teach in a real classroom. It was crazy! I kept shouting. I yelled at my students and this was making me sad. I really had serious classroom management problems. I knew the subject, I knew strategies to calm them down but I couldn't teach them even a word because they did not listen to me! It was horrible! (Observation 4; March 22, 2016).

After listening to Beatrice's experience, the instructor asked them when they would say there is a management problem in a real classroom. Derin stated that when there are continuous misbehaviors in the classroom, it means that the teacher is not good at providing classroom management. At that point, Beatrice shared one of her concerns about classroom management based on a bitter experience that she had during her first teaching. She explained herself as:

> I was yelling at my students. I could not do anything to be patient. At the very beginning of the semester, I said that a teacher should be patient and calm all the time but it saw that it does not work in reality. Endless freedom is not a freedom at all. Now I think that schools should not give endless freedom to the students. A teacher has to be strict to teach something. I don't try to say that she has to be rude, you know, but being authoritarian can be a solution. Also, I realize that I define students as *'my'* students, but you know, they aren't *'mine'* because I'm not the *real* teacher of this classroom, I'm a trainee. So it is too difficult for me to gain their respect and love (Observation 4; March 22, 2016).

In the same session, after discussing classroom management issues, the instructor asked them to describe a well-disciplined classroom with their own words. Defne drew attention to the fact that in a well-disciplined classroom the lesson flows naturally without any interruption and distraction. She explained her thoughts as:

> When the lesson flows and the teacher transmits the subject effectively, it means that the she provides discipline in the classroom. If you see the outcome, I mean… If your students learn the subject and answer your questions, this is a sign that the classroom is under your control." After listening to Defne, Beatrice said: "I totally agree with Defne. When all the students can follow the tasks and focus on the lesson, you maintain discipline in the class (Observation 4; March 22, 2016).

On the following week, it was observed that the participants got used to their students and felt themselves as teachers-to-be. Beatrice shared her feelings about her practice teaching experience as:

> I'm getting used to my students. Actually, it is so interesting for me but I love them. I don't know why I love them. It is a feeling. I feel that they are my children. They smile when they see me." After Beatrice, Emily shared her feelings by emphasizing how love of children motivated her to feel that she was a part of the classroom: "When I feel that the students love me, I begin to act like a real teacher." Due to the observations made during the whole semester, it was realized that the participants was positively affected by students' warm-hearted attitudes (Observation 5; March 29, 2016).

The weekly topic of the following session was motivating students in the classroom in terms of encouraging class participation, giving responsibility to the students as learners, and making them become aware of the importance of learning a foreign language. The instructor asked them to share the strategies that they found beneficial to motivate their students. Jane asked for permission to share her opinion and said: "I think praising students by saying 'well done!' or 'perfect!' is the best way to motivate students." After listening to Jane's opinion, Beatrice explained her thoughts by referring the previous week's topic: "Actually, classroom discipline and motivation cannot be separated. If you want to have a well-disciplined classroom, you should

motivate your students. If they are motivated, they focus on the lesson more easily." At the end of the lesson, the instructor asked them to define motivation with only few words in order to draw a concept map on the blackboard. The participants' responses are presented in Figure 7 below:

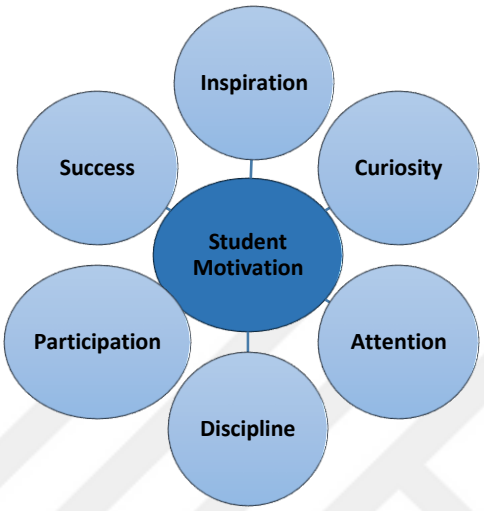


Figure 7: Students' motivation and related concepts

After discussing student motivation, the instructor asked them to think about traits that a teacher should have in order to motivate his/her students. The participants discussed this issue a few minutes and shared their opinions with the instructor. The traits that participants emphasized are presented in Figure 8 below:



Figure 8: Teachers' motivation and related concepts

It can be seen from Figure 7 and Figure 8 that motivation is associated with various concepts and personal traits by the participants (Observation 6; April 5, 2016).

Classroom language and interaction was the weekly topic for the next session. The participants discussed their practice teaching experiences in terms of the ratio of English use in the classroom, the strategies to encourage students to use English more and the reasons for teachers to prefer Turkish as the language of instruction. One of the participants, namely Defne, criticized the cooperating school since she thought that there was no interaction between students during the lessons. She explained her thoughts as:

> There exists an interaction in the classroom, but it is only teacher-student interaction. In my opinion, in a classroom, there should be also student-student interactions. Students do not know how to do group-work effectively. The teacher should design activities, which are suitable for group-work. In our cooperating school, lessons are conducted through traditional methods (Observation 7; April 19, 2016).

The other participants agreed with Defne by implying the importance of giving feedback to the students, engaging group-work activities in weekly topics, planning lessons in accordance with students' needs, and being aware of students' backgrounds and worldviews in order to help them if they have problems out of school time.

While approaching the last weeks of the semester, it was observed that the participants made self-criticisms about their teaching experiences at the cooperating school. For instance, Beatrice shared her feelings about her first teaching experience complaining:

> The first experience was very challenging for me. They are good kids but they are noisy. Most of the time it is too difficult to keep them silent. I spent nearly twenty minutes to maintain silence in the classroom. I shouted at them, unfortunately. I am not that kind of person, but they made me crazy. At the beginning of the semester, I supported to be calm and patient in the class as a teacher. I still support this but I saw that it is impossible if you want to teach something (Observation 10; May 17, 2016).

After Beatrice, Derin explained herself saying:

> I agree with Beatrice. You have to raise your voice to say 'I am here! 'Otherwise, they do not see you as 'authority'. It is not easy to be a teacher. Other people think that being a teacher is comfortable because they think that you deal with a kid, that's all! But this is not the fact. You deal with totally different twenty or thirty kids at the same time. Can you imagine this? (Observation 10; May 17, 2016).

Lastly, Defne criticized herself in terms of time management problems that she experienced during one of her teachings. She indicated that lesson plans and real classroom settings do not usually overlap, which results in problems in flow of the lesson. She explained her experience as:

> It is not always easy to do all the activities you have planned. Classrooms have their unique atmosphere with their own obstacles and struggles. Once you realize that lesson plans are ideal things, you become more comfortable. Otherwise, you always try to do all things, which is impossible. Time management problem is about being inexperienced, in my opinion (Observation 10; May 17, 2016).

Classroom observations that I conducted in Spring regarding EFL student teachers' real classroom experiences at the cooperating school and their beliefs about teaching profession enabled me to explore their understandings of themselves as prospective teachers. The observations showed that at the beginning of the semester, they supported being more flexible and understanding in order to tolerate students' misbehaviors and potential interruptions to the flow of lessons. In addition, they defined language teaching as a fun activity rather than transmitting the subject matter. They emphasized the importance of being friendly, positive and calm during the lesson in order to provide a more pleasant and fruitful classroom atmosphere. At the beginning of the semester, the participants thought that the best strategy to maintain classroom discipline is communicating with students as if they are responsible for their own learning process and self-development. However, as time went by, the participants changed their minds, since they experienced that being flexible gave students too much freedom, which resulted in classroom management problems. After experiencing serious classroom management problems, the participants developed stricter attitudes towards students, since they realized that it was the only way to provide discipline in the classroom and teach students the subject in the natural flow

of lessons. In addition, the most obvious point is that most of the participants indicated the relation between being inexperienced and having classroom management problems. According to them, lack of experience is the major reason to be inadequate in having a well-disciplined classroom without being strict and authoritarian. Lastly, it was found that at the very beginning of their practice teaching experience, they were afraid of being in-charge as trainee teachers since they had serious concerns about having no teaching experiences. They indicated that it was very difficult for them to be a part of a classroom because they did not feel themselves as 'real' teachers. However, as it was extracted from the participant comments at the end of the semester, after experiencing students' care and feeling their love, they were willing to be involved in the classes as if they were responsible for student success and development. It is very striking that some of the participants defined students as their 'children' and stated that feeling their love is the most crucial reason to pursue teaching as a career.

4.4 Results of Reflective Journals

In order to answer the third and the fourth research questions, the researcher made use of reflective journals written by the participants. This part displays the results of EFL student teachers' reflective journals, which were written in the scope of Practice Teaching course. The participants wrote these journals under the guidance of weekly topics and tasks assigned by the course instructor. Therefore, the sub-headings offered in this part were derived from these weekly tasks and reported chronologically in order to present whether their perceptions on teaching profession and their teaching 'self' changed or not over the course of a semester.

4.4.1 EFL Student Teachers' Future Plans

Although all the participants were EFL student teachers, it is surprising that some of them were not willing to choose teaching as a profession after graduation. This is because two of the participants chose this department as a result of 'living conditions',

while the rest of them stated that teaching was their ‘dream job’. For instance, Defne stated that teaching has become a dream job for her in her childhood as a result of her interest in English language and the teaching atmosphere in which she grew up. She explained why she chose teaching as:

> I’ve been dreaming of being a teacher since I was a kid. When I was a child, I had imaginary students and I used to pretend like a teacher. I used to grade my imaginary students and write informative letters to their parents. My parents saw my interest towards teaching and they had always guided and supported me on this issue. Both of my parents were academicians. I had great teachers in high school, I chose Foreign Language branch without any [sic] hesitation. I’m quite happy with my decision.

Similar to Defne, teaching was Jane’s dream job since she loved children and had a desire for teaching throughout her life. She stated:

> Throughout my life, I always feel happy to share what I know with other people. Also, with the help of my father, I’ve had a special interest in English since my childhood.

Choosing EFL department as a result of childhood dreams was also a reason for Emily to enroll in this department. She explained herself as:

> When I was a child, I liked to pretend that I was a teacher and I taught English to my students. Thus, I always wanted to be a teacher.

It is crystal clear that being a teacher was their dream in their childhood. It should also be noted that their family members and teachers had an effect on this decision when they grew up. On the other hand, two of the participants reported that they came to this department as a result of ‘living conditions’ and teaching was not their ‘dream job’ before entering the university. For instance, Beatrice stated that being a teacher brings along great responsibilities and it is not very easy to accomplish for her. She explained herself as:

> Even though I am studying at the Faculty of Education, my future plans are unlikely to work in a different field. I am not planning to become a teacher in the future because I believe that teaching is more than teaching the lesson, but also you are raising human beings and you should do it with love and patience. If you don’t love this job, you can’t achieve the main goal in this area.

Irmak drew attention to the effect of education system on her graduate education. She wrote that she never wanted to be a teacher and never planned her career on the thought of becoming a teacher. She explained her situation with these words:

> It is obvious that our education system does not allow us to choose a department, which we prefer to study regardless of the exam results. So, after a long way, I found myself in this department.

As mentioned above, becoming a teacher is not all of the participants' desire; therefore, two of the participants, namely Irmak and Beatrice, planned to find a career in a different field. In other words, they had plans on working at management departments or pursuing a post-graduate degree. Beatrice thought that she could be a preferable job applicant for global companies owing to the fact that she can speak English, Italian and French, and has good communication skills. She underscored her strengths as:

> I want to work for global companies. I am willing to work in an area that I can use all the foreign languages I know. Also, I like communicating with people. When I think about my personal skills, Public Relations department sounds like a good decision to me.

Different from Beatrice, Irmak planned to pursue a Master's degree in Psychology or Women and Gender studies according to her academic interests. While she was sharing her future plans, she stated:

> Since I could not see myself as a middle school or a high school teacher- it does not match with my personality- I decided to continue my career as an academician. I want my students to listen to me with full attention and take their own responsibilities. In other words, I don't want to become a mother of 20-30 students. I want to study on psychology or gender studies.

On the other hand, Defne, Emily and Jane were really eager to choose teaching as a career. Even one of the participants, namely Jane, who previously decided to be an academician, changed her mind after attending fieldwork in the States. After working with pre-school children, she realized that she loved children and decided to be a pre-school English language teacher. She stated:

> With the impact of my parents, I was thinking to pursue an academic career because they think that it is a prestigious job. Later on, I changed my mind and decided to work

> with pre-school children. In the United States, we went to Early Learning Center at W.W. Smith School in New York and I had a chance to see real pre-school environment. Last semester in Turkey we had Teaching English to Young Learners course and we prepared lesson plans for young learners. Now I definitely feel that I should work with pre-school children.

One of the participants, namely Defne, said that she had planned to be an academician in the field of English language teaching. She shared her near future plans as:

> I want to be an academician. I may get a master's degree in literature or English language teaching. Studying abroad can also be an option for me.

Interestingly, even though teaching was Emily's dream job when she was a child, she changed her mind after entering English language teaching department. Apparently, she loved teaching but business life seemed more appealing to her. She wrote about her near future plans as following:

> I enjoy doing microteachings in the classroom. To be honest, although I am studying at the Faculty of Education, I would like to try my chance to work in human resources departments after graduation. I'm a responsible person. If someone wants me to do something, I do my best. I don't like being late, for instance. I take responsibility. I like communicating with people.

In short, considering all the excerpts taken from student teacher's self-evaluation reports, it can be inferred that not all of the participants chose English language teaching department consciously. Moreover, only one of the participants, namely Jane, stated that she was eager to work as a teacher after graduation, while two of them decided to pursue their careers in post-graduate level and the rest of them planned to work in human resources departments in companies.

4.4.2 EFL student teachers' own definitions of a 'good' teacher

Most of the participants defined the concept of a 'good' teacher in a similar way. In other words, there are common patterns in their definitions of an effective teacher. Participants underscored being patient, open-minded, and understanding are the most

necessary characteristics that a 'good' teacher should hold. For instance, according to Derin, a good teacher should keep in his/her mind that each student is unique and have different expectations from their teacher, which implies the importance of good teachers' tolerant and flexible characteristics. She wrote down her own definition of a good teacher as:

> A prejudiced teacher, who doesn't take into account the context in which s/he teaches, and conditions of his/her students, can't be a 'good' teacher. Under all the circumstances, a good teacher should be patient, open-minded, and should prevent herself/himself from insulting students and raising his/her voice.

Similar to Derin, Jane indicated that a good teacher should be patient, tolerant, open-minded, and adapter. In addition, she thought that a good teacher should be supportive in terms of encouraging his/her students and showing equal interest in every student in the classroom. She underscored the importance of teachers' behaviors as follows:

> I never like this kind of teacher profile: S/he who says offensive things to the students when they fail an exam, behaves authoritative [sic] and badly when s/he has personal problems.

In her reflection report, Emily highlighted the positive sides of being a teacher while giving her own definition of a good teacher. She defines being a good teacher as:

> Being a good teacher is really valuable and essential. A teacher puts a huge effort on teaching new values and new subjects to his/her students.

Different from the other participants, Irmak approached to the issue from a different perspective. She indicated in her report that a good teacher should be 'predictable' and 'well-prepared' in the classroom. She explained her thoughts as:

> I don't want to encounter a teacher whose lessons flow unpredictably because it may confuse students since they have no idea about what will happen next.

Beatrice, who used a metaphor in order to give her own definition of a 'good teacher' in her reflection report, indicated that the only key to be a good teacher is to love

teaching. She explained her perception as:

> I resembled teacher as the queen and students as her citizens. The textbook is the Bible and teacher's chair is her thrown. No one has a word to say because the teacher speaks all the time. The queen has the right to do everything regardless of citizens' desires. But, how lucky we are, as student teachers, to learn positive things to motivate our students in this department. Teaching is not like other professions that money can be your motivation to go on. As a teacher, you're not only responsible of teaching English, but also you're raising human beings. If you didn't choose this job consciously, I mean if teaching is a 'must' for you, you can never love your students. If you don't love your students, you cannot touch their lives and get good results as a teacher.

The other participant, Defne, gave her own definition of a 'good' teacher from a more professional point of view. According to her, a good teacher should use supplementary materials such as posters, flashcards, and other books. She added that an effective teacher should move around the classroom and monitor what the students are doing. Apart from that, she thought that teachers who have good relations with students are good teachers. She drew attention to the fact that students should be involved in their learning process:

> To be a good teacher, we should encourage our students to participate in the learning process. Both the teacher and the students should work mutually in order to make this process more beneficial. When your students make a mistake, rather than focusing on that mistake, you should be a good model in order to teach them the correct version. Students like teachers who care about their problems, make jokes, and play games. They do not like strict teachers. They like movement and acting. A good teacher should have various activities related to the topic.

Similar to Defne, Emily thought that a good teacher should use extra materials instead of using only the textbook. Again, similar to Defne, Emily underscored that a good teacher should always monitor her students in the classroom. She explained herself as:

> Teachers should teach in an enjoyable way. Actually, it's very important to change your tone of voice in order not to be a monotone teacher. If you have the same tone of voice, you lose your students.

According to Jane and Derin, addressing different group of students is one of the characteristics of a good teacher. They also indicated that using various activities and methods, and having classroom management skills are also necessary to be a good

teacher. Jane supported her ideas as:

> Being able to have a good time management and planning a lesson [sic] according to the needs of different age groups and levels is important. A good teacher should give a chance to every student to take part in learning process. Teachers should not be dependent on the textbook. If a teacher sits in her chair during the whole lesson, or write everything on the board without turning her face to the students, nothing should be expected from the students.

Derin drew attention to addressing multiple intelligences by saying:

> Teachers should address multiple intelligences. Teachers should be active and cheerful, and use different materials to catch the students' attention and improve their motivation.

As mentioned above, participants' statements extracted from their weekly self-evaluation reports revealed that a 'good' teacher should have classroom management skills, prepare different kinds of activities, use various materials, pay equal attention to all the students in the classroom, teach his/her lessons in an enjoyable way, involve his/her students in their learning process, and love his/her job unconditionally.

4.4.3 EFL Student Teachers' Observations of their Mentor Teachers' Classroom Management Strategies

All of the participants agreed that being an experienced teacher is one of the key elements to provide classroom management. Secondly, they indicated that a teacher should develop certain strategies to have a disciplined classroom, such as adjusting his/her tone of voice, using mimics and gestures, determining classroom rules and benefiting from plus/minus grading system. In addition, all of the participants shared the same opinion about fostering a positive classroom atmosphere instead of creating an unpleasant environment by discouraging behaviors such as raising voice, insulting, ignoring, and scorning. They observed that their mentor teachers treated their students authoritatively but politely at the same time.

According to Beatrice, it is a very complicated thing to provide classroom management since teachers are required to develop different strategies for different classrooms. She thought that teachers' way of creating disciplined classrooms depend on their personalities as well. She shared her opinions as:

> Every teacher has different ways of providing discipline. Some of us do it through being strict, some of us choose to have respect to our students and be calm, but at the end the target point here is keeping the class on track during the lesson. In my opinion, it isn't possible because classrooms are environments that have several types of human beings. It is not possible to choose one way to bring them under control. Therefore, a teacher should analyze her students and figure out a way to reach most of them.

Emily appreciated her mentor teacher's attitudes towards students with disruptive behaviors and her classroom discipline strategies. She wrote down her observations of her mentor teachers' way of ensuring classroom discipline as follows:

> She generally allows her students to be active in the classroom. But she is an authoritative teacher. She doesn't prefer to raise her voice. In my opinion, my mentor teacher is very kind and cheerful in the classroom. Her strategies to keep students on the track are generally on using smart board activities. She organizes competitions in the classroom. In my opinion, making different activities are really effective to draw students' attention to the lesson and keep them silent.

Similar to Emily, Jane indicated the importance of using different management techniques in the classroom by saying:

> My mentor teacher uses different classroom management techniques for her different classes as I've observed. She uses both verbal and physical techniques, such as warning them by saying their names, making eye contact or showing her disappointment with her gestures. She may have also stated classroom rules and routines at the very beginning of the semester before we started our internship. Because all students seat properly and nobody walks around during the lesson. She is also good at lesson planning. She uses 'brain break' technique when she realizes that her students are bored and need some fun. It is a great technique and I would definitely do the same.

It is noteworthy that one of the participants changed her mind about providing classroom discipline after attending practicum in Turkey. Previously, she believed that adopting minus/ plus grading system and also frightening students with exams are not so effective to create a disciplined classroom. After the practicum, she began to think

that these techniques could be effective ways to keep students on the track. She supported her ideas by saying:

> To be honest, before I started this internship, I was against threating students with grades and exams. But this internship led me to open another window on this issue. Now I see that students are cruel and hard to deal with, so a teacher should develop some strategies to keep them on track to accomplish her goals, which is in this case to teach her lesson.

According to the participants, determining classroom rules is of vital importance to establish classroom discipline. Similar to Jane, Defne emphasized the strength of establishing classroom rules at the beginning of the semester and she drew attention to having a good manner in the classroom. She explained her mentor teacher's classroom discipline strategies as:

> Our mentor teacher really knows how to cope with disruptive behavior for instance when a student talks too much, she calls his/her name in order to make the classroom quiet. All students become silent when she warns them because as far as I've observed there is a mutual respect between the teacher and students. She is disciplined but she can be like friends with her students as well. She uses motivating activities. She organizes competitions in the classroom. She prepares different tests, activities, and exercises in order to keep her students motivated. She speaks very clearly and never loses her temper. She is always polite.

Irmak, who worked with the same mentor teacher as Defne, emphasized their mentor teacher's respectful attitude towards her students. She appreciated her open-minded character and her sense of humor. She stated her opinions about the strategies her mentor teacher employed in the classroom as follows:

> My mentor teacher is respectful and also the students are respecting her. It is mutual. It means that she can control the class but she isn't a traditional authoritarian teacher. She treats her students as if they are her real friends. She uses minus/plus grading system to provide her students obey her. She is patient most of the time. If I were in her position, probably I could not be patient like her.

Different from other participants, Derin observed that her mentor teacher ignored students' misbehaviors most of the time and raised her voice to provide classroom discipline. She indicated that her mentor teacher developed different strategies in different classrooms depending on these classrooms' dynamics. Since her mentor

teacher was very experienced, she could manage disruptive students easily, as Derin observed. She wrote down her strengths as:

> However, she ignores students' misbehaviors most of the time, she uses her voice to bring them into line and it perfectly works. She monitors her students all the time and when she feels like the students' attention is low, she switches into another activity. She always reminds students of that they are responsible about the topics for their exams and it is their choice to pay attention to the lesson or continue to distract the classroom. In addition, she is very successful with using her non-verbal skills, such as making eye contact and using body language.

Along with all the statements that participants wrote down on their self-evaluation reports, they mostly paid attention to being friendly and respectful to the students instead of treating them in an oppressive manner. They also emphasized that being an experienced teacher is one of the key elements to provide classroom management. Finally, all of the participants drew attention to the importance of developing different strategies for different classrooms since each classroom has its own dynamics.

4.4.4 EFL Student Teachers' Perceptions of Motivating Students

All of the participants stated that motivating students is one of the most crucial elements in language teaching. However, they indicated that during their practicum experiences, they observed serious motivation problems among the students. As a result of this inference, all of the participants thought on what they would do if they aimed to motivate their students. For instance, Irmak stated that she would motivate her students by emphasizing the importance of doing their tasks for their own personal development. She shared her plans as:

> I'd organize competitions, if I were in charge. I'd try to give rewards such as giving a nice pen as a reward to the winner group at the end of a contest or a debate. I observed that such activities make students excited about the lesson.

Beatrice wrote down in her self-evaluation report that she developed a different perspective on motivating students after attending practicum. She underscored the relationship between motivating students and being disciplined as follows:

> It's obvious that flexible attitudes don't work on motivating students. So I should act more authoritative and make sure that students understand the importance of doing homework and it is a part of their grades. Even though I do not like threatening students with grades and exams, I have observed that it works.

From a different perspective, Emily wrote down in her self-evaluation report that developing different activities motivate students and make them active in the classroom. She explained her thoughts in the following way:

> Brainstorming, games, role- playing, acting and listening activities can be good options to motivate students.

Similar to Emily, Derin believed that group work activities and arranging students' seating accordingly collaborative learning help teachers to motivate students. She shared her thoughts as:

> I'd put them in groups to make them work collaboratively. They should share responsibilities in classroom tasks. I'd re-arrange their seats in order to make them more connected with each other. This would motivate them.

Defne found organizing competitions in the classroom very beneficial to motivate students as Irmak. She also observed that using various materials appeal students' attention and make them more interested in the subject. She shared her observations as:

> Competitions make students more motivated. They try to be the winner group and they become more interested in the tasks that our mentor teacher gives. If I were a teacher, I'd use visuals and colorful materials, and organizing different competitions and games in order to motivate my students.

Similar to Derin, Jane believed that seating and the activities chosen by the teacher are crucial to motivate students. She made the following remark in her self-evaluation report:

> There are several key elements for motivating students such as giving them autonomy and freedom in choosing their way of learning, and chances to sit as groups to achieve collaborative learning.

In short, it is obvious that all the participants developed different strategies to motivate their students after their experiences in practicum school. Commonly, they believe that motivating students is not easy as it seems and it requires developing various activities, tasks, monitoring their works, and giving them freedom to have a voice in their own learning.

4.4.5 EFL Student Teachers' Comparisons between Fieldwork Experience in New Paltz and Practicum Experiences in Turkey

As can be inferred from the participants' self-evaluation reports, all of the participants thought that they found fieldwork experience in New Paltz very insufficient and there were more differences than similarities between these two practicum experiences. Irmak wrote down on her self-evaluation report that there were mostly differences between the school she attended in the States and the state school she completed her Practice Teaching experience in Turkey. She shared her opinions about the American school and the fieldwork system in the States as follows:

> First of all, we didn't have a specific fieldwork experience in the States. We only went to a high school and an Early Childhood Education Center. Based on my short experiences, I realized that there is no similarity between the American and Turkish schools. For instance, we have a common curriculum in Turkey, which every teacher has to follow without exception. We have also nation-wide exams in Turkey. So, basically every student has to know more or less the same subjects in order to pass their exams. Also we know how to respect our teachers in Turkey unlike those American students. We all have been taught to respect our teachers since our childhood. In addition, we have ethnic groups here as well, more or less similar to Spanish people who live in the States, but we do not have books written in other languages, for instance. As a similarity, the materials we use in Turkey, such as pictures, games, textbooks, are similar to the materials used in the States.

Beatrice drew attention to the cultural differences she experienced in her practicum school in the States. She found her short fieldwork experience in the States very interesting since all the participants of this study completed their very short fieldwork

experiences at one of the 'ghetto' schools in Poughkeepsie. Beatrice shared her experiences as follows:

> First of all, cultural differences make a big difference between those two experiences [fieldwork in the States and practice teaching in Turkey] because we went to a little dangerous neighborhood for fieldwork in the States. It was quite interesting and also a little bit scary because of the student profile. They were troubled ones. The school population mostly consisted of the African-American students, which was also very interesting because we don't have a chance to experience such thing in Turkey. It was worth experiencing because the student profile and the school itself were almost the same as we watch in Hollywood movies. But kindergarten experience in Early Childhood Education Center was a lifetime experience for me because it was the first time that I reconsidered becoming a teacher.

As it is mentioned above, Jane and Emily found the duration of fieldwork experiences very short and very different from the Turkish schools. Jane shared her experiences as follows:

> I can state that there are more differences than similarities if we compare the school systems in the United States and in Turkey. I had a very limited chance for observing the differences; however it was still enough for comparing the school systems in the United States and Turkey. The most important difference I observed was how well their system was arranged to motivate students. To promote students' autonomy, teachers arranged seating and gave students freedom to be involved in their teaching. This is not achieved in Turkey as I'm currently observing it. In Turkey, mostly in state schools, teachers are always in a hurry. They try to cover the curriculum. Therefore, in Turkey, instead of helping and guiding students to develop their skills, they try to catch up with the curriculum. That is why, I appreciate the system in the United States.

Emily drew attention to the duration of their fieldwork experience since she thought that it was not sufficient to observe the differences and similarities between Turkish and American school systems. She criticized this by saying:

> We only observed lessons for two times. It was a good opportunity for us to see a school in the States but in my opinion, we need to do our internship at least two months in order to do teachings and have a more effective fieldwork experience.

Finally, Defne criticized the fieldwork experience they completed in the States in terms of the lack of teaching experience. She evaluated her fieldwork experience as:

> Honestly, fieldwork experience was not sufficient in the USA. We only visited two different schools for one day. Therefore, we couldn't go beyond mere observation. We did not have a chance to teach and improve ourselves. We sat in the back and just took notes in order to write a reflection paper afterwards. Of course, it was beneficial for us to see how lessons are conducted in a foreign country but unfortunately we did not have any chances to improve our teaching skills. We have only superficial ideas about the differences between Turkish and American schools because we spent only two days as a fieldwork experience.

After spending a few weeks in a Turkish state school for their practice teaching course, the participants began to form their expectations from their practicum experience. Emily appreciated the length of practice teaching course and shared her expectations by saying:

> Practice Teaching is more effective than Fieldwork Experience. In Turkey, we do our internship for 3 months, which helps us develop our teaching skills. We are involved in activities and prepared worksheets, which help us deal with real students in a real classroom. Additionally, we learn new methods and strategies on how to deal with troubles occurred in classrooms. I think the Practice Teaching course provides us awareness. Actually, I am getting used to be a teacher in a classroom environment.

Similar to Emily, Beatrice found Practice Teaching is more extensive than Fieldwork Experience. She noted that taking responsibilities in a real classroom and completing her practice teaching in a pleasant classroom environment are good opportunities for her. She appreciated her practice teaching experience as:

> I'm in charge during my practice teaching in Turkey unlike my fieldwork experience in the States. We did only observations there. The school we are currently going is not a bad school as it was in New York. Even though my class is a little bit challenging now, surprisingly I feel like there is a bond between us. I've already started to feel like I'm their teacher. I noticed that they see me as their teacher. They are noisy but I take my mentor teacher as a role model while dealing with challenges. We have been doing great so far. I'm doing my job with love.

Defne highlighted the importance of the experiences prospective teachers gained not only inside the classroom, but also outside, including in the teachers' room, in the corridors, and even in schoolyard. She stated that practice teaching experience provided them to observe the real problems arising in real classrooms. She found

practice teaching experience more beneficial than fieldwork experience in terms of the length and the content of the courses. She wrote down her opinions as:

> Observing how such an experienced teacher [our mentor teacher] deals with classroom problems is very beneficial for us. We see how she overcomes with problems and what strategies she uses. Our students have already been familiar with us. They are very respectful. They greet us and ask questions about the activities. I think this has been a good motivation for us. In the garden, we observe teachers from different branches, which is also an experience for us. In my opinion, practice teaching is much more beneficial than fieldwork experience we completed in the States.

In short, in terms of spending more time in a real school environment and taking charge in a real classroom, all participants found practice teaching experience more beneficial than fieldwork for their professional development as prospective teachers.

4.4.6 End-of-Practice Teaching Reflections on Teaching Profession and Their Teaching Selves

At the end of the semester, all the participants agreed that teaching in a real classroom is completely different from practicing microteachings in ELT courses. In addition, they drew attention to the clash between theory and practice. For instance, Defne stated that both observation sessions and her teaching experiences during practicum provided her a new perspective on teaching. She shared her new ideas by saying:

> Practice teaching immensely has changed my ideas about teaching. During this process, I've learned valuable things as a teacher candidate. I've gained a deeper insight into the teaching profession and I concluded that an actual teaching is much more challenging than the theories we learnt about teaching in the department. For instance, it may be easy to prepare a lesson plan; however, it is quite difficult to implement it in a real classroom atmosphere.

Similar to Defne, Jane found practice teaching very beneficial as a prospective teacher in terms of experiencing how teaching theories and real classrooms are different from each other. She supported her perception by giving an example she observed during her practice teaching experience:

> The most common thing we learnt in education courses offered at METU and SUNY is using English in classrooms as much as possible. While we were reading articles on this issue, the idea was always using target language in the classrooms and I found it reasonable. However, after attending practice teaching, I experienced that theories do not overlap with classroom practices. I observed that except from a few basic English words, our mentor teacher did not use English in the classroom. She taught English in Turkish. I found it interesting at first, but later on, I realized that students' backgrounds didn't allow them to understand English lessons offered totally in English. As time passed, I thought about this issue and tried something different. In order to put theory and practice together, I decided to teach topics in English after giving some little explanations in Turkish. I think it really worked.

In her reflection paper, Irmak drew attention to the fact that approaches they learnt and lesson plans they prepared in ELT courses are for ideal classes and do not match with the needs and dynamics of real classrooms. She explained her point of view as:

> At first, I was scared of being involved in a real classroom since I knew that the courses we took were theoretical and designed for ideal classes which means we do not know how to implement them for real classrooms.

According to Emily, a classroom is composed of students coming from various backgrounds and families, which makes it hard to deal with. She added that they could not experience this in ELT courses while doing microteachings:

> Practice teaching enabled me to see how students come from different worlds and have different characters. Real classroom environment is totally different from microteachings. I observed that a teacher should learn his/her students' characters and develop strategies to deal with all of the students at the same time.

Derin wrote in her reflection paper that she learnt various teaching techniques and approaches in ELT courses at METU and education courses at SUNY New Paltz. However, she asserted that these techniques and approaches did not work when it came to practice. She shared her thoughts as:

> We discussed many classroom challenges in ELT and education courses to find out solutions. However, they did not work in a real classroom. I could not imagine how teaching is a difficult profession before attending practice teaching. For me, teaching in Turkey is a nightmare since most of the students do not respect to their teachers and bully each other all the time. During practice teaching I saw that theories we learnt are not enough to overcome students' misbehavior when it comes to real classroom practices.

The clash between microteachings and real classroom experiences was emphasized through a metaphor by Beatrice. She used 'roleplaying' to define microteachings and commented on this issue by saying:

> We experienced microteachings as 'roleplaying' in our courses, so it was pretty easy to teach our classmates and controlled them. However, practice teaching showed me that teaching in a real classroom is totally different from microteachings.

At this point, classroom management problems came to light for prospective teachers. After practice teaching experience, they concluded that classroom management is crucial to create a positive classroom climate by controlling students' behavior and holding their attention for the whole class period. In her reflection paper, Derin wrote about this issue by giving a specific example she experienced:

> When my mentor teacher left me alone with the classroom and assigned me a topic to teach students for the first time, I felt really desperate. I kept my relationship with my students always 'very' friendly because I believed that if I have a good relationship with my students, they remain silent and well behaved. However, it did not work that day. They did not listen to me while I was teaching. They made jokes and told me about their irrelevant personal experiences. I listened to them because I did not want to hurt their feelings and make them feel humiliated. After this experience, I understood that I had to develop a strategy to solve this problem. I prepared an enjoyable lesson plan and tried to be strict. Therefore, I understood that managing a classroom is not an easy thing to accomplish.

It is crystal clear that practice teaching experience affected EFL student teachers' perceptions on classroom management. The common point all the participants agreed on is being stuck while managing the classroom. For instance, before her practice teaching experience, she thought that classroom management would never be a problem for her in a real classroom setting. However, she experienced that she had classroom management problems especially while dealing with students who were not willing to do activities. She shared her experience as:

> Before practice teaching, I thought that I would be good at classroom management because I am very patient. But it was not like that. In the real classroom, it was hard to manage students for forty minutes. Thus, I realized that a teacher should involve extra-curricular activities and materials to make his/her students focus on lesson.

According to Irmak, classroom management problems mainly occur in young learners classes. She stressed that she was very nervous while teaching English to young learners at the very beginning of the semester since she found classroom management very difficult to accomplish. She thought that this was because of the conflict between theory and practice. She supported her ideas by saying:

> I think we learn how to do this [classroom management] but it is not always achieved in real classrooms. Since young learners have so much energy, it is difficult for them to focus on a task. This situation is a challenge for teachers because s/he should make the lesson more interesting to draw their attention. I was aware of this situation in our methodology courses, but I never knew how hard it is in real classrooms before practice teaching. So, now I find absolutely unnecessary all the things I learnt in Teaching English to Young Learners course.

Similar to Irmak, Beatrice indicated in her reflection paper that theories they learnt in courses did not help her to provide classroom management in a real classroom. She confessed one of her bitter experience as:

> I realized that I did all the things that I thought I wouldn't do [during practicum]. For example, I'm not proud of myself, but I lost my temper and yelled at my students to provide classroom management.

The dissonance between lesson plans and real classroom dynamics was stressed by Defne in her reflection paper. According to her, teaching in a real classroom environment is totally different from preparing a lesson plan for an imaginary classroom since she experienced that managing a classroom does not depend on a well-prepared lesson plan. She shared her experienced as:

> Practice teaching was very beneficial for me in order to be able to teach in a real classroom atmosphere and observe what problems may occur. I've observed that managing a classroom is much more difficult than preparing a lesson plan.

It was mentioned by most of the participants that practice teaching experience helped them to be aware of the realities of teaching profession. For instance, Jane indicated that her perception of teaching a language has changed over the course of practice teaching experience. She shared her ideas as:

> First of all, visiting a school and being part of a real classroom was absolutely a great experience for me since I had learnt strategies by practicing them and it had an impact on my thoughts of being a teacher. Before practice teaching, I always mentioned that my philosophy of teaching is trying to use English as much as possible in the classroom because I had believed that students do not 'learn a language', but 'acquire a language'. However, in the first couple of weeks of my practice teaching, my perception has changed. I observed that I had to develop a strategy to use both Turkish and English in the classroom in order to meet students' needs.

One of the participants, namely Irmak, shared that her perceptions on Turkish education and school system have changed after attending practice teaching. She made a comparison between her fieldwork experiences in the States and practice teaching experiences in Turkey in order to stress the fact that her perceptions about teaching profession were formed by both these two experiences gained in different contexts. She shared her experiences as:

> Comparing fieldwork experience in the States with practice teaching in Turkey showed me that the Turkish Education System is completely different from my expectations. Last year I was planning to work at a high school or a private institution while pursuing a master's degree in a different field but after practice teaching, I understood that teaching was not for me. My thoughts about 'being a teacher' haven't changed at all, but now I am sure that I do not want to become a teacher. On the other hand, during my short fieldwork experience in the States I thought that our education system is more disciplined but now I realize that discipline is not the only thing that guarantees students' learning. Until now, I've never had a 'role model' teacher. I don't think so but if I become a teacher, I will try to be one of those 'role model' teachers. However, devoting my life to teaching is not for me.

Similar to Irmak, Emily made a comparison between fieldwork experience in the States and practice teaching experience in Turkey to emphasize the benefits of a long-term practicum experience. She supported that practice teaching was more rewarding than fieldwork experience because of the following reasons:

> Practice teaching enabled me to learn how to deal with students in the classroom. Honestly, fieldwork experience was not enough to improve my teaching skills because we observed a kindergarten and a high school only two days. Thus, practice teaching played a crucial role in my life before my graduation since I spent approximately three months with students. Practice teaching changed my thoughts on teaching in a positive way because I loved teaching English to seventh graders but I still need to have much more experience.

Participants' statements also revealed that their perceptions of qualities of a 'good' teacher were mainly shaped during practice teaching. For instance, Beatrice pointed out in her reflection paper that she has always thought that graduating from faculty of education is not enough to be a teacher, but it takes much more time to 'become' a teacher. She stressed that the biggest motivation of teaching is to love this profession. She shared her thoughts as:

> I've always thought that becoming a teacher takes a long time. When I started practice teaching in a real classroom, I've observed that money can't be a motivation for doing this profession. Teachers are paid so little, so if you are a teacher, you will come up with financial problems. While I was teaching as a student teacher, I didn't choose activities to accomplish easily, but trying to choose activities, which are necessary for their improvement. Becoming a teacher wasn't one of my future plans before practice teaching, but now I have to admit that I will teach at some time in the future. I do not know when but I will have my own students under my responsibility and I will do my best for them in the future.

One of the participants, namely Defne, explained her thoughts on teaching profession and being a good teacher through referring to her practice teaching experiences. According to her, students' success mostly depends on teachers' motivation and his/her love of profession. She expressed her thoughts as:

> In my opinion, effective teaching should be based on well planning and preparation, which should also require some acting skills and creativity. A teacher's enthusiasm surely has a positive effect on students' learning. A teacher should be on time and know how to use technological devices in the classroom. During practice teaching, I have closely observed how students become motivated and willing to do activities when the teacher is motivated and able to use technology in the lesson. On the contrary, they become less willing to participate in a lesson when traditional methods are used. I concluded that there is a strong link between students' motivation and teachers' ambition. For instance, some teachers do not even change their materials for many years. They stick to old materials because they find it easy. This can be interpreted as neglecting students' needs in terms of accessing the latest and useful information via technology.

Most of the participants indicated that having a good relationship with students provides a teacher to create a more positive classroom atmosphere. Defne thought that some unpredictable problems such as technological failures or problematic student behaviors can be solved easily if the teacher has a positive approach to his/her students. She shared her observations as:

> I observed during my practice teaching that having a good rapport with students and giving equal chances to all of them places a crucial role in effective teaching and creating a pleasant classroom atmosphere. Teaching is not easy, as it appears to be. It requires extra skills except from teaching. In other words, she should be an actress, a companion, a mother or a guide when it is necessary. Thus, a good teacher should be versatile. Before practice teaching, I was not fully aware of that this is one of the most important professions in the world because it focuses on human beings. Teaching should not be underestimated and limited to transferring knowledge. Teacher candidates should have philanthropic qualities and willing to help human beings to raise better generations.

After practice teaching experience, participants define the qualities of a good teacher from their own perspectives. For instance, Derin stated that patience and determination are the key features to be a 'good' teacher. She shared her thoughts as:

> Due to the difficulties I have faced with during my practice teaching experience, I realized that teaching is the most noteworthy profession since teachers deal with serious issues while raising human beings. Their duty is not only delivering the content, but also approaching their students with care and patience all the time. Until practice teaching, I believed that teaching and classroom management are easy. However, I understood that a person who would like to be a teacher should be very patient, friendly but a little bit strict at the same time. S/he should be calm and persistent as well. Though I am a patient and calm person, I do not prefer to become a teacher because of the student profile in Turkey.

Based upon all the statements mentioned above, all of the participants confirmed the importance of practice teaching experience in their teaching career. They indicated that they had an opportunity to see the clash between theory and practice by virtue of practice teaching experience. Pointing to the qualities of a 'good' teacher, all of the participants supported that being patient, motivated and determinant play a crucial role in students' success. Furthermore, they highlighted that their perceptions about teaching profession totally changed in both positive and negative ways after attending practice teaching. They stressed that teaching is the most admirable profession in the world in terms of taking a responsibility for raising human beings, but also a very difficult profession to accomplish because of its low-income status, unfavorable working conditions and draining nature.

4.5 Results of Second Interviews

In order to address the second and the third research questions, the researcher benefitted from data gathered via second interviews. Having read all transcripts, significant statements for each participant have been extracted to reveal results of second interviews. After coding process, these meaning units were emerged: new worldviews of education and culture, financial issues, the development of awareness of different educational systems, learning and travelling in a multicultural society, personal development, integrating theories and classroom realities, motivation as a key factor to become a teacher, and student teachers' perceptions about being a teacher after practice teaching. These meaning units were clustered into two themes: an evaluation of dual diploma program by student teachers while graduating, and student teachers' changing beliefs about teaching profession after practicum.

4.5.1 An evaluation of a dual diploma program by its graduating student teachers

For all of the participants, being a graduate of a dual diploma program is a great advantage in terms of developing new worldviews of education and culture, being aware of the differences between Turkish and American education systems, travelling in a new society and meeting people from various cultures, experiencing personal change, and being more mature. However, all of the participants, as coming from a developing country, underlined the fact that from time to time they felt financial pressure in the United States because of the exchange rate between US Dollar and Turkish Lira. One of the participants, Jane, summarized advantages and disadvantages of attending dual diploma program as a graduate-to-be as follows:

> While graduating this program, I can easily say that I feel myself very lucky to be a part of a dual diploma program. I become more mature because I lived in the States for a year without my family. I experienced the American culture, met different people from various countries, being more fluent in English, and last but not least, having chance to observe and compare the Turkish and American education systems as a prospective teacher. In addition, although it was too short, we had a chance to visit two American schools as part of our fieldwork experience. I took really interesting and content-rich elective courses in the States. In my opinion, we took very effective

> educational sciences and methodology courses at METU. Therefore, I believe that dual diploma program is designed to offer mutually complementary courses for its students. The only thing that I find as a disadvantage is financial problems. As you know, it isn't very easy to study abroad for a year in terms of accommodation, transportation, daily expenses and especially tuition fees.

In a similar vein, Irmak suggested that the first responsibility of a university program is providing intellectual growth for its students. Similar to Jane, according to Irmak, the only negative side of this program is its financial pressure:

> For me, a university program should provide personal change and intellectual growth. What I mean is if you're the same person you were four years ago, it's a waste of time to study at a university. Thanks to dual diploma program, I'm not the same person I was four years ago. Especially, elective courses that I took in the States were really beneficial for my personal and professional change. However, sometimes it was really hard to afford even daily expenses while living in the States. Being a dual diploma program student brings heavy burden, unfortunately.

As seen from the above excerpts of Irmak and Jane, being a dual diploma program student is defined as a big chance. In addition, as the following vignette shows, the program is found valuable in terms of broadening perspectives:

> If you ask me to evaluate our program while graduating, I can say that I learnt these three things as a dual diploma program student: self-confidence, respecting to others, appreciating cultural differences. But… I have to admit that after experiencing financial pressure in the States because of the exchange rate, I realized that I have a high life standard in Turkey.

In a similar vein, Emily shared her satisfaction about the program with these words:

> I'm really happy to be a graduate of a dual diploma program. As I mentioned before, living in the States was a great adventure for me because we saw a different campus life and travelled a lot at the same time. Of course, being far away from your family and tried to make a new budget for yourself were a little bit hard at the beginning but after experiencing its advantages such as self-confidence, cultural awareness, travelling and personal growth, you become very pleased to be there.

As can be seen from the above excerpts, along with the various advantages of the program, experiencing financial pressure is the common notion among the

participants. One of the participants, Beatrice, appreciated the program likewise her peers and shared her thoughts in the following vignette:

> This program is a great opportunity for a person who would like to be a teacher in the future. On the other hand, receiving two diplomas provide us background to seek job opportunities in different areas. For me, using the language everyday in an English-speaking country, and living in an unprejudiced and open-minded community make a positive impact on prospective teacher. I think that only teachers who have a broad perspective can raise open-minded human beings. In that sense, American lifestyle allowed us to develop self-awareness about our personalities in a comfortable community. Academically speaking, in the States, you collect great memories to share with your students in the future and take very intensive courses from great professors. By means of spending a whole year with people from all over the world, I developed cross-cultural awareness, which I find very crucial as a prospective teacher in terms of learning to be respectful to my future students coming from various backgrounds. I definitely suggest DDP to people planning to become a teacher if they can afford the cost of the program. You know, you can't maintain your high life standard in the States because of the negative impact of Turkish Lira to US Dollar exchange rate. All in all, for me, being stuck in Turkey and graduated from a four-year undergraduate program are not enough to be a good language teacher in a global world. I'm sure that even visiting New York for a couple days broadens your vision as a teacher candidate.

Vignettes extracted from interviews strikingly show that all of the participants express their opinions about the program almost in the same words. As all of the participants quoted above that being a graduate of a dual diploma program allows them to be versatile, open-minded, respectful to differences, and intellectually developed, Defne's statements support her peers' thoughts in a similar vein:

> Being a graduate of a DDP has two main advantages: personal growth and professional development. Using English every day is of vital importance for us to have fluency in the language that we are going to teach. Additionally, taking elective courses in the States provided us enough information about most of the disciplines. We can use our intellectual background while preparing materials or lesson plans for our students in the future. For instance, we can prepare exercises based on authentic readings or arranging debates on various topics in the future. Personally speaking, it was a little bit hard for me to be very away from my family at first. Additionally, you know, budgeting is really important when you have limited money. I have to confess that we experienced financial problems sometimes.

As the excerpts above imply, all of the participants agreed on the idea that being a graduate of a dual diploma program is highly contributive to their personal and professional growth by virtue of offering a multicultural campus life, living in an English-speaking country for a year, taking a wide of range of courses from different

disciplines, and travelling opportunities. Apparently, the only point that all participants complaint about is the cost of the program and financial problems they experienced in the United States.

4.5.2 Student teachers' changing beliefs about teaching profession after practicum

It is clearly seen from the vignettes of the participants that their beliefs about teaching profession and classroom realities slightly changed after completing teaching practicum in Turkey. Before practicum, all of the participants mentioned their concerns about classroom management problems, having no teaching experience, and being unconfident in grading and assessing processes. At the end of the practicum, it is remarkable to see that most of their concerns came true during the semester. In spite of the fact that all of the six participants expected to do more teaching practices and being entirely involved in the school community, they thought that they did not accomplish them thoroughly. The issue of student teachers lacking enough teaching practices, constructive feedback and motivation might resulted in no remarkable awareness about their teaching selves and developing misconceptions about teaching profession. One of the participants, Beatrice, stated that her thoughts about teaching profession and her teaching self have not been evolved during the practicum precisely, since she thought that they did not receive enough feedback or motivation from their mentor teachers and university supervisor during the semester:

> Microteachings are theatre plays… You know, we spent years preparing unreal lesson plans for unreal classrooms. Before starting this semester, I believed that practicum would be very different from our fieldwork experience in the States. Now I see that practicum is a theatre play too! We visited a cooperating school for twelve times with no profound teaching practice and administrative duty. In fact, I did teaching practice only once. In my opinion, apart from teaching practices, being motivated is crucial for a teacher-to-be before entering profession and practicum is the key point to motivate teacher candidates. If you aren't be motivated and feel yourself incompetent at the end of your practicum experience, you won't be willing to enter the profession. I don't think that I was motivated positively and received enough feedback to love my future profession. Moreover, I saw that teaching is a highly stable act, you know, same course books, same students, same topics every semester… Feeling students' purity and love is wonderful but not enough to deal with their problems and misbehaviors. I'm still an amateur because I don't feel that my professional identity has been evolved. We were not free during our internship. You know, sitting in the back of the classroom and

> observing mentor teacher… 'How to be an effective teacher?' If you google it, you may find thousands of videos on YouTube. You do not have to spend your whole semester in a school to watch them if you aren't allowed to practice it.

From a different perspective, Defne and Jane drew attention to the fact that they experienced certain classroom realities by virtue of teaching practicum in Turkey. Both participants shared their memories about classroom management problems they suffered during their teaching practices. Not surprisingly, both of them implied that this problem might stem from being inexperienced. According to Jane, having practicum experience in Turkey is beneficial for her since she is planning to pursue teaching as a career after the graduation. She emphasized that practicum is entirely different from her fieldwork experience in the United States in terms of making contribution to her professional identity:

> What I observed here during my practicum is first of all; teaching is one of the challenging professions in the world because of its draining nature. Secondly, classroom realities are totally different from theories we learnt in methodology courses. Thirdly, the major motivation to pursue teaching enthusiastically is seeing your students' joy, respect, and feel their love. As still I have no enough experience as a graduate-to-be, it was really hard for me to accomplish classroom management during practicum. I did teaching practice third times. The first one was a real nightmare! But after observing our mentor teacher and getting used to be there, I began to feel my authority in the classroom. When the first time I have had a classroom full of silence, it was time to congratulate myself. I said to me "You are going to be a real teacher, Jane. You are perfect!"

In a similar vein, as mentioned above, Defne highlighted the draining nature of teaching profession with these words:

> Classroom management is the hardest things to accomplish for a student teacher. In fact, it is also hard for experienced teachers, as I have observed whole semester. Teaching is not as easy as it seems. You have to motivate your reluctant students, for instance. You have to deprive yourself in order to gain your students. I observed this semester that if your working place is not vivid and joyful enough, teaching can be very boring and draining.

As the above lines suggest, classroom management is one of the biggest challenges for student teachers. According to Emily, teaching practicum plays a strategic role in their professional identity in terms of experiencing classroom realities, becoming a part of

a real teaching community and the need for receiving enough feedback from mentor teachers and supervisors:

> At first, teaching seemed to me easy. I always wanted to be a teacher because I felt that I could do this job. While graduating this department, I can say that teaching is not as easy as we imagine. For instance, I really suffered from classroom management problems. If you can't provide a calm classroom atmosphere, you can't teach even a word. This profession requires labor, patience and humanity. The thing that I'd like to criticize that we didn't receive enough feedback to fix our mistakes, in my opinion. Therefore, I still don't know what type of a teacher I am. Nevertheless, it was beneficial to see a real classroom in a long period and experienced students' love and purity.

While the last four vignettes mostly indicate the impact of practicum experience on participants' beliefs about teaching profession and their perceptions about classroom realities, Derin emphasized that teaching practicum showed her undesired realities of teaching profession in Turkey as well:

> I think that teaching means 'routine', 'low income' and 'no occupational prestige' in Turkey. Working conditions are fine, I mean, you work only four or five hours in a day and you have a long holiday in the summer. The question is 'Is teaching a satisfactory job or not?' For me, it is not. Before practicum, I was neutral towards teaching but after the practicum, I decided that teaching is not for me. Kids are so sweet, being with them for two or three days is fine but I can't do this job the rest of my life to earn just a little money. I observed that teachers deal with boring paperwork, problematic classrooms and students who have a really low English proficiency. I know that I don't want to be a part of this system.

The critical reflections coming from the participants illustrate a general framework of how student teachers in a dual diploma program perceive teaching profession in Turkey. One of the participants, Irmak summarized all of the excerpts above in a concise way with these words:

> Teaching is a blessing. Touching upon a little kid's life with your thoughts, attitudes and words is a blessing. On the other hand, it's too hard to deal with a conventional curriculum, problematic parents and pressure by school principal is killing teachers' motivation day by day, I think. In our country, teaching is perceived as a low status job with a low income. It's really underestimated. I have to confess that after completing practicum, I decided to admit what other people think about teachers in Turkey. Unfortunately, as I observed, only a few teachers seek better for their students, while most of them are very happy in boring routine! Of course, students need enthusiastic, conscious and intellectual teachers, and we have to pursue our job in

> order to be beneficial for future generations. I'm sorry, I can't! I can't be a 'mother' of thirty students. I love sharing my knowledge with other people, in fact, I love teaching but not doing it as an 'obligation'. Being loved by children, being a part of their life story are great, but being a good teacher requires more than following a course book or a curriculum. If you try to be a more 'intellectual' teacher, you will be questioned by the principal like 'What are you doing? Does it exist in our national curriculum?' So, I can't be bounded by a strict system.

As seen from the excerpts above, all of the participants complain about the undesired realities of teaching profession in Turkey and the insufficient nature of practicum experiences in ELT curriculum. They emphasized that doing more teaching practices, receiving feedback and being motivated by the professionals play a crucial role in their career path. Above all, it can be seen from the vignettes that most of them could not develop their professional identities in the way they expected since they thought that they did not benefit from teaching practicum thoroughly.

CHAPTER V

DISCUSSION AND CONCLUSION

This qualitative case study investigated EFL student teachers' professional identity construction process in a dual diploma program. This chapter first summarizes significant results gathered from semi-structured interviews, focus group interviews, classroom observations, and reflective journals in the order of the research questions. Thereafter, this chapter discusses the results revealed in the previous chapter. Finally, the implications of the study are presented with recommendations for further studies.

5.1 Summary of the Significant Findings

This study addresses the following research questions:

1. What beliefs do the dual diploma student teachers hold about teacher professional identity before taking the practicum course in Turkey?

2. How do teacher professional identity beliefs of student teachers change in the senior year of their undergraduate education in a dual diploma program?

3. How does TEFL 490 Practice Teaching reshape EFL student teachers' pre-existing beliefs on teacher professional identity?

4. What is the impact of an overseas fieldwork experience on EFL student teachers' teacher professional identity development?

The section below aims to present the significant findings of this study and the comparison of the data collected from different data collection tools in the order of the research questions.

5.1.1 What beliefs do the dual diploma student teachers hold about professional identity before taking the practicum course in Turkey?

The results obtained from one semester long classroom observations of senior year TEFL 489 Teaching English to Young Learners and TEFL 487 Materials Development and Adaptation courses showed that being a dual diploma program student and having an overseas education opportunity play a crucial role in shaping EFL student teachers' beliefs about their professional identities.

It is remarkable that studying in the United States changed participants' perceptions about the teaching profession. For instance, one of the participants concluded that they experienced a process-oriented environment rather than an exam-oriented environment, which she found very important to follow students' development and process they go through. Similarly, one of the participants appreciated her overseas education experience by implying the fact that studying in the United States changed her thoughts about teaching materials. She indicated that a course book or a teaching material should address cultural differences and provide wealthy cultural information apart from language teaching. The reason behind her thought is the idea that teaching a language means teaching its culture. The same participant also drew attention to the fact that studying in a multi-cultural environment is crucial for a prospective teacher in terms of raising awareness of multi-layered nature of classrooms composed of students coming from different socio-economic backgrounds and cultures. In addition, most of the participants gave examples related to international projects, fieldwork experiences, exchange programs, cultural differences, and living abroad during the classroom discussions in ELT related senior year courses at METU. Thus, it was clearly extracted from the Fall semester classroom observations that the participants still felt themselves as a part of the New Paltz campus and had a tendency to refer to their overseas education experiences after returning to Turkey.

As classroom observations demonstrate, all of the participants underscored the fact that they do not have enough practice courses to see the clash between theories and

classroom realities. They implied many times that they were prospective teachers with no teaching experience. It was clearly observed that having no teaching practice is the common concern of all the participants. Moreover, none of the participants defined fieldwork experience they had in the United States as a 'practicum', since none of them had an opportunity to teach during this two-day long experience. Therefore, the need for more teaching practice seems to be one of the major elements while constructing professional identities.

It was observed during in-class discussions in the fall semester that participants emphasized being clear, using English in the classroom as much as possible, reflecting positive energy, having a smiling face, controlling herself to be patient and calm, being flexible and versatile, and developing extra-curricular materials and activities as the prominent features of a good language teacher. In addition, according to the participants, classroom management can be provided by establishing classroom rules and transforming these rules into classroom routines. On the other hand, before having practicum experience in Turkey, all participants implied that a good teacher is a person who can control herself as a teacher in terms of paying attention to her own behaviors, reactions, and tone of voice. They added that a good teacher can control the classroom without threatening and yelling at her students, and not reflecting her personal problems to the classroom. It is one of the striking results extracted from participants' statements that they were aware of the fact that student profile is different from the past generations, which requires "teachers as facilitators, not dictators" in their own words. The results extracted from the first interviews showed that all of the participants were influenced by 'significant others' and 'living conditions' while enrolling in an overseas education program. However, it was stressed many times by most of the participants that teaching was not their 'dream job', which resulted in plans to seek job alternatives in different fields by benefitting from having two different bachelor degrees as dual diploma graduates. During the interviews, these participants stated that the main reason to be in search of creating job alternatives is the fact that teaching is not seen as a prestigious profession in Turkey.

During the interviews, the advantages of enrolling in a dual diploma program and spending a year in the United States were summarized as changes in their worldviews, self-improvement, having an opportunity to study in a multi-cultural environment, having fluency in English, experiencing cultural richness, and broadening perspective by taking a wide range of elective courses. In addition, all of the participants highlighted that living abroad taught them a new sense of freedom, being patient, experiencing alienation and developing new personal skills. According to them, overseas education allowed them to gain awareness about the significance of being intellectually equipped as prospective teachers. For most of the participants, the only negative point of studying abroad is financial problems occurring as a result of currency exchange rate between the US Dollar and Turkish Lira. They shared that budgeting turned into a serious issue most of the time while travelling and trying to afford daily expenses in the United States. The participants indicted that financial problems might cause a pressure on them in both their daily lives and educational lives from time to time.

It is very remarkable that all of the participants shared their thoughts about 'professional teacher' almost in the same way during the interviews. It was extracted from their narrations that all participants defined a professional teacher as a person who is a role model for her students in terms of inspiring and encouraging them about their future and making contributions to create a well-doing community. The data revealed that the importance of self-devotion and self-sacrificing to be a professional was stressed many times by three of the participants during the interviews. Additionally, two of the participants emphasized that using technology in the classroom and being innovative are the key elements to be a professional teacher.

The results extracted from the first interviews showed that fieldwork experience played a crucial role in shaping participants' professional identities before graduation. All participants emphasized the fact that being in a real classroom setting and observing real students helped them have an in-depth understanding about teaching profession in terms of working conditions and responsibilities. Nevertheless, all of the

participants complained about the duration and procedure of the fieldwork experience in the United States, since they thought that it was not sufficient to have enough teaching experiences and gain self-awareness about the realities about their own teaching selves. It is striking that most of the participants implied the importance of being experienced to be a professional in teaching.

The data revealed from the focus group interviews support the results extracted from classroom observations and first interviews. As it was extracted from interviews and classroom observations, participants had a chance to take elective courses from different disciplines in the United States. They indicated that these courses made a great contribution to their personal growth and intellectual profundity. On the other hand, they thought that these courses had no direct impact on their teaching skills or ELT related senior year courses they took after returning to Turkey. In addition, they emphasized that fieldwork experience, which is the only teaching practice course they took in the United States, had no significant influence on their sense of teaching profession and teacher images in their minds, since they found this experience very short to shape or reshape their perceptions about teaching profession. Moreover, three of the participants indicated that fieldwork experience they took in the United States was not very beneficial for student teachers planning to pursue teaching as a career in Turkey because of the very different education systems in these two countries.

As a matter of fact, all of the participants highlighted the urgent need of having more intense, long and realistic teaching practices in Turkey. In addition, all participants expected more opportunities to do teaching practices, learning to navigate in the school context, and having support from mentor teachers and practicum supervisors during the practicum in Turkey. Moreover, according to the participants, receiving constructive feedback and being part of a real teaching community were the most prominent expectations of student teachers from teaching practicum in order to develop self-awareness about their own strengths and weaknesses as teaching selves. Finally, it is noteworthy that one of the participants implied the fact that being a student at the Faculty of Education is a kind of practicum for student teachers, since they had

a chance to observe and evaluate their instructors in their long apprenticeship of observation.

5.1.2 How do professional identity beliefs of student teachers change in the senior year of their undergraduate education in a dual diploma program?

At the end of the year, during the second interviews, the participants evaluated the dual diploma program they have completed as a great advantage in terms of broadening their worldviews, improving their personal skills, making contributions to their perceptions about education and culture, providing new perspectives about differences between Turkish and American education systems, providing travelling opportunities, promoting personal growth, and giving chance to meet new people from all over the world in a multi-cultural society. As can be seen from participants' statements, participants felt more versatile, open-minded, respectful to differences, and intellectually developed as dual diploma program graduates. According to the results gathered from interviews, living in an English-speaking country for a year, taking elective courses from different disciplines, travelling opportunities, and experiencing a multi-cultural campus life were the main advantages of the program. The results extracted from the second interviews once again showed that being a graduate of a dual diploma program was a big chance for student teachers in terms of personal growth and intellectual profundity, but not very contributive to improve participants' teaching skills. The reason behind the fact that student teachers did not feel more competent in teaching skills was the procedure and duration of teaching practices offered by the program. According to the participants, fieldwork experience was not sufficient to develop their teaching skills and to help them gain awareness about their teaching selves. All of the participants indicated that the more they practice, the more they find a chance to realize their strengths and weaknesses as teacher candidates. As a result, although enrolling in a dual diploma program was significantly beneficial for student teachers' personal development, they think that teaching practices offered by dual diploma program was not sufficient for them to grow professionally.

As the results of the second interviews suggest, participants' beliefs about teaching profession and classroom realities slightly changed after completing practicum in Turkey. Before the first visit to the cooperating school, all participants shared their concerns about classroom management issues, having no teaching experience, and never being a part of a real teaching community before. At the end of the semester, after completing teaching practicum, most of the participants stated that their beliefs about teaching profession and teaching selves have not significantly changed during the practicum as a result of not having enough feedback and motivation from their mentor teachers and practicum supervisor. In addition, most of the participants stated that they did not develop awareness about their teaching selves or have a better understanding about teachers and teaching profession since they did not have enough teaching practices during the practicum. On the other hand, according to one of the participants, her beliefs about the teaching profession have been changed positively in her senior year after experiencing students' respect towards her as a prospective teacher and feeling students' love during practicum. She emphasized that teaching is one of the challenging professions in terms of maintaining classroom management, motivating students, and pursuing the profession enthusiastically in spite of its draining nature. In a similar vein, one of the participants emphasized the draining nature of teaching profession by implying classroom management problems, motivating reluctant students, and getting used to unappealing workplaces. In addition, it is very remarkable that all participants complained about the undesired realities of teaching profession in Turkey. When it was compared with the first interview results, participants' beliefs about teaching profession changed negatively at the end of their senior year. As prospective teachers, they perceived teaching as a highly stable profession dealing with the same course books, same topics and same conventional curriculum every semester. Moreover, most of the participants thought that teaching is not a satisfactory job, since it was related to the concepts of 'routine', 'low income' and 'no occupational prestige' in Turkey. The participants implied that it requires labor, self-devotion, patience and humanity to be a professional that makes this job hard to pursue in our country. However, all participants agreed on the idea that feeling students' love, respect, warm-hearted behaviors and purity is the main motivation to enter this profession in our country.

The results of classroom observations conducted during the spring semester support the results extracted from the second interviews, as well. First of all, at the beginning of the semester, all participants made positive comments on being with children in a real classroom. They emphasized the importance of being calm, friendly and patient in the classroom in order to be a good teacher. In addition to these features, according to the participants, being clear, cheerful, persistent, open-minded and motivated about teaching are the other characteristics of a good teacher. As time went by, it was observed that the participants felt themselves as 'real' teachers after experiencing students' love, warm-hearted attitudes, respect, and being a part of a teaching community during practicum. As one of the main changes in student teachers' beliefs about the teaching profession is the responsibility of being a teacher. While approaching the last weeks of the semester, it was observed that the participants implied the importance of knowing students' needs and being aware of their backgrounds and families. As a conclusion, the observations conducted during the Spring semester showed that at the beginning of the year, while student teachers supported being flexible and understanding in order to maintain friendly classroom atmosphere, they changed their minds after experiencing classroom management problems related to being too much flexible. It was observed that they developed stricter strategies to establish classroom management. The most striking point that all participants emphasized is the relation between being a professional teacher and having enough teaching experience. They thought that being inexperienced is the main reason to be insufficient in maintaining a well-disciplined classroom without being strict and authoritarian.

5.1.3 How does TEFL 490 Practice Teaching reshape EFL student teachers' pre-existing beliefs on professional identity?

The results of reflective journals demonstrated that in the first weeks of Spring semester, participants defined a 'good' teacher as a person who has classroom management skills, prepares various activities, uses technology effectively, pays attention to her students' both educational and intellectual growth, teaches the subject matter enthusiastically, and turns lessons into fun activities as much as possible. In

their reflective journals, they indicated the importance of creating a positive classroom atmosphere, instead of an unpleasant environment as a result of raising voice, insulting or ignoring the students. It is striking that one of the participants stated that she changed her mind about classroom discipline after attending practicum in Turkey. After teaching practice, she began to think that being strict and adopting an exam-oriented teaching could be the effective way to maintain classroom discipline in our country. The other participants mostly paid attention to be friendly and respectful to the students to provide classroom management. In addition, all participants emphasized the need of being experienced to maintain classroom discipline. Furthermore, it is obvious that all participants thought that students' motivation is a key factor to create a pleasant classroom atmosphere. It was clearly seen in their reflective journals that after attending teaching practicum and observing classes in Turkey, they developed an understanding that a teacher should develop different strategies to motivate her students with various activities, monitoring their works, and giving them freedom to manage their own learning processes.

As it is inferred from the participants' reflective journals, all participants found teaching practicum in Turkey more beneficial than fieldwork experience they completed in the United States in terms having an opportunity to observe the real problems arising in real classrooms. They appreciated the length and content of teaching practice experience, since they thought that fieldwork experience was too short to have enough teaching experiences and be aware of own teaching selves. At the end of the semester, after completing their teaching practicum in Turkey, all participants agreed that teaching in a real classroom is totally different from doing microteachings in ELT courses. They indicated the fact that teaching theories and real classroom dynamics are different from each other, since each classroom is composed of students coming from various backgrounds, families and socio-economic conditions. It is crystal clear that teaching practicum had an influence on participants' perceptions about classroom management. At the end of the semester, all of them confessed that classroom management is a different duty to accomplish for teachers. They added that this problem might occur as a result of the clash between theory and practice. Based upon all of the reflective journals, the participants defined a 'good'

teacher as a person who is patient, motivated, determinant and eager to raise human beings. Furthermore, they indicated that their perceptions about the profession changed after attending practicum. They stated that teaching is one of the admirable professions in the world in terms of taking a responsibility to raise future generations and making contributions to both students' educational life and personal growth. On the other hand, they found teaching not appealing because of its low- income, draining nature, disreputable status and unfavorable working conditions.

The results gathered from second interviews and classroom observations conducted during the Spring semester clearly showed that participants' beliefs about their own teaching selves were not under the influence of teaching practicum they completed in Turkey. On the other hand, they emphasized that their beliefs about the teaching profession have changed after practicum experience. The most striking point they highlighted is their changing perceptions about classroom realities and the dissonance between theory and practice. Apart from this, none of the participants stated that practice teaching caused significant changes in their teacher identities. The cited reasons for this were the lack of teaching practices, motivation and constructive feedback expected from practicum supervisor and mentor teachers. It is extracted from participants' statements that teaching practicum did not meet student teachers' expectations, which might result in no remarkable awareness about their teaching selves and positive perceptions about the profession. It is noteworthy that most of the participants complained about the fact that teachers deal with unnecessary paperwork, problematic students, classroom routines, demanding parents and a strict national curriculum to earn little money by doing a low-status job in our country. In short, the results of the second interviews showed that most of the participants were not eager to pursue teaching as a career because of the undesired realities of this profession in Turkey and the insufficient nature of practicum experiences in the ELT curriculum. Furthermore, none of the participants implied that practice teaching in Turkey had an important impact on their professional identities, since they did not find practicum beneficial enough to help them develop a better understanding about teaching profession thoroughly due to the fact that they did not experience sufficient teaching practices to improve their teaching skills and observe all pearls and pitfalls in teaching.

5.1.4 What is the impact of an overseas fieldwork experience on EFL student teachers' professional identity development?

The results extracted from the focus group interviews showed that participants' sense of teaching profession and teacher images were not influenced by attending an overseas fieldwork experience program. According to the participants, having an overseas fieldwork experience did not make any contribution to their professional growth due to the fact that the program was too short to make an important impact on teaching selves. One of the participants found fieldwork experience as a waste of time, since the program is designed for American schools and prospective teachers who are planning to pursue teaching in the United States. She found the program very short, superficial and irrelevant to Turkish Education System. In a similar vein, one of the participants highlighted the fact that she could not adapt what she observed in the American schools to the Turkish schools because of the very different student profiles and school types in these two countries. It is remarkable that all of the participants criticized the duration and procedure of fieldwork experience offered in the United States. They emphasized that fieldwork experience was not long and intense enough to establish relationships with the teaching community, to have opportunities to do teaching practices and to start feeling motivated for the teaching profession.

The results extracted from classroom observations and reflective journals support the results gathered from the focus group interviews. Due to the fact that the participants had very limited observation opportunities and no teaching experience in the United States, they felt themselves uncomfortable before being in charge as student teacher in a cooperating school in Turkey. It is obvious that fieldwork experience caused serious concerns about being inexperienced and unprepared to enter the profession. They highlighted the urgent need of an intense teaching practice program designed for the Turkish EFL student teachers in the United States. That is why, all participants defined teaching practicum in Turkey as a 'last chance' to have an opportunity to expand their understandings about the teaching profession and gain awareness about their own teaching selves.

5.2 Discussion

This section presents discussion of the findings of this study. More specifically, it also provides discussion on EFL student teachers beliefs' about professional identity before they have practicum experience in Turkey. Besides, it presents discussion on how practicum experience played a role in reshaping EFL student teachers' pre-existing beliefs on professional identity and the impact of an overseas education and international fieldwork experience on EFL student teachers' professional identity development. The discussion of the results proceeds below in line with the research questions of the study.

The purpose of the first research question was to investigate the beliefs of student teachers holding about professional identity before taking the practicum in Turkey. In response to this question, it was found that being a dual diploma program student and experiencing an overseas education played a critical role in shaping EFL student teachers' beliefs about their professional identities. This study found that the students' overseas experience as part of their dual diploma education had an influence on their perception of professional identity as prospective teachers. This occurred as a result of their engagement in multi-cultural environment, increased English language fluency, experiencing cultural richness and broadening horizons with the help of various elective courses from different disciplines. In addition, the participants pointed out that this experience helped them learn being patient, feel a sense of freedom, deal with alienation and improve personal skills. Apart from that, all of the participants indicated that although the duration and procedure of a two-day long fieldwork experience caused no significant changes in their teaching selves, they stated that experiencing school environment in an American school made contributions to their professional development in terms of making broadening their views about teaching in multi-cultural classrooms and dealing with problematic students. Similarly, Toncar and Cudmore (2000) found parallel results in their studies that having an overseas internship opportunity made a great contribution to student teachers' personal growth and their résumé, and facilitated stretching their worlds in addition to offering an interactional environment.

The results of this study are also aligned with Mahon and Cushner's (2002) study, which emphasized having an international fieldwork experience paved the way for gaining more confidence in terms of intercultural competence, teaching practices, classroom management and teaching them how to tackle with hard situations. Additionally, they reported similar results that international fieldwork experience provided environments in which they could gain self-confidence and learn adaptability, and respect to others. In this study, the participants reported that they found taking courses from a wide range of disciplines, travelling overseas and interacting with people from different cultures beneficial. As the participants of this study reported that fieldwork experience gave them opportunity to see a new workplace in the United States and widen their views about real classroom and the teaching community, it is in line with Kabilan's (2013) study in terms of having new worldviews and adapting to new working cultures as the major benefits of international practicum experiences for prospective teachers. Again, Toncar and Cudmore (2000) reported similar results indicating cross-cultural exchanges enabled student teachers to broaden their perspectives and raise their awareness of other cultures. Besides, this study showed that student teachers felt more mature after their overseas fieldwork experience. This is another parallel result with Toncar and Cudmore's (2000) study showing that students having overseas experience were generally more mature and less likely to be intimidated. A similar result was also reported by Walters, Garii, and Walters's (2009) study, which concluded that international fieldwork experiences provide prospective teachers the chance to develop a new perspective about cultural differences. In contrast to Walters, Garii, and Walters's (2009) study, this study found that fieldwork experience had no significant impact on student teachers' sense of teaching profession and teacher images in their minds. The participants highlighted that studying in a multi-cultural environment helps them raise awareness of multi-layered nature of classrooms, including students from diverse cultures and socio-economic backgrounds, which is also supported by the findings of Stachowski and Sparks (2007), Walters et al. (2009), Barr (1995) and Landis et al. (2004). In addition, developing appreciation of cultural differences and adopting more open-minded attitudes towards students with the help of overseas teaching experience was reported by the previous studies conducted by Lee (2009) and Ozek (2009). However, in this

study, the participants indicated that their perceptions about teaching profession in Turkey was not under the influence of their lived experiences during the fieldwork in the United States, since they thought that these two countries were different in terms of classroom realities, student profiles, school environments, and the status of teachers. In addition, as prospective teachers, they appreciated experiencing multi-cultural classrooms including students from different backgrounds, but they believed that teaching practicum should have offered more opportunities to make student teachers realize both the favorable and undesired aspects of teaching before entering the profession.

The prospective teachers in this study also pointed out that overseas experience helped them realize that a teaching material or a course book should address cultural differences and offer wealthy cultural information in addition to language teaching. The participants indicated that studying abroad allowed them to be sensitive to cultural differences and show empathy for others. This result is confirmed by Deardoff's (2006) study, which implied that student teachers having international teaching experiences tend to think less ethnocentric and be more open to change their worldviews, reject negative stereotypes and show empathy for others. Roose (2001) and Romano (2007) also supported this finding in their studies. Roose (2001) indicated that prospective teachers having study abroad experiences develop positive attitudes towards diversity and equity. The study stressed that awareness of global diversity made contributions to prospective teachers' perceptions on local diversity because multicultural awareness entailed them to approach students in their own country more friendly and positively. Moreover, the study suggested that prospective teachers completing international fieldwork experience were more eager to create culturally sensitive classrooms and curricula as a result of experiencing 'otherness' while studying abroad. Similarly, Romano (2007) indicated that studying abroad allowed prospective teachers to appreciate and praise students in the classroom more often. The student teachers in this study also explained that courses they took during their overseas education made a great contribution to their personal growth and intellectual profundity. Sahin's (2008) study yielded the similar result, which indicated that international experience offered opportunities of personal and professional

development in addition to improving their self-confidence and providing a better understanding of two different countries. In a similar vein, Cushner and Mahon (2002) had a parallel result, which emphasized the positive impact of international experience on personal and professional development.

Results of this study also found that all participants emphasized the importance of getting constructive feedback and being part of a real teaching community. They expected to be offered more opportunities for teaching practice and have more support from their mentors and practicum supervisors during their practicum in Turkey. On the contrary, Pence and Mcgilivray (2008) found that student teachers in their studies explained their favorable feelings regarding feedback and support they got from their practicum supervisor.

The purpose of the second research question was to explore the changes in professional identity beliefs of student teachers in their senior year in a dual diploma program. Data analysis for this question revealed that prospective teachers' beliefs about teaching profession and classroom realities underwent slight changes in their senior year when they took practicum in Turkey. The first change was related to their feeling of lack of control. That is, they felt worried about classroom management, having no teaching experience and not being a part of a real teaching community before. Even after they completed practicum course in Turkey, most of them still had the same concerns. They believed that all these problems stemmed from having no constructive feedback from mentors and practicum supervisor. Therefore, they reported that they could not develop an awareness of their teacher selves and positive perceptions about teaching profession. This finding showed that practicum is of vital importance for student teachers in terms of reshaping their perceptions about teaching profession and gaining awareness about their teaching selves. Similarly, Beck and Kosnik (2002) pointed that teaching practicum lies at the heart of teacher education programs. Their study revealed that student teachers considered the following components as the vital elements of practicum experience; emotional support from associate teacher, peer relationship with associate teachers, collaboration with associate teacher, flexibility in

teaching content and method, and feedback from associate teacher, Similarly, Starkey and Rawlins (2012) found that the practicum enabled student teachers to refine the strategies they were using in real classroom settings, increase their awareness about the classroom context and the learner profile. In line with this finding, Roe and Ross (2002) emphasized the crucial role of practicum experiences in reconstructing student teachers' images of teachers and teaching profession. Yazan's (2015) finding indicating the importance of getting support from mentor teachers and supervisors, and scaffolding student teachers' professional identities is aligned with the result of this study. Izadinia (2016) also suggested that constructive mentorship relationships enable student teachers to develop a robust and positive professional identity. In Yunus et al.'s (2010) study, it was found that school administrators and mentor teachers were very eager to cooperate with them, which provided them to acculturate and socialize in teaching community easily. Additionally, this study showed that the participants experienced challenges in maintaining classroom management and motivating students, which showed a parallel result with Moore (2003), that student teachers had frustrating challenges in terms of classroom management, time management and lesson planning.

This study also indicated that student teachers' beliefs regarding classroom management showed changing patterns after their practicum experience. While they initially believed that they should be more flexible and understanding in order to tolerate students' misbehaviors, they started to adopt stricter attitudes towards students after their practicum experience. The participants indicated that studying abroad allowed them to be more flexible in the classroom as a result of being aware of the importance of respecting students and having good relationships with them. However, practicum in Turkey showed them the real classroom tensions before entering the profession. After practicum, they indicated that teachers should be authoritarian time to time in order to maintain classroom discipline and deliver the lesson. Similarly, in Sheridan's (2013) study, student teachers reconstructed their beliefs about the teaching profession throughout their practicum experiences. It was revealed that their professional identities began to change while they were engaging in real classroom contexts and gained experiences in the complex atmosphere of teaching. For instance,

student teachers initially had a desire to be viewed as intellectual and flexible. However, they also wanted to be seen as principled and enthusiastic teachers after experiencing students' unexpected and undesired behaviours during their practicum. Cabaroğlu and Roberts (2000) reported similar results that a student teacher became more aware of the limits of a teacher to be flexible in order to deal with classroom challenges. Şimşek (2014) also reported a contrary result that student teachers believed that misbehaviors in a classroom could be prevented, if they established a good rapport with students.

Another significant finding of this study is that the practicum experience offered them an opportunity to notice the clash between theory and practice. According to the participants, their perceptions about teaching and the role of a teacher have changed after experiencing classroom realities during practicum. They stated that theories they learnt about teaching and pedagogy during their undergraduate education are 'prescriptions' which do not match all type of classrooms. In parallel, student teachers in Yazan's (2015) study believed that teaching practicum was an essential way of integrating theory into practice. In his study, he found that practicum provided in-depth understandings of teaching and dealing with students in a real classroom setting. He also contended that teaching practicum allowed student teachers integrate theory into practice by giving them an opportunity to contextualize their teacher knowledge. Similarly, Armutçu and Yaman (2010) reported that prospective teachers had a great opportunity to have firsthand experience of classroom realities and find a place to apply their theoretical knowledge during practicum thanks to teaching practices. Smith and Lev-Ari (2005) reported similar findings that practicum experience helped prospective teachers interact with real teachers and have the professional dialogue with their colleagues which allowed them to experience the practical aspects of teacher education programs.

In coherence with the purpose of the third research question, which explored how TEFL 490 Practice Teaching reshapes EFL student teachers' pre-existing beliefs on professional identity, this study found that their beliefs about the strategies of

maintaining classroom discipline changed after teaching practicum. Most of them reported that they started to believe that having friendly and respectful classroom atmosphere was an effective strategy instead of being strict and exam-oriented. This finding is supported by previous research by Sachs (2005) which showed that teacher identity is not fixed and stable, but negotiated by experience. The changes in student teachers' beliefs about language teaching and learning after the practicum were also reported by Debreli (2012) in line with the results of this study. Debreli (2012) found that once student teachers were given an opportunity to observe and teach in a real classroom atmosphere, they started to gain awareness about their own beliefs about the teaching profession. For instance, they realized that some of their beliefs about teaching were not applicable in real classroom settings. Their beliefs underwent some changes as a result of their personal teaching experiences during the teaching practicum.

Another remarkable finding of this study is that student teachers realized that teachers need to develop different strategies in order to motivate learners. In addition, they gained an awareness of the fact that teaching theories and classroom dynamics are different, since each classroom is comprised of diverse student profile. This result is aligned with Wall's (2016) study, which indicated that students differ from one another and differentiation in teaching methods and materials is essential because of the complex nature of teaching profession. This matches with the finding that students having different backgrounds, personal needs and abilities caused student teachers to experience challenges in managing the classroom and motivating students. The participants also pointed out that their perceptions underwent changes when they confronted with classroom realities and noticed the dissonance between theory and practice. They also added that teaching in a real classroom is completely different from microteachings. Debreli (2012) again reported a similar result, which suggested that theoretically gained beliefs that student teachers held about teaching and learning were sometimes not applicable in real classrooms. A parallel result was also found by Chan and Leung (1998), who showed that most of the problems of student teachers during teaching practicum was related to 'reality shock'. In a similar vein, Hudson et al. (2008) highlighted that student teachers implied the gap between classroom practices

and their undergraduate education. Timoštšuk and Ugaste (2010) also emphasized in their study that this gap should be reduced in order to decrease the stress resulting from the discrepancy between classroom realities and the expectations of the student teachers.

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Another result of this study addressing the fourth research question is that student teachers found the duration of fieldwork experience in the United States very short while they appreciated the duration of teaching practice in Turkey. They believed that fieldwork experience was not enough to be able to develop an in-depth understanding of teaching profession. This point is also highlighted by a study conducted by Lee and Loughran's (2000), which emphasized that a long-term practicum experience enables student teachers "to complete reflective processes and certain pedagogical issues rather than only recognizing problems but not having enough time to cope with those problems" (p. 218). On the other hand, while the prospective teachers initially believed that teaching profession is one of the admirable jobs in the world, after practicum, they began to think that teaching was not appealing, because of its draining nature and low-status. Thus, their positive beliefs on teaching profession showed a changing pattern and turned into negative beliefs. Therefore, some of the participants stated that they did not want to become a teacher because of the undesired realties of the profession in Turkey. This might cause student teachers to seek job alternatives as a result of having two diplomas from two different disciplines as dual diploma program graduates. Similarly, student teachers in Flores and Day's (2006) study described the teaching profession as sudden, tiring and stressful. In contrast, pre-service teachers in Beltman, Glass, Dinham, Chalk, and Nguyen's (2015) study had positive beliefs regarding their future teaching selves. The participants felt positive, confident, capable and happy after their practicum experience. The reason was that they were still unaware of the bitter realities and the draining nature of the teaching profession as a result of not having enough teaching practices. In parallel to Beltman et al. (2015), Hong (2010) also found that although pre-service teachers had naive and idealistic perceptions regarding teaching profession, some of the teacher candidates and novice teachers who experienced emotional burnout were tended to drop out of the profession.

The participants in this study also implied that teaching practicum did not have an impact on their perceptions of teaching selves as prospective teachers, however, it changed their beliefs about the profession. In other words, the participants indicated that practicum did not improve their teaching skills and help them realize their strengths and weaknesses of teacher candidates, but gave them opportunity to observe in-service teachers and real classroom settings to develop real perceptions about school cultures and the profession. Similarly, Flores and Day (2006) yielded a similar result that student teachers did not believe that pre-service teacher education has an important impact on their sense of teaching, and they did not have favorable perceptions about the necessary preparation for classroom realities and challenges during their undergraduate education. In their study, they explained that after practicum they realized the importance of sustaining a respectful and friendly classroom atmosphere and creating a positive learning environment. In line with this result, Tülüce and Çeçen (2016) showed that student teachers embarked on expanding their pedagogical knowledge in their post practicum evaluations. Besides, they reported that they could not develop an understanding of themselves as a result of lack of motivation and constructive feedback during their practicum. A different finding was found by Berndt's (2015) study, which implicated that pre-service teachers gained an increased consciousness about their personal and professional beliefs in addition to their pedagogical decision-making during practicum.

Lastly, the purpose of the fourth research question is to understand the impact of an overseas fieldwork experience on EFL student teachers' professional identity development. This study revealed that the student teachers' images and their sense of the teaching profession did not show a changing pattern after they attended an overseas fieldwork experience. They demonstrated that fieldwork experience did not make a contribution to their professional growth. In fact, one of the participants described fieldwork as a waste of time due to the fact that having not enough opportunities for teaching practices, preparing materials and developing a sense of belonging to a real teaching community. This study also revealed that student teachers did not feel confident and comfortable, since they had very limited opportunities to make observations and no opportunity to do teaching experience in the United States.

Therefore, they believed that it was a disadvantage to enter profession without having necessary preparation.

In contrast to this finding, Kaelin (2013) found that fieldwork experiences contributed to student teachers' professional competencies associated with instructional design and practice. Also, it was found that fieldwork experience prepared them for professional service by equipping with them necessary skills and methodologies. Similarly, Cushner and Mahon (2002) reported that international teaching experience helped student teachers increase their professional confidence. Besides, Kaelin (2013) found another contrary result that fieldwork experience played a crucial role in shaping their self-perceptions, professional ideals and instructional practices. Also, Kabilan (2013) reported that student teachers had meaningful and beneficial experiences in terms of having professional development after attending an international teaching practicum. In another study conducted in the Turkish context by Ateşkan (2016), it was revealed that pre-service teachers developed their personal and professional skills after attending an international teaching practicum. The possible reason that these studies revealed results different from this thesis work is receiving not enough feedback and motivation from their mentor teachers and practicum supervisor in order to be aware of the strong sides of their teaching and positive aspects of teaching profession. In a similar vein, Ali and Al-Adawi (2013) highlighted the importance of giving feedback to student teachers during teaching practicum. The majority of the participants believed that written feedback was much more effective than oral feedback. Ali and Adawi's (2013) study also concluded that both written and oral feedback should be given to student teachers in order to help them develop teaching and pedagogical skills.

Prospective teachers in this study also criticized the duration of the fieldwork experience offered in the United States. They believed that it was not long enough to make an impact on their perceptions about their teaching selves. However, Ateşkan (2016) found that student teachers made positive comments on their international practicum experience, since they were given sufficient time for teaching practices. This also results in their self-confidence in speaking and communication skills. In

congruent with these studies, Knutson and Gonzalez (2016) indicated that short-term international practicum experiences enabled student teachers to have important professional development opportunities. The participants in Knutson and Gonzalez's (2016) study, in contrast to the student teachers of the present study, indicated that they noticed significant growth in terms of their professional skills and strategies during their international internship experience. In addition, Shiveley and Misco (2015) emphasized the long-term impacts of a short-term study abroad program on student teachers. They indicated that the study-abroad program helped them become more reflective of their own educational practices and gain an insight into their own education system. They also reported that this international practicum experience enabled them to rethink their own teaching philosophy from a more critical stance. Another contrary finding was revealed in Ozek's (2009) study that international teaching experiences played a pivotal role in developing student teachers' personal and professional growth. Biraimah and Jotia (2012) also contended that study-abroad programs had positive impacts on their perspectives of personal and professional development, cultural awareness, teaching methodologies and choice of curricular content.

Furthermore, prospective teachers in this study explained that fieldwork experience in the United States was irrelevant to Turkish education system. They implied that they could not adapt what they learned in the United States in the Turkish classrooms because of the different student profiles and school types. This result matches with the finding of Chan's (2011) study, which concluded that after an immersion program in the UK, Chinese participants stated that teaching ideas or concepts they had gained in the UK was irrelevant and could not be adapted to Hong Kong context because of the very different profiles and needs of Hong Kong students.

5.3 Conclusion

This qualitative case study explored how student teachers of an undergraduate dual diploma program describe their professional identities after spending a year in the

United States of America and taking a course on fieldwork experience as the first part of their practicum while studying at their partner university. This thesis also aimed to shed light on how their practice teaching experiences in Turkey, as the second part of their practicum, influence their pre-existing identity perceptions and teaching practices. Results of this study were gathered via in-depth semi-structured interviews, classroom observations, document reviews and focus group interviews.

The collected data suggested that spending a year in the United States made a great contribution to prospective EFL teachers' personal growth in terms of broadening their worldviews, improving their personal skills, making contributions to their perceptions about education and culture, providing new perspectives about differences between the Turkish and American education systems, providing travelling opportunities, and giving them a chance to meet new people from all over the world in a multi-cultural environment. As a great advantage of having overseas education, participants felt themselves more versatile, open-minded, respectful to differences, and intellectually developed as dual diploma program graduates. In addition, it was clearly extracted from data that student teachers were still under the influence of their overseas experiences after returning to Turkey. As the results showed, taking courses from variety of disciplines was found to be beneficial, since they believed that having intellectual profundity is one of the main necessities to be a good teacher, apart from being fluent in English, innovative, enthusiastic, motivated, patient, and eager to raise human beings for future generations.

Considering that this is a dual diploma program, having two diplomas was seen as a great chance to seek job opportunities in different areas. However, it was criticized that the procedure and the duration of fieldwork experience in the United States was not effective for EFL student teachers to gain awareness about teaching profession and their teaching selves. It was indicated many times that before taking practicum in Turkey, student teachers felt very uncomfortable in terms of having no teaching experience in the United States. In that sense, the urgent need for more teaching practice course is one of the major results of this current study.

The study shed light on that completing teaching practicum in Turkey has not significantly changed student teachers' perceptions about their teaching selves as a result of a lack of having enough feedback and motivation from their mentor teachers and practicum supervisor. Hence, student teachers stated that both fieldwork experience and practice teaching caused no significant changes in their teacher identities. On the other hand, it was emphasized the fact that teachers deal with unnecessary paperwork, problematic classrooms, difficult students, demanding parents and a strict national curriculum by doing a low-status, highly stable and low-paid job in Turkey. Thus, student teachers in this study were not willing to pursue teaching as a career because of the undesired realities of the profession in Turkey. Therefore, it is important that student teachers are provided enough teaching practices, motivation, support and constructive feedback to make them well-prepared and confident before entering the profession.

5.4 Implications for Teacher Educators and Dual Diploma Program Administrators

This study provides significant results for teacher educators and academic administrators. It focuses on how EFL student teachers of an undergraduate dual diploma program construct their professional identities after studying in a partner university in the United States of America, and the effects of fieldwork experience offered in the United States and teaching practicum completed in Turkey on reshaping their pre-existing professional identity perceptions and teaching practices. The results of this study concerning EFL student teachers' experiences during the process of becoming a teacher in a Dual Diploma Program will be significant to gain an in-depth understanding of dual diploma program graduates' professional identity changes after experiencing international and local teaching practices. First of all, the results indicate that teacher educators should make an effort to enable EFL student teachers to develop realistic perceptions about the teaching profession particularly via providing environments to do more teaching practices. Thus, more attention should be attached to practice teaching in dual diploma programs in order to increase student teachers' awareness about their own teaching selves. Thus, student teachers may have an

opportunity to monitor their own teaching performances and find motivations engaged in their teaching selves and their own capabilities to improve. Additionally, prospective teachers may reshape their perceptions about the profession during teaching practicum before they enter teaching community, which will pave the way for establishing more realistic senses of teaching profession. By this way, prospective teachers can make conscious decisions in choosing their career paths after graduation. Besides, the lack of motivation and constructive feedback may cause self-alienation from teaching profession before commencing teaching. In that sense, teacher educators should pay attention to create pleasant and effective atmospheres for student teachers to do teaching practices. Also, practicum supervisors and mentor teachers should arrange regular meetings with student teachers to provide them motivation and give constructive feedback, which plays a pivotal role in terms of raising self-awareness about their strengths and weaknesses as teaching selves. Training sessions will be very beneficial for mentor teachers and university supervisors in terms of acting as a 'guide' to support student teachers' challenges. Moreover, it is clearly indicated that Turkish EFL student teachers studying in dual diploma teaching English as a foreign language program in the United States of America experience certain problems in their academic life in terms of being offered insufficient practicum opportunities for the challenges of school settings they are about to enter. In this regard, the role of providing an appropriate atmosphere for teaching practices seems to gain prominence, since student teachers tend to develop misconceptions about teaching profession under the influence of lack of effective practicum courses in the curriculum.

As teaching practicum is a critical period of prospective teachers' life in terms of shaping their decisions about their career path and reshaping their perceptions about teaching profession, adding new practice teaching courses to curriculum is of vital importance to help student teachers enter the profession more confident and well-prepared. In this sense, dual diploma program administrators should make an attempt to redesign the curriculum to make improvements in offering more teaching practices in real classroom settings before graduation. Finally, this study also indicates that according to Turkish EFL student teachers, one of the main disadvantages of the dual diploma programs is the financial problems in the United States.

5.5 Suggestions for Future Studies

One of the limitations of this study was due to the number of participants. Therefore, future studies could extend this research with more participants and institutions. Conducting this study in different universities may provide researchers deeper understanding about the current situation of the program. Further research could explore program graduates in order to understand what factors influence their decisions to pursue teaching as a career or seeking job alternatives in different fields. Tracing program graduates in their work places and making in-depth interviews with them may provide researchers to understand the outcomes of the program. Apart from that, using quantitative methods together with qualitative ones may help us gain more insights into the development of student teachers' professional identity.

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Appendix A: METU-SUNY Dual Diploma Program: TEFL – Liberal Studies Courses

Year 1: Fall -METU [1]	C	**Year 1: Spring - METU**	C
TEFL 171 Expository Writing I	3	TEFL 172 Expository Writing II	3
TEFL 173 Critical Reading & Thinking I	3	TEFL 174 Critical Reading & Thinking II	3
TEFL 175 Oral Communication I	3	TEFL 176 Oral Communication II	3
TEFL 177 Introduction to Literature	3	TEFL 182 Intro. to ELT: Approaches &Methods	3
EDS 200 Introduction to Education	3	TEFL 273 Introduction to Linguistics I	3
TURK 103 Turkish I	2	TURK 104 Turkish II	2
ENG 105 TOEFL IBT I	-	ENG 106 TOEFL IBT II	-
IS 100 Information Technologies	-		
Year 2: Fall - METU		**Year 2: Spring - METU**	
TEFL 274 Introduction to Linguistics II	3	TEFL 271 Language Acquisition	3
TEFL 275 Survey of English Literature	3	TEFL 278 ELT Methodology II	3
TEFL 277 ELT Methodology I	3	TEFL 280 The Novel I	3
TEFL 279 Lexical Competence	3	TEFL 282 Advanced English Structure	3
TEFL 281 Research Methods	3	TEFL 286 English-Turkish Translation	3
HIST 2201 Principles of Kemal Atatürk I	-	HIST 2202 Principles of Kemal Atatürk II	-
Year 3: Summer School I - SUNY New Paltz [2]		**Year 3: Spring - SUNY New Paltz**	
EDS 367 Human Development	3	**EDS 340** Sociological and Philosophical Foundations of Education	3
Elective (Arts)	3	**SED 393** Sec. Ed. Selected Topic	3
Year 3: Fall - SUNY New Paltz		**SED 393** Syntax, Phonology and Lexicon II	3
SED 356 Teaching and Learning in the Digital Environment	3	**SED 453** Introduction to Curriculum and Assessment	3
SED 393 Syntax, Phonology and Lexicon I	3	**SED 353** Field Work Level I	-
Math (151 College Math or 152 College Algebra)	3	Major [3]	3
Elective (Natural Sciences)	3	Major	3
Major	3	**Year 3: Summer School II - SUNY New Paltz**	
Major	3	Major	3
	3	Major	3
Year 4: Fall - METU		**Year 4: Fall - METU**	
TEFL 487 ELT Materials Development & Adaptation	3	TEFL 490 Practice Teaching	5
TEFL 489 Teaching English to Young Learners	3	TEFL 492 Poetry	3
TEFL 491 Drama	3	TEFL 494 The Novel II	3
EDS 304 Classroom Management	3	TEFL 496 Turkish- English Translation	3
EDS 424 Guidance	3	EDS 416 Turkish Educational System & School Management	3

1 **Credits**: Students take 96 credits in METU and 51 credits in New Paltz. All courses in METU are **must** courses.

2 **In New Paltz**: All of SED and EDS courses are **must** courses.

3 **In New Paltz**: At least 2 courses should be selected from each of the two **major** groups of courses: *Language and Literature* (BLK, COM, ENG, PHI), and *Society and Culture* (BLK, COM, ECO, GEO, HIST, PHI, THEA). Students need to earn a **C-** or better in all of the liberal studies major classes.

Appendix B: List of Major Courses taken in SUNY New Paltz

TESOL PLAN

LIBERAL STUDIES MAJOR

To fulfill the requirements of the Liberal Studies major at New Paltz, students will choose courses from 2 categories (Language and Literature, Society and Culture) below. You must pick at least two courses from each category for a total of at least 18 credits at New Paltz. Two semesters of a language class (at the appropriate level) can be used to fulfill the language and literature category. Students also need to take a Writing Intensive course (WI); these courses are indicated with an asterisk (*) in the list below. The other half of your major is fulfilled through your language and literature courses in Turkey (see reverse).

Language and Literature (Select at least 2 of the following)

BLK320-Contemporary Black American Literature*

CMM357-Argumentation

CMM359-Communication among Cultures

CMM413-Sociolinguistics

ENG210-Great Books (WEST)

ENG230-Women in Literature*

ENG231-American Women Writers*

ENG255-Contemporary Issues and Literature*

ENG308-Short Story

ENG331-American Literature Survey I

ENG332-American Literature Survey II

ENG436-19th Century American Literature

ENG439-20th Century American Novel

PHIL201- Logic (MATH)

Society and Culture (Select at least 2 of the following)

BLK100-Introduction to Black Studies

BLK360-Politics of the USA and the Black Community*

CMM101-Media and Society

CMM432-TV in American Culture*

CMM433-Aesthetics and Criticism of TV*

ECO100-American Economic Development

ECO351-History of Economic Thought (WEST)

GEO273-Physical Geography (NSCI)

GEO301-Geography of US and Canada

HIS221-Survey of US History to 1865

HIS222-Survey of US History since 1865

HIS302-American Immigration

HIS328-American Social and Cultural History 1877 to present

HIS329-Post-War America: 1945 to Present

PHI120-Introduction to Philosophy Classics (WEST)

PHI211-Ancient Greek Philosophy (WEST)

PHI270-Religions of the World

PHI304-Ethics

PHI344-Philosophy of the Arts

THE420-American Musical Theatre

-Grades less than C- are not accepted in major courses.

-An overall 2.0 average in courses is required for degree application.

METU LIBERAL STUDIES COURSES

(Indicate 18 Credits toward the Major)

	Credits	Completed
Introduction to Literature (ENG200)	_____	_____
Language Acquisition (CMD306)	_____	_____
Introduction to Linguistics I (LIN201)	_____	_____
Survey of English Literature (ENG301)	_____	_____
Introduction to Linguistics II (LIN393)	_____	_____
The Novel 1 (ENG307)	_____	_____
Oral Communication I (CMM104)	_____	_____
Oral Communication II (CMM293)	_____	_____
Drama (ENG310)	_____	_____
Poetry (ENG450)	_____	_____
The Novel II (ENG493)	_____	_____

Appendix C: TEFL 490 Practice Teaching Syllabus

TEFL 490, Practice Teaching

Spring 2016

Tuesday, 14:40-16:30, EFB 18A

Instructor:	E-mail:
Office phone:	Office hours:

Course goals and objectives:

TEFL 490 is designed to give the students an opportunity to observe authentic teaching and to provide them with the chance to do gain teaching experience at secondary schools under supervision.

Course Books:

Posner, G. J. (1993). *Field experience*: *A guide to reflective teaching*. New York & London: Longman

Richards, J. C. (Ed.). (1998). *Teaching in Action. Case Studies from Second Language Classrooms*. Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Richards, J. C. & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching*. New York, NY: Cambridge University Press.

Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Course Policies:

Attendance and tardiness: You should come to all class sessions in order not to miss the classroom discussions, workshops, and activities which are essential in getting the best out of this class. Students who miss more than 1 week of class (2 hours, including the first weeks of class) will lose overall points in grading (1 point per missed hour). Students who are constantly late for class will be considered absent at the discretion of the instructor. Please come to class on time and before the instructor (including after the break).

Participation: In-class participation is important, so don't hesitate to express your opinion about the topics of discussion and ask questions about unclear points. However, in doing so, you should be respectful to and patient with others. Your classmates may differ from you in the way they think, so try to be open-minded and tolerant.

Classroom etiquette: Please put your cell phones where you can't reach them during class hours. It is rude and unacceptable to answer your phone, check or post social media updates, or send messages during class time. Save these for break time.

Course requirements:

Classroom observations: As trainee teachers, you are required to spend **6 hours** per week to perform their duties in the school they are assigned to (**4 hours of observation and 2 hours of academic assistance to the mentor teachers**). This phase starts in March and continues till the end of May. **Students who fail to fulfill this requirement CANNOT get a passing grade from this course.** You need to make sure you have your mentor teacher sign the attendance sheet for every hour you spend at the school every week. If a student is consistently absent, the mentor teacher has the right to deny him/her an assessed teaching session in the class, which will lead to a failing grade.

Weekly Tasks/Reports: You will write weekly reports and share them with your classmates and the course instructor. The topic of these reports may be your reflection of a classroom observation experience, a response to our class readings (articles), or a comment about a classroom-related issue that we are discussing in class. Guiding prompts will be given to you as soon as the observations begin at the cooperating school. These

Assessed teaching: Each student will be evaluated on the quality of their teaching performance during a ONE HOUR class period. The date, time, and topic of the Assessed Teaching will be discussed and finalized collaboratively with the mentor teacher and the university supervisor. This performance will be evaluated and graded by the university supervisor. The students will have the following responsibilities before the Assessed Teaching:

- Discuss topic and day possibilities with the mentor teacher and finalize the date no later than mid-April.

- Prepare a lesson plan and share this with the university supervisor and mentor teacher at least ONE WEEK prior to the session. Students who don't provide a timely lesson plan may not get feedback and lose points on this aspect of the teaching.

NOTE: I recommend that you teach at least three hours in the class you observe prior to your assessed teaching to get over the initial stage fright. You can discuss this with your mentor teacher.

Self-Reflection Reports: As trainee teachers, you will teach in the training school throughout the semester before your assessed teaching. After each teaching practice, you will write reports evaluating your own performance as a teacher in the classroom. These don't all have to be complete lessons; you can teach mini lessons for 10-20 minutes or actively help your mentor teacher with an activity or task. You will write **self- evaluation reports** after **THREE** of these sessions addressing these following questions. You will also attach your Lesson Plans and teaching materials (copies of reading texts, handouts, video links, etc.) for each of your teaching session reports.

1) What were you most happy with (in terms of your performance, the students' performance, the teaching materials, activities, etc.) in the lesson?

2) What were you least happy with in the lesson?

3) Did this lesson differ from previous classes you have taught? How?

4) If you were to teach this lesson again, what would you do differently and how?

5) How did the students react to the classroom procedures and activities?

6) What feedback did you get from your mentor teacher?

You, your mentor teacher, and your observation partner (or another classmate) will fill out the **Evaluation form for teaching practice** (EFTP) form which will be available on METU Class.

Video discussion leading: You will look closely at and reflect on the teaching practices you have at the cooperating school by working with video recordings of your own teaching. You will record the three teaching sessions you write your reports on, edit these videos to bring a 3-5 minute episode of yourself teaching in the classroom (either a collage of the three lessons or a segment from one of them). Your teaching video will be discussed around one or two pedagogical themes of your choice. The discussion leader (this is you!) is expected to guide the class in terms of background information to the lesson (topic, materials, tasks, etc.) as well as ask questions about problematic areas and get feedback from the peers and the supervisor. The video discussions will be a chance for you to share problem points in teaching and exchange ideas about how to deal with a variety of classroom-related issues. Active classroom participation is expected of all other students attending the discussions.

Grading and evaluation:

Self-reflection reports (3x5pts)	**15%**
Video Discussion Leading	**15%**
Assessed Teaching	**30 %**
Mentor teacher evaluation	**20 %**
Weekly Tasks/Reports	**20%**
Attendance sheet (signed by mentor teacher)	**Required** to get a passing grade from class (regardless of performance on other tasks)

Tentative Weekly Schedule:

R&R—Jack Richards and Willy Renandya

U—Penny Ur

P—George J. Posner

R—Jack Richards

NOTE: The reading assignments are NOT optional.

Weekly Schedule:

Date	Weekly Topics and Tasks
W5, Mar. 22	Classroom management. **Read: R&R**, Chp. 4, Classroom Management (Lewis); **U**, Classroom Discipline, pp.259-271. **Task 4:** How does your mentor teacher keep the discipline, quiet, and flow in the classroom? Is she authoritative or authoritarian in the classroom? What are some of her strategies to keep students focused on classwork? Which ones seem to be working? Give one specific example and discuss how you would have handled the situation.
W6, Mar. 29	Lesson planning. **Task 5:** Prepare a practical lesson that you would use in your class at the cooperating school. You will use this lesson plan in one of your teaching practices, so consult your mentor teacher before choosing the topic and activities.
W7, Apr. 5	Motivating students. **Read**: **U**, Learner Motivation and Interest, pp. 274-285; **R**, Stimulating Participation…, pp. 139-142 (Iseno); Motivating Reluctant Students…, pp.150-154 (Stoller,et al); Changing Negative Attitudes,

	pp. 160-163 (Urmston). **Task 6:** What does your mentor teacher do to motivate students to do their homework, take learning English seriously, behave themselves in class, and take responsibility as learners in general? Please give specific examples from your observations. Are these strategies working? What would you do differently? Why?
W8, **Apr. 12**	Comparing school experiences in US and Turkey. **Task 7:** How are the Fieldwork Experience (New Paltz) and Practice Teaching (METU) courses different from each other? Did you expect them to be different? Why?
W9, Apr. 19	Classroom language and interaction. **Read: R&R,** Chp. 5, Implementing Cooperative Learning (Jacobs & Hall); **U,** Classroom Interaction, pp. 227-241; **R,** When Students Won't Use English…, pp. 187-190 (O'Kelly); A Balance or a Battle?..., pp. 199-205 (Penner). **Task 8:** What is the ratio of English vs Turkish use in the classroom (by the teacher and the students)? How do you explain this? What are some strategies that you would use to encourage students to use English more? What may be the reasons for teachers to prefer Turkish as the language of instruction? Compare your middle/high school to the cooperating school in terms of English use and classroom interaction issues. If they are different, please speculate on why that's the case.
W10, Apr. 26	Prepare for Assessed Teaching. Determine day, time, and topic. Individual conferences with the course instructor
W11, May 3	Bring lesson plans for Assessed Teaching.
W12, May 10	**Video Discussion Leading (4 Ss.)**
W13, May 17	**Video Discussion Leading (3 Ss.)**
W14, May 24	**Video Discussion Leading (3 Ss.)** End-of-semester reflection. **Task 9:** Have your beliefs and thoughts about visiting a school and being part of a real classroom changed after taking Practice Teaching? If yes, how? Have your perceptions about the teaching profession changed after your practice teaching experiences in Turkey?

Feedback Meeting after Assessed Teaching **(Date TBA)**	Assessed teaching reflection. (Watch your video before writing this report and bring it to your Assessed Teaching Feedback meeting with the course instructor.) **Task 10:** How did your assessed teaching session go? Did the class go as you planned? Why (not)? If you could go back and change things, what would you do differently? When you think of yourself as a prospective teacher, what strengths and weaknesses do you see in teaching self? What could you do to overcome your weaknesses and highlight your strengths? Please evaluate the progress you have made by reflecting on/comparing yourself as a teacher and observer at the beginning of the semester (the first time you went to the cooperating school) with yourself now, at the end of the term almost done with Practice Teaching?

Appendix D: SED 353-01 Field Work- I Syllabus

ACADEMIC POLICIES

Assessment and Grading: Grading will be on a satisfactory/unsatisfactory basis. To receive a satisfactory grade you must be present for at least 35 hours (documented) at your designated field experience placement or in an approved field experience and complete all assignments in a satisfactory and timely way

At the end of the semester, you must turn in your official log, signed by you and an educator at your school site. Note: The official log hours needs to be signed by a school official each time you visit the school and after the last school visit. **Total your hours.**

GRADING RUBRIC

All major assignments will be graded using the following rubric. The rubric reflects the mission and quality descriptors of the School of Education.

Quality	Descriptor
Thoroughness and Accuracy *Professionalism*	Assignment reaches or exceeds assigned length. Treatment was thorough. Assignment demonstrates mastery of the facts.
Quality of Assignment Production *Professionalism*	Assignment demonstrates logic, accuracy and clarity of expression. Production is careful, neat and professional.
Depth of Insight and Sensitivity *Inquiry and Intellectual Growth, Human Diversity*	Assignment demonstrates deep perception of the problem, thorough processing of the issue, and new/unique analysis of the issue. Issues of diversity are handled sensitively and perceptively.
Critical awareness *Advocacy and Democratic Citizenship*	Paper demonstrates a willingness to analyze, critique and take a stance on the issue.

S+ -- Standard fully exceeded with superior scholarship and the best presentation possible
S -- Standard met with good quality in both scholarship and presentation
S- -- Standard met at a minimal level; quality is uneven in scholarship or presentation
U -- Standard generally not met or quality is flawed or uneven in scholarship /presentation

Late Papers

Of course, I expect papers to be handed in on time. If there are serious extenuating circumstances, email AND phone me a few days before the assignment is due and ask for an extension. I am usually amenable with enough groveling. You will receive a reply to your email with the conditions of the extension. All other late papers will be graded down one full grade (i.e. A- changes to B-) for each week late at the discretion of Rance-Roney.

in anything you feel is relevant. **Finish with a comment or reflection on your school. Much of this information can be accessed on the internet.**

Report Two: Time Audit: Close Observation of Time and Activities in the School and in the Classroom (3-5 typed pages)
You will be in the school for a half day. In that time, I would like you to do a time audit. Every two minutes record the time and describe what is going on at that time. This can be in a table format. Be especially observant to how time is well used and how time is misused in the school and classrooms. If you use a table format, reserve the right hand column for labels: LT= Students are learning time; WT = Time wasted on activities not central to learning; DST—disciplining time; DT – Dead time—the time in which nothing is happening from the students' perspectives. Put in any additional labels you feel are necessary. At the end of the paper, write a reflection on what you discovered about the use of time in your school, the implications for the use of time, and the estimated percentage of each of the above categories.

Report Three: Teacher or Administrator Interview on High Stakes Assessment (2-3 pages)
Arrange for an interview with a teacher or administrator. Prepare a series of questions ahead of time, but it is OK to just sit back and listen. Write a short paper about the attitude of the interviewee about assessment using a few quotes from the interview.

Report Four: A Critical Incident in Classroom Management (2-3 pages)
Write a journal-type report on an incident you observed that shocked, surprised or amazed you. The incident should in some way relate to student management. When you reflect on this critical incident, explain why this incident stood out, what happened and what this informs you about schooling and the teaching profession.

Getting the work in and due dates: Turn in at least two assignments at a time in your folder. Do the assignments in the order that you see fit.

Appendix E: Description and Objectives of TEFL 487 ELT Materials Development and Adaptation Course

Course Description: Enabling students to acquire skills necessary for evaluating language teaching materials in current textbooks, adapting or developing materials for language teaching and language testing (METU Catalog, 2015, p. 494).

Course Objectives (METU Online Academic Catalog, 2013)

At the end of this course, students will…
- learn the approaches and techniques of materials selection, evaluation, adaptation and development
- acquire skills necessary for evaluating course books and language teaching materials in current textbooks
- engage in materials adaptation for language teaching
- engage in designing or developing materials for language teaching

Course Learning Outcomes (METU Online Academic Catalog, 2013)

By the end of the course, students will be able to…
- comprehend the role of materials within the curriculum design for language teaching - know the importance of materials selection according to the profile of the learners and the teaching context - discuss the advantages and disadvantages of using published and teacher-made materials - know different techniques of adapting published materials

- distinguish between internal and external evaluation to assess the potential and suitability of a coursebook for a given context - design a set of criteria to evaluate a coursebook according to the needs of the learners and the requirements of the teaching context - evaluate a contemporary textbook according to a given learning context and learner needs - evaluate the effectiveness of the activities, tasks, exercises in a coursebook according to the language elements (grammar, vocabulary, pronunciation)emphasized and language skills (listening, speaking, reading, writing) addressed.
- comprehend basic adaptation techniques - identify different techniques of adaptation through analyzing coursebook lesson plans and teacher lesson plans. - Apply materials adaptation considering the needs of the students, the authenticity of the material, and the language teaching methodology addressed - Reflect on the success of their own (or their peers') adaptation according to the needs of the students and the execution of the material
- Prepare materials in order to supplement the coursebooks - Evaluate the worksheets prepared by their peers in terms of content, organization, language and student needs. - Design lessons based on authentic materials - Reflect on the success of their own (or their peers') development according to the needs of the students and the execution of the material

Appendix F: Description and Objectives of TEFL 489 Teaching English to Young Learners Course

Course Description: The learning strategies of young children and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching (METU Catalog, 2015, p. 494).

Course Objectives (METU Online Academic Catalog, 2013)

At the end of this course, students will …
• be aware of the theoretical and practical aspects of teaching English to young learners
• know the difference between young learners and other age groups, and among different young learner groups.
• know the theories of child learning, child language learning and children's learning styles and strategies
• know a variety of teaching-learning activities, materials, syllabus types and assessment methods for young learners
• use instructional techniques relevant for different young learner groups.
• become familiar with the classroom management methods and techniques to be used when teaching English to young learners

Course Learning Outcomes (METU Online Academic Catalog, 2013)

By the end of this course the students will be able to …
• discuss the differences between learning and acquisition and its implications for language teaching • discuss the importance of input and exposure in language learning • refute the misassumptions of child language learning referring to research findings in the field • discuss the educational innovations on EFL teaching to young learners in the local and national context
• distinguish among young learners and teenagers and adults in terms of their attitude towards learning and language learning, their language needs and language learning aims, and language development • distinguish among different young learner age groups in terms of their cognitive, affective psychomotor and moral development
• comprehend basic theories of child learning, child language learning and different learning styles and strategies • compare and contrast different theories of child learning, child language learning and learning styles • discuss the theories of child learning, child language learning in terms of foreign language learning of young learners
• discuss a variety of activities to teach and practice language elements (grammar, vocabulary, pronunciation) and language skills (listening, speaking, reading, writing) • analyze syllabus types designed for primary school learning and discuss their relevance to the EFL curriculum & the learners • recognise that there are several options in dealing with mistakes and assessment of learning in young learner classes
• design motivating activities to promote effective learning in young learners • integrate a variety of instructional techniques such as games, songs, stories, visuals etc. to support young learners' language learning in class • develop the confidence to become creative, flexible and adaptable in all classroom conditions and situations.
• list a number of classroom management options to manage students, time and the physical environment • discuss appropriate classroom configurations, student interaction patterns, optimal uses of time, mistake management, and assessment of learning

Appendix G: The First Interview Questions

Interview Questions

1. Could you please introduce yourself before talking about METU-SUNY New Paltz TEFL Program?
    a. What year did you graduate from High School?
    b. What High School was it?
    c. Why did you choose to study English language at the high school? Did you have an intention of choosing an English language teaching department at that time or did you plan to choose other language-related departments (translation, linguistics, literature)?
2. What made you choose METU-SUNY TEFL program?
3. As you know this is a teacher education program, what does it mean to be a 'professional teacher'? What features make a teacher 'professional'?
4. What are the personal and professional characteristics did you notice in yourself that make you a professional language teacher and brought you to this department?
5. How do you think on your experience in the USA? Negative / Positive?
6. How might your experiences in the USA have influenced you
    a. as a person?
    b. as a learner?
    c. as a teacher candidate?
7. What are your thoughts about the courses you took within the Liberal Studies program at SUNY –New Paltz?

a. Do you think that these courses made any contribution to language teacher candidates' professional coursework / professional development?
b. Why? / Why not?
c. What was/ were your favorite course(s)?
d. What were the reasons made these courses favorable than other courses in terms of content, tasks and the way the course given?
e. Which course did you find less important for a language teacher candidate?

8. What are the differences between METU- TEFL and SUNY New-Paltz Liberal Studies program?
   a. in terms of the content of the courses?
   b. in terms of the comprehensiveness of the courses?
   c. in terms of the way courses given and the course load (materials, assessment and evaluation)? Please give examples.
9. How do you evaluate the education courses you took in SUNY-New Paltz School of Education? (Human Development (EDS 367), Teaching and Learning in the Digital Environment (SED 356), Teaching and Assessing ESL in Content Area, Sociological and Philosophical Foundations of Education (EDS 340), Field Work (SED 353))

a. any differences or similarities between the educational courses you took at METU in terms of content, course load, the way courses given or evaluation?
b. any contributions to your profession as a teacher candidate in terms of broadening your perspective as a teacher candidate or developing your teaching skills?

10. What were your experiences at school during the Fieldwork course you took in the USA?

a. During your course, how many times did you visit schools?

b. What kind of a school was it? Primary, Secondary or High School?

c. Have you ever had a teaching task? Or it was just observations?

11. What things impressed you most? What are the things you that you disliked about the Fieldwork course? Please give examples.

12. Do you believe that Fieldwork is necessary for teacher candidates? Why/ Why not?

13. Were there any tensions you experienced at school during the fieldwork? How?

14. What feelings accompanied you during your fieldwork experience at school? For instance, self-confidence, anxiety etc. Please give examples.

    a. According to your observations, how would you define the classroom atmosphere?

    b. What were the teachers like at the schools you have visited?

15. How do you see yourself as a language teacher candidate?

    a. What have you noticed about yourself as a language teacher candidate by experiencing fieldwork at schools in the USA?

    b. What differences did you observe in your perception about teaching or being a teacher after attending a fieldwork?

Appendix H: The Second Interview Questions

1. How do you think studying in the States contributed to you as a student teacher?
   a) After completing fieldwork in the States and practicum in Turkey, how would you evaluate your fieldwork experience in the States and your studentship in New Paltz?
   b) Apart from promoting your professional development, how dual diploma program helped you for your personal development?
   c) Were there any major problems that you encountered during your experience in the USA? If so, what were they?

2. Do you feel dual diploma program is appropriate to your needs? In what ways?
   a) What are the program strengths that supported your professional development?
   b) What are the disadvantages of the program for prospective teachers?
   c) Apart from promoting your professional development, how dual diploma program helped you for personal development?
   d) Would you recommend dual diploma program for other prospective student teachers?
   e) If you were asked to offer one change in SUNY program to make it a better experience, what would it be?

3. Please describe your "journey" as a student teacher from the beginning of your undergraduate education to the end of your practicum experience.
   a) Did you want to become a teacher while enrolling this program? Did it change after experiencing practicum?
   b) What have you learnt during this journey about yourself?
   c) What have you learnt during this journey about teaching profession?

4. After completing practicum in Turkey, what do you like / don't like about being a teacher?
   a) What does it mean being a 'professional teacher' for you?
   b) Which qualities make someone a 'good' teacher?
   c) What are the positive/ negative sides of being a teacher?
   d) Do your perceptions about teaching profession change after completing your practicum?

5. How do you see yourself as a teacher?
    a) When you compare the first and the last week of the practicum, what would you say about yourself as a prospective teacher?
    b) What changes did you observe in your own teaching self both professionally and personally?
    c) When you think of yourself as a prospective teacher, what strengths and weaknesses do you see in your teaching self?

6. How do you think your practicum in Turkey contributed to your professional development?
    a) What was the biggest challenge for you as a prospective teacher during practicum?
    b) What makes you feel "like a teacher" during practicum? Please give specific examples.
    c) Which things impressed you most in your practicum experience?

7. What emotions have you experienced during your practicum?
    a) Have these changed in the States after experiencing fieldwork?
    b) Have these changed in Turkey after experiencing fieldwork
    b) What has influenced these changes?
    c) Have you been surprised by the outcome of any of your teaching experiences?

8. What were the major differences between fieldwork in the States and practicum in Turkey?

9. Do you believe that practicum you have completed in Turkey will be useful to you when you start teaching? In what ways?

10. Is there anything you would like to add?

Appendix I: Focus Group Interview Questions

1. Overall, were you satisfied with the SUNY Program? Would you like to evaluate the whole program in terms of its contribution to your professional and personal development?
2. SUNY program aims to broaden and deepen your awareness of the culture of the host country. Was this achieved? How?
3. SUNY program aims to develop your language skills by providing you to stay in an English-speaking country. Was this achieved? How?
4. Was the program beneficial for you in terms of improving your teaching skills and practical knowledge? Please say specific experiences that you had in New Paltz affecting your perception about teaching profession.
5. Are there any methods, strategies, skills you learnt/developed in New Paltz that you're planning to use in this semester (in TEFL 490 course) (in the cooperating school)?
6. Please comment on your experiences of visits to cooperating schools in New Paltz.
    a. Could you please compare Turkish schools and American schools in terms of classroom realities and education based on your experiences?
    b. What were your pre-existing beliefs and thoughts about visiting a school and experiencing classroom realities before taking the fieldwork course? Were they changed? How?

c. Were your perceptions about teaching profession changed after your fieldwork experiences and the courses you took at New Paltz campus? How?

7. Do you think that you made any contributions to the US context while you were students there (student teachers in the field experience)?
8. What studies taken at SUNY prepared you well for the practicum course that you are currently taking in Turkey? Why?
9. What does it mean for you being a student teacher having an overseas experience in the USA? Do you think that it makes difference in terms of personal and professional development as a prospective teacher?
10. You observed real classrooms in the USA and you had experiences in a different school context. Did they make any contributions to your performances in TEFL 487 and 489 courses? How?
11. What are your expectations from TEFL 490 course and your mentor teacher?
    a. Do you expect having more teaching practices or just observing your mentor teachers and students in real classrooms? If you expect having more teaching practices, how will they make contributions to you as a prospective teacher?
    b. Do you think that the fieldwork course you took at New Paltz and practice teaching course you will take here are different from each other? If so, in terms of which aspects? Do you think that they have to be different from each other? Why?

12. Do you think your perceptions about your own ‘self’ will affect your teaching at the cooperating school? (beliefs, overseas experiences, personal skills, professional skills, world-view)

Appendix J: Informed Consent Form

CONSENT TO PRARTICIPATE

Participant Form

Title of Study: EFL Student Teachers' Professional Identity Construction in a Dual Diploma Program

Researcher: Melike Bekereci

This is a research study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

INTRODUCTION

Teacher identity is, in its most basic interpretation, constructing their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Teacher identity is not something that is not fixed nor is taught; rather it is negotiated through experience. In the last decade, various of researches indicate that the way teachers define themselves as professionals determines to a great extend how they feel about themselves as teachers in the classroom. In the light of these ideas, this study examines how EFL student teachers describe their professional identities after attending an overseas fieldwork in the USA and how the practice teaching experiences in Turkey reshape their pre-existing identity perceptions and teaching practices.

DESCRIPTION OF PROCEDURES

If you agree to participate in this study, your participation will consist of two semi-structured face-to face interviews conducting on October 2015 and May 2016, classroom observations doing by the researcher throughout the 2015-2016 academic year in TEFL 489: Teaching English to Young Learners, TEFL 487: ELT Materials Development and Adaptation and TEFL 490: Practice Teaching courses. During the study you may expect the following study procedures to be followed: I will be interviewing you at the very beginning of the first semester to understand your beliefs and perceptions about teaching profession after attending an overseas fieldwork experience and interviewing you at the end of the second semester to see how practice teaching experiences in Turkey reshape your pre-existing identity perceptions and teaching practices. I will also use my field notes taken during the TEFL 487, 489 and

490 courses and your reflection papers written in TEFL 490: Practice Teaching course as data collection tools.

RISKS

While participating in this study you may experience the following risks: There may be some privacy issues addressed during interviews when you are sharing personal information about yourself as a learner/prospective teacher.

The tapes will be only listened to by me and you always have the right to not answer any question you feel unnecessary. In addition, in my thesis, I may use your direct quotations extracted from the field notes in order to support your ideas about teachers' professional identity construction.

BENEFITS

At this time there are no demonstrated direct benefits to participating in this study. You may potentially benefit as a participant because you will be able to explore and describe your experiences and identity formation. This retrospection may assist you to clarify your experience and increase self-awareness and understanding. The study's results will also increase social understanding of EFL student teachers' teaching experiences.

COSTS AND COMPENSATION

You will not incur any costs by participating in this and you will not be compensated for participating in this study.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

To ensure confidentiality participants will only be referred to by their first name and will meet with the researcher in a place on or off campus (whichever the participant feels more comfortable with). Also, as stated before the researcher will be the only person listening to the recorded conversations. Field notes and your reflection papers

will be only read and analyzed by the researcher. If the results are published, your identity will remain confidential. The researcher will use pseudo names chosen by participants in order to protect their privacy.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study.

- For further information about the study contact with:

  Res. Asst. Melike Bekereci
  Department of Foreign Language Education

  Middle East Technical University

  bekereci@metu.edu.tr

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document and that your questions have been satisfactorily answered. You will receive a copy of the written informed consent prior to your participation in the study.

Participant's Name (printed)

(Participant's Signature) (Date)

Appendix K: Informed Consent Form of Focus Group Interview

CONSENT TO PARTICIPATE IN FOCUS GROUP INTERVIEW

Participant Form

Title of Study: EFL Student Teachers' Professional Identity Construction in a Dual Diploma Program

Researcher: Melike Bekereci

This is a research study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

INTRODUCTION

Teacher identity is, in its most basic interpretation, constructing their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Teacher identity is not something that is not fixed nor is taught; rather it is negotiated through experience. In the last decade, various of researches indicate that the way teachers define themselves as professionals determines to a great extend how they feel about themselves as teachers in the classroom. In the light of these ideas, this study examines how EFL student teachers describe their professional identities after attending an overseas fieldwork in the USA and how the practice teaching experiences in Turkey reshape their pre-existing identity perceptions and teaching practices.

DESCRIPTION OF PROCEDURES

You have been asked to participate in a focus group as a part of thesis study entitled *EFL Student Teachers' Professional Identity Construction in a Dual Diploma Program.* If you agree to participate in this study, I will be conducting a focus group interview with you and two other participants at the same time in order to understand your expectations and perceptions about the practicum course that you enroll in for this semester in Turkey as a final step before your graduation. I will use a voice recorder during the focus group interview. After the interview, data will be transcribed and analyzed for this thesis study.

RISKS

While participating in this study you may experience the following risks: There may be some privacy issues addressed during interviews when you are sharing personal information about yourself as a learner/prospective teacher.

The tapes will be only listened to by me and you always have the right not to answer any question you feel unnecessary. In addition, in my thesis, I may use your direct quotations extracted from this focus group interview.

BENEFITS

At this time there are no demonstrated direct benefits to participating in this study. You may potentially benefit as a participant because you will be able to explore and describe your experiences and identity formation. This retrospection may assist you to clarify your experience and increase self-awareness and understanding. The study's results will also increase social understanding of the EFL student teachers' teaching experiences.

COSTS AND COMPENSATION

You will not incur any costs by participating in this and you will not be compensated for participating in this study.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

To ensure confidentiality participants will only be referred to by their first name and will meet with the researcher in a place on or off campus (whichever the participant feels more comfortable with). Also, as stated before the researcher will be the only person listening to the recorded conversations. If the results are published, your identity will remain confidential. The researcher will use pseudo names chosen by participants in order to protect their privacy.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study.

- For further information about the study contact with:

  Res. Asst. Melike Bekereci
  Department of Foreign Language Education

  Middle East Technical University

  bekereci@metu.edu.tr

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document and that your questions have been satisfactorily answered. You will receive a copy of the written informed consent prior to your participation in the study.

Participant's Name

(Participant's Signature) (Date)

Appendix L: Debriefing Form of Interviews

Debriefing Form

EFL Student Teachers' Professional Identity Construction

in a Dual Diploma Program

This study is a qualitative case study, which aims to illustrate a big picture extracted from incidents of a group of participants sharing the same entity. In other words, a case study can provide readers an understanding on how a specific group of people can reflect the whole idea about an entity in a period of time with their narrations, thoughts, attitudes and actions. Within this framework, it has been aimed to observe and define the process of the senior year METU- SUNY New Paltz TEFL & Liberal Studies Dual Diploma Program students' teacher identity construction. This study is conducted by only one researcher as a partial fulfillment of the requirements for the degree of Master of Arts in English Language Teaching program at METU.

Although all of the ELT departments in our country provide local practicum experiences for their final year students, some of the universities in Turkey offer dual diploma programs which are seen as great opportunities for the students to learn living with different cultures, sharing of ideas, deepening worldviews, increasing self-awareness and, developing personal and professional growth. These programs include an overseas fieldwork course, which is taken outside the country and a practice teaching course which is offered to the dual diploma program students after spending a year in the USA and coming back to Turkey. This thesis, since teachers' professional identity formation is reshaped and re-contextualized by the teacher when he or she gains various ethnographic experiences in different educational settings, takes a different perspective to the identity construction of EFL student teachers and aims at investigating the effect of overseas fieldwork experiences on their professional identity formation. In addition, this thesis tries to investigate how the practice teaching experiences in Turkey re-shape their pre-existing identity perceptions and teaching practices.

In order to describe how EFL student teachers describe their professional identities after attending an overseas fieldwork experience in the USA and how the practice teaching experiences in Turkey reshape their pre-existing identity perceptions and teaching practices, six students from METU-SUNY New Paltz TEFL & Liberal Studies DDP are chosen for this study. With the help of interviews, it is expected to gain an insight into their teacher identity construction processes in the light of their fieldwork and practice teaching experiences both in the USA and Turkey. The results obtained from interviews will be used to bring another perspective revealing worth-

investigating results, regarding identity changes that student teachers undergo after experiencing overseas and local practice teaching contexts. Thus, this study seems to be important in terms of trying to shed light on EFL student teachers' culture and context specific tensions while forming their professional identity.

The data will be utilized only for research purposes and I may anonymously quote you in research publications. For further information, about the study and its results, you can refer to the following name. I would like to thank you for participating in this study.

Res. Asst. Melike Bekereci

Middle East Technical University

Faculty of Education, Department of Foreign Language Education

06800, Çankaya, Ankara / TURKEY

Tel: +903122103667

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Appendix M: Turkish Summary of the Thesis / Tezin Türkçe Özeti

İNGİLİZCE ÖĞRETMEN ADAYLARININ ÇİFT DİPLOMA PROGRAMINDA MESLEKİ KİMLİK OLUŞTURMASI ÜZERİNE NİTEL BİR İNCELEME

Yükseköğretim Kurulu (YÖK) ile New York Eyalet Sistemi'ne (SUNY) arasındaki işbirliğinden doğan Uluslarası Ortak Lisans Programları (UOLP), lisans öğrencilerinin iki farklı üniversitede okuyarak, biri Türkiye'den biri Amerika Birleşik Devletleri'nden olmak üzere, iki farklı diploma almaya hak kazanmalarına olanak sağlamaları bakımından sın yıllarda sıkça tercih edilmektedir. Genel hatlarıyla, bu programın özellikleri, iki ayrı ülkede öğrenim görmek, iki farklı üniversiteden lisans diploması almaya hak kazanmak, İngilizce konuşulan bir ülkede yaşayarak yabancı dili doğal ortamında geliştirme fırsatına sahip olmak ve çok kültürlü bir kampüste eğitim alarak farklı kültürleri tanıma fırsatı yakalamak olarak özetlenebilir. Programın eğitim modeli, kayıtlı olunan lisans programının müfredatına göre değişiklik göstermektedir. Örneğin, Bilgisayar Mühendisliği, Ekonomi ve Uluslarası İlişkiler bölümlerinde okuyan UOLP öğrencileri 1. ve 3. yıllarını Türkiye'deki üniversitelerinde, 2. ve 4. yıllarını ise ABD'deki üniversitelerinde geçirirken, İngilizce Öğretmenliği bölümü öğrencileri 1., 2. ve 4. senelerini Türkiye'deki üniversitelerinde tamamlayıp, sadece 3. senelerini Amerika Birleşik Devletleri'ndeki üniversitelerinde geçirirler. YÖK ile SUNY arasında 2000 senesinde başlayan program geliştirme görüşmeleri, 2003 senesinde ilk anlaşmaların imzalanmasıyla sonuçlanarak, aynı sene programa üç binden fazla adayın kayıt olmasına olanak sağlamıştır. UOLP, Aralık 2015 tarihi itibariyle, iki binden fazla mezun vermiş olup, halihazırda yirmiden fazla lisans programıyla öğrenci alımına devam etmektedir.

Bu çalışma, Türkiye'deki bir UOLP'na kayıtlı bir grup İngilizce Öğretmenliği son sınıf öğrencisinin, Amerika Birleşik Devletleri'ndeki üniversitelerinde geçirdikleri bir takvim senesi ve tamamladıkları uluslarası ve yerel öğretmenlik deneyiminin ardından mesleki kimliklerini ve eğitim uygulamalarını nasıl şekillendirdiklerini

incelemektedir. Ankara'daki bir devlet üniversitesinin New York Eyalet Üniversitesi'ne (SUNY) bağlı New Paltz kampüsü ile yürüttüğü İngilizce Öğretmenliği (TEFL) & Liberal Studies çift diploma programında son sınıf öğrencisi olan katılımcıların bu çalışma için seçilmesi sürecinde şu noktalara dikkat edilmiştir: Amerika Birleşik Devletleri'ndeki tüm lisans derslerinin ve saha deneyiminin başarıyla tamamlanmış olması, Ankara'daki kampüste alınması gereken tüm 1. ve 2. sınıf derslerinin başarıyla tamamlanmış olması ve bu çalışmanın yürütüldüğü sırada Ankara'da alınması gereken öğretmenlik deneyimi dersine kayıt olmak için gerekli koşulları sağlıyor olmaları. Bu noktalar göz önüne alınarak, son sınıfa kayıtlı 12 öğrenciden 6 tanesi çalışma için seçilmiş, kendilerinin çalışmaya katılması için ve veri toplama süreci ile ilgili gerekli izinler resmi olarak alınmıştır. Bunun akabinde, veri toplamak için İngilizce öğretmenliği son sınıf derslerinde yapılması planlanan sınıf-içi gözlemler için, bu derslerin öğretim elemanlarından, çalışma hakkında geniş çaplı bilgi verilerek gerekli izinler alınmıştır. Bu aşamadan sonra, çalışmanın yürütüleceği üniversitenin İnsan Araştırmaları Etik Kurulu'ndan onay alınmıştır.

Nitel bir durum araştırması olarak yürütülen bu çalışmada, araştırma soruları şunlardır:

1. Çift diploma programındaki İngilizce öğretmen adaylarının, Türkiye'de öğretmenlik uygulaması dersini almadan önce, profesyonel öğretmen kimliği hakkındaki görüşleri nelerdir?
2. İngilizce öğretmenliği son sınıf müfredatındaki alan derslerinin, Çift diploma programındaki İngilizce öğretmen adaylarının profesyonel öğretmen kimliği hakkındaki görüşlerine etkisi nasıl olmuştur?
3. Türkiye'deki öğretmenlik uygulaması dersinin, çift diploma programındaki İngilizce öğretmen adaylarının profesyonel öğretmen kimliği hakkındaki görüşlerine etkisi nedir ve bu görüşler nasıl yeniden şekillenmiştir?
4. Denizaşırı saha çalışmasının, İngilizce öğretmen adaylarının profesyonel öğretmen kimliği hakkındaki görüşlerine etkisi nedir?

Bu çalışmada, gerekli veriler, yarı-yapılandırılmış yüz yüze görüşmeler, sınıf-içi gözlemler, döküman incelemesi ve odak grup görüşmeleri aracılığıyla toplanmıştır. Her biri yaklaşık olarak 30-50 dakika arasında değişen yarı yapılandırılmış görüşmelerden birincisi, katılımcılar programdaki 3. senelerini Amerika Birleşik Devletleri'nde tamamlayıp, Türkiye'ye döndükten sonra yapılmıştır. Bu görüşmeler, katılımcıların New Paltz'da geçirdikleri bir takvim yılının, kişisel gelişimleri ve öğretmenlik mesleğine dair görüşleri üzerindeki etkilerini öğrenmeyi amaçladığından, katılımcılar Türkiye'deki 4. sınıf derslerine kayıt olmadan, diğer bir deyişle, Türkiye'ye döndükten sonra yeniden Türk eğitim sisteminin ve kendi ülkelerinin etkisinde kalmadan hemen önce tamamlanmıştır. Yarı yapılandırılmış görüşmelerin birincisinde, katılımcıların özgeçmişleri, eğitim hayatları, Amerika Birleşik Devletleri'nde geçirdikleri bir sene içinde yaşadıkları deneyimler, program hakkındaki fikirleri ve öğretmenlik mesleğine dair görüşleri hakkında sorular sorulmuştur.

Odak grup çalışması ise, katılımcılar Türkiye'deki geçirecekleri son senelerinin ilk dönemini tamamladıktan sonra, katılımcıların erişilebilirlik durumlarına göre, üçerli gruplar şeklinde iki farklı günde yapılmıştır. Katılımcılara, Amerika Birleşik Devletlerin'nde aldıkları eğitimin, Ankara'da aldıkları İngilizce öğretmenliği alan derslerine etkisi olup olmadığına yönelik sorular ve ikinci dönem başlayacakları öğretmenlik uygulamasından beklentileri sorulmuştur. Her biri 40-60 dakika arasında değişen ikinci yarı-yapılandırılmış yüz yüze görüşmeler ise, katılımcılar, İngilizce öğretmenliği bölümü son sınıf alan derslerini ve öğretmenlik uygulamasını başarıyla tamamladıktan sonra yapılmış olup, katılımcılara Türkiye'deki öğretmenlik deneyimleri, öğretmenlik mesleğine dair görüşleri ve Amerika Birleşik Devletleri'ndeki saha çalışması deneyimleri ile Türkiye'deki öğretmenlik deneyimlerini karşılaştırmaları üzerine sorular sorulmuştur. Yarı yapılandıırlmış görüşmeler ve odak grup görüşmelerinde sorulan tüm sorular, bu çalışma için araştırmacı tarafından hazırlanmış, hazırlanan sorular için, aynı programdan mezun bir İngilizce öğretmeninden görüş istenmiş ve sorular görüş istenen kişi tarafından revize edilmiştir. Tüm görüşmeler, ses kayıt cihazı ile kayıt altına alınmış ve kelimesi kelimesine çözümlenmiştir.

Sınıf-içi gözlemler, İngilizce öğretmenliği programının son sınıf müfredatındaki alan derslerinde yapılmış olup, her biri 14 hafta süren iki akademik yarıyıl boyunca devam etmiştir. Gözlemler yapılandırılmamış alan notları olarak kaydedilmiştir. 2015-2016 Akademik yılının Güz döneminde TEFL 487 Materyal Uyarlama ve Geliştirme ve TEFL 489 Çocuklara İngilizce Öğretimi derslerinde yapılan ve toplamda on ikişer hafta süren gözlemlerde, Amerika Birleşik Devletleri'nde geçirilen bir takvim yılının, New Paltz kampüsünde alınan derslerin ve orada tamamlanan iki günlük saha çalışmasının, öğretmen adaylarının öğretmenlik mesleğine dair görüşlerine ve kendi öğretmenlik kimliklerine etkisi olup olmadığına dikkat edilmiştir. Yapılandırılmamış alan notları, her haftanın sonunda temize geçirilmiş, araştırma sorularına yanıt olabilecek veriler işaretlenmiş, gereken yerlerde alan notlarının yanlarına ek notlar alınmış ve hatırlatıcı yorumlar yazılmıştır. Sınıf-içi gözlemler sırasında not alınan ve daha sonra netleştirilmek istenen bir konu olduğunda, gözlemlerden sonra katılımcılardan bu konular hakkında gözlem-sonrası yorumları alınmış, böylelikle gözlemler sırasında alınan notlar hususunda katılımcılarla fikir birliğine varılması amaçlanmıştır.

Aynı akademik dönemin Bahar döneminde ise sadece TEFL 490 Öğretmenlik Uygulaması dersinde sınıf-içi gözlem yapılmış olup, on dört hafta boyunca gözlemler devam etmiştir. Öğretmenlik Uygulaması dersi kapsamında yazılan, İngilizce öğretmen adaylarının yansıtıcı günlükleri haftalık olarak toplanmıştır. Bu günlüklerden ve yapılan gözlemlerden, üniversite-okul işbirliği süresince, öğretmen adaylarının yaşadığı deneyimler ve bu deneyimlerin mesleki kimlik oluşturmaları üzerindeki etkisi hakkında daha kapsamlı bilgi sahibi olmak için faydalanılmıştır. Bu ders boyunca tutulan alan notlarının derlenmesi ve gerekli verilerin ortaya çıkarılması da Güz döneminde izlenen yöntemle gerçekleştirilmiştir. Toplanan yansıtıcı günlükler ise her hafta okunmuş, araştırma sorularına veri sağlayabilecek kısımlar işaretlenmiş, verileri daha düzenli yorumlayabilmek için alt başlıklar saptanmıştır.

Veri analiz sürecinde, nitel araştırmalar için kullanılan, Miles & Huberman'ın (1994) veri analiz aşamaları takip edilmiştir. Araştırmacı, öncelikle her hafta düzenli şekilde verileri okumuş, araştırma sorularına yanıt verebilecek verilerin altını çizmiş, birbirine benzeyen verileri aynı küme altında toplamış ve kodları oluşturmuştur. Sonuçların yorumlanma sürecinden önce, nitel çalışmalar için kullanılan kalite kriterlerine başvurulmuştur. Lincoln & Guba (1985) tarafından önerilen kriterlere göre, tüm veriler ve çıkan sonuçlar, başka bir araştırmacının görüşüne sunulmuş, geri bildirim alınmıştır. Ayrıca, araştırmacı, toplanan verileri farklı zamanlarda birden çok kez okuyarak her seferinde tekrar yorumlamış, yorumları birbiri ile karşılaştırmıştır. Bu sayede, çalışmanın geçerlilik ve güvenilirliğinin sağlanması amaçlanmıştır. Son aşamada, dört farklı veri toplama aracı ile elde edilen veriler ve araştırmacının yorumları, sonuçlar kısmında veri toplama araçlarına paralel olarak sunulmuştur.

Araştırmanın sonuçlarına göre, bu programın, İngilizce öğretmen adaylarına, kişisel gelişimlerine yardımcı olmak, dünya görüşlerini genişletmek, farklı iki ülkenin eğitim sistemleri hakkında fikir sahibi olmak ve farklılıkları daha iyi tespit edebilmek, çok kültürlü bir ortamda yeni insanlarla bir araya gelmek, kültür farklılıklarına karşı farkındalık kazanabilmek, kendi kişisel becerilerine dair öz farkındalık kazanmak ve bu becerileri geliştirmek, çok kültürlü eğitim sistemini desteklemek ve seyahat etmek açılarından katkı sağladığı görülmüştür. Güz dönemi boyunca yapılan sınıf- içi gözlemler ve birinci yarı- yapılandırılmış yüz yüze görüşmeler sonucunda, tüm katılımcıların, New Paltz kampüsünün farklı disiplinlerden sunduğu seçmeli ders çeşitliliğinin, düşünsel birikimlerine katkı sağladığını birçok kez vurguladığı görülmüştür. Katılımcılar, yabancı dil öğretmenliğinin, o dilin sadece dilbilgisi kuralları ve bilinmeyen kelimeleri öğrenciye aktarmaktan fazlası olduğunu dile getirerek, yabancı dil öğretmenlerinin aynı zamanda öğrencilerin o dilin kültürüne aşina olmalarını sağlamaları gerektiğini savunmuşlardır. Bu sebeple, disiplinlerarası seçmeli derslerin, öğretmen adaylarına materyal geliştirme ve ders planı hazırlama konularında farklı fikirler verdiği ve esneklik sağladığı görülmüştür.

Katılımcılar ile yapılan birinci yarı- yapılandırılmış görüşmeler ve Güz dönemi sınıf-içi gözlemler, katılımcıların özellikle Amerika Birleşik Devletleri'nde tamamladıkları iki günlük saha çalışmasının, süre ve yöntem olarak yetersiz olduğu sonucunu ortaya koyarak, katılımcıların öğretmenlik uygulaması konusunda kendilerini oldukça yetersiz hissettiklerini göstermiştir. Katılımcılar, sınıf gerçeklikleri ile öğretim kuramları arasındaki uyuşmazlığın, ancak ve ancak birçok kez öğretim uygulaması yaparak aşılabileceğini vurgulayarak, UOLP müfredatının bu konuda yetersiz olduğunu ve revize edilmesi gerektiğini de eklemişlerdir. Katılımcılar, saha çalışması kapsamında, New York'ta bir ilçedeki bir okul öncesi kurum ve bir lisede geçirdikleri iki günün, öğretmenlik mesleğine dair farkındalık kazanmak, sınıf-içi gerçeklikleri gözlemlemek, materyal geliştirme ve ölçme-değerlendirme konularında tecrübe kazanmak açılarından, öğretmenlik uygulaması yapmak ve özellikle öğretmen adayları olarak işbirliği yapılan okula karşı aidiyet hissetmek bakımından oldukça yetersiz olduğunu dile getirmişlerdir. Bu çalışma kapsamında, Güz dönemi boyunca devam eden sınıf-içi gözlemler ve yapılan birinci yarı- yapılandırılmış görüşmelerin sonucunda, katılımcıların, profesyonel öğretmen kavramı hakkındaki görüşlerinin, Amerika Birleşik Devletleri'ndeki saha çalışması ile şekillenmediği görülmüştür. Bu kavramın şekillenmesinde, New Paltz kampüsünde ve Ankara kampüsünde alınan lisans derslerinin ve bu derslerin öğretim elemanlarının etkili olduğu sonucuna varılmıştır. Katılımcılar, profesyonel öğretmenlik kavramını sıkça üniversitedeki öğretim elemanları ile bağdaştırmış, bu kavram ile ilgili sorulan neredeyse tüm sorulara ilköğretim ve liselerde görev yapan İngilizce öğretmenleri üzerinden örnekler vermek yerine, lisans eğitimleri boyunca karşılaştıkları öğretim elemanlarından örnekler vermişlerdir. Bu durumun ortaya çıkmasında, katılımcıların neredeyse hiç öğretmenlik uygulaması yapmamış ve hizmet içi öğretmenlerle bir araya gelmemiş olmalarının etkili olabileceği sonucuna varılmıştır.

Güz döneminde toplanan verilerde, öğretmen adaylarının öğretmenlik mesleğini seçmelerinde, özellikle ailelerinin ve yaşam şartlarının etkili olduğu ve katılımcılardan üç tanesinin, mezuniyet sonrasında öğretmenlik mesleğini devam ettirmeyeceklerini açıkça vurguladıkları görülmüştür. Güz döneminde toplanan verilerde, katılımcıların tamamı, öğretmenliğin fedakarlık ve özveri gerektiren bir meslek olduğunu dile

getirmiş, öğretmenliğin sadece dil öğretmek ile sınırlı olmadığını, yeni nesiller yetiştirmede öğretmenlerin büyük sorumlulukları olduğunu da eklemişlerdir. Katılımcılardan ikisi, öğretmenlik mesleğinin, yeniliklere açık ve teknolojiyi kullanma konusunda istekli olunması durumunda daha profesyonelce yapılacağını dile getirmişlerdir. Öğretmenliğin sabır, gayret, güleryüz ve öz disiplin gerektiren bir meslek olduğunu vurgulayan iki katılımcı, öğretmenlik mesleğine başlamanın ve devam ettirmenin bu mesleği sevmekle doğrudan ilişkili olduğunu belirtmişlerdir. Araştırma sırasında, katılımcıların tamamı, kendi öğretmen kimlikleri ile ilgili bir öz farkındalığa sahip olmadıklarını, kendilerini henüz birer öğretmen adayı olarak göremediklerini, kendi öğretmen kimliklerine dair güçlü ve zayıf yönleri fark etmelerine imkan sağlayacak gerekli öğretim uygulaması fırsatına henüz sahip olamadıklarını vurgulamışlardır.

Katılımcıların, Türkiye'deki Öğretmenlik Uygulaması dersinden beklentilerini Bahar yarıyılı başlamadan öğrenebilmek için ve Amerika Birleşik Devletleri'nde almış oldukları eğitim dersleriyle saha çalışmasının Ankara'da Güz yarıyılındaki alan derslerine olan etkisini anlayabilmek adına düzenlenen odak grup görüşmelerinde, katılımcıların Öğretmenlik Uygulaması dersinden ve işbirliği yapılan okuldan özellikle kendi mesleki kimlikleri ve eğitim uygulamaları konusunda farkındalık yaratacak nitelikte sınıf-içi öğretmenlik uygulaması beklediği görülmüştür. Katılımcılar, Amerika Birleşik Devletleri'ndeki saha çalışmasının süre ve yöntem bakımından beklentilerini karşılamadığını vurgulayarak, Türkiye'de Bahar döneminde alacakları Öğretmenlik Uygulaması dersinin, öğretmenlik mesleğine dair görüşlerini şekillendirmesini ve sınıf-içi öğretim uygulamaları sağlayarak mesleki gelişimlerine katkıda bulunmasını beklediklerini dile getirmişlerdir. Odak grup görüşmeleri sırasında, tüm katılımcılar, Amerika Birleşik Devletleri'nde geçirdikleri bir takvim yılının, kişisel gelişimlerine katkıda bulunduğunu ve iki farklı eğitim sistemini deneyimleme fırsatı sunması bakımından, eğitim ile ilgili görüşlerini kısmen de olsa değiştirdiğini söylemişlerdir. Odak grup görüşmelerinde ortaya çıkan bir diğer önemli bulgu da katılımcıların Amerika Birleşik Devletleri'ndeki saha çalışmasında edinilen deneyimlerinin, Türkiye'deki Öğretmenlik Uygulaması dersine katkı sağlamayacağına dair görüşleridir. Katılımcılara göre, Amerika Birleşik

Devletleri'nde alınan eğitim dersleri ve saha çalışması, Amerikan eğitim sistemi hakkında bilgi verirken, Türkiye'deki eğitim dersleri ve öğretmenlik uygulamaları, Türk eğitim sistemine göre tasarlanmıştır. Dolayısıyla, verilere göre, iki farklı eğitim sisteminin, farklı müfredata ve öğrenci yapısına sahip olmaları nedeniyle birbirlerine herhangi bir katkı sağlamaları mümkün değildir.

Aynı akademik yılın Bahar döneminin sonunda yapılan ikinci yarı- yapılandırılmış yüz yüze görüşmelerde, katılımcıların tamamı, çift diploma programının, eğitim ve hayata dair görüşlerine katkılarda bulunduğuna, kişisel becerilerini geliştirdiğine, kültürlerarası farklılıklar konusunda farkındalık sağladığına ve seyahat etme fırsatları sunduğuna dair olumlu değerlendirmelerde bulunmuşlardır. Ayrıca, New Paltz kampüsünde sunulan seçmeli ders çeşitliliğinin, İngilizce öğretmen adayları için düşünsel ve kültürel birikime katkı sağlaması bakımından oldukça büyük bir avantaj olduğu da vurgulanmıştır. Katılımcılar ile yapılan bu görüşmeler, New Paltz'daki eğitim derslerinin ve iki günlük saha çalışmasının, öğretmen kimliklerini oluşturmada etkin olmadığı ve öğretmenlik becerilerini geliştirmede beklentilerini karşılamadığını göstermiştir. Katılımcılara göre, Türkiye'deki Öğretmenlik Uygulaması dersi kapsamında bir devlet okuluyla gerçekleştirilen okul deneyimi, öğretmen öz benlikleri ve öğretim uygulamaları konusunda beklenilen farkındalığı yaratamamıştır. Bunun yanı sıra, katılımcılar, ikinci yarı- yapılandırılmış görüşmelerde, Türkiye'deki Öğretmenlik Uygulaması dersinin, öğretmenlik mesleğine yönelik tutumları konusunda da kayda değer bir değişikliğe sebep olmadığını aktarmışlardır. Katılımcılara göre bunun sebebi, bir okul yarıyılı boyunca yapılan okul ziyaretleri, ders planı hazırlama, materyal geliştirme ve ölçme-değerlendirme konularında faydalı olsa da kendilerine öğretim pratiği sağlama konusunda yetersiz kalmıştır.

Katılımcılara göre, işbirliği yapılan okuldaki kılavuz öğretmenlerden ve üniversitedeki öğretim elemanından yapıcı geribildirim alamama ve motive olamama sebepleriyle, öğretmenlik mesleğine ve kendi öğretmen kimliklerine dair olumlu algı geliştiremedikleri görülmüştür. İkinci yarı-yapılandırılmış görüşmeler, birinci yarı-yapılandırılmış görüşmeler sırasında öğretmenlik mesleğini yapmak istemediğini

belirten üç katılımcının bu konudaki görüşlerinin değişmediğini, öğretmenlik mesleğini yapabileceğini ifade eden diğer üç katılımcıdan ise bir tanesinin bu konudaki fikrinin olumsuz yönde değiştiğini göstermiştir. Verilere göre, bu katılımcıların, öğretmenlik mesleğini tercih etmemelerinde, Türkiye'deki öğretmenlik mesleğine dair olumsuz gerçeklikler etkili olmuştur. İkinci yarı-yapılandırılmış görüşmelerde, Türkiye'de öğretmenlik mesleğinin 'prestiji düşük', 'az gelirli' ve 'kişisel gelişime kapalı' bir meslek olduğunun düşünülmesi sebebiyle, katılımcıların bir kısmı öğretmenlik mesleğini tercih etmeyeceklerini, bir kısmı da tercih etme konusunda tereddüt yaşadıklarını belirtmişlerdir. Bu olumsuz düşünceler ve tereddütler, katılımcıları 'alternatif yaratma' konusunda arayışa yöneltmiş, özellikle Amerika Birleşik Devletleri'ndeki üniversiteden alınan 'Liberal Studies' alanındaki ikinci diploma sayesinde, katılımcılar İnsan Kaynakları, Yöneticilik, İşletmecilik gibi alanlarda kariyerlerini şekillendireceklerini söylemişlerdir.

Bahar yarıyılında, Öğretmenlik Uygulaması dersinde yapılan sınıf-içi gözlemler ve bu ders kapsamında öğretmen adayları tarafından haftalık olarak yazılan yansıtıcı günlükler, öğretmen adaylarının sınıf gerçekliklerini deneyimlemelerinin ardından, sınıf yönetimini sağlamada esnekliklerini kaybettikleri görülmüştür. Katılımcıların tamamı, üniversitedeki alan derslerinde öğrenilen öğretim kuramları ve yapılan mikro-öğretim uygulamalarının sınıf gerçeklikleri ile oldukça farklı olduğunu dile getirmişlerdir. Katılımcılara göre, alan derslerindeki mikro-öğretim uygulamaları 'ideal' sınıf ortamı için tasarlanmış olup öğretmen adayları için herhangi bir beklenmedik durum ya da risk içermezken 'gerçek' sınıflar ve öğrenciler, özellikle mesleğe yeni atılmış hizmet içi öğretmenler için, yönetilmesi ve öğretim yapılması oldukça güç durumlar barındırmaktadır. Katılımcılar, öğretmenlik mesleğinde profesyonelleşmenin bu alanda deneyim sahibi olmakla doğrudan ilişkili olduğunu hem sınıf-içi gözlemler sırasında hem de yansıtıcı günlüklerinde birçok kez vurgulamışlardır. Verilere göre, bir öğretmen adayı için, öğrencileri motive etme, materyal geliştirebilme, ölçme-değerlendirme konusunda uzmanlaşabilme ve en önemlisi sınıf içi disiplini sağlayabilme ancak ve ancak işbirliği yapılan okulların çok sayıda öğretmenlik uygulaması fırsatı sağlayabilmesiyle başarılabilir.

Bu çalışmaya katılan öğretmen adayları, ikinci yarı-yapılandırılmış görüşmelerde, Öğretmenlik Uygulaması boyunca, öğretmenlik mesleğine dair görüşlerinde olumlu yönde bir değişme olmadığını, özellikle Türkiye'de öğretmenliğin, az gelir sağlaması, prestiji düşük olması, öğretmene esneklik sağlamayan bir müfredatı izleme zorunluluğu olması ve okul yöneticilerinin kimi zaman anlayışsız ve katı tutumları sebebiyle çok tercih edilen bir meslek olmadığını deneyimlediklerini ifade etmişlerdir. Katılımcılara göre, öğretmenlik, gelecek nesilleri yetiştirmesi bakımından, içinde 'idealistlik' ve 'sorumluluk' barındıran, toplumu yönlendiren, öğrencilerin düşün ve bilgi dünyasına doğrudan katkı sağlaması ile oldukça önemli olmasına rağmen, Türkiye'de gereken değeri görmeyen ve profesyonel gelişime kapalı olan bir meslektir. Katılımcıların, bu görüşlerinin şekillenmesinde, Türkiye'deki gerçeklikler ve Öğretmenlik Uygulaması boyunca edindikleri deneyimler etkili olmuştur. Okul deneyimi boyunca öğretmenlik mesleğine dair görüşlerinin olumlu yönde değişmesi ve birer öğretmen adayı olarak mesleki öz benliklerine dair farkındalığın artması bakımından oldukça önemli olan motivasyon ve yapıcı geri bildirimlerin yeterli ölçüde sağlanamaması da katılımcılar tarafından dikkat çekilen önemli bir diğer konudur. Öte yandan, katılımcıların tamamı, öğretmenlik mesleğine dair olmasa da işbirliği yapılan okuldaki öğrencilere karşı algılarında olumlu yönde değişim olduğunu, hem yansıtıcı günlüklerinde hem de ikinci yarı-yapılandırılmış yüz yüze görüşmelerde dile getirmişlerdir. Katılımcılara göre, işbirliği yapılan okuldaki öğrencilerin öğretmen adaylarına karşı olumlu tutumları, öğrencilerle kurulan iletişim ve öğretmenlik uygulaması için sınıfların her hafta düzenli olarak ziyaret edilmesi, öğretmen adaylarının sınıf ortamına adapte olmasını ve öğrencilere karşı aidiyet duygularının gelişmesini sağlamıştır. Çeşitli sosyal çevrelerden, ekonomik koşullardan ve aile yapılarından gelen öğrenciler ile düzenli olarak bir arada olmak ve bu öğrenciler ile diyalog kurabilmek ve geri dönüşler alabilmek katılımcıları öğretmenlik mesleğinin olumlu yönlerini düşünmeye sevk etmiştir. Buna rağmen, öğrencilerle birebir ilgilenme konusunda yeterli olamayacaklarını düşünen iki katılımcı, öğretmenliğin özveri gerektiren bir meslek olması sebebiyle kendi karakter yapılarına ve beklentilerine uygun olmadığını savunarak, çift diplomaya sahip olmanın verdiği avantaj sayesinde, alternatif meslek arayışında olduklarını dile getirmişlerdir.

Özetle, UOLP öğrencisi olan İngilizce öğretmen adaylarının Amerika Birleşik Devletleri'nde geçirdikleri bir takvim yılında aldıkları eğitim dersleri ve deneyimledikleri iki gün süreli saha çalışmasının kişisel gelişimlerine katkı sağladığı ve kendilerine yeni perspektifler kazandırdığı görülmüştür. Ayrıca, özellikle New Paltz kampüsünde sunulan disiplinler arası seçmeli ders çeşitliliğinin, katılımcıların düşünsel birikimlerini zenginleştirdiği ve materyal geliştirme konusunda daha geniş perspektife sahip olmalarını sağladığı ortaya çıkmıştır. Katılımcılara göre, seyahat etme olanağı, çok kültürlü bir kampüste farklı ülkelerden gelen insanlarla bir araya gelmek ve öğretmen adayı olunan bir yabancı dilin konuşulduğu ülkede bir yıl süreyle yaşayıp, dili yerinde kullanma olanağı yakalamış olmak, programın en önemli avantajlarıdır. Öte yandan, hizmete başlamadan önceki en önemli adımlardan biri olarak görülen okul deneyimi ve saha çalışması derslerinin, katılımcıların beklentisini karşılamaması nedeniyle, mesleki kimlik oluşturmada ve öğretmenlik mesleğine dair algı geliştirmede etkin olamadıkları sonucuna ulaşılmıştır. Katılımcılar, deneyimsizlikten kaynaklanan mesleki yetersizlik hissiyatı sebebiyle, mesleki öz benliklerini oluşturmada güçlük çekmişlerdir. Özellikle, Amerika Birleşik Devletleri'nde deneyimlenen iki gün süreli saha çalışmasın, Türk eğitim sistemindeki okullara uyarlanmasının mümkün olamayacağını savunan katılımcılar, Türkiye'deki Öğretmenlik Uygulaması dersinden sınıf-içi öğretim uygulamaları, motivasyon ve yapıcı geri bildirim konularında beklentilerinin yeterince karşılanmadığını dile getirmişlerdir. Katılımcıların bir kısmı öğretmenlik mesleğini devam ettirmeye karar verirken, bir kısmı da programın sağladığı çift diploma olanağı sayesinde alternatif meslek arayışlarına gireceklerini vurgulamışlardır. Bunun ortaya çıkmasında, Türkiye'deki okul deneyimi boyunca öğretmenlik mesleğine dair gözlemlenen olumsuz gerçekliklerin de etkili olduğu dile getirilmiştir.

Özellikle öğretmen eğitimcileri, çift diploma programlarındaki karar alıcılar, işbirliği yapılan okullardaki kılavuz öğretmenler ve öğretim üyeleri için önemli sonuçlar ortaya koyan bu çalışma, UOLP müfredatındaki saha çalışması ve okul deneyimi derslerinde revizyona gidilmesinin ve öğretmen adaylarının öğretmenlik mesleğine dair daha gerçekçi algılara sahip olmalarını sağlamak için sınıf-içi öğretmenlik uygulamasına ağırlık verilmesinin önemine dikkat çekmiştir. Ayrıca, UOLP müfredatına göre,

Ankara kampüsündeki programın öğretmen adaylarına yeterli seçmeli derslerin sunulmaması nedeniyle, öğretmen adaylarının düşünsel birikimlerini sadece Amerika Birleşik Devletleri'ndeki seçmeli derslerin geliştirdiğini dile getirmeleri de dikkat çekicidir. Çalışmanın bir diğer dikkat çeken sonucu da öğretmen adaylarının öğretmen kimliği ve mesleki öz benlikleri hakkında farkındalık kazanabilmeleri için gerekli motivasyonun da yapıcı geribildirimlerin zamanında ve yeterli şekilde verilmesi gerektiğidir.

Bu çalışmanın verileri, katılımcılar Amerika Birleşik Devletleri'nden döndükten hemen sonra toplanmaya başlanmıştır. Bu durum, katılımcılar Amerika Birleşik Devletleri'nde eğitim görürken bu çalışmanın fikrinin henüz ortaya çıkmamasından kaynaklanmıştır. Ayrıca, zaman kısıtlaması nedeniyle, sadece nitel araştırma yöntemlerine başvurulmuştur. Bu çalışma, farklı üniversitelerdeki UOLP İngilizce öğretmen adaylarının katılımıyla yapılabilir ve nicel araştırma yöntemlerine de yer verilebilir. Bunun yanında, katılımcılar ile, Amerika Birleşik Devletleri'ne eğitim görmek için gitmeden hemen önce, programdan ve orada geçirecekleri bir takvim yılından beklentilerini öğrenmek için görüşmeler yapılabilir ve katılımcılar ABD eğitimleri boyunca yansıtıcı günlükler ile takip edilebilir.

Appendix N: Human Subjects Ethics Committee Approval Form

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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25 KASIM 2015

Gönderilen: Dr. Deniz ŞALLI ÇOPUR
Eğitim Fakültesi

Gönderen: Prof. Dr. Canan SÜMER
İnsan Araştırmaları Komisyonu Başkanı

İlgi: Etik Onayı

Danışmanlığını yapmış olduğunuz Yüksek Lisans Öğrencisi Melike BEKERECİ "Pre-service TEFL Teachers' Professional Identity Formation Based on International Field Work and Local Practice Teaching Experiences: A Qualitative Case Inquiry" isimli araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay 01.12.2015-01.06.2016 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER
Uygulamalı Etik Araştırma Merkezi
İnsan Araştırmaları Komisyonu Başkanı

Appendix O: Tez Fotokopi İzin Formu

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı:

Adı:

Bölümü:

TEZİN ADI (İngilizce)**:**

TEZİN TÜRÜ: Yüksek Lisans ☐ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: