A NARRATIVE INQUIRY INTO THE PROFESSIONAL IDENTITY FORMATION OF SECOND CAREER EFL TEACHERS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

A NARRATIVE INQUIRY INTO THE PROFESSIONAL IDENTITY FORMATION OF SECOND CAREER EFL TEACHERS

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This study aims to have a clearer understanding of the motivations of second career teachers for pursuing teaching as a career, the role of attributes they bring from their previous careers in their teaching practices and the challenges they face after their transition to teaching. Another aim of this study is to investigate the perceptions of second career EFL teachers coming from diverse disciplinary backgrounds in relation to their professional identity and the factors shaping their perceptions about their professional identities. As a narrative inquiry, the data were collected via personal data questionnaire, interviews, in-class observations and outsider comments (students or colleagues). The results of this study revealed that the motivations of participants to choose teaching as a new career path were dissatisfaction with their previous job, life-changing events, personal influence and pragmatic and altruistic reasons. Another result was that the challenges of second career teachers after their transition to teaching were primarily related to teaching materials, time and classroom management, and insufficient knowledge about English language learning and teaching. The results also indicated that participants could establish connections between their background and teaching. Besides, the study found that all of the participants spoke about the changes in their perceptions about teaching as they learned to be a teacher. Finally, the study showed that there are contextual and personal factors playing a pivotal role in shaping participants' perceptions about teaching.

Keywords: Teacher identity, second career EFL teachers, teaching profession, English language teaching, professional identity formation.

ÖZ

ALAN DIŞINDAN GELEN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK GELİŞİMLERİ ÜZERİNE NİTEL BİR İNCELEME

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Bu çalışma, alan dışından gelen İngilizce öğretmenlerinin, öğretmenliği seçme nedenlerini, önceki mesleklerinde edindikleri bilgi ve becerilerin öğretmenlik mesleğine katkısını ve mesleğe başladıktan sonra deneyimledikleri zorlukları incelemeyi amaçlamıştır. Buna ek olarak, bu çalışma alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algılarını ve bu algıları şekillendiren etkenlerin neler olduğunu araştırmaktadır. Nitel bir araştırma olarak yürütülen bu çalışmada veriler, kişisel bilgi formu, yarı-yapılandırılmış görüşmeler, sınıf-içi gözlemler ve ikinci şahısların görüşleri alınarak toplanmıştır. Alan dışından gelen İngilizce öğretmenleri, bir önceki mesleklerinde yaşamış oldukları memnuniyetsizliği, hayatlarındaki dönüm noktalarını, başkalarının etkisini ve pragmatik ve özgecil sebepleri onları öğretmenliğe iten sebepler arasında saymışlardır. Bunun yanında, bu gruptaki öğretmenler yaşadıkları zorlukların, temel olarak öğretim materyalleri ve dil öğrenim ve öğretimi hakkında yeterli bilgiye sahip olmamalarıyla ile ilgili olduğunu belirtmişlerdir. Aynı zamanda, bu gruptaki öğretmenlerin önceki mesleklerinde edindikleri bilgi ve becerileri ile öğretmenlik mesleği arasında bağ kurabildikleri ortaya çıkmıştır. Alan dışından gelen İngilizce öğretmenleri, mesleki kimlik algılarıyla ilişkili olarak, tecrübe kazandıkça 'öğretmen olma' konusundaki algılarının da değişime uğradığını ifade etmişlerdir. Son olarak, çalışma bu kategorideki İngilizce öğretmenlerinin mesleki kimliklerinin gelişmesinde çevresel ve bireysel faktörlerin etkili olduğunu ortaya çıkmıştır.

Anahtar Kelimeler: Öğretmen kimliği, alan dışından gelen İngilizce öğretmenleri, öğretmenlik mesleği, dil öğretimi, mesleki kimlik gelişimi.

To all those who have touched my life...

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter aims to provide information about the general outline in order to make the reader familiarize with the study. It starts with the background to the study followed by the purpose of the study and research questions addressed. Next, the significance of the study is presented in order to illustrate the contributions of this study to the literature.

1.2 Background to the Study

> *The maintenance of a coherent story about the self is no longer a matter of occasional fixing if something goes wrong but it is a continuing process in need of continuing 'reskilling'. This is deemed necessary in order to weather transitions that are part and parcel of everyday life*
> *(Biggs, 1999, p. 53).*

This thesis is concerned with the professional identity formation of senior English teachers who chose teaching as a second career. It attempts to offer insights into the motives of second career teaching for entering teaching, the role of their background in their teaching practices, the challenges they experience during their journeys towards becoming and being an English teacher, how second career English teachers perceive themselves as a teacher and the contributing factors shaping their teacher identities.

In recent years, much importance has been attached to how teachers make sense of their practice of teaching within the field of teacher education (Coldron and Smith, 1999; Beijaard, Meijer and Verloop, 2004; Tsui, 2007). The emergence of this focus shift has resulted from an increasing interest in the significance of teacher in classroom

settings. In this sense, teachers are no longer reduced to “passive technicians, who mainly practice others’ theories” (Abednia, 2012, p.706). Rather, they are perceived as “reflective practitioners, who have the ability to theorise about their practices and practice about their personal theories“ (Abednia, 2012, p. 706). Regarding this perspective, teaching has been perceived as a profession "much more than the transmission of knowledge" (Beijaard, Verloop and Vermunt, 2000, p. 751). Knowing the self is a significant factor influencing teachers' nature of work (Kelchtermans and Vandenberghe, 1994). The knowledge of how they feel the sense of being a teacher "helps them to position and 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" (James-Wilson, 2001, p. 29).

Teachers’ personal and professional beliefs have started to come into prominence, since the conception of learning to become a teacher or the sense of what it means to be a teacher is shaped or re-shaped by teachers’ "early experiences in educational settings and other life-course experiences both within and outside education” (Friesen and Besley, 2013, p. 23). This way of considering teachers as a person and underscoring the interplay between their personal and professional selves has brought about the concept of teacher identity to gain popularity. Teaching can be considered as a profession in which an individual has continuous transformation experiences through constant engagement and participation in his/her social context. This active involvement culminates in the 'negotiation of meanings’ during the process of identity formation (Tsui, 2007). In this sense, becoming a teacher is an identity formation process through which the sense of self-identity is explored, constructed and interpreted. The realization of “teachers’ selves, their cognitive and emotional identities” (Day et al., 2006, p. 602) is essential to gain an understanding of teacher effectiveness, teacher education philosophy, teacher decision-making and meaning-making.

The notions of the self and identity are commonly used interchangeably and the distinction of these concepts does not appear to be made clear-cut. According to Mead (1934), the self is a complex and fluid construct which forms and transforms continuously by being an interaction with the social contexts. Within this respect, Beijaard et al. (2004) emphasize that "self can arise only in a social setting where there is social communication; in communicating we learn to assume the roles of others and monitor our actions accordingly" (p. 107). Given that there is a collegial relationship between the self and the society, every person has various 'selves' and each self has a particular focus representing one role at any time and context (Goffmann, 1959).

The self is created by the social components of a person's life-course such as past and current experiences in addition to future perspectives. It is "an organized representation of our theories, attitudes and beliefs about themselves" (Beijaard et al., 2004, p. 108). On the other hand, identity is perceived as a central part of the self. A variety of meaning given to oneself by self and others can be defined as identity. In addition, the self-conception hosts various identities which are subjected to ongoing changes according to the extent of centrality and significance for the individual. The features of mutable and multiple identities are documented in Melucci's (1996) work 'The playing self: Person and meaning in the planetary society'. Each individual possesses a variety of *fragmented* identities which coexist within a self and these identities are *unified* at the same time implying the unstable tension between self-perception and the others' perceptions attribute to them. Furthermore, identities are considered as constant emphasizing the continuity of our being as well as *shifting* and exposed to continuous mutations. The conception of identity is also self-directed and other-directed. In this regard, Mead (1934) made a distinction between two selves 'social and personal identity' on the basis of one's social roles held in a group (the 'me') and also personal and character features (the 'I') (Beijaard et al., 2004). These notions can be seen as two different concepts but it should also be noted that they are continuously interacting with each other, since "people use personal attributes and traits to give meaning to the social categories to which they belong" (Canrinus, 2011, p. 5).

Personal identity is viewed as a set of meanings and self-concepts describing the individual as different from others while social identity is the identification of the individual within a social group. In respect to personal identity, Smith (2006) suggests:

> Personal identity is not something that we find by looking at ourselves in the mirror, nor is it given to us by the efforts and opinions of others. Identity is constructed from the way others influence the way we behave and see ourselves. We learn from the company we keep, and the greatest learning is generated by our perception of the way other people see us. We expect to be like our friends and other close acquaintances - and expect to be different from those with whom we don't affiliate (p. 91).

Trafimov, Triandis, and Goto (1991) argue that the individual consists of a variety of personal and social identities. Keeping the multiplicity of possible categories of social identities in mind, the line of socio-cultural thinking has put emphasis on professional identity as a distinct dimension of identity. In relation to this perspective, current research focus in the domain of teaching and teacher education is on the concept of professional identity of teacher stressing the interplay between the teacher as an individual and a professional (Canrinus, 2011).

Professional identity is concerned with the interpretations of teachers about how they make sense of their teaching depending upon continuous interactive relation with the social contexts. Olsen (2008) describes teacher identity as follows:

> It [teacher identity] treats teachers as a whole person in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and cultures of teaching. It is also a *pedagogical tool* that can be used by teacher educators and professional development specialists to make visible various holistic, situated framings of teacher development in practice (p. 5).

The prominence of professional identity roots in the collegial and dissonant nature of the personal and the social, since it is shaped by this dynamic interaction. The sense of being a teacher shows itself in teacher's job satisfaction, professional commitment, self-efficacy and motivation (Canrinus, 2011). In relation to this perspective, Day,

Kington and Sammons (2006) also pointed out that teacher identity is a key factor on teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness.

As the formation of teacher identity is a complex process consisting of interpretations and re-interpretations of life events, it cannot be seen "as the aggregation of a set of innate, acquired or ascribed attributes, but should be conceptualized as a socially constructed, contextually situated and continually emerging (and changing) sense of self that is influenced by myriad factors" (Cheung, Said and Park, 2014, p. xii). The construction of professional identity is closely associated with the process of professional learning, since this process helps them think about themselves as a teacher and gives them an opportunity to negotiate their practices and roles. In this way, they develop a detailed awareness of curricular and institutional expectations (Goh et al., 2005). In this respect, Day et al. (2006) lay emphasis on the understanding of teacher identity in order to enhance and sustain the standards and the quality of teaching. In literature, many studies mainly focus on professional identity of pre-service teachers (Cattley, 2007; Chong and Low, 2009; Smith and Lev-Ari, 2005; Sutherland, Howard and Markauskaite, 2010; Brownlee, Purdie and Boulton-Lewis, 2001; McDermott, 2002; Goos, 2005). There is not much literature concerning the complex identity of career change teachers who have had "one or more previous career identities" (Williams, 2010, p. 639). In addition, it is known that there is less research into second career teachers, also named as second-career teachers or career switchers (Mayotte, 2003; Novak and Knowles, 1992; Lerner and Zittleman, 2002; Priyadharshini and Robinson-Pant, 2003; Richardson and Watt, 2006; Williams, 2010).

According to an OECD report (the Organization for Economic and Cooperation and Development) launched in 2009, it seems that all of the OECD countries have serious problems in recruiting and retaining a good number of qualified teachers. Most of the OECD countries witness an increasing number of people who have left teaching after a few years later entering the profession. Moreover, in 2005, another report by the

OECD stresses that it is necessary for the member countries to adopt effective strategies to deal with this apparent qualified teacher shortage problem. Concerning this critical issue, Ibarra (2002) states that the number of career switchers has started to grow over the past years in response to this situation. In addition to this, Allen (2007) suggests that schools are forced to look for teachers in workplaces other than traditional teacher education programs as a result of teacher shortages in certain areas. Consequently, recruiting and retaining second career teachers have become a central issue as a solution to the problem of teacher shortages. Since second career teachers do not have any teaching experiences before coming to the classroom, it is apparent that they are likely to encounter some challenges in this totally new environment.

Although second career teachers appear to gain an advantage over first career teachers in terms of transferring certain skills and knowledge about their area of expertise, they need to be trained in terns of the knowledge of some certain methods, strategies, techniques and instructional skills to teach the content, classroom management and how to address diverse populations in classrooms. The problem may arise from that career switching does not ensure a good representation of these skills in their teaching practices. Therefore, they need "an awareness of what it is to be a teacher" (Allen, 2007, p. 2). Similar point is emphasized by Mayotte's (2003) study suggesting that previous skills and experiences are generally brought to the classrooms, but this transition does not always occur in an automatic way. It is not always possible for second career teachers to be able to notice the interconnection between prior profession and teaching and make the most of transferable skills. Therefore, teaching pedagogical strategies that help them tailor their previous work/life experiences for their teaching becomes critical as they are in a process of an important life-cycle change.

Since second career teachers' different educational backgrounds and work/life experiences are key factors in shaping and informing their teaching perspectives and their practices in the classroom, their professional identity needs to be highlighted (Novak and Knowles, 1992). Thus, it seems that an increased attention to the

professional identity of second career teachers is essential in response to the limited literature on career change in-service teachers. Second career teachers are defined in the literature as "individuals leaving occupations unrelated to education, entering teacher preparation institutions, and becoming public and private school teachers" (Novak and Knowles, 1992, p. 3) and "career changers typically have at least a bachelor's degree in a particular discipline and have worked in a profession outside the field of education before deciding that they want to teach" (Feistritzer, as cited in Allen, 2007, p. 1). In this study, second career teachers are considered as the individuals who have graduated from a non-teaching field and have commenced teaching with or without having experience in their previous jobs. Second career teachers differ from their less experienced and younger colleagues pursuing teaching as their first profession. They have a variety of personal and professional experiences. Regarding the characteristics of second career teachers, Novak and Knowles (1992) state:

> Typically, they possess heightened motivations to pursue meaningful careers in education, maintaining views of teaching as a profession rather than a job. Obviously many of these people potentially carry certain skills and attitudes from previous work experiences directly into their teaching, and this is one of the factors that make them seductively attractive to school superintendents, especially in times of economically-driven notions of school competitiveness, achievement, and success (p. 3-4).

As they have various and unique experiences both throughout their education and career, their personal interests, perceptions and beliefs can show diverse patterns. The distinctive and idiosyncratic nature of their experiences makes an impact on the perceptions of second career teachers in relation to their professional identity and they develop a varied understanding of what it means to be a teacher. It is recognized that most of the second career teachers are successful individuals in their previous profession, but for teaching "they are new to and often alone in this new culture" (Allen, 2007, p. 1). Additionally, it is noted that they also bring some certain skills such as problem solving, good communication skills, and ability to organize and manage a variety of projects at the same time, a developed work ethic to teaching (Trent, Gao and Gu, 2014).

Zeichner and Gore (1990) argue that 'workplace culture' when they start teaching is also one of the main influences on teacher learning and identity. Second career teachers interact with their social environments and make an effort to adapt to this new culture to be able to shape their identity both as a person and a professional. After commencing teaching both the social context and the individual have an effect on each other resulting in a formative and transformative process. As it is seen, the process of professional identity construction is a matter of "acquiring and re-acquiring an identity which is socially-legitimated" (Coldron and Smith, 1999, p. 712).

1.3 Purpose of the study and Research Questions

This study aims to have a clear understanding of the motivations of second career teachers for pursuing teaching as a career and the role of attributes they bring from their previous careers and the skills they possess in their teaching practices. In addition, this study intends to present a rich description of the challenges second career teachers face after their transition to the teaching profession. Another aim of this study is to investigate the perceptions of second career EFL teachers coming from diverse disciplinary backgrounds in a Turkish university in relation to their professional identity. Lastly, this study tries to gain a better understanding of the factors playing a critical role in shaping their perceptions about professional identities. In addressing these purposes of this study, five inter-related research questions are explored:

1. What are the motivations of second career EFL teachers for choosing teaching?
2. What is the role of the second career EFL teachers' backgrounds in their teaching practices?
3. What are the challenges second career EFL teachers face after their transition to teaching?
4. What are the perceptions of second career EFL teachers about their professional identity?

5. What are the factors that shape second career EFL teachers' perceptions about their professional identity?

1.4 Significance of the study

Today, teaching is a more complex profession which is associated with a variety of extended role categories such as management and organization of learning activities, psycho-educational advising, classroom management, establishing a good connection with students, parents and colleagues, taking active roles in educational/school reforms (Voinea and Pălăşan, 2014). In order to be able "to guide all these actions within and outside the classroom" (Walkington, as cited in Culha Ozbas, 2015, p. 123), teachers' personal self and the professional self need to be explored. It is also known that teachers' self-knowledge functions as a facilitator in terms of bridging the gap among learner, content and self (Meents-Decaigny, 2008). Moreover, it is obvious that "good teaching comes from the identity and integrity of the teacher" (Palmer, 1997, p. 2). If professional identity is a key factor in determining teachers' motivation, effectiveness, teaching philosophy, delivering content, then there is a need to explore the concept of teacher identity and influencing factors of their professional identity.

This study intends to make a contribution to the existing body of knowledge regarding teacher identity, but it is mainly related to professional identity of individuals who chose teaching as a new career path. As aforementioned, the number of career change teachers is still increasing and the findings of this study may provide a useful basis for understanding the reasons why they choose teaching after having and acquiring certain skills and experiences in other professions, how they perceive being a career change teacher, what their beliefs and perceptions about their professional selves they hold about. Furthermore, there is less research about the individuals who had one career identity before (Richardson and Watt, 2006; Williams, 2010; Lerner and Zittleman, 2002; Priyadharshini and Robinson-Pant, 2003; Durmaz, 2015) and it is known that "the literature on career switchers into teaching is generally characterized by its absence" (Lerner and Zittleman, 2002, p. 1). Also, in literature, it is obvious that there

is a research gap and there has no study conducted in Turkish context which aims to understand the teacher identity of the individuals who are not a graduate of an ELT department and come from other backgrounds unrelated to teacher education such as Psychology, Sociology, Mathematics, International Relations or Engineering. In response to this limited research on career change teachers, this study will fill this research gap.

The findings of the study may also generate implications for teacher education programs. Teacher educators need to know the differing characteristics of student teachers who have chosen teaching as a second career and this group of students which are defined as ‘career explorers' (Friedrichsen, Lannin, Abell, Arbaugh and Volkmann, 2008) should be allowed to make use of their previous skills and experiences while growing as a teacher.

Currently, the pool of English teachers in Turkey is filled with those who are graduates of English language Departments and those who are graduates of related areas in Faculties Science and Letters. As can be seen, the need of English teachers in Turkey has paved the way for individuals who are graduates of different backgrounds to choose the teaching profession. The teacher shortage problem has brought many second career teachers to the field of English Language Teaching. Therefore, the prominence of understanding the perspectives, beliefs, values, and experiences of career change teachers should be recognized as they are "perceived as a group who can contribute towards the development of high quality teaching workforce and generally lift the status of the teaching profession" (Varadharajan, 2014, p. 6). As the quality of teachers is a key determinant of the quality of education, this study can help us better understand the needs of this growing group of teachers. Furthermore, contrary to the first career teachers, second career teachers possess diverse life and job trajectories paving the way for transferring prior skills and experiences into the classroom. The findings of this study will acknowledge policy makers about the influences of career change teachers and what they bring from different backgrounds

to the education system. In addition, since the length of training of career change English teachers does not last four years as the graduates of ELT programs, they may not address possibly arising problems in their teaching practices. That's why, it seems that they may lack necessary teaching/language skills and knowledge to teach. This study is significant, since it has suggestions and implications for teacher education programs and curriculum developers in order to bridge this gap. Moreover, efficient and structured induction programs for second career teachers can be organized to facilitate their acculturation process and provide them an easier transition into a new workplace culture. In addition, in-service training and certificate programs can be designed in order to help them refresh their perspectives and practices and provide them with on-going professional development opportunities.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Although it is evidently observed that the number of second career teachers has been increasing in recent years, the literature on second career teachers is relatively limited as mentioned in the previous chapter. Research studies about this group of teachers include an explicit focus on second career student teachers. So it seems that there is less research on second career in-service teachers. This research study aims to fill this neglected area of research by attempting to understand and describe the perceptions of second career teachers who are actively teaching English at the time and their perceptions of themselves as professionals. In this chapter, the review of literature begins with defining the concept of teacher identity which needs to be clarified and the characterizations of professional identity. After defining the conception of teacher identity, the chapter then reviews the relevant studies on the professional identity of English language teachers. The review goes on with the narrative studies on professional identity in the literature in order to explore the narrative nature of the concept of teacher identity. The review then focuses on the reasons why they choose the teaching profession as a new career path, the profiles of second career teachers intending to understand the need for them and the attributes they bring to teaching. Then, the review goes on with the common challenges that second career teachers face. Lastly, the review will critically consider the existing literature on the professional identities of second career teachers.

2.2 The Concept of Teacher Identity

It is obvious that the teaching profession has no longer been considered as "acquisition of ‘assets’, such as knowledge, competencies or beliefs” and the teacher as "the object

we look at from above or from the outside" (Akkerman and Meijer, 2011, p. 308). Rather, teaching is a much more dynamic and fluid process involving changes in the perceptions, attitudes, practices and struggles or tensions throughout the career. In a way, entering the world of teachers, that is, understanding the self as a professional has turned out to be relatively significant, since "consciously we teach that what we know; unconsciously we teach who we are" as explained by Hamachek (1999, p. 209). This way of thinking puts forward the idea that there is a reciprocal connection between professional identity and professional action (Watson, 2006). Regarding this perspective, Watson (2006) also argued that professional practices are questioned by teachers as 'Who am I in this situation?' instead of asking questions as 'Who am I enabled to be in this situation?'.

In the literature review by Beijaard et al. (2004), it was stated that the conception of professional identity has various definitions and there is no agreement on a clear definition of the term 'professional identity'. In relation to the definition of professional identity, Craig, Meijer and Broeckmans (2004) suggested that this concept "refers not only to the influence of the conceptions and expectations of other people, including broadly accepted images in society about what a teacher should know and do, but also to what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds" (p. 207). The variations in the definitions in the 22 studies they reviewed emerged, since each study highlighted a different aspect of professional identity. Despite of various definitions of professional identity in literature, there are some common characterizations of the concept highlighted in the previous studies. For instance, Cooper and Olson (1996) focused on the multifaceted dimension of professional identity suggesting that some factors (cultural, psychological, historical, and sociological) tend to influence teachers' professional identity. In the same study, Beijaard et al. (2004) reviewed Mischler's (1999) study that has a clear focus on the plurality of sub-identities while Reynolds (1996) emphasized social dimension of professional identity. Reynolds's (1996) study concluded: "What surrounds a person, what others expect from the person, and what

the person allows to impact on him or her greatly affect his or her identity as a teacher" (as cited in Beijaard et al., 2004, p. 113).

The majority of the studies put an emphasis mainly on the characteristics of professional identity proposing that it is a continuous process involving the interplay of personal and professional aspects of becoming a teacher. Similarly, Akkerman and Meijer (2011) described professional identity by focusing on three main characterizations “as involving sub-identities, as an ongoing process of construction and as relating to various social contexts and relationships" (p. 310). Moreover, they added that these characterizations are in line with the post-modern way of thinking rather than the previous modern perspectives which considered identity "as a singular, continuous and individual" (Akkerman and Meijer, 2011, p. 309) concept. With the aim of presenting more clear and complete definition, they aimed to draw on both post-modern and modern understandings and conceptualize teacher identity from a dichotomous stance, that is, the Dialogical Self Theory. Akkerman and Meijer (2011) regarded teacher identity both "as unitary and multiple, continuous and discontinuous, and individual and social" (p. 310). Regarding the multiplicity-unity characterization of teacher identity, the unity of self keeps multiple I-positions together via self-dialogue. The discontinuity-continuity characterization builds on the idea that "a teacher is discontinuous in the form of being an active participant with a specific identity at a particular moment in a specific context, as well as historically continuous in the form of the teacher being transcendent self-recognizable through time" (p. 315).

The third dimension is concerning with the social-individual characterization suggesting that the individual self or I-positions are acknowledged by others whereas the multiple I -positions make each individual unique and different. In other words, from this dualist point of view, Akkerman and Meijer (2011) concluded that teacher identity is "an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investments in one's (working) life" (p.

317). In parallel with the multiple I-positions dimension, Burns and Bell (2011) reported that self is formed in response to the context dividing it into different selves and adopted the notion of 'multiplicity of selfhood' proposed by Van Lagenhove and Harré (1993). Grounding on a social constructionist point of view, they described teacher identity "as a negotiation with both self and others and within the discourses present in one's life where individuals adopt positions of themselves that are intertwined with the positions they ascribe to others" (Burns and Bell, 2011, p. 954). In a similar vein, Sutherland et al.'s (2010) study considered professional identity as a dimension of one's multiple facets of personal identity. Positioning in the society, negotiations and interactions with others and making meaning the experiences form the basis of an individual's professional identity construction process. Sutherland and her associates (2010) conducted their study within a compulsory course 'Introduction to Teaching and Learning' including lectures, face-to-face seminars, observation visits to schools, keeping a learning journal, independent readings and asynchronous readings in online forums throughout one semester. The study which aimed to explore the creation of pre-service teachers' professional identity found that there were changes in their images of themselves as members of the community. In their initial transition process from student teacher to "full member of the professional community of teachers" (p. 462), it was observed that they progressed towards gaining more professional perspectives at the end of the semester. These findings again confirmed the fluidity, continuity and social nature of the process of teacher identity development.

Chong, Low and Goh (2011) in their study examining the changes in pre-service teachers' perceptions of themselves as professionals followed a similar process. They administered a survey instrument 'How I Feel about Teaching?' including 22 statements concerning their beliefs and opinions about the teaching profession at the entry and exit point of the program in order to understand the shifts in their professional identity over time. In line with the previous studies reflecting post-modern perspectives on the conceptualization of teacher identity, they reported some significant shifts throughout their education. They came to the conclusion: "Identity is not a fixed notion, it is an ongoing process subject to interpretation and self-evaluation"

(p. 34). Concerning with common conceptualizations of teacher identity, Beltman, Glass, C., Dinham, Chalk and Nguyen (2015) proposed that it is not merely about how teachers feel themselves as teachers, instead it is a challenge to explain and understand it. Because it is “easily misunderstood and open to interpretation." (Olsen, 2008, p. 4). In their study, based on various conceptual frameworks, they agreed upon the following key factors. Firstly, professional identity tends to be constructed and re-constructed by the self and the others in a certain context. Canrinus (2011) also agreed with this characteristic implicating the interaction between the person and the context and stated that this interaction influences teachers' job satisfaction, their commitment to teaching, self-efficacy and their motivation. Similarly, James-Wilson (2001) put great emphasis on that professional identity serves as a catalyst for teachers in their positioning and situating themselves accordingly students and monitoring, organizing and adjusting their professional actions on the basis of student engagement. Second key factor mentioned in Beltman et al.’s (2015) study was that professional identity is negotiated and construed as a result of the collegial relationship between personal and contextual factors. Explaining the dimension of professional identity, Day et al. (2007) shared a parallel notion that professional identity is "a composite consisting of competing interactions between personal, professional, and situational factors" (p. 106) such as continuing professional development, workload of the teacher, policies pursued by meso or macro structures and responsibilities. Lastly, the third factor characterizing professional identity was that it is a fluid conceptualization which is re-constructed and re-interpreted over an individual's lifespan. Davey (2013) named parallel factors describing the continuity and dynamic nature of professional identity proposing that it is "shifting, unstable and multifarious: in involves an ongoing construction of reconstruction of our professional 'stories' over time" (p. 31).

Overall, recent studies did not give an exact answer to the question of ‘What is professional identity?’. The reasons why research studies did not provide a clear definition of the concept of professional identity are the complexity of the concept, the inter-relatedness with multiple disciplines and various ways of thinking within the field of teaching and teacher education (Friesen and Besley, 2013). However, the

studies cogently implied that professional identity construction is an ongoing, dynamic, complex process comprising individual's interpretations and re-interpretations of his/her experiences and negotiations of the roles proposed by others (Olsen, 2008; Beijaard et al., 2004; Kerby, 1991; Coopor and Olson, 1996; Mockler, 2011; Melucci, 1996). It is like a continuum that "engages struggles and tensions from which teachers integrate various competing perspectives, expectations, and roles as a teacher" (Lim, 2011, p. 970). This current research study primarily agreed with the core characterizations of professional identity discussed above.

2.3 Studies on Language Teacher Identity

In recent studies, it is evident that the conceptualization of professional identity has been discussed so far in order to gain a deeper insight into self-as-teacher, since those who are aware of themselves as professionals have good decision-making skills in everyday professional actions and are more effective in their teaching. While identity is incrementally discussed in many fields, the focus in language teacher identity literature is clearly on student teachers and beginning teachers (Lim, 2011; Friesen and Besley, 2013; Abednia, 2012; Lerseth, 2013; Alsup, 2006; Ticknor, 2014; Flores and Day, 2006). As an example, Friesen and Besley (2013) conducted a study in which they mainly aimed to investigate the development of professional development of first year student teachers based on a developmental and social psychological perspective. Another goal of the study was to understand the associations between personal and social identity and which dimensions of generativity which is 'guiding the next generation' is a predictor of teacher identity. Friesen and Besley (2013) reached parallel results with their predictions demonstrating that there were significant associations among all the variables and teacher identity. They found that increased teacher identity was influenced by increased high levels of personal and social identities and generativity. In relation to teacher identity, it was shown that teacher participants who had children and worked with younger groups of people possessed increased teacher identity in comparison to 'non-parents' and individuals who were of no previous experience with children. Another finding of the study was that increased levels of teacher identity was significantly related to personal identity development,

higher student identity, becoming parent and gender and age to a certain extent. From a developmental stance, they also concluded that experiences with children as a parent or working with them helped some of the participants shape their professional identity, since these experiences were viewed as substantial life-course experiences.

In another study, Lim (2011) aimed to examine student teachers' perceptions of themselves and the factors characterizing their perceptions in relation to their self-images, previous educational experiences and personal and practical understanding of teaching. In the study, Trochim's (1989) concept mapping which is a different methodology combining qualitative and quantitative strategies was used with 90 undergraduate and graduate students teachers of English in a Korean university. The data were collected using autobiographical reflections on their perception of themselves as English teachers within a course. Four common concepts were found after data analysis procedure: backgrounds for pursuing an English-teaching career, conceptualizations of a good English teacher, conceptualizations of good English teaching and confidence in and aspirations of being a good English teacher. One of the findings of the study was that there were some developmental differences between undergraduate and graduate student teachers in terms of professional identity although they had the same reflections on being a good English teacher and a good English teaching. Also, it was demonstrated that undergraduate students did not possess many opportunities "to critically interrogate their own assumptions and beliefs about language teaching even though they took the same courses with the graduate students" (p. 979).

Given that "reflection for the future may also be beneficial for teachers, and may assist them in anticipating future actions in useful ways" (p. 631), the research carried out by Beauchamp and Thomas (2010) focused on the interaction among the concept of reflection, identity and the ideal. As the purpose of their study was to explore the changes in their perceptions of identity, they interviewed 48 students graduating from a four-year teacher education program at two different universities at two different

periods. In the interviews, one of which is conducted right after graduation and the other one took place after seven or eight months of commencing teaching, they were asked to reflect on the influence of teacher education program on their identity, what they expected from their initial teaching experiences and their vision of the ideal. In addition, the researcher wanted asked them to write their reflections on their perceptions of themselves before each interview in order to "trigger ideas and set the context for a discussion of identity" (p. 635). As regards their sense of an ideal teacher self, it was found that creating an open and warm classroom atmosphere, establishing good connections with students and motivating and inspiring students to learn and achieve were seen among the most common statements during the analysis. For instance, participants gave such answers regarding possessing a vision of the kind of teacher s/he want to be: "A teacher who is open and where students come if they have problems" and "Approachable so students will realize that I'm someone who is there to help them" (p. 636). In relation to how they will reach their ideal teacher self, they reported that experience and practice, engagement with other teachers and knowing the learners would enable them to reach their idea in their profession.

Another similar study with pre-service teachers were conducted by Cattley (2007) with the aim of examining the effect of reflective writing on the emergence of professional identity in practicum placement in eight different school contexts. The data were collected through reflective logs in which they wrote responses to certain situations during practicum blocks lasting eight weeks The study found that pre-service teachers focused on the technicist interpretation such as teaching skills and delivering the lesson. One of them said: "I found myself doing a lot of marking and class preparation in the evenings and on weekends. However, the more effort I put in the more I get out of job and the more I love it!" (p. 341). The study also suggested that reflecting on their roles helped to construct "a robust professional identity" (p. 341). The study implied that the focus on factors that are not related to teaching in teacher's work and the school culture is needed, since they greatly influence developing a strong teacher identity and reflective writing can serve as a "narrative therapy" (p. 340) in their professional development.

In their study, Stenberg, Karlsson, Pitkaniemi and Maaranen (2014) examined 71 first-year student teachers' professional identities through their practical theories, the connection of practical theories and their emerging identities in a Finnish teacher education program. They carried out the research in the very beginning of student teachers' studies and they were required to describe their practical theory beliefs monitoring their teaching and schoolwork and write ten real-life example of each belief. Four teacher identity positions were primarily found: value position, practice position (including subcategories: didactical and content position), teacher position and context position. The beliefs student teacher held about their teacher identities were mainly concerning with beliefs related to pedagogical interaction between teacher-student and orchestrating teaching and values. For instance, under the values category, they emphasized equality, impartiality and fairness, since teaching was seen as "moral endeavor throughout" (p. 210). In orchestrating category regarding the organization of teaching, they reported that a teacher should be aware of and address all individual differences and use different methods. Another category related to beliefs of teachers about themselves revealed that teachers can only feel satisfied when they refresh themselves with continuous professional development. One of the participants told: “I take care of myself and make sure I have sufficient free time" (p. 212).

Assuming that there is a gap between teacher education and teacher development after commencing teaching, Farrell (2012) noted that beginning teachers face various challenges such as lesson planning, delivering the content, managing classroom and professional identity development. Also, it was suggested that beginning teachers confront "reality shock" (p. 437) as a result of the clash between the ideals they have and the realities of the classroom settings. In line with the "painful beginnings" (Huberman, as cited in Flores and Day, 2006, p. 220) of new teachers, Flores and Day's (2006) study investigated how 14 beginning teachers' identities were constructed and reconstructed during their first two years in different school contexts. They gathered the data through semi-structured interviews with teachers while starting and ending the school year, a questionnaire developed based on the interview findings, essays

written by students to describe the shifts in the new teachers and the annual report written by the new teachers. In addition, teachers were asked to reflect upon their first two years of teaching. They grouped the findings in three main categories: prior experiences (their experiences as pupils), initial teacher training and teaching practice and contexts of teaching (teacher socialization and professional development). The participants stated they their former teachers had an influence on their views of themselves as teacher both negatively and positively and they were perceived as "frame of reference" (p. 224). Another finding of the study in line with Farrell's (2012) statements above, they reported that they did not feel themselves well-prepared to manage all the responsibilities and meet all the expectations because of "feelings of being lost" (p. 225). According to their accounts, the majority of them found teaching tiring and stressful, involving heavy workload. It was also noted that there were some contradictions between teachers' practices and stated beliefs. They concluded: "For these new teachers, then, identities were deconstructed and (re)constructed over time according to the relative strength of the key influencing contexts of biography, pre-service programs and school culture" (p. 230).

Pillen, Den Brok and Beijaard (2013) mapped the profiles of beginning teachers (final year students and first-year in-practice teachers) and the changes in their professional identity tensions. They administered a questionnaire which was developed on the basis of a previous study conducted by the researchers to 373 beginning teachers. In their prior study, they investigated professional identity tensions of a small group of beginning teachers by employing interviews. The questionnaire divided into two parts: background information about the participants (age, gender, training, teaching experience) and the statements which asked participants whether they experienced the tension in question or not. It was basically a yes/no questionnaire. On analyzing the data gathered, they found six profiles of professional identity tensions: teachers struggling (views of) significant others, teachers with care-related tensions, teachers with responsibility-related tensions, moderately tense teachers, tension-free teachers, and troubled teachers. Regarding teachers struggling (views of) significant others, they gave much more importance to their own agency which implied that they felt more

comfortable if their professional choices and decisions were in line with their own interest rather than ‘others' orientations regarding learning to teach. Teachers with care-related tensions felt professionally satisfied if they met their students' needs but they had difficulty in perceiving that it was not always possible. Moderately tense teachers mainly had tensions related the support, their changing role from student to teacher, and learning to teach. Tension-free teachers did not possess so many tensions wile troubled teachers had lots of tensions regarding the dimensions mentioned in moderately tense teachers. As regards the changes in the profiles, it was pointed out that the first-year in-practice teachers experienced the tensions less than the final year student teachers in the following dimensions the changing role from being a student to become a teacher, conflicts between the desired and actual support given to students, conflicting conceptions on learning to teach.

Apart from these studies, there are also other studies concentrating on in-service teachers' professional identities in literature. To illustrate, Abednia (2012) conducted a research study by employing mainly pre and post-course interviews with seven in-service teachers within Critical EFL Teacher Education course. He also used teachers’ reflective journals, class discussions, and his own reflective journals as secondary data sources in the study. He analyzed the data gathered during this teacher education course in order to understand the process of professional identity development and the changes in their identity by adopting grounded theory (GT). Abednia (2012) concluded that there were some changes in their attitudes and motivations for teaching in terms of more critical and transformative approach and more educational view of ELT. One of the participants, Sara who previously had an intention to leave teaching, in the study reported: “I said I may stop it, now I like to be a teacher” (p. 712). He also contended that they started to question why they enter the teaching profession. In the initial interview, one of the teacher participants, Shiva told that income was the most important reason for teaching, but later in the second interview she said that she didn’t approve the people who choose teaching “just to get money” (p. 711).

Based on a holistic perspective, the effect of personal and professional experiences on the construction of teacher identity was explored by Bukor (2011) through reflexive autobiographical journaling, a guided visualization activity, and three in-depth interviews. Four teachers who were actively teaching English at least for five to ten years participated in the study. The study found that their personal (the family environment, childhood experiences) and educational (language learning experiences, prior teachers as role models) experiences impacted their career choice, beliefs related to teaching, the formation of their professional identity, their future teaching practices and teaching philosophy. In addition, it was noted that reflective autobiographical procedure showed that there was an interconnection between personal and professional lives of teachers. All of these findings confirmed that "teacher identity is deeply embedded in one's personal biography" (Bukor, 201, p. iii). Another conclusion drawn from the results was that understanding teacher identity construction and making sense of teacher selves are possible when their personal life experiences are uncovered.

Recently, Canrinus (2011) administered a questionnaire to 1214 in-service teachers in order to explore the different profiles of teacher identity based on the indicators of participants' sense of professional identity which are job satisfaction, self-efficacy, occupational commitment and change in the level of motivation. The study found three different identity profiles: an unsatisfied and de-motivated identity profile, a motivated and affectively committed identity profile, a competence doubting identity profile. They mainly concluded that although all the participants were doing the same profession, they varied in their professional identity, since there was a strong and on-going interplay between personal and social context. This interplay manifested itself in their job satisfaction, change in level of their motivation, self-efficacy and occupational commitment. In contrast to one assumption of the study which suggested that professional identity was related to the years of experience, the results demonstrated that there was no relationship between professional identity and the amount of experience.

Following the qualitative research procedures, Farrell (2011) conducted a study which aimed to explore three senior ESL College teachers' professional identity in Canada during the process in which they were actively engaging systematic reflective practice. The author (the facilitator) and the teachers had twelve meetings over two years in order to interact and discuss their perceptions of their professional identity as teacher. Follow-up interviews were also employed. Farrell (2011) found that 16 different professional role identities from these group discussions and then categorized them into three clusters including sub-identities: Teacher as Manager, Teacher as Acculturator and Teacher as Professional. Concerning Teacher as Manager who organizes everything in the classroom, the most frequently stated sub-identities were Vendor that is "a role used to indicate when a teacher is a seller of the institution and Entertainer who are telling jokes and stories. Teacher as Acculturator was to explain a role "where the teacher is seen as one who engages in activities outside the classroom and helps students become accustomed to the local culture" (p. 58) and involving the sub-identities, teacher as socializer and teacher as social worker. The last cluster was related to Teacher as Professional who feel dedicated to the teaching profession and this cluster consisted of the following sub-identities: teacher as collaborator and teacher as learner. Finally, in parallel to the other studies aforementioned emphasizing the interaction between personal and professional context, the study contended: "Reflecting on teacher role identity allows language educators as a useful lens into the 'who' of teaching and how teachers construct and reconstruct their views of their roles as language teachers and themselves in relation to their peers and their context" (p. 54).

In Beijaard et al.'s (2000) study, the present and previous perceptions of experienced teachers (*N*=80) about professional identity were examined through a questionnaire exploring whether they perceive themselves as subject matter experts, didactical experts, and pedagogical experts. In this questionnaire, they were required to give scores (a total of 100 points) to these three professional identity aspects which represented their identity. The results of the study showed that the majority of the teachers underwent changes in their professional identity from being a subject matter

expert particularly to didactical experts, and pedagogical experts at the same time over their careers. As regards teaching experience which was one of the influencing factors of professional identity, another result was that most of the experienced teachers viewed themselves as subject matter experts. Also, the teachers who were a graduate of a university seemed to perceive themselves more as didactical experts in contrast to those who were taught in a part-time teacher training programs. When teachers' subject areas were taken into account, it was seen that language teachers seemed to fall in the balanced group who gave scores to all the aspects equally. In general, it was demonstrated that the three influencing factors, teaching context, teaching experience, and biography were considered as equally important in relation to their perceptions of professional identity.

2.3.1 Studies on Language Teacher Identity in Turkish context

As this study was set in Turkey, it will be useful to gain an insight into the research studies concentrated on professional identity of teachers in the Turkish context. They were mainly focused on pre-service teachers' professional identities. To illustrate, under the scope the identity construction and re-construction of teachers' professional identity in literature, Mutlu (2015) conducted a study in order to explore the teachers shifting roles influence their identity construction in terms of self-image, self-efficacy, and beliefs concerning teaching and learning. The sample of the study involved five English teachers who attended a program on a scholarship requiring them to go to the USA and teach Turkish as native teachers. The researcher used a personal questionnaire, ongoing controlled journals, and interviews for the data collection procedure. The findings revealed that the teacher felt confident and safe as they were the native teachers and this made a great contribution to their self-images. Besides, being in a new culture and working environment and meeting with different peoples and lives affected their self-images. The participants also reported that as they gained experienced in teaching their native languages, this led to "self-fulfillment on the personal level and competence to teach their experiences in class on the professional level" (p. 98). They reported that they felt professionally more competent and

knowledgeable, since they were trained in this field. Also, it was shown that being a native teacher had a positive impact on their self-images for the reason that they felt "more confident, safe and powerful in class" (p. 109). Knowing how to teach language was viewed as a facilitator of teaching another language by the teachers. Since "someone's environment [is] part of one's identity" (Akkerman and Meijer, 2011, p. 314), another finding indicated that students and teachers they worked together were among the influencing factors of teacher identity during their socialization process.

Drawing upon student teachers' transformation from imagined to practiced identities, Hamiloğlu (2013) demonstrated that they had multiple identities consisting of various layers. Interviews, stimulated recall sessions and student teachers' reflective journals were the data gathering tools. By adopting mixed-method research designs, the researcher found five themes: imagined professional identities, practiced professional identities, personal factors affecting the transformation of identities from imagined to practiced, professional factors affecting the transformation of identities from imagined to practiced, future aspirations and possible future professional identities. Based on their narrative accounts, the participants stated that their personal characteristics, family and prior experiences as a student impacted their perceptions of their teacher-selves and teaching. Additionally, reflective practices helped them to position themselves "with some pre-conceptions about themselves or teaching and how to be a teacher" (p. 152). In an implicit or explicit way, they associated their personal characteristics with their teacher selves and this resulted in reinvention of their own selves. In the course of professional identity construction and reconstruction, the awareness of the transition from student teacher to teacher also made them understand the transition from the imagined identities to the practiced identities with the help of self-reflections.

In an attempt to explore the perceptions of professional role identity, Yesilbursa (2012) carried out a study in one of the English preparatory schools in Turkey through metaphors. The data were gathered from 35 English teachers through an interview

form which asked the participants to answer the following question 'What metaphor would you use to describe yourself as an English teacher at this time?'. The researcher categorized 35 metaphors under nine headings from the most prevalent to least prevalent: guide, flexible, nurturer, frustration, authority, entertainer, challenger, novice and other. In the guide category, the teachers perceived themselves as an overhead projector to "illuminate and guide her students" (p. 470), as an elevator to teach them how to go up. The teachers in the group of flexible chose the metaphors such as vegetable soup because it was thought that language teaching is a combination of all language skills, chameleon because of the need of adaption to different contexts and learners. The nurturer category consisted of the metaphors mother, parent and babysitter. The other categories revealed the metaphors such as queen bee, orchestra conductor, craftsman, actress, and entertainer and so on. In addition, another noteworthy finding of the study was that one of the teachers who were not a graduate of an ELT Department chose the metaphor student, since it was stated that she went on learning to teaching "by reflecting on her students" (p. 471).

Gur (2013) also concentrated on the professional identity of in-service teachers in his study following the qualitative inquiry procedures. The researcher interviewed 11 teachers and found that future perspectives and situations in relation to personal, social and instructional contexts were constituent parts of teacher identity. Oruç (2013) also carried out a study concerning the ways a teacher trainee interpreted and evaluated the early identity development by employing semi-structured interviews and in-class observations. Overall, the research domain within the teacher identity literature in Turkish context appears to conceptualize the construction of pre-service and in-service teachers' professional identity. They mainly have a clear focus on teachers' beliefs related to teaching profession, their roles in classrooms and the influencing factors of teacher identity such as personal qualities, and prior experiences.

In summary, the general picture drawn based on the existing literature on teacher identity is that the researchers adopted various methodologies in understanding and

conceptualizing teacher identity (Bukor, 2011). In order to explore and interpret teachers narratives of their teacher selves, a wide range of data collection tools were used in the literature; surveys (Canrinus, 2011; Chong, 2011; Friesen and Besley, 2013; Stenberg et al., 2014), questionnaires (Pillen et al., 2013, Flores and Day, 2006; Beijaard et al., 2000), group discussions (Farrell, 2011, Abednia, 2012;), reflective journals (Bukor, 2011, Sutherland et al., 2010; Lim, 2011; Cattley, 2007; Abednia, 2012; Mutlu, 2015), semi-structured interviews (Flores and Day, 2006; Beauchamp and Thomas, 2010; Mutlu, 2015; Gur, 2013; Oruç, 2013; Yılmaz, 2011).

2.3.2 Narrative Inquiry in Professional Identity Studies

In other words, people construct narratives and narratives construct people, and our identities emerge through these processes (Watson, 2006, p. 510).

It has been suggested that narrative inquiry is a frequently used methodology in discovering and interpreting the formation of teacher identity. It has also been considered as "a holistic approach to examine issues with complexity, multiplicity or several perspectives and human centeredness" (Burns and Bell, 2011, p. 953). This study was positioned within narrative processes of teacher identity. Thus, directing our attention to and developing an understanding of the narrative research studies on professional identity of teachers will provide a useful lens for re-thinking the narrative nature of the concept of teacher identity.

To start with, Ruohotie-Lyhty's (2013) longitudinal study was a part of a research project employing a narrative inquiry approach in order to compare two newly qualified language teachers' identities. One of the participants (Taina) experienced a very challenging period during the induction years in the teaching profession and had doubts about keeping on teaching while the other teacher participant (Suvi) experienced an easier beginning process and felt determined and satisfied about the teaching profession. The researcher conducted four in-depth interviews focusing on the newly qualified teachers' earlier experiences, their language teaching experiences and their communication with their colleagues and students. Despite the fact that they

were trained in the same way, both had different identities. Suvi constructed a favorable identity and this showed itself in the following years as she wanted to develop herself professionally because she had the intention of initiating special education studies. In contrast, Taina felt doubt, alienated from her colleagues, and trapped in the job. The researcher concluded: "The storytelling process that Taina adopts, however, does not lead to reconstruction of a positive teacher identity (cf. Bruner, 1990; Day et al., 2006), but to development of two separate identities: ideal and forced identity that are in constant conflict" (p. 127). Based on the stories of the two teachers, it was understood that initial perceptions regarding teaching profession made a great impact on their desire to continue professional development, their purposeful agency and their feelings when they entered the 'real life' in the classroom. Coming back to Taina's story, she experienced identity crises and felt uncertain about her profession, since she tried to survive "without a valid teacher identity" (p. 127). On the other hand, Suvi who had a strong teacher identity at the outset felt more prepared to the classroom realities and had a good interaction with her students.

Similarly, Watson's (2006) narrative inquiry was also part of a continuing research project which examined the interconnection between professional identity, professional knowledge and professional action. The researcher conducted an interview with an experienced English teacher 'Dan'. It was revealed that Dan was not a traditional teacher. For instance, he reported that making students sit and controlling them were a common belief in order to provide a positive classroom management, however, Dan allowed students to sit wherever they wanted. Therefore, the study concluded: "Reflexively then, the narrative also says something about Dan's understanding of behavior management, since he constructs the pupil as deviant, but controllable within the classroom situation" (p. 515). Another finding implicating the unorthodoxy in Dan's approaches to classroom behavior and learning was that he was not a teacher who planned and organized lesson beforehand and considered doing this as 'weakness'. He explained this as: "We are on a journey together---I don't know all the answers" (p. 517). In his narrative accounts, it was also noted that he got away from his colleagues along with hierarchical positions. It was shown that there was a

clash between the educational beliefs Dan held and the educational values of the system. In parallel to Gur‘s (2013) study, Watson (2006) also came to the conclusion that the influencing factors of forming a professional identity were personal biography, professional, social and educational contexts.

Tsui (2007) carried out another narrative research with an EFL teacher in order to inform our understanding of the complex processes of professional identity construction. The researcher focused on the experiences of one English teacher (Minfang) who had 6 years of teaching experience and his tensions with different facets of professional identity. Based on his narrative accounts, it was found that his prior language learning experiences was the primary factor impacting on his teacher identity formation. Moreover, the shifts that were rooted in the transition from being language learner to language teacher were also affected by the social structures of teacher community. The study shed light on the view that the process of teacher identity construction was complex and this complexity emerged from the multidimensional nature of teacher identity. The conflicts which were the products of the interaction between identification and negotiation of the meanings may result in “new forms of engagement in practice, new relations with members of the community, and new ownership of meanings” (p. 678). Besides, they may display themselves as “the identities of marginality, disengagement, and non-participation” (p. 678).

In studying 12 EFL teachers' stories in a TESOL graduate program, Zacharias (2010) employed interviews, focus group, and documents. All of the participants attended a TESOL graduate program in the US coming from four different Asian countries. The participants had diverse characteristics in terms of age, experience, and cross-cultural experience. The researcher reached two main findings. Firstly, they experienced some challenges during the period of their stay in the US as non-native speakers. They felt frustrated and less confident because their pronunciation was different from the mainstream US English. This showed that "linguistic identities continue to be central in NNES identity construction" (p. 193-194). Another major finding of the study was

that the majority of the participants held negative perceptions about themselves as teachers, but their involvement in discussing and reading about the critical pedagogies helped them alter their self-views as agents of change.

Using life history methodology, Mockler (2011) conducted a study with eight teachers who were at different points of their profession and illustrated that professional identity formation was formed and mediated by three major domains: personal, professional and political domain. The domain of personal experience showed itself in participants' entry reasons into the teaching profession. For instance, family influence and school experiences were viewed as the main motivations pushing the participants to choose teaching. Besides, particular critical incidents in their lives such as loss of a close family member, marriage or spiritual events paved the way for them to reconsider their selves and their teacher selves. Pre-service education and the process of teacher socialization into the school, workplace culture and the system were found in the domain of professional context. Both novice teachers and experienced teachers considered that the first years of the profession had very critical role with respect to constructing a self-image and adjustment to the new school culture. The third domain was the external political environment implying "policy environment within which education operates, the discourses which surround education and teachers' work, as represented in the media and the 'cumulative cultural text' of teachers' work" (p. 132). However, this domain did not have significant impact on forming teacher identity as personal experience and professional context. The teachers viewed the governing bodies as cynic because teaching profession was continuously capitalized on.

In their study in which the combination of case study and narrative inquiry was used, Jiang, Min, Chen and Gong (2013) examined three aspects of professional identity construction (academic identity, teacher identity, and institutional identity) of University EFL teachers in a Chinese university. The researchers selected a novice teacher, a developing teacher and an experienced teacher and conducted in-depth interviews and observations. In the interviews, they mainly asked questions regarding

their personal background, educational background, and their perceptions of student-teacher interaction and teaching/learning and so on. The study underscored that professional identity did not only comprise of one single construct, rather it was an integrated conception interlocked in teachers' personal and professional life. In their account, it was revealed that they were primarily emphasized by teacher identity following their academic identity and instructional identity. Regarding teacher identity construct, the teachers described themselves as 'tolerant elder sister or responsible teacher', 'a friend who keeps distance from students' and 'a guider' for their students. In terms of institutional identity implying that teachers belonged to a certain institutional community in which they collaborated, interacted and participated in activities, three of them did not show the same pattern in their narratives. One of them did not actively participate in the activities, since she felt as an outsider while the other two teachers were more active in administrative work or leadership in the community. As for academic identity which was related to "the workplace, the discipline and the universal notion of what it means to be an academic" (Jiang et al., 2013), all of the teacher participants reported that they were enthusiastic about conducting academic research.

Schultz and Ravitch (2012) also studied pre-service teachers' narratives coming from two different career paths in order to investigate the ways they shaped their professional identity and the prominence of narrative and inquiry in learning to teach in a Narrative Writing Group organized by the researchers. In the study, 11 pre-service teachers from a university teacher education program and four TFA (Teach for America that is an alternative route program) teachers came together one to two times per month in an academic year to write over the whole session. The researchers found that the teacher in both of the programs reported that they experienced challenges, since they did not possess the necessary skills to teach. Most particularly, TFA teachers tended to feel more insecure and doubtful more than the other group, since adequate preparation and support were not provided to them. On the other hand, one of the TFA teachers stated that although she never intended to become a teacher at first, she decided to attend TFA group in which individuals were supposed to teach for two years

as a form of community service. Initially, she always believed that she would teach only for two years and immediately quit teaching as she had no intention of mastering in teaching. Then, she went through some changes in her beliefs about teaching and she explained her thoughts on a teacher's sense of responsibility as: "I feel so deeply invested in my students' futures and yet taking a personal interest in the lives of 80 people seems to be a daunting task" (p. 40).

The participants in the alternative route program showed different patterns in their expectations. For instance, some of them thought that it would be better to quit pursuing teaching as a profession whereas others imagined their future teacher selves. When compared to TFA group teachers, the students the university based teacher education program stated that they were 'overshadowed by their mentor teachers, since they had difficulty in finding chances to "act or feel like a teacher" (p. 41). They wanted to separate their own sense of selves as teachers for their mentor or lead teachers. As for the feeling of being overshadowed by the mentor teachers, one of the pre-service teachers pointed out: "Ultimately, I concluded that I was afraid. Afraid of experimenting with different styles, Afraid of being different from what my students are used to. Afraid of potential failure" (p. 42). Regarding the role of narrative and inquiry, it was revealed that the soon-to-be teachers commenced claiming their professional identity as teacher selves and helped them develop their understandings of their limitations and strong characteristics.

Exploring the process of student teachers professional identity construction during 15-week teaching practicum, Sudtho, Singhasiri and Jimarkon (2014) interviewed two pre-service teachers once every week in order to gain insight into their perceptions about student-teacher interaction, teaching practice and so on. After the data analysis procedure, particular dominant and supporting roles of teachers emerged during the whole practicum period. For instance, Maysa, one of the participants, previously embraced the 'prompter' role who encouraged student interaction. But later on, she felt doubtful about her classroom management skills in case of any problems during the

classes. Maysa started to change adopting different ways to make student feel that the teacher was in the class and gradually became a 'strategic controller' who attracted student attention with the help of activities, plays and so on. Another participants Roberto was a teacher candidate who had a clear sense of professional identity as a professional. Therefore, he could easily integrated the following roles in his classroom 'entertainer', 'organizer', and 'strategic lesson planner'. The study also highlighted the importance of using narrative inquiry as a methodology because it helped the researchers gain deeper insights into the changes in student teachers' throughout teaching practicum experiences and their different journeys as well.

Finally, Anspal, Eisenschmidt and Löfström (2012) conducted another research study using student teachers' narratives with the aim of examining their professional identity construction over five years. They analyzed 38 pre-service teachers' written stories but concentrated on one case that showed developmental professional identity process clearly. Initially, the participants were given a topic which was ' Myself as a Teacher Today' and asked to tell about themselves as teachers. The self, motives for choosing teaching profession, worries and change were emerged as the narrative identity themes. Drawing on the influences of her past experiences on her teacher identity, one of the student teacher stated: "From my school time I remember many teachers, some good, and some bad. I don't know if it's consciously or not, but thinking of it now I think I've always kept their work and activities in mind and tried to identify with them" (p. 205).

Based on their narrative stories, it was seen that they had primarily worries about classroom management issues and the workload of the teaching profession. When focused on the case selected by the researchers, since her narratives appeared to help to gain deeper understandings of identity development, it was revealed that there were three stages through which the participant (Teele) went during her journey towards learning to become a teacher. Teele pointed out that she felt anxious, joyful, concerned, and doubtful about pursuing teaching as a career at the outset. However, in the second

stage, she started to feel more confident and secure as she had opportunities in teaching practice and came closer to the real classroom atmosphere. In the last developmental stage, she realized that she was where she should be and had a clear vision about the teaching profession. In her narratives, she also explained that she became more aware of herself as a professional because she noticed that her worries and fear regarding managing the classes began to disappear gradually as a result of her increasing self-confidence and self-efficacy. In addition, Teele concluded that her students was the main influencing factors in gaining the classroom perspectives rather than her fellow students, her previous teachers or the other teachers in teaching practice schools during the process of change in terms of professional identity. Finally, the study contented that there were particular patterns in learning to become a teacher consisting of 'idealism, reality and consolidation'. However, individual differences such as sense of readiness or being more confident may create some diverse patterns during their journey.

In sum, the research studies adopting narrative inquiry as a methodology mainly concentrated on certain themes regarding teachers' professional identity construction. The narrative stories of student teachers, novice teachers or experienced teachers evidently showed that the process of identity formation was influenced by prior language learning experiences, their students, past teachers and new interactions with teacher community. Besides, the narrative inquiries discussed above within the scope of professional identity underscored the multidimensional and complex nature of teacher identity formation. They generally focused on the changes and challenges teachers experienced during the course of identity development.

2.4 Studies on Second Career Teachers

Nearly all OECD countries have been seriously experiencing the problem of finding considerable numbers of qualified teachers (OECD, 2009). The number of individuals who prefer to choose teaching as a career is falling for various reasons, and therefore the problems of recruiting and retaining them in the teaching workforce have appeared

on the agendas of many countries such as Germany, Norway, the U.K. along with the U.S. and Australia (Johnson and Birkeland, 2003; Krecic and Grmek, 2005; Kyriacou, Hultgren and Stephens, 1999; Liu, Kardos, Kauffman, Peske and Johnson 2000; Moran, Kilpatrick, Abbott, Dallat and McClune, 2001; Newson, 1993; Richardson and Watt, 2010; Sinclair, 2008; Spearman, Gould and Lee, 2000).

The imbalance between teacher supply and demand has frequently become a critical issue of concern also in Turkish Teacher Education System. Turkey has been experiencing challenges in recruiting teachers in many subject areas involving English Language Teaching, Computer, Elementary School, Pre-school, and Special Education (Gökçe, 2010; Eren and Tezel, 2010). As the number of individuals graduating from a 4-year teacher education program in Faculty of Education is not sufficient to meet the needs of the demand for teachers of English education, policy makers have searched for other alternative paths and applied them (Seferoğlu, 2004; Usun, 2009).

The number of career change teachers who entered teaching after being trained in intensified programs to be a teacher has been increasing since 1990s (Gökçe, 2010). Four methods were employed in order to overcome the problem of English teacher shortage in Turkey. First and foremost, under the cooperation of the Ministry of National Education (MONE) and Council of Higher Education (CHE), 'Pedagogical Formation Certificate' program was taken by the English teacher candidates. However, those who took the necessary courses in these programs were coming from considerable diverse backgrounds such as engineering, agriculture, economics, and mathematics and so on and appointed as English teachers by MONE. The curriculum of these programs mostly did not involve practice teaching (Seferoğlu, 2004). The teacher candidates in this group of teachers generally consisted of the individuals of whom first choice of profession was not teaching and decided to become a teacher for some reasons at a later time of their lives (Tural and Kabadayı, 2014). The application appointing such individuals to English teaching positions has recently stopped.

However, thousands of people who were graduate of these certification programs were still working as English teachers "without considering their subject area and their appropriateness for the teaching level/schooling level" (Taneri and Ok, 2014, p. 2).

The second method applied to handle with this problem was directly recruiting those who were graduates of English-medium programs without taking their teaching certification or practice into account (Ministry of National Education, 2000, as cited in Seferoğlu, 2004). According to the decision numbered 218 which was taken in 1996 by MONE, the graduates of other higher education programs of which the medium of instruction is English can also be entitled and appointed as English teachers (Kocak and Kavak, 2014). In relation this solution, Seferoğlu states: "This practice resulted in engineers, public administrators and so forth becoming English teachers in 1 day without any professional training at all" (p.153).

In recent years, another alternative solution to the demand for teachers specifically in the area of English Language Teaching in Turkey has been the Distance English Language Teacher Training Program (DELTTP) which has only been offered by Anadolu University. In this distance education program, the aim is "to train teachers as quickly as possible, all the while maintaining high standards and professional training" (Zok, 2010, p.10). Individuals who are of different ages, incomes, and careers can take advantage of such distance education which is an implementation in most of the developing and developed countries (Zok, 2010). In an exploration of the students' opinions about the quality of Distance Education, it was found that 57.3% of them consisted of those who were unemployed while 42.7% of them were employed in different areas. Regarding their age, it was also revealed that 13.7 % of them were 22 years old or younger; 56.8% of them were 23-27 years old; 18.9% of them are 33-37; and 1.3% of them were 38 years or older.

A fourth alternative practice resorted to in Turkey is recruiting the graduates of the faculties of Science and Letters including the following areas; English Language and Literature Department, American Culture and Literature Department, English Linguistics Department, English Translation and Interpretation Department, Translation Studies Department, English Culture and Literature Department (Topkaya and Uztosun, 2012). On condition that they meet the criteria to obtain a pedagogical formation certificate in order to "compensate graduates' lack of knowledge about teaching" (Topkaya and Uztosun, 2012, p. 128), they can work as English teachers at private or public schools. Concerning with the characteristics of those who are entitled as teachers after having a pedagogical formation certificate, in Tural and Kabadayı's (2014) study on pedagogical formation program teacher candidates' attitudes towards the teaching profession, it is stated: "Students who are participating in the Pedagogical Formation Certificate Program in Turkey represent a group for whom teaching was not their first choice of profession and who later decided to become teachers for various reasons" (p. 2). They also attend to the teacher labor market and bring their different and unique experiences and knowledge to the field of teaching.

In recent years, it has been apparently seen that most of the people no longer follow the traditional route to become a teacher which requires them to complete a teacher education program and commence teaching in classrooms. Many individuals have incrementally started to prefer to pursue teaching profession as a career after they gained work experience in other fields. In the studies concentrated on second career teachers, it is often stressed that the profiles of new entrants to the classroom atmosphere tend to show shifting patterns after mid-1990s and those who are "life-experienced new comers" begin to attend the teaching workforce in the new millennium (Smith and Pantana, 2010, p. 3). Moreover, this trend is also emphasized in an OECD report stating that inviting people who possesses related work experiences outside the field of education to teaching profession might be a substantial strategy in order to fill the need of quality teachers (OECD, 2011). Concerning with this growing group of teachers, Lee and Mark (2011) pointed out: "These 'career switchers' are part of a larger trend, both nationally and globally, of professionals changing careers mid-

stream" (p. 1). The individuals who leave teaching because of poor quality teacher education, low income, lack of mentoring and administrational issues cause governments and administrators to seek for second career teachers in order to find potential candidates to the pool of teachers. They are considered as important, since they are "valued for their transferable skills, maturity, self-confidence, and philosophy of learning" (Smith and Pantana, 2010, p. 4). In terms of encouraging the transition to teaching from other occupations, Hunter-Johnson (2015) noted: "Many countries are now realizing how critical it is to have an educational system equipped with qualified teachers and are encouraging individuals with existing occupations to transition to the teaching profession (Priyadharshini and Robinson-Pant, 2003; Richardson and Watt, 2005)" (p. 1359).

In other words, they are believed to be the individuals who bring richness to classrooms, quality with their diverse backgrounds and life experiences in spite of the different path they take in order to enter teaching. Besides, in the second career teachers studies, it was generally emphasized that they were taken as the potential group of people who serve as a catalyst to fill teacher shortage gap, that is, decrease the number of teachers leaving as a result of attrition and increase those who have commenced teaching as highly motivated and remained in the profession and "diversifying teacher workforce" (Varadharajan, 2014, p. 6). In parallel with this point of view, it was already reported that career switchers were searching for a "more fulfilling and personally satisfying than their original choice of profession" (Lee, 2014, p. 1). The body of literature on second career teachers has an implicit focus on the motivations for choosing teaching as a second career, transferring and translating their skills they bring from their past professions and the influence they make on education (Chambers, 2002).

2.4.1 Motivations for career changing to become a teacher

In the past, people completed their education, started to work in their original career and stayed until they got retired. However, in recent trends, this line of thinking has

undergone some changes with the emergence of particular factors such as technology, globalism and economical and social issues (Lee, 2010; Haselkorn and Hammerness, 2008). This situation has been explained with the term 'boundaryless career' which implicates that an individual might not traditionally remain in one profession but pursue different jobs many times throughout her/his working life (Arthur and Rousseau, 1996). Furthermore, those who intended to switch careers are mostly women because they are in search of a more appropriate job which allows them to spare enough time for child bearing and raising or moving because of family issues. On the other hand, men tend to stay in one profession and prefer to be get promoted in one company or organization (Lee and Mark, 2011). As a recent trend, being attracted to more suitable and secure nature of teaching profession for many of the people were explained by Armour (as cited in Smith and Pantana, 2010) comparing past and current situation clearly:

> Unlike the job- hoppers of the late 1990s, who fled traditional businesses for uncertain dot-com riches, today's career switchers are professionals in search of a sure thing. Rattled by the economic turmoil of recent years, these beleaguered workers are leaving industries shaken by layoffs for careers where the prospects are more secure, even if the pay is not as generous.... Even owners of businesses in hard-hit industries, who once earned six-figure incomes are closing shop to become school teachers (p. 32).

There are many studies exploring the motivations for choosing teaching as a first career in the body of literature (Hobson et al., 2009; Rots, Kelchtermans, and Aelterman, 2012; Manuel and Hughes, 2006; Boz and Boz, 2008; Kyriacou and Benmansour, 1999; Saban, 2003; Richardson and Watt, 2005; Bruinsma and Jansen, 2010; Bruinsma and Canrinus, 2012; Richardson and Watt, 2006; Klassen, Al-Dhafri, Hannok and Betts, 2011; Gürbüz and Sülün, 2004; Aksu, Engin-Demir, Daloğlu, Yıldırım and Kiraz, 2010; Özsoy, Özsoy, Özkara, and Memiş, 2010). It is noteworthy to state that little research focused on the individuals who tried other professions and decided to pursue teaching as the last resort. In this sense, in Lee and Mark's (2011) study, it was stated that three major factors reasons influence choosing teaching as a new career path; the opportunity to do something personally satisfying, the desire to make a contribution to society, and have a career that allows time for family

responsibilities. In their study, it was also reported that individuals who worked in very highly paid jobs or those who came from "blue-collar backgrounds" (p. 8) quitted working in their previous workplace and commenced teaching, since they believed that teaching profession was more in line with their personality traits and value systems.

In a similar vein, Smith and Pantana (2010) studied pre-service second career teachers in blended residential program by exploring their motivations and characteristics. They administered the FIT-Choice (Factors Influencing Teaching Choice) Scale and conducted focus group interviews with their participants. They found that pre-service second career teachers were motivated by four main reasons to decide to become a teacher. These motives were their love for children and wish to create a difference in their lives, their teaching ability and teaching enjoyment, being dissatisfied with their previous profession and sense of calling. Regarding their beliefs about teaching, they stated that they considered it as a "high in demand and low in return" (p. 15) job. Teaching was believed to involve heavy workload and need emotional investment and it was perceived to be a profession which should be performed by those who are highly expert in their field of areas and possess teaching abilities. Many of the participants noted that they regret not choosing teaching as their first career because significant others in their lives influenced their decision to follow the opportunities in other fields. One participants explained her situations as: "I regretted not having pursued teacher education like I wanted to in the first place" (p. 17). On the other hand, participants in the focus group interviews reported that job losses and failed businesses were among influencing factors forcing them to consider teaching as a second and more stable option.

Another study using the FIT-Choice Scale as well as two questionnaires and an open-ended survey by Zuzovsky and Donitsa-Schmidt (2014) aimed to explore pre-service second career teachers' intentions, motivations for choosing teaching and their perceptions of teaching before and after the preparation. They found that altruistic

reasons such as feeling of personal satisfaction, love of children and performing a social mission were the main factors that attracted them to teaching. Apart from the altruistic motives, both intrinsic and extrinsic reasons influenced their decision-making process such as “the intellectual challenge in the job” (p. 11) and family-friendly nature of the teaching profession. At the end of the preparation period, they revealed that the teaching profession was of a completely complex and unstable nature, since the participants’ perception of teaching showed a changing pattern. Initially, they had a learning to teach perception which evidently focused on content-oriented/teacher centered and adopted the technical rational perspective of the teaching profession. However, they tended to give more prominence to students-centered/learning-centered teaching along with the reflective practice.

Concerning the reasons that attracted mid-career entrants to teaching, Priyadharshini and Robinson-Pant's (2003) study identified pull and push factors influencing their decisions. The pull factors were the reasons that made a teacher candidate advantageous and attracted him/her to choose teaching whereas the push factors were the dimensions of the teaching profession which made a teacher trainee give up pursuing teaching as a career. Based on 34 teacher trainees' narratives, the following pull factors emerged: dissatisfaction with the nature of their previous career (feeling bored, alienated or isolated), need for greater stability and security, changing perspectives of life, memories and experiences of school, and wanting to use specialist subject knowledge. Regarding the pull factor 'dissatisfaction with the nature of their previous career', a second career teacher trainee stated:

> One of the things that I always considered to be important for me in any job, was human contact. In my last position I wasn't doing that. I was just literally shuffling paper around... and it started to plant the seed in my mind that I really needed to think about a career dealing with people, which is where I think my strength lie (p. 101).

In addition to pull factors, training-related issues and the school culture were the themes called as ‘irritants’ which were the indicators of dissatisfaction with teacher training and school community in their study. From the point of training-related issues, they believed that they were not considered as mature individuals whose needs were

different from others and more flexibility should be provided for them, since they had family responsibilities. On the other hand, the irritants related to the school culture were mainly about the culture shock when they encountered the classroom realities. They described the rigid school administration as ‘archaic’ and ‘overly regimented’ while they started to apply for the teaching jobs. Another irritant was the issue of discipline and one of the participants expressed her/his feelings as: “It's frightening actually. You don't get the respect that was obviously there in the past--the swearing, that really ... I find that quite hard to deal with -- you know the level of swearing, it's almost like the norm” (p. 109).

Novak and Knowles (1992) provided evidence suggesting that people intended to choose teaching as a second career, since they felt frustrated in their previous job, lost their interest in what they were actually doing and little personal satisfaction from their first career. In their study, after starting to teach, the participants pointed out that all these sentiments were replaced by the feeling of excitement and personal fulfillment. Exploring her satisfaction with teaching, one of the teachers in the study suggested:

> I am very happy with I am doing. I used to complain when I was working in business. I had the 'I do not want to get up attitude. Now I get up every day at 4:30 to 5:00 a.m. and get in here early to get ready-- I look forward to coming in. I am just generally happier. I think I am more positive than I was before (p. 14-15).

Other teacher participant realized how she was of an appropriate personality for teaching and expressed her thought in an impressive way describing herself as "a teacher trapped in a business person's body" (p. 15). In line with the other studies discussed above, the study also revealed that the desire to make a difference in the society or giving back to society, their instinctual calling and perceptions of teaching seen as a more rewarding and personally satisfying profession were among the motives for deciding to choose teaching as a new career path.

Haselkorn and Hammerness (2008) explored the various motivations of the group of mid-career entrants. They stated that many factors motivating career changers mainly included intrinsic and extrinsic reasons. Similarly, in their study, making a difference in the society and in the world, desire to be a good role model for children, searching for a more meaningful and fulfilling job than their previous career were perceived to influence their decisions intrinsically. On the extrinsic factors side, suitable schedules of teaching, family responsibilities, summer vacations motivated career-switchers. In another exploration of the motivational factors to decide to become a second career teacher and the influences of their previous profession on their teaching practices by Hunter-Johnson (2015), five major themes were found: second career teachers were attracted to teaching because of the these motives, civic duty and responsibility, work family balance, personal influence (family, friends, past teacher), passion to teach and desire to become a change agent.

Similarly, Chambers's (2002) study also showed that individuals decided to pursue teaching as a second career simply because they had ideals regarding to become a change agent in the society and they perceived teaching as a more secure profession offering them a less constricting working life than business or industry. All of the participants also believed that they were very advantageous in terms of "the opportunity to employ creativity in their work and to have the autonomy to carry out their own ideas in the classroom" (p. 214). In addition, most of them chose teaching because it offered them steady employment, a pension, a financial security, regular working hours, summer breaks, and less restricting atmosphere. In Haggard et al.'s (2006) extensive certification program study, there was evidence that many of the participants quit their well-paid program such as law, business, and finance and chose teaching as it allowed them to keep family and work balance. The pre-service teachers in the study also stated that personal financial issues were another reason for them to choose teaching. Another prevalent finding of the study in the second career teacher literature was that the participants chose teaching as they expected to have a more exciting and socially giving profession. During their student teaching experiences,

they expressed their feelings as "they have their 'ego stroked'" (p. 323) in their first profession and the school and classroom context let them have freer atmosphere.

In order to give more insight into the second career teachers' motivations to become a teacher, three research studies identified different profiles exploring their characteristics. Crow et. al. (1990) investigated mid-career entrants' perceptions of teaching profession and the influence of their previous work experiences. After they conducted interviews, they came up with three profiles of the teacher participants: 'homecomers, the converted, the unconverted'.

- Homecomers are those previously intended to become a teacher but dissuaded by some factors such as family, societal, financial issues. Later, they returned to teaching.

- The converted group of teachers are the ones who did not think of themselves as teachers previously but a critical event in their lives such as the birth of a child made them to consider teaching as a profession. The majority of them came from banking, finance, medical technology and so on.

- The unconverted teachers show a different pattern when compared to homecomers and the converted teachers. They are “disenchanted with a teaching career, are not currently teaching, and appear unlikely to do so in the future” (p. 212). They decide to become a teacher, since they feel dissatisfied with their previous job and they have the desire to experience new challenges.

In Serow’s (1993) study, second career teachers were identified with four different categories: extenders, subject-oriented, practical, rectifiers. Extenders perceive teaching profession as an extension of their pre-conceptions about it. The teachers in subject-oriented group decide to become a teacher, since they realized that they are interested in a particular field of area. Practical teachers are naturally attracted teaching

and rectifiers are those who do not feel personally fulfilled in their past career and intend to fix their previous career decision through teaching.

Priyadharshini and Robinson-Pant (2003) grouped second career teachers under six profiles: the parent, the successful careerist, the freelancer, the late starter, the serial careerist, and the young career changer. The teachers in the parent category were those who had a recent parenting experience before. They decided to become a teacher because of the "family-friendly" (p. 98) nature of the teaching profession after pursuing many professions including medical research, law, TV reporting and so on. The successful careerist were the individuals who previously had a very promising and successful work life and achieved essential qualifications and training. The teachers in this group generally came from law, editing, engineering, management and so forth and took a real risk moving from an 'established career' to an unfamiliar workplace in which their salary and status would probably drop. They would be in a position that significant others would not make sense of their decision and they would seem to be "swimming against the tide" (p. 99). The freelancers were the third group involving those who pursued a single profession, but they were mainly employed in short-term contracts. One of the participants in this group stated that "As a translator, freelancer, you have to be quite business minded, you have to concentrate on your clients…" (p. 99). The late starters left a university program with no qualifications and entered the working life. Later, they decided to attend a university program. The serial careerist were the one who frequently changed their professions and had "several short, successful and often well-paid careers" (p.100). Finally, young career changers were the individuals who realized that they stayed in a profession more than they intended to. Therefore, they decided to pursue a more appropriate job for them.

In these and other studies focusing on the second career teachers, participants highlighted the complex nature of the career change phenomenon for those chose to become a teachers later In addition, they emphasized their primary reasons of their choosing teaching as a new career path such as the desire to give back to community,

make a difference in the society, their love of children, the match between the nature of teaching profession and their personal personality.

2.4.2 Profiling Characteristics of Second Career Teachers

In addition to the studies focusing on the motives that attract second career teachers to teaching, there are also other studies clearly concentrating on their profiling characteristics and what they bring with them to classroom settings. There are research studies underscoring the fact that alternative ways of becoming a teacher allow more diverse populations to enter the teaching workforce (Haselkorn and Hammerness, 2008). It is also obvious that they entered the teaching profession in a more different way than the tradition entrants (Chambers, 2002). The individuals' decisions to become a teacher as their first career are generally influenced by their previous teachers, their parents, or significant other. However, career change teachers are affected both by the people matter in their lives and their experiences and perceptions of their previous professions (Lee and Mark, 2011). Commenting on that first and second career teachers possess divergent characteristics, Varadharajan (2014) states:

> Career change individuals have had a different life trajectory and bring prior work and life experiences to the classroom when they decide to become a teacher. Their past studies and professional and personal experiences shape and influence their values and beliefs when they join the teaching profession (p.7).

When taking a closer at second career teachers' demographics, it was demonstrated that they predominantly came from administrative positions, law, medicine, business, social work, psychology, paramedical, hospitality, finance and banking, and the armed forces. It was also reported that some of them held master's or doctoral degree in a field of area (Haselkorn and Hammerness, 2008; Smith and Pantana, 2010; Priyadharshini and Robinson-Pant, 2003; Laming and Horne, 2013; Morton, Williams and Brindley, 2012). As it is seen, they may have an array of diverse understandings,

abilities, knowledge, and experiences they bring from their previous works. The dimensions they added to the teaching profession were also emphasized in the second career teacher studies. According to Salyer (as cited in Haggard, Slostad and Winterton, 2006), they were bringing "the ability to incorporate very specialized, practical, and real-world knowledge into their instruction, interpersonal skills such as patience, teaming and management and organizational skills" (p. 318). On the other hand, in relation to their qualifications career change teachers brought to teaching, Johnson and her associates in a project (Johnson, S.M. and the Project on the Next Generation of Teachers (2004) suggested:

> [Second career teachers] brought with them a familiarity with large and small organizations, for profit and nonprofit enterprises, entrepreneurial and bureaucratic settings. Some had worked for multiple supervisors, whereas other had been supervisors themselves. They worked freelance or led teams. Some experienced well-defined, progressive on-the-job training, and some devised training for other employees (p.25).

Chambers (2002) also found that not only in-service teachers but also pre-service teachers made a contribution to the teaching profession their competencies such as "communication skills, the ability to manage multiple projects simultaneously, a highly developed work ethic, and analytic thinking" (p. 214). The teachers in Chambers's (2002) study reported that they had the desire to share their previous experiences that they thought they would provide more effective teaching. The knowledge, understandings, skills they acquired in their previous career/s enabled them to deal with the problems, broaden their horizon, contextualize the theoretical knowledge in the classroom and set more realistic expectations in terms of the challenges that might be encountered. In Marinell's (2008) study, they were suggested to bring technological skills, communication and presentation skills to classroom settings. They were also considered that they had "the collective life wisdom" (Vahadhajaran, 2014, p. 42) which helped them bring multiple solutions to the complex questions of students. Similarly, Chambers (2002) proposed that they brought well-developed work ethic, tolerance for others, vast knowledge of the discipline and the desire to try new methods in teaching. She also pointed out: "They offer valuable skills from their previous careers, new perspectives, including commitment to helping

students apply their knowledge to the real world; and a willingness to make use of innovative pedagogies such as application-based teaching" (p. 212).

Regarding the attributes that second career teachers possess and what they bring from their previous career to classrooms, Haggard et al. (2006) pointed out that second career teachers added richer dimensions to teaching by referring to Dewey's (1938) two statements: "That education in order to accomplish its ends both for the individual learner and for society must be based upon experience--which is always the actual life-experience of some individual" and "That the school must represent life--life as real and vital to the child" (p.89). Besides, Novak and Knowles (1992) proposed that they possessed a greater understanding of human behavior which allowed them to develop good relationships. Kaplan and Owings (2002) mentioned that they came to teaching with their maturity, work and life experience, and vast content knowledge in a discipline. In Johnson et al.'s (2004) study, skills of management, time management skills, working in collaboration with others were among the attributes second career teachers possessed. Therefore, second career teachers whose personal and professional experiences are represented in professional practices are mostly considered as the advantageous side compared to traditional entrants to teaching (Varadharajan, 2014).

2.4.3 Challenges of Second Career Teachers

Although they were evidently considered as the growing group in the teaching workforce coming with various life and work experiences to teaching, it was also noted in literature that they had some certain challenges and concerns during the process of adjusting to their new professions and workplace as well. Since they enter the teaching profession in a different way from traditional entrants, the obstacles they encounter and their needs also tend to be different and varied. Their competencies or experiences may "clash with the skills and dispositions needed in teaching, or hinder candidates' ability to take the advantage of feedback and support as novices" (Haselkorn and Hammerness, 2008, p.28). In other words, cultural clashes between their previous understandings, experiences and teaching. Their transfer may not occur automatically even if they have a vast amount of content knowledge and experiences on the subject

matter (Powell, 1997). For instance, if their first careers allow them to behave more freely and give them more autonomy than teaching in a classroom, then they will expect to become an independent individual in their working life. However, bureaucratic issues in school community may not let them feel flexible and hinder their adjustment process to the new culture.

Regarding career change teachers' frustrated feelings when they commence teaching, in Williams's (2013) study in which interviews and on-line surveys were employed, the conceptualization of *expert novices* emerged in addition to the previous conceptualizations developed by Wenger (1998) *newcomers and old-timers.* In this sense:

> The term expert in the study referred to the career changers' extensive level of experience in one or more previous careers, which often involved high levels of content knowledge, authority and responsibility. It assumed a certain level of expertise after several years working in the field, although such expertise cannot be measured or defined in a study such as this…. In contrast, the term novice was used to describe career changers as newcomers to a very different community of practice (or more realistically, several communities of practice within teacher education) with a plethora of often unwritten rules, codes, knowledge and practices which needed to be learned in order to become a fully-fledge member" (Williams, 2013, p. 22).

They are all anticipated to be very competent in dealing with the challenges in relation classroom realities because they acquire particular skills, knowledge, experiences, life understanding and maturity before starting to teach. However, they may experience a culture shock and feel frustrated and disappointed if their expectations are not met. In that sense, in a study conducted by Powers (2011) with seven middle-aged second career participants, two challenges were categorized under two themes: challenges related to administrators and challenges related to students. As all of the teacher participants were in a leading position in their previous work and they believed that they possessed good communication skills. But they perceived that the school administration was not so eager to hear teachers' voices concerning the problems and they felt their opinions were not considered important and not much cared about. Based on their account, they believed that they were not supported properly by the school administration. Under the scope of the challenges related to students, the study found

that discipline, class disruptions, and unmotivated students were the main concerns faced by seven second career teachers. In relation to these challenges, Powers (2011) emphasized: “The culmination of all their life experiences, in most situations, can be considered a viable asset; however, these experiences may also encumber the individual with the feelings of frustration, doubt, and despair” (p. 305). Additionally, Hunter-Johnson (2015) proposed that there were five reasons that motivated second career teachers to leave the teaching profession. The following themes were emerged in their study: (1) salary and compensation (2) lack of support (3) student behavior and attitude (4) career advancement and satisfaction (5) lost of passion for teaching. To this end, Novak and Knowles (1992) concluded:

> Many make extreme personal sacrifices to enter the classroom, such as taking decreases in salary and changes in professional status- and sometimes considerable adjustments are required to cope with these types of sacrifices. Such adjustments can add to the already overwhelming task of adapting to the classroom environment as beginning teachers. Further, some of these second career teachers enter their initial teaching positions without clear understandings of what the role of a teacher entails-perhaps relying on long-held personal and romantic remembrances of teaching and teachers-and are consequently overwhelmed by the complexities which day-to-day teaching and the realities of the classroom situation (Bullough, Knowles and Crow, 1991; Knowles, 1992) (p.11).

In relation to the challenges that second career teachers face, Tigchelaar, Brouwer and Vermunt‘s (2010) review of literature study found that reality shock of those who strongly motivated to teach, transferability of the skills, bringing practical expertise to the classroom applications, fixed beliefs of teaching, and challenges of adjustment to the school culture, that is, autonomy and adaptation were among the challenges that second career teachers experienced during learning to teach. In their study, they also reported the perceived sources and the characteristics of support. The studies reviewed showed that the school mentor who was an expert and facilitator of the process of learning to teach was the first important source of support for second career teachers. Principals, teacher educators, cohort members, and family were also other source of support. In terms of the challenges, Morton et al. (2012) suggested: "Many rules are easily understood by educational insiders (Ryan, 1986), such as required attendance, change-of-class times, and ethic of conduct. However, a considerable number of rules

are unspoken and can cause confusion for people bringing different mental frameworks into this environment" (p. 42). Many of the second career teachers entered the classroom context with a different "mental framework" (Powell, 1996, p. 148) that implicated past life experiences utilized in order to gain insight into the new work place culture and set unrealistic expectations.

Besides, Chambers (2002) reported in her study that second career teachers may have fixed concepts about what should be in the classroom. She also implied that they may have the difficulty in accepting new pedagogical reforms in education. Also, she underscored the urgent need to teach them how to establish connection between their first career and teaching skills. Therefore, preparation programs (both teacher education and alternate programs) should attach much more importance to warn them about what they might encounter in the classrooms beforehand and help them set more realistic expectations of the classroom realities and the teaching profession

In sum, studies in literature examined primarily second career teachers' motives for choosing teaching as a new career path, their characteristics and attributes they bring to teaching, how much they can provide transferability of their knowledge, experiences and competencies in their professional practices and the challenges or concerns they encounter during this critical turning point of their lives. Along with the need to clarify their motivations and reasons to pursue the call to teach, what sort of special attributes teacher education programs and alternative certification programs for second career teachers should involve is to be identified. It should also be explored to what extent they could transfer or translate their skills, knowledge and experiences to classrooms and make an impact on student achievement and their effectiveness. In order to make sure that they could easily transfer their previous competencies and knowledge to the classroom, survival pedagogical strategies are needed to be taught.

2.4.4 Second Career Teachers' Professional Identity

The body of the literature on the concept of identity agreed on the notion that professional identity is an unstable, complex and multi-faceted construct. From this point of view, an individual is composed of multiple identities which can undergo changes over time and adopt different identities at different times. The self is occupied by changing identities and an individual agrees on and choose to adopt the identity which is more akin to a personal value systems and "more deeply embedded in his or her daily life" (Ibarra, 2007, p. 2). In relation to the professional identity, Ibarra (2007) also used the term 'work identity' in order to refer to "a person's work-related self-definition, i.e. the attributes, groups, roles and professional/occupational experiences by which people define themselves in a work role" (p. 2). In that sense, career switching can also be considered as a crucial turning point for an individual which made him/her change roles. Since second career teachers are the individuals who have various and divergent reasons, motivations, intentions and expectations while leaving their previous profession and making a significant transition, they also develop "a new work role identity as a teacher" (Varadharajan, 2014, p. 18). Each of them has a different life story and experiences a varied process of professional identity construction which needed to be understood. Besides, in the literature, they were suggested that they had a more different identity construction than the traditional entrants to teaching. Along with their previous work and life experiences, their actions, social networks and events in the school culture, changes in their perceptions pave the way for developing a new professional identity as teachers (Ibarra, 2007). Research on second career teachers' professional identity mainly focused on the need to recognize their transferable competencies and allow them to utilize their vast amount of knowledge in their teaching practice. In addition, the studies underscored that the social context (students, colleagues, and school authority) and matches between their personality traits and the teaching profession were central to developing a strong professional identity for career change teacher.

Explaining that there is not enough literature on the individuals who "have already had one or more previous career" (p. 639) in teacher education programs, Williams (2010) conducted a mixed-method approach with 375 second career student teachers. The participants were administered an on-line survey and only 15 of them were interviewed. In the interviews, they were asked about their previous professions, roles, responsibilities, tensions and their experiences. As one of the participants (Michelle) provided richer data, the researcher chose her for inclusion in the paper. Michelle who had two children was a secondary undergraduate student. Her previous careers were hairdressing and human resources managing. It was obviously seen that Michelle had experienced many social and professional communities "each with its own discourses, unwritten rules and social relationships" (p. 642). Michelle was called as expert novice who needed to 'reconcile' the identities occupied in herself. To this end, she realized that she had much to learn as a professional as a teacher even if she had prior work experiences. In order to make the process of learning to teach easier, she pointed out that social, academic support and recognizing by others were very significant for her. She also reported that their previous experiences, expert knowledge and relevant skills should not be ignored by the teacher educators. In addition to Michelle's accounts, the data obtained from the online surveys showed that challenges of second career teachers experienced as student teachers were about course-related issues such as lack of support from teacher trainers, being older than other students, the ignorance of their previous knowledge. In order prevent these challenges, the researcher concluded:

> Pedagogical strategies may include teacher educators explicitly bringing to light the career backgrounds and skills that career changers bring into teacher education, and to help them (and other students) to see the value and relevance of such experiences to their practice and identity as teachers (p. 646).

Similarly, Wilson and Deaney (2010) focused on one beginning career change teacher (Kim) as part of a larger longitudinal research project with the aim of exploring the reasons why individuals leave their professions and choose teaching as new career path. The research mainly concentrated on the transition period from being a career change student teacher to a career change beginning teacher. Kim was chosen as her self-stories were in line with the aims of the research project. Kim was a graduate of a

science program holding a PhD degree in this field and had seven years work experience as a program manager and a science laboratory technician. Then, she decided to attend a pre-service postgraduate course. After completing the postgraduate program, she commenced teaching. At the end of the first term, discipline problems in her classes made her question herself as a teacher and she realized that she could not make necessary connections between her personal traits and a teacher's competencies. Also, she understood that her ideal image of the teaching profession and her developed teacher identity clashed and resulted in very stressful and dissatisfied feelings. Once she noticed that she could not manage all these mismatches, she decided to quit her teaching post. She constructed a weak and negative professional identity resulting in resigning. The study implied that pre-service teachers' self-efficacy should be developed in order to decrease the number of the novice teachers who leave the profession after starting to teaching by making them gain self-awareness of themselves both as a person and as a professional.

In an exploration of the prevalent characteristics, factors, identities of science and math teachers, Grier and Johnston (2009) interviewed and observed six career change STEM (Science, Technology, Engineering and Math) teachers. The study reached parallel findings with the studies in the literature that second career STEM professionals chose to become a teacher because they perceived teaching as a meaningful profession to create a difference in the society. Also, they felt dissatisfied with their previous work and two of them decided to teach as they were in search of a more family-friendly career. The study also revealed that career change STEM teachers felt competent and confident in terms of their previous work skills and knowledge and could establish connections with their past experiences making an impact on student learning. Besides, the participants constructed their professional identities as teacher selves based on their work and life experiences. It was implied in the study that beliefs systems and personal biographies of teachers displayed itself in their professional practices.

Conversely, Malyea (1989) found that the participants experienced certain ‘clashes’ because of the financial loss and domestic strain. All of the teacher candidates in Malyea's (1989) study came from very different backgrounds. In order to describe the participants, the researcher stated: "Many were self-employed; all entered teacher training possessing highly developed trade skills and an extensive knowledge of industry" (p. 1). They had many years of work experiences and they were skilled as tradespersons in industry. That's why, they already had a strong self-identity. After commencing the teacher college, they realized that teaching was "onerous" (p. 2) and used a humorous language which showed that they resisted their new identity. In other words, they experienced a *role confusion*, since "Their former worldview cannot be lightly discarded; the new cannot be instantly put on” (p. 62). The study contented that the tradespersons considered their 'tradies' role as central to their self-identity. They also believed that they left security for unfamiliarity with the decision to become a teacher. On the other hand, they were seen as "Charles the scapegoat" (p. 64), since they were coming from an unfamiliar field of area, that is, they were considered as outsiders whose professional commitments was for industrial settings. The study concluded that with the internship model including workshops helped them feel confident and comfortable by "reinforcing former occupational identity by asking the trainees to carry out tasks that reaffirms a former self" (p. 66).

In Trent et al.'s (2014) qualitative study, lived experiences of eight second career English teachers who were registered in a Postgraduate Diploma in Education program were investigated. They all had work experiences in other fields of area including hospitality, engineering and business. The study demonstrated that second career teachers' identities tended to be socially embedded in the school culture with the establishment of the relationships in and out of the classroom with their students, colleagues and school administration. Also, the vast amount of knowledge and experience they acquired in their previous work helped them reconstruct their new professional identity. With the help of them, they had the opportunity to connect "to the needs of and wants of individual learners as well as to connect language learning and teaching with the outside world" (p. 108). The study highlighted the importance

of the school context suggesting that the recognition their skills and experiences transferred from their previous careers made a great contribution to the process of construction and reconstruction of their professional identities.

Regarding transferring certain skills from their previous career to teaching, Novak and Knowles (1992) pointed out that our previous experiences at schools, in classrooms, during teaching and learning play a formative role in our current perspectives on teaching and education. In this regard, Beijaard et al. (2000) identified three key sources influencing teachers' perceptions in relation to professional identity: (1) teacher biography, (2) teaching experience (3) teaching context. The participants in this study considered each factors had an equal impact on their perceptions of professional identity. In a study conducted by Chambers (2002), two of the second career participants reported that career change teachers can also bring particular ways of thinking which were gained in their first profession to their efforts to enhance teaching skills. They also added that transferring prior work skills into teaching have an impact both on delivering content and on their perception about teaching. In the same study, another participant who had been an actor and playwright before summarized the interconnection of previous career and teaching by saying: “Being a teacher is not too different from being on stage” (p. 215).

CHAPTER 3

METHODOLOGY

3.1 Introduction

The aim of this study is to understand second career EFL teachers' motivations to choose teaching as movers from another occupation to teaching and explore the role of their attributes in their teaching practices and the challenges they confronted after their transition. Additionally, the study aims to gain a deeper insight into the perceptions of experienced second career EFL teachers and the contributing factors that shape their professional identities.

In line with these purposes, the methodology of this study will be kept within the border of qualitative research since "Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (Merriam, 2009, p.13). This chapter offers the methodology of this research study, specifically involving study design, participants, setting, data collection instruments and lastly data analysis.

3.2 Study Design

This research study is situated within a narrative inquiry to understand the experiences and journeys of second career language teachers. Narrative inquiry is "a way of thinking about the experience" (Connelly and Clandinin, 2006, p. 477) and "a methodology for inquiring into storied experiences" (Clandinin and Murphy, 2009, p. 598). It is considered as "first and foremost a way of understanding experience" (Clandinin and Connelly, 2000, p. 3)). In this study, the researcher used narratives of five teacher participants as an avenue in order to gain insights and understandings into

the ways second career English teachers perceive themselves as teachers and the pathways they take individually as they reshape their new identities. In this regard, Connelly and Clandinin (1990) noted: “Humans are storytelling organisms who lead storied lives” (p. 2). As narrative inquiry is one of the most appropriate way to understand and reflect upon experience (Savin-Baden and Niekerk, 2007; Clandinin and Connelly, 2000), this methodology is well suited to provide an understanding of the experiences of second career English teachers in relation to their professional identities.

According to Barkhuizen and Wette (2008), there has been a 'narrative turn’ in social sciences, namely in TESOL. Specifically, teacher identity is one of the areas witnessing this trend of resurrection of interest in narrative inquiry. In this sense, Connelly and Clandinin (1999) relate professional identity to “stories to live by” (Connelly and Clandinin, 1999, p. 4) and consider teachers’ professional contexts as "a storied landscape" (Beijaard et al., 2004, p. 120). In the light of narrative perspective, teachers construct their identities as they live stories and tell of them. Concerning with the relationship between storytelling and teachers' professional identity, Clandinin and Connelly (1994) add: “Experience is the stories people live. People live stories and in the telling of them reaffirm them, modify them, and create new ones" (p. 415). The practice of storytelling is regarded as a way of teacher engagement in "narrative theorizing" (Beijaard et al., 2000, p. 121). From this standpoint, professional identity can be re-organized, re-explored, and re-shaped resulting in creating new and different identities through "stories to live by" (Connelly and Clandinin, 1999, p. 4). In parallel to "this idea of a striving towards continuity of that is typical of human identity" (Ruohotie-Lyhty, 2013, p. 122), narrative inquiry is a conceptual framework characterized by three commonplaces distinguishing narrative approach from other methodologies: temporality, sociality, and place **(**Clandinin and Huber**,** 2010**).** The concept of temporality constrains the idea that life is not only formed of isolated events, rather ongoing meaningful experiences (Ruohotie-Lyhty, 2013). In other words, “To think narratively is to understand that our world is shifting, changing and personal" (Trahar and Yu, 2015). There is always an interplay between

the new experiences and previous stories. Therefore, it is essential that narrative inquirers need to understand individuals, places, and ongoing incidents. The sociality dimension of narrative inquiry refers to the existential personal and social contexts. Regarding this commonplace, Connelly and Clandinin (2006) state: "Narrative inquirers attend to both personal conditions and, simultaneously, to social conditions. By personal conditions we mean the feelings, hopes, desires, aesthetic reactions and moral dispositions" (p. 480). Social conditions are described as: "the environment, surrounding factors and forces, people and otherwise, that form each individual's context" (Clandinin, Pushor and Orr, 2007, p. 480). In addition, the sociality dimension stresses the collegial relationship between participant and the inquirer. A narrative researcher is recognized as "someone who brings social context into this relationship" (Jones et al., 2013, p. 83). Finally, the place dimension of narrative inquiry is the idea that "all events take place some place" (Connelly and Clandinin, 2006, p. 480). Thus, narrative inquiry should be used bearing the role of each place on the experiences of participants in mind.

Individuals make sense of their current experiences in relation to their past self-stories. Our self-experiences are "grounded in past and present, which are carried into the future experiences" (Jones, Torres and Arminio, 2013, p. 82). In response to the continuity of experiences, an individual needs to have a stable understanding of him/herself. In line with this perspective, Ruohotie-Lyhty (2013) reminds us that there are four particular characteristics of teacher identity agreed upon in recent studies: the existence of influence of context on professional identity, formed in relationships, changing and consists of meaning making. Taken into all these characteristics into account, in this study, narratives of second career teachers' experiences are considered as a tool to understand how they make sense of themselves in the flow of these ongoing effort to maintain coherence. Individuals can readily add some experiences to their repertoire of self-understanding. However, radical changes which may totally result in identity shifting take place if there is "a disruptive, traumatizing event or a crisis." (Ruohotie-Lyhty, 2013, p. 122). So it can be assumed that "there exists a continuing struggle to construct and sustain a stable identity" (Ruohotie-Lyhty, 2013, p. 122).

Second career teachers are not "part of an established occupational ladder or organizationally planned career path, and socialization processes are disjunctive" (Ibarra, 2007, p. 4) and bring a set of new and diverse skills to the teaching profession. Each of them has gone through different changes as they reconstruct their self-as-teacher stories. As their previous life experiences serve as a filter for the interpretation of new experiences, the above-mentioned characteristics of professional identity and the way of maintaining a stable understanding will result in rebuilding new identities that are unique to each participant (Sutherland et al., 2010). In parallel to this line of thinking, it is considered that each teacher participant in this study is a case that involves certain journeys towards becoming a teacher. They have their own narratives while having gone through a career change process which may "involve moving from an existing clarity of understanding to doubt, uncertainty, and/or ambiguity, and ultimately to a state of renewed clarity that resolves into an altered form" (Corley and Gioia, 2004, p. 174).

Concerning the dynamic process of becoming a teacher, Crow, Levine and Nager, (1990) developed a career-change framework in order to explore how career change teachers make sense of career transition and understand how they adapt to teaching (see Figure 1 below). In this framework, they suggest that past experiences affect the present, which in turn influence the future. This framework displays the collegial relationship among ‘initiating, mediating, and commitment components' in the course of career-change as illustrated in Figure 1:

(1) factors triggering the decision to pursue teaching as a profession influence the perception of the present experience;

(2) mediating factors may have an impact upon the reinterpretation of past experiences to construe current experiences;

(3) present experiences mediate the effect of the initiating influences on the extent of commitment to the new profession;

(4) initiating influences may affect the commitment to the profession without being mediated by current experiences;

(5) the extent of commitment to the new career may influence the reinterpretation of past and present experiences.

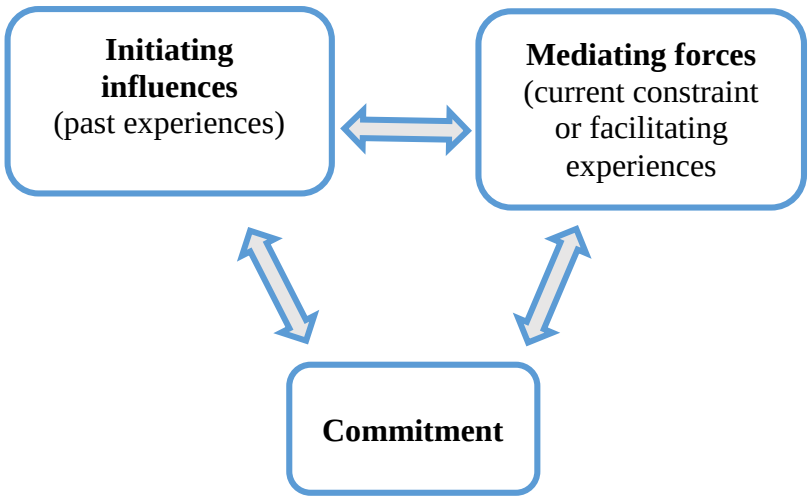


Figure 1: Career change framework (Crow et al., 1990)

In relation to career transitions, they also state that there are two main internal characteristics emphasized in career change studies. The first emphasis is on that life-cycle changes have an impact on the adults' ways of thinking and perceptions about themselves and their career and these 'mid-life' issues and problems affect the extent of their career satisfaction. Another characteristic of life-cycle changes focuses on the socialization process of second career individuals which gives prominence to "the organization's role in acculturating the individual to the work environment, but also to the individual's role in finding her or his niche in the new occupation" (Crow et al., 1990, p. 200). In relation to this, Williams (2010) claims that becoming a teacher is a kind of socialization process that previous life experiences and social practices give form to the teacher that individuals become.

3.3 Participants

The participants in this study consisted of five senior English language teachers working at the School of Foreign Languages (SFL) at one of the most reputable state universities in Turkey, Middle East Technical University (METU). The SFL at METU has two separate units, namely the DBE (Department of Basic English) and the DML (Department of Modern Languages), which differ from each other in terms of their primary objectives and responsibilities at some points. According to METU General Catalog (2014), the total number of the English language teachers at the SFL was about 292 at the time of the study. Nearly 12.000 students enroll at the SFL annually and there is a turnover of 10-15 English language teachers each year (Koç, 2002). That's why, SFL needs to hire new English language teachers in order to "provide students studying at METU with English language education at international standards" (METU, 2015). Today, the required qualification for admission to a teaching position at METU SFL is to hold a BA degree in English Language Teaching (ELT). Those who are graduates of other related departments such as English Language and Literature (ELL), Translation (TRANS), American Language and Culture (ALC), and Linguistics (LING) can also apply for instructor positions at SFL on condition that they have an alternative teaching certification (ATC) in ELT. If the applicants are not a graduates of ELT or other relevant disciplines, they are expected to hold a master's degree in ELT or possess a teaching certificate in ELT. However, apart from the category of teachers who are graduates of ELT or other relevant fields, there is also another group of English teachers who came from non-teaching fields such as Psychology, Sociology, Architecture, Mathematics, Engineering, and Economics and so forth and chose teaching as a second career. The participants of this study were selected from this category of English teachers who pursued teaching as a new career path.

In the selection of participants, the researcher utilized "criterion sampling" to choose the informants, since criterion sampling is used when the researcher intends "to review and study all cases that meet some predetermined criterion of importance" (Patton,

1990, p. 176). The researcher set several criteria for picking the "information-rich cases to study, cases that by their nature and substance will illuminate the inquiry question being illuminated." (Patton, 2014, p. 265). Since this present study focuses on the experiences and perceptions of the individuals who chose teaching as a new career path, pre-defined criteria for selecting the informants were as follows:

- Active teaching experience in English Language Teaching for at least 10 years;
- Not holding a BA degree in ELT or in other relevant fields (coming from other disciplinary backgrounds unrelated to education and teaching)

The first criterion allowed the researcher to select senior English teachers among others as it is assumed that they have collected a great variety of personal and professional experiences to tell about. Another rationale behind selecting participants from experienced language teachers was that teachers refine their professional identity as they gain experience in their careers and they become more and more aware of their identity as a teacher (Voinea and Pălășan, 2014). In addition, experienced language teachers appear to possess "developed rich, well-organized knowledge bases that enable them to draw readily on their past experiences" (Beijaard et al., 2000, p. 753).

Another selection criterion enabled the researcher to choose individuals from non-teaching fields rather than a language or education related department and those who had entered the teaching profession shortly after their graduation or those who started teaching after having worked in their previous careers for a while. The rationale behind allowing for such informants was that the study intended to explore in what ways the diversity and multiplicity of their life and work experiences influence their perceptions of themselves as teachers. Differences in their past personal and professional experiences are thought to add richness and depth to the understanding of second career teachers' perspectives and perceptions regarding the teaching profession. Another purpose was also to enable to observe how the differences in their previous

life and work experiences might or might not influence their teaching practice and their description of themselves as teachers who came from a variety of unique backgrounds.

At the time of the study, there were only 23 second career English teachers working at SFL coming from non-teaching fields. All of the potential participants were full-time teachers of SFL. As none of the participants were known to the researcher before starting the study, gaining access to the teacher participants was made through referrals provided by the researcher's supervisor and contacts in SLF. After obtaining the approval of METU Institutional Review Board for Human Subjects, the researcher initially contacted all of the teachers suitable for the participant pool of this study via e-mail. Five of the participants did not want to be involved in the study as it involved in-class observations. As three of them had administrational duties, they might not be available during the data collection procedure of the study. One of them volunteered but she could not participate because she was a member of the DBE testing unit and didn't have teaching classes at the time when the study was conducted. The rest of the potential informants did not reply the researcher's e-mail. Only five of the people contacted volunteered to take part in the study. This number of the study was considered to be ideal, since there is no set rule for the sample size in qualitative research but it should provide in-depth understanding and rich information about the phenomenon under the study (Patton, 1990).The researcher gave some brief information and participants expressed their interest in this study (please see Appendix A for Informed Consent Form). The profile of the five volunteering participants were demonstrated in Table 1 below:

Table 1: The participants' profiles

Name*	Gender	Educational Degree(s)	Experience in the previous profession	Language Teaching Experience (Year/s)	Language Teaching Certificate
Susan	Female	B.S. in Food and Nutrition M.A. in Applied Linguistics	5 years	36	No certificate
Audrey	Female	B.S. in International Relations	4 years	11	CELTA
Penny	Female	B.S. in Psychology M.S. in Clinical Psychology	2 years	30	No certificate
Olivia	Female	B.S. in Sociology M.A. in Curriculum Development	2 years	18	COTE, Pedagogical Formation Certificate
Alfred	Male	B.S. in Mathematics	6 months	25	No certificate

* All names are pseudonyms

3.4 Context of the Study

3.4.1 School of Foreign Languages (SFL)

The study was conducted at the School of Foreign Languages at Middle East Technical University (METU) in Ankara, Turkey. METU was established in 1956. Over 1,700 international students from approximately 94 different countries prefer to study at Turkey's one of most competitive universities, METU (METU, 2015). Furthermore, it is the first state university with English-medium of instruction in Turkey. English is the medium of instruction at all of the programs and the departments at METU. Thus, students are needed to pass METU English Language Proficiency Exam (EPE) to be able to follow their departmental courses, participate in academic activities and make use of English in their profession. Students whose level of English is below the required proficiency level need to take courses at the Department of Basic English at SLF in their first year in order to be equipped with necessary English language skills. After spending one year at preparatory classes at METU, they are expected to take EPE again. The SFL's EPE Unit prepares and administers four times a year and 8000 students (newly admitted undergraduate students, applicants to graduate/programs, and so on) take this proficiency exam (for more information please visit: http://ydyom.metu.edu.tr/en/metu-sfl-english-proficiency-exam).

In order to have an in-depth understanding of the teacher participants and their personal and professional experiences, a brief introduction about their working place would also be useful. METU SFL is an institution which of high importance in terms of making contributions to the overall quality of language teaching in Turkey. The SFL states its mission on its website as follows:

> The mission of the School of Foreign Languages (SFL) is to provide the students studying at METU with English language education at international standards by coordinating and monitoring the academic work in its departments, namely DBE (Department of Basic English) and DML (Department of Modern Languages). The main goal of the SFL is to enable the students at METU, an English-medium university, to follow their departmental courses, to access and effectively use all kinds of resources

> related to their academic studies and to use English in their professional lives by communicating in written and oral contexts. The SFL also aims at equipping each METU student with language skills that will enable him/her to carry out similar tasks in other foreign languages. While achieving these aims, the SFL seeks to educate its students in such a manner that they become constructive, creative, knowledgeable, intellectual individuals who are open to new ideas and aware of ethical and cultural values (available at http://ydyom.metu.edu.tr/en/mission-statement).

As can be seen, METU SFL put great emphasis on providing its students with a diverse and versatile learning environment, increasing learners' confidence in using English Language or other foreign languages by improving various language skills and enabling them to look at through cultural lenses. In addition, SFL has various responsibilities regarding the administration of EPE, offering certain certificate programs and courses. According to METU General Catalog (2014), the SFL:

- prepares and administers the METU EPE four times a year,
- provides consultation services to graduate students and faculty members in the Academic Writing Center through face-to-face tutorials,
- provides the SFL Foreign Language Certificate Programs to improve proficiency level of university graduates, weekend language courses to the public, language training programs at the request of other institutions,
- preparing test batteries for private and public institutions,
- offering Language Teacher Training Programs (p. 3).

3.4.2 Department of Basic English (DBE)

As mentioned above, the SFL has two separate units, DBE (Department of Basic English) and DML (Department of Modern Languages). The primary goal of DBE is to equip its students with necessary English language skills to be able to communicate easily, follow and carry out academic work when they start to take courses at their own departments. DBE emphasizes developing both language skills and academic skills of students including reading and listening, note-taking, writing short texts, and speaking.

All of these skills are taught in a context in order to provide grammar and vocabulary input. Additionally, DBE aims to help in the course of becoming an autonomous learner, since they have opportunities to use self-study facilities such as library, computer and visual laboratories, silent study rooms and its service on the internet 'Self-Access Center' (METU General Catalog, 2014, p. 4). DBE has over 100 classrooms and serves around 4100-4200 students annually. There are about 212 instructors. There are eight foreign instructors involving six native speakers of English. The rest of the instructors are mostly hired from Turkey.

3.4.3 Department of Modern Languages (DML)

The main objective of DML is to improve METU students' language skills and develop individuals with a sound understanding of language learning through foreign language courses (both compulsory and elective) at different levels. In contrast to DBE, DML offers courses in ten branches. The languages offered in the Department are: English, French, German, Arabic, Japanese, Italian, Russian, Spanish, Greek, Chinese and Turkish as a Foreign Language. In DML, there are 70 English Language instructors while the number of instructors of other languages are twelve. The number of the students per semester in DML is about 4.100-4.2000 (METU, 2015). In DML, over % 75 of instructors hold M.A. or PhD degree specialized at least one of the following fields: TESOL (Teaching English to Speakers of Other Languages), Foreign Language Education, Applied Linguistics, Linguistics, Translation and Interpretation, English and American Studies. In addition, most of the instructors at DML possess international teaching certificates such as COTE (Certificate for Overseas Teachers of English), DELTA (Diploma in Teaching English to Speakers of Other Languages) or ICELT (In-service Certificate in English Language Teaching) (METU, 2015). The importance DML attaches to the professionalism in language teaching is described on its web page:

> We value our qualifications as we believe in the importance of professionalism in language education, interaction of research and reflective practice, and career-long professional development. Together, we are a unique group of professionals on a mission to build a leading team of innovation and excellence in language teaching (available at http://www.mld.metu.edu.tr).

3.4.3.1 Teacher Education and Development Unit (TEDU)

As can be seen, DML has an outstanding family as it includes individuals from different cultural backgrounds. Furthermore, there is also a separate unit within DML named as 'Teacher Education and Development Unit' in order to maintain the understanding of the concept of professionalism through professional development activities, seminars, and so on. In line with the needs of instructors working at SFL, DML aims to be a guide for instructors during the course of their investment in their careers and tailoring lessons for their students' needs. Bearing this in mind, the TEDU offers programs for not only the newly-recruited teacher but also the existing staff to inform them about the latest developments in the field of language teaching (METU, 2015).

At the time of study, there were two teacher trainers who were graduates of an ELT program in the TEDU. The unit consists of pre-service training program, in-service training program and in-service sessions. Pre-service training program is an intensive orientation program lasting one week for incoming teachers to enable them to have an easier adaptation process until the in-service training program starts. In-service training program lasting one year is taken in the first year of teaching by the newly-hired teachers and the certificate can be obtained after the successful completion of the program, which is also the end of probation process. Throughout in-service training program, the following components are required:

- Input sessions and micro-teaching: twice a week
- Teaching Practice: three observations per semester
- Peer Observations: three observations per semester
- Written Assignments: one each semester
- Professional Development Presentation: one at the end of the program

In-service sessions are organized for all of the instructors on a regular basis. Teacher trainers conduct a needs analysis study in order to detect needs of instructors and they administer and organize in-service session in relation to the content by inviting guest speakers, trainers, and instructors (METU, 2015).

3.5 Data Collection

In qualitative research, using multiple data sources, data methods and data sources is important in terms of increasing the validity of the research findings (Mathison, 1988). Triangulation helps the researcher increase "confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem" (Thurmond, 2001, p. 254). The combination of different data sources, data analysts, methodological approaches, theoretical perspectives and data analysis techniques is to provide rich and multifaceted standpoints. In narrative inquiry, data sources can be in the form of field notes of shared experiences, interviews, letter writing, observations, autobiographical writing, documents such as class plans and newsletters (Connelly and Clandinin, 1990). Given that using multiple data sources is to ensure credibility of the study, the data of the present study were mainly collected through a personal data questionnaire, semi-structured interviews, classroom observations, e-mail correspondences and outsider (students and colleagues) comments. Gathering data from multiple data sources is an essential and distinguishing feature in qualitative inquiries, since it is aimed to "build a coherent justification for themes" (Creswell, 2014, p. 201). Also, the rationale behind the method of triangulation of qualitative research designs is "because it recognizes mufti-facet of social world as a fact of life" (Kennedy, 2009, p. 99).

3.5.1 Data Collection Instruments

3.5.1.1 Personal data questionnaire

Personal data questionnaire which was developed by the researcher was administered in order to get to know the participants before starting to gather the data of the study. The questionnaire primarily was to collect background information about participants' age, gender, educational degree/s, previous careers, experiences in their first profession, experience in the teaching profession and the certificates they possessed (please see Appendix B for the personal data questionnaire).

3.5.1.2 Interviews

In this study, semi-structured interviews were used as one of the primary data gathering methods. The rationale behind gathering data through interviews was that this study intended to provide in-depth information concerning with individuals' experiences and perspectives about the topic of interest. In relation to the use of interviews, Seidman (1991) states: "at the root of ... interviewing is an interest in understanding the experience of other people and the meaning they make of that experience" (p. 3). Since the aim of the study was to gain deeper insight into how teacher participants perceive, organize and make sense of the concept of professional identity as a teacher, two in-depth interviews were used pertaining to their experiences of being a language learner, their previous careers, choosing teaching as a new career path, being and becoming a language teacher (see Appendix C for interview questions). Interview questions were formed in order to provide sufficient coverage for the aims of this research study and draw out participants' retrospective understandings and current reflections on their teaching practice and perceptions about themselves.

The data collection procedure involved three phases. In Phase I, the first interview was conducted with the aim of getting to know the teachers and establishing a close and respectful rapport with participants by allowing them to tell about their educational

experiences as a student, professional experiences of their previous career and being a language teacher, and their current experiences as a teacher. The first interview was conducted in October and November, 2015. In Phase II, the second interview centered on the ways participants make meaning of their experiences as a teacher revisiting on their initial perceptions which were elicited in the first interview and the first observation. Moreover, the final interview helped to provide an analysis and synthesis of second career teachers' personal and professional experiences relative to their professional identity in order to understand the changes in their perceptions of themselves as a person and a language teacher. The second interview was conducted in November and December, 2015. Both of the interviews took place either in the staff room of the participants or in the researcher's office. Prior to each interview, the researcher explained the main of the study, data collection procedure and pseudonyms were given to the participants in order to ensure the confidentiality of the study. Each interview lasted 40 minutes to one and a half hours long for every teacher participant. The interviews were audio-taped in order to avoid data loss after getting consent from the participants and they were transcribed verbatim.

3.5.1.3 Observations

Two in-class observations were conducted for each participant as one of the primary modes of data gathering. It is stated: "Observations can be a very powerful check against what people report about themselves during the interviews and focus groups" (Mack, Woodsong, MacQueen, Guest and Namey, 2005, p. 13). Therefore, the aim of observing participants in their classrooms is to enable the researcher to experience first-hand how second career teachers teach. After each interview, the researcher observed each teacher participant in his or her classroom to be able to explore how they interacted with students, delivered the content of the lesson, synthesized their prior knowledge and skills and teaching and managed the classroom. In other words, in-class observations were based on the data obtained from semi-structured interviews, since "observational data represent a firsthand encounter with the phenomenon of interest rather than a secondhand account of the world obtained in an interview" (Merriam, 1998, p. 94). In order to conduct observations, an observation guide

designed by Merriam (1998) was used (see Appendix D for classroom observation guide). The classroom observation guide contains a checklist of elements such as the physical setting, the participants, activities and interactions, conversation, subtle factors (informal and unplanned behavior, nonverbal communication, and so on) and observer comments. Based on this checklist, the researcher took detailed and descriptive field notes during the observations. Field notes are "the most important determinant of bringing off a qualitative analysis. Fields notes provide the observer's raison d'être. If ... not doing them, [the observer] may as well not be in the setting." (Lofland, 1971, p. 102). The researcher was in a non-participant role which means she was in the classroom but did not participated actively. Each participant was observed by the researcher two times and the classroom observations took 30 class hours. In addition, observations in both phases had a clear focus on interacting with students, delivering the content, classroom management, teaching language skills.

3.5.1.4 Outsider Comments

> *Being a teacher is a matter of fact being seen as a teacher by himself or herself and by others; it is a matter of acquiring and then redefining an identity that is socially legitimated. (Coldron and Smith, 1999, p. 712).*

Second career teachers generally commenced teaching after working at a prestigious place or having a successful work life. Once they enter the classroom, they are expected to teach while they are trying to adopt new roles in a very different culture. As teaching is of a socially-embedded nature, second career teacher construct or reconstruct their identity through interacting with their students, colleagues, administrators and so on. In this sense, Diniz-Pereira (2003) stated:

> The structure and culture of schools have been some of the most powerful factors which have shaped teachers' identity. Social meanings about teaching, once built in conformity to the structure and the culture of schools as well as affected by people's social class, gender and racial differences, also influence the way a person perceives reality at schools (p. 3).

Career change teachers start teaching with their self-stories and practices which they collected during their previous working life. Without having no interaction with other teachers or students, they cannot construct their new identities and create new roles which are informed by their previous work and life experiences. Through interaction with others, their perceptions of themselves as a person and a professional are shaped and reshaped by developing new meanings, becoming part of the school culture and getting familiar with its routines. Regarding developing a new identity, it has been known that the journey of becoming a teacher is not constructed only by teachers themselves but also by other people. The nature of process of acquiring new identity for teachers is co-constructed, shifting and varied according to the socio-cultural setting that teachers work and live (Zacharias, 2010).

In Phase III, taking that the perceptions of teachers as a professional are also shaped by other individual's beliefs into account, the researcher conducted semi-structured interviews with the students or their colleagues of second career teachers. The aim was to explore teachers' professional identity through the lens of others as a third eye. Students were considered as potential data source of this study because "the student-teacher relationship played a vital role in determining how they saw themselves as teachers" (Meng, 2014, p. 190). In addition, their colleagues were selected as the data source because in their staff rooms, they were continuously in an interaction, which facilitates informing their understanding of themselves as teachers. Due to some ethical considerations, two of the participants wanted the researcher to interview with their students not their colleagues. Also, two of them preferred the colleagues in their staff rooms in order to be interviewed. Only one teacher participant preferred both her colleagues and students to be interviewed. The interviews lasted approximately 25 minutes and conducted face-to-face in the staff room of English teachers or in the researcher’s office. The interview questions were prepared by the researcher (please see Appendix E for interview questions for students and Appendix F for colleagues). Their students and colleagues functioned as a mirror for second career teachers, since it is known that "from their perceptions, they viewed themselves as teachers" (Meng,

2014, p. 190). The data sources of the research questions were demonstrated in Table 2 and the summary of the data collection procedure was presented in Table 3 below:

Table 2: Data sources of the research questions

RQ-1: What are the motivations of second career EFL teachers to choose teaching?	First Interview
RQ-2: What is the role of the second career EFL teachers' backgrounds in their teaching practices?	First Observation Second Observation Outsider Comments
RQ-3: What are the challenges second career EFL teachers face after their transition to teaching?	Second Interview
RQ-4: What are the perceptions of second career EFL teachers about their professional identity?	Second Interview
RQ-5: What are the factors that shape second career EFL teachers' perceptions about their professional identity?	First & Second Interview First & Second Observation Outsider Comments

Table 3: Data collection phases

Phase I	
	Content
Personal Data Questionnaire (Early October, 2015)	• Understanding participants' biographical information
Interview I (October and November , 2015)	• getting to know the participant, • uncovering personal, educational and professional experiences in relation to teacher identity
Observation I (November, 2015)	• interacting with students, • delivering the content • classroom management • teaching language skills

Table 3 (cont'd): Data collection phases

Phase II	
Interview II **(November and December, 2015)**	• exploring the connections of personal, educational, and professional experiences during their journey of becoming and being a teacher • self-stories pertaining to their adjustments to new work place culture • the changes in their perceptions of themselves as teacher • the influence of these changes on their professional practice
Observation II **(December, 2015)**	• interacting with students • delivering the content • classroom management • teaching language skills
Phase III	
Outsider Comments **(April, 2016)**	• students or colleagues' views about second career teachers' teaching practices and perceptions of themselves as teachers

3.5.2 Data Analysis

For the narrative analysis of this study, the researcher used the framework offered by Lieblich, Tuval-Mashiach and Zilber (1998) including the dimensions of *'holistic versus categorical'* and *'content versus form'*.*Holistic* approaches consider a story as a whole within a context while in *categorical* approaches, the researcher identifies themes across data from multiple participants In the *content* dimension of the study, the focus is on what happens and the role of other people whereas the dimension of *form* highlights how the story happens (Liebliech et al., 1998). The classification of narrative analysis is shown in Table 4:

Table 4: Classification of narrative analysis (Bleakley, 2005).

Holistic-Content	**Holistic-Form**
What happens in a story, appreciated as an overall pattern	How the pattern of a story unfolds taken in context
Categorical-Content	**Categorical-Form**
What happens in a particular episode of a story, analyzed for structure	How a particular episode of a story occurs

A researcher may make use of a combination of analytic techniques choosing among these four possible approaches to narrative analysis to enable to gain an insight into diverse standpoints (Beal, 2013). To this end, the data of this study were analyzed using a combination of holistic-content and categorical-content analysis with the aim of representing personal narratives of each teacher participant and the meaning second career teachers gave to their experiences.

The researcher initially began to analyze the data with a holistic-content analysis following the five analytic steps described by Lieblich et al. (1998, p. 62-63). Holistic-content approach is preferred for data analysis process because "the life story of a person is taken as a whole, and sections of the text are interpreted in the context of other parts of the narrative" (Liebliech et al., 1998, p.12) in this approach. In line with these steps, the researcher read the transcripts repetitively in order to get acquainted with the teachers' narratives until a pattern emerges. To be able to write a narrative account of each second career teacher, the researcher tried to order the actions and events by including the contextual features and linking them into a plot. Regarding the identifying the plot outline, Browning and Morris (2012) stated:

> The plot-ordering process operates by linking diverse happenings along a temporal dimension and by identifying the effect one event has on another, and it serves to cohere human actions and the events that affect human life into a temporal gestalt. By being included in a narratively generated story, particular actions take on significance as having contributed to a completed episode (p. 69).

During the process of constructing the stories of each teacher, the techniques which are time and place, plot and scene offered by Clandinin and Connelly (1990) were included in order to make connections of the events and actions and write the experiential narrative of teachers. On completing the plot outline of the teachers' life stories, the researcher retold their stories for producing her own interpretation of the story. Then, the researcher identified important themes emerging the narrative accounts of the participants and detect the main themes in each participant story. As the final step, the researcher followed these themes throughout the story taking the context into account, defining the prominence and contradictory features of the personal narratives of the teachers (Gerrish and Lacey, 2010). All these stages were followed for each case in this study.

After drawing the portrayal of each second career teacher, the researcher conducted a categorical-content analysis developed by Liebliech et al. (1998). In this mode of analysis, the research read the transcripts and determined the related parts of the story

based on the research question of the study. The definition of content categories was the second stage which included identifying main themes in the subtext to label them as preliminary categories. For sorting the material into categories, the researcher linked these separate emerging from different participants into related categories. The last stage was to draw conclusions from the results that were counted and tabulated including the content produced in each category. The main aim of employing a categorical-content analysis in this study was to generate a general knowledge about the main themes and identify similar and dissimilar characteristics of career changers. Concerning the dissecting the particular episodes of stories, Watzlawik and Born (2007) stated, "the purpose of this "dissection" is to examine thematic similarities and differences between narratives provided by a number of people" (p.42).

3.5.3 Ethical Considerations

In qualitative inquiries, a primary concern is to ensure the confidentiality and privacy of the participants, they are not harmed and that they are given informed consent. According to Halai (2006), there are four main principles adopted by many research institutions and universities' ethics boards: (1) informed and voluntary consent; (2) confidentiality of the information shared; (3) anonymity of the research participants; (4) not harm to participants. In line with these principles, the proposal of this study was sent to the Ethics Committee of the university and the permission was taken. The researcher obtained their consent through an informed consent form (please see Appendix A Informed Consent Form) which involves information about the purpose of the study, timing, procedure, potential risks and statements expressing that participation is voluntary and they can withdraw from the study whenever they want. For the confidentiality of information and anonymity, pseudonyms were used in this study and the identity of the institutions were not given. In the consent from, participants were also informed about the benefits and risks of the study.

3.5.4 The Role of the Researcher

As "narrative inquirers begin with personal justification" (Clandinin and Huber, 2002, p. 8), in this part I intended to explain my personal justification in conducting this narrative inquiry. I would like start my study expressing the reason why I chose to understand the experiences of this life-experienced group of teachers who are named as second career teachers. I defined them as the individuals who were graduates of a non-teaching field and worked in their previous job and decided to enter the teaching profession. I believe that they have very distinguishing group of teacher with diverse backgrounds and work and life experiences. This line of thinking has never happened to me before and I have never considered them as a different group until I became part of a research study about the teacher candidates who wanted to leave teaching which was conducted within a master's course. During the process of reviewing the literature on the leavers, I encountered the growing number of those who want to pursue teaching as a second career mainly for intrinsic and altruistic reasons in contrast to those who do not want to stay in teaching any more. These two groups were very interesting to me and I really wondered why some of them wished to breathe the classroom atmosphere whereas the others sought alternative ways to avoid teaching. My research interest is also teacher development and teacher identity and that's why, I decided to study the professional identity of this growing group of teachers, what impacts they made on education, the challenges/tensions or joys they experiences during the course of adjusting to teaching and their new workplace and how their professional selves were constructed after gaining a certain amount of teaching experience.

My own career journey

I am a graduate of an English Language Teaching program and I never thought about being a teacher when I was a child, or in the high school or even in the university. I always dreamed of being an academician throughout my educational life. However, after graduation, teaching was standing there among my future plans as a second choice. In fact, I never had teaching experiences apart from my undergraduate courses such as school experience and practice teaching. Even though I really enjoyed going

to schools during the teaching practicum and the relationship with the students or other colleagues and most importantly the school atmosphere, I could not imagine myself as an English teacher in a state school. Therefore, I applied a Teaching Staff Training Program and I was accepted. As Williams (2010) said, "this was the real 'game-changer' for me- I entered the world of high-level academic research for the first time" (p. 4). I also became a career changer according to the literature. I was making a transition from a teacher candidate to a teacher educator and entered a different culture in which I would both study and work as a research and teaching assistant. I also needed to develop a new identity, since I was no longer an undergraduate student. I had no teaching experiences but I was intrinsically motivated to making transition to academia. As a prospective teacher educator, I needed to develop particular research and teaching skills and develop an understanding of different perspectives. I am currently a novice researcher and a prospective teacher educator; that is, not a teacher in a state school or an undergraduate student at a state university. My new identity needs to be constructed and co-constructed through the collaboration and interaction with others and my own research practices. All in all, I considered myself as a second career individual who needs to develop a new professional identity as a research/teaching assistant and a prospective teacher educator. In this respect, I noticed similarities between my personal situation and the participants of my study who were in the course of negotiating and constructing their novel identities as individuals coming from a completely different background. Therefore, I found noteworthy to hear these life-experienced teachers' stories in order to learn both about myself and this group of teachers in the teaching workforce.

3.5.5 Quality Criteria

As in other qualitative methods, narrative inquiry is based on quality criteria other than validity and reliability, since the positivist line of thinking argue that the terminology of validity and reliability are more adequate for quantitative studies (Lu, 2005). Therefore, this study adopted the naturalistic terms proposed by Guba and Lincoln (1985) in order to ensure credibility and trustworthiness of the findings. Lincoln and Guba (1985) proposed some criteria and techniques such as credibility (internal

validity), transferability (external validity), dependability (reliability) and conformability (objectivity) in order to establish trustworthiness in a qualitative study. In this study, the researcher made use of multiple data sources and data analysis methods to corroborate evidence. The data of the study were gathered through interviews, observations, e-mail correspondences and outsider comments. Employing the combination of two or three data analysis methods is the data-analysis triangulation (Thurmond, 2001). In that sense, the data were analyzed using two data analysis methods, namely, holistic-content analysis and categorical-content analysis.

As for credibility, peer debriefing was used for the research process.The final draft of this study was sent to one of the research assistant enrolled in an ELT program and working in a teacher education program as a form of an external check and she clearly explained the parts that she agreed on and the parts she thought the researcher might re-analyze. Member-checking was another technique employed in this study. This technique is considered as "the most critical technique for establishing credibility" (Lincoln and Guba, 1985, p. 314). The final analyses and interpretations were taken back to the participants with the aim of offering alternative interpretations (Patton, 2002). In that sense, Loh (2013) stated, "It is ethical to allow the participants to have a look at their data and the interpretations derived from it, and offer their views regarding them" (p. 6). The role of the researcher was also clarified explaining her past experiences and views on the subject under scrutiny. Throughout the research process, the researcher kept well-organized and detailed notes with the aim of enabling the study to be transferred other contexts. For enhancing the reliability of the study, two coders (the researcher and a research assistant in an ELT program) analyzed the data in order to provide inter-coder agreement.

CHAPTER 4

RESULTS

4.1 Introduction

This study is a narrative inquiry in which the lived experiences of individuals is explored. The purpose of this study was to understand the reasons why they second career EFL teacher choose teaching as a new career path, the role of their backgrounds in their teaching practices, the challenges they experience after their transition to teaching and gain an understanding of their perceptions of themselves as teachers and the factors that shape their perceptions.

In order to scrutinize the experiences of second career EFL teachers, first, their reasons to choose teaching were sought by the first interview. The role of their previous jobs on their professional practices were explored through first and second classroom observation and outsider comments. Then, their challenges after transitioning to teaching were investigated by the second interview. Their perceptions about their teacher identity were examined by the second interview. The factors that play a role in shaping second career EFL teachers' professional identity was explored using all the data collection tools. In this chapter, firstly, the five focal participants were introduced through biographical vignettes. The researcher provided detailed background information about their personal, educational and professional experiences. The participants had diverse but unique stories to live by and different narratives of identity emerged.

4.2 Story of Susan

4.2.1 Susan's Biographical Overview

I don't think you can find more committed teacher than me.
(Susan, Interview II; December 23, 2015)

Susan, a sixty-two-year-old American female, was born and raised in Chicago, Illinois. Up to university, she was not interested in school and she was a very average pupil at the time. She was interested in everything but academics. She was a student in a private school and she took Spanish courses from fourth grade to senior year of high school. She enjoyed learning languages and exalted them. In spite of the fact that she was a kind of an about student, she got high grades in Spanish courses. In the high school, Susan had a role model English teacher whose teaching style she could not remember but she thought that she was very friendly and let them see some of her personal life that was very interesting for Susan. She had also some other teachers that stood out her mind, ironically, strict teachers having high ideals and known as hard teachers.

At the time, there were two types of university exam, SAT (Scholastic Aptitude Test) and ACT (American College Test). As she was not an exceptional student, she wanted to take only one of these university entrance exams. The university she was thinking about accepted ACT. So Susan took the exam in the third year of high school and she did not do any extra preparation whatsoever for that exam. She was better than high school but again she was not super hardworking at the university. She was a 'C' student in high school, 'B+' student at the university and then she graduated with 3.99 at the graduate school and became an excellent student.

Choosing her major was a sudden decision for Susan. Once she was accepted to the school, then she decided on her major. When she went to register, she was asked what major she was going to be in. However, Susan had never thought about it and she decided to study Food and Nutrition at Western Illinois University. Susan chose

dietetics for two reasons. First, she considered dietetics to be a very prestigious subject. When people asked her what she did for living, she would say "Dietetics" and they would look with admiration and say "Wow!". The second reason why she decided to pursue dietetics as a profession was that she was interested in health and medicine so she thought it would be a good subject. She wanted to choose such a major that if she had changed her mind after two years, it would not have been a waste of time. For instance, if she had chosen history and then after two years, she might have changed her mind, then she would have wasted her two years. What was she going to do with it? Nevertheless, she thought that if she had chosen Food and Nutrition, which is the beginning of Dietetics, she would have learned about how to cook and nutrition. It would not have been a loss for her. So she decided Dietetics with the idea that if she might have changed her mind, then it would be something applicable in her personal life as well. During her university life, she met a Turk and decided to get married. After they got married in America, Susan and her husband decided that they would go to Turkey for a couple of years which turned out to be longer.

Susan had two daughters and was planning to retire, since she expected grandchildren within the next year. She was also planning to play an active role in their upbringing. She has other things that she wants to do such as travelling, playing bridge and so forth. Interestingly, teaching is again among her future plans. She wants her grandchild to learn English from her. Susan is a very extroverted and pretty social person. She enjoyed helping people and supporting them along with managing, organizing and controlling. Susan is extremely organized at home and she always tries to be creative in her personal life.

4.2.2 Susan's Life Trajectory as a Dietitian

Upon graduation from the university, Susan commenced working as a teaching at Yellowstone National Park for two summers. In the first summer, she was a morning cook and she cooked food in a restaurant. But in the following summer, she went back, since she had worked there at a previous summer. As they noticed that she was hard

working, reliable and organized, she was offered to work as the kitchen supervisor. Then, she started to manage the kitchen and trained the employers such as the salad makers or the dishwashers and so on. She was in charge of making sure everything was clean and healthy and all the food was ordered properly. Susan thought that all of the characteristics she had as a child worked out all right as a dietitian. Then, she worked at two different hospitals after her graduation from the college. There were two different kinds of dietetics. The first one which was the administrative one in which she was in charge of the entire dietary department. The department was very large and Susan's job consisted of managing, firing, disciplining and training the people she hired. In addition, she had to make sure that everything was clean and all the food came out on time and as delicious as she could. And then, she worked at several hospitals for about five years.

Susan perceived being a dietitian as a very stressful profession because of the working conditions and constant exposure to negative events:

> When you are working at a hospital, you are constantly thinking about death. Because people die in hospitals. The people need diets, special diets. The people come in and have babies or come in with a broken leg, Orthopedics. They don't have special diets so they don't see the dietitian but the people who are dying or who are very ill need special diets, so those of the ones you see. When you visit the patients, it is depressing. The administrative side is also actually depressing, too. Because the level of people that you get in a kitchen is kind of low, uneducated and unmotivated and they are not easy to train. It gets a lot of time and a lot of patience and then when you finally get them to understand their job, they leave (Interview I; November 27, 2015).

Besides, she thought that working as a dietitian was a constant problem-solving. She encountered all kinds of problems which took a lot of energy. She perceived it as quite training and also challenging. However, she never found working as a dietitian boring, since something was always happening: "You are about to put out the lunch menu and you found out that the broccoli hasn't come in or the dishes come back from the patient and the dishwasher breaks. So there are always problems" (Interview I; November 27, 2015).

In spite of the fact that Susan earned good money and the job was fairly prestigious, she had troubles with the busy schedule and the working hours. She had to be at the hospital at seven days of the week, holidays included. She frequently had to work on weekends and on holidays to prepare the dishes for patients. She was expected to be there at 06:30 in the morning. Regarding her working hour that got better gradually, she said: "When I initially started, the lower levels of my job worked at bad hours either very early or very late. When I became an administrator, I got 09:00 to 17:00 position. The hours got better" (Interview I; November 27, 2015).

4.2.3 Susan's Journey of Becoming a Teacher

4.2.3.1 In the Middle of Difficulties and Missed Opportunities

Susan' life changed greatly after she got married. They decided to move to Turkey, since her husband completed and earned his PhD degree in the States in order to teach at a Turkish university. When they came to Turkey, Susan was going through a major shock and said:

> In 1979, Turkey was a really difficult place. For me it was difficult time to be able to go somewhere and buy something. I mean, I could not get a Nescafe or magazines. I could not get anything from the normal stores. The only magazines they sold were Time and Newsweek. So it was a difficult time for me" (Interview I; November 27, 2015).

The culture shock and the challenges that she experienced because of the lack of the language showed itself in her personal relationships as well. She had learned French and Spanish but the method was totally different. When she came to Turkey, she wasn't learning formally. As her husband was bilingual, he was Susan's translator. However, Susan considered her husband as“a terrible translator" and this forced Susan to learn Turkish faster. On the other hand, her father-in-law knew little English and her mother-in-law knew no English. But she wanted to communicate with them as she liked them. They lived together with her husband’s family for three months. While Susan was trying to adjust to her new family and also country, she wanted to learn the language in order to be able to help them. She was very motivated and as she was a very

extroverted person, she wanted to be able to speak but she could not. As her husband had been away for seven years from home, all their relatives and friends came to say "Welcome!" and to check out the "foreign bride". Susan wanted to appear funny and intelligent to people as a newcomer. In order to find away out to the language problem, she tried a couple of courses, but she didn't stick with them. It took her about two years to learn the language and feel fairly comfortable. She learned the language by listening and through experience. Then she realized her reading and writing was bad, so she tried to improve them through practice and in terms of speaking she became very fluent in time. She described herself as, "I was definitely a language learner during this time".

Susan wanted to work but she had realized that she could not work as a dietitian in Turkey because of the lack of the language. Nevertheless, there were some opportunities for her to work as a dietitian in Turkey. When she was in America, there was a Pediatrics professor from a Turkish University who was working at the hospital where Susan was working in Missouri. He knew that she was coming to Turkey after him and he said, "When you come back to Turkey, see me. I will help you get a job as a dietitian". However, Susan chose not to go to visit him because she realized that once she got in Turkey, there was no way she could be a dietitian and she explained why she missed this opportunity saying:

> How can you go to kitchen and tell the cook what to cook when you can't speak to him? How can you tell the patients what to eat or what not to eat if you can't speak to them? So, I could not be a dietitian (Interview I; November 27, 2015).

Susan's situation was totally a moot point. As she wanted to work, many people told her that she could speak English and she could teach. She thought that she had always wanted to be a teacher. Even, when she was a child and when they played at school, she was always the teacher. So teaching was a very good option for her. Later on, she decided to apply for a job at an institution of which aim was to teach English. She was obviously a native speaker but she had no teacher training. That's why, they put Susan through a one-week training program before they hired her. During the test before starting to work, they gave her a real class that knew no English, they videoed her

teaching. Two directors were sitting in the back of the rooms and observing how she taught. Susan told about this procedure, "This was a very stressful test". After they hired Susan, by the way, another opportunity appeared for her to return to her previous profession. It was when she had just started working and gone through training at the language institution. She noticed that there was a job, kitchen supervisor, at one of the districts of Ankara at Air Force Base. She decided to apply for the job and the head of the institution surprised at her CV. He told her, "You are exactly what we need. I can't believe that you have fallen into my lab". For Susan, it sounded easy and the salary was good, too. Also, she was going to be able to shop at the base and get American food. The job was exactly what she wanted. He said he would call her, but he didn't. She learned later that the head of the Air Force Base was married to the head of English courses that Susan worked and she did not want to lose Susan for this position because the language institution was really happy with her. Because of this incident, Susan didn't get the job and she became an English teacher.

4.2.3.2 Susan's story of becoming a teacher: From kitchen to classroom

Susan were given a class of fifteen army pilots who were elementary students while she was working at the language institution. Although that didn't have a lot of material and they had photocopy books, Susan enjoyed teaching in her classes. She found teaching was very funny because her students were sent by the Army and they were motivated and interested. She didn't have any kinds of disciplinary problems. After three months at the language institution, Susan decided to apply for another job position which was teaching English to university student. After passing a three-staged exam of the university where her husband worked, she was accepted as an English teacher. Also, she added that the university hired lots of people who didn't have degrees in ELT, an artist, two architects, a dietitian and so forth. Susan explained her opinions about those who chose teaching as new career path as:

> The thing we had in common was that we were all college graduates and we had good English and the qualifications that they wanted and in spite of the fact that they changed it, now those teachers were excellent teachers and better many of the teachers that they hired than those who have degrees in ELT or FLE (Interview I; November 27, 2015).

After commencing teaching at the university, Susan found out that she loved teaching. Also, she found herself very lucky, since she was teaching English to those who were very intelligent students and she was working at one of the prestigious place. She described her students as "silk" and explained the reason as "You can't make a silk out of a sow's ear". She considered her students as very brilliant, sweet and hardworking. She also noticed that if she kept them focused and motivated, there was so much potential in them. Susan didn't experience so many challenges during the adjustment process to her new workplace. She enjoyed working there because the system of the university was quite similar to American system that was strict and lenient at the same time. It allowed her freedom to choose her own material. Concerning this point, she noted:

> So it is nice to have freedom and creativity and stay and work within the guidelines. I am staying here for two reasons. The first one, the university is well-organized and well-run and the second one is that these students are very high quality (Interview II; December 23, 2015).

Working as an English teacher at this new atmosphere was very different for Susan. There were certain things that were not similar to her previous working place. The classes were bigger and the students were younger. She actually found the teaching materials pretty bad. However, she liked the fairly regimented and organized side of the university that she worked.

In the initial years, there had been some disciplinary problems to a certain extent in Susan's classes, but in later years, the students seemed to be respectful. She did not experience a great problem except a couple of times two years ago. Even though she was a very experienced teacher two years ago, the students made her drive crazy. Susan told that they were the worst types of students she met. They were always complaining and did not do their homework. She told the rest as:

> Specifically, some of them poisoned the class. It was a horrible semester. I really tried hard to motivated them. In order to motivate them, I tried to show them why their behavior was disruptive or problematic for either them or me. They didn't care" (Interview II; December 23, 2015).

Based on her narrative accounts, Susan described herself as a very firm teacher on students who did not work up to their potential and she told:

> Because of that they know what I expect from them and they that it makes me unhappy when they waste their potential. Not every student in class can be A student, but I always ask them to ask the question 'Have I done the best that I can do?'. If the answer is 'No', then they need to rethink it (Interview II; December 23, 2015).

Susan tried to figure out what the reason behind the disruptive behaviors that she didn't like. Mostly, she had an idea what the problem was and she could get them to take a siren or if it was a problem more than one, she discussed it within the class. She tried to get them to realize.

Susan had many attempts to develop herself as a teacher. For instance, she decided to get her master's in Applied Linguistics. She took courses on how to teach English by an American instructor. They were mainly on the options and situational practices. For example, they were given a situation as 'If you call on students randomly, what is the minuses and pluses?'. It was very practice-oriented as well for Susan. Apart from her master's degree, Susan also had pre-service training and in service training even though it was optional. Susan told about that whenever there was a conference or some presentation at the British Council or somewhere, she went to attend them in order to be able to stay fresh. She thought that she got theory in her master's courses and she practiced in her classrooms.

She thought that most people started doing something and learned some rules, ideas, and principles that they feel should be used in the classroom and tried to stick by those. As there were a lot of theory, she believed that the more experience she got, the more she realized that in practice not everything worked so well. Regarding the changes of Susan as a teacher after she commenced teaching, she stated:

> I have learned to see things more a student's point of view. Surprisingly because I am, of course, far away from being a student myself but I see them more as people, less as just someone sitting in a chair across from me. So, my class is more laid-back, but I think that if you talk to my students and they will feel that when you talk to them as people and you make them realize why they are there and what the motivation behind the things that you're doing is they are more willing to do the stuff that you wanted them to do. So, it's more rewarding for them and more enjoyable for you. So, I don't stick by the rules as much as I used to and I get much more opportunity for the students to have input into what we're doing. I am much more democratic than I used to be (Interview II; December 23, 2015).

4.2.3.3 Susan: A born teacher

Susan found her personal life and teaching life matched very well, since she stated she was extremely organized at home and she tried to be creative, fair and open-minded with the people in her personal life in the same way she tried to do that with her students. Susan's perceptions of herself as a teacher implicated that her personality was much closer to the teaching profession when she compared to working as a dietitian. She thought that there was little negativity in teaching saying:

> You can have a bad class and it can cause some certain problems with students who disrupt the class or subject you don't like or some areas could be bad. So for the most part, teaching is a very positive thing and it is all mainly forward whatever you start in the beginning of the semester, at the end of the semester. Students are better for what they've done in your class and you're better for knowing them (Interview II; December 23, 2015).

Her perceptions about teaching were very positive whereas her perceptions were very negative about her previous job. She stated that she avoided from the negativity of the dietetics, since she thought that she had to make sure that people got the food they wanted or needed or she visited the people she had them understand their need diets and how they needed to live. She regarded dietetics as a profession which involved constantly thinking about sickness and death. So, she compared teaching and dietetics in terms of positivity and found teaching closer and in line with her personality. Besides, she added:

> The pay in teaching is bad but we are not doing it for the pay. There is much more in teaching. I would have got better pay as a dietitian but it was not that rewarding. The pay is not everything. I think being a teacher is more prestigious in Turkey. This doesn't happen in other professions (Interview I; November 27, 2015).

Susan's narrative account also emphasized that she liked teaching because teaching was more than rewarding than being a dietitian. She said that if she served food to people, she never got any feedback. So she thought "no news is goodness". In addition, she told about her previous job:

> If you say something bad or forget to send something, then they tell you, but if it is a beautiful meal or if it is on time or have the person enjoy it, you don't know. Indirectly, you have the person get better, you don't know. So there is little positive feedback there" (Interview I; November 27, 2015).

As a teacher, Susan perceived herself as an organized and goal-oriented person and she said:

> I look at where we want to be by the end of the semester and then I look at where the students are now. I try to think of the best way that I can get them to where we want them to be by the end of the semester so I'm goal-oriented. I always tell my class for doing something and you think it's stupid, why we are doing them, always ask me. As we do not do one activity in class which have no purpose. Everything has a purpose. If you track something that does not have a purpose, then you should remind me because I'm confident in myself and I'm open to criticism and as long as polite. I can spell things wrong or I can you can you give me an answer to a question that may be better than mine. The students feel that and when they like you and they respect you, they do anything for you so you have a good class (Interview II; December 23, 2015).

During the classroom observations, Susan stated the purpose of what they were going to do before starting and gave the instructions in a very clear way. For instance, in the lessons, she used the following sentences before getting started the activities, “What I want you to do is to…” and “I want you to …”. In addition, the classroom observations demonstrated that Susan guided her students step-by-step while delivering the content and doing the activities. In one of the writing lessons, she firstly checked whether the

students learned and remembered what they had done in the previous lesson. Then, she reminded them of the important points of writing a problem solution essay through an example topic that was about the problem of declining energy sources. Then, they discussed about the possible solutions and while doing this, Susan had the opportunity to review the components of a problem solution essay.

As a native speaker English teacher, she perceived herself as very advantageous. She saw herself as an expert and the students never questioned her. She thought that she was in a "wonderful position" and this situation allowed her to be more confident. She also thought that her nativeness counterbalanced the fact that she was coming another profession. She noted that being a second career certainly led her to feel at a loss in certain areas at the beginning. But later as she took methodology courses and with the help of practice, she could overcome more quickly because she was the speaker and the expert on that subject area. Also, Susan viewed herself as very luck teacher because she implied that she could use some of her information about nutrition and dietetics in her classes. She said that she could brought her knowledge to bear on these areas and use funny stories from the days as a dietitian as a examples in certain areas. Regarding to the contributions of learning Turkish to her teaching English, Susan told that learning a new language made a big difference and she could totally sympathize with her students. She could give them all kinds of examples of things that she used herself as a language learner that helped her learning Turkish and that she thought it would be effective for them. She benefited from her own language learning strategies while teaching English to students. For instance, she told that she used them while teaching collocations. She also said that there were a lot of personal experiences that she could show how she suffered and how she learned Turkish that she could apply to her class.

During the first classroom observation, Susan used her background knowledge in order to add a rich content and set a context for her instruction. For example, in the lesson in which the aim was to review Relative Clauses, Susan distributed a worksheet and said at the beginning of the lesson:

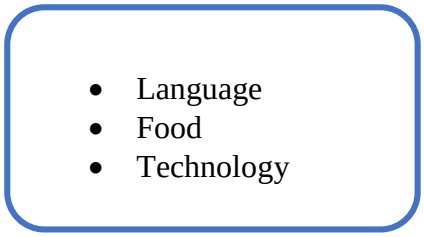
> We don't only teach English in this department. We also teach each other things. Today, we are going to talk a little bit about the American Political System but not in a boring way. I want you to have a little knowledge about the some of the main candidates. In addition to improving your knowledge about the American Political System, we are also going to review the main points of Relative Clauses (Observation I; November 30, 2015).

After she read the first sentence in the worksheet which was 'Hilary Clinton is the democratic candidate. She can become President of the US', Susan gave some information about Hilary Clinton and asked some questions about her. Then, Susan reminded them of the grammar rules in each sentence. In this way, Susan reviewed the main points of Relative Clauses in a context and it seemed that the students were very motivated during observed lesson. In this respect, during the second classroom observation, Susan made use of her previous life experiences in her teaching. For instance, in one of her lessons in which the focus was on introduction to writing a problem-solution essay, Susan told the students that they were going to analyze a different topic before they started to write an essay. She stated that the topic of the lesson was culture shock.

After she asked the students what the term meant, she read the definition from the course book. After defining what culture shock is, she related the problem of culture shock to her own experiences. She said that she had a major culture shock when she came to Turkey. She told about her initial experiences in Turkey in the class and said, "I think I might mention about my own culture shock. Years ago, Turkey was a very different country. I went from a place that had fifty color channels to a place one black and white. It was definitely a problem. So do you think it can be solved?" (Observation I; November 30, 2015). Then, she wanted them to picture themselves as a foreigner or think of somebody who was a foreigner.

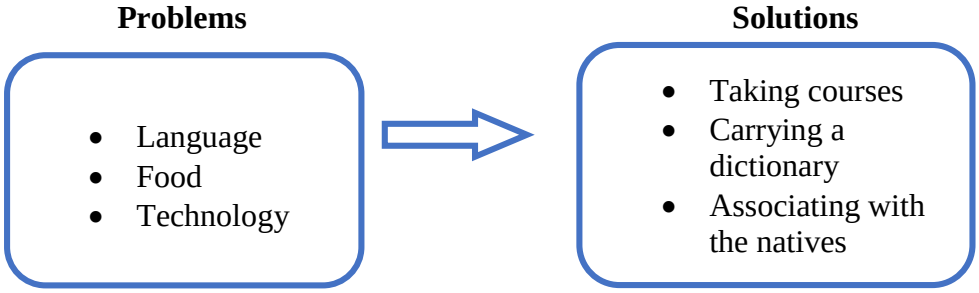
The students brainstormed about the problem of culture shock and solutions to the problem. Afterwards, she asked them to analyze and brainstorm together. She gave

herself as an example and said, “Picture that you are a young and beautiful American. You have recently arrived in Turkey. What might be the problem?” The students told that language, food and technology could be the problems for a foreigner.



What might be the problems for a foreigner?

Then, Susan said, “Let’s take the language problem. What can be the solutions to this problem?” and she drew a circle on the board and wrote the students’ answers related to the possible problems and solutions as illustrated below:



They discussed each solutions and Susan told about her experiences when she was learning Turkish. After they discussed the language problem, they talked about the food and technology problems and tried to find solutions. As for the strengths as a teacher, she explained:

> I‘m pretty good at empathizing with the students and I try to pay attention to where their heads are at. I can look at them when I am teaching something, I try to see. If they are bored or there is a problem of some kind and I try to change my lesson even if I change it to make it more interesting or make it more applicable and that is the strike point. I try to be understanding as much

> as I can and fair. I try to be the teacher that I would want (Interview I; November 27, 2015).

Susan also commented on her negative characteristics as a teacher and she said that there might be situations where she was not as patient as she could be but she was not sympathetic to students who seemed lazy or who did not get maximum benefits from their brilliant minds.

Throughout her career as a teacher, Susan had some other opportunities to be able to transfer to dietetics but she did not choose it. Because she believed that she liked teaching and the closeness with the students in the department she worked. She made a point of her career choice as:

> I like the closeness with the students and I do not want to be one of their teachers, but I want to be their only teacher and I like that and I also like the fact that they first come here, then I am the first person if they have contact at this university. The relationship is different. I want to have that closeness with the students yet their kind of mature. I hate children and we had some disciplinary problems. So, I have the benefits of the newness of being at university, dependence on the teacher, naivety (Interview I; November 27, 2015).

Regarding the opinions about herself as teacher, she said that everyone knew that she loved teaching and they knew that she was very determined and happy about being a teacher. One of her colleagues who was interviewed also told about her teacher-self:

> She is an outgoing, friendly and extroverted person who has a strong personality. She has a lot of energy at the same time. She is very well-balanced as a lot of wisdom but she also shares gladly and she is very hard-working. I know that in all her life although she has been teaching most of the things so repeatedly, she still prepares in advance. I know that every time she just something new prepared repeatedly. She always thinks of interesting and new activities for her students. She revises her old games or old material (Colleague, Outsider comments; April 22, 2016).

Her colleague also added that she was a born teacher. She thought that she possessed great instincts on how to approach her students in addition to her meticulous work that she prepared in advance. She was seen as a very systematic about preparing her teaching materials and her colleague stated, "Being a good teacher came out of her character". In terms of her relationship with their students, her colleague explained her opinions as:

> I know that her students like her very much. She has a close-knit relationship with the students many of whom she still has contact to even after they graduated. I think rewards are far more than the challenges she has had. She is very friendly and a good role model to her students (Colleague, Outsider comments; Interview, April 4, 2016).

On the other hand, Susan was seen as a very helpful teacher by one of her colleagues who was interviewed. Susan's colleague told that she helped her and other colleagues every time and she was very willing, active and enthusiastic about sharing her materials. She stated, "Susan helps not only her colleagues but also helps her coordinators or testers in our program. Additionally, she was a mentor to newer teacher and observed them as a peer teacher for three years" (Colleague, Outsider comments; April 4, 2016).

In addition to her colleagues' comments as an outsider, Susan implied in her self-narratives that her teaching philosophy was to make sure the students worked up to their highest potential and got maximum benefits from the class.

All in all, Susan perceived herself as a "motivating, fun and determined" teacher and she summed up her journey of becoming a teacher as:

> I think it has been literally a learning experience that you try something if it works, you will continue doing it and if it doesn't, you try something else and working with them. So, I think that everything that has happened in my teaching can be looked at as a learning experience (Interview II; December 23, 2015).

4.3 Story of Audrey

4.3.1 Audrey's Biographical Overview

Classroom is my place to work
(Audrey, Interview I; November 1, 2015).

Audrey grew up in one of the small cities of Turkey, Nigde. She was there until she finished high school and then she went to Ankara for her undergraduate studies. As a person, she was very peaceful and she always sought balance in whatever she did. In all areas of her life, there should be a good balance, since she believed that our nature was balance. She also described herself as a positive individual who liked to have a positive influence on other people. She also would rather have positive people around her. She possessed positive outlook and valued this way of thinking in her life.

As a student, she described herself as a very hard-working and successful student who got the highest grades in the class. She also added that I was not an exceptional student except being a hardworking student and I was a very ordinary student and there was nothing special about her. Throughout her childhood, she enjoyed learning English, but she regarded English as a course. However, when she became a high school student at an Anatolian High School in Nigde, she met an English teacher who made her love English. In the following years, the English teachers were not so good at teaching and Audrey started to lose her interest in learning English until she took the university exam and came to the prep school of the university.

4.3.2 Reminiscing the Past: Regrets

Audrey decided to get her undergraduate study in the field of International Relations in one of the most prestigious universities. In fact, she was forced to choose her major because of two reasons. First, she had always wanted to be an English teacher particularly in high school, since she saw one of her English teachers as a good role model for her. But there were some mishaps when she tried to choose Language Division in high school. Since the division was not opened and she could not choose it and had to choose another field which was about social sciences. Second, her family did not want her to be a teacher because people perceived teaching as low status and poorly-paid job at that time. As Audrey was a hardworking student, her family thought that she should study in a very prestigious field of area such as International Relations. However, Audrey always felt regretful as she wanted to be an English teacher and becoming a teacher was on her mind even if she was at the prep school. She told about her regret:

> Everyone around me focused on in which field I could win not that what I wanted. My teachers and my parent said to me that you are the best and should in the best place. We never thought of what I really wanted and we just focused on my success (Interview I; November 1, 2015).

In the prep school, Audrey started to observe her English teacher again and she noticed that she emulated the style of her teacher and wanted to be like her. She desired to be there on the stage and work in a classroom not in an office. Then, she explained the situation to her family, but again they discouraged her from becoming a teacher. They told her that if she chose teaching, then she could only be a teacher but if she chose International Relations, she could work both as a teacher and as a consultant. While Audrey was reminiscing the past during the interview, she said, "This was another turning point for me and now I regret not choosing teaching". Audrey went on with a passion of teaching in herself and completed the prep school. Then, she commenced taking her departmental courses but she did not like their contents which was mainly on history, political issues and relations and so on. Although she was not very

interested in the departmental courses, she was among the most successful students when she graduated from the university. The desire to become a teacher already aroused in Audrey and she knew that she wanted to become a teacher.

4.3.3 Audrey's Journey of Becoming a Teacher

Four years later, after her graduation, she started to work as an assistant consultant in General Secretariat of the Council of the European Union. Later, she became a consultant and worked there for four years. Her status as a consultant was very prestigious, the salary was very good for her and the people that she worked with were very high quality. However, there was a major problem that Audrey did not like her job, since it was "a desk job" which involved bureaucratic issues and perpetual correspondences with government agencies. She knew that she was not fond of the relationships between Turkey and European Union. One day, she asked herself, "What am I doing here?". By chance, one of her roommates was an English instructor at a university and she was affected while her friend was preparing something for her class and she thought that teaching was her dream and more in line with her personality. Then, she decided to begin a British Council course which was a certificate program on teacher development. However, she had to have a class in order to be able to register for the course. She began to give English courses as a volunteer teacher on weekends. She noticed that she enjoyed teaching people and took great pleasure in teaching. The course and the short-term teaching experience helped her feel confident and comfortable as a teacher. Then, she applied for two teaching positions and took the exams at two different universities. She became successful in one of the exams and after passing three-staged test, she commenced teaching English at a university. Before starting to work as a teacher, Audrey went through a pre-service training in order to be able to help new teachers adjust to their new workplace. Then, they were provided in-service training throughout their first year. In the initial years, Audrey had very difficult and challenging times in her classes even though she was very enthusiastic and willing to become a teacher. She explained her difficult times as:

> I came here very willingly, but it was very difficult. I was teaching three hours per class and there were three groups who consisted of beginners. I clearly remember that I was making preparation for a three-hours course for six hours every day. Because I did not know what is gerund, what is infinitive or the other terminology. The program was so intensive and I was a novice teacher. I learned how to teach by trial and error (Interview I; November 1, 2015).

Later, Audrey started to change and become more comfortable about dealing with such crisis in classroom and her problems in classroom management. She began to tell "I don't know" if she had no answer to what was asked by her students. Over the years, she learned to be a teacher and her worries disappeared. Considering the change in herself and her teacher-self, she stated, "Experience in teaching is a priceless thing". She also added that she really wanted to become a teacher but in the first place, she understood that it was not enough to want something and she had to work hard to achieve her goals. Audrey told about her other challenges in her initial years:

> In the first year, I had quite a lot of cases resulting in fiasco. I was not so good at time management. One of my worst teaching experiences occurred during my very first year teaching**.** I was thinking that I prepared a 50-minute course, but the lesson ended in 30 minutes. I did not know what to do. In my initial years, I did not have if-time principle. I feel myself terrible. My nightmare was that they asked me a question and I could not give an answer to their questions (Interview I; November 1, 2015).

4.3.4 Audrey as a teacher

Audrey thought that her previous profession helped her look from a broader perspective and guide her students in terms of how to access information. As she was from an interdisciplinary field, she had an idea about a wide range of areas such as history, art, and so on, she could make them gain a cultural lens in her lessons. In terms of the match between her teacher-self and her own self, she stated:

> I am an enthusiastic teacher and the one who loves her job. I try to do my best when I enter the classrooms. I am a very committed teacher and I believe that I bring positive energy to my classes, as I am a very positive thinking person. This reflects on my lessons (Interview I; November 1, 2015).

Regarding her perception about herself as a teacher, she stated that teaching itself was constantly in the back of her mind. For instance, when she saw a link, a picture or a video, she immediately saved it in order to use in the classroom. She explained her thoughts as, "I look everything through the eyes of a teacher. This makes me happy and entering a class is still a thrill in me" (Interview II; December 24, 2015). She thought that the key factor influencing her teacher identity development was the desire within her to teach. This instinct helped her find her way and finally she became a teacher after so many struggles and challenges.

During the first and second classroom observations, it was revealed that Audrey created a friendly, encouraging and positive atmosphere in her classes. She frequently used some techniques such as brainstorming, discussions and so forth in order to involve all of the students in the lesson actively. For instance, in the first classroom observation, Audrey encouraged them to talk about their previous good and bad teachers and then she wanted them brainstorm about the qualities of a good teacher. Audrey created a supporting and positive learning environment by helping them list the qualities of a good teacher. In addition, in the first classroom observation, she started the lesson saying that they were going to talk about educational issues. Then, she drew a circle and wanted the students to brainstorm about the educational issues. It was observed that nearly all of the students were willing to tell their ideas and participate in the lesson. The students told their opinions about the educational issues including exams, compulsory education, student-teacher attitudes and teaching methods. Afterwards, they discussed each educational issue and finally they decided to focus on compulsory education in Turkey. Audrey divided the board into two parts and wrote ‘single-sex education’ on one part and ‘mixed-education’ on the other part. Then, she divided the class into two groups and wanted them to support one of these types of education and came up with the supporting ideas. In this way, she made all of the students to take the ownership of their own learning and take an active role in their learning. Then, Audrey created a sharing classroom atmosphere by allowing her students to state their opinions about the issue.

It was also shown that Audrey gave more importance to cooperative learning in her classes during the second classroom observation. In the first lesson in which the topic was about ‘trends’, Audrey wanted the students to brainstorm about the current trends and they made a list on the board altogether. The list consisted of technology, fashion, architecture, food and drinks, communication and sports. In order to narrow down the trends, Audrey wanted them to talk with their partners about these trends. In this way, she attracted the students’ attention and allowed them to speak and share their opinions. In the second observation, it was seen that Audrey made use of technology actively in her instruction. In the same lesson in which the focus was on the trends, she showed three different videos which were about the trends in the 1980s, 1990s and 2000s. While she was showing the videos, the students were very motivated to watch them. Then, they discussed today’s trends and by this way, Audrey allowed the students to talk about themselves and their own experiences.

Besides, Audrey made comments on the qualities of a good teacher and said that there were two criteria. First, a teacher should love her job so much and second, a teacher should know what-to-do and how-to-do situations. She also said it did not work alone. Audrey perceives teaching as a continuous process which could be seen as a life-long learning. She noted that one of her important missions in teaching was to teach her students to adopt the notion that life is an on-going learning process which would never end after they graduated.

Audrey perceived herself as a professional who was positive and encouraging. She also added that she was still learning something concerning teaching every day. She thought everyday brought something new to her teacher-self. When asked about whether she wanted to return to her previous career, she told, "I came resigned here without hesitation by burning the bridges. After I signed my resignation letter, I never regretted. I am where I am supposed to be" (Interview II; December 24, 2015).
Considering the career-change teachers like her, Audrey stated that if they chose teaching willingly and 'prefer' to become a teacher, then they should be in the teaching

workforce. She thought that but if they had to choose teaching because of some reasons such as unemployment or financial issues, there would not be positive returns for the profession.

Commenting on her good sides as a teacher, Audrey stated that she could detect students' weaknesses easily and know how to guide them according to their needs. As for her negatives aspects as a teacher, she told that as she was a very emotional person, she was affected by students' negative comments about her. She also stated that when she lived something bad throughout the day, she was thinking all day long.

Audrey's student (S1) told about her positive personality specifically showing itself when she entered the classroom. He said: "She is very sympathetic and very friendly. She has always a smiling face and tries to give something at every opportunity. Even if I am sad, when she comes into classroom with all her positivity, I feel happier" (S1 Interview, April 22, 2016). Her student also expressed that she was not only a teacher but also she was a very good guide for all of her students. She was seen as a very friendly teacher in addition to her positive sides. On the other hand, her student referred to her another characteristic as a teacher:

> She is a very knowledgeable and experienced teacher in all her aspects. When we get bored during the class, she can easily notice that and try to make the lesson more enjoyable and attract our attention. We play games and we really enjoy playing them and also learning English at these times. Last term, I did not study English so much, but this term she always motivates me to study hard and learn the language. I come out of the class as enlightened. She is also pretty fair and can be an authoritarian teacher when necessary (S1, April 22, 2016).

Audrey' student also made a point of her extensive knowledge about other cultures and countries. Her student perceived Audrey as a teacher who had very different perspectives on many subjects. The student also commented on that Audrey was very good at differentiating her instruction with a wide range of different activities

including all language skills. Her student concluded by saying: "She is the best English teacher I've ever seen".

Audrey's another student (S2) also emphasized the same characteristics of their teachers. In addition to the male student, she stated that her teacher was very good at communicating with her students. She also added:

> In our classes, there are always students who show disruptive behaviors and our teacher is very successful in attracting their attention and involving them in the classroom. She rarely gets angry. She is not only patient but also very sensitive. I really respect her because I enjoy in her lessons. Her classes are very comprehensive and we speak, listen, read and write. Also, she gives great importance to group-working (S2, Interview; April 22, 2016).

As can be seen, Audrey's own perceptions of herself as a person and as a teacher overlap with her students' perception of her teacher-self. Audrey perceives herself a very positive teacher and her student also make emphasis on her positive personality and good communication skills. Besides, both of the student told that she was a 'real' teacher.

4.4 Story of Penny

4.4.1 Penny's Biographical Overview

It was a very challenging and tiring journey.
(Penny, Interview II; December 24, 2015).

Penny, in her early fifties, was born in Izmir, Turkey and lived there up to her six years old. When she was six, her family decided to move to Berlin, Germany. She lived there for about fifteen years. She saw herself as one of the lucky ones, since she went to a high school in Germany: "At that time, everyone who graduated from a primary school could not go to a high school. It was a great success for me" (Interview I; November 5, 2015). She had good teachers in the high school except her French teacher. She did

not like her teacher. She was taught in a very classical German system that was similar to American educational system. She thought that she had a good education during her high school years. She told about her studentship: "I was not a super-hardworking student, but generally I was a good student except one or two courses (Interview I; November 5, 2015).

She stated that she was not exposed to a discriminatory treatment as a foreigner because at that time, the number of Turkish citizens in Germany was not that much. Instead, she was seen as a privileged student by her teacher and she was not expected to speak during the classes. One of her German friends helped her learn the language at the beginning. Then, when she started to learn German and be able to speak, she became very comfortable. Penny said: "The kids adapt more quickly". Regarding her experiences as a student in Germany, she explained her thoughts as:

> I had no great tension during my primary school and adaptation process. As I did not start school in Turkey, it was a normal developmental process for me. If I had started, perhaps I would have had some certain expectations from German education system (Interview I; November 5, 2015).

She was very confident and comfortable while speaking two languages, Turkish and German. However, she was not so interested in learning languages so much. Even though she had no interest in leaning languages, she could learn them easily. Penny explained the reason saying:

> I had to improve myself in terms of language naturally because I did not understand the language when I first came to Germany and I had to find out some ways to communicate with my friends and teachers. I was just a six-year-old kid. Therefore, I approached the language unconsciously and learned in that way. Even if my family spoke Turkish at home, my first language became German after a while and I started to have some problems in understanding Turkish sentences. I needed to compensate that situation (Interview I; November 5, 2015).

Penny never perceived herself as a foreigner in Germany as she was there, since her early childhood. However, when she commenced her university education in the field of Biology in Berlin, she did not feel herself comfortable and perceived herself as a

foreigner because some cultural and family-related differences began to emerge. After two semesters at the university, she got married to a Turk who was a doctoral student in America and they decided to move to there. Penny did not complete her undergraduate education in Berlin and therefore, she made up her mind that she would take the exams in order to start her education again in America. She passed the exams and she decided to do her major in Psychology at Iowa State University. She worked so hard that she completed the university within two and a half years. Six months later, they moved to Turkey and she searched for employment opportunities. She did not work for nearly one year. Later, she found a job but it was not related to Psychology, it was teaching.

4.4.2 Penny's Story of Becoming a Teacher

4.4.2.1 Penny: "Incidentally, I became a teacher"

When Penny came to Turkey, she experienced a great culture shock because she had not been to Turkey for nearly nineteen years. She lived the main difficulties in finding a job related to Psychology. She applied for some positions, but as they found her incompetent in speaking Turkish, she was not preferred. She went on seeking for jobs. After a while, one of her acquaintances told her that she knew English very well, so she could teach English at a language institution. Incidentally, she started to work there as an English teacher. So, before commencing teaching, she did not have any experiences as a psychologist. When Penny started to teach, she actually did not have any ideas regarding teaching. Even, when she applied for the teaching position at the language institution, she was asked: "Do you think you can be a teacher?" and she answered as: "I myself constantly try to understand the languages, since my early childhood, both in Germany and America. I think I will be able to teach them because I developed my own methods and experienced it firsthand". She worked there for about four months and then she took an exam which was given by a state university for an English instructor position. After she passed the exams, she started to work as an English teacher there. Penny went through a pre-service program which was for

helping them ease the transition process. At those times, Penny noticed something about herself. She was getting used to teaching. But, in her initial teaching years, she felt herself very helpless:

> I liked the class and they loved me. I was extremely disciplined. Later, my students and my colleagues told me that. In recent years, I started to let them go, but I could tighten the reins. In my initial years, I regard teaching only as my job. Other than that, it was nothing for me and I didn't want to keep on teaching. Sometimes, I felt myself very stuck in the corner. I was not unhappy in classes. My relationship with students made me happy. Yes, I did not have sufficient knowledge about methodology or terminology. I felt nervous, but somehow I could go on (Interview I; November 5, 2015).

Penny also added that she got very nervous and extremely disciplined in her initial years. But she thought that she could be able to feel relaxed and her worries about classroom management began to disappear.

4.4.2.2 Dual Identity: Psychologist or Teacher?

Even though Penny started to get used to teaching and her workplace and she loved the relationship with her students, she did not feel herself committed to teaching and she did not have any sense of belonging. Commenting on her perceptions as a teacher, she explained her feeling saying: "I never consider myself as an English teacher. I just see it as a job. It is not more than this" (Interview I; November 5, 2015). As she did not perceive herself as a teacher and did not possess any sense of belonging to teaching, turning back to her previous career was always on her mind. After eight years later, she decided to get a master's degree in Clinical Psychology at the university she worked:

> It was a very excruciating process for me. I was unhappy, since I did not like my job and the system here. I guess it was because of the lack of experience. Teacher-student relationship is very challenging even though it is one of the most satisfying job. But the problem was that I was constantly in a relationship with someone and it was so exhausting for me as I always took something personal. So, I did not feel satisfied and when teaching became intolerable for me, I decided to do master's degree in my own field. Nevertheless, the first step was not to leave teaching (nterview I; November 5, 2015).

While she was a master's student, she was supposed to do an internship at the health center of the university as a psychologist. As they were very satisfied with her performance, they wanted to hire Penny and offered her to work there as a psychologist. Then, she started to work there and it lasted two and half year, "I was very happy working at the health center". In the meanwhile, Penny's daughter was born and she had some difficulties in terms of the working conditions of the health center. That's why, she again made up her mind and went back to teaching keeping the good conditions such as working hours in mind. Her priority was not her job but her daughter. However, she was wrapped up in being psychologist and then she applied for PhD studies in Psychology two times and she was accepted. She expressed her feeling as: "I did not still feel myself committed to teaching". But later, she had to quit doing her PhD studies as a result of some problems related to family. In the meanwhile, the head of the department said to her that if she could meet some of the students in trouble and she accepted. Then, the head of the department wanted her to work as a full time psychologist in order to help those students who had certain problems such adjustment, discipline and so forth. She worked as a psychologist for almost six years in the department and then she felt very satisfied with job and pretty happy again. It was also very easy for her, since she knew the students and what kind of problems they could have. As she was their teacher, she could easily guide them. After six years as a psychologist, Penny started to enter classrooms and teach. When she came back to teaching:

> When I returned, I began to enjoy teaching more than before. What caused this change? I actually do not know but I guess, working as a psychologist helped me learn to develop empathy with the people, especially with my students. Even, I was not aware of some facts about my students before they consulted me and now I get more pleasure with teaching (Interview I; November 5, 2015).

When she turned back to teaching, she noticed that she loved teaching and she taught better than before. In addition, she stated that she started to feel more comfortable in terms of classroom management.

4.4.3 Penny as a teacher

Working as a psychologist helped Penny gained an understanding regarding her students' adjustment problems, concerns that they experienced learning a language or their other problems. She also noticed that their problems related to learning English might not merely be based on academic reasons but there might be some other underlying problems. She stated that she became a more conscious teacher with the help of her previous job. Concerning making reference to psychology in her lessons, Penny also explained that she used it when she wanted to make the content richer and diverse or give interesting examples. As for her understanding side as a teacher, one of her colleagues (C1) during the interview told:

> Penny is a very good listener. She practices her previous profession in both her personal and professional life. As she could get to know people easily with the help of her psychology background, she could establish closer relationships with her students. This helps to increase her students' motivation and achievement as well (C1, Outsider comments, Interview,; April 26, 2016).

Her colleagues thought that Penny was a very lucky teacher because of the fact that she could understand the sources of their problems easily and employ effective strategies in line with their concerns. Another remarkable point made by Penny's colleague was, "Penny's students are also very lucky because they have a teacher not only who can teach English but also who can understand their learner psychology" (C1, Outsider comments, Interview; April 26, 2016). Penny's another colleague (C2) implied that she could use her psychology background very effectively. She added that she could understand her students' basic psychological needs and their inner world. In line with Penny's colleagues' comments, in the interviews, two of her students stated that Penny was always eager to talk with them when they had a problem. Her students implied that every student generally knew that she was a disciplined teacher who had principles. In addition, one of her male students pointed out that the reason why Penny was so successful in setting the limits was that she had been teaching for nearly twenty-eight years. Penny believed that her personal traits were closer to working as a psychologist. She explained the reason as:

> When I work as a psychologist, I determine the conditions. In contrast, in teaching, there are lots of rules, books, lesson plans or programs you have to follow. There are limits in teaching and they direct me while I am teaching. So, I do not feel myself so comfortable in teaching in this respect. Yes, there are some appealing aspects of teaching for me and these aspects coincides with Psychology as well. Psychology facilitates understanding students' academic problems and I can notice and find a solution to their problems easily. In fact, I can also say that teaching made me a better psychologist (Interview II; December 24, 2015).

With regard to her positive sides as a teacher, Penny stated that she was not a monotonous teacher. She perceived herself as a disciplined, punctual, entrepreneur and creative teacher. In this respect, one of Penny's colleagues stated that Penny was a teacher who had certain values and principles. Her colleague (C2) also reported that she was very good at standing firm for her principles. Penny was seen as a very principled in grading students and preparing exams. Her colleague (C2) believed that Penny was very successful in blending both English teaching and Psychology. In this sense, one of her students (S1) said:

> She could easily attract our attention at the beginning of our lessons. As she likes to watch films and read books, she can differentiate her instruction. Specifically, when the topic is related to psychology, she brings very interesting videos to our classes or talks about very different experiments or studies (S1, Outsider comments, Interview; April 21, 2016).

In line with her students' comments, it was revealed that Penny used examples from different books in order to enrich the content of the lesson and attract the students' attention. For instance, during the first classroom observation, Penny drew a shape of a boa constrictor in order to talk about the Little Prince and the students tried to guess the shape. Then, Penny and her students talked about the story and Penny summarized the story and stated that it was about the meaning of love and friendship. Afterwards, Penny wanted them to tell about the books that were of the same message as the Little Prince. The students gave examples and they discussed about the books and then the film adaptations of them. In this way, Penny allowed the students to talk about their favorite books and films and this helped them have a communicative and supporting learning atmosphere. Penny also thought that she was very good at speaking and

reading while she still had problems in grammar and the terminology. One of Penny's female students reported that as she lived in different countries especially in America, they saw her as a very competent teacher in pronunciation and speaking. Even, she stated that because she viewed Penny as a role model, she tried to imitate her delivery. Besides, all of the students who participated in the interview agreed on the fact that Penny brought very different and enjoyable activities and videos to make lessons more interesting and motivating. Penny told about regarding her positive perceptions about herself as a teacher:

> It is time to study hard, they have to study hard. Yes, there are times we can have fun as well. I think we need to follow some rules while doing a job. If there is a logic behind it, you need to comply with it. So, I am disciplined. Also, I am very comfortable with speaking English because I mastered the language, since my early childhood (Interview I; November 5, 2015).

Penny described herself as a teacher "friendly, motivating and creative". Her two colleagues agreed on the fact that Penny was very successful in transferring her personal interests and vast knowledge on many topics into her lessons. For instance, one of them said:

> Penny likes to watch films, specifically science fiction films. In addition, she watches interesting videos and read different articles and books in order to be able use them in her classes. Therefore, she could easily find common grounds with the students. This facilitates motivating students. Additionally, Penny possess a very critical eye. She can look from different perspectives all the time (C2, Outsider comments, Interview,; April 20, 2016).

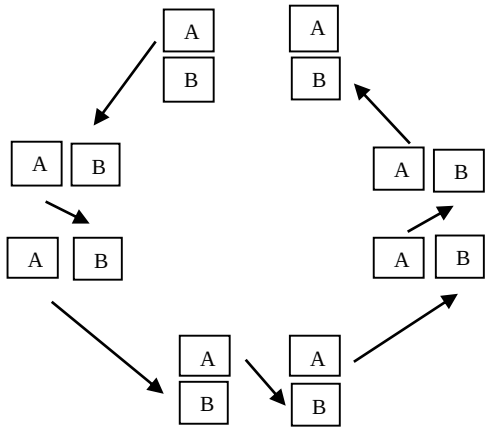
Besides, one of her colleagues also made a point of Penny's student performances. She reported an aspect of Penny's students' performances in a writing class, which attracted her attention saying:

> Penny's students were able to write good quality content texts particularly in writing lessons. When I compared with my students, I noticed that Penny's students wrote much more hyperlinked than my students did. In her students' writings, the content is much more intense (C1, Outsider comments, Interview; April 26, 2016).

Penny also summed up her teaching philosophy with a Chinese saying, "You can poor man a fish and you feed him for a day. You teach him how to fish and you give him

an occupation that will feed him for a lifetime". She believed that her students should learn English not because it was a course that they had to pass. She emphasized that when they made English a part of their life and a life-style, then they could be a real language learner.

During the second classroom observation, Penny encouraged all of the students to take part in their own learning. For instance, in the lesson, Penny wrote the familiar topics that were found in their course books on the board. Then, she wanted them to write at least three questions based on the example questions she gave. After the students prepared their questions, Penny encouraged them to talk with their partner by asking the questions they prepared. The students checked their questions whether there was a problem or not. Afterwards, Penny wanted them to choose one of the questions they prepared and form a circle. Then, Penny said that one of the partners would be A and the other partner would be B. After the partner students determined who would be A, Penny told them that all of the A's would move around four times in order to ask questions other than their own partners.



This activity enabled Penny to form an engaging and sharing lesson. The students enjoyed talking about the topics they had already knew, since they had prior knowledge and learning experience beforehand. It was observed that the students found the activity very enjoyable and had a chance to speak.

In her narrative accounts, Penny made an emphasis on the characteristics of a good teacher and said that a good teacher was the one who was fair and dedicated to teaching whatever the conditions were. As for negative sides, she thought that she did not try to do different and diverse things in her classrooms. Because she believed that if she did something very interesting at the outset, then later, everything began to be routine. Therefore, she preferred to prepare or do something creative or interesting from time to time. She also stated that she did not use the board very effectively while teaching, as she was too hasty and impatient and did not have a good handwriting.

She thought about the second career teacher that if they really came to teaching voluntarily and had a good capacity to teach, then they should be allowed to enter classrooms, since they brought richness and added different dimensions to classroom environment. Concerning her journey of becoming a teacher, Penny stated: "It was a very challenging and tiring journey. I had many troubles and got bored. If I were given a chance, I preferred to turn back and work as a psychologist" (Interview II; December 24, 2015).

4.5 Story of Olivia

4.5.1 Olivia's Biographical Overview

I am cut out to be a teacher.
(Olivia, Interview II; December 26, 2015).

Olivia's story started in a small city, Karabük, where she grew up, and lived until five years old. At that time, her father was working at an iron and steel plant. Then, they had to move to Ankara where she began her education at a private school. She was an about student at high school but she was a very good language learner. She enjoyed learning English.

After graduation from the high school, she took the university exam. Then, she decided to study Sociology at a very well-known university in Ankara. During her university life, she loved her field but the program was so intense that they had to read lots of books in order to write a ten-page paper. As the medium of instruction of the university was English, she developed her reading and writing very well. In addition, Olivia described herself as very energetic person who liked to talk with people and listened to them. She loved helping people and guiding them. Olivia also stated that her personal life and working life were intertwined.

4.5.2 Struggles on the Way of Finding Myself

After Olivia graduated from the field of Sociology, she had some difficulties in finding a job. Then, she was accepted to an urban and regional planning firm as a part-time sociologist. But she did not feel fulfilled because he understood that it was a desk job that is too heavy.

She tried other fields such as customer representation and public relations in Istanbul and Ankara. She decided to work in Belgium, however, she could not find what she looked for nearly two years. She expressed her feelings as:

> I noticed that this work was not as it seemed. You always had to be stylish, cute and smiling. You had to work long hours. I did not like both sides of this work and I could not get used to this desk job anymore. Then, after this adventure, I decided to go back to Ankara and try something else (Interview I; November 6, 2015).

She had never thought of becoming a teacher before, but when she came from Belgium, she decided to start Ankara University Pedagogical Training Course in order to become a teacher. In the meanwhile, one of her closest friends who were an instructor at a Department of Foreign Language told her why she did not try her chance in English Language Teaching. Then, her journey of becoming a teacher began.

4.5.3 Olivia's Journey of Becoming a Teacher

After getting her teaching certificate from Ankara University, she applied for a part-time teaching position at one of the language institution and got accepted. She worked there and also taught English at several private courses. During her initial years, she realized that she loved and enjoyed teaching. Then, she applied for an English instructor position at a private university and started to work there. She worked there as a teacher for about five years. She attended compulsory intense teacher training programs involving classroom management, classroom language, methodology and grammar teaching for two years at this university. She was very happy with participating in these programs because she thought that she had lots of things to excel in. She believed that she had to make up for her knowledge as soon as possible. Olivia told about her initial years:

> They gave me a lot of books, and I was constantly reading something but I did not know how to start and what to teach. When I entered the first class, I mimicked my former teachers. Our biggest advantage was that the book was very well-prepared and well-directed. I never feel myself alone in the classroom. The trainers and colleagues always helped me in this profession (Interview I; November 6, 2015).

Olivia stated that she strove to develop herself professionally at every opportunity. She went on attending certificate programs or training related to English Language Teaching. She always was nervous and felt uncomfortable during the classes, since was a second career teacher. The fact that she was coming from another field made a negative impact on her professional confidence and also served as a catalyst for her improvement. While working as an English instructor, she also started to do master's degree in Curriculum and Development at another university to learn more about teaching. She stated that doing her masters helped to gain different perspectives about education.

Five years later, she applied for another teaching job at a state university and after a three-staged exam, they hired her. Again, she attended compulsory certification program, COTE (Certificate for Overseas Teachers of English). She stated that she

worked hard to be able to do her best and deserve what she had. She then realized that after nearly ten years later, she began to feel comfortable in the classroom and could say, "I am a teacher".

4.5.4 Olivia as a teacher

Olivia thought about the reasons that made her a teacher were mainly related to the undesirable aspects of her previous job. She stated that she never felt the sense of belonging to her prior workplaces, since she could not be herself: "I felt like a stranger to myself while I was working at the firms. I could never say that it was my style. There were always restrictions about dresses or behaviors. I could not find myself in any of those jobs" (Interview I; November 6, 2015).

Conversely, she thought that her personality was much closer than any other jobs she did. She believed that she could find ways of expressing herself in teaching:

> The reason I continued to teach was that I find a chance to express myself in teaching. I go to class and teach in my own way, slow or speed, joyful or joyless. You can shape your classes and I realized that I could not find it in other jobs. I also realized that I feel the sense of belonging to teaching and the sense of self while teaching. I can add something personal to my teaching. It becomes my own teaching style. I am very lucky because I had the opportunity to discover myself and teaching (Interview I; November 6, 2015).

Besides, she explained her other personal traits which overlap with the teaching profession:

> I am an extrovert person, son I like talking with people and helping them. In my previous job, I could not see whom I helped. However, I could get immediate feedback in teaching. Also, every day there is a new topic and every time, it is a very nice experience to get to know new people. All these matches show that I am on the right track. Therefore, I think, my job matches with my personality and expectations, too (Interview II; December 26, 2015).

Olivia also added her comments that she met new people every term and this helped her find out the language that would appeal to all of the students and solve the mystery

of the communication. Besides, she noticed that she learned to be more moderate and not to be prejudiced. In this way, she could manage to see every student equally. She also said: "I learned how to be tolerant, understanding, less judgmental, show empathy towards people, and use my life skills in teaching" (Interview II; December 26, 2015). Olivia believed that she was a good teacher and strove to teach through students' eyes. She thought that if students loved him or her, then s/he was a good teacher.

During the interview, one of Olivia's colleagues (C1) expressed that she could find easier ways to reach her students, since she had worked in various fields of areas before. He added that she had very effective communication skills which were also acquired in her previous jobs. He commented on his thoughts about Olivia's teaching and her personality and pointed out that her personality was reflected while she was teaching. Her colleague explained that she was an open-minded and helpful teacher and she was at peace with herself. Olivia's colleague also emphasized that her personality was extremely in harmony with the teaching profession particularly in terms of her showing empathy for her students very effectively and being an understanding teacher. With regard to her teaching philosophy, Olivia stated:

> The class is a small version of life. Of course, the lesson is very important but I do not always want to focus on the content of the lesson. Life is full of unexpected incidents. There are also other things good and bad. I want to live them and make my student live in my classes. It can be fun, difficult or easy. I want them to experience all in classes. Class is not certainly a disconnected place from life itself. I try to be strong and insightful in my classrooms as I do in my personal life (Interview II; December 26, 2015).

Concerning making references to her previous life and job experiences in her classes, she told that she could bring different perspectives to the content of the lessons. She also stated that as she had developed communication skills, she could add richness and fun to her classes particularly when the students started to get bored. She believed that she could reap the benefit of her major in her teaching style. In addition to her teaching philosophy, she described herself as "an enthusiastic, motivated and understanding" teacher. Regarding her perceptions as a professional, she stated:

> I am very committed to the teaching profession. I can teach all my life. I don't think I will experience occupational burnout because I thought that I 'chose' to become a teacher willingly. Another reason is that as I had experienced and worked at other workplaces, I could make comparisons between my previous jobs and teaching and that's why, I know the value of the teaching profession. In addition, I am a very entertaining teacher. I can give five examples not six but I could make the lesson more enjoyable instead. I generally believe that I am good at delivering the content of the lesson and making clear explanations in my classes (Interview II; December 26, 2015).

In parallel to her own comments about being an understanding teacher, it was revealed during the two classroom observations that she generally encouraged her beginner students to speak in English even though they kept speaking in their mother tongue insistently. For instance, in the first classroom observation, one of the students told that she liked the songs of Red Army Choir in Turkish. Olivia encouraged her to tell the sentence in English and helped her find the right words and state in a simple way. Besides, in the same lesson, Olivia was very enthusiastic and tried to involve the shy students in the lesson by asking questions or encouraging them to guess the meaning of the words and so on. It was also revealed during the classroom observations that Olivia gave importance to create an affective learning environment. She frequently showed attending behaviors towards the students. She called her students by their names and used eye-contact and facial expressions. In addition, Olivia had a very smiling face during the classroom observations, which made a great contribution to student motivation. She used her voice very effectively during the observed lessons. While teaching vocabulary, Olivia made use of verbal and nonverbal means in order to help the students get the meaning and guess the vocabulary. For instance, in the first lesson of a beginner class, one of the students said that he did not know and understand the meaning the word 'carry'. Olivia took her bag and showed him and encouraged him to guess the meaning instead of telling the meaning of the word directly. She also benefited from other strategies such using pictures to facilitate vocabulary learning. During the second classroom observation, she explained the difference between the words 'shade' and 'shape' by drawing their pictures on the board.

During the classroom observations, she wanted her students to tell about their ideas and opinions regarding the topics to attract their attention. For instance, in one of the lessons on which a reading passage about Taj Mahal was focused, Olivia wanted them to read the paragraphs one by one. After reading the passage, they talked about the Taj Mahal and Olivia asked them questions like 'Would you like to visit Taj Mahal?, What do you think about the relationship between the relationship between Queen Mümtaz Mahal and Shah Jahan?'. Besides, in another lesson, they were reading a passage about Japanese Customs and Traditions. Olivia asked them questions such as 'Do you agree… or disagree?'

As for her negative characteristics as a teacher, she told about her perceptions: "Sometimes, I feel that I am not good at speaking, but this is not because I am a second career teacher. This is because I am not a native speaker. I may not know some of the words from time to time" (Interview I; November 6, 2015). Commenting on her journey of becoming a teacher, Olivia explained:

> I think it was a success and luck story. I guess I got lucky. I tried and I succeeded. I managed to cope with the challenging side so I have a story worth sharing. I did my best. I got return for. It was a happy ending. I not only had the luck but also I studied hard. I think I'm very fortunate as I prefer to teach while I have other skills and options. I am aware of the worth of my job because I chose it. I became a teacher willingly. Maybe, I would feel unhappy if I pursue teaching as a career because of the other reasons such as unemployment or financial problems. I am very lucky as I chose it. I tried and I found. Sometimes, I felt worried and nervous but I am here and I love teaching (Interview II; December 26, 2015).

4.6 Story of Alfred

4.6.1 Alfred's Biographical Overview

Teaching, it is my lifestyle.
(Alfred, Interview II; December 25, 2015).

Alfred was born in Konya, but raised in Istanbul. He attended primary, secondary school in Istanbul. Then, after one year he started his high school education in German

School of Istanbul, his family had to move to Ankara, since her father was a physics teacher at a military school and was appointed to another military school in Ankara. He was an only child in his family and therefore, he always enjoyed being alone and reading books. He stated that his closest friends were books for him and he said:

> I prefer my books as my playmates. This helped me develop my German and then I started to go to English courses. I was very fond of learning languages. As I am a fan of science fiction and fantasy, learning languages is a very enjoyable activity for me. I can read a lot of books as I know the languages. After learning English and German, I began to learn Italian and French in the high school. Also, I used to watch films, especially sci-fi films and it became very easy for me to learn these languages, since I was using them in my personal life (Interview I; October 27, 2015).

He also thought that he did not have the similar characteristics with his peers when he was a child. He stated that as he had a family that comprised of three people, he was not so interested in getting in contact with others. He was very keen on reading books and watching films when he was a child.

After graduation from high school, he took the university exam and decided to study in Mathematics because his father wanted him to study in this field. During university years, he decided to publish a science fiction magazine and with the help of his friends, ten volumes of the magazine were issued. He was also invited to discussions and meetings by the people from other cities.

He stated that during his university years, Turkey was a very chaotic country and there were never-ending boycotts. That's why, he told that his university years lasted longer than usual. In the meanwhile, Alfred lost his desire to study at Mathematics and while taking departmental courses, he also took literature and drama courses from other departments as well. In addition, Alfred stated that she passed an exam and got acceptance to a night training in English Language Teaching at a university in Ankara. But, as his father wanted him to continue at Mathematics, he went on studying there and graduated.

4.6.2 Both at the same time

After his graduation, he applied for jobs in statistics and operational research and took another exam in Istanbul in order to go to Saudi Arabia for teaching English. He passed the exam and decided to continue her job as a teacher in Saudi Arabia. He told about his experiences:

> An Arabian and American company held an examination in order to hire people. Their aim was to train Saudi Arabian students, whose ages varied between 16 and 20, and teach them English. They employed many people from Turkey and from other countries including America, England, Lebanon and many European countries. The Saudi Arabian students were offered English, general knowledge, and mathematics courses that provided them job opportunities after they graduated. Initially, adapting was very difficult for me and it took time to adapt (Interview I; October 27, 2015).

Alfred stated that he taught mathematics and English at the same time. He thought that he did not feel satisfied while teaching mathematics. He stated that he did not want to teach English and mathematics at the same time because he believed that mathematics is a universal language and needs time and energy. He also explained the reason as: "I feel myself better when I read stories and books or watch films. So teaching English is much more appropriate for me than mathematics" (Interview I; October 27, 2015). Regarding his experiences in Saudi Arabia, he told:

> There was a disciplined atmosphere in my workplace in Saudi Arabia. For instance, you had to sign immediately after you came to work in the mornings. Even the minute you came in was written and reported. The breaks and examination systems were determined previously. However, it was easy for me to adapt to this system, since it was my first teaching job. If I had worked somewhere else before, it might have been a problem (Interview I; October 27, 2015).

He thought that it was a privilege for him to experience teaching in a different setting because he could easily notice the inadequacies in education system when he turned back to Turkey. He also added that the fact that he had the opportunity to get to know the people from other cultures and work with them helped him find his own teaching style. On the other hand, he stated that he experienced 'culture confusion', since he taught English in a place where thousands of people around the world worked together.

He stated that a number of things had changed over six years as the Gulf War broke out and the company began to send people back to their home. Alfred was among those who were sent. When he came back to Turkey, he started to work at private courses as an English teacher. Then, he took an exam for an English instructor position at a state university and he got hired. He taught English at this university for about twenty-five years.

4.6.3 Alfred as a teacher

In his narrative accounts, Alfred reported that he did not initially have any ideas about becoming a teacher in his mind. As his father was a teacher, he was familiar to what a teacher's routines were. He expressed: "My father brought some exam papers to home and I sometimes helped him while he was grading" (Interview I; October 27, 2015). Certain critical incidents in Alfred's life brought him to the teaching profession. Also, Alfred stated that his colleagues in Saudi Arabia were very influential in constructing his teacher identity. He explained:

> In Saudi Arabia, all of my colleagues were faculty members at that time. So, they all had teaching experiences before coming here. There was a collaborative team environment. I learned how to be a disciplined and well-organized teacher with the help of them. I feel myself lucky (Interview II; December 25, 2015).

Concerning the changes that he experienced during his story of becoming a teacher, he stated that he was more disciplined and organized while he was teaching in Saudi Arabia. Over the years, he learned to become a more flexible and tolerant teacher. However, he explained that he was a meticulous and painstaking teacher. Alfred thought that teaching English was much more in harmony with his personal interests. He explained the reason saying:

> I used to have a special interest in science-fiction and I had to learn English in order to watch sci-fi films. It was my own desire and my English developed automatically. So, I was using English actively at that time and therefore, I became more advantageous when I started university (Alfred, Interview II, December 25, 2015).

As for his special interest in science fiction and transferring this interest into his classes, one of his students (S1) told:

> In one of our lessons, our teacher wanted us to choose a science fiction film and prepare a presentation about it. We presented it in his office and he gave us feedback about our presentation. I think it was one of the most enjoyable activities I have ever prepared in my student life (Alfred's female student, Interview, April 28, 2016).

Alfred also added that although he was not a social person, he felt himself relaxed and comfortable in the classroom environment. He stated that the classroom was a part of his social life. He believed that teaching English was appropriate for his personality traits and interest. In addition, he told about teaching: "Teaching, it is my lifestyle" (Interview II; December 25, 2015). He believed that even though the teaching profession comprised some routines, he could manage this side of teaching, since he perceived teaching as a way of life. Regarding the monotonous aspect of the teaching profession, he thought:

> Knowing your own students is a very critical thing in teaching. It helps to break monotony in my classrooms. As I recognize the characteristics and differences of my students, I could address their needs during the classes. Therefore, knowing them very well is a very important issue for me (Alfred, Interview I, October 27, 2015).

In respect to knowing his students' individual differences, one of his students (S2) during the interview stated that he developed special strategies for every students and supported her thoughts saying:

> In our first lesson, he wanted us to write about our backgrounds and worries about English courses. Then, every student prepared a speech about him/herself and presented it. It was very useful for me. Later, I realized that he read my paper and knew my individual differences. That was very surprising for me. He tries to meet the needs of all students and reach them (S2, Outsider comments, Interview; April 28, 2016).

In parallel, it was recognized during the classroom observations that Alfred used their names to call them in the lessons. He encouraged them to answer the questions.

Besides, he made use of his knowledge about books during the focused lessons. For instance, in the first lesson, he talked about the benefits of reading books and then asked them some questions in order to create a sharing atmosphere. He encouraged them to tell their opinions about the topic by asking questions such 'Do you think…? What do you expect from…? What is your opinion about …?' During the observations, it was also revealed that Alfred never allowed anything that distracted students' attention. During the lessons, he was mainly the authority in the classroom and tried to maintain discipline. Besides, he always used English during his instruction and the students also did not use their native language while speaking or answering the questions. Alfred generally followed the course book during the observed lessons.

His comments about his disciplined aspect as a teacher was in parallel with one of his female students' accounts. Both of his students (S1 and S3) in the interviews stated that he was a very disciplined, friendly and understanding teacher. In addition, one of the student (S3) interviewed told that he encouraged every student to participate in the lesson and tried to get all of the students engaged in learning especially with the help of group discussions. His student (S3) also added that he created an interactive and cooperative atmosphere in the class before starting a new topic. His student viewed him as a very good role model and guide. With regard to his perceptions as a teacher, he stated that he was a rule-bound person and said:

> I never miss lessons and I have a particular style. Throughout twenty-five years, perhaps, the days I missed the classes might not exceed ten days. I immediately started lessons after I entered the classrooms. In this respect, I think, I possess the same characteristics as my father. My father was a very hasty and punctual teacher. Even, his students called him as 'a teacher like the wind'. In addition, I want my student to take active role in my classes, so I ask questions reading their names from the class attendance sheet. I do not choose them in order; therefore, they always need to listen to me carefully. If they do not know the answer, then I encourage them to find the right answer and I approach them in a tolerant way (Interview II; December 25, 2015).

In his narrative accounts, he added that he did not allow anything such as cell phones that distracted students' attention. He thought that students should always be on the alert and take the ownership of their own learning. He stated that the way he provided

discipline in the classroom was similar to the American and British teachers in Saudi Arabia. He viewed them as a role model for himself. He told that he was influenced by their strategies they used while maintaining order and discipline. Besides, he explained that he always used the target language in his instruction. He said that he even used English during the breaks while speaking with his students. He also stated that he felt comfortable while using English. Regarding this point of view, one of his female students also stated during the interviews stated: "He did not see him taking Turkish, so I thought that he was a native speaker of English after a while. He always reminded his students of the fact that "You are your own best teacher". He adopted this line of thinking also for himself throughout his career trajectory. Alfred attended particular workshops and seminars after coming back to Turkey in order to be able to adjust to the new teaching environment. One of the certification programs he participated was about 'Class Leadership'. He also added that he never felt himself uncomfortable even during his initial teaching years due to the fact that he loved teaching and regarded teaching English as a part of his social life. In addition, concerning his love of teaching, Alfred stated:

> It is a must to love your job to be able to get what you want you want out of your personal life. If you keep on doing your job unwillingly, it will harm you and your students as well. You have to love your work to make yourself and others happy (Interview I; October 27, 2015).

During the interviews, Alfred frequently implied that he pursued the call to teach to make people happy and make a positive contribution to the society. There was also another reason that pushed him to choose teaching. He stated that he decided to follow teaching as a career, since he thought that he was not a white-collar worker. He expressed his thoughts saying:

> I became a teacher because I do not like eight-to-five lifestyle. I do not have a civil servant mentality. Because teaching is a flexible job in terms of timing, I feel myself more comfortable. Even though I do not actually like going on holidays all that much, I like this advantage of the teaching profession. If I had chosen to work at a bank, I would not have had enough time to improve my English or I would have spare enough time for my personal growth. I would not have had the chance to watch many films and read many books. However, right now, while I am teaching, I learn something new every day. I can easily stay fresh and current with my language skills. I do what I love so I never have to work a day (Interview I; October 27, 2015).

Regarding his personal traits, Alfred stated that he was not a career-ambitious individual. He told that he never had the desire to reach peak positions in his career. He always gave much more importance to feel comfortable and live a stress-free life. As a teacher, he described himself as a teacher who was "caring, encouraging and disciplined". In addition, he believed that a good teacher was the one who was patient and also learned while teaching. He considered that teaching was a good way of learning for him. He also thought that he was a very committed teacher to his job and told:

> I cannot imagine myself as a banker or doing something else as a profession. Yes, I published magazines and did many things other than teaching, but teaching is the one that appeals to me most. I never thought of leaving teaching. It is a noble pursuit for me. I think, although I am getting older physically, teaching makes me feel younger and more energetic (Interview II; December 25, 2015).

Alfred summed up his journey of becoming a teacher saying:

> It was a very enjoyable journey. I met many people from other cultures. There was a small America where I worked as an English teacher in Saudi Arabia. I learned a lot of things from them. We were in a very large social network. I cannot say that my journey was challenging as learning and teaching English is among my personal interests. I love my job and I cannot imagine myself working in another job (Interview II; December 25, 2015).

Alfred thought that those who chose teaching as a new career path could be beneficial only if they perform the job willingly. He added that if they chose teaching for financial problems or extrinsic reasons, they could not bring anything new to the profession and add richness to their teaching.

CHAPTER 5

RESULTS: THEMES ACROSS STORIES

5.1 Introduction

After exploring the narratives of the participants, this chapter was dedicated to understanding the combined data emerged from the second career EFL teachers' stories of experiences. This chapter synthesizes and interprets the previously offered findings and revisits the research questions of the study. In congruent with the research questions, this chapter is divided into five sections. The first section introduces the results of the first research questions which is related to the motivations of second career EFL teachers to choose teaching as a new career path. The second section is designed to answer the second research question about the role of the second career EFL teachers' backgrounds on their teaching practices. The third section mainly focuses on the results of the third research question regarding the challenges of second career EFL teachers after their transitions to teaching. The fourth section offers results to the fourth research question about second career EFL teachers' perceptions about their teacher identity. Finally, the last section concentrates on the results of the fifth research question about the factors that shaped second career EFL teachers' perceptions of themselves as teachers.

5.2 Research Question 1: What are the motivations of second career EFL teachers to choose teaching?

The purpose the first research question is to understand the reasons why second career EFL teachers chose teaching as a new career path. The data of the first research question were primarily emerged from the first interview. After analyzing the data, the following themes were emerged as the most salient ones in the teachers' narrative accounts associated with their reasons to decision to transition to teaching; (a)

dissatisfaction with the previous job, (b) life-changing events, (c) personal influence and (d) pragmatic and altruistic reasons.

5.2.1 Dissatisfaction with the previous job

As their stories reveal, the reasons pushed them to the teaching profession varied among the five participants. The first theme emerged from the relevant data is dissatisfaction from the previous job. Nearly all of the participants cited in the interviews that they left their previous job because of the undesirable work conditions and its nature of personally unfulfilling aspects. They were dissatisfied, since they were looking for a job which provided more personal fulfillment. Besides, most of the participants reported that they quitted their previous jobs even though they were very prestigious and offered high salary. For instance, Susan stated that she did not like the nature of working as a dietitian and the working conditions. She believed that there was a repeated exposure to negative events at hospitals and this depressing atmosphere made her unhappy. In addition, she did not want to train uneducated and unmotivated employees as the kitchen supervisor. As her previous profession included a constant problem-solving, she always felt tired. Susan knew that working as a dietitian was fairly prestigious and highly-paid job but she had problems with the busy schedules as well. She was expected to work on holidays and on weekends. Susan was also one of the two participants stating that she always wanted to become a teacher, since her childhood. However, as she thought that dietetics was a more prestigious job, she decided to study at dietetics and nutrition.

Audrey was another participant who always thought of becoming a teacher. She made some attempts but her family did not want her to become a teacher because they thought that teaching was not very high status and well-paid profession. Similar to Susan, Audrey felt dissatisfied with the nature of her previous job although it presented good opportunities for her such as working with high quality people, good salary and the prestige. Audrey worked as a consultant for four years. During this time period, she realized that she did not like desk jobs. Her prior occupation consisted of

bureaucratic issues and continuous correspondences with the institutions. Similar to Audrey's job, Olivia worked in working places that were also desk jobs. She worked as a sociologist at an urban and regional planning company and as a customer representative. As these working places expected the employers to be stylish and smiling all the time and they included restrictions about dresses and behaviors, she did not feel herself comfortable. In addition, she cited that she could not find herself in her prior jobs and feel the sense of belonging. She felt alienated from her previous profession. After working some time, she did not want to continue as a sociologist anymore and looked for alternative ways that were in harmony with her personality and applied for a teaching certificate program to become a teacher. Alfred was also among the ones who felt dissatisfied with the previous field of area. His story was somewhat different as he worked as a mathematics and English teacher at the same time. He did not perform his previous profession in other area apart from teaching. He directly started working as a teacher even though he had applied for a job at a bank before going to Saudi Arabia as an English teacher. He stated that he did not feel satisfied while teaching Mathematics. Instead, he felt more teaching enjoyment while teaching English. He also believed that he could not imagine himself as a banker or as a white-collar worker, since it needed eight-to-five mentality.

Only one of the participants, Penny, did not feel dissatisfaction from her previous job. She was very happy while working as a psychologist. She felt more satisfied with her previous job and found it more personally fulfilling. Therefore, she always wanted to turn back to her previous profession. She found some aspects of the teaching profession very undesirable because she believed that student-teacher relationship was too challenging and she did not like the system.

5. 2. 2 Life-changing Events

Brammer and Levinson et al. (as cited in Powers, 2011) considered a life-changing event as "a particular change that occurs in a person's life, which establishes a certain reallocation of personal focus" (p. 307-308). The life-changing events that pushed

them to become a teacher varied greatly among the participants from marriage, difficulties in finding a job, childbirth or moving to another country.

Marriage with a Turkish husband and the decision to move to Turkey were recognized as the impetuses to decide to become a teacher by Susan who was an American dietitian. She realized that the lack of the language and the culture shock that she experienced prevented her from working as a dietitian. She also noticed that she could not go to kitchen and tell the cook what to cook or what not to cook and tell the patients what to eat or what not to eat while she could not speak the language. Audrey cited her realization that her previous work was not appropriate for her and teaching was her dream she had for many years as her reason to make the decision to become a teacher and take the steps to make her dream come true. Penny's story indicated that the difficulties in finding a job and the lack of language were the reason responsible for her decision to become a teacher. When she came to Turkey after nineteen years, she applied for some positions and she was not hired as she were not competent enough to speak Turkish. In addition, after eight years as an English teacher, Penny decided to do master's degree in Psychology and do an internship as part of his graduate education at the health center of the university. Then, she decided to leave teaching and she worked as a psychologist for about three years. When her daughter was born, she thought that teaching had much better working conditions and suitable working hours that allowed her to care for her baby. The birth of her child made her to choose teaching again.

Similar to Penny, the difficulties in finding a job was a push factor for Olivia. She indicated that her decision to become a teacher was a result of unemployment. After she tried her chance in other cities and Belgium, she experienced many difficulties in finding a good job to work as a sociologist. Then, she took some steps to become a teacher and started a Pedagogical Training Course. Alfred identified his application for a teaching position in Saudi Arabia as the impetus to make the change to the

teaching profession. Even though he had already applied for another job that he could work as a mathematician, he chose to go to Saudi Arabia and work as a teacher.

5.2.3 Personal Influence

Four of the participants spoke about how significant others acted active role in their decision to make the change to teaching. Their families, friends or acquaintances encouraged them to try teaching. All of them decided to stay in teaching after they started. For instance, after realizing that she could not work as a dietitian in Turkey, Susan's family and many people around her told her that she could speak English and she could teach as well. Then, she applied for a teaching position at a language institution. In Audrey's case, her roommate played a very active role in her decision to make a transition to teaching. Her roommate was an English instructor and Audrey stated that she always wanted to be like her and watch her while she was preparing her lessons. As teaching was her dream, her roommate encouraged her to go to a certificate program on teacher development and Audrey took the first step in teaching while attending to this course. Besides, before she chose her major, she already wanted to become a teacher, but her family discouraged her from choosing a teacher education department for some reasons and wanted her to choose a more prestigious profession. Audrey also cited that her past teachers in high school and at the prep school were very influential and inspiring in her decision to follow her dreams. She regarded them as the role model teachers and their images were a great impetus for her and made her more interested in teaching.

As for Penny, one of her acquaintances told her that she knew English very well and lived in America for about four years and teaching English would be a good option for her. Her acquaintance encouraged her to teach at a language institution and Penny' story of becoming a teacher started in this way. Olivia indicated that her closest friend who was an instructor at an ELT department told her that she had a good knowledge of English and she could be a good teacher.

5.2.4 Pragmatic and altruistic reasons

Some of the participants indicated that they were among the pragmatically driven entrants to teaching. Two of them stated that they were also interested in teaching because of a good fit with their lifestyles. Penny, a psychologist, cited that the reason for her to return to teaching was that teaching was a family-friendly profession. Work schedule, vacations, family responsibilities and working conditions played a significant role in her decision-making process. On the other hand, Alfred told that he chose and stayed in teaching, since it was a profession which allowed him to spare more time for his personal interests. The flexibility in working hours and vacations made the change to the teaching profession. Besides, Alfred identified that he was driven by an altruistic reason that he wanted to make the people happy and make a positive contribution to the society. He stated that he looked for a noble pursuit like teaching.

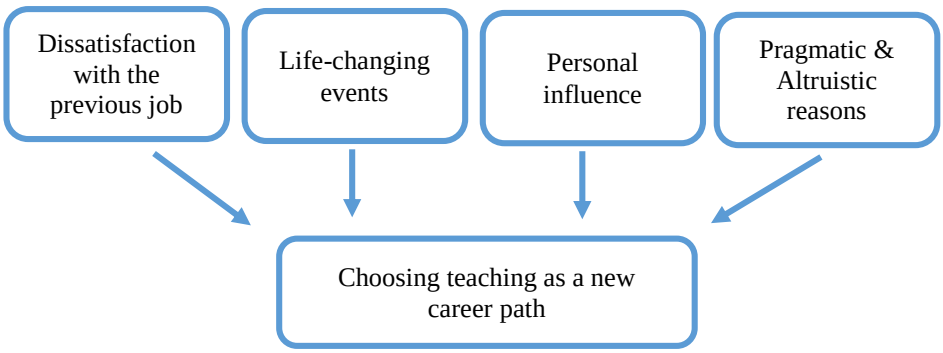


Figure 3: Motivations of second career EFL teacher to choose teaching

5.3 Research Question 2: What is the role of second career teachers' backgrounds in their teaching practice?

5.3.1 Connections between SCTs' background and teaching

The participants were asked whether and how they used their previous life and work experiences in their professional practices. They provided examples of the ways they utilized their prior experiences and skills after they commenced teaching. They not only gave examples from real-life from their prior professions and lives, but also general experiences they gathered until they became a teacher. Some of them did not provide examples related to teaching content, however, they drew on their lived experiences associated with the real world point of view in their classrooms. The purpose the third research question is to examine the role of second career EFL teachers' backgrounds in their professional practices. The data of the third research question were primarily emerged from the second interview, first and second classroom observations and outsider comments. After analyzing the data, it was found that the teacher participants established connections between their background and the teaching profession in terms of a) previous work experiences and skills and b) life experiences.

5.3.1.1 Previous work experiences and skills

Susan, a dietitian, described in detail how she connected her work experience to teaching. She was very interested in relating her prior work experience to her classroom teaching. Susan cited that she could utilize her knowledge about nutrition and dietetics in her classroom teaching. She also indicated that she brought stories she gathered from her previous work places and used them as examples in her instruction. As she was the kitchen supervisor, she learned how to organize them, manage people and maintain order in the kitchen. She had the chance to communicate with people and lead them. This aspect of her previous job made her a goal-oriented and organized teacher.

Audrey, a consultant, revealed that her previous profession helped her add different dimensions to her teaching. As she was a graduate of the department of International Relations, she had a good knowledge of history, art, culture and other social issues. She stated that her background paved the way for looking from a broader perspective. Her students also agreed on the fact that Audrey had a vast amount of knowledge about other cultures and countries and could bring different perspectives to the lessons. Audrey also noted that she was very keen on detecting weaknesses, guiding people and communicating with them. As a consultant, she had work experiences regarding organizing and communication. These experiences and skills acquired in prior career might help in her classroom teaching in terms of determining the weaknesses of students, differentiating the instruction and addressing student needs. Penny, a psychologist, reported that she could have many opportunities to use her previous job and relate it to her relationships with her students and also teaching content. She indicated that working as a psychologist made her develop empathy with her students and gain an insight into their problems and underlying reasons easily. Her prior work experience also made her a more conscious teacher. Besides, she made a point that she could make use of her knowledge about psychology in order to make the content richer and give interesting examples to motivate and attract their attention. One of her colleague also had the same opinion with Penny in that she was very good at establishing relationships with people and understanding her students' inner world.

Similar to Audrey, Olivia's previous job made her gain good communication skills. She indicated that she benefited from this aspect of her previous profession in terms of the fact that she solved the mystery of communicating with people and having good relationships with her students. Even if Olivia could not directly relate her prior career to teaching content, she could use her skills that she acquired in her previous work places in classroom teaching. One of her colleague also agreed that she was a very good teacher in terms of being understanding and showing empathy for her students. It was also revealed during observations that Olivia made use of means of verbal and non-verbal communication effectively. Alfred, a mathematician, drew upon her prior work experiences in Saudi Arabia and indicated that her workplace and the people he

worked with taught him how to be a disciplined and organized teacher. He identified his colleagues in Saudi Arabia as the main factor influencing his way of maintaining discipline and order in his classrooms. On the other hand, he emphasized that his previous work experiences in a foreign country helped him look from a different and critical perspective when he came to Turkey. With the help of his experiences, he could detect the inadequacies in Turkish education system.

5.3.1.2 Life experiences

As an American, Susan cited that she collected many language learning experiences while trying to learn Turkish. She indicated that her life experiences while learning a language and attempting to understand a culture made a great influence on her empathizing with her students. She noted that she could provide many examples from her life experiences as a language learner. She made them understand the strategies she used in her own personal language learning experience. During the classroom observations, it was seen that Susan utilized her background and related it to teaching content very effectively. She gave examples from her own culture and country and was very good at integrating her previous life experiences as a foreigner in Turkey with her classroom teaching. It was shown that the experiences he gathered during her journey helped her add richness to her instruction.

Penny and Alfred were very keen on watching films, specifically sci-fi films, and reading books. Both of them drew upon their experiences after commencing teaching. They indicated that they brought interesting videos or materials to classrooms. It was revealed that providing examples from outer world and their personal interests facilitated motivating students. In addition, Penny and Alfred lived abroad in America, Germany and Saudi Arabia, respectively. Since they contacted and worked with people from other cultures, they regarded themselves as advantageous, since it helped them gain a broader perspective and speak English in a competent way.

5.4 Research Question 3: What are the challenges second career EFL teacher face after their transition to teaching?

The purpose the third research question is to explore the challenges of second career EFL teachers after they commenced teaching. The data of the second research question were primarily emerged from the second interview.

5.4.1 Challenges

The challenges faced by the second career EFL teachers were mainly related to teaching materials, students, time management, not having sufficient knowledge of terminology and methodology, student and teacher relationship and fixed notions of teaching. Susan identified the teaching materials, unmotivated students and their disruptive behaviors as the top concern particularly during her initial years. She was particularly challenged by the teaching materials that were badly-prepared such as photocopy books. She had some certain difficulties even if she was successful in creating an enjoyable classroom atmosphere. Apart from that, most of the challenges faced by Susan were centered on students' disciplinary problems. She stated that she had some disruptive behaviors specifically in her initial years. They did not do their homework and they were always complaining. In order to motivate them, Susan tried to get them to figure out what the reason that made her feel angry was and let them discuss the problem in the class to raise their awareness of their disruptive behaviors. Concerning the knowledge about methodology or terminology, Susan stated that students did not question her, since she was a native speaker of English. She described her situation as a wonderful position which made her feel more confident and comfortable in classroom. However, she indicated that had challenging times when she felt herself at a loss initially. In order to cope with them, she applied for a master's degree in Applied Linguistics and took methodology courses. She noted that she could overcome all the challenges through methodology courses and practice.

Audrey had different challenges during her journey of becoming a teacher. Her concerns were mainly about time management in her initial years. At the time, she could not use classroom time efficiently. Similar to Susan, she indicated that she did not possess sufficient knowledge about terminology and methodology. She also identified her fixed notions of teaching as one of the main challenges she faced. She stated that she initially believed that a teacher should know everything and if he or she could not know the answer, s/he was a bad teacher. But later, she realized that a teacher did not have to give answers to all the questions students asked. She also indicated that coming from another profession influenced her professional confidence similar to Susan. Audrey's case showed that pre-service and in-service training helped her overcome the challenges and adjust to the school culture. Penny's challenges were primarily related to not knowing terminology and methodology and teacher-student relationship. She described teacher-student relationship as challenging and exhausting, since she believed that there might be some situations she took personal. In her initial years, she felt helpless, since she did not have no training and did not have sufficient knowledge about teaching. As she did not want to work as a teacher initially and feel committed to teaching, her situation became much more difficult. She indicated that she felt very nervous in the classroom. This made her to be an extremely disciplined teacher. Penny also attended a pre-service training program that facilitated her transition process.

Similar to Penny and Audrey, Olivia was also very nervous and uncomfortable during her initial years. The fact that she came from a non-teaching field had a negative influence on her professional confidence. However, she could deal with all the challenges with the help of trainers, colleagues and the certificate programs and training she went through. She did her master's degree in Educational Sciences which helped her gain broader perspectives about teaching and attended many training in order to compensate her insufficient knowledge in terms of terminology and methodology. Conversely, Alfred's challenges were not centered on teaching. Instead, he had problems in adapting to a new culture, that is, Saudi Arabia. For him, it took

time to adapt to the strict system, since he experienced a culture confusion and he had to work with people from different countries.

5.5 Research Question 4: What are the perceptions of second career EFL teachers about their professional identity?

The purpose the fourth research question is to explore the perceptions of second career EFL teachers about themselves as teachers. The data of the fourth research question were primarily emerged from the second interview. On analyzing the data, the following themes were emerged as the salient ones in the teachers' narrative accounts in relation to perceptions about their teacher identity (a) their perceptions about the teaching profession (b) love of teaching and sense of belonging (c) matches between their personal traits and teaching (d) changes in their perceptions.

5.5.1 Their perceptions about the teaching profession

Four of the participants held positive perceptions about the teaching profession. They generally compared the teaching profession with their previous jobs and determined the aspect of teaching which they found favorable for them. When she compared with her prior profession, Susan, a dietitian, figured out that she could not get immediate and positive feedback while she was working at hospital. She indicated that she did not feel motivated and satisfied when she did not see what she had done. She always had to think "No news is goodness". In this sense, she perceived the teaching profession as a very rewarding job. Besides, she perceived teaching as a very forward profession. She cited that whatever she started at the beginning of the semester, she ended up with better students in her class and knowing that they were better made her feel motivated. Additionally, she perceived teaching as a valuable job that let her be close with her students.

Similar to Susan, Olivia also perceived teaching as a very rewarding profession which brought her dignity and self-worth. She thought that she could not see who she helped in her previous job. On the other hand, Alfred defined teaching as a very noble pursuit and he indicated that he perceived that teaching was a way of learning for him. He believed that teaching was a lifestyle for him. Therefore, he emphasized that he felt comfortable in his classrooms. He also admitted that teaching consisted of routines and he perceived it as a monotonous profession. However, he perceived himself as a teacher who managed the monotonous aspects of the profession by recognizing students' differences.

Similarly, Audrey perceived teaching as a continuous learning process. She thought that teaching was a lifelong learning experience and teachers as lifelong learners. Even though she started to love teaching after working as a psychologist for three years, Penny described teaching as a very challenging and exhausting profession. There were some situations that she could not tolerate because of lack of experience and her sensitive personality.

5.5.2 Love of Teaching and Sense of Belonging

Most of the participants cited 'love of teaching' and 'sense of belonging' regarding their perceptions of themselves as teachers. Apart from Penny, all of them stated that they loved the teaching profession. Susan, a dietitian, revealed that she loved teaching because she found it as a very positive job. Even though she stated that the pay was very low in teaching, she emphasized that she did not do it for the pay. She also found herself as a very committed teacher. Even, she planned to teach after her retirement. Audrey was another teacher who frequently told about her love of teaching during the interviews. Audrey was a career changer who had always dreamed of becoming a teacher. So she believed that she possessed an instinct to be a teacher. She thought that she always had a desire within her to teach people. Also, she found herself very committed to her job, since she never planned to leave teaching.

Olivia also spoke about her love of teaching and she figured out that she decided to make the change to teaching, since she could not feel the sense of belonging to her previous profession. As she had the opportunities to find the ways of expressing herself and adding something personal, she felt belonged to the teaching profession. Alfred also told about his love of the teaching profession stating that he never imagined himself doing another job. Since he chose to become a teacher mainly because of the altruistic reasons, he also never thought of quitting teaching. He perceived teaching as one of his personal interests.

5.5.3 Matches between Their Personal Traits and Teaching

Most of the participants tended to speak about the matches between their personality traits and the teaching profession when asked about their perceptions about their teacher identity. They stated that one of the reasons that made them to leave their well-paying jobs was that they sought a career more in line with their personality traits and personal expectations.

Susan, a dietitian, noted that she was a very positive, organized, creative, fair and open-minded individual and she could connect these personality traits to her instruction. Susan spoke about she constantly thought about sickness and death when asked to compare her prior job and teaching. As she always complained about the negativity of her previous profession, she thought that there was little negativity in teaching. She cited that teaching was a very positive and mainly forward job and that's why, teaching was much more in harmony with her personality.

Audrey, a consultant, believed that as she was very positive person and liked to communicate people, she believed that teaching was more appropriate for her personality. Her previous profession that was a desk job and consisted of bureaucratic issues that did not allow her to have an interaction with people. Besides, Audrey commented that she liked to help people and listened to them and she thought that that

these personality traits were very essential things in the teaching profession. Also, she cited that her characteristics facilitated motivating students and creating a supportive and encouraging classroom environment.

Similar to Audrey, Olivia, a sociologist, worked in desk jobs and she realized that she lost herself and felt empty and alienated while working as a customer representative or a sociologist. Olivia who also liked to help people and guide them decided to become a teacher, since she thought that teaching was of a nature which allowed to interact with people. Olivia pointed out that teaching gave her freedom and flexibility and she could find ways of expressing herself in her own style. As teaching gave her the opportunity to add something personal to her profession, she believed that it matched with her personal self.

Alfred, a mathematician, cited that his personal interests matched with teaching English. He was a person who liked to learn languages read books and watch films and he believed that his personal interests helped him add richness to his instruction. He could make use of different films and books while designing the activities. He stated he could not feel comfortable or satisfied while he was teaching mathematics.

Conversely, Penny did not believed teaching was in line with her personality even though she liked her relationship with her students. She did not feel herself committed to teaching, since she liked to work as a psychologist. She thought that her previous job was more in harmony with her personality and value system. She noted that she felt very happy and satisfied while she was working as a psychologist at the heath center. Since she did not perceive herself as a teacher, she looked for ways to perform her previous job and used the opportunities to make a transition to her prior field of area such as doing master's degree in psychology or doing an internship at the health center.

5.5.4 Changes in their perceptions of their teacher identity

All of the participants spoke about the changes in their professional practices and their perceptions about teaching as they got experienced and learned to how to cope with their problems through graduate studies, certificate programs, pre-service or in-service training. In this respect, Susan revealed that theory and practice might not work all the time. There might be some situations that the integration of theory and practice was impossible. As she gained experience, she realized that she learned how to see things from a student' perspective. She also understood that she became a more democratic and flexible teacher.

Similar to Susan, Audrey began to feel more comfortable and professionally confident particularly in terms of time management and classroom management. Her fears and worries started to disappear and the fixed notions regarding teaching began to change, as she became an experienced teacher. Penny' fears and worries also began to disappear, as she got experienced. Experience and practice changed her from an extremely disciplined and nervous teacher to an encouraging and relaxed teacher. She could create more relaxed and supporting classroom environment. Besides, Penny came to the realization that she started to love teaching after she worked as a psychologist for three years and turned back to teaching. Olivia also started to feel herself as a teacher after five years and feel comfortable while teaching. She revealed that her story was a success story and she could tackle with all the problems she encountered because she studied hard. In addition, she pointed out that she learned to be more tolerant, understanding and less judgmental. Alfred, as someone who worked in a very strict working place in Saudi Arabia, was extremely disciplined and organized similar to Penny. After turning back to Turkey and starting to work at a university, he learned to be a flexible and tolerant teacher as he gained experienced.

5.6 What are the factors that shaped second career EFL teachers' professional identity?

The purpose of the fifth research question is to understand the factors that shaped second career EFL teachers' professional identity. The data for the results of this research question were gathered through the first and second interviews, classroom observations and outsider comments. The most salient themes were grouped under two categories which are contextual factors and personal factors. The contextual factors are associated with workplace factors and teaching context and grouped in five sub-themes including school environment, teacher training, administrators and colleagues and student profile while personal factors are mainly related to the teachers themselves grouped in three sub-themes including teaching experience, personality traits and prior experiences. The categorization of the themes for the fifth research question is demonstrated in table below (see Table 4).

Table 4: The categorization of themes for the fifth research question

Contextual Factors	**Personal Factors**
a) School environment b) Teacher training c) Colleagues and administrators d) Student profile	**Teaching Experience** **Personality Traits** **Prior Experiences** a) Childhood experiences b) Past teachers c) Educational factors d) Prior professional experiences e) Significant others

5.6.1 Contextual factors

Contextual factors are not primarily related to the second career teachers. These factors that are concerning with the context provided by the workplace play a pivotal role in shaping teachers' professional identities (Kelly, 2002). They collected many stories

regarding their relationships with colleagues, students, administrators and gained a perspective of curriculum, student population and classroom atmosphere. However, it should be kept in mind that even though these factors are not directly related to the second career teachers, they are actively involved in the process and experienced the conditions provided by these factors.

The first contextual factor emerged from the relevant data is workplace factors. It is revealed in second career teachers' narratives that the workplace had an influential role in shaping their identities. Except Penny, all of them had worked as a teacher and had language teaching experience before being accepted to METU. In other words, they had the opportunity to experience different school settings and different school cultures. When analyzed self-stories of the participants, it is shown that the school environment had a significant role in constructing their professional identities. For instance, Susan told about her current workplace that she found herself very lucky, since she worked at METU. The reason why she enjoyed working there is that she perceived her workplace as a very well-run and organized. In addition, she explained that the reason why she stayed in teaching even though her retirement approached is that she thought that she could have freedom and creativity in her workplace. She stated that she had the opportunity to choose her own material and differentiate her instruction within the guidelines. Besides, she believed that the university she worked possessed the same educational system as American education system. She described the system as strict and lenient at the same time. She believed the she could manage the challenges she encountered in her initial years thanks to this similarity.

Audrey empathized the role of teacher training she went through in shaping her teacher identity. As teaching was a dream profession for her, she was very enthusiastic and willing to attend to these professional development programs. Although she had great enthusiasm, she experienced many challenges particularly in her initial classroom teaching experiences. During this period, she found pre-service and in-service programs very helpful both for her adjustment to new workplace and her instruction.

Similarly, Penny implied that pre-service training program was very helpful for her to deal with the initial teaching experiences. Additionally, she pointed out that the administrators were influential, since they were very understanding in her transition process. The administrative staff allowed her to work as a psychologist in the department with the aim of helping the students who had problems. As she had the chance to get to know students better and their problems during this period, she felt more satisfied and started enjoying teaching when she returned to teaching.

Olivia was another teacher who emphasized the role of the teacher training programs offered when she commenced teaching. Since she thought that she had many things to learn regarding the teaching profession, she believed that these programs were very useful for her. She also implied that she started to feel confident and comfortable with the help of these programs. Olivia also stated her colleagues and trainers helped her during her adaptation process. She noted, "I never feel myself alone in the classroom. The trainers and colleagues always helped me in this profession".

Alfred stated that his colleagues in Saudi Arabia had a very critical role in shaping his professional identity. In his narrative story, he emphasized that he learned how to be a disciplined and organized teacher from his teachers coming from different countries. He told that the strategies he made use of in providing discipline in the classroom were used by the teachers in Saudi Arabia whom Alfred regarded them as role models. After turning back to Turkey, Alfred also attended workshops and seminars that he found very helpful in terms of adjusting to new workplace.

Regarding student profile, Susan noted that one of the reasons she stayed in teaching is that the high quality of the students. She found them very intelligent and hardworking, since she was working at one of the most prestigious universities in Turkey. In addition, she pointed out that she could be very firm on the students who did not work up to their potential even though she described herself as a very

understanding teacher. Susan also made a point of the decrease in the disruptive behaviors as she became an experienced teacher. She noticed that she did not experience a great disciplinary problem in later years. On the other hand, Alfred stated knowing students' characteristics and differences had an important role in shaping his practice. Although he perceived teaching as a monotonous profession, he was aware of the fact that he could break the monotony when he could develop strategies for each of them.

5.6.2 Personal factors

Personal factors are mainly related to the second career teachers. The most salient themes emerged from the relevant data are teaching experience, personality traits and past influences

5.6.2.1 Teaching Experience

The first personal factor that had a role in shaping professional identities of the participants is teaching experience. This study includes second career teachers who had at least ten years of teaching experience in English language teaching. All of them underscored that experience was a very essential for their professional identity. They all agree that gaining experience in teaching helped them gain an understanding of time management, classroom management, delivering the content, student-teacher relationship and resulted in a shift in their perceptions of themselves as teachers. The participants pointed out that they experienced many challenges and felt less confident and uncomfortable in their initial years because of the lack of the teaching experience. All of them realized that as they gained experience, their fears and worries about the teaching profession began to disappear and their fixed notions regarding teaching tended to change in a positive way. For instance, Susan emphasized that teaching experience made her learn to see things more from a student's point of view. In addition, she realized that she didn't stick by the rules as much as she used to. Susan noted that gaining experience in teaching let her realize that everything was not working in practice so well. Audrey cited that her concerns about time management

started to disappear as she gained experience in the profession. She pointed out that it began to be easier to deal with a crisis in classrooms and manage a classroom. She described teaching experience as "Experience is a priceless thing in teaching". Similarly, Penny's concerns in classroom management also decreased and she felt more comfortable as she became an experienced teacher. In Olivia's story, it is evidently seen that teaching experience is very effective in shaping her perceptions about her teacher identity. Teaching experience taught her how to become a more moderate, tolerant, understanding and less judgmental teacher. Alfred also emphasized the vital role of teaching experience during his journey of becoming a teacher. While his experiences in Saudi Arabia made him a much disciplined teacher, he started to become a more flexible and tolerant when he came back to Turkey and commenced teaching at METU.

5.6.2.2 Personality traits

The second personal factor emerged from the relevant data is personality traits. Except Penny, all of the participants believed that matches between their personality traits and the teaching profession play a vital role in the development of their teacher identity. It is revealed that they organized the lesson and manage the classroom in line with their personality traits. Susan perceived herself as a very well-organized, goal-oriented person and creative person. In parallel to her perception about herself, one of her colleagues stated that she prepared everything in advance even though she had been teaching most of the things repeatedly. Her colleague also added that Susan was very systematic and always thought of interesting and novel activities for her instruction. Audrey believed that she was a very positive teacher and brought positive energy to the classroom. In this respect, one of her students emphasized that she had a very smiling face and she came all her positivity to the classroom, which was very motivating for them. Olivia perceived herself as a very understanding teacher. She also believed that she developed her communication skills thanks to her previous profession. In line with her comments, her colleagues pointed out that she showed empathy for her students and she had a very good relationship with her students. Alfred

perceived herself as a rule-bound and disciplined person. In this respect, it is revealed during the classroom observations that he did not allow to use cell-phones in the classroom or anything that distract students' attention. Also, her students in the interviews stated that he was a much disciplined teacher. Conversely, Penny believed that her personality was much more in line with working as a psychologist. It is evidently indicated that she thought that there was a mismatch between her personality traits and the teaching profession. Therefore, she did not feel herself committed and belonged to teaching and planned to turn back to her previous career.

5.6.2.3 Prior experiences

Prior experiences of the participants seemed to be play an important role in the professional identities that second career teachers brought into classroom practices. The past experiences of the participants shaped their perceptions about themselves as teachers and practices however different they were. In the narrative stories of five second career teachers, it is revealed that their personal experiences, previous job experiences past teachers and significant people in their lives had an influential role in shaping their professional identities as teachers. As for Susan, she stated that she had a role model English teacher who allowed her students to see some of her personal life. Susan also cited that she found this characteristic of her English teacher very interesting. Besides, in the post-interview comments, Susan cited that her professors in the master's program, the materials they used in their classes were very influential in shaping her perceptions about her professional identity. Susan also commented on the role of new teachers. She noted that listening to the feedback of new teachers when she was in the mentoring program at METU gave her great ideas that formed her performance and perceptions.

During the classroom observations, it was found that Susan let her students to see her personal life and she told about herself and her experiences in her classroom. Susan pointed out that her attempts to learn Turkish when she came to Turkey made a big

difference in empathizing with her students. As she was a language learner, she stated that she could make use of language learning strategies she benefited from while learning Turkish. In her post-interview comments, Susan also made a point of that her previous profession taught her how to be disciplined, planned and being open to different ways to problem solving and being patient. In addition, she pointed out that her experiences in her previous career taught how to motivate people to do something by making sure that they knew the reasons for why something was being done and allow them to have a say in how things were done if possible. She also stated that she could benefited from these characteristics in her teaching life.

Audrey was a teacher who had always dreamed of becoming a teacher. Audrey stated that she had a very good role model English teacher in the high school. She also noted that she decided to become a teacher after she had seen her role model teacher. Even though she did not choose a teacher education undergraduate program, she met another her role model teacher at the preparation school. She pointed out that she like her teaching style and wanted to teach like her. Additionally, Audrey noted that her experiences and knowledge she gained during her undergraduate studies enabled her to look from a broader perspective while delivering the content. Penny stated that she did not have a role model teacher. However, she added that her language learning experiences in Germany made a great contribution to her teaching. She herself constantly tried to understand the languages, namely German, Turkish and English and find out the ways to learn them during her childhood. Therefore, she believed that she experienced and applied the methods firsthand and she could teach them. Penny also emphasized that the experiences in her previous profession made her a better teacher, since working as a psychologist enabled her to develop empathy with her students. Her prior experiences as a psychologist also helped her figure the sources of the problems easily. Olivia stated that she had a very good role model teacher which also encouraged her to make the change to become a teacher in her post-interview comments. She thought that she always wanted to be like her, since her role model teacher was also a career changer from the field of Sociology. Olivia pointed out that she was a very influential person both in her personal and professional life. In addition, Olivia cited

that she mimicked her former teachers during her initial years. She also made a pointed of that her prior experiences as a sociologist enabled her to develop communication skills. She added that she benefited from this characteristic of her in helping and guiding her students. She implied that the experiences in her prior workplace made her understand the value of the teaching profession. Since she made comparisons between the two professions, she realized that teaching was a very ideal job for her in terms of both intrinsic and extrinsic reasons.

In Alfred's story, it is revealed that her father was very influential in shaping the image of a teacher. She his father was a teacher, he had childhood memories regarding what a teacher did. In some points, Alfred stated that some of his characteristics were very similar to her father such being very punctual and disciplined. Besides, Alfred noted that he was not a very extrovert person and since his family had only three members, he preferred books as his playmates. It is clear that his personality pushed him to collect experiences regarding his personal interests. Alfred believed that he could bring these experiences to the classroom. He stated that he could add richness and diversity to his teaching using his personal interests. Alfred also pointed out that he lived in Saudi Arabia for six years and his experiences he gained there made her a more disciplined and well-organized teacher. As can be seen in Figure 3 below, it is demonstrated that there is an interplay among personal factors and contextual factors in shaping a second career teacher's professional identity. Second career teachers are those who have already a profession and an identity in relation to this profession. When they decided to make the change to the teaching profession, their existing professional identity seems to undergo particular changes, since their profession is also changing. It is apparent that personality traits have an important role in shaping an individual's professional identity. As professional identity is a complex and personal entity, it was revealed in this study that participants' personality traits displayed themselves in their perceptions about their identity and classroom practices. On the other hand, teaching experience is also gained through being in an interaction with administrators, colleagues and students and trainers. Therefore, contextual factors have an impact on gaining experience. It was found that the more experience participants gained, the

more confident and comfortable they felt in their teaching. It was also shown that their worries and fears regarding the teaching profession started to disappear with the help of teaching experience and teacher training. Among personal factors, prior experiences have also pivotal role in shaping teachers' professional identity. The personal experiences they gathered, since their childhood appeared to be a contributing factor in shaping professional identity. Many of the participants believed that their role model teachers made an impact on their perceptions about their teacher identity and the teaching profession. Also, some of them thought that significant people in their lives had a significant role bot in their decision to choose teaching and shaping their perceptions regarding their teacher identity. Concerning contextual factors, it could be concluded that they were much more important particularly in their initial years. As they gained teaching experience, personal factors seemed to be more important for them. All in all, it was shown that the combination of personal and contextual factors plays an active role during the course of a second career teacher.

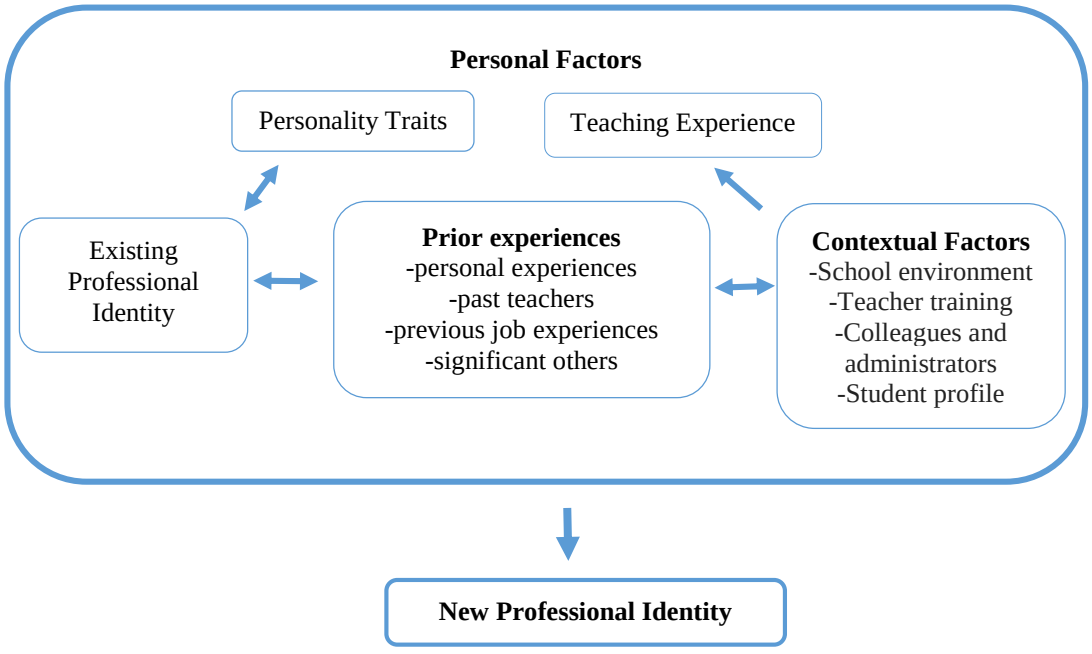


Figure 3: The interplay between personal and contextual factor

CHAPTER 6

DISCUSSION

6.1 Introduction

This chapter provides the discussion of the results of the study. It also presents suggestions for school administrations and management and teacher education programs. More specifically, it addresses the discussion on the second career teachers' reasons to choose the teaching profession, the role of their background in their professional practice and their challenges after transitioning to teaching. Besides, this study focused on the perceptions of second career teachers' perceptions about their teacher identity and the factors which shaped their professional identities. In addition, this chapter presents conclusion, limitations of the study and the recommendations for further research. The results of the study will be presented in line with the order of the research questions.

6.2 Discussion

6.2.1 Research Question 1: What are the reasons of second career EFL teachers to choose teaching?

Since the purpose of the first research question is to explore the reason why second career teachers chose teaching as a new career path, the study revealed that there were four main reasons which pushed them to choose teaching as a second career, namely, dissatisfaction with the previous job, life-changing events, personal influence and pragmatic and altruistic reasons. The results of the first research question are aligned with the study conducted by Smith and Pantana (2010) in which it was revealed that dissatisfaction with the previous profession, making a difference in the society, love for children and sense of calling were the main motivations of second career teachers for choosing teaching. Similar findings were also founded in some studies (Lee and

Mark, 2011; Zuzovsky and Donitsa-Schmidt, 2014; Haselkorn and Hammerness, 2008; Novak and Knowles, 1992). Chambers (2002) and Haggard et al. (2006) also reported similar findings. However, such studies made an emphasis on certain reasons which made second career teacher choose the teaching profession. They primarily concentrated on the dissatisfaction with the previous career, altruistic reasons such as giving back to the society and extrinsic reasons such as family-friendliness and more security and stability. Different from the previous studies, this study found that life-changing events and personal influence can also be a significant factor during the process of decision-making to choose teaching. Similarly, Hunter-Johnson (2015) also found that the impact of friends, family and past teachers could be a significant factor which attracted them to the teaching profession. In a similar study, Mockler (2011) found that certain critical events such as marriage, loss of a family member could be the impetus for them to choose teaching. On the other hand, Priyadharshini and Robinson-Pant (2003) found changing perspectives of life and memories and experiences of school considered as the pull factors which attracted second career teachers to the teaching profession.

In this study, the participants reported that they quitted their previous profession because they did not feel personally fulfilled although it offered them a well-paid and prestigious career. Lee and Mark (2011) yielded the similar results in their study that the participants also reported that they stopped working in their prior career even though it was a blue-collar job and highly paid profession. They found that the participants decided to choose teaching, since they realized that teaching was much more in line with their personality and they felt more satisfied in the teaching profession. However, in Haggard et al.'s (2006) study, the second career teacher decided to make the change to the teaching profession because of pragmatic reasons such as keeping family and work balance and personal financial issues in contrast to the result of this study. Besides, this study revealed that the participants explained that they started to feel alienated from their previous career after a while. Similarly, Priyadharshini and Robinson-Pant (2003) showed that mid-career entrants realized that they were dissatisfied with the nature of their prior jobs and felt alienated, bored

and isolated in their previous workplaces. In parallel to this result, Novak and Knowles indicated that the participants decided to choose teaching, since they lost the feeling of excitement and personal fulfillment in their first career.

When the profiles of second career teacher proposed by Crow et. al (1990) taken into account, two of the participants in this study could be considered as 'homecomer' whereas there of them could be regarded as 'converted'. Susan and Audrey were viewed as homecomers, since both of them previously had an intention to become a teacher but they were dissuaded either by family or societal issues. Alfred, Penny and Olivia were in the 'converted group' for the reason that they decided to make the change to teaching because of a critical event in their lives such the difficulty in finding a job and giving birth of a child. In terms of Serow's (1993) categorization, Alfred could be considered as 'subject-oriented' while Susan and Audrey were viewed as 'practical' teacher. Olivia was in the 'rectifiers' category whereas there was no suitable categorization for Penny's motivation to choose the teaching profession. Finally, Audrey was a 'successful careerist', Olivia was a 'serial careerist', and Penny was a 'parent' according to the profiles suggested by Priyadharshini and Robinson-Pant (2003). Alfred could be considered as a 'late starter'.

6.2.2 Research Question 2: What is the role of second career teachers' backgrounds in their teaching practice?

The purpose of the second research question is to investigate the role of second career teachers' backgrounds in their teaching practice. As an answer, this study revealed that participant could establish connections between their background and their teaching practices in relation to their previous work experiences and skills and life experiences they collected up to now. In the literature, it was demonstrated that the ability to link prior experiences and competencies to new career played a critical role in second career teachers' effectiveness and success (Tigchelaar et al., 2010; Williams, 2010). In this study, the participants reported that they related their former work experience

to their teaching practices and utilized the content knowledge in their instruction. McDonalds (2007) also implicated that "thorough and advanced content knowledge" was one of the integral factors impacting classroom practices. For instance, one of the participants in this study reported that her knowledge about nutrition and dietetics helped her add richness to her instruction and bring stories she collected from prior workplaces and utilize them as examples. Besides, she pointed out that learning to organizing, managing people and maintaining order made her an organized and goal-oriented teacher. This implies that "Finding ways to link previous career experiences with new experiences can positively impact learning (Tigchelaar et al., 2010) and help establish new perceptions of teaching and learning for second career teachers" (Simmons, 2016, p. 50).

The participants of this study also reported that their experiences and skills regarding organization communicating with people that were acquired in their former work places were represented in their classrooms. A study conducted by Chambers (2002) reached the similar results that implicating that the knowledge, skills and a vast amount of experiences helped them contextualize the theory, manage problems and broaden their horizons. Kaplan and Owings (2002) and Johnson et al. (2004) reported similar findings in their studies that showed that they possessed management skills and working with other people. To our knowledge, Masters (2012) suggested that establishing connections between prior learning situations and new environments was a characteristic attributed to effective teachers. In this regard, in Kahn's (2015) study, the second career teachers provided examples of benefiting from their previous experiences and skills and utilizing them to obstacles they encountered. In parallel with the results of this study, Kahn (2015) also found that interpersonal skills, organizational skills and leadership skills that were gained in prior workplaces proved useful in their teaching practices. Fry and Anderson's (2011) study claimed that previous experiences and skills made them primarily different from their traditional counterparts. Marinell's (2008) study demonstrated that second career science and math could provide real-world examples in delivering the content. Regarding relating previous work and life experiences to the teaching profession, Robinson and

Robinson-Pant (2005) suggested, "Late entry teachers into teacher education who make the transition into a teaching career have the potential to enrich and diversify the profession by bringing their wealth of experience from other occupations into schools and classrooms" (p.488).

The participants also cited that possessing developed communication skills facilitated student-teacher relationship, understanding their inner worlds and showing empathy for others. This finding is parallel with Mayotte (2003) and Grier and Johnston's (2009) studies in which they showed that interpersonal skills enabled them to navigate more easily in their classrooms. In a similar vein, Vahadhajaran (2014) found that second career teachers drew on their prior experiences and subject content knowledge. Besides, Vahadhajaran's (2014) study raised parallels with this research and demonstrated, "Their prior experiences gave them knowledge of a world outside school and the relationship between the outside world and students" (p.189).

Anthony and Ord (2008) and Salyer (2003) reached the similar results in their studies indicating that second career teachers brought certain attributes such as good communication skills, maturity and organizational skills and they thought that all these attributes made a positive impact on their professional practices.

6.2.3 Research Question 3: What are the challenges second career EFL teachers face after their transition to teaching?

The purpose of the third research question is to understand the challenges of second career teachers experienced after their transition to the teaching profession. The results of this study showed that the challenges they encountered were primarily associated with teaching materials, time and classroom management, lack of necessary knowledge about terminology and methodology, student-teacher relationship, discipline and fixed notions of teaching. In line with these results, in Haggard et al.

(2006)'s study, several second career student teacher reported that they had challenges mainly about classroom management. They described it as "the biggest challenge but also a learning experience" (p. 323). Similar to the result of this study, lack of teaching materials, classroom management and expectations versus reality were also found as one of the source of stress by three second career teachers in Maples (2004).

Powers's (2011) categorization of the challenges faced by seven second career teachers revealed they experienced challenges related to administrators and students. Similar to the finding of this present study, Powers (2011) found that discipline and unmotivated students were among the most important challenges. Similarly, Priyadharshini and Robinson-Pant (2003) reported that second careerists considered the low levels of discipline as a serious deterrent to teaching. Besides, it was revealed in this study that participants reported they experienced the majority of the challenges during their initial years. They stated that they experienced 'culture shock' when they commenced teaching. The experience of culture shock paves the way for affecting their "behaviors, competencies and beliefs" (Harm, 2013, p. 44). In that sense, they noted that they felt at a loss, disappointed and nervous at those times. In case studies of first and second career novice teachers, Stafford (2008) showed that novice teachers primarily struggle with student behavior. As they did not become successful in managing issues, self-doubt, anxiety and disillusionment with teaching were felt by the second career teachers. The participants in this study also pointed out that they coped with the challenges with the help of training or programs. Anspal et al. (2012) also found that the participant felt anxious, concerned and doubtful at the outset. Cortese (2004) concludes that they need guidance, time and professional development to be able to be effective. It was demonstrated that these programs helped them learn to survive in their initial years and ease their transition process. It is known that they need support and guidance despite of the fact that they possessed certain skills and maturity (Williams, 2010). In relation to this, Novak and Knowles (1992) found that second career teachers need more support, since they face greater difficulties than traditional entrants during the pathway of transition to teaching. Gold (1996) pointed out that early years of a career and the strategies developed throughout these years

become imprinted and impact their future professional development. Lederman and Zeidler (as cited in McDonalds, 2007) stated that early years of teaching were mainly occupied with the challenges of classroom management and classroom organization. To this end, Haselkorn and Hammerness (2008) also implied "The shift is not, in fact, an easy one for many career changers; more help and scaffolding may be needed to bridge the cultures of the world of work outside of education and the world of classrooms, children, and schools" (p. 29).

The participants in this study had fixed notions of the teaching profession which were shaped by their past experiences. It was revealed that the clashes occurred when their expectations about the teaching profession conflicted with the realities of the classroom. The similar challenges were also reported by Trent and Gao (2009). Insufficient knowledge about the pedagogy was considered as one of the most critical challenge by the second career teachers in this study. They also reported that this situation made them feel professionally less confident and comfortable. This implies that possessing a plethora of experience and skills from their previous careers does not necessarily mean that they will be successful in their professional practices.

Different from Williams's (2010) study, the teacher participants in this study did not point out that they were challenged by the higher expectations of their colleagues and administration, since they had previous experience and skills. Simmons (2016) yielded similar results with this study in which second career teachers stated that they were treated the same way as a first career teacher.

6.2.4. Research Question 4: What are the perceptions of second career EFL teachers about their professional identity?

The purpose of the fourth research question is to explore the perceptions of second career teachers about their professional identity. Developing an understanding of the perceptions of the second career teachers is considered as "critical so as to create the

most synergistic balance through education, information and teamwork for those who have and will continue to swap the boardroom for the classroom" (Etherington, 2009, p. 53). The results of this study revealed their perceptions about the teaching profession, love of teaching and sense of belonging, matches between their personal traits and teaching and changes in their perceptions. The majority of the participants held positive perceptions about the teaching profession when they compared with the nature of their previous professions. The participants in this study believed that teaching is a rewarding profession which made them more motivated. They also reported that teaching is a noble pursuit. These results were aligned with the perceptions of six participants in Grier and Johnston's (2009) study. They stated that teaching is a very meaningful job that enabled them to create a difference in the society.

In a similar vein, in Powers's (2002) study, the second career teachers perceived teaching as, "the fulfillment of a goal, a dream, and a personal commitment to give of themselves" (p. 313). They stated that teaching helped them fulfill something deep inside. On the other hand, the participants noted that they felt satisfied and motivated because of the rewarding and forward nature of the teaching profession. Lee (2010) reported similar results that implicated that the participants started to feel satisfied with their new choice. Similarly, Zuzovsky and Donitsa-Schmidt (2014) found that second career teachers had positive perceptions about the teaching profession. They perceived it as "an interesting, complex and creative occupation" (p. 11). In this regard, Etherington (2011) indicated that mature age entrants to teaching perceived teaching not as a vocation but as "a job that promises predictability and certainty in one's life" (p. 7). However, one of the participants in this study did not have positive perceptions about teaching even though they underwent particular changes in a positive way later. She stated that teaching was a very challenging and exhausting profession which included situations she could not tolerate as the second career teachers in Koeppen and Griffith (2003).

It was also indicated that some of the second career teachers in this study quitted working in their former workplaces despite it offered them a good pay. They explained that they did not teach for the pay and stayed in teaching because they believed that it was much more in line with their personal traits and values. In Powers's (2002) study, most of the second career teacher had similar perceptions about the teaching profession. Powers (2002) concluded, "The trade-off for lower pay is the increased personal satisfaction gained by teaching and providing a service" (p. 304). In addition, the participants of this present study also reported that they never planned to leave teaching. Even, some of them had an intention to go on teaching after their retirement. This result is not similar to the previous studies conducted by Johnston and Birkeland (2003) and Boyd et al. (2011). Their studies found that the individuals who switched their career after having work experience were likely to quit teaching. Similarly, Tigchelaar et al. (2012) also demonstrated that second career teacher left teaching within their first years of teaching. As in Uusimaki (2011) study, the participants of this study expressed their sense of belonging to the teaching profession. They stated that the opportunity to find ways of expressing themselves and add something to their instruction enabled them to feel belonged to teaching. This result is supported in another study conducted by Simmons (2016) showing that "Drawing from their previous experiences and sharing their expertise with others gave them a sense of belonging" (p. 15).

This study also reached the result that four of the second career teachers believed that their personal traits were in harmony with the teaching profession. They generally spoke about their personal traits and questioned whether their personalities were in line with previous careers. They finally realized that the matches between their personal traits and the teaching profession were one of the most significant impetus for them to choose teaching. This result is supported in Holland's (1972) study in which it was indicated that individuals tended to choose and remain in the professions that were more compatible with their personalities and felt less dissatisfied when they settled in this profession. Jung (1933) also provided another parallel explanation that the individuals who decided to make a mid-life crossroad were more inclined to choose

a profession that was more in line with their personal value systems and goals. Hamiloğlu (2013) also found that the association of personal characteristics with teacher-self resulted in reinvention of their own self.

On the other hand, one of the participants in this study stated that the teaching profession was not compatible with her personality and that's why, she concluded that she felt happier and more satisfied when she worked as a psychologist. As she noticed this clash, she always looked for ways to perform her previous profession and make a transition to it. In Wilson and Deaney's (2010) study, one second career teacher decided to leave teaching because she did not make necessary connections with her personality and felt dissatisfied.

All of the participants stated that their perceptions and professional practices underwent some changes as they gained experience in teaching. In this regard, Zembylas (2003) noted that profession identity is a "non-linear, unstable process by which an individual confirms or problematizes who she/he is/becomes" (p.221). In this study, the participants pointed out that they learned to become a more flexible, democratic, understanding and tolerant teacher after years in teaching. The changes in perceptions of second career teachers were also reported in Fredius and Krasnow's (1991) study in which the participants were initially considered teaching as a facilitator but performed their job as a disseminators of information. The researchers found that second career teachers started to change gradually and their perceptions regarding communication between students and teacher and translation of ideas occurred in a bidirectional way. In parallel with the results of this study, Abednia (2012) found that some changes occurred in teachers' attitudes and motivations for teaching by the end of the term. They began to adopt more critical and transformative stance. Similar results were also reported by Beijaard et al. (2000). Their study indicated that the perceptions of most of the teachers underwent changes from being a subject matter expert to didactical experts and pedagogical experts. Schultz and Ravitch (2013) yielded similar results. In addition, Zuzovsky and Donitsa-Schmidt (2014) showed that

the participants' initial perceptions were more content-oriented/teacher-centered. Later, they started to adopt more student-centered/ learning-centered teaching.

Another result of this study is that second career teachers' worries and fears started to disappear gradually. All of them stated that they felt more confident and comfortable and found their own teaching style different from their initial years in the teaching profession. Similarly, in Anspal's (2012) study, one of participants stated that the recognition of herself as a teacher enabled her to overcome her feelings of fear, anxiety and doubts. As a result, she began to feel more confident professionally.

6.2.5 Research Question 5: What are the factors that shape the perceptions of second career EFL teachers about their professional identity?

The purpose of the fifth research question is to explore the factors that shaped second career teachers' professional identity. As an answer, it was found that the contextual factors including school environment, teacher training, colleagues and administrators and student profiles and personal factors including childhood experiences, past teachers, educational factors, and prior professional experiences and significant others were the main factors that had a pivotal role in shaping second career teachers' professional identity. The results of this study support the notion that the teaching self which is a complex and multifaceted and multifarious entity (Dillabough, 1999). In addition, these results were also in line with Cooper and Olson (1996)'s study in which they implicated that professional identity was multifaceted and influenced by cultural, psychological, historical and sociological factors. The participants in this study stated that school environment had a significant role in shaping their professional identities. In this regard, Farrell (2012) also reach similar results that indicated that professional identities were deconstructed and (re)constructed according to the contexts of biography, school culture and pre-service programs. In another study, Farrell (2011) found that the perceptions of language teachers were shaped by their peers and their contexts. Besides, the teacher participants reported that training they attended played

a significant role in shaping their views about teaching and their own professional identity particularly during the process of adjustment to new workplace culture. In Mutlu's (2015) study, similar results that demonstrated that the participants started to feel more competent and knowledgeable as they were trained in their fields were reached. Another factor playing a role in shaping their professional identities is student profile. Similarly, Akkerman and Meijer (2011) showed that students were very significant during the socialization process of teachers.

Of personal factors, teaching experience was among the key factor shaping the participants' perceptions about themselves as teachers. All of them agreed that gaining experience in teaching enabled them to develop their understandings of their concerns they faced initially and feel more confident in the new professions. This result was aligned with Beijaard et al. (2000)'s study in which they found that teaching context, teaching experience and biography were the key influencing factors of professional identity. Secondly, prior experiences were another integral factor. Personal experiences, past teachers, previous job experiences and significant people in their lives had a role in shaping their teacher identities. Flores and Day (2006) yielded similar results in their studies that concluded that prior experiences (former teachers, their experiences as pupils), initial teacher training and teaching practice and contexts of teaching played an important role in constructing teachers' professional identities. Similar to Flores and Day (2006), Bukor (2011) also reported parallel results that indicated that personal (family environment and childhood experiences) and educational experiences (language learning experiences and prior teachers) had an impact on their career choice and perceptions about teaching. In this sense, Tsui (2007) reported a similar result that showed that prior language learning experiences were the main influencing factor of teacher identity. This study also found that personal traits under personal factors were also perceived as the shaping factor of professional identity. The matches between their personality traits and teaching helped them adapt overcome the challenges they faced more easily. Hamiloğlu (2013) supported this result in her study that found that personal characteristics impacted the perceptions of teacher-selves and teaching along with family and prior experiences as a student. On

the other hand, only one of the participants did not believed that there were no matches between her personality and the teaching profession, which influenced her job commitment, sense of belonging and continuing professional development. In Ruohotie-Lyhty's (2013) study, this result is supported in a way that initial perceptions about the teaching profession affected the desire to continue professional development and her feelings.

All in all, it is concluded that there is collegial relationship between contextual factors and personal factors in shaping professional identities of teachers, which is confirmed by Beltman et al. (2015). These results indicate that professional identity is "shifting, unstable, and multifarious: it involves an ongoing construction and reconstruction of our professional 'stories' over time" (Davey, 2103, p. 31). The interplay between two factors is also reported by Canrinus (2011), Watson (2006) and Gur (2013).

CHAPTER 7

CONCLUSION

7.1 Conclusion

The aim of this thesis was to develop an understanding of the professional identity of second career EFL teachers. More specifically, it was concerned with exploring the reasons that made them decide to choose teaching as a new career path, investigating the role of their background in their teaching practice, the challenges they experienced after their transition to the teaching profession, understanding their perceptions about their professional identity and the factors that shaped their teacher identity.

The results revealed that there are four reasons that pushed second career teachers to pursue teaching as a career. Dissatisfaction with the previous job, life-changing events, personal influence and pragmatic and altruistic reasons played a major role in their decision-making process. Secondly, the results demonstrated that second career teachers established connections in relation to their experiences and skills that they acquired in their previous workplace/s and life experiences. Besides, it was indicated that their background affected their teaching practices. Thirdly, the results showed that the challenges that second career teacher experienced after their transition were mainly related to teaching materials, time and classroom management, student-teacher relationship, lack of necessary knowledge about terminology and methodology, discipline and fixed notions about teaching. Fourthly, most of the second career teachers in this study had positive perceptions about teaching when they compared to their previous professions. It was also found that as they possessed favorable perceptions about teaching, they felt belonged and committed to teaching.

Regarding their perceptions, second career teachers stated that the matches between their personality traits and teaching enabled them to feel motivated and become an effective teacher. All of the second career teachers reported that their perceptions regarding the teaching profession underwent some changes as they gained experience in teaching and practiced. It was shown that their fears and worries started to disappear after their initial years and they felt more confident and comfortable in the classroom. Lastly, there are contextual factors and personal factors that shaped the professional identities of second career EFL teachers. It was indicated that contextual factors are related to school environment, teacher training, colleagues and administrators, and student profiles while personal factors are mainly associated with childhood experiences, past teachers, educational factors, prior professional experiences and significant others.

All these results showed that the professional identity of teachers is a complex and unstable entity. As it was shown it might undergo changes over time as a result of some factors such as experience and practice. It was also revealed that the professional identities of second career EFL teachers constructed and (re)constructed according to the interplay between contextual and personal factors mentioned above.

7.2 Limitations of the study

Although this study aimed to bring light to some hidden issues upon the professional identity of second career EFL teachers and contributed to the literature, this study has some limitations. First, this study was conducted with only five EFL instructors working in the School of Foreign Languages at METU. As such, their perceptions and experiences may be specific to them and cannot be generalized to other second career EFL teachers and ELT graduates who taught in the same university. In addition, the study is context-specific, since it was conducted solely in one Turkish university. Therefore, different results can be obtained when it is conducted with the participants who have the same profile in a different setting. Besides, this study was conducted

with senior EFL teachers who have at least 10 years of language teaching experience. Carrying out this research with pre-service or novice second career teachers may also lead to different results.

7.3 Pedagogical Implications and Suggestions for Future Research

It is known that the number of non-traditional entrants to the teaching profession has been increasing substantially in recent years (Lee and Mark, 2011). It is also recognized that they are unique individuals who possess vast personal and professional experiences and different needs when compared to their first career counterparts. Therefore, it is a critical need for teacher education programs, school administrators and management to get familiar with this group of teachers, primarily their motives to become a teacher, their backgrounds and needs. It should be understood that these individuals don't have the same learning needs as traditional entrants. Their prior collective experiences and skills should be tapped into in order to explore what they can offer for the quality of teaching. Gaining awareness about their motivations to enter teaching and their attributes will help schools benefit from the contribution they will make.

The participants in this study pointed out that they had some challenges and experienced culture shock particularly during their initial years. It is possible for teacher education programs or school administrations to design and develop structured and organized induction programs in order to prevent them from feeling helpless, frustrated and anxious. They might be prepared for such concerns with the help of these informative induction programs. Besides, these programs should be as realistic as possible making an emphasis on practical applications.

It is worthwhile to note that school administrators and management should be attentive to offer opportunities for second career teachers to attend professional development programs and in-service programs. It is also noteworthy that such entrants may need

more professional internal support when it is taken into consideration that they come from another field. Alternatively, online communities can also be a way of networking that ensures professional support for second career teachers. Moreover, a proactive stance will facilitate increasing the quality and effectiveness of teaching. School administrators and staff should be attentive to help them integrate in the school culture. For example, their more-experienced colleagues may help them by co-planning and co-teaching. By this way, they will be provided "strong clinical experiences in schools" (Haselkorn and Hammerness, 2008, p. 32) which ensures integrating practice and theory. Experienced and effective teachers as mentors will serve as a model and enable them to see levels, student profile and classroom atmosphere they will teach.

This study focused on experienced second career teachers. Conducting a research with pre-service and beginning second career teachers or a comparative study between senior and novice career change teachers may help to gain a comprehensive perspective of the professional identity of this group of teachers. Moreover, carrying out a study that explores the student achievement of the second career teachers and the student achievement of ELT graduates may result in invaluable data.

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Appendix A: Informed Consent Form

INFORMED CONSENT FORM

A Narrative Inquiry into the Professional Identity Formation of Second Career EFL Teachers

Dear Participant,

I am a master's student at Middle East Technical University, Department of Foreign Language Education and I am conducting research as part of my master's degree thesis. My proposed research is entitled "'A Narrative Inquiry into the Professional Identity Formation of Second Career EFL Teachers".

THE PURPOSE OF THE STUDY

This purpose of this study is to present a rich description of the motivations of second career English language teachers coming from diverse disciplinary backgrounds in a Turkish university to choose teaching. In addition, this study aims to have a clearer understanding of their attributes they possessed and the role of their previous skills and knowledge in their professional experiences and the challenges they experienced after their transition to the teaching profession. Lastly, this study aims to explore their perceptions in relation to teacher identity and the factors shaping their professional identity. The data collection procedure will involve in-depth interviews and observations in the classroom setting. In order to be a participant in this research, the criteria to be considered are as follows:

- Active teaching experience in English Language for 10 years or more;
- Not being a graduate from English Language Department (coming from other disciplinary backgrounds unrelated to education and teaching).

You have been selected as a participant, since you are a convenient participant in terms of meeting these criteria. Participation in the study is voluntary.

PROCEDURE

If you agree to be a part of the research, you will be required to do the followings:

- Participate in the in-depth interviews which will be recorded two times over a period of three months. Each interview is expected to last half-hour to one-hour long.
- The interviews will be recorded with a digital voice recording device and then transcribed.

- Being observed by the researcher twice in the classroom on a mutually agreed upon dates and times. The observations will be tape-recorded.
- Verify interview transcripts for accuracy and agreement.

POTENTIAL BENEFITS

Your participation will be of considerable benefit for educational purposes, since this study make contributions to richness and diversity brought by second career teachers' experiences to the field of English Language Teaching. By being a participant this study, you will be making a contributing to the existing body of knowledge about the understanding of the influence of teachers' beliefs, perceptions, and previous work and life experiences on their formation of teacher identity. Your participation may also help you to gain an in-depth insight into yourself as an individual and as a teacher. Your experiences, perspectives, and beliefs may be useful for organizing structured and systematic induction programs for second career teachers in order to ease the acculturation and transition process into teaching.

POTENTIAL RISKS

Participating in this study may bring some privacy issues while you are sharing your personal information. Only the primary researcher will have access to the data. Apart from that, no emotional and physical discomfort is expected in this study.

CONFIDENTIALITY

If you agree to participate in the research project, the records of this study will be kept private. If this study is submitted to academic journals for publication and accepted to a conferences for presentation, pseudonyms will be used and participants and their institutions will not be identified in any way.

PARTICIPATION AND WITHDRAWAL

Your participation is completely voluntary. There are no penalties of any sort, regardless of your decision. You are free not to answer any questions or to withdraw from the study at any time.

CONTACTS AND QUESTIONS

If you have any questions or concerns regarding this study, please feel free to contact me directly, Res. Asst. Reyhan Aslan, Middle East Technical University, Faculty of Education, Department of Foreign Language Education (Tel: +903122103667, E-mail: raslan@metu.edu.tr).

I have read the description of the study and I understand the conditions of my participation and the commitment it requires. My signature indicates that I agree to participate in this study. I have been given a copy of this form.

Name of the participant: _____

Signature: _____

Date:_____

Please indicate the email address (if any) you would like me to use.

E-mail address:_____

Appendix B: Personal Data Questionnaire

PERSONAL DATA QUESTIONNAIRE

Date :

Dear Participant,

The aim of this questionnaire is to collect information about your background. All information collected through this questionnaire will be kept private. Thank you for your participation. Please provide the appropriate demographic information on the answer sheet below.

Name:	**Age :**
Surname:	**Gender:**
Your educational degree/s: BA: MA (if possible): PhD (if possible):	
Any language teaching degree(s) or certificates a) b)	
Your teaching experience: _____ years **Your experience at School of Foreign Languages** _____ years	
Your experience in the previous profession: _____ years/months	

For further information, please do not hesitate to contact me from the following email: **raslan@metu.edu.tr** Res. Asst. Reyhan ASLAN, METU English Language Teaching

Appendix C: Interview Questions

INTERVIEW PROTOCOL

A Narrative Inquiry into the Professional Identity Formation of Second Career EFL Teachers

INTERVIEW I

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:
Gender and Age of the Interviewee:

Introduction: This purpose of this study is to present a rich description of the motivations of second career English language teachers coming from diverse disciplinary backgrounds in a Turkish university to choose teaching. In addition, this study aims to have a clearer understanding of their attributes they possessed and the role of their previous skills and knowledge in their professional experiences and the challenges they experienced after their transition to the teaching profession. Lastly, this study aims to explore their perceptions in relation to teacher identity and the factors shaping their professional identity. You have been selected to speak with us today because you have been identified as someone who is not a graduate of English Language Teaching program and you have been teaching English more than 10 years. This in-depth interview attempts to gain a deeper understanding of your experiences and your interpretations of who you are as a teacher. By participating this study, you will be contributing to the understanding of the development of teacher identity as a new career path, of the interplay among personal and professional experiences.

1. Please tell me a little bit about yourself as much as you would like to share (educational background).
2. Did you have a career before coming to teaching? If you had, please give me some information about your previous career?
3. When and how did you decide to change your career and to become a teacher?
4. What made you chose teaching English?
5. How did you become a language teacher? Did you take any extra training (M.A, PhD), certificates/ degrees or join in an external training or a teacher training program within your institution?
6. As an individual who is not a graduate of an ELT department, do you ever make references to your knowledge and skills acquired in the previous career in your teaching? If yes, to what extent?
7. How would you define yourself as an English language teacher (in terms of your relationship with students, commitment, language and teaching ability)? What are your strengths as a teacher? If there are, any weaknesses?

INTERVIEW PROTOCOL (cont'd)

A Narrative Inquiry into the Professional Identity Formation of Second Career EFL Teachers

INTERVIEW II

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:
Gender and Age of the Interviewee:

Introduction: This purpose of this study is to present a rich description of the motivations of second career English language teachers coming from diverse disciplinary backgrounds in a Turkish university to choose teaching. In addition, this study aims to have a clearer understanding of their attributes they possessed and the role of their previous skills and knowledge in their professional experiences and the challenges they experienced after their transition to the teaching profession. Lastly, this study aims to explore their perceptions in relation to teacher identity and the factors shaping their professional identity. You have been selected to speak with us today because you have been identified as someone who is not a graduate of English Language Teaching program and you have been teaching English more than 10 years. This in-depth interview attempts to gain a deeper understanding of your experiences and your interpretations of who you are as a teacher. By participating this study, you will be contributing to the understanding of the development of teacher identity as a new career path, of the interplay among personal and professional experiences.

1. What are the contributions of your previous life and work experiences to your personal and professional life?
2. Which of the professions are more in harmony with your personality?
3. What were main changes you noticed in your perceptions of yourself as a teacher?
4. As an individual who chose teaching as a new career path, what do you think about the second-career teachers?
5. How do you perceive yourself as a teacher?
6. How committed you are do you think to teaching?
7. What do you think about your overall story of becoming a teacher?
8. What are your suggestions for those who chose the teaching profession as a second career?

Appendix D: Classroom Observation Guide

CLASSROOM OBSERVATION GUIDE
based on Merriam's (1998) model

Date:
Place:
Instructor:
Class time:

Physical Setting: Describe the classroom? What is in the room and how is it arranged? For what type of instruction (learning) is the classroom designed? What objects, resources, and technologies are in the setting? Draw a diagram.
The Participants: Describe the instructor and the students in the class, how many, and what are their roles? What are the relevant characteristics of the instructor and the students?
Activities and Interactions: What is going on? Is there a definable sequence of activities? How do the students interact with the activity, the instructor and with one another? How are the instructor, the students and the activities connected and interrelated? What techniques does the instructor use to deliver the material and facilitate the class? What norms or rules structure the class activities and interactions?
Conversation: What is the content of conversations in this setting? Who talks to whom? Who listens? How does the instructor talk to the students?
Subtle Factors: Informal and unplanned activities. Symbolic and connotative meanings of words. What is not being said and what does not happen?
My own behavior ("Observer Comments"): How is my role as an observer affecting the scene I am observing? What do I think about what is going on?

Merriam, S. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

Appendix E: Interview Questions for Outsider Comments (Students)

INTERVIEW PROTOCOL FOR TEACHERS IN THE STAFFROOM

A Narrative Inquiry into the Professional Identity Formation of Second Career English Teachers

INTERVIEW

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:
Gender and Age of the Interviewee:

Introduction: This purpose of this study is to present a rich description of the motivations of second career English language teachers coming from diverse disciplinary backgrounds in a Turkish university to choose teaching. In addition, this study aims to have a clearer understanding of their attributes they possessed and the role of their previous skills and knowledge in their professional experiences and the challenges they experienced after their transition to the teaching profession. Lastly, this study aims to explore their perceptions in relation to teacher identity and the factors shaping their professional identity. You have been selected to speak with us today because you have been identified as someone who know the second career teacher in the classroom environment. This in-depth interview helps to gain deeper insights into the journey of the second career teacher. By participating this study, you will be contributing to the understanding of the teacher identity of those who choose teaching as a new career path, of the interplay among their personal and professional experiences.

Interview Questions

1. Please tell me a little bit about yourself as much as you would like to share.

2. When did you meet with _____?

3. How is your relationship with _____?

4. How do you describe _____ as a person?

5. How do you describe _____ as a teacher?

6. What do you think about the English lessons? Could you please describe one of the lessons?

7. Could you compare _____ with your previous English teachers? What kind of differences and similarities did you notice?

Appendix F: Interview Questions for Outsider Comments (Colleagues)

INTERVIEW PROTOCOL FOR OUTSIDER COMMENTS

A Narrative Inquiry into the Professional Identity Formation of Second Career EFL Teachers

INTERVIEW

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:
Gender and Age of the Interviewee:
Introduction: This study intends to explore the experiences and perceptions of senior career change EFL teachers about the influences of their personal, educational, and professional experiences on their teacher identity at one of the prestigious universities in Turkey. In addition, this study aims at describing the experiences and perceptions of senior second-career EFL teachers about the changes in their understanding of teacher identity as they re-interpret the relationships between their experiences and their teacher identity. You have been selected to speak with us today because you have been identified as someone who know the second career teacher as a person and as a teacher. This interview helps to gain deeper insights into the journey of the second career teacher. By participating this study, you will be contributing to the understanding of the teacher identity of those who choose teaching as a new career path, of the interplay among their personal and professional experiences.

Interview Questions

1. Please tell me a little bit about yourself as much as you would like to share.

2. When did you meet with _____?

3. How is your relationship with _____?

4. How do you describe _____ as a person?

5. How do you describe _____ as a teacher?

6. In what ways is s/he different from other teachers?

7. How is his/her relationship with other teachers?

8. How is his/her relationship with his/her students?

Appendix G: Debriefing Form

DEBRIEFING FORM

A Narrative Inquiry into the Professional Identity Formation of Second Career EFL Teachers

This research study is situated within a narrative inquiry to understand the experiences and journeys of second career language teachers. Narrative inquiry is "a way of thinking about the experience" (Connelly and Clandinin, 2006, p. 477) and "a methodology for inquiring into storied experiences" (Clandinin and Murphy, 2009, p. 598). This study intends to explore the experiences and perceptions of senior career change EFL teachers about the influences of their personal, educational, and professional experiences on their teacher identity at one of the prestigious universities in Turkey. In addition, this study aims at describing the experiences and perceptions of senior second-career EFL teachers about the changes in their understanding of teacher identity as they re-interpret the relationships between their experiences and their teacher identity. The study is conducted as part of my master's degree thesis at School of Foreign Languages at METU.

According to an OECD report (the Organization for Economic and Cooperation and Development) launched in 2009, it seems that all of the OECD countries have serious problems in recruiting and retaining a good number of qualified teachers. Most of the OECD countries witness an increasing number of people who have left teaching after a few years later entering the profession. Moreover, in 2005, another report by the OECD stresses that it is necessary for the member countries to adopt effective strategies to deal with this apparent qualified teacher shortage problem. In addition, the number of career change teachers who entered teaching after being trained in intensified programs to be a teacher has been increasing since 1990s (Gökçe, 2010). Consequently, recruiting and retaining second-career teachers have become a central issue as a solution to the problem of teacher shortages.

Since second-career teachers do not have any teaching experiences before coming to the classroom, it is apparent that they are likely to encounter some challenges in this totally new environment. Therefore, teaching pedagogical strategies that help them to tailor their previous work/life experiences for their teaching becomes critical as they are in a process of an important life-cycle change.

In order to shed light on the development of professional identity second-career teachers, senior teachers at one of the most prestigious universities in Turkey, namely METU, are chosen for this study. With the help of in-depth interviews, it is expected to have a description of their past personal, academic, and professional experiences as they reconstruct their new identity as a teacher. Interview questions are used to reveal

your experiences under the light of professional identity development. The findings obtained from this study may bring new perspectives to the understandings of second-career teachers in Turkey. Moreover, this present study may be used to detect the points that need to be improved at English language teacher education programs and at English language teaching practices in Turkey.

It is aimed that the preliminary data from this study will be obtained at the end of January 2016. These 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. Reyhan ASLAN (Middle East Technical University, Faculty of Education, Department of Foreign Language Education, EFB-14, 06800 Ankara/TURKEY; Tel: +903122103667; raslan@metu.edu.tr

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

ALAN DIŞINDAN GELEN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK GELİŞİMLERİ ÜZERİNE NİTEL BİR İNCELEME

Son yıllarda, öğretmen eğitimi alanında öğretmenlerin mesleklerine yönelik algıları oldukça önem kazanmaya başlamıştır (Coldron ve Smith, 1999; Beijaard, Meijer ve Verloop, 2004; Tsui, 2007). Öğretmenler artık başkalarının teorilerini uygulayan pasif teknıisyenler olmaktan çıkıp, uygulamalarını bilgiye dönüştüren, bilgilerini de uygulamaya koyan ve düşünen uygulayıcılar olmaya başlamışlardır (Abednia, 2012). Bu bağlamda, öğretmenlik artık bilgi aktarımından çok daha öteye giden bir meslek haline gelmiştir. Sınıf ortamında çok daha aktif bir rol üstlenen öğretmenin, öğretmen olarak kendi kimliğine dair algıları ve inançları, onun mesleki yaşamında başarısını etkilemektedir (Kelchtermans ve Vandenberghe, 1994). Mesleki kimliğe dair kazanılan farkındalık öğrencilerine göre kendilerini konumlandırmalarını, öğretimlerinde etkili ve gerekli düzenlemeleri yapmalarını ve öğrencileri ile olan iletişimleri üzerinde bir etki oluşturmaktadır.

2009 yılında yayımlanan bir OECD raporuna göre, tüm OECD ülkelerinde nitelikli öğretmen yetiştirmek ve bu bireylerin meslekte kalmasını sağlamak ciddi bir sorun olmaya başlamıştır. Bunu destekleyen ve 2005'te yayımlanan başka bir OECD raporu ise bu ülkelerin, öğretmen yetersizliği problemine etkili çözümler geliştirmeleri gerektiğini vurgulamıştır. Ibarra (2002) bu soruna tepki olarak, alan dışı öğretmenlerin sayısının son on yılda arttığını belirtmiştir. Buna paralel olarak Allen (2007) belirli alanlarda öğretmen yetersizliği olması sebebiyle okulların artık alan dışı öğretmen arayışına girmek durumunda kaldıklarını ifade etmiştir. Öğretmen ihtiyacının fazla olması ve yetersiz sayıda mezun olması arasındaki dengesizlik Türk eğitim sisteminde de bir problem haline gelmiştir. Bu sorun özellikle İngilizce öğretmenliği, Bilgisayar ve Öğretim Teknolojileri Eğitimi, Okul Öncesi Eğitimi ve Özel Eğitim alanlarında yaşanmaktadır (Gökçe, 2010; Eren ve Tezel, 2010). Eğitim Fakültelerinin dört yıllık

lisans programlarından mezun olan öğretmenlerin ihtiyacı karşılayamaması nedeniyle, yetkililer alternatif diğer yollara başvurmaktadırlar (Seferoğlı, 2004; Usun, 2009). Türkiye'de İngilizce öğretmeni ihtiyacını karşılamak için dört yöntem kullanılmıştır. İlk olarak, Milli Eğitim Bakanlığı ve YÖK işbilirliği ile 'Pedagojik Formasyon Program' ları açılmıştır. Bu program dahilinde gerekli dersleri alan ve başarıyla tamamlayan adayların tamamı Mühendislik, Tarım, Matematik, İktisat gibi çok farklı alanlardan gelmekte ve İngilizce öğretmeni olarak göreve başlamaktadırlar. Pedagojik Formasyon Programında öğretmen adayları 'Öğretmenlik Uygulaması' dersini almamaktadırlar (Seferoğlu, 2004). Dolayısıyla, uygulama yapma ve sınıf ortamını tanıma açısından yetersiz olabilmektedirler. Buna ek olarak, bu gruptaki öğretmen adaylarının çoğu öğretmenliği hayatlarının geç dönemlerinde seçmiş olup, öğretmenliği ilk meslek olarak tercih etmemişlerdir (Tural ve Kabadayı, 2014). Sonuç olarak, bu sertifika proramından mezun olan bireylerin lisans eğitimleri ve alana uygunları göz önüne alınmadan atanmaktadırlar (Taneri ve Ok, 2014).

İngilizce öğretmen ihtiyacını karşılamak için geliştirilen ikinci yöntem ise İngilizce eğitim veren üniversitelerden programlarından mezun olan bireylerin alanları göz önüne alınmaksızın atamalarının gerçekleştirilmesi olmuştur (MEB, 2000). Bu uygulama mühendislerin, kamu yönetimi mezunlarının bir gün içerisinde ve herhangi bir mesleki eğitime tabii tutulmaksızın öğretmen İngilizce öğretmen olmalarının yolunu açmıştır (Seferoğlu, 2004). Diğer bir çözüm yalnızca Anadolu Üniversitesi tarafından sunulmasına izin verilen ve özellikle İngilizce öğretmenliğindeki açığı kapatmak için açılan 'Uzaktan İngilizce Öğretmenliği Lisans Programı'dır. Bu uzaktan eğitim programında amaç, olabilidğince hızlı bir şekilde yüksek standartlarda ve professyonelce bir eğitim sağlamaktır Gelişmekte olan ve gelişmiş ülkerin çoğunda, farklı yaş, gelir ve meslek gruplarına ait insanlar uzaktan eğitimden faydalanmaktadırlar (Zok, 2010). Son olarak, Fen Edebiyat Fakülterlerinin İngiliz Dili ve Edebiyatı, Amerikan Kültür ve Edebiyatı, İngiliz Dil Bilimi, İngilizce Mütercim-Tercümanlık, Çeviribilim, İngiliz Külütr ve Edebiyatı bölümlerinden mezun olan bireyler İngilizce öğretmen açığı kapatmak için kullanılan dördüncü bir yöntem olmuşlardır (Topkaya ve Uztosun, 2012). Bir pedagojik formasyon sertifikası almak

için gerekli tüm şartları karşılamaları durumunda atanma şansına sahip olabilmektedirler. Sonuç olarak, Türkiye'de İngilizce öğretmenleri hem ilgili lisans programından mezun adayları hem de öğretmen açığını kapatmak için benimsenen yöntemler sebebiyle farklı bölümlerden mezun bireylerden oluştuğu görülmektedir.

Alan dışından öğretmenleri mesleğe çekmek ve onların meslekte kalmasını sağlamak önemli bir konu haline gelmiştir. Bilindiği gibi, çok farklı eğitim ve meslek hayatına sahip olan alan dışından gelen bu bireylerin, öğretmenliğe dair algıları ve sınıftaki uygulamaları da farklılık gösterdiğinden, mesleki kimliklerinin incelenmesi büyük önem arzetmektedir. Alanyazında, alan dışından gelen öğretmenlerin birçok tanımı yapılmıştır. Örneğin, Novak ve Knowles (1992, s. 3) alan dışından gelen öğretmenleri, eğitim ile ilgisi olmayan bir mesleği bırakıp, bir öğretmen eğitimi programına kayıt olan ve akabinde devlet veya özel okullarda öğretmenlik yapmaya başlayan bireyler olarak tanımlarken, Feistritzer (alıntılayan Allen, 2007, s. 1) en az bir lisans programını tamamlamış ve öğretmen olmaya karar vermeden önce eğitim sektörü dışında bir alanda çalışmış bireyler olarak tanımlamıştır. Bu çalışmada ise alan dışı öğretmenler, eğitim alanı dışında herhang bir lisans programından mezun olmuş ve önceki mesleklerinde deneyimi olan ve olmayan bireyler olarak tanımlamıştır.

Bu çalışma, alan dışından gelen İngilizce öğretmenlerinin, öğretmenlik mesleğini seçme nedenlerini, önceki mesleklerinde edindikleri bilgi ve becerilerin öğretmenlik mesleğine katkısını ve mesleğe başladıktan sonra deneyimledikleri zorlukları incelemeyi amaçlamıştır. Buna ek olarak, bu çalışma alan dışından gelen İngilizce öğretmenlerinin mesleki kimlikleri hakkındaki algılarını ve bu algıları şekillendiren etkenlerin neler olduğunu araştırmaktadır. Bu araştırma amaçlarına ulaşmak için birbiriyle ilişkili beş araştırma sorusuna yanıt aranmaya çalışılmıştır. Araştırma soruları aşağıdaki gibidir:

1. Alan dışından gelen İngilizce öğretmenlerini öğretmenlik mesleğine iten sebepler nelerdir?
2. Alan dışından gelen İngilizce öğretmenlerinin sahip oldukları niteliklerin sınıf içi uygulamaları üzerindeki rolü nedir?
3. Alan dışından gelen İngilizce öğretmenlerinin öğretmen olduktan sonra yaşadıkları zorluklar nelerdir?
4. Alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algıları nelerdir?
5. Alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algılarını şekillerindiren faktörler nelerdir?

Yukarıda belirtildiği gibi, alan dışından gelen öğretmenlerin sayısı her geçen gün artmaktadır ve bu çalışmanın sonuçları neden belli bir alanda bilgi ve beceriye sahip olduktan sonra neden bireylerin öğretmenlik mesleğini seçtiğini, kariyer değişikliği yaptıktan sonra mesleki kimlik algılarındaki değişmeler ve gelişmeler konularına ışık tutacaktır. Bununla birlikte, alanyazında öğretmenliği ikinci bir meslek olarak seçenlerin diğer bir deyişle daha önce mesleki bir kimliğe sahip olanların üzerine çok az çalışma yapılmış olduğu bilinmektedir (Richardson ve Watt, 2006; Williams, 2010; Lerner ve Zittleman, 2002; Priyadharshinive Robinson-Pant, 2003; Durmaz, 2015). Ek olarak, bir İngilizce öğretmenliği programından veya eğitim ile ilgili bir lisans programından mezun olmayıp, Psikoloji, Sosyoloji, Matematik, Mühendislik gibi diğer disiplinlerden mezun olduktan sonra öğretmen olmaya karar veren bireyler üzerine Türkiye'de yapılmış herhangi bir çalışma bulunmamaktadır.

Bu çalışmada, nitel bir araştırma yöntemi olan öyküleyici sorgulama kullanılmıştır. Bu yöntem benimsenerek, alan dışından gelen İngilizce öğretmenlerinin öğretmen olma yolunda sahip oldukları deneyimlere ışık tutmak amaçlanmıştır. Öyküleyici sorgulama "deneyim hakkında bir düşünme biçimidir" (Connelly ve Clandinin, 2006, s. 477) ve "öyküleşmiş deneyimleri sorgulamak için bir yöntemdir"(Clandinin ve Connelly, 2000, s. 3). Bu çalışmada beş laan dışından gelen İngilizce öğretmeninin

öyküsü, öğretmen olurken yaşadıkları deneyimlere ve daha önce farklı disiplinlerde eğitim gördükleri ve çalıştıkları için çğretmen kimliğini gelişmede yaşamış oldukları bireysel farklılıklara da ışık tutmak amacıyla kullanılmıştır. Çalışmadaki katılımcılar Orta Doğu Teknik Üniversitesi, Yabancı Diller Yüksek Okulu'nda çalışan beş alan dışından gelen İngilizce öğretmeninden oluşmaktadır. Katılımcılar belirlenirken araştımacıya daha önceden belirlenen kriterleri karşılayan örneklemle çalışma imkanı veren ölçüt örnekleme yöntemi kullanılmıştır (Patton, 1990, s. 176). Araştırmacınun çalımanın amaclarına uygun olarak belirlemiş olduğu kriterler aşağıdaki gösterilmiştir:

a) En az 10 sene İngiliz Dili Öğretimi'nde deneyim sahibi olmak
b) İngilizce Öğretmenliği veya ilişkili herhangi bir alandan mezun olmamak

İk kriter, araştırmacının deneyimli İngilizce öğretmenleriyle çalışmasına olanak sağlamıştır. Aynı zamanda, bu kriter daha önce bir çok kişisel ve mesleki anlamda deneyime sahip olmuş katılımcıların çalışmaya dahil olmasına yardımcı olmuştur. Bunun birlikte, bu çalışmaya deneyimli İngilizce öğretmenlerinin dahil edilmesinin diğer bir sebebi ise öğretmenlerin mesleklerinde deneyim sahibi oldukça , mesleki kimliklerine dair daha çok farkındalık kazanmaları ve mesleki kimliklerini 'arıtmış' olmalarıdır. İkinci kriter ise araştırmacının, İngiliz Dili Öğretimi ya da eğitim dışındaki alanlardan katılımcıları çalışmaya katmasını sağlamıştır. Böylece, önceki yaşamlarında ve mesleklerindeki farklılık ve çeşitliliğin meslkei kimlik algıları üzerindeki rollerini incelemeyi kolaylaştırmışlardır.

Çalışma yürütülürken, ODTÜ Yabancı Diller Yüksek Okulu'nda yalnızca 23 alan dışından gelen İngilizce öğretmeni bulunmaktadır. ODTÜ İnsan Araştırmaları Etik Kurulu'ndan gerekli onay alındıktan sonra, araştırmacı e-posta yoluyla tüm katılımcılara ulaşmıştır. Katılımcılardan beşi, araştıma dahilinde sınıf-içi gözlemler olması sebebiyle çalışmaya katılmayı kabul etmemişlerdir. Üç katılımcı yönetimde görevli oldukları için veri toplama aşamasında zorluklar yaşayabileceklerini belirtirmiştir. Katılımıcıların bir çalışmada yer almak için gönüllü olmuş ancak çalışmanın yürütüldüğü akademik dönemde sınav komitesinde görev alması nedeniyle

çalışmaya katılması mümkün olmamıştır. Geriye kalan potansiyel katılımcıların tamamı, araştırmacı tarafından gönderilen e-postaya yanıt vermemişlerdir. Yalnızca beş alan dışından gelen İngilizce öğretmeni gerekli koşullara sahip olup, çalışmaya katılmaya gönüllü olmuşlardır. Araştırmacı, başlangıçta katılımcıları çalışmanın amacı ve süreci hakkında kısaca bilgilendirmiştir.

Çalışmanın veri toplama sürecinde birçok veri toplama aracından faydalanılmıştır. Kişisel bilgi formu, yarı-yapılandırılmış görüşmeler, sınıf-içi gözlemler ve üçüncü şahısların (öğrenci veya iş arkadaşı) görüşlerinden veri toplama sürecinde faydalanılmıştır. Çalışmanın veri toplama süreci üç aşamada gerçekleştirilmiştir. İlk aşamada, araştırmacı, katılımcılar hakkında temel bilgileri öğrenmek amacıyla kişisel bilgi formunu doldurmalarını istemiştir. Bu form yaşı, cinsiyeti, mezun oldukları lisans, yüksek lisans ya da doktora programlarını, öğretmenliğe dair aldıkları sertifika veya programları, önceki mesleklerini ve kaç yıl öğretmenlik yaptıklarını irdeleyen sorular içermektedir. Bu formu takiben, katılımcıları daha iyi tanımak ve kişisel, eğitim ve mesleki hayatlarındaki deneyimlerine dair daha fazla bilgi edinmek amacıyla ilk yarı-yapılandırılmış görüşme yapılmıştır. Bu görüşme araştırmacı ve katılımcılar arasında bir bağ kurmaya da yardımcı olmuştur. İlk görüşme tamamlandıktan sonra, araştırmacı katılımcıları sını içerisinde gözlemlemiştir. Gözlemler sırasında, katılımcıların öğrencilerle olan iletişimi, içeriği aktarm yöntemleri, önceki deneyimleriyle öğretmenlik mesleğini sentez etmeleri, sınıf ve zaman yönetimi üzerine yoğunlaşılmıştır. Bunun yanı sıra gözlemler, göürşmelerde elde edilen bilgilerin, ilk elden sınıf içinde irdelenmesine olanak tanımıştır.

Veri toplama sürecinin ikinci aşamasında, araştırmacı ikinci yarı-yapılandırılmış görüşmeyi yapmıştır. Bu görüşme de ise öğretmenlik mesleğinde yaşadıkları zorluklar, bu zorlukları aşmak için neler yaptıkları, algılarındaki değişimler konuları üzerinde durulmuştur. Birinci aşamada olduğu gibi, yarı-yapılandırılmış ikinci görüşmenin ardından bir sınıf-içi gözlem daha gerçekleştirilmiştir. Bu sınıf-içi gözlemde de aynı şekilde öğrenci-öğretmen iletişimi, sınıf ve zaman yönetimi, dil becerileri öğretimi gibi

konular üzerinde durulmuştur. Çalışmanın son aşamasında, katılımcıların tercihlerine göre öğrenci veya iş arkadaşlarıyla yarı-yapılandırılmış görüşmeler yürütülmüştür. Amaç, alan dışından gelen İngilizce öğretmenlerinin üçüncü bir göz tarafından tanımlanmalarını sağlamaktır. Katılımcıların çğrencileri, potansiyel birer veri kaynağı olarak düşünülmüştür çünkü "öğretmen-öğrenci ilişkisi, öğretmenlerin kendilerini nasıl algıladıklarını belirlemeleri konusunda önemli bir role sahiptir" (Meng, 2014, s. 190). İş arkadaşlarının veri kaynağı olarak görülmesindeki gerek ise, katılımcıların sürekli olarak onlarla her anlamda iletişim içerisinde olmalarıdır.

Araştırmacı, veri analiz sürecinde Lieblich, Tuval-Mashiach ve Zilber (1998) tarafından geliştirilen bir anlatı analizi yöntemi kullanılmıştır. Bu yöntem bütünsel-kategorik ve içerik-biçim olmak üzere dört boyut içermektedir. Bu çalışmada, bütünsel-içerik ve kategorik-içeril olmak üzere iki yöntemden faydanılarak veri analiz edilmiştir.

Araştımanın sonuçları, araştırma sorularına paralel olarak sunulmuştur. Ilk araştırma sorusu alan dışından gelen İngilizce öğretmenlerini öğretmenlğik mesleğini seçmeye iten sebepleri incelemeyi amaçlamıştır. Bu araştırma sorusuna cevap olarak, dört tema bulunmuştur. Bu temalar; önceki meslekte yaşanan memnuniyetsizlik, dönüm noktaları, başkalarının etkisi, pragmatik ve özgecik sebepler. Katılımcların tümünün öğretmen olma hikayesi farklı olması sebebiyle, onları öğretmenliğe iten sebeplerlerde değişiklik göstermektedir. Katılımcılardan dördü bir önceki mesleklerinde mesleki doyuma ulaşamadıkları ve gerekli çalışma imkanlarına sahip olmadıkları için öğretmenliği seçiklerini belirtmişlerdir. Bunun yanısıra, katılımcılar,önceki mesleklerinin çok daha prestijli ve yüksek maaş vaadetmesine karşın, öğretmenliği mesleki doyum sağladığı için tercih ettiklerini ifade etmişlerdir. Örneğin, daha önce Amerika'da bir hastanede diyetisyen olarak çalışmış olan Susan, diyetisyenlik mesleğinin sürekli ölümlerle ve ağır hastalarla ilgilenmeyi gerektirdiği ve bu üzücü ortamın onu rahatsız ettiğinin farkına vararak öğretmen olmayı seçmiştir. Katılımcıların hayatlarındaki belli dönüm noktaların onları öğretmenlik mesleğine iten

ikinci bir sebep olduğu sonucuna ulaşılmıştır. Bu çalışmada, evlilik, doğum, iş bulma sıkıntısı, veya başka bir ülkeye göç etme gibi durumlar önemli dönüm noktaları olarak karşımıza çıkmaktadır. Örneğin, Susan'ın bir Türk ile evlenmesi ve Türkiye'ye yerleşmeye karar vermeleri ve diyetisyen olarak anadilini bilmediği bir ülkede çalışmasının zor olması nedeniyle Susan kendi anadilinin öğretmeni olmaya karar vermiştir. Diğer bir katılımcı olan Audrey ise daha önce Avrupa Birliği Genel Sekreterliği'nde uzman olarak çalışmış ancak bu mesleğin kendisine uygun olmadığın farkına varmış ve çocukluk hayali olan öğretmenlik mesleğini yapmak için çaba göstermeye başlamıştır. Daha önce bir psikolog olan Penny ise 19 yıldır yurtdışında olması nedeniyle Türkiye'de başvurduğu işlerde dil sorunu ile karşılaşmış ve iş bulmakta zorluk yaşamıştır. Bir sosyolog olan Olivia da Penny gibi daha önce birçok işyerinde çalışmış olmasına rağmen mesliki doyuma sahip olamamış ve öğretmenlik sertifikası almak için bir üniversiteye başvurmuştur. Son olarak, Alfred'in Suudi Arabistan'da bir iş başvurusu yapması onu öğretmenliğe iten bir dönüm noktası olmuştur.

Katılımcılardan dördü öğretmenlik mesleğini seçerken ikincil şahısların kararlarında etkli olduğunu belirtmişlerdir. Aileleri, arkadaşları veya tanıdıkları, sahip oldukları belli özellikler sebebiyle öğretmenlik mesleğine girmeleri için onları cesaretlendirmişlerdir. Birinci araştırma sorusunun son teması olan pragmatik ve özgecil sebeplerle ilgili olarak ise bazı katılımcılar, öğretmenliği aile yaşantısına uygun bir meslek olarak gördükleri için seçtiklerini ifade etmişlerdir. Çalışma koşulları ve saatleri ve tatiller, kendilerine daha fazla zaman ayırmalarını kolaylaştırdığı için öğretmenliği seçtiklerini belirtmişlerdir. Buna ek olarak, Alfred öğretmenliği 'asil bir uğraş' olarak tanımlamış ve öğretmenliği insanları mutlu etmek için ve topluma katkıda bulunmak için yapmak istediğini söylemiştir.

Araştımanın ikinci sorusu alan dışından gelen İngilizce öğretmenlerinin sahip oldukları niteliklerin sınıf içi uygulamalarında nasıl bir rol oynadığını irdelemeyi amaçlamıştır. Çalışma, cevap olarak alan dışından gelen İngilizce öğretmenlerinin

sahip oldukları ve önceki mesleklerinde edindikleri bilgi ve beceriler ile öğretmenlik mesleği arasında bağlantı kurabildiklerini göstermiştir. Bu ilişkiyi iki açıdan kurdukları ortaya çıkmıştır; önceki mesleki deneyim ve beceriler açısından ve hayat tecrübesi açısından. Katılımcılar, önceki mesleklerinde edinmiş oldukları bili ve becerileri sınıflarında gerçek hayattan örnek olarak sunma imkanına sahip olduklarını ve deneyimlerinin ders içeriğini zenginleştirmede oldukça faydalı olduğunu ifadeetmişlerdir. Örneğin, Susan daha önce bir hastane restoranında, mutfak sorumlusu olarak çalışırken, insanları nasıl organize etmesi gerektiğini, yönetim kurallarını ve düzeni sağlama yollarını öğrendiğini belirtmiş ve önceki mesleğinin ona hedef odaklı ve düzenli bir öğretmen olması konusunda yardımcı olduğunu ifade etmiştir. Hayatları boyunca edinmiş oldukarı tecrübeleri sınıfta kullanma konusunda ise Penny ve Alfred yurtdışında bulundukları ve orada eğitim görme veya çalışma imkanına sahip olduklarından sınıf ortamında farklı, gerçek hayattan ve ilginç örnekler sunabidiklerini söylemişlerdir.

Araştımanın üçüncü sorusu alan dışından gelen İngilizce öğretmenlerinin, öğretmenliği seçtikten sonra yaşamış oldukları zorlukları incelemeyi amaçlamıştır Katılımcıların karşılaştığı zorlukların temel olarak öğretim materyalleri, sınıf ve zaman yönetimi, dil öğrenimi ve öğretimi hakkında yeterli bilgiye sahip olmamaları ve öğretmen-öğrenci ilişkisi ile ilgili olduğu sonucuna varılmıştır. Örenğin, Susan, öğretim materyallerini, motivasyonsuz öğrencileri ve onların kargaşaya yol açan davranışlarını ana sorun olarak tanımlamıştır. Özellikle ilk yıllarında yaşamış olduğu bu sorunların üstesinden gelmek için Uygulamalı Dilbilim alanında bir yüksek lisans programına başvurmuş ve dil öğretimi yöntem ve teknikleri konularında dersler almıştır. Susan gibi, Audrey de özellikle ilk yıllarında zaman yönetimi konusunda sorunlar yaşadığını belirtmiştir. Buna ek olarak, dil öğretimi hakkında yeterli bilgiye de sahip olmadığını ifade etmiştir. Audrey, karşılaştığısorunların üstesinden gelmek için hizmet öncesi ve hizmet-içi eğtimlere katılmıştır. Olivia ise ilk yıllarında sınıfa girdiğinde çok gergin olduğunu ifade etmiştir. Ancak deneyim sahibi oldukça ve belli eğitim programlarına katıldıkça endişe ve korkularının azaldığını belirtmiştir.

Araştırmanın dördüncü sorusunun amacı alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algılarını incelemektir. Verilerin analizinden sonra bu araştırma sorusu için toplamda dört tema ortaya çıkmıştır. Bunlardan ilki öğretmenlik mesleği hakkındaki algılarıdır. Katılımcıların çoğu mesleki kimlik algılarıyla ilgili olarak olumlu düşüncelerini dile getirmişlerdir. Mesleki kimlik algılarından bahsederken bir önceki iş yaşantılarıyla karşılaştırmalar yapıp öğretmenliğin hangi yönlerini sevdiklerini dile getirmişlerdir. Örnek olarak, yurtdışında ve Türkiye'de sosyolog ve halkla ilişkiler uzmanı olarak çaılışmış olan Olivia, daha önceki işlerinde bir gerbilidirim alamadığını ve bunun mesleki tatmini etkilediğini belirtmiştir. Olivia öğretmenlik mesleğinin öz saygıyı artıran bir meslek olduğunu da eklemiştir. Bunun yanısıra, Alfred öğretmenlik mesleğini asil bir uğraş olarak tanımlamış ve onun için bir yaşamam biçimi olduğunu ifade etmiştir. İkinci tema ise öğretmenlik mesleğine duyulan savgi ve bağlılıktır. Penny hariç katılımcıların tamamı, öğretmenlik mesleğini severek yaptıklarını ve mesleklerine güçlü bir aidiyet hissettiklerini söylemişlerdir. Susan öğretmenliğin ona olumlu enerji verdiğini düşünürken Olivia ve Audrey asla öğremtneliği bırakmak istemediklerini ve kendilerini ifade etme şansı buldukları için öğretmenlik yapmayı çok sevdiklerini belirtmişlerdir. Alfred ise öğretmenlik dışında hiçbir meslekte kendisini çalışırken hayal edemediğini eklemiştir. Katılımcılardan Penny ise eğitimini görmüş olduğu ve asıl mesleği olan Psikoloji alanında çalışmayı yeğlediğini ifade ederek öğretmen öğrenci ilişkisinin zorlayıcı olduğunu vurgulamıştır.

Dördüncü araştırma sorusu için veri analizi sonucu ortaya çıkan üçüncü tema ise öğretmenlik mesleği ve kişilik özellikler arasındaki uyumdur. Katılımcıların çoğu mesleki kimlik algıları sorulduğunda kişilik özellikleri ve öğretmenlik arasında çok güçlü bir uyum olduğunu dile getirmişlerdir. Ayrıca, yüksek ücret sunan prestijli işleri bırakmalarındaki temel sebeplerden birinin de bu uyum olduğunu belirtmişlerdir. Örneğin, Susan kendisini oldukça düzenli, olumlu, yaratıcı ve açık görüşlü bir briey olarak tanımlamıştır. Buna karşın, bir Amerikan hastanesinde diyetisyen olarak çalışırken sürekli olumsuz olaylara ve duygulara maruz kalmanın onu memnun etmediğini ve öğretmenliğin daha olumlu ve verici bir meslek olduğunu ifade etmiştir.

Daha önce uzman olarak çalışmış olan Audrey ise birey olarak kendisini oldukça olumlu ve insanlarla iletişim kurmayı seven biri olarak tanımlamıştır. Audrey uzman olarak çalışmanın iletişime izin vermeyen 'masa başı' bir doğası olduğunu ve çok fazla bürokratik konuların dahil olduğu bir iş olduğunu vurgulamıştır. Oysa, öğretmenlik yaparken insanlara yardım etmenin, onların sorunlarını dinlemenin onun kişilik özelliklerine daha uygun olduğu dile getirmiştir.

Dördüncü araştırma sorusu için bulunan son tema ise alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algıların yaşadıkları değişimlerdir. Katılımcıların tamamı, meslekte deneyim kazandıkça ve sertifika programlarına, lisansüstü programlara, hizmet öncesi ve hizmet içi eğitimlere katıldıkça sınıf içerisinde ortaya çıkan sorunlara nasıl çözümler getireceklerini öğrenmişlerdir. Bu bağlamda, Susan sınıfta teori ve pratiğin her durumda birbiriyle bağdaşmadığını tecrübeleri sonucunda öğrendiğini dile getirmiştir. Susan deneyimin ona daha demokratik, esnek ve daha çok öğrenci açısından bakabilmeyi öğrettiğini söylemiştir. Audrey ise aldığı eğitimler ve tecrübe ile ilk yıllarında duymuş olduğu endişe ve korkuların azaldığını ve sınıfta daha rahat öğretim yapabildiğini ifade etmiştir. Alfred ise ilk yıllarında çok disiplinli ve düzenli olduğunu ancak deneyim sayesinde daha esnek ve toleranslı olmayı öğrendiğini belirtmiştir.

Çalışmanın son araştırma sorusu ise alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algılarını şekillendiren faktörleri açığa çıkarmayı amaçlamıştır. Bu araştırma sorusu için alt kategoriler içeren iki tema ortaya çıkmıştır. Alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algılarını etkileyen faktörler ise bireysel ve bağlamsal faktörler olarak iki başlık altında toplanmıştır. Bağlamsal faktörler alan dışından gelen İngilizce öğretmenleri ile direk bağlantılı olmamakla birlikte etkileşimde bulundukları ortamdaki etmenleri doğrudan ilgilendirmektedir. Bağlamsal faktörler okul ortamı, öğretmen eğitimi, iş arkadaşları ve okul yöneticileri ve öğrenci profili olmak üzere dört alt kategoriden oluşmaktadır. Bireysel faktörler ise öğretmenlik deneyimi, kişisel özellikler ve deneyimler (çocukluk deneyimleri,

geçmişteki öğretmenler, eğitimsel faktörler, önceki meslekte edinilen deneyimler ve ikinci şahıslar) olmak üzere üç alt kategori içermektedir.

Araştırma sonuçları bağlamsal faktörlerin alan dışından gelen İngilizce öğretmenlerinin mesleki kimlik gelişimlerinde daha fazla rol oynadığını ortaya çıkarmıştır. Dil öğretiminde deneyim sahibi oldukça,bireysel faktörler önem kazanmaya başlamıştır. Sonuç olarak, lan dışından gelen İngilizce öğretmenlerinin mesleki kimlik algılarının şekillenmesinde, bireysel ve bağlamsal faktörler arasında dinamik ve etkileşimli bir ilişkinin olduğu ortaya konmuştur.

Appendix I: Human Subjects Ethics Committee Approval Form



UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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26 KASIM 2015

Gönderilen: Doç.Dr.Betil ERÖZ- TUĞA
Yabancı Diller Eğitimi

Gönderen: Prof. Dr. Canan SÜMER
İnsan Araştırmaları Komisyonu Başkanı

İlgi: Etik Onayı

Danışmanlığını yapmış olduğunuz yüksek lisans öğrencisi Reyhan ASLAN'ın "A Narrative Inquiry into Professional Identity of Second Career English Teachers" isimli araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay 20.11.2015-30.12.2015 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER
Uygulamalı Etik Araştırma Merkezi

Appendix J: 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: