BEING ANOTHER OR THE OTHER:

THE PROFESSIONAL IDENTITY DEVELOPMENT OF ALTERNATIVELY CERTIFIED ENGLISH LANGUAGE TEACHERS

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JUNE 2015

BEING ANOTHER OR THE OTHER:

THE PROFESSIONAL IDENTITY DEVELOPMENT OF ALTERNATIVELY CERTIFIED ENGLISH LANGUAGE TEACHERS

A THESIS SUBMITTED TO

THE BOARD OF GRADUATE PROGRAMS

OF

MIDDLE EAST TECHNICAL UNIVERSITY, NORTHERN CYPRUS CAMPUS

BY

MEHMET DURMAZ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE

DEGREE OF MASTER OF ARTS

IN

THE

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JUNE 2015

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ABSTRACT

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THE PROFESSIONAL IDENTITY DEVELOPMENT OF ALTERNATIVELY CERTIFIED ENGLISH LANGUAGE TEACHERS

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M.A., English Language Teaching Program

Supervisor: Assist. Prof. Dr. Nur Yiğitoğlu

June 2015, 180 pages

The professional identity (development) as well as identity negotiation of English language teachers has in the recent years attracted the attention of many researchers (e.g. Abednia, 2012; Borg 2011; Cohen, 2010; Ghasedi & Zareee, 2014; Gu, 2013 Phipps & Borg, 2009; Thomas & Beauchamp, 2011; Virta, 2015). However, such studies mostly focused on the professional identity development of teachers coming from pre-service English language teaching programs. Considering that there are also alternatively certified English language teachers (ACELTs) in Turkey, who are not graduates of such programs, but of other related departments such as English/American language and literature, translation studies and linguistics, there seems to be an immediate gap in the field as to studies carried out on the professional identity (development) of ACELTs.

In an attempt to address this gap in the literature, the present study is concerned with describing and understanding the factors that affect the professional identity development of ACELTs. More specifically, it also aims to investigate the roles assumed by English language teachers with alternative teaching certificates, and to explore in what ways they negotiate their identities and roles. Moreover, the present study intends to explore the relationship between the stated ideas and actual practices of ACELTs as a part of their professional identity development.

This study adopts qualitative research methodology. 12 participants took part in the present study. The data were collected via reflection journals, in-class observations, semi-structured interviews and a focus group interview. The study was conducted at School of Foreign Languages of Middle East Technical University, Northern Cyprus Campus.

Findings revealed that there are external and internal factors that are influential in the professional identity development of ACELTs. Results also indicated that ACELTs assume a variety of roles which also affect their professional identity (development). In addition, ACELTs were found to adopt four main strategies to negotiate their identities and roles which are adapting, mediating, surrendering and compromising. Finally, the study disclosed divergences between the stated beliefs and observed practices of ACELTs, However, such divergences were regarded as constructive rather than obstructive in terms of their professional identity development.

Key words: professional identity development, identity negotiation, alternatively certified English language teachers, pedagogical formation, English language education.

ÖZ

BİR DİĞERİ YA DA ÖTEKİ OLMAK:

ALTERNATİF ÖĞRETMENLİK SERTİFİKASINA SAHİP İNGİLİZCE

ÖĞRETMENLERİNİN MESLEKİ KİMLİK GELİŞİMİ

Durmaz, Mehmet

Yüksek Lisans, İngiliz Dili Öğretimi

Tez Danışmanı: Yrd. Doç. Nur Yiğitoğlu

Haziran 2015, 180 sayfa

İngilizce öğretmenlerinin mesleki kimlik gelişimi son yıllarda alandaki birçok araştırmacının dikkatini çekmiştir (örneğin, Abednia, 2012; Borg 2011; Cohen, 2010; Ghasedi & Zareee, 2014; Gu, 2013 Phipps & Borg, 2009; Thomas & Beauchamp, 2011; Virta, 2015). Bu ve benzer çalışmaların İngilizce öğretmenliği mezunu öğretmenler üzerine odaklandıkları görülmüştür. Fakat Türkiye'de İngilizce öğretmenliği bölümü mezunu olmamasına rağmen alternatif öğretmenlik sertifikasına sahip İngiliz/Amerikan dili ve edebiyatı, çeviri bilim ve dilbilim bölümü mezunu olan öğretmenler (ALİNG) bulunmaktadırlar ve İngiliz dili öğretimi alanında bu öğretmenlerin mesleki kimlik gelişimi üzerine yapılan çalışmalar bakımından eksiklikler bulunmaktadır.

Bu yüzden bu çalışma ALİNG'lerin mesleki kimliklerini etkileyen faktörleri tanımlamayı ve daha yakından anlamayı amaçlamaktadır. Çalışmanın başka bir amacı da bu gruptaki öğretmenlerin üstelendiği rolleri araştırmak ve bu roller ile kimliklerini nasıl müzakere ettiklerini araştırıp anlamaktır. Bunlara ek olarak, araştırmada bu öğretmenlerin İngilizce öğretimine yönelik inançları ile gerçek davranışları ve yaptıkları arasındaki ilişkinin de ortaya çıkarılması amaçlanmaktadır.

Çalışmada 12 katılımcı yer almıştır ve çalışma için gerekli veri 15 haftalık bir akademik dönem içerisinde öz değerlendirme yazıları, yarı-yapılandırılmış mülakatlar, sınıf içi gözlemler ve grup mülakatı aracılığıyla toplanmıştır.

Çalışmadan elde edilen bulgular ALİNG'lerin mesleki kimlik gelişimlerinin iç ve dış olmak üzere iki ana etken grubundan etkilendiğini ortaya koymuştur. Ayrıca, bu öğretmenlerin mesleki kimliklerini etkileyen birçok farklı rol üstlendikleri ve bu roller ile kimliklerini müzakere etmek için dört ana yol kullandıkları belirlenmiştir. Bu yollar uyum sağlama, arabuluculuk, feragat etme ve uzlaşmadır. Son olarak, çalışma sonucunda katılımcıların dil öğretimine yönelik inançları ile gerçek davranışları ve yaptıkları arasında uyuşmazlıklar gözlenmiştir. Fakat bu uyuşmazlıkların mesleki kimlik gelişimlerine engelleyici değil katkı sağlayıcı oldukları ortaya çıkarılmıştır.

Anahtar kelimeler: mesleki kimlik gelişimi, pedagojik formasyon, İngilizce öğretmenleri, İngiliz dili eğitimi, kimlik müzakeresi.

To my parents: Eşe and Bircan

Anne ve Babama…

ACKNOWLEDGMENTS

I would like to express my sincere appreciation to everyone without whose support and contributions, this study would have never been accomplished.

First and foremost of all, I would like to express my sincere and deepest gratitude to Assist. Prof. Dr. Nur Yiğitoğlu for her expert guidance, invaluable advice and constant encouragement throughout this study.

I would also like to thank to my examination committee members Assist. Prof. Dr. Ali Fuad Selvi and Prof. Dr. Ülker Vancı Osam for their willingness to contribute to this study and their constructive feedback and suggestions on various aspects of the study.

I owe special thanks to my colleagues who participated in this study for their motivation and effort to contribute to my study despite their heavy workload. Without their patience and understanding, I could have never completed this study.

I also wish to thank Demet Gür, Seyhan Özmenek, Nüvit Tarhan and Gizem Birsen Gülbiçen for their constant encouragement and being there for me all the time when I needed their help. It was their support which made this long journey bearable!

I would also like to thank to those who taught me how to be able to survive in a turbulent era of my life.

I am also deeply indebted to Songül Yılmaz and Pervin Coşan for their support, encouragement and proofreading my thesis.

I am also thankful to my colleagues Leyla Silman Karanfil, Esra Özbay and Gül Karaağaç for their help and guidance at times when I had difficulties.

The last but not least, I would like to thank and express my deepest gratitude to my family, especially my sister, for their perpetual love and constant support.

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THE LIST OF SYMBOLS AND ABBREVIATIONS

The following abbreviations and symbols are commonly used throughout the study.

RJ: Reflection journal

CO: In-class observation

FGI: Focus group interview

SI: Semi-structured interview

TDU: Teacher development unit

ELT: English Language Teaching

SFL: School of Foreign Languages

[ ]: The part added by the researcher himself

ATCP: Alternative Teaching Certification Program

PDF / ATC: Pedagogical formation / Alternative teaching certificate

ACELT: Alternatively Certified English Language Teacher

ICELT: In-service certificate in English language teaching (ICELT)

METU NCC: Middle East Technical University Northern Cyprus Campus

CHAPTER I

INTRODUCTION

1.0. Presentation

This introductory chapter of the study provides an overview of the background to the study, the research questions followed by the purpose and the significance of the study.

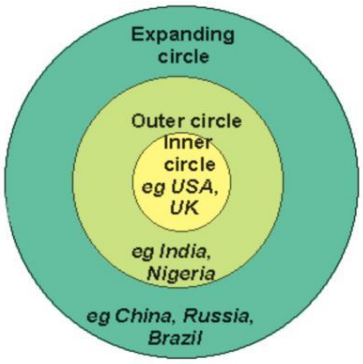
1.1. Background to the Study

In his three-circle model of World Englishes, Kachru (1985) described the varieties of English in terms of three concentric circles which are the Inner Circle, the Outer Circle and the Expanding Circle (Fig. 1, p.2). The Inner Circle consists of the countries such as the USA and the UK that are considered as 'norm-providers' while the Outer Circle involves mostly former British colonies such as Pakistan, India and Singapore where English has gained an important role in the institutions of the society, and assumed the second language position over the years. Since the language has gained such significant position and roles in the society, these countries are also seen as 'norm-developing'. The Expanding Circle, on the other hand, includes countries, which are regarded as 'norm-dependent', such as Turkey, Iran, Russia and Bulgaria where English

has a foreign language role, the main functions of which can be international communication and reading scientific magazines and articles.

Turkey is among the Expanding Circle countries where English is neither an official language as it is not a previous colony nor it plays as a lingua franca role among different ethnic groups such as Turks, Kurds and Armenians as this position has already been filled by Turkish language (Atay & Ece, 2009).

Figure 1.1: Three concentric circles of World Englishes by Kachru (1985)



Although English has no official status in Turkey, English plays an important role in different domains such as business, science, technology and education due to the globalization of English and increasing internationalization in the last few decades (Doğançay-Aktuna & Kızıltepe, 2005). Moreover, English is the only compulsory subject taught as a foreign language in Turkey along with elective German and French courses (Kırkgöz, 2007). Another reason English has gained importance in Turkey, as Kırkgöz (2007) claims, is that English enables people, especially the state workers, not only to communicate with other people around the world, but also to get promoted or to get a higher salary in the exchange of a good score from YDS (Foreign Language Examination).

In Turkey, there is an increasing demand to learn English, and families are sending their children to private primary and secondary schools where there is more emphasis on English education. Moreover, there is a large number of tertiary level educational institutions in Turkey (over 26, Doğançay-Aktuna & Kızıltepe, 2005) offering education in English. These institutions require their students to go through a year-long intensive English program to enable them with the linguistic proficiency and academic skills necessary to begin their undergraduate studies in their respective programs. Considering this brief information about the importance of English in Turkey, it can be concluded that English plays an important role in different layers of the society, and there is a great emphasis on English language learning and teaching.

In order to satisfy the increasing demand to learn English, Turkey has placed much importance on educating English language teachers. Since 1982, along with other teacher education departments, the English language teaching departments have been placed under the responsibility of Higher Education Council (HEC). The teachers of English are trained through four-year undergraduate programs at Faculties of Education (FE) in English language teaching departments (ELT), the number of which is 56 according to ÖSYS Kontenjan Kılavuzu 2014 (The Placement Guide) announced by ÖSYM (Measuring, Selection and Placement Center). Although the number of the departments cannot be underestimated, it has been a great challenge to train sufficient number of English language teachers in Turkey. Experiencing such a challenge and the necessity to satisfy the demand for English language teachers led the Ministry of National Education (MoNE) to find other alternative routes to English teacher certification (Seferoğlu, 2004). Pedagogical formation program (*pedagojik formasyon* in Turkish), or

teacher certification program, was the solution to satisfy the demand and need for English language teachers. Pedagogical formation is an intense teacher certification program offered by the universities aiming to train those tending to choose teaching profession taking place within four weeks to 12 months. The program includes courses to equip prospective teachers with professional knowledge and proficiency (İnal, 2011, p. 18). According to İnal (2011) there are 45 universities around Turkey offering such programs and there seems to be no standard in terms of rules, requirements and implementations of these programs.

Seferoğlu (2004) states that the alternative routes, namely pedagogical formation, turned out to be alternative strategies for teacher certification with quantity concerns overshadowing the concerns for quality of teachers. Because registered students or graduates of any English-medium university are accepted to these programs (especially in the past years), they become eligible to be teachers after a very short training of two semesters which might not even include any practice teaching. To fill the gap between the supply and the demand in the field of English language teaching, language teachers coming from different, yet related-departments (e.g. American Language and Literature, English Language and Literature, Linguistics and Translation Studies) have been hired by the government and private institutions as long as they hold an alternative teaching certificate.

The fact that there are English language teachers who are not graduates of ELT departments but of different or related ones has drawn the attention of many researchers in the field of ELT and led them to conduct studies on the issue. These studies generally focused on the perspectives of prospective English language teachers coming from

different backgrounds other than ELT (Seferoğlu, 2004), the problems related to the alternative teacher certification (Taneri & Ok, 2014), the attitudes of these teachers towards teaching profession (Kartal & Afacan, 2012; Tural & Kabadayı, 2014), their motivation for teaching profession (Altınkurt, Yılmaz & Erol, 2014) and the perceptions, opinions and problems of alternatively certified teachers (Gökçe, 2010). It can be concluded from the abovementioned studies that the literature has focused mostly on the problems of alternative route teaching certificate programs (ATCPs) and the perspectives, the motivation, and the attitudes of alternatively certified teachers. Moreover, the foci of the abovementioned studies were not only English language teachers but also classroom teachers along with content-area teachers (e.g. science teachers). This suggests that the professional identity development of alternatively certified English language teachers (ACELTs) is understudied in the literature.

Although professional identity development of ACELTs is understudied and undertheorized, there is a relatively high number of studies related to the identity development of language teachers coming from ELT departments. These studies have concentrated mostly on the professional identity development of pre-service English language teachers as well as the professional identity development of in-service language teachers (e.g. Farrell, 2010; Gee, 2000). Since ELT graduates are the foci of such studies, there seems to be a growing need to conduct studies on the professional identity development of ACELTs in order to understand their professional identity development and needs, address their problems and reflect back on the ELT programs as well.

Cochran-Smith (2005) (as cited in Farrell 2010) claims that teaching is a complex, personal and social activity which involves different parties along with the

teacher. Over their careers, teachers (re-)construct a sense of who they are and what they do over and over, which points out the need for carrying out studies in language teaching in order to understand the language teachers in terms of professional, cultural, political and individual identities which they claim to have, [imagine to have] or which they are assigned (Varghese, Morgan, Johnston & Johnson, 2005). In accordance with the increasing interest in conducting studies on this concept, the identity development of language teachers, in spite of focusing on the teachers with ELT background, has been the subject of many studies around the world, and the researchers carried out different studies in the countries such as Canada (Farrel, 2010; Thomas & Beauchamp, 2011), the Netherlands (Pillen, Brok & Beijard, 2013), Portugal (Flores & Day, 2006) and Australia (Sutherland, Howard & Markauskaite, 2010). Compared to these studies conducted in different contexts around the world, the number of the relevant studies in Turkey is limited, and some of such studies (such as Gur, 2013, Taneri & Ok, 2014) have focused on the teachers at the primary or secondary level, which indicates the need for conducting studies at the tertiary level, and context, namely, the circumstances that surround teachers in their work place that might be the rules, regulations, institutional policies and so on. Considering the different elements mentioned above, following conclusions can be drawn:

a. There are English language teachers in Turkey coming from different, yet related programs other than ELT (alternatively certified English language teachers, who are named as ACELTs in this study) (e.g. Seferoğlu, 2004).
b. There is a lack of research investigating the professional identity development of ACELTs in Turkey since the professional identity development studies focus

predominantly on the English language teachers who are ELT graduates (e.g. Gur, 2013).

c. There is a need to conduct studies at other levels along with the tertiary level in Turkey due to the fact that the professional identity development of (English language) teachers were carried out in the primary or secondary level education (e.g. Taneri & Ok, 2014).

1.2. The Aim of the Study

Departing from the above-mentioned conclusions, the present study aims to provide insights into the professional identity development of English language teachers coming from disciplinary backgrounds other than English language teaching in a Turkish university context with regards to different elements such as the roles of the context, institution, in-service teacher training (INSET), personality, motivation and colleagues.

More specifically, the study is concerned with exploring, describing and understanding the factors which affect the professional identity development of ACELTs. Another aim of the study is to investigate the roles assumed by English language teachers with alternative teaching certificates, and to explore in what ways they negotiate their identities and roles. Moreover, the present study intends to investigate the relationship between the stated ideas and actual practices of ACELTs as a part of their professional identity development.

1.3. Research Questions

The present exploratory study is guided by the following research questions:

1. What are the contributing factors that affect professional identity development of alternatively certified English language teachers (ACELTs)?

2. What are the roles assumed by ACELTs and in what ways they negotiate their roles and identities?
3. What is the relationship between the stated ideas of ACELTs and their actual practices in the classroom?

1.4. The Significance of the Study

Teaching is a demanding task which requires a teacher to be versatile, efficient and progressivist to be an effective teacher. In order to be able to "cope with the demands of teaching and its inherent tasks, a continuing analysis of one's own beliefs and practices is required" (Flores & Day, 2006, p. 220). Moreover, "teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational changes and to implement innovations in their own teaching practice" (Beijaard et al., 2000, p.750). Therefore, conducting studies on understanding the professional identity development of teachers becomes indispensable since it could provide all stakeholders involved in the activity of teaching and learning with better understanding of what teachers experience during their teaching journey.

In addition to creating a better understanding of what language teachers experience as language teachers in general, the present study is concerned specifically with understanding the professional development of ACELTs. Such a focus makes it unique, because to the researcher's knowledge, there has not been any study, if any very few, in a Turkish university context on the identity development of alternatively certified language teachers; hence, this study will fill that gap in the literature.

Besides filling such a gap, the study will have implications for teacher education programs and second language education in that it will shed light upon the needs of ACELTs and, according to the results and findings of the study, their needs can be better understood and addressed in alternative teaching certificate programs and/or in in-service teacher training programs.

Other than providing such understanding and its contributions to the teacher education and teaching-learning fields, it will also have implications and suggestions for the teaching and INSET practices for the local research context, namely METU NCC SFL, and possibly for any other institution employing ACELTs.

Furthermore, the findings of the study will inform the policy makers about alternative teacher training programs by exploring and discussing the factors that play active roles in the identity development of ACELTs. In this way, the abovementioned parties can be more informed about the needs and experiences of ACELTs along with the support and assistance they need so that they can negotiate their identities better to adapt to teaching and teaching environment.

Moreover, the findings of the present study will increase an awareness in general in terms of the existence, the needs and experiences of such a teacher profile in Turkey, and promote conducting further studies both on (professional) identity development of language teachers and with ACELTs.

CHAPTER II

LITERATURE REVIEW

2.0. Presentation

Thomas (2013) states that a researcher is not island [neither is his/her study] (p.57); therefore, there is a need to link a study to what has been already known and done in the field and context related to the topic of the study. Creating such connection requires understanding and interpreting what other studies have covered in the field as well as identifying what has not been covered yet.

From this point of view, this chapter focuses on the previous literature on different aspects of professional identity development of (English language) teachers coming from alternative teaching certificate programs. Given the fact that identity studies in the field of language teaching have mainly concentrated on the identity development of either pre-service or in-service English language teachers from ELT departments, this chapter will also dwell on the literature related to the professional identity development of English language teachers who are graduates of ELT departments.

Moreover, considering the scope, purpose and questions of the present research study which intends to find out the relationship between the stated ideas of participants and their actual practices in the classroom, this chapter also covers the studies carried out on the beliefs, tensions and identity negotiation of language teachers. As the study is concerned with the professional identity development of English language teachers coming from alternative teaching certificate programs, the chapter will begin with the description and operationalization of the term *identity* for the purposes of this specific study.

Another issue to be addressed in the literature review section of this study is Socio-Cultural Theory (SCT) due to the fact that the study was conducted in a specific context, namely, METU NCC SFL, which has its unique characteristics and circumstances. Because the effect of the context along with social surrounding and the community of practice on identity development is an undeniable fact, the study bases its assumptions within the principles and boundaries of SCT.

Finally, in order to be able to have a global, at the same time local, perspective and framework, teacher identity development studies covered in this section will be presented from different contexts around the world as well as the contexts from Turkey.

2.1. The Definition of Identity

As this study focuses on the professional identity development of language teachers, there is a need to define and conceptualize the term "teacher identity" for the purposes of the present research. The term teacher identity has been a controversial one to define in its exact form as many researchers studying teachers' professional identity differ in the way they define, view and study this concept (Pillen, Brok & Beijaard, 2013).

Pillen et al (2013) note that this conundrum mainly results from the fact that identity is not a stable 'product' but rather a continually changing, active and on-going 'process'. After analyzing different definitions, Miller (2009) found out that there are some basic key words related to the concept identity such as *relational, negotiated, enacted, transforming, and transitional* which emphasize the on-going and dynamic nature of the term identity.

One of the definitions come from Varghese (2006), who defines professional identity as "…the influences on teachers, how individuals see themselves, and how they enact their profession in their settings." (p.213). It is clear from this definition that any study on the language teacher identity should focus on how language teachers perceive themselves professionally as language teachers. In another definition provided by Varghese *et al.* (2005) identity is described as "transformative and context-bound" (p.23). This signals the importance of context in the development of language teacher identity since different language teachers having graduated from the same institution equipped with the same pedagogical and educational background might develop different identities due to the context they work in. The context-boundedness of identity, which is mainly the social part of the language teacher identity development, cannot be seen as the only factor that plays an important role in the identity development. It is accepted that social context is a major component of the identity development process; however, understanding the individual expectations and personal histories of language teachers is also as important as understanding social context (Varghese, 2006) since different teachers develop different identities in the same social context. It is important to understand the personal history of language teachers because as Conle (1996), as cited in Beauchamps &

Thomas, 2009) argues that teachers can gain an understanding of their identities through telling stories about their past and current experiences pointing out another dimension of identity, which is reflection.

Considering, different definitions and aspects of language teachers identity, instead of sticking to one definition, this study aims to embrace different elements from different definitions in order to have wider and deeper understanding of the professional identity development of ACELTs. The definitions and studies which have been discussed so far emphasize the transformative, context-bound, individual, critical and reflective nature of the language teacher identity all of which are the dimensions of the current study. However, in the studies and definitions regarding the identity development of language teachers, the impact of INSET and other professional development opportunities such as conferences, MA and PhD seems to be ignored. Miller (2009) states that "…pre-service teachers have a repertoire of resources they can deploy and test as they negotiate and build their professional identities in social and institutional contexts."(p.175), which may not be the case for ACELTs as they were educated in a different area such as linguistics and literature, but became language teachers through alternative teaching certificate programs. Therefore, it is important to conduct identity development studies with ACELTs to be able to explore the factors that affect their professional identity development, to decipher and to understand the way they (re)construct and negotiate their identities. Bearing this in mind, professional development opportunities mentioned above can be considered much more important for ACELTs in the course of their professional identity development because these opportunities might be the occurrences where these language teachers might

be exposed to the terminology and recent developments in the field, which might make the language teacher feel empowered, updated and efficient.

The different terms, key words and concepts related to the teacher identity clearly show that the concept of identity is not a single-layered, static and unilateral phenomenon. Rather it is a multilayered, dynamic and multilateral one. The multilayered nature of the identity can be best seen in the definition of Duff and Uchida (1997) in which they claim that:

> Language teachers and students in any setting naturally represent a wide array of social and cultural roles and identities: as teachers or students, as gendered and cultured individuals, as expatriates or nationals, as native speakers (NSs) or nonnative speakers, as content-area or TESL/English language specialists, as individuals with political convictions, and as members of families, organizations, and society at large. (p.451)

The multilayered perspective of language teacher identity is important in order to be able to understand the identity and identity development of ACELTs since they bring their different educational backgrounds with them, which might also play an important role in (re)building their professional identities. Although it is argued that they do not have an ELT-related repertoire, they can make use of their literature, culture and linguistics knowledge by relating them to their classrooms and lessons such as using a literature text to practice grammar or reading skills.

Yet another definition that might contribute to the understanding of the professional identity development of ACELTs might come from Zimmerman (1998, p.90-91) who proposes three aspects of identity in terms of interaction patterns of identity:

a. **Discourse identity** which comes from the moment-by-moment organization of the interaction such as being a speaker, listener, presenter etc.
b. **Situated identity** referring the identities gained in a particular situation such as being a teacher or student in a classroom setting
c. **Transportable identity** which refers to applying or relating other identities in different contexts such as relating ones male, father and basketball player identities into classroom along with the teacher identity and make use of them.

Considering the aspects proposed by Zimmerman (1998), it can be claimed that the last aspect, namely the transportable aspect, might play an important role in the professional identity development ACELTs as they can relate their previous educational experiences (or identities) to their new identity, which is being the language teacher. Therefore, questioning whether these teachers make use of their past experiences related to their own field or educational background might be quite helpful in understanding their professional identity development better by providing insights into the way they negotiate their identities through transporting their "the other identities".

2.2. Socio-Cultural Theory and Teacher Identity

There is no denying that human is a social being in nature. Taking this into consideration, Johnson (2009) claims that human cognition is formed by engaging in social activities and interaction and such formation is an interactive process, mediated by culture, context, language and social interaction. From this point of view, the socio-cultural perspective posits language teachers at its core as *learners of teaching*. The socio-cultural perspective is essential to understand the identity and identity development of

language teachers as it promotes examining individual action with regard to the social context and cultural tools surrounding the individual (Lasky, 2005).

Johnson (2009) further states that "L2 teachers typically enter the profession with largely unarticulated, yet deeply ingrained, notions about what language is, how it is learned, and how it should be taught", which is explained through Vygotskian socio-cultural perspective as "*spontaneous and non-spontaneous* concepts because they are formed during concrete practical activity and are more or less open to conscious inspection" (p.14). Such situation is elucidated by the difference between everyday concepts and scientific concepts. Johnson (2009) argues that scientific concepts are essential to be able to move beyond the everyday experiences especially for language teachers because

> the professional development of L2 teachers [is] a process of building on teachers' everyday concepts about language, language learning, and language teaching to enable them to understand the scientific concepts about language, SLA, learning, and L2 teaching that are produced, accepted, and adapted in the profession. (p.14)

Another important term regarding the Vygotskian socio-cultural perspective is *internalization* which is "the process through which a person's activity is initially mediated by other people or cultural artifacts but later comes to be controlled by him/herself as he or she appropriates and reconstructs resources to regulate his or her own activities" (Johnson, 2009, p.18). Such an approach and framework help understanding the way(s) novice and experienced teachers develop their professional identities as novice ones are supposed to be more dependent on outside resources and guided implementations while experienced

ones rely basically more on their experiences while implementing any educational activity within their social context.

A Vygotskian socio-cultural perspective emphasizes the importance of Zone of Proximal Development (ZPD) which is defined by Vygotsky (1978) himself as the "as the distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.33). Within the context of teacher education and teacher identity, however, ZPD refers to "a symbolic space where the novice teacher's emerging skills are developing under the guidance of more experienced people" (Goos, 2005, p.37).

As for the final term, in Vygotskian socio-cultural theory, *scaffolding* is defined as the human mediation or the guided assistance offered by other people in the same context within the borders of ZPD to a person to perform better at a task (Johnson, 2009, p.21-22). With regard to teacher identity development, the concept of scaffolding can be conceptualized as the systematic or conscious assistance provided to teachers in their teaching and learning contexts.

Scotland (2013) asserts that "professional identity is at the core of teaching profession" (p.33), and the concept of identity "provides a framework for teachers to construct their own ideas on 'how to be', 'how to act' and 'how to understand' their work and their place in *society*" (Sachs, 2005, p.15); furthermore, *socialization* plays an important role in affecting and shaping the professional identity of a language teacher within a *community of practice* (Lave & Wenger, 1991) in which teachers interact with

each other, with their students, administration and teacher trainers continuously as Beauchamps and Thomas (2009) point out:

> By participating in a community of professionals, a teacher is subject to the influences of this community on identity development. It might be expected that new teachers, whose identities are only tentative, will particularly feel the impact of a community context and will need to be aware of the shaping of their own identities that will take place in this context." (p.180)

Considering that teachers enact their identities in a social context, the perspectives provided by the socio-cultural theory are quite valuable since the change in teacher's identity is "socially constructed" (Sing & Richards, 2006, p152), and "culturally situated" (Dam, 2006, p. 651).

In sum, because the present study is conducted in a specific teaching and learning context, namely, METU NCC SFL, the perspectives provided by the Socio-cultural Theory will be very beneficial in the course of exploring, describing, understanding and interpreting the professional identity development of ACELTs.

2.3. Literature on Teacher Identity Development and Identity Negotiation

Conducting studies on the concept of language teacher identity development and negotiation has been the focus of attention in the recent years (Abednia, 2012; Borg 2011; Cohen, 2010; Ghasedi & Zareee, 2014; Gu, 2013; Phipps & Borg, 2009; Virta, 2015). Consequently, there have been studies in the second language teaching field related to the language teacher identity development concentrating on the different aspects of the process. It can be inferred from the results of the abovementioned and other studies in the

field that in order to create better working environments and conditions as well professional development opportunities, there is a need to understand what makes up professional identity of teachers, the factors that affect the process of development of the identities and the contexts in which the professional identity is developed.

The studies mentioned in this chapter portray various aspects of identity and contexts as well as research methodologies for identity studies. The aspects regarding the identity studied in the articles include factors affecting identity (e.g. Borg 2011), the relationship between identity and language (e.g. Vasquez, C. & Urzua, A., 2008), the identity development with respect to experience (e.g. Ruohotie-Lyhty, M., 2013), the relationship between identity and workplace (e.g. Kang, Y. & Cheng, X., 2014), identity vs. tensions, roles and identity negotiation (e.g. Farrell, 2010) among others. Furthermore, the contexts in which the studies were conducted are different from each other, which enables us to see how identity is shaped in different contexts and environments.

The methodology employed in the studies annotated below consists of storytelling (e.g. Ruohotie-Lyhty, 2013), reflection journals (e.g. Sutherland, Howard & Markauskaite, 2010), classroom observations (e.g. Kang & Cheng, 2014), questionnaires (e.g. Flores & Day, 2006) and interviews (e.g. Trent, 2013). Such employment of different methodologies in most of these recent articles enables the researcher to see the methodological trends in conducting professional identity studies.

2.3.1. Identity Development Studies from Global Contexts

To begin with, Farrell (2010), for example, tried to explore professional role identities of experienced ESL teachers in Canada through reflective practice and found out different roles that teachers assume during their careers such as *teacher as manager*,

acculturator and *professional* along with other subcategories. Farrell (2010) argues that reflective practices enable teachers to become aware of their roles and how their identities shape or are shaped throughout their teaching career.

In addition to the roles defined and described by Farrell (2010), Harmer (2007) depicts language teachers as "facilitators, controllers, prompters, resources, participants and tutors" (p.108-111). As for the mentors guiding especially the novice teachers Malderez and Bodoczky (1999, as cited in Farrell, 2009) describe five roles which are "models (who inspire and demonstrate), acculturators (who show them the ropes), sponsors (who introduce them to right people), supporters and educators" (p.184). With such various roles mentors could play an important role in the professional identity development of language teachers both during the pre-service and in service training.

Focusing primarily on the role of mentors in teacher development, Devos (2010) discusses the discursive effect of a mentoring program implemented in Australia on the professional identity development of teachers. The researcher emphasizes the importance of mentoring, notably for new teachers, since "mentoring may produce changes in one's work and work practices but also necessarily produces new ways of understanding and positioning oneself in discourse" (p. 1221). Furthermore, the paper claims that mentoring should be located within its political and institutional context considering the profile and needs of the teachers. Despite supporting a well-framed and well-functioning mentoring system, the author raises concerns over the fact that "standardization of mentoring process assumes that one size fits all, when it is clear graduating teachers display different abilities and capacity for innovation" (p.1223).

In their study, Pillen *et al*. (2013) examined the profiles and changes in beginning teachers' professional identity tensions in the Netherlands, and came up with six different profiles such as teachers with care-related tensions, teachers with responsibility-related tensions and tension-free teachers. The study revealed that these early tensions are not static and tend to change as the teachers gains experience and learn to negotiate their ideas better. It also emphasizes the importance of reflection in the professional identity development of teachers.

Flores & Day (2006) focused on contexts shaping the identities of new teachers in Portugal. In this study, they tried to understand the impact of socialization on the identity development of teachers such as the impact of initial teacher training program, the influence of significant others such as relatives and former teachers. The results highlighted the powerful relationship between personal histories and the contextual influences of the workplace. The workplace played a significant role in shaping teachers' understanding of teaching, in facilitating or hindering their professional learning and development. Another important result of the study was that context played a mediating role between personal (hi)stories and the sense of identity.

Similarly, the professional identity development of a novice teacher in terms of her cognition development in her new workplace was the focus of the study conducted by Kang and Cheng (2014) in China. The data was collected through observations and interviews. It was found out that the teacher identity and cognition development was a result of cyclical interaction between teacher's knowledge and beliefs and her classroom practices. Moreover, the study describes a favorable workplace as a place where there is suitable workload, collegial support and availability of learning opportunities.

In Australia, Sutherland, Howard and Markauskaite (2010) studied how pre-service teachers created their personal identity through reflecting on their self-image as a teacher. They put forward that narrativization is an essential component of understanding one's identity development; therefore, there needs to be a space for the teachers to be able to express their opinions and perspectives on their identities since reflection might increase awareness of one's own identity.

The importance of social context and professional development was once more emphasized in a study in Estonia by Timoštšuk and Ugaste (2010) in which they interviewed pre-service teachers about their personal experiences in teaching their own subject. Besides the key role of a social context, the study also found out that role models such as university teachers are also important in building teacher identity because university teachers might help pre-service teachers understand the essence of teaching and get used to the professional jargon.

In a study conducted in Iranian context, Abednia (2012) was interested in finding out the effects of a teacher training course on Iranian teachers' professional identity. The results of the study revealed that the teacher training course, even for a short period of time, affected the professional identity of teachers, which shows that teacher identity is transformative, not stable and open to change through interaction with the others in the immediate environment.

In a similar study conducted in Canada, Thomas and Beauchamp (2009) aimed to understand new teachers' professional identities through metaphors created by the teachers themselves. The study demonstrated that at the beginning of their career, new teachers find themselves ready for the challenge of teaching; however, by experiencing

more and more, instead of feeling themselves ready for the challenge, they adapt themselves into a survival mode. They also defend that experience cannot be the sole element to foster the identity development, and there is a need for raising awareness about the process professional identity development during teacher training so that new teachers can feel themselves more secure.

The focus of the study by Vasquez and Urzua (2008) conducted in the USA is the teacher identity as the reflective practitioner, which was observed through the language (future-oriented) used by the participants in the study. Since mentoring discussions were used as a means to collect data, the data included spoken corpus of discussions. The data analysis revealed four different functions of future forms which were planning, prediction, uncertainty and conditional. The researchers suggest that teacher educators can benefit from these functions to encourage teachers to reflect.

The discourse socialization of EFL in-service teachers in Iran was studied by Ahmadi, Samad and Noordin (2013) through field-noted observations, audio-recorded interviews, group discussions and written reflections. The results of the data illustrated that teachers engaged in group discussions voiced themselves more freely, and interactions with more experienced teachers especially helped them to shape or form their identities and made them feel legitimate members of their discourse community (community of practice). Moreover, the study also revealed that professional identity construction is affected by the personal histories and prior beliefs about learning and teaching. Another point indicated by the results is that the contextual factors, especially public school policies, can play a hindering roles which prevent teachers "adopting and embracing pedagogical practices in harmony with their conceptual images of modern

ways of learning and teaching a foreign language" (p. 1767). What is more, it was evident from the findings that "the process of in-service teachers‟ identity formation was a non-stop reciprocal interaction between factors including prior learning and teaching experiences, knowledge obtained from academic discourse practices and their real fieldwork experiences" (p. 1768).

The research conducted by Ruohotie-Lyhty (2013) in Finland focuses on the identity development of two newly-qualified teachers. The data were collected by means of stories and essays written by the participants and the interviews conducted with them. It was a comparative study since the aim was to find out the differences between two participants in terms their identity development in their initial years. It was revealed that both teachers experienced some challenges and frustrations during their first years in teaching; however, it was clear that the identity development was still in progress which signaled the dynamic aspect of identity. Moreover, the findings of the study noted the importance of well-framed and well-organized inductions as the challenges experienced during the induction phases might pose risks and create negative effect on teachers' identities.

In their study in which they examined the core and peripheral elements of teachers' professional identity, Rus *et al*. (2013) argues that "professional identity is a continuous process of interpretation and re-interpretation prompted by professional experiences and contextual factors" (p.316). The results of the data collected from 80 Romanian teachers indicate that "identity in pre-service teachers and new practitioners might be different from the identity of the more experienced teachers" (p. 318). Besides that, it was clear that "teachers at different stages of their careers hold implicit beliefs and

identities about students, their teaching role and responsibilities and these have an influence on their teaching practice" (p. 318).

In the study conducted by Lim (2011), the concept mapping method was utilized to explore the underlying structure and dimensionality of English language student teachers' autobiographical reflections on their professional identity formation. The results of the study revealed that the knowledge and experiences of Korean student teachers related to teacher qualities and teaching practices are the core elements for their professional development. Moreover, the study draws attention to the dual identities of these teachers (i) being an English language teacher (ii) being an English language learner at the same time, and the challenges that this situation creates. Apart from the study results, Lim (2011) also accentuates the importance of the factors that affect professional development of language teachers in three categories which are (i) teaching context, (ii) teaching experience, and (iii) a teacher's biography (p. 970).

Finally, Trent (2013) carried out a research in Hong Kong, China with pre-service teachers during their practicum in order to understand the students' experiences of becoming teacher. The results obtained from the data showed that teachers had different understandings of their identities, and they experienced many challenges even during their pre-service education. Besides, giving those challenges, the study also reports the ways how pre-service teachers negotiate their identities when they are challenged or when they experience tensions. In addition to this, multiple and in-depth interview results suggested the complex nature of pre-service teachers' practicum experiences and their identity development. He explained this point in the following way:

> Identity work is an essential feature of student teachers' experiences of a teaching practicum as they attempt to position themselves as particular types of teachers, not only within their placement schools, but also in relation to their understandings of what it means to be a language teacher. (p. 439)

The above-mentioned studies from different parts of the world concentrate mostly on the professional identity development of teachers coming from a teacher and teaching education background, that is, the participants of the studies are either pre-service or in-service (language) teachers who were trained to become teachers. To the knowledge of the researcher, none of the studies deals with the participants coming from an alternative teaching certificate program background. In order to address this lack in the research literature, the present study will focus on the professional identity development of language teachers coming from an alternative teaching certificate program background; to wit ACELTs.

2.3.2. Identity Development Studies from Turkish Context

As it has been stressed out beforehand, the studies aforesaid have portrayed various aspects of teacher identity and teacher identity development from different parts of the world. Due to the fact that the present study was conducted in a Turkish university context, there is a need to go through the related studies in Turkey.

Although there is a long history of alternatively certified English language teachers in Turkey, to the researcher's knowledge, very few if any, focused on the professional identity of development ACELTs. However, a close look at the literature reveals that studies related to teacher identity development and alternative teaching certificate programs mostly tended to focus on the perspectives and attitudes towards these

programs and their graduates. The studies conducted within Turkish context concentrated mostly on alternatively certified teachers (ACTs) from different branches rather than ACELTs. For instance, Gur (2013) examined the basic and developmental characteristics of teachers' professional identity of Turkish language teachers in an elementary school. He found out that teachers change and develop their professional identities "...based on expectations and conditions that emerge in line with instructional, personal and social contexts" (p. 193). He also suggests that higher teacher education programs should place more emphasis on practice and real-life experiences. Although the study was carried out with Turkish language teachers, the results could be applicable to English language teachers as well.

In another study carried out by Atay and Ece (2009), the impact of learning English on the construction of sociocultural identities of prospective ELT teachers was investigated, and it was found out learning English had a positive effect on the identity development of these pre-service teachers who claimed that learning English added another identity to them, which enriched them in terms of cultural and social aspects, which was in compliance with what Norton (1997, p. 411) called *investment.* It means that learners invest their time and effort in learning the target language to be rewarded with a "wider range of symbolic and material resources, which will in turn increase the value of their cultural capital" (Peirce, 1995, p. 17). The findings of the study indicate that the investments of the pre-service teachers, emotional or material, might be considered as another component of the process of professional identity development.

In addition to the studies on the attitudes towards alternative teacher certificate programs and their graduates, some studies have dealt with these programs and graduates

of these programs. In her study, Seferoğlu (2004) tried to find out the perspectives of the prospective English language teachers during their pre-service teacher education programs. She investigated pre-service teachers' perceptions regarding alternative English teacher certification practices. The results of the study demonstrated that the participants think that compared to the four–year undergraduate English language teaching departments graduates, the teachers coming from an alternative certificate program will not be qualified enough in teaching competencies and they will lack commitment and motivation for teaching as this was not their first intention when they started university education.

Oruç (2013) investigated how a teacher trainee constructs and evaluates her identity. The methodology of the study consisted of reflection journal, classroom observations and semi-structured interviews. The study results revealed that the teacher trainee went through a transformative process in which several aspects of her identity from self-efficacy to classroom management changed, and she developed a better understanding of who she was as a teacher.

The results of another more recent study, Altınkurt, Yılmaz and Erol (2014), on the other hand, portrayed a different case with regard to the motivations of ACTs for teaching. Despite coming from a different academic background than teaching, the participants, who were pre-service students enrolled in an alternative teaching certificate program, had high motivation towards teaching profession. It was also found out that the training offered in these programs had a positive effect on their motivation to become teachers.

In a similar study conducted with prospective teachers in alternative teaching certificate programs, Kartal and Afacan (2013) analyzed their attitudes toward teaching profession, and found out that they had positive attitudes towards teaching profession which aligns with the results of the study conducted by Tural and Kabadayı (2014) in a similar context, and felt themselves sufficient for this profession, which contradicts with the thoughts of pre-service prospective language teachers in the study of Seferoğlu (2004).

In her study conducted with elementary teachers who were trained through alternative teacher training certificate program, Gökçe (2010) revealed that ACTs in different fields had problems basically with material designing and development, planning, finding resources and lecturing along with carrying out group activities, dealing with the students and having a good relationship with the students. Furthermore, the results obtained from the study pointed out that the ACTs chose teaching for different reasons; however, the fear of being unemployed was prominent.

There are also other studies (e.g. Şahin, 2013; Taneri & Ok, 2014) dealing with the perceptions and attitudes of teachers trained through alternative teaching training certificate programs in Turkish context. Based on the content and purpose of the studies in Turkey in terms of both teacher identity development and alternative teaching certificate programs, some common conclusions below can be reached:

a. The identity development studies in Turkey have concentrated mostly on the teacher identity development of prospective pre-service (English language) teachers along with the in-service ones (e.g. Kartal & Afacan, 2012).

b. The studies related to alternative teaching certificate programs are limited in scope as they only focus on teachers' attitude and motivation (e.g. Kartal & Afacan, 2012), ignoring the professional identity development of those teachers who have a different background other than teaching.

c. The studies generally include participants working in the elementary or secondary schools (e.g. Gökçe, 2010; Taneri & Ok, 2014).

Taking these conclusions into consideration, there seems to be a pressing need to investigate the professional identity development ACELTs in the Turkish university (the tertiary level) context.

2.3.4. Studies on Teacher Identity Negotiations

The abovementioned studies emphasize the importance of exploring, describing and understanding professional identity development of language teachers; however, just understanding the underlying factors of identity development, attitudes and motivation of teachers in terms of identity studies might not cast enough light upon how teachers survive or negotiate their identities in the course of identity formation. Lim (2011) highlights the fact that "teachers' professional identity formation is considered an ongoing process of identification and *negotiation* of personal self-images, prior experiences in learning and teaching, and the roles and credentials of a teacher promoted by institutional and social practices" (p. 970) along with Sachs (2015), who asserts that "the teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience" (p. 15).

To start with, the study carried out by Cohen (2010) focused on finding the strategies used by the teachers to negotiate their identities. It was an ethnographic study conducted with three teachers. It was found that the teachers were negotiating their identities by employing a range of conversational strategies such as co-constructing stories, building on, reiterating and extending on shared themes across the context.

Vahasantanen *et al*. (2008) were interested in exploring teachers' professional identity negotiations of Finnish teachers in terms of the work organization, the professional community and the individual agency. The data collected by open-ended narrative interviews indicated that negotiating identity was easier if there was support from the immediate professional community, as well as the possibility of selecting and resisting organizational suggestions as they claim "it is important for teachers that they can practice agency and orientations, this study also underlines the significance of the immediate professional community (i.e. a subject-matter group) for teachers' identity negotiation" (p. 146).

In a similar study carried out by Vahasantanen and Etelapelto (2009), the focus was on how vocational teachers negotiate their identities in the context of a major externally imposed curriculum reform. From the results of the data three main orientations towards the reform were identified: a *resistant orientation,* an *inconsistent orientation* and an *approving orientation*. In terms of identity negotiations, the teachers seemed to negotiate a position on the reform by means of active identity work. The researchers explained this as follows:

> The teachers perceived the reform as being imposed from the top; they felt that they were being expected to approve and commit themselves to its

> implementation. However, the teachers did not simply accept the reform passively: they exercised individual agency in the way they positioned themselves to the reform (p. 29).

The study conducted in the Norwegian context by Soreide (2007) on the professional identity negotiation of five female elementary teachers approaches identity negotiation from a different perspective and examines it in terms of positioning which

> can be understood as the discursive construction of personal stories that make a person's actions intelligible and relatively determinate as social acts and within which the members of the conversation have specific location (Harré & van Langenhove, 1999, , as cited in Reeves, 2009, p. 395).

The study revealed that through positioning their identities at different scales such as distancing, opposing and positive identification, the teachers (re)negotiated their identities by assuming "the caring and kind teacher, the creative and innovative teacher, the professional teacher and the typical teacher" roles and identities. Furthermore, the researcher claims that roles and identities assumed by the teachers have multiple characteristics, some of which can be dominant, some alternative and some less dominant. Another important point stressed out by the study is that teacher identities are constructed and negotiated as unique, relevant and meaningful for every teacher (p. 544).

Finally, Takahashi (2011) underlies the importance of communities of practice in terms of identity development and negotiation. The researcher points out the fact that "how teachers' collectively-negotiated understandings of the meaning and purpose of their work may involve certain beliefs about their efficacy" (p. 739). Identity development

and negotiation cannot be considered as something independent of and separate from the context and immediate surrounding(s) of teachers as

> Identity in practice is defined socially not merely because it is reified in social discourse of the self and of social categories, but also because it is produced in lived experience of participation in specific communities. What narratives, categories, roles, and positions come to mean as an experience of participation is something that must be worked out in practice. An identity, then, is a layering of events of participation and reification by which our experience and its social interpretation inform each other. (Wenger, 1998, as cited in Takahashi, 2011, p. 151).

2.4. Literature on the Relationship between Teacher Beliefs and Practices

Although the concept of belief is a fuzzy, messy and complex one to describe, "most definitions of belief propose that beliefs dispose or guide people's thinking and action" (Borg, 2001, p. 186) Therefore, it is hard to think professional identity development of language teachers, their beliefs and their practices as isolated concepts. As acknowledged by Borg (2001), it is hard to find a single and simple definition for the term *belief*; as a result, many researchers in the field defined it in various and particular ways. For instance, Fishbein and Ajzen (1975) regards beliefs as simply "the information a person has about an object" (p. 12), while Richards (1996) views beliefs as "personal principles …which guide many teachers' instructional decisions" (p. 281). Moving from a broad definition of belief towards a teacher's belief, Clark (1988 as cited in Pajares, 1992) calls teachers' beliefs as "preconceptions and implicit theories" (p. 309) whereas Clark and Peterson (1984, as cited in Pajares, 1992) regard a teacher's belief as "a

reflective, socially defined interpretation of experience that serves as a basis for subsequent action ... a combination of beliefs, intentions, interpretations, and behavior that interact continually" (p.314).

Although there is no consensus on the definition and scope of belief or teacher beliefs, Phipps and Borg (2009) argue that beliefs about teaching and learning might (i) interact bi-directionally with experience (ii) exert a long-term effect on teachers' practices (iii) act as filters by which teachers interpret new information and experience (iv) be influenced by the learner experiences of the teachers and (v) have strong effect on teachers' pedagogical decisions (p. 381). Furthermore, Phipps and Borg (2009) claim that teachers' beliefs can be divided into two categories as core and peripheral beliefs in which the former ones impose more influence on teachers' behaviors.

Throughout their teaching journey, teachers face with many challenges that create *tensions* "which is the difference between what teachers say and do" (Phipps & Borg, 2009, p. 381). Though the term *tension* sounds negative, Golombek and Johnson (2004) argue that "if a person is consciously aware of such contradictions, this awareness, which involves feelings of conflict, may turn into an important force for personality and professional development" (pp. 314-324). In addition to that, Phipps and Borg (2009), claim that "tensions can enable both researchers and teacher educators to better understand the process of teaching" (p. 381). According to the researchers, contextual factors such as prescribed curriculum, time constraints and high-stakes examinations might lead to the tensions that teachers experience. From such a point of view, focusing on the relationship between teachers' stated ideas (beliefs) and their practices in the classroom might provide invaluable insights into the professional development of English language teachers.

To begin with, in the research conducted with 39 elementary teachers to determine the relationship between their beliefs and teaching reading comprehension, Richardson *et al.* (1991) found mismatches or contradictions in terms of their beliefs about reading and their practices in the classroom. The researchers state that "a lack of relationship [mismatches] between beliefs and practices may indicate that the teacher is going through a change process" (p. 579); however, they further claim "genuine changes will come about when teachers think differently about what is going on in their classrooms, and are provided with the practices to match the different ways of thinking" (p. 579). This finding signals the need for teachers to think back and reflect on their teaching in the classroom to be able to benefit from the tensions they experience out the mismatches between their beliefs and practices.

In a similar, however, more recent study carried out by Phipps and Borg (2009), the focus was on exploring the tensions between teachers' grammar teaching beliefs and practices of 15 EFL teachers at the preparatory school of a private university. The findings of the study revealed that the beliefs and practices of the teachers were not always hand in hand, which creating tensions on teachers' side. However, it was those tensions and being aware of them that crucially "enabled the teacher to change her own classroom practices" (p. 386). One important function of the tensions is that they created divergences in teachers' practices. Phipps and Borg (2009) represent the causes of divergences as follows:

"(i) I believe in X but my students expect to do Y.

(ii) I believe in X but my students learn better through Y.

(iii) I believe in X but the curriculum requires me to do Y.

(iv) I believe in X but my learners are motivated by Y (p. 387).

Moving from this point onwards, it is evident that "tensions are multidimensional and they are characterized by several competing forces. Understanding them allows us to make sense of what teacher do" (p. 387). One major finding of the study was that student's expectations rather than teachers beliefs exerted more power on the practices of the teachers while teaching grammar. The explanations given by the teachers for their divergences which were mainly student-oriented such as 'student expectations, assessment, student responsiveness, student motivation, and classroom management' supported the representations proposed by the researchers. Another important issue raised by the researchers is the fact that "core beliefs, not the peripheral ones, were reflected in the practices of the teachers" (p. 388).

Levitt (2001) states "if teachers' beliefs are incompatible with the philosophy of science education reform, a gap develops between the intended principles of reform and the implemented principle of reform, potentially inhibiting essential change" (pp. 1-2). The study conducted by the researcher with over 100 elementary teachers to see what teachers believe and do while teaching science in the alignment with the renewed curriculum found out that "teachers' beliefs about the teaching of science aligned with the general elements of the philosophy underlying current recommendations in science education reform" (p. 19); however, there were still gaps between teachers' beliefs and the principles of the reform. Although there were some gaps, the inclination was towards teaching science with the principles of the new curriculum, which also indicated that in terms of professional development "changing beliefs and attitudes about teaching and

learning can result from practicing new behavior" (p. 20), which suggests that practicing something which creates tension might turn into a habit after a while. Another dimension about the relationship between beliefs and practices mentioned by Levitt (2001) is that there is bidirectional relationship between beliefs and practices; that is both are capable of affecting and changing one another.

Based on the assumptions proposed by Levitt (2001), Orafi and Borg (2009) conducted a study in Libyan context to see the intentions and real implementations of teachers in the classroom regarding the communicative curriculum reform. The data were collected from three secondary school teachers through observations and interviews, the results of which "showed that key curricular principles relating to pair work and the use of English were not reflected in the teachers' practices" (p.250). Teachers' practices were not aligned with the requirements of the new communicative curriculum as "the teachers in this study were filtering the content and pedagogy of the new curriculum according to what they felt was feasible and desirable in their context" (p.250).

Sato and Kleinsasser (2004) conducted a study on beliefs, practices and interactions of Japanese teachers in a high school which revealed that teachers were content when their existing beliefs were compatible with the school's demands; however, there were also cases when they did not. Despite having a different perspective, belief and intention, teachers preferred putting their individual beliefs and perspectives at the backseat to serve the common school culture. The researchers explain this as "the school's culture influences to a greater extent an individual's beliefs, practices, and interactions than an individual's beliefs, practices, and interactions influence a school's culture" (p. 814). The study pointed out the fact that although there were tensions the teachers were

facing with, they chose to negotiate their identities simply by ignoring their beliefs and intentions.

The studies mentioned above present different factors for the differences or mismatches between teachers' beliefs and their practices. In addition to those factors, Baştürkmen (2012) claims that contextual factors such as the institution, curriculum and the social surrounding of the teachers as well as teaching experience, namely being a novice or an experienced teacher plays important roles in creating mismatches and divergences leading to tensions. For example, she states that "in the case of the more experienced teachers the beliefs were more consistently reflected in their classroom practices compared to less experienced teachers [because] language teachers' principles become more embedded with experience" (p. 287).

Similarly, Farrell and Bennis (2013) assert that more divergence can be observed in the practices of novice teachers while more experienced teacher reflect their beliefs more in the practices leading them to have more convergences in terms of beliefs and practices.

Other than contextual factors and teaching experience, Borg (2003) puts forward that teachers' decision making processes are also among the factors that might cause them to diverge from their lesson plans. In the study conducted by Osam and Balbay (2004) in which they investigated the role of experience in decision making through comparing experienced and less experienced teachers in Turkey, it was found out that less experienced teachers, namely the student teachers, made changes owing to the time limit and classroom management while experienced teachers, that is the cooperating teachers, were more concerned with discipline problems while taking instant decisions. Physical

conditions and motivating pupils were common factors for both groups. One important point mentioned in the conclusion of the study that discipline problems were not the main concern of the student teachers since they felt "that within the practice teaching experience the system did not allow them to have equal authority with the cooperating teachers, and what is more, the pupils that they taught were also aware of this fact" (p.756). Such finding and notion might indicate the importance of authority and autonomy for teachers to be able to reflect what they believe in the classroom.

To sum up, it can be inferred from the aforesaid studies that there are frequent occurrences in which the beliefs and the practices of (language) teachers mismatch, which creates tensions for the teachers. In spite of creating uneasy situations for teachers, tensions might provide teachers with the opportunities of professional development through reflecting on their beliefs and teaching practices. As a consequence, conducting studies on the tensions that language teachers experience might bring about a better understanding of what teachers experience and how they develop professionally.

2.5. The Summary of the Literature Background to the Present Study

The above and afore-mentioned studies indicate that the results, findings and implications of (professional) identity, teachers' belief and practice and identity negotiation studies are quite valuable in terms understanding and helping the teachers do their job in a better and enhanced way. Apart from that, the findings might also provide stakeholders such as teacher trainers, managers and policy makers with the necessary information to have better teacher training programs and to understand better how to help language teachers to develop their professional identities.

Likewise, the results of the studies on the professional identity development of ACELTs in terms of finding factors underlying their professional development, their beliefs and practices and in what ways they negotiate their identities might lead us to reshape the curriculum of pre-service and in-service teacher training programs since despite coming from different, yet related disciplines, ACELTs are working in the field with their ELT graduate colleagues, and they are as successful as them. Therefore, doing studies with them might also be useful not only for alternative teaching certificate programs but also for ELT programs.

The table below summarizes the studies on teacher identity, identity negotiation and the relationship between teachers' beliefs and practices mentioned in the literature review section in an alphabetical order.

Table. 2.1 The summary of the literature review

Study	Focus	Context	Methodology
Abednia (2012)	The effect of a teacher education course on Iranian teachers' professional identity reconstruction	Iran	Qualitative study including interviews, class discussions and reflections
Ahmadi, Samad & Noordin (2013)	Identity formation and socialization	Iran	Qualitative study including observations, interviews, group discussions and written reflections
Altınkurt, Yılmaz & Erol (2014)	The views of pre-service teachers' motivations for teaching profession.	Turkey	Qualitative study including semi-structured interviews
Atay & Ece (2009)	The impact of learning English on the construction of sociocultural identities of prospective ELT teachers	Turkey	Qualitative study including semi-structured interviews

Cohen (2010)	Identity negotiation of teachers as learners	A public school in the USA	Ethnographic study including focus group talks
Devos (2010)	Mentoring and identity development of new teachers	Australia	Descriptive analysis
Farrell (2010)	Roles that ESL teachers assume during their careers	A college in Canada	Qualitative study including group meetings and interviews
Flores & Day (2006)	Contexts shaping the identities of new teachers	Portugal	Qualitative study including semi-structured interviews, questionnaires and reflections
Gökçe (2010)	ACTs' problems, perceptions and up to date opinions about teaching	Turkey	Quantitative study including a questionnaire
Gur (2013)	The basic and developmental characteristics of teachers' professional identity of Turkish language teachers	An elementary school in Turkey	Quantitative study including interviews
Kang & Cheng (2014)	a novice EFL teacher's cognition development in the new workplace	A middle school in China	Case study including observations and interviews
Kartal & Afacan (2013)	The attitudes of prospective teachers who took pedagogical formation education toward teaching profession.	Turkey	Exploratory quantitative study including a survey
Levitt (2001)	Gaps between science teaching beliefs and principles of curriculum	The USA	Qualitative study including interviews and observations
Lim (2011)	EFL student teachers' autobiographical reflections on their professional identity formation	Tertiary level of education in Korea	Qualitative study including essay writing (reflection) and item analysis
Orafi & Borg (2009)	intentions and real implementations of teachers in the classroom	A secondary school in Libya	Qualitative study including interviews and observations
Oruç (2013)	The early identity development of a teacher trainee	Turkey	Qualitative study including observations, semi-structured interviews

Osam & Balbay (2004)	The decision-making skills of cooperating teachers and student teachers of English	Turkey	Qualitative study including videotaping, writing retrospectives, interviews and questionnaires
Phipps & Borg (2009)	Tensions between grammar teaching beliefs and practices	A university in Turkey	Qualitative study including interviews, observations and field notes
Pillen et al. (2013)	Profiles and changes in beginning teachers' professional identity tensions	Primary and secondary education level in the Netherlands	Quantitative study including questionnaires on tensions
Richardson et al. (1991)	Mismatches between teachers' beliefs and practices in terms of reading	An elementary school in the USA	Qualitative study including interviews and observations
Ruohotie-Lyhty (2013)	Professional identity development of newly qualified teachers	Finland	Quantitative study including storytelling, essay writing and interviews
Rus et al. (2013)	Core and peripheral elements of professional identity	Romania	Quantitative study including 21-statements test and Q-sort distribution
Sato & Kleinsasser (2004)	Beliefs, practices and interactions of Japanese teacher	A high school in Japan	Qualitative study including interviews, observations and documentation
Seferoğlu (2004)	Perspectives of the prospective English language teachers about ACELTs	Turkey	Qualitative case study including evaluative report writing
Soreide (2007)	Professional identity negotiations of elementary teachers	An elementary school in Norway	Qualitative study including interviews
Sutherland, Howard & Markauskaite (2010)	Professional identity creation of pre-service language teachers	Tertiary level of education in Australia	Qualitative study including reflection writing
Thomas & Beauchamp (2009)	Understanding new teachers' professional identity (in-service teachers)	Canada	Qualitative study including semi-structured interviews

Timoštšuk & Ugaste (2010)	Professional identity of pre-service language teachers and social context	Tertiary level of education in Estonia	Qualitative study including interviews
Trent (2013)	Understanding practices and identities of pre-service language teachers	Hong Kong, China	Qualitative study including semi-structured interviews
Tural & Kabadayı (2014)	Attitudes of teacher candidates toward teaching profession in terms of love, value and adaptation dimensions of the profession	Turkey	Descriptive quantitative study including a survey
Vahasantanen & Etelapelto (2009)	Professional identity negotiation of vocational teachers	Finland	Qualitative study including interviews
Vahasantanen et al. (2008)	Professional identity negotiations of Finnish teachers	Finland	Qualitative study including open-ended narrative interviews
Vasquez & Urzua (2008)	Novice ESL teachers as reflective practitioners and their professional identity development	The USA	Analysis of spoken corpus of discussions

As it can be seen from the table above, the majority of the studies (e.g. Farrell, 2010; Kang & Cheng, 2014; Oruç, 2013; Phipps & Borg, 2009; Pillen *et al*., 2013; Timoštšuk & Ugaste, 2010) focused on the identity development of English language teachers from ELT departments; however, no emphasis has been observed on the professional identity development of ACELTs excluding Seferoğlu (2004), whose main concern, however, was the perspectives of the prospective English language teachers about ACELTs. Other related studies conducted in the Turkish context (e.g. Gökçe, 2010; Gur, 2013; Kartal & Afacan, 2014) concentrated on the problems and attitudes of alternatively certified teachers rather than their professional identity development. Therefore, carrying out research with ACELTs is significant in terms of filling the gap in

the literature as well as understanding and addressing the needs of ACELTs in alternative certificate programs or in-service training programs.

As to the methodologies employed by the studies in table, it is clear that depending on their aspects and foci, studies benefited from various data collection instruments such as reflections (e.g. Abednia, 2012; Ahmadi, Samad & Noordin 2013; Flores & Day, 2006), interviews (e.g. Altınkurt, Yılmaz & Erol , 2014; Richardson *et al*., 1991; Ruohotie-Lyhty, 2013), observations (e.g. Kang & Cheng, 2014; Levitt, 2001; Sato & Kleinsasser, 2004) and questionnaires/surveys (e.g. Gökçe, 2010; Pillen *et al.*, 2013). However, the number of the studies utilizing reflections, observations and interviews at the same time is limited (e.g. Ahmadi, Samad & Noordin, 2013); on the other hand, the research studies including either interviews and observations, reflections and interviews (e.g. Phipps & Borg, 2009; Richardson *et al.*, 1991) or only one tool (e.g. Sutherland, Howard & Markauskaite, 2010; Thomas & Beauchamp, 2009; Vahasantanen & Etelapelto, 2009) are abundant. As a result, conducting a study on the professional identity development of ACELTs using various data collection tools such as reflections, observations, interviews and focus group interviews, together might provide a better and deep understanding of the issue from different perspectives gained through different data collection tools on the same topic.

CHAPTER III

METHODOLOGY

3.0. Presentation

This chapter of the thesis presents the methodology of the study. It includes the information about the participants, setting of the study, data collection and data collection instruments along with the data analysis procedures.

3.1. Participants

The data for the study were collected from 12 English language teachers working at the School of Foreign Languages (SFL) of the branch campus of an internationally recognized Turkish state university, Middle East Technical University Northern Cyprus Campus (METU NCC). At the time when the study was conducted, there were 56 full-time teachers and one part-time teacher at SFL. Some teachers were offering courses for matriculated undergraduate (credit-bearing courses) students; while others were teaching courses for pre-matriculated (preparatory class) students. The number of the students enrolled at SFL is increasing each year, and consequently SFL hires new teachers ever year. In order to be qualified to apply for a position at SFL, teachers need to hold at least

BA degree in English Language Teaching (ELT) or in related fields such as English Language and Literature (ELL), American Language and Culture (ALC), Translation (TRANS) and Linguistics (LING) provided that they hold an alternative teaching certificate (ATC). Moreover, holding a master's degree in ELT is favored. The candidates who do not hold a degree in ELT or in a related department can also qualify as an instructor at SFL provided that they hold a teaching certificate or an MA degree in ELT. All the candidates are offered a teaching position at SFL after taking a written language proficiency exam and being successful in a demo lesson. This indicates that teachers who are graduates of ELT departments together with those from other (related) departments are eligible to offer courses at SFL. The other category of teachers refers to teachers graduating from departments such as engineering and social sciences among others whereas the related-departments category includes graduates of ELL, LING, ALC and TRANS departments.

The participants of the study were chosen on the basis of three types of non-probability sampling which are purposive, convenience (availability) and homogeneous sampling (Check & Schutt, 2012; Dörnyei, 2007; Punch, 2005; Wellington, 2000). Purposive sampling in which informants "are selected for a purpose, usually because of the unique position of the samples elements" (Check & Schutt, 2012, p. 104) was employed in this study since it is concerned with the professional identity development of alternatively certified English language teachers. The rationale behind working with such participants is because the study aims to examine such teachers in that specific institution, and provide feedback for the institution and for many other institutions under similar conditions. The convenience (availability) sampling which refers to "choosing the nearest

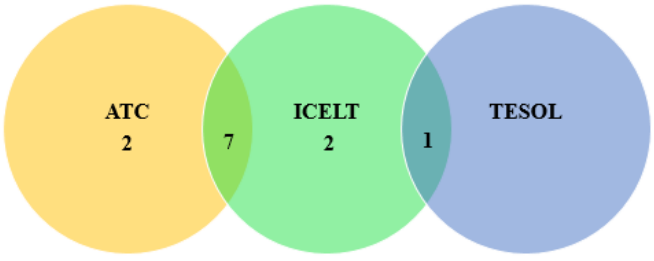
individuals to serve as respondents who happen to be available and accessible at the time" (Cohen *et al*., 2007, p. 113) was preferred since reaching the number of the participants was necessary for the success of the study. Moreover, it was more feasible in such an environment where alternatively certified teachers were full-time employees. Yet another reason was that the researcher was also a full-time employed teacher in the same institution; therefore, working with other participants in different institutions was not convenient. Homogeneous sampling in which informants are selected from a particular group or subgroup who share same or similar experience or background was applied in the study since such "strategy allows researchers to conduct an in-depth analysis to identify common patterns in a group with similar characteristics" (Dörnyei, 2007, p.127) which was the aim of the present study. Consequently, the sampling types preferred in this study ensured that all the participants were graduates of related departments, were holding a teaching certificate and were employed at SFL.

In order to determine the participants, a bio-data questionnaire (Appendix A) was conducted. After analyzing the questionnaire, potential participants were informed about the aim, procedure and the requirements of the study, and then, they agreed to be a part of the study voluntarily. Although the number of the participants was proposed as 10 in the original proposal of the study, the number was increased to 12 as more individuals volunteered to participate in the research. In order to create a more homogeneous group, the teachers who were not holding a related department degree were not included in the study. That is, only the graduates of TRANS, ELL, ALC and LING departments took part in the study. Moreover, volunteering participants signed an informed consent form

(Appendix B), by which participants were provided with more information and insights regarding the research, research procedures and requirements.

As it was mentioned before, the participants were 12 full-time teachers of SFL who held alternative teaching certificates. Their ages ranged between 24 and 44 (six participants between 24 and 30 and six participants between 31 and 44). They were all speaking Turkish as their native language. The participants were graduates of different related departments which were Linguistics (n=2), Translation and Interpretation (n=2), American Culture and Literature (n=4) and English Language and Literature (n=4). As it is a requirement to have a teaching certificate so as to be able to teach (English) in Turkey, nine participants completed teaching certificate programs, while ten participants completed In-service Certificate in English Language Teaching (ICELT). The number of the participants who completed both a teaching certificate program and ICELT is seven. One of the participants, moreover, completed a TESOL program in testing and evaluation. The figure below summarizes the number of the participants holding different certificates.

Figure 3.1: The number of the participants holding ATC, ICELT and TESOL certificates



The participants differed in terms of their experience in language teaching. At the time when the study was conducted, four of the participants had one to five year/s of experience in language teaching; five of them had six to 10 years of experience, and three

of them had 11 to 20 years of experience. For some participants SFL was the first workplace; on the other hand, some participants had worked in different institutions before they started their careers at SFL. Nine of the participants were teaching pre-matriculated students (preparatory classes) while three of them were teaching matriculated students (department students).

At the time when the study was conducted, in addition to teaching responsibilities, one participant was the coordinator of a teaching group or teaching level, and s/he was responsible for preparing and adapting the syllabi, dealing with the group and level related problems, preparing materials ready for the classrooms and so on. Another participant was a member of the teacher development unit (TDU), and s/he was responsible for preparing and implementing teacher development activities, sessions and workshops together with other team members.

Bearing the ethical issues in mind, in order to protect the rights and privacy of the participants, each participant was randomly given a unisex name in Turkish to create anonymity and confidentiality and to make participants feel secure. Therefore, all the participants will be referred as "s/he" throughout the chapters in order to be able to maintain anonymity possible. The unisex names and the brief overview of the participant profile can be seen in the table in the next page.

Table 3.1: The participant profiles

Participant Name	Educational Degree(s)	Age	Language Teaching Experience (year/s)	Certificate Program(s) Completed	Participant Name	Educational Degree(s)	Age	Language Teaching Experience (year/s)	Certificate Program(s) Completed
Ada	**BA** in ELL	24	2	ATC ICELT	**Devrim**	**BA** in LING **MA** in ELL **PhD** in ELT	35	12	ATC
Bircan	**BA** in TRANS	24	1	ICELT	**Güneş**	**BA** in ALC **MA** in EAS **PhD** in ELL	29	7	ATC
Burçin	**BA** in TRANS **MA** in ELT	31	8	ATC ICELT	**Kayra**	**BA** in ELL	28	5	ATC ICELT
Deniz	**BA** in ALC **MA** in ELT	30	8	ATC ICELT	**Olcay**	**BA** in ALC **MA** in ELT	31	9	ATC ICELT
Derin	**BA** in ELL **MA** in ELT	26	5	ATC ICELT	**Toprak**	**BA** in ALC **MA** in ELT	41	11	ICELT TESOL in Testing
Derya	**BA** in ELL **MA** in ELL **PhD** in ELT	44	20	ICELT	**Umut**	**BA** in LING	32	9	ATC ICELT

3.2. The Setting of the Study

The study was carried out at the School of Foreign Languages of Middle East Technical University Northern Cyprus Campus (METU NCC SFL). The medium of instruction at METU is English; therefore, in order to be able to study as an undergraduate student, they need to pass METU English Proficiency Exam (EPE) unless they have an equivalent result in International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL). Those who are not proficient enough to study in the departments need to attend preparatory class at SFL for a year, at the end of which they take the proficiency exam. Along with preparatory classes, SFL offers English, German and French courses for the students in the departments, which means that SFL has two different programs to serve the language needs of the university.

The majority of the students accepted to the SFL comes from Turkey; however, there are also international students along with Turkish Cypriots. There has been an increase in the number of the students in the recent years, which requires SFL to hire more teachers.

SFL does not only employ instructors who are graduates of ELT departments, but also other instructors either from related departments such as Linguistics, American Literature, English Literature and Translation Studies as long as they hold an alternative teaching certificate or graduates of other departments provided that they hold a teaching certificate or an MA degree in ELT. Although there are foreign instructors at SFL, the majority of the instructors are hired from Turkey.

According to the results of the bio-data questionnaire implemented for this study, 21 English language instructors out of 55 are not ELT graduates. They hold either an alternative teaching certificate or an MA degree in ELT or both. Out of these 21, 17 instructors are graduates of a related department such as literature or translation. The rest are graduates of departments such as Business Administration, Mathematics and Engineering.

SFL puts a great emphasis on teacher development, and it offers some professional development activities, events or programs via Teacher Development Unit (TDU) which consisted of a teacher trainer and two senior instructors at time when the study was conducted. One of the main duties of TDU is to orientate newly-recruited teachers and help them to adapt to the new working environment. The activities offered by TDU mainly involve monthly workshops, annual workshop festival and internationally-recognized In-service Certificate in English Language Teaching (ICELT) by Cambridge. ICELT is a one-year course which aims at deepening the knowledge of teachers, helping them to improve their teaching and to develop an ability to reflect upon their teaching. It is offered to newly recruited teachers, especially to the ones with no or little experience, in their first years. The course requires teachers to attend weekly workshops, to write assignment supported with references which requires reading articles or books related to ELT, to observe peers and colleagues, to reflect on their teaching and to be observed by the tutors in their classrooms (for more information please visit: http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/icelt/). SFL and TDU attach high importance to ICELT; therefore, they follow each stage of the course carefully.

3.3 Data Collection

The aim of the present study was to understand the professional identity development of alternatively certified English language teachers. Thomas and Beauchamp (2009) state that "…the concept of identity is a complex one" (p. 2), which can be understood through in-depth analysis of multiple source of data. Such in-depth analysis requires "organizing, accounting for and explaining the data; in short, making sense of the data in terms of the participants' definition of situations, noting patterns, themes, categories and regularities" (Cohen *et al*., 2007, p. 461); therefore, a qualitative approach was adopted for this study.

Although the concept of professional identity has been debated over a decade, and there various studies conducted on the professional identity development of pre-service and in-service English language teachers who graduated from ELT departments, to the knowledge of the researcher, very few, if any, studies have focused on the professional development English language teachers who hold an alternative teaching certificate. That being the case, the present study is exploratory and descriptive and interpretive in nature which are the characteristics of a qualitative as Creswell (2014) states that "qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Moreover, the fact that "there are no categories identified priori by the researcher or there is no intention prove a theory" (Creswell, 1994, p.7) makes this study a qualitative one as qualitative study means "hypothesis-generating, rather than hypothesis-testing" (Auerbach & Silverstein, 2003, p. 126).

The study might have been conducted by using some quantitative data collection methods such as questionnaires and open ended questions; however, the aim of the study is not to display numbers by "applying measurement procedures to social life [or to a social phenomenon, rather it is concerned with] understanding the behavior values, beliefs and so on in terms of the context in which the research is conducted" (Bryman, 2012, p.408).

Yet another reason why the qualitative approach was preferred over quantitative one was the previous and recent studies conducted on professional identity of language teachers which also employed qualitative approach such as Aksu et al. (2010), Alsup (2006), Beijaard et al. (2004), Farrell (2011), Flores & Day (2006) and Timoštšuk & Ugaste (2010). However, what makes this study different from other studies is the investigated construct of the study, namely focusing on the professional identity development of ACELTs, and the methodology and data collection procedures adopted in the study.

3.4. Data Collection Instruments and Procedures

Creswell (2014) accentuates that one of the main characteristics of a qualitative study is gathering data through multiple sources rather than relying one single data source in order to be able to collect consistent and convergent which will be used in making sense for the conclusion. Taking this into consideration, the present study made use of various data collection instruments, namely bio-data questionnaire, reflection journals, observations (along with field notes), semi-structured interviews and focus group interview. Using such variety of data collection instruments also ensured having data triangulation which means "using multiple data sources to build a coherent justification

for themes" (Creswell, 2014, p.201). Triangulation does not only mean using different sources of data and gathering a larger repertoire of data but also ensuring and increasing "validity/credibility in the study" (Marshall & Rossman, 2011, p. 40). That is, "triangulation is a powerful way of demonstrating concurrent validity" in a qualitative study (Campbell & Fiske, 1995, as cited in Cohen et al., 2007, p. 141).

3.4.1. Bio-data Questionnaire

After deciding on the topic and preparing the proposal for the thesis, a bio-data questionnaire (Appendix A) was administered at SFL to determine the potential participants for the study. Such an instrument was preferred since it offered a "mode of rapid analysis" (Cohen et al., 2007 p.321).

The bio-data questionnaire was created by the researcher regarding the needs of the study, and it mainly aimed at finding out the educational background of the participants graduated from, their experiences in the language teaching field, degrees and certificates that they hold.

The questionnaire was implemented at the beginning of the semester among the instructors of SFL. The results were quickly analyzed by the researcher in order to identify and recruit the potential participants. After explaining the aims and requirements of the study, 12 of them agreed to participate in the study. While determining the potential participants, it was aimed to create a heterogeneous group of participants consisting of novice and experienced teachers and graduates of different departments (e.g. English Language and Literature, Translation Studies, Linguistics, etc.). The purpose of creating such a participant profile was gaining more insight into the professional development of ACELTs through different perspectives provided by novice and experienced teachers and

by graduates of different departments. In this context, being a graduate of a different department may mean holding at least a BA degree in one of these related departments mentioned above. Although the group was heterogeneous in terms of their experience and educational background, they were homogeneous with respect to holding an alternative teaching certificate.

3.4.2. Reflection Journals

The second data collection instrument utilized in this study was reflection journals (Appendix C). Reflections were exploited as one of the data sources in the present study since they have the potential to provide us with the deep insights of participants' identities as Gee (2000) claims that "…the person's own narrativization is what constitutes his or her (never fully formed or always potentially changing) core identity" (p.111).

The fact that the present study tries to explore the factors that influences the professional identity development of ACELTs, the roles they assume and how they negotiate these roles and their identities requires participants to think back on their past and current experiences to make sense of their practices and experiences. Therefore, reflection plays an important role "in the process of making sense of personal experiences" (Urzua & Vasquez, 2008, p. 1935).

Another reason why reflection journals favored in this study is that although reflection is previous qualitative research did not exploit reflection much, especially the written one, as a means of collecting data although "reflection is seen as a key component associated with understanding the concept of 'self' [identity] because it brings tacit conceptualizations to level of awareness" (Farrell, 2011, p. 55).

There were two sets of reflection journals per participant which meant 24 reflections in total. Both reflection journals (RJ I and RJ II) were prepared by the researcher. The focus of the first reflection journal was the teaching journey of the participants along with their teaching philosophies and teaching experiences, while the second reflection concentrated on the roles they assume as language teachers, the relationship between the departments they graduated and the roles they assumed and the effect of in-service training.

The participants were guided in their reflections with guidelines to and questions so as to have consistency across participants and to be able to determine regularities in the data with ease. Each reflection had a title and explanation about its purpose, and the participants were ensured that the data obtained from the reflections were to be used only for this study and for scientific purposes.

The reflections were sent and received back via e-mail. The first reflection journal was sent in October 2014 while the second reflection journal was sent in December 2014. Participants sent back the journals within a week.

3.4.3. In-class Observations

Gray (2009) states that "observation provides an opportunity to get beyond people's opinions and self-interpretations of their attitudes, behaviors, towards an evaluation of their actions in practice" (p. 397), which indicates the importance of having observations for a study on beliefs and practices. Therefore, in order not to dwell only upon the reflections written by the participants, the present study used in-class observations as a means of collecting data. Observational data is very useful in terms of exemplifying practices mentioned by the participants in their reflection journals.

Furthermore, the data obtained from the observations (along with the data from reflection journals) provided the researcher with the issues to be addressed in the interviews.

One of the questions of the study focuses on the tensions or mismatches between the stated beliefs of ACELTs and their practices in the classroom; as a result, without observing them in their natural environment, such a question would be very hard to answer by just relying on their verbal and written explanations.

Since there were 12 participants in the study, and the study was interested in finding the commonalities and regularities among participants, structured observations, which require "recording each participant's behavior systematically on a basis of observation schedule". (Bryman, 2012, pp. 272-273) was employed in the study as a means of collecting data.

The participants knew that they were being observed (overt observation), and the researcher assumed a non-participant role which means not participating what is going on in the social setting, namely in the classroom. (Bryman, 2012, p.273; Gray, 2009, p. 397). More specifically, there were two in-class observations (CO I and CO II) per participants, and each observation took two class hours (100 minutes). There were 48 class hour observations in total. Observation I concentrated on classroom management, monitoring, timing, giving feedback and student-teacher interaction whereas the focus of Observation II was stages of the lesson, materials, skill teaching, monitoring and giving feedback.

In order to keep record of the data, the researcher benefitted from field note sheets (FN I and FN II) as "field notes are essential to the research; moreover, observation without field notes is almost worthless" (Scott & Garner, 2013, p.272). Both of the note

sheets were prepared by the researcher in line with the foci of the observations (Appendix D). The observations were also recorded by means of a voice recorder in order to hinder any data loss, and rely on them if necessary. Participants were informed about the procedures of the observations beforehand. However, the content of the observations were not mentioned in order not to create an unnatural observation environment in which participants would act in a socially desired way.

Upon receiving the first reflection journals, an observation schedule was prepared in cooperation with the participants, and observations were conducted. The same procedure was followed for the second observation. The first observation cycle was completed in October 2014, and the second one around mid-December 2014 and early-January 2015.

3.4.4. Semi-structured Interviews

Packer (2011) states that "interviews are a ubiquitous way of collecting data throughout social sciences" (p. 42) as they are very useful tools "to explore people's knowledge, views, understandings, interpretations, experiences and interactions [in a social setting]" (Mason, 2002, p. 63). Taking these claims into consideration, the present study used interviews to address the research questions more comprehensively. Moreover, the data obtained through interviews were considerably useful for the purposes of this research since they enabled the researcher to get broader view of the experiences, perceptions and understandings of participants' about their professional identities. Another reason why the researcher utilized the interviews was to provide participants with the opportunity to express themselves verbally, to elaborate more on what they mentioned in the reflections and to comment on their actions in the classroom.

As it was mentioned earlier, the aim of the research was to detect the commonalities and regularities among the participants; therefore, the study made use of semi-structured interviews, in which "there is a set of pre-prepared guiding questions and prompts and open-ended format, and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner" (Dörnyei, 2007, p. 136). In addition to structural format and flexibility of semi-structured interviews, they are also associated with collection of qualitative data when there is an "interest people's experiences, behavior and understandings and how and why they understand in this way" (Matthews & Ross, 2010, p.221).

There were two semi-structured interviews (SSI I and SSI II) per participant, and 24 in total. Each interview lasted 45 minutes to one hour per participants. The SSI 1 was conducted after receiving RJ 1 and completing CO 1 while the SSI 2 was conducted after receiving RJ 2 and completing CO 2. As there were 12 participants, an interview schedule was prepared in accordance with the lesson programs of the participants. The first interview cycle was completed in late October and early December 2014 while the second one was completed in January 2015.

All the interviews were conducted face to face in a silent room to make interviewees feel comfortable and to prevent any possible distraction. In order to avoid problems and meaning loss which may result from translation, the interviews were conducted in English upon getting consent of the participants. After informing the participants and getting their consent, all the interviews were voice-recorded in order to avoid any data loss as "we are unlikely to be able to catch all of details and nuances of personal meaning [by only note-taking]; furthermore, note-taking also disrupts the

interviewing process" (Dörnyei, 2007, p. 139). Before each interview, participants were informed about the aim and procedure of the interviews, and they were assured about the confidentiality of their identities and the data they provided. After each interview was conducted, the voice-record was labeled and saved in multiple files under the name of the each participant.

The main bulk of the interview questions (Appendix E) were designed in accordance with the data obtained from reflections and observations. There were also questions emerged from the flow of the interviews as "semi-structured format is flexible and adaptable to the needs of the participant" (Matthews & Ross, 2010, p.226). In order to be able to obtain coherent and consistent data from participants, there were questions which were the same or similar along with different ones depending on what was written in the reflections and what was observed in the classrooms. The interview questions were not available to the interviewees beforehand so as to be able to obtain data naturally.

3.4.5. Focus Group Interview

The last data collection method used in the present study was focus group interview (FGI) which is "bringing together a group of people who have something in common, which is connected to the research topic, and having them to take part in a discussion, which is facilitated by the researcher" (Matthews & Ross, 2010, p. 235). The rationale behind employing such instrument in the study was to create "a collective mind allowing participants to think together, inspire and challenge each other and react to emerging issues and points (Dörnyei, 2007, p. 144).

Another reason why FGI was preferred is the fact that focus group interviews are "useful for exploratory research" (Matthews & Ross, 2010, p. 250). Since the present

study is also an exploratory one in nature, FGI enabled the researcher to collect invaluable data from live discussions and brainstorming of the participants on their identity development process.

According to Matthews and Ross (2010), a focus group consists of minimum three and maximum 13 people as it might be difficult to facilitate a larger group (p. 242). Although 12 participants took part in the present study, there were six participants in the focus group interview since it was hard to bring together all the participants due to different lesson programs and schedules participants had. The interviewees in the FGI were selected on a set of criteria prepared by the researcher. The aim creating such criteria was ensuring that selected interviewees could represent all the participants in the study. The set of criteria was as follows:

- Having at least one graduate of each related department
- Having at least one MA and a PhD graduate
- Having at least one representative from different programs at SFL

After looking at the set of criteria and contacting with the participants, a focus group interview was conducted in January 2015 with a group of participants consisting of Bircan, Burçin, Deniz, Derin, Devrim and Kayra.

The questions for the FGI were also prepared by the researcher in line with the aims of the study. During the interview, the researcher assumed a leading role to guide the interview and facilitate the process. As it was case with the semi-structured interviews, FGI was also voice-recorded upon the consent of the participants.

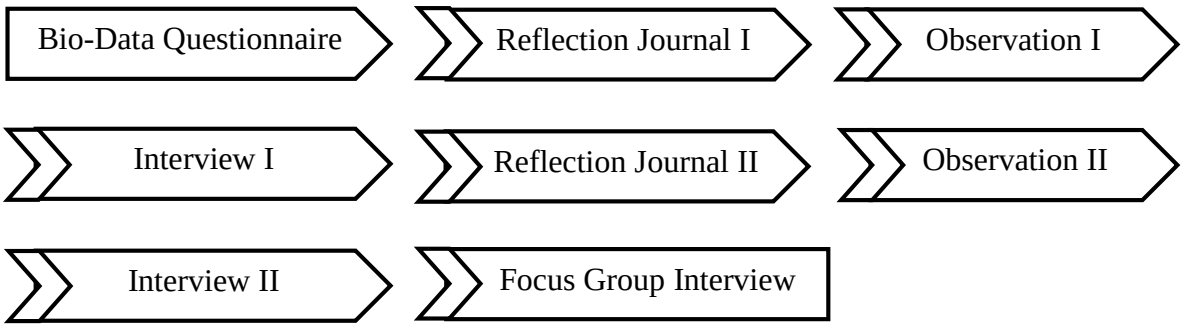
3.4.6. Summary of Data Collection Procedures

The Table 3.2 below summarizes the data collection instruments employed in the present study along with their content and scope while the Figure 3.2 provides information about the flow of the collection instruments. Bio-data questionnaire was excluded from the table as its main function was to determine the potential participants for the study and to get demographic and educational information about the participants.

Table 3.2: Data collection instruments with their content and scope

<table>
<tr><th>Reflection Journals</th><th>In-class Observations</th><th>Semi-structured Interviews
&
Focus Group Interview</th></tr>
<tr><td>Journey to become teachers</td><td>Classroom management</td><td rowspan="3">The sources and rationale of:
- classroom management
- practices in the classroom
- teaching philosophies</td></tr>
<tr><td>Teaching experiences</td><td>Skill teaching</td></tr>
<tr><td>Role models in teaching</td><td>Material development, adaptation and use</td></tr>
<tr><td>Teaching philosophies</td><td>The effects of INSET</td><td>The role of INSET</td></tr>
</table>

Figure 3.2: The flow data collection per participant



3.5. Data Analysis Procedures

The present study collected data through qualitative data collection instruments which were reflection journals, in-class observations, semi-structured interviews and focus group interview. It did not aim to prove, test or support any theory with the results obtained at the end of the study. Therefore, the stages of grounded theory and thematic content analysis were adopted in the data analysis procedures of this study.

Grounded Theory by Glaser and Strauss (1967) "lets the ideas (the theory) emerge from your immersion in a situation rather than going in with fixed ideas (with theory) about what is happening" (Thomas, 2013, p. 239). The most important part of Grounded Theory is coding stage of the data. In the present study, the stages of coding included "open coding, which requires cracking the data and creating general themes and categories, axial coding, which means relating the codes to each other, and selective coding, which is relating the codes to a core code (Matthews and Ross, 2010). Following the principles of grounded theory, the data analysis adopted thematic content analysis. Thematic Content Analysis is "a process of working with raw data to identify and interpret key ideas or themes" (Matthews & Ross, 2010). It also requires creating initial categories and themes from the data through constant comparison within each case and across the cases, which helps to describe the categories within each case and to identify the similarities and differences across the cases.

In the present study, the records of each interview were immediately transcribed after each interview by the researcher by using "Express Dictate" which is a free digital dictation software program, and each transcription was filed under the name of each participant. The transcriptions were done by the researcher since it is "important [in terms

of helping the researcher] to become familiar with the data" (May, 2001, p. 139). Moreover, it was very useful with respect to creating codes, categories and themes.

All the data gathered from the participants were analyzed manually, for which the researcher read the reflections and transcriptions iteratively, and employed color coding to identify the codes at initial stages. The data obtained from each participant was read separately to become familiar with the data, and they were coded during these reading sessions. Afterwards, the researcher saved all the data in a word document and read it several times to be able to see overarching themes, recurring codes and categories across the cases. While doing this the researcher took notes, colored important words, underlined key terms and concepts and tried to relate these codes to each other. After completing coding, categorizing and creating overarching themes, some parts of the data were reanalyzed by two other researchers in order to have "intercoder agreement" (Creswell, 2014, p. 203). The intercoders were holding MA degrees, and they were familiar with the process of qualitative data analysis. After they analyzed their parts, similarities and differences were discussed, and some changes were applied to codes and themes upon the agreement reached by the parties. Having intercoders in the study contributed to reliability of the results.

Besides having data *triangulation*, that is having multiple data collection instruments, and *intercoders* during the analysis stage, to ensure more validity, the study also employed *member checking* which requires "checking the data with the people who are being studied" (Punch, 2005, p.255) after collecting and analyzing the data.

In conclusion, the whole data was broken down into smaller units (codes) to identify similarities within and across the cases, then, the smaller units were described and

connected. Finally, after conceptualizing the connections between the codes, similar entities were classified under categories and themes. Dey (1993) defines such data analysis as a "circular process" (as cited in Gray, 2009), in which the researcher applies the same strategies over and over to gain new insights into the data.

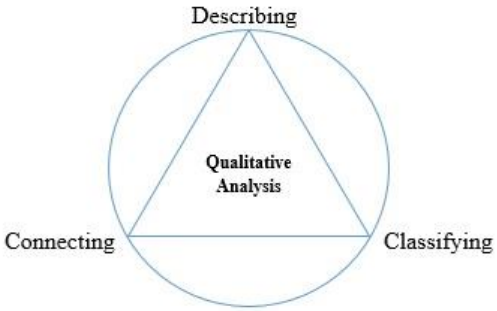


Figure 3: Qualitative analysis as a circular process (Dey, 1993)

The data collection and analysis procedures employed in the study are summarized in the table below, which also provides information about form of analysis and the rationale behind adopting such data collection instruments.

Table 3.3: The summary of data collection and analysis

Source	Rationale	Form of Analysis
Reflection Journals	To gather data about participants' roles, teaching philosophies and experiences	Thematic content analysis
In-class Observations	To explore teaching practices of participants in the classrooms, and to find out the tensions they experience	Thematic content analysis
Semi-structured interviews & Focus Group interview	To explore the experiences, perceptions and understandings of participants' about their professional identities.	Thematic content analysis

CHAPTER IV

RESULTS

4.0. Presentation

The preceding chapters of the study have described the grounds and purposes of the present research study, literature background of the topic and methodology employed to collect data. The data aiming to answer the research questions were collected through reflection journals, in-class observations, semi-structured interviews and a focus group interview. After the data collection procedures, the data were analyzed through thematic content analysis along with the principles of Grounded Theory. This chapter, therefore, aims to present the results obtained from data analysis.

The present study was conducted to provide insights into the professional identity development of alternatively certified English language teachers (ACELTs) in a Turkish university context. More specifically, the aims were as follows:

- to describe and understand the factors which affect the professional identity development of ACELTs
- to investigate the roles assumed by English language teachers and the ways they negotiate their identities and roles

- to explore the relationship between the stated ideas and actual practices of ACELTs.

In congruent with the order of the aims, this chapter is divided into three sections. The first section introduces the results of the first research question about the contributing factors that affect the professional identity development of ACELTs. The second section focuses on the results of the second research question about the roles assumed by ACELTs and how they negotiate their roles and identities. The third section is designed to answer the research question three which is concerned with the relationship between the stated ideas and actual practices of ACELTs.

Before moving to discuss the results, there is a need to understand why ACELTs became or wanted to become English language teachers as the study is concerned with their professional identity (development). The participants had different reasons and motives to become language teachers. For instance, teaching was a childhood dream for Ada and his/her high school experiences led her to become a teacher as she stated:

> "It was a childhood dream. "Becoming a teacher" was the answer I gave when the people around me asked what I would do in the future. My experiences at high school also had an effect on my decision to become a teacher (RJ 1).

Some participants, however, has to choose teaching as a career since they did not have other opportunities to earn their livings which is explained as "My initial aim was not to become a language teacher but a lecturer on literature, but I had to choose teaching as this career, I did not have any other option to earn my living" (Güneş, RJ 1). Some participants were inspired by their primary and secondary school teachers and wanted to

become teachers, which clarified as “I had a good role model at secondary school. Our English teacher was very good at her job, and did her best during her lessons. She inspired me to become a language teacher” (Deniz, RJ 1). Moreover, Burçin stated that after graduating from the translation studies department, she realized that it was not the job she wanted to have, therefore, she decided to become a language teacher rather than a translator. In sum, the reasons why ACELTs became language teachers might be enlightening while interpreting and understanding their professional identity (development).

4.1. Research Question 1: What are the contributing factors that affect professional identity development of alternatively certified English language teachers?

The purpose of the first research question was to explore and describe the factors that affect the professional identity development of ACELTs. The data for the results of the first question were mainly collected through reflection journals and interviews. The categories and themes emerged throughout the data analysis depict a wide spectrum for the first research question, that is, the results of the first research question are more comprehensive compared to other questions.

Upon analyzing the data, the emerging and the most salient themes were categorized as the external and internal factors. As the category names are *res ipsa loquitur*, external factors are the factors which are not directly related to the participants himself or herself while internal factors are the factors which are directly related to the participant himself or herself. External factors were further grouped under five main and 15 sub-categories whereas internal factors were only grouped under four main categories, which implies that external factors make up the majority of the factors affecting the

professional identity development of ACELTs. The table below presents the categorization and the summary of the results for the RQ#1.

Table 4.1: The categorization of the themes for RQ#1

A. External Factors
I. Institutional (Workplace) Factors
a. Administration
b. Colleagues
c. Teacher Development Unit
d. In-service Training
II. Contextual Factors
a. Student Profile
b. Classroom Dynamics
c. Program / Curriculum
III. Educational Factors
a. K-12 Level
b. University
c. Pedagogical Formation
d. MA /PhD
IV. Professional Events
a. Workshops
b. Conferences
V. Other Factors
a. Role Models
b. Research studies
B. Internal Factors
I. Personality
II. Motivation
III. Teaching Experience
IV. Intuition

4.1.1. External Factors

As it has already been defined above, external factors are the factors that are not directly related to the participants. Although participants are exposed to those factors from an outer force, they are the active agents and experiencers of the procedures, events or activities. The following subcategories are the most salient external factors derived from the results of the data.

4.1.1.1. Institutional (Workplace) Factors

The first theme that emerged from the relevant data was the influence of the institution on the professional identity and professional identity development of the participants. All participants agreed that the institution one works for plays a great role in shaping their professional identities. "The place or school where you work shapes who you are as a teacher, because what you are doing is what that place requires from you" (Burçin, SI 1). It is obvious that Burçin emphasizes the fact that the requirements of the workplace is important in understanding yourself and acting as a teacher because "…even the type of the institution affects you and what you are doing. While I was working at another institution, I was not that busy compared to here because my work then was not demanding." (Ada, SI 1).

Although the emphasis in the given quotes is on the requirements of the institution, the data analysis revealed that *administration, colleagues, teacher development unit and in-service training programs* are the main institutional factors that have influence on the professional identity (development) of ACELTs.

To begin with, the participants have a mutual understanding in terms of the effect of the administration on one's professional identity (development). The participants mentioned that the decisions and implementations of the administration have a direct effect on their actions and implementations in and out of the classroom. For example, one of the participants explained this influence in the following way:

> Sometimes, I want to follow my own principles, but it is not possible all the time, you know that administration is not going to approve what you do; for example, I cannot send a student out although I want to. As a teacher, this makes you feel powerless. You need to find other solutions (Ada, SI 1).

From this excerpt, it is obvious that the participants sometimes feel that they are not autonomous as much as they want since the regulations imposed by the administration might be restrictive not only in terms of disciplinary actions but also in terms of other issues such as providing enough space for extra-school activities. Another participant raised a similar point:

> At this school, professional development is regarded as something personal, and you should separate it from your work life. For example, you cannot easily get permission to participate in a seminar, workshop or training held outside the school during the semesters. You should do it when it is holiday or when the school is over (Burçin, SI 1).

Similarly other participants mentioned the need for more flexibility and provision of more opportunities for professional development. The participants stated that there

seems to be a lack of real support for professional development outside the institution. One of the participants underlined such a need in the following way:

> Doing MA in ELT is very important for a person who did not graduate from an ELT department. Although ICELT was clearly supported and promoted by the administration, in terms of MA, I cannot say I felt the same thing. In other institutions, I hear, people get work reduction, here nothing changed. I had difficult times, which affected my motivation a lot (Derin, SI 1).

As it can be seen from these excerpts, the participants expect to get more support from the administration. They feel that because of not being supported in real terms by the administration with regards to professional development, they feel demotivated and become less willing to seek further professional development activities. Moreover, they think that administration should take more responsibility in terms of providing opportunities for professional development. They believe that administration is not only the authority to implement rules and lead the institution, but also a initiator of professional development activities and opportunities along with motivating teachers to follow such activities. For example, one participant commented on the need for professional development as follows:

> It is the administration who should take responsibility to provide professional activities for the teachers. They need to provide teachers with workshops and seminars. They should call people from outside, from other universities so that we can see something different and learn different things (Deniz, SI 1).

Secondly, there was an emphasis on the colleagues and how they affect their professional identity (development). It was clear from the data that there is a community of practice atmosphere in the institution. Toprak, for instance, explained the issue in the following way: "METU NCC SFL is the best place I have ever worked in terms collegiality. Everybody is helpful when you ask for something. I have learned many things from them in terms of teaching" (RJ 1).

Teachers at SFL cooperate through many channels such as face to face interaction to talk about their problems, use online storage services (e.g. Dropbox/Google Drive) to share materials and other online platforms, which contributes to community of practice spirit. Novice teachers or newly-employed teachers point out the importance of benefitting from the experiences of experienced teachers. They believe that they (can) learn a lot from them. For example, one participant talked about such benefits in the following way:

> I have a very close group of friends here, I mean personally and professionally. Most of my friends are more experienced than me, and I really respect their opinions about teaching, so our interactions with our colleagues and our exchanges, I think, affect our professional identity as well, we learn a lot from them (Olcay, SI 1).

It was obvious that ACELTs try to benefit from the experiences of their colleagues who are ELT graduates. They think that ELT graduates can help them to cover the gap in their theoretical knowledge; therefore, they place much importance on the interaction and communication with ELT graduates. One of the participants talked about this issue as follows: "I talk to my ELT graduate colleagues a lot. I mean, if I don't know

something, I definitely try to learn it from them, so this is one way of tackling the problems I face" (Derin, SI 2).

Colleagues are influential sources of learning and sharing in the profession for ACELTs as they are immediate and easily accessible when you need them. Güneş stated that "sometimes I feel that I learn more from my colleagues than those workshops or seminars because you undergo the same procedures they have already gone, which means that they can show you the way to lead" (SI 1).

Another institutional factor mentioned by the participants was the teacher development unit. The participants think that especially when they first came here, TDU helped and guided them to a great extent. Since SFL was the first workplace for many participants they stated that the activities, workshops and the induction organized by the teacher development unit (TDU) taught them many things related to their profession. For example, in one of the interviews, one participant emphasized the acculturator role of TDU in the following way: "The induction held by the TDU guided us. It was very helpful while adjusting ourselves to the new teaching environment. I learned the very basic elements of conducting a lesson or reading exam papers" Ada (SI 2).

Participants believe that TDU in this institution is an indispensable part of their professional development, and they stated that workshops organized by the TDU are beneficial for their professional development. However, they also claim that more improvement is needed on the side of TDU. One participant, for example, indicated such a need in the following way: "TDU needs to improve itself. Workshops organized by TDU members, who are our friends, are good and informative; however, we need to see

something different as well (Deniz, SR 1). Similarly, Derin also shared the same concern about TDU and explained this issue as follows:

> TDU is the main responsible organ at this institution for our professional development, but sometimes I feel that we are doing and discussing the same things again and again, so instead of organizing workshops only held by our friends or teacher trainers, they need to invite other people. We can learn from other people as well (SI 2).

Another aspect related to TDU is the observations made by the trainers. During the interviews and in their reflections, participants stated that they all benefitted from those classroom observations since they had a chance to reflect back on their teaching and discuss it with someone else. They all noted that especially the feedback they got after the observations contributed a great extent to their professional identity development. The following quotation is illustrative:

Observations by TDU helped me a lot. I mean with the feedback I got from them I was to improve my weaknesses and realize my strengths. Such observations gives [*sic*] you a chance to think on what you are doing in the classroom. You are not evaluated just by the tutors, you also evaluate yourself (Umut, SI I).

Finally, in-service teacher training programs, which is In-service Certificate in English Language Teaching (ICELT) for SFL, emerged as a key institutional factor affecting the professional identity (development) of ACELTs. ICELT, an international English language certificate program, is offered to teachers at SFL, and it is highly recommended to especially newly-hired or novice teachers. ICELT includes both

theoretical and practical aspects of teaching. Hence, it is quite beneficial for ACELTs in terms of both theory and practice of English language teaching, which is explained as "in my teaching career, ICELT is the best thing I have ever had. With ICELT**,** I had a chance to learn the English terms related to teaching" (Ada, SI 1).

ICELT seems to play a great role in the professional development ACELTs at SFL because it is a training program in alignment with the requirements and policies of SFL; therefore, it is perceived not only as a training program in which theories and practical elements are introduced, but also as a acculturation and accommodation program serving the needs and expectations of the institution. Participants think that ICELT has contributed to their professional identity (development) which is explained as follows:

> ICELT has a big impact on my teaching. I can even say that it was a corner stone in my professional development. Thanks to it, I observed my own teaching. I think every teacher should do this to get better. This gave me an insight into my teaching style. I diagnosed my weaknesses and tried to overcome them. Training program was useful for me in my first year. It guided me through our system (Olcay, RJ 2).

What made ICELT so important and beneficial for ACELTS is not just the reflective, guiding and theory formative characteristics of it, but also its practical aspects and elements such as lesson planning, material development and peer observations. Two of the participants expressed their ideas about ICELT as follows:

> I had an idea about lesson planning and writing it, but I learned how to write and implement a lesson plan in a real sense while I was doing ICELT. I improved my

material development skills thanks to feedback I got from the tutors. (Bircan, SI 2).

ICELT required us to make peer observations. While doing those observations, I learned many practical and interesting things from my colleagues and friends. When you watch someone else doing the same thing in a different way, you say "oh, there is in an option here, why not, I can try this" (Burçin, SI 2).

To sum up, it was revealed that administration, colleagues, teacher development unit and in-service training program are the institutional factors that affect the professional identity (development) of ACELTs through collaboration, workshops, observations and reflections. They mainly contribute to ACELTs in terms of theory formation, preparing lesson plans and materials and learning practical elements.

Administration, for instance, is influential on the professional identity (development) of ACELTs in terms of providing the professional development opportunities whereas TDU contributes to theory formation and practical experience of these teacher through organizing workshops, observing them and providing feedback. For many of the participants, ICELT is the equivalent of a formal ELT education. That is the platform where they seem to become familiar with the concepts and theories in ELT, and where they have the chance to practice what they learn and receive feedback based on that. Colleagues outstand as one of the most influential factors since they act as immediate guide or mentor, and they are ready to share their experiences with ACELTs.

4.1.1.2. Contextual Factors

The second external factor emerged from the data was contextual factors such as student profile, program or curriculum and classroom dynamics. Devrim pointed out that "context is everything, you learn for and from the context. It shapes you as a teacher in the way it wants to" (RJ 1; SR 1) Like Devrim, other participants also stated that context is a key factor in shaping their professional identities since one needs to develop, arrange, accommodate or totally change his/her identity according to the needs, requirements and conditions of the that specific context that one works for or teaches in. In the reflection journals, context was a dominant factor touched upon by all the participants. During the interviews, when the participants were asked to reflect on the contextual factors that influence their professional identity, they cited the *student profile, classroom dynamics* and *the program or curriculum they taught* as the most notable factors; therefore, in this section of the study, context refers to the classrooms and the programs that the participants teach.

The first contextual factor to mention is the student profile. Participants expressed that different student profiles affect their identities differently since the requirements of that specific groups change. With an existentialist view, the teachers in this study regarded students as the source of their existence as teachers; therefore, they attributed some identity-related aspects to their students. Bircan stated that "we are here because of them [students], which means that I need to consider what I am doing in the classroom by also taking the needs and expectations of them into consideration" (SI 1).

Student profile seems to matter substantially for ACELTs and their professional identity, which Derya confirmed as follows:

> I am teaching department students right now. They are more aware of what they are doing and why they are in the classroom compared to prep school students. If I were teaching in the prep program I would be a different teacher with that profile of the students (SI 1).

Student profile assumes an important role in shaping participants' professional identity as it is claimed by the participants that it affects their motivation, teaching style and classroom management which is pointed out as follows:

> Students who are more conscious are generally motivated, which affects my motivation as well. With a motivated student profile, you become more willing to prepare and implement different lessons. You enjoy what you do and you try to more as a teacher (Kayra, SI 1).

Apart from a motivated student profile, the level of the students also emerged as an important factor affecting their professional identity. Participants agree that teaching lower level students is more demanding than the higher levels, which might also affect their teaching style and motivation. Some of the participants complained about the fact that teaching beginner and pre-intermediate students for a long time makes them feel demotivated. How they feel about doing the same things over the years is noted in the excerpt below:

> For a long time, I taught only lower level students. I had a chance to teach an upper level only once. Teaching lower levels for such a long time makes you feel that you are losing the language [English] due to speaking with a simple language over the years, which was demotivating for me (Burçin, SR 1).

Another contextual factor that influences the professional identity (development) of ACELTs is classroom dynamics. The fact that each and every class has a different dynamic requires teachers to act and teach in different ways. Participants indicated that they cannot even do exactly the same things they do in one class in other classes within the same level. The reason for that is the classroom dynamics. They claim that different classes (might) require a different approach to teach the same topics. Devrim illustrates the issue as follows:

> When you enter a class that is what you have. You need to follow the rules and dynamics that are valid in that class. You cannot bring elements from another class and try to use them there. Of course, you can do the same activity you did in another class, but the ingredients or the way you do the activity will be different. You need to also adapt yourself to that class (SI 1.)

The last contextual factor that affects the professional identity development of ACELTs is the program/curriculum they are teaching. The fact that SFL has two programs, namely, preparatory school program and modern languages program, makes a difference in terms of the student profile, requirements of the programs and the content of the syllabus. Participants asserted that teaching at those different programs changes the way they perceive themselves as teachers Derin who taught in both programs explains the situation as follows:

> I have taught in both programs. They have their own pros and cons. Prep is more structured and direct, so it does not leave much space to the teacher either to arrange his/her own schedule or to seek outer professional development

activities. At MLP, I feel myself more flexible, which increases my motivation as a teacher. (SI 1).

Another aspect of teaching at different programs regarding the professional identity is teacher autonomy. Participants teaching at Modern Languages Program (MLP) feel themselves as more autonomous about decision taking, implementing their decisions and scheduling their lessons. Such autonomy makes them feel empowered as a teacher, and this positively affects their professional identity. The below quote is illuminating:

> When a student is sick, I can simply release him. You know it is a torture for the students and for me. It is waste of time effort and energy; therefore, I say go, get well and come back. You cannot do this at prep [school], which affects your attitude towards students and their attitudes towards you. That is the difference. I feel flexible and autonomous. (Burçin, SI 1).

The last point raised by the participants about teaching different programs was the student profile. Although student profile was covered above, participants drew attention to the fact that the student profiles in the programs are different from each other; thus, it affects their attitude, feelings, the way they treat the students and the way they are perceived by the students. Olcay commented on this issue as below:

> Here I feel like we are still teaching high school students. They are like sometimes our brothers and sisters, even like our children, they act like our children actually. They love this nurturing a lot. It affects me as a teacher, it affects the roles I assume as a teacher. (SI 1).

To conclude, the student profile, classroom dynamics and the program or curriculum are the contextual factors that influence the professional identity (development) of ACELTs in terms of shaping their lesson plans, their teaching approaches and motivation. Teaching in different programs, for example, affect how they need to conduct the lessons and how they should interact with the students. Moreover, the structural organization of the programs such as following strict curriculum or syllabi seems to affect how ACELTs perceive themselves and act accordingly. The student profile is another contextual factor since teaching a lower or higher level group of students differ in terms of the energy and effort invested by the teachers. ACELTs find teaching lower levels more demanding and sometimes motivating whereas teaching higher level students is perceived demanding but rewarding.

4.1.1.3. Educational Factors

The third factor categorized under the external factors is educational factors. By the term educational factors, it is referred to the educational background of the participants when they were students or participants at a school, in a certificate program or training. The data revealed that in the course of professional identity development, education that participants receive or have received plays an important role. The reflections participants wrote included elements from their educational path starting from their primary schools to their PhD education emphasizing the significance of those elements for their professional identity development. When they were asked to elaborate on those elements during the interviews, five main subcategories were defined for the educational factors which are *K-12 level education, university education, pedagogical formation and MA/PhD*

To start with, participants mentioned that their K-12 educational adventure is an important factor in shaping their professional identity as a teacher despite not having a great visible impact. They claim that although it is not easy to trace back and see how their K-12 education affected them, they believe that there are some subconscious traces of those years they have in their professional identities. It was asserted by the participants that sometimes they feel like they are imitating their (English language) teachers or copying what they were doing in their classes. These traces can include their way of starting a lesson, the way they introduce a topic, the way they lead and manage a class or the way they treat students. One of the participants commented on the issue as indicated below:

> My English language teacher in primary and high school influenced me immensely. My primary school teacher was quite strict and an only-English policy advocate. My high school teacher, however, was more approachable and understanding. As to me, I am a perfect blend of these two ladies, a disciplined but approachable and friendly teacher (Derin, RJ 1).

During the interviews, it was revealed that participants did not only (indirectly) learn how to teach or how to be as a language teacher, but they also learned how not to be. During their education at K-12 level, participants had both good and bad model teachers. They stated that they learned how to be a good language teachers from the previous ones and how not to be from the latter ones. Their experiences with those teachers influenced their teacher identities they have today. They are aware of these reasons why they did not like those kind of teachers and what were the things that made them feel

demotivated; therefore, they try not to do these things in their classes today. The following lines illustrates the above-mentioned case:

> I had a teacher who was very good at her job. She was good at preparing us for the exams. She knew every rule by heart. I liked her, but not her style. She was not communicative at all. Although I still like and respect her, I do not do the things she was doing back then (Olcay, RJ 1 & SI 1).

Another factor categorized under educational factors is the university education of the participants. Participants agreed on the fact their university education or the education they got from their universities has an influence on their professional identities and professional identity development in terms of classroom management, the topics they like to teach or the way they lecture some topics. They expressed that although they did not graduate from an English language teaching department, they might have been influenced by the way their instructors back at university conducted the lessons. The issue is illustrated as follows:

> Although I am not a teaching department graduate, I had a vague idea on how to manage a class, how to start a lesson or how to approach to my students. Maybe, I subconsciously learned them from the professors at my university. Being exposed to such procedures for a long time makes you know them, I think (Derin, SI 1).

It was revealed that the BA degrees of ACELTs have an effect on the preferences of those teacher with regards to the skills they think they teach best or they enjoy teaching more compared to the others. Graduates of culture and literature departments are fond of

teaching reading and writing in the classroom. They link this to their undergraduate studies where they used to read stories and novels and do textual analyses. Graduates of linguistics and translation studies, on the other hand, enjoy teaching grammar more than the others, which they associate with the linguistic analyses they did in their undergraduate studies. The issue is clarified by one of the participants as follows:

> I like reading and I like to teach it. I like analyzing texts, I mean even mainly sometimes unnecessary detailed analysis into that. And it definitely is related to my university background because we had courses like text analysis and book analysis, author analysis and all of that (Toprak, SI 2).

Moreover, graduates of linguistics departments articulated that they have the opportunity to use what they learned during their undergraduate studies. They think this makes them feel stronger in their teaching. Umut explains the situation as follows:

> Actually I am using my knowledge about syntax and phonetics as well, but especially syntax while teaching grammar. I make use of that part of linguistics because I like analyzing language on sentence level and syntax is about that. And about phonetics, I try to teach students the pronunciation of different words by using the phonetic chart (SI 2).

It is evident that the departments that ACELTs graduated influence their professional identity. The above examples show that they benefit from what they learned during their undergraduate studies. However, it was also found out that translation department graduates also avoid using their background knowledge because they think that using

some elements from their university background might create problems. Burçin exemplifies the case as follows:

> Translation is more than just knowing or writing the equivalent of a word in Turkish. When you translate something you fill it with your culture and feelings. However, students do not know this, they think that they can do everything through translation especially while writing. Therefore, I avoid using translation in the classroom (Bircan, SI 2).

The third educational factor the pedagogical formation (PDF). Although not every participant thinks that PDF was beneficial or helpful in shaping their professional activity, it was important since this was the first time for many of them to feel being or becoming a language teacher. Some of the participants argued that it was just beneficial in terms of having such a feeling. For the others, however, it was the first time that they were exposed to ELT terminology, pedagogy, approaches and methods; therefore, it served as an introduction to teaching. In a general sense, participants think that certificate of teaching programs they attended were just procedures to be completed to become eligible to be teachers. They believe that despite being helpful in terms of theoretical knowledge, it was not very useful as to the practical elements of teaching because there was not much emphasis on the internship. The following quotations are explanatory:

> As for pedagogical formation, I cannot say that it was very efficient. I remember just some terminology. Although there were some courses on how to teach a lesson, I do not remember a lot. It was just a requirement to become a teacher, my aim was just to complete it (Derin, SI 1).

The last factor listed under the educational factors is MA/PhD. Among 12 participants, five completed an MA degree while three of them completed a PhD degree. One motive behind doing an MA degree, especially in ELT, was learning more about language teaching and the ELT field. The participants who completed an MA degree agreed on the fact that MA was quite beneficial for their theory formation and becoming more familiar with the ELT terminology, which is illustrated by Deniz as follows:

> I felt that I needed to learn more to be more confident in teaching. I wanted to learn about the theory of my job basically, and I also wanted to keep up with the others, with my other colleagues who graduated from ELT departments or who completed an MA degree (SI 1).

Deniz further alleged that completing an MA degree enabled him/her to see what s/he is capable of doing in terms of his job. In addition, according to the participant, it was beneficial in terms of using the language in a more academic way. S/he thinks that MA contributed to his professional identity development positively, which is clarified as follows:

> As a teacher and as a language user, I was able to see how effectively I could use my English in class and outside through assignments. And it also helped me discover how to do research. I liked it. I guess I liked doing research. It affected me and my professional identity positively (Deniz, SI 1).

Another aspect of doing MA with respect to professional identity development was keeping up with recent trends in the field. Participants believe that it is important to

follow and keep updated with what is going on in the field to be able to do your job better. Olcay spells out as indicated below:

> As a language teacher, you need to be aware of what is happening in the field. One way doing this is reading books and articles. That is what MA offers to you. You read intensively about a wide variety of issues and become familiar with the trends in the field (SI 1).

Participants view MA as learning more about theories and becoming more familiar with the principles of their job whereas PhD is perceived as theory formation or creation in which they synthesize knowledge and practice. Derya verbalizes his/her thoughts as "for my PhD dissertation, I designed a short story course. It was the best thing that PhD gave me. I had a chance to combine what I learned from literature with what I experienced in ELT" (SI 1).

Devrim regards PhD as specializing and being an expert in the field. S/he stated that "as I said, I want to be an expert, let's say, in my field, in my area. Yeah, that's why I'm doing it. I also want to improve myself" (SI 1).

To conclude, K-12 level education, university education, pedagogical formation and MA/PhD are among the educational factors that have an impact on the professional identity development of ACELTs. The impact can be traced in the areas such as classroom management, approaches and methods in the teaching, theory learning and formation along with specialization in the field and keeping updated with the recent trends.

4.1.1.4. Professional Events

The last factor categorized under the external factors that affect the professional identity development of ACELTs is professional events. In this study, the term professional events refer to any activity or event including professional development elements such as workshops, seminars and conferences in which teachers or people in the field participate, collaborate, share ideas and experiences. It was acknowledged from the data that *workshop and conferences* are two main themes that have an influence on the professional identity development of ACELTs.

Firstly, participants of the study think that attending either seminars or workshops on ELT is an indispensable part of professional development and keeping updated with the very recent trends in the field. They emphasize the importance of learning both theoretical and practical elements along with being exposed to field terminology. They also state that workshops are a good common ground to come together with the colleagues who graduated from ELT departments and to interact and share experiences with them. Bircan expresses his/her ideas and feelings about the workshops as follows:

> I love workshops. I learn a lot during these events. They enable us to meet with and interact with our colleagues. It is a great opportunity to meet people at workshops and benefit from their experiences, especially when you attend workshops held in other institutions. Moreover, a workshop is the best place and the quickest way to keep updated (SI 1).

Workshops are also seen as events where you can come together with people from other institutions and share experiences, discuss problems and enjoy learning and

teaching something at the same time. Furthermore, workshops are perceived as motivating to develop more in terms of one's professional development. The issues are illuminated as follows:

> Workshops might provide you with the opportunity to meet people in the field coming from other institutions and contexts, which means that you have a chance to observe them, listen to them and learn from them. The other way around is also possible. Talking always to your own colleagues is something different from talking to people from other places. (Güneş, SI 1)

> I like attending workshops. I feel that I learn new or practical things during workshops. When I am exposed to more workshops, the inspiration and the motivation to try new things go through the roof. They show me new perspectives. (Kayra, RJ II & SI 1).

It can be concluded that participants give much importance to workshops in terms of their professional identity development. They all agree on the fact that they benefit from the workshops either held within their institution or organized by other institutions. However, there are also some concerns raised by the participants about workshops as follows:

> We attend mainly the workshops organized by our own institution. I do not say that we don't benefit from them, but they should be more organized and focused, I guess. I do not know, maybe, some things regarding the TDU and workshops should be rearranged. We would like to see something new, practical and

> inspiring from the TDU regarding the workshops, but over the years, it hasn't changed much (Deniz, SI 1).
>
> I don't think that in our institution, this is something very well-planned. I mean we said that professional development should be ongoing so I think these workshops or conferences should be planned accordingly. Let's say that the theme of this year is collaboration, so there should be, in my opinion, a chain of conferences or workshops that would complete one another, not isolated ones. Also, I don't think that they answer everyone's needs (Derin, SI 1).

The second factor under the professional events is conferences. Like workshops, participants place much importance on conferences in terms of interacting with other people, keeping updated and learning from the experiences of other people. What makes conferences different for the participants from the workshops is that they are bigger in terms of scale and there is less opportunity to be able to attend them. Compared to conferences, participants find workshops more beneficial in terms of learning about practice; however, they also acknowledge the importance of conferences to learn more about theory, experiences and implementations of other institutions and get out their routines. Moreover, if they are the presenters in the conferences, they feel confident and empowered. The below quotes are illustrative:

> Conferences are helpful for us, especially, to become more familiar with the field in a broader sense, but we are not able to attend many conferences. However, when we attend there is always the possibility of interacting with other people from other institutions and talk about the common problems. Maybe, they have a better solution than ours. (Burçin, SI 1).

> I have presented three papers in different conferences. I had a chance to present and share what I had and to learn from others. Therefore, they were very beneficial for me. Presenting papers in the conferences increased my motivation and confidence as a teacher (Derya, SI 1).

To sum up, attending workshops or conferences and presenting papers or sharing experiences during these activities and events are factors that play important roles in the professional identity development of ACELTs regarding theory learning, keeping updated and socialization. It can be concluded from the data presented above that workshops are regarded by ACELTs as instances where they can share their ideas and practices with other people and where they can learn from the experiences of others. They are perceived more as the platforms to meet people and learn practical elements from them. Conferences, on the other hand, function as platforms where ACELTs find the opportunity to learn more about theory and to meet people from other parts of the world and share experiences and knowledge. Finally, conferences help ACELTs to keep up with the outside world of ELT and keep updated with the recent trends and implementations both in local and global sense.

4.1.1.5. Other Factors

The last factor categorized under the external factors that affect the professional identity development of ACELTs is called as other factors, and it includes *role models and research studies.* The reason why "role models" is under this category results from the fact that role models was a recurring theme throughout the data within different factors; therefore, instead of repeating it under different categories it was considered as an "other factor" together with research studies.

For every participant in the study, there were role models who inspired, guided and motivated them during their journey of becoming teachers or while they are teaching. The profiles of these role models vary including primary school teachers, high school teachers, teacher trainers, university teachers and Dr. Keatings from the movie Dead Poets' Society. Each participant has a reason why they have those people as their role models. Some think that they were great in terms of their relationship with their students, some think that they were very good at classroom management, and some think that they were inspiring just because of who they were.

> My role model is my dershane (cram school) teacher who was very good at in her job. She was different from my high school teachers or secondary school teachers because she was like more communicative, and the way she communicated with us was very different (Olcay, SI 1).

> I regard Dr. Keatings as my role model because he was living his profession in a way he was very happy in the classroom. That is also how I feel. I feel like Dr. Keatings like being in the stage. Of course, the job is not to entertain but still you should make it worth for the students being there (Derya, SI 1).

The second and the last factor categorized under other factors and the last factor under external factors is the research studies, that is, the research studies which the participants take part in as research participants. They stated participating in studies like this one gives them a chance to reflect back on their practices and think about their profession. Therefore, when they are asked to take part in such studies they get involved not only to help the researchers, but also to benefit from the course of the research study. Kayra explains it as follows:

> Taking part in such studies might not have direct or immediate effect on your professional identity or development. However, they give you a chance to look back on what you did as a teacher. You become more aware. For example, this study increased my self-awareness in a way through writing reflections (SI 2).

Bircan supports Kayra in the following way:

> I have participated in two research studies so far. They did not affect me directly, but they definitely help me reflect. I mean I wouldn't reflect on these particular points maybe if I was doing my regular self-reflection thing. So, in that way, it was a positive effect on my professional identity (SI 2).

To sum up, role models and taking part in research studies have an impact on the professional identity (development) of ACELTs in terms different aspects such as classroom management, teaching style, personality and reflecting back on your practices. Reflecting on the teaching beliefs and practices is perceived as one essential element of professional identity development. Some of the participants stated that thanks to being involved in research studies concerning language teaching and learning, they get the opportunity to think on their past and present practices. Moreover, such studies enables teachers to become aware of different aspects of teaching, their context, the institution they work for. Therefore, taking part in such studies may bring about increase in self-awareness as well.

4.1.1.6. Summary

The above sections of the results chapter have dealt with the external factors that influence the professional identity development of ACELTs which are institutional

factors, contextual factors, educational factors, professional events and other factors. It was revealed that external factors play a great and important role in (re)shaping the professional identity of ACELTs in terms of different aspects of language teaching such as classroom management, theory learning and creation, reflection, teaching styles and approaches and socialization.

The following section continue with the internal factors that have an effect on the professional identity development of language teachers.

4.1.2. Internal Factors

As it has been defined in the beginning of the chapter, internal factors are the factors which are directly related to the participant himself or herself. They are the factors which are not exposed by an outer force directly. The most salient internal factors derived from results of the data are *personality, motivation, teaching experience and intuition.*

4.1.2.1. Personality

The first internal factor revealed from the data is personality. Participants argue that personality is a key factor which has a significant role in the professional identity development of a teacher, including themselves. They regard personality as the basis for almost any aspect of professional identity (development). They assert that personality is quite influential regarding a teacher's teaching philosophy, classroom management and relationship with his/her students and colleagues. Burçin clarifies the issue as below:

> A teacher's personality is very important for his/her professional identity. You act according to your personality. For example, believe that I have good communication and empathizing skills; therefore, when I talk to my students,

> when I criticize them, I also try to look at the things from their point of view, which shows them my personality affects the relationship between me, as a teacher, and my students (SI 1).

Participants also consider personality as an important factor with respect to teaching philosophy. They think that a teacher's personality is a determiner in terms of the interpretation and application of methods and techniques. Moreover, they agreed that personality affects how a teacher organizes activities and conducts his/her classroom. Two of the participants explain the situation as follows:

> Although I encourage the students to be involved in pair-work and group work activities for this purpose, I am not the type of teacher who always uses games or fun activities in the lessons, which may be because of my personality (Umut, RJ 1).

> The institution tells all teachers to do same thing, but every teacher does it in a different way. My way of doing it and another teacher's way might differ a lot because of our personalities. Same material, different works. (Toprak, SI 1)

To sum up, it can be assumed that personality has an influence on the professional identity of ACELTs. It especially affects their teaching principles, the way they conduct the lessons and the way they interact with their students.

4.1.2.2. Motivation

The second internal factor that emerged out of the research data is the motivation that teachers have. The participants commented on the fact that motivation plays the driving force for their teaching and their search for professional development. They

emphasized that without having motivation, it is hard to achieve something as a teacher and to develop themselves professionally. Devrim confirms this as follows: "you can equip a teacher with the best and recent methods, techniques and materials; however, if s/he lacks the very basic motivation to teach, they are useless" (SI 1).

Deniz likens teacher motivation to car fuel or to a source of energy through which s/he points out the importance of motivation for the healthy sustainability of the profession and professional development. S/he explains it as follows:

> Motivation is like fuel. It gives the necessary energy to a car to be able to move. Without it, you can move the car, but you need to push it hard; otherwise, it will not move. A teacher without motivation can only be forced to develop himself/herself (SI 1).

Motivation is also regarded essential for the desire to seek for professional development. Participants stated that teachers can develop themselves as long as they want to do so. Forcing them or creating external motivational instruments can only create temporary change or development. Burçin underlines the importance of motivation for professional development as follows:

> It is a teacher's choice to develop himself/herself. If s/he does not have the motivation to follow or attend professional activities, workshops or conferences, you cannot force them. However, boosting their motivation and finding ways to make them more motivated might help because motivation is the core of development (SI 1).

The participants agree that motivation is really important for their professional identity (development). In order to encourage teachers to participate in professional identity development events, they touch on the significance of creating motivation increasing activities. In conclusion, motivation is quite important for the professional (identity) development of ACELTs since it is perceived as the driving force for such developmental activities. ACELTs, thinking that they need to keep up with their ELT-graduate colleagues and learn more about ELT, would like to develop themselves professionally by attending different workshops, seminars or conferences. However, they think that the institution should motivate them to seek for professional development opportunities especially by arranging their teaching schedules accordingly and enhancing the content of the professional development activities held at the institution.

4.1.2.3. Teaching Experience

The third internal factor regarding the professional identity development of ACELTs is the teaching experience they have (had). Derya stated that "when it is teaching, everything comes with experience" (SI 2), signaling the importance of experience for the ACELTs. This study consists of both novice and experienced teachers as the participants, and both groups underlined the fact that experience matters for their professional identity (development). They stated that experience is effective in the way they manage their classrooms, they interact with their students, they deal with a topic or the way they perceive and interpret the things. They think that a novice ACELT who lacks many theoretical and practical aspects of teaching may feel himself/herself weak and less confident as a teacher whereas an experienced ACELT perceives himself/herself component and confident. Ada indicated this issue as follows:

> I believe that teachers develop by experience. There is always something that everyone teaches the other. This is a mutual teaching process between the teachers, colleagues and students. A teacher becomes a better teacher by trying and seeing the results. This is my third year in teaching. I feel myself more confident as I experience more" (RJ 1 & SI 1).

The participants think that although ACELTs are not graduates of ELT departments, they do not find it hard to catch up with their colleagues who are ELT graduates because they think that the important thing is the experience. Kayra clarified it as "I am an ACELT, and this does not mean that an ELT graduate will do better than me. A more experienced ACELT does better than a novice or an inexperienced teacher. What is important is the experience" (SI 1).

One of the participants emphasizes the importance of experience regarding the approaches and techniques to teach. S/he put forward that a teacher learns how to teach something by teaching it many times or by being exposed to other techniques through workshops or observations, which points out the significance of experience again.

> I had had no experience of teaching in any context when I first started, which made me feel desperate sometimes in terms of methods of teaching and classroom management especially. For example, while teaching vocabulary, all I did was giving the definition in Turkish, which I guess an influence of my BA [in translation]. Later on, I discovered different ways to introduce new vocabulary to my students during the workshops and observations. What was different this time was the experience. (Burçin, RJ II).

Participants view teaching and professional identity development as trial and error process, in which they try things, reflect on them and decide to further make use of them or not. This trial and error process is directly related to experience contributing to professional (identity) development of ACELTs. Moreover, the participants argue that experience is contributive to one's professional identity, and the more experience one has the more changes they undergo, which is illustrated as follows:

> In terms of professional identity, experience matters. It brings about change. Compared to my earlier years, I feel more confident now because I have experienced many things. I do not need to re-invent the wheel all the time, I benefit from my earlier experiences (Umut, SI 1).

Another participant stresses out the importance of experience as follows:

> I am a novice teacher, and there is a lot more to discover and learn out there. I understand the importance of experience when I talk to my colleagues who are more experienced than me. They are generally better at finding solutions or ideas than me because they have experienced these things already (Ada, SI 1).

Finally, although there is a consensus on the positive effect of experience in terms professional identity development, there seems to be some concerns about the definition of experience and someone experienced. The participants in the study do not consider experience only as a matter of teaching English for many years; rather, their comments on the issue create a new term which can be called as *institutional experience*, which means having experience related to a place, a topic, a skill or a system. Toprak explains it as follows:

> Experience cannot be limited to the years one teaches. A novice teacher who has just two years of experience in an institution can be regarded as more experienced than a newly-employed teacher who has 15 years of experience in teaching. The novice will know more about the system and how the things work (SI 1).

To sum up, experience is identified as a core factor affecting the professional identity development of ACELTs. The participants value experience and what it brings. They all believe that experience has a positive impact on their professional identity.

4.1.2.4. Intuition

The last factor listed under internal factors that affect the professional identity development of ACELTs is intuition, which can be defined as mentally and experientially encoded knowledge of teachers. Participants sometimes related the rationale behind their actions to their intuitions. They asserted that sometimes they just follow their intuitions to do something in the way do. They rely on their common sense and take and implement decisions based on them. Güneş stated in one of the interviews that "sometimes, I do things without thinking on them much. I do it just because I think so. I think that is the intuition part. If that thing works, I do it again later. (SI) "

Another participant, Umut, who thinks that intuition has an impact on a teacher's beliefs and actions expressed his/her thought on the issue as follows:

> When I first started teaching, I almost did not know anything about teaching. I was following my intuitions. Maybe, I was doing something resulting from my pas t experiences, but for me it was intuition or common sense. It helps a lot, especially when you need to take instant decisions (SI 1).

Although there might be some underlying reasons for the instant decisions and actions of the participants, the existence of intuition and its roles on the ACELTs and their professional identity are undeniable. Participants are aware of the fact that their intuition or the common sense they rely on their actions or decisions might be resulting from their experiences as a learner; however, naming the reasons behind them is complex and difficult.

Every participant in the study stated that they have a written or unwritten plan before they go to their classrooms. Generally, they keep in mind the possible problems and solutions that might arise during the lesson. However, they argued that intuitions are very effective when there is a sudden and unexpected problem, which means that intuitions provide them with instant practical solutions in the classrooms. The quotation from Devrim explains it as "sometimes you cannot guess the problems that happen in the classroom, your intuition becomes your weapon" (SI 1).

To sum up, although experiences might be the reference to ACELTs' intuitions, it is obvious that they also play roles in their actions and decisions. Sometimes ACELTs rely on their intuitions to do certain things, and if the things work, they use this knowledge later on. This can be perceived as a trial and error process, intuition leading to experience, which affects the professional identity development of ACELTs.

4.1.2.5. Summary

The above section of the results chapter was about the internal factors that affect the professional identity development of ACELTs which are personality, motivation teaching experience and intuition. Those factors are influential in terms of teaching

philosophy, belief systems, teaching style, learning about the profession, reflection and classroom management.

4.1.3. Summary and Conclusions of the Research Question 1

The results obtained from the data revealed that there are two main categories of factors that affect the professional identity development of ACELTs which are the external and the internal factors, that is, the professional identity of ACELTs is a combination of effects of the external and the internal factors. The external factors consist of institutional factors, contextual factors, educational factors, professional events and other factors while the internal factors include personality, motivation, teaching experience and intuition. Moreover, the external factors have 15 sub-categories, which make external factors more comprehensive than the internal factors, to wit, the number of the external factors that play active roles in the professional identity development of ACELTs are more than the number of the internal factors.

Each category and the type of the factor have an important effect on the professional identity (development) of those teachers. However, considering the roles of those factors, it can be concluded that, in a broader sense, the external factors assume re(shaping) roles whereas the internal ones act as lenses through which the enforcements of the external factors are filtered. Another conclusion which can be drawn from the results is that both the external and internal factors directly affect the professional identity (development) of ACELTs while external factors has the potential to influence the internal factors as well. The figures in the next page are illustrative:

Figure 4.1: Professional identity development as a combination

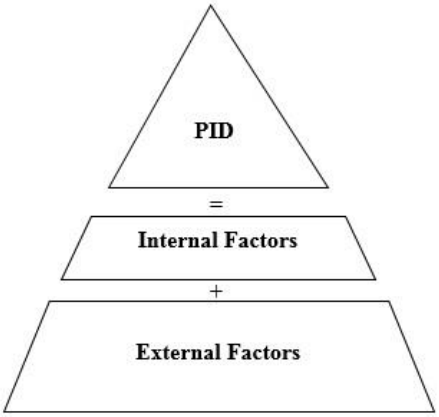


Figure 4.2: The experience spectrum

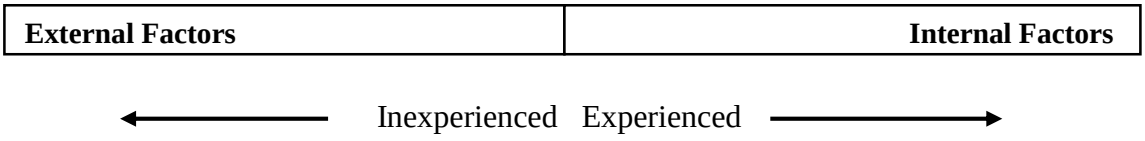
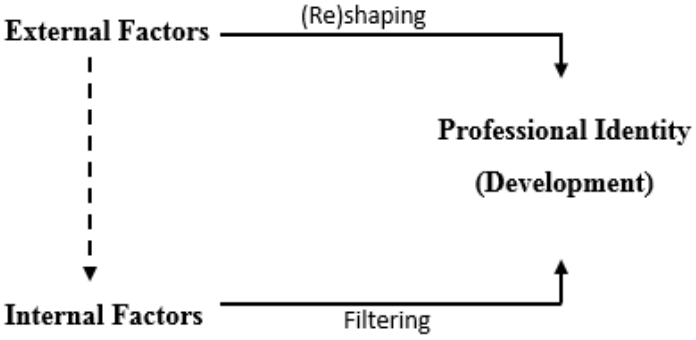


Figure 4.3: The roles of the factors



Upon looking at the Figures (4.1, 4.2 and 4.3) in the previous page, the conclusions below can be drawn from data results:

1. The external factors, which influence not only professional development, but also the internal factors to some extent, assume a greater role than internal factors.

2. External factors and internal factors directly influence professional identity of ACELTs, and external factors might also affect internal factors which again impose an indirect effect on professional identity of ACELTs.

3. External factors assume a (re)shaper role while internal factors assume filter or lens roles. In another metaphorical sense, external factors can be seen as the skeleton whereas the internal ones are flesh and blood.

4. External factors play an important role for inexperienced teachers while experienced teachers put more emphasis on internal factors. Placed on a spectrum, it is clear that inexperienced teachers will be closer to the external factors whereas experienced ones will be much closer to internal factors.

Finally, it can be concluded from the data especially from the external factors, that administration or the institution which ACELTs work for imposes a kind of "standardization" thanks to Teacher Development Unit through in-service teacher training. Due to this "standardization", ACELTs do not feel themselves different from other teachers who are ELT graduates. However, such standardization leads to having routines and creating a vicious circle for many teachers.

The results reveal the existence of a context-bound professional identity of ACELTs which is in search of professional development to break the routines created by the context and the enforcement of the administration.

4.2. Research Question 2: What are the roles assumed by ACELTs, and in what ways they negotiate their roles and identities?

The aim of the second research question was twofold. The first one was to explore and describe the roles that ACELTs assume whereas the second one was to investigate the ways they negotiate their roles and identities. The necessary data for the results of the second question were mainly collected through reflection journals, semi-structured interviews and focus group interview.

After analyzing the data, the emerging and the most salient themes regarding the roles that ACELTs assume were grouped under three categories which are *profession-driven roles (PDR), student-driven roles (SDR)* and *institution-driven roles (IDR).* In addition to these roles, four different ways were identified through which ACELTs negotiated their roles and identities. It was revealed that ACELTs negotiate their roles and identities through *mediating, adapting, surrendering* and *compromising.* The table below presents the categorization of roles and the ways through which ACELTs negotiate their identities and roles.

Table 4.2: The categorization of the themes for RQ#2

A. The Roles Assumed by ACELTs
I. Profession-driven roles
a. Lecturer
b. Organizer/manager
c. Observer/ monitor
d. Material developer
e. Participant
f. Assessor

II. Student-driven roles
a. Counselor
b. Family member
c. Material developer
d. Actor/actress
III. Institution-driven roles
a. Service deliverer/Law enforcer
b. Mediator/juggler
c. Coordinator
d. Teacher trainer
B. The Ways ACELTs Negotiate Roles and Identities
I. Mediating
II. Adapting
III. Surrendering
IV. Compromising

4.2.1. The Roles Assumed by ACELTs

The profession of teaching is not just limited to teaching students, evaluating their performances and grading exam papers. It goes beyond such a conventional perception about teaching and teachers because throughout their careers teachers assume various roles resulting from the nature of their job and depending on the requirements of their institution and the needs of their students as Toprak argued that "teachers have a lot of hats, before they get into the classroom they put one on their heads, sometimes they need to change it in the middle of the lesson, though" (SI 2).

Although the roles assumed by the teachers differ across the contexts and institutions, these roles are not haphazard, or they do not come out of blue, making it

possible to trace back the roles and why they emerge. Besides it, the roles assumed by the teachers are not permanent; that is, they do not stick on the teachers throughout their teaching careers. Some roles can be left behind while new ones are assumed, or some roles can be taken over time to time while some roles are there for good, which signals the dynamic aspects of roles. The fact that teachers assume new roles and leave behind some others influences their professional identity and how they perceive themselves as language teachers. Departing from this point of view, the following section aims to describe the roles that are assumed by ACELTs in the course of their teaching adventure.

The data collected from the reflection journals and interviews revealed that ACELTs assume different roles in different contexts due to different reasons. The most noticeable roles of ACELTs are presented below under three main themes according to the driving force that make those teachers assume such roles. The categories under which the roles are grouped are defined in this study as *profession-driven roles*, *institution-driven roles* and *student-driven roles.*

4.2.1.1. Profession-driven Roles

The first roles that ACELTs assume are classified as profession-driven roles which result from the nature of being a teacher. According to the participants, these are the roles they assume as a result of their profession, and it is hard to avoid them; that is, it is in the characteristics of their jobs. Therefore, the participants regard these roles as the basic and essential roles they (need to) assume. The data obtained from the participants revealed that ACELTs undertake six different roles due to their profession which are *lecturer, organizer/manager, observer/monitor, material developer, participant* and *assessor.*

All the participants think that they are lecturers whose main responsibility is to teach students English and the skills they need to survive in their departments. Based on this, it can be said that teachers as lecturer are concerned more with equipping students with the necessary linguistic knowledge and skills that they need in their departments. Even though all the participants stated that they assume this role quite often, they think that being a lecturer forces them to spoon-feed the students leaving no space for interaction among students, which places the teacher under the spotlight and makes the lesson teacher-centered. However, especially in the lower levels and in the preparatory classes, teachers feel the need to be lecturers, which is explained by Bircan as follows:

> I do not like being a lecturer, but that is what you are actually as a teacher in a beginner class. When students want to be spoon-fed or when you are out of creativity or finding genius ways of teaching, you simply become a lecturer, a traditional teacher (RJ 2 & SI 2).

Sometimes teachers think that being a lecturer is the best way to teach grammar as they are "the sources of knowledge who need to convey what they have" (Umut, RJ 2). Whether it is favored by ACELTs or not, it is obvious from the data that they all assume the lecturer role as a part of their job.

The second profession-driven role assumed by ACELTs is the role of being an organizer/manager. These two roles are presented together since the participants think that being an organizer and a manager as a teacher are intertwined. Participants argue that one of the main responsibilities of a teacher is organizing the activities, flow of the lessons, pairs and groups and managing the classroom and anything that happens in the classroom accordingly; therefore, they undertake these roles consecutively or simultaneously

depending on the needs of the lesson and the activities. Burçin clarifies this in the following way:

> As the teacher, first of all, you need to organize what you plan to do. Then, you need to implement it. Implementing requires management. You do not just manage the activities and things, but also the whole class and process of teaching (SI 2).

The participants believe that a successful lesson depends on how a teacher organizes and manages the things in a classroom because "without proper organization and management, what a teacher does cannot go beyond wasting time" (Toprak, RJ 2). Consequently, ACELTs identify themselves frequently as organizers and managers.

Moreover participants assume these roles, especially the organizer one, before they get into their classes. Ada stated that "I start organizing the lesson and activities before I go to the class. Without organizing what I need to do, I cannot succeed in what I want to do" (SI 2). This quotation indicates that ACELTs as language teachers assume the organizer/manager role as a part of their profession since they need to organize their lessons and activities before the classes start.

Beginning with lecturer, and then, continuing with organizer/manager, the third profession-driven role undertaken by the ACELTs is the role of observer/monitor. ACELTs believe that organizing and managing the activities and the classroom are not enough to have a successful lesson; therefore, they need to be accompanied by observing and monitoring. Participants think that a good language teacher is a good observer of the things happening in the classroom so that s/he can spot the problems and problematic

issues before they occur and act accordingly. However, according to the participants, observing is generally a passive action; therefore, it needs to be supported with monitoring through which teachers can evaluate the effectiveness of their lessons and see whether the students are doing what they are supposed to do. The quote below is explanatory:

> As a teacher, I am also an observer and a monitor. I need to observe my students so that I can learn about them and their needs better. Moreover, I need to monitor them, especially during the activities so that I can help them, get feedback from them and from the process (Güneş, SI 2).

Another aspect of observing that surfaced during the interviews is that ACELTs assume the observer role not only in their classrooms but also in their colleagues' classrooms. They asserted that they undertake this role often when they observe other teachers in their classrooms. By observing other teachers, they learn new things about teaching, they realize something different that can be done or they have a chance to confirm what they also do in their classrooms. Olcay reflects on the issue as follows:

> I am an observer, but I do not only observe my students, I observe also my colleagues, especially the experienced ones. I have learned many things from them just by observing, which improved me and my skills as a teacher (SI 2).

Another profession-driven role that ACELTs assume is the role of being material developer. The participants stated that as language teachers, they engage in material development activities quite often despite the fact that all the course and exam materials at SFL are provided by the institution, and the institution does not require the teachers to prepare any materials. However, most of the time, teachers feel the need to prepare, adapt

or replace the materials since they think that the materials are not well-prepared, not explanatory enough, or they lack communicative aspects of teaching. Another reason why teachers prepare materials is that they want to provide students with more exercises or practices. Kayra commented on this role as follows:

> Sometimes I do not like the material given by the school because it is boring for the students, or it does not have any communicative element in it. Therefore, I either adapt the material or completely change it. As a teacher, this is something you cannot avoid. Material development and adaptation are encoded in the genes of a teacher (SI 2).

Besides explaining why ACELTs at SFL undertake the material developer roles, the above quotation also emphasizes that teachers assume the material developer role naturally, as a part of their job. This can be clearly concluded from the last part of the quotation which implies that material development is inherent in the identities of teachers.

The fifth profession-driven role undertaken by the ACELTs is the role of participant. They stated they are not only teachers but also learners in- and outside the classroom. Especially, in the classroom, being a part of the activities in order to motivate students is important since "it makes the students feel that I am one of them as the participant, not the controller" (Ada, RJ 2) and to have an opportunity to monitor them more effectively. Besides motivating the students, ACELTs think that being a participant makes their lessons more student-centered as they stand back and leave the stage to their students. It is explained as "our students like to see us among themselves; therefore, while doing especially group works or communicative works, I try to be a part of it. This motivates them, and makes the teacher invisible." (Ada, SI 2). Another point related to

being a participant as a language teacher is that it enables teachers to model the activities for the students or to provide immediate guidance during the activities, which creates natural monitoring and feedback giving opportunities. Olcay clarified the reasons behind assuming such a role as follows:

> When you are the participant, you have the chance to model the activity or activities you are going to do in the classroom, especially when the activity consists of multiple stages. In this way, you can help the students and ease their understanding and implementing the instructions (SI 2).

The last profession-driven role that is assumed by the ACELTs is the role of being an assessor "which is one of the important roles we assume as language teachers" (Deniz, FGI). ACELTs things that assessing students is an inherent characteristic of their job because they believe that they assume this role every single day when they teach. They assess their students' performances, they give feedback, and then, they look at how their students perform, and they assess the new performance again and provide feedback. Therefore, the main role of the assessment for the ACELTs is to provide feedback and help students to do better. During the interviews, it was revealed that being an assessor is perceived as something positive as long as it is differentiated between the assessor and the tester. The participants view an assessor as someone who tries to help his/her students to do better and to improve themselves rather than someone who tests them to be able to see what they can and cannot do. The following excerpt is illustrative:

> As a teacher, I feel like I am also an assessor, a constant feedback provider on the performances of my students. I am not a tester, though, whose main aim is to find out what students can do and cannot do. (Devrim, FGI).

In addition to assessing students and giving feedback on their performances, it was found out that ACELTs also assume the assessor role for the materials prepared by the institution or their colleagues because "before using any kind of material, we assess it in terms of its content and appropriacy" (Toprak, SI 2). Therefore it can be concluded that the participants assume a dual role of assessor, which is explained as "we as language teachers do not just evaluate the performances of our students, we also assess and evaluate the materials we are going to use in the classroom" (Kayra, FGI).

To sum up, ACELTs assume six profession-driven roles which are lecturer, observer/monitor, organizer/manager, material developer, participant and assessor due to the nature and characteristics of their jobs. All of these roles seem to function as important contributors to their professional identity (development). Various types of these profession-driven roles influence the professional identity of ACELTs in different ways. For example, by assuming an observer or monitor role, they can have the chance to reflect back on the learning of their students, they can track their progress and take action accordingly. On the other hand, undertaking material developer roles, they add to their professional identity and feel confident in designing and applying materials, which increases their self-confidence.

4.2.1.2. Student-driven Roles

The second category of roles that ACELTs assume are classified as student-driven roles which emerge out of the needs and demands of the students. Teachers undertake these roles as a result of constant interaction and communication with their students. It was found out after the data analysis that there are four main student-driven roles which are *counsellor*, *family member, material developer* and *actor.*

The first role to be mentioned is the role of counselor. As Kayra states "sometimes students approach to a teacher with personal problems and seek for a solution" (SI 2), then teachers put aside their teacher identity, listen to their students and suggest some solutions like a counsellor. Despite the fact that some teachers do not like assuming such a role, it is hard to refrain from it since "if there is a student who is really in need, you know that before solving that issue, he will not be able to concentrate on the lesson" (Deniz, FGI). The reason why to assume counselor roles is pointed out as follows:

> Since the students are under so much pressure until they are enrolled into a university, they experience a release of energy and stress when they arrive to our classes. Thus, first of all, we need to cope up with this uncontrolled energy before passing to the teaching and learning stage (Toprak, RJ 2).

Moreover, Ada believes that the counselor role provides students with more interaction with their teachers which makes them relaxed and guided. Moreover, according to this participant, counseling, which requires personal contact with the teacher, is perceived as giving a real chance to student to feel supported because "students feel themselves more relaxed during one to one interaction sessions, and the teachers can focus only on the problems of that particular student" (SI 2).

The second student-driven role assumed by ACELT is the role of being a family member. Although this role is closely related to the counselling role, students' perception of the teacher is different from the previous one. In counselling role, the teacher is perceived as a person who can solve a problem and guide the student in the way of solving it more like an authority. In the family member role, teachers are regarded as someone

like a mother, father, sister or brother, for which the very basic motive of interaction is sharing something. Burçin illustrates the family member role as follows:

> Sometimes, our students break up with their boy or girlfriends, and they need someone they feel close to talk about it like a sister or brother. That is what you do then. You become a sister or brother and you listen to them without judging or offering any solution, which helps them relax (SI 2 & FGI).

The role of being a family member is student-driven because ACELTs actually do not want to assume it since they think being perceived as someone from the family might create problems in terms of the relationship between teachers and students. Although they try to avoid, they cannot escape from it because they think that students need it as Olcay stated "I never meant to assume such a role, but they are away from their families, and many of them need grown-up support of some sort. We provide that as well" (SI 2).

Another student-driven role is the role of material developer. This role was also categorized under profession-driven role; however, the driving force for preparing or developing materials in this case is the students. The participants stated that they find themselves preparing materials upon the request and demand from the students. Some students ask for more exercises or extra practices which forces teachers to prepare materials as Derya stated that "when they are not satisfied with the materials we give or when they need to practice more, they ask for more materials. If I do not have extras, then I need to prepare them" (SI 2).

The last student-driven role assumed by ACELTs is the role of actor/actress. The participants stated that although their job is teaching, students get bored easily due to being exposed to the lessons and being bombarded with the grammar topics, which leads them to seek for relaxation and having fun. Consequently, they expect their teachers to let them have fun through making jokes, opening songs, telling interesting things or showing videos. They want the teacher to entertain them. Deniz articulated that "our students want us to act which makes us actors from time to time" (FGI), which is supported by Toprak as "it is not like being a clown but creating a spirit like that in the classroom. They want you [the teacher] to entertain them" (SI 2). It can be concluded from the data, especially from the interviews, that sometimes students do not want to see the teacher in the classroom but someone else who overshadows the teacher and lets them have fun. Therefore, it becomes unavoidable for teachers to wear their poker faces and assume the actor/actress role.

To sum up, there are roles that ACELTs undertake resulting from the needs and demands of their students which are counselor, family member, material developer and actor/actress. As it can be understood from the data reported above, although they do not want to assume these roles all the time, they cannot avoid them since they think that they need to meet their students' needs and make them motivated.

4.2.1.3. Institution-driven Roles

The last group of roles undertaken by the ACELTs are categorized as institution-driven roles which derive from the requirements, policies, demands, orders and implementations of the institution. According to the data obtained from the interviews, among the three categories of roles, this group of roles seem to include the least favored

ones. The most four salient institution-driven roles are *service deliverer/law enforcer, mediator/juggler, coordinator,* and *teacher trainer.*

The participants stated that sometimes instead of feeling as a teacher they feel like they are service deliverers or law enforcers who are committed to convey what the institution wants to their students. The participants stated that the law enforcer role begins from the very beginning of the lessons when they take the attendance. They feel like, despite assuming many other roles, being a law enforcer and service deliverer are always a part of them. Deniz clarifies the issue and indicates the reason for feeling like that and assuming such a role as follows:

> We are kind of like law enforcers or service deliverers. I mean there is an exam for the students to take, and there are handouts to cover. My job is to do what is required. I deliver it, and students get the service which is already planned and non-negotiable (FGI).

The reason why teachers think in that way might be the result of not being involved in the decision making process as much as they aspire. There is a curriculum and plan to follow prepared by the institution on which teachers do not have any rights to change. Thus, they feel themselves like enforcing the laws prepared by a higher authority. Devrim criticized the situation as follows:

> Whatever you desire to be as the teacher, what roles you want to assume might be overshadowed by what the institution requires you to do. You can do what you want within the regulations and implementations of the institution (FGI).

The second institution-driven role assumed by the ACELTs is the role of mediator/juggler. This role results from the clash between what the institution and the students expect ACELTs to do. The way the institution wants ACELTs to do might not be the way preferred by the students, which necessitates the teacher to find the common ground which will please both sides. The reason for this issue is explained in the following way:

> There is always a gap between the realities and the expectations of the both sides. For example, the institution gives you a handout to cover which presents the topic in a boring way. As the teacher, you need to cover the handout, but in the way the students like. You need to bridge the gap and you need to keep the balance (Bircan, FGI).

The participants in the present study believe that, by taking the realities, needs and expectations into consideration, the institution might take this burden from the shoulders of the teachers since ACELTs stated that "being a juggler/mediator costs a lot of time, effort and energy. Just in order to find the balance, especially with the materials, we spend a lot of time and energy" (Kayra, FGI).

Yet another institution-driven role undertaken by the ACELTs is the coordinator role. It should be noted down not every participant in the study assumed this role; however, it was among the roles mentioned by some of the participants. Assuming a coordinator role is different from other roles with respect to the responsibilities it brings along with and being partially involved in some of the decision making mechanisms and processes. Participants who assumed such a role pointed out that the responsibility it brought with caused stress on them, while being involved in some of the decision making processes

made them feel empowered. Participants think that although you still do what the institution wants from you, this role can contribute to understanding how the system works better in the institution and developing their problem solving skills. Deniz commented on the issue as follows:

> Being a coordinator means having a lot of responsibilities. You are supposed to coordinate between the administration and the teachers besides dealing with the problems of the teachers. Besides these responsibilities, however, it gives you the chance to be an insider and understand the system better (SI 2).

The last institution-driven role that is assumed by the ACELTs is teacher trainer. As it was the case with the previous role, coordinator, this role was also not undertaken by all of the participants; however, it was among the institution-driven roles that some ACELTs assumed from time to time. It can be understood from the data that teachers at SFL who meet the requirements can be asked by the institution to take part in the TDU and act as a teacher trainer. Like the coordinator role, the teacher trainer role brings along its own responsibilities and challenges for the ACELTs. The participants stated that being a teacher trainer requires a great deal of time, energy, effort besides the need to be a good observer, researcher, listener and motivator. Therefore, a teacher trainer does assume many other roles in addition to their teacher trainer and teacher roles, which create stress and pressure on them as Devrim stated "when you are a teacher trainer, you are more than that, you assume many other roles together with getting used to be stressful" (SI 2).

To sum up, ACELTs assume four main institution-driven roles as language teachers which are being a service deliverer/law enforcer, a mediator/juggler, a coordinator and a teacher trainer. They assume these roles either by the indirect

implications of the institutional policies and implementations or upon the demand or request from the institution, which then becomes inescapable.

4.2.1.4. The Summary and Conclusion of the Roles Assumed by the ACELTs

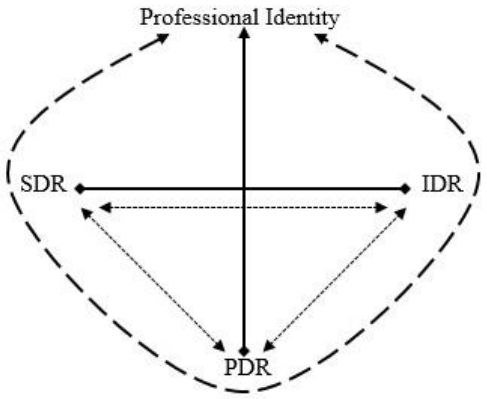
The data in the section above have presented three different categories of roles that ACELTs assume as language teachers at SFL which are profession-driven roles such as lecturer and assessor; student-driven roles such as counselor and actor; and institution-driven roles which include mediator and coordinator. It was also revealed that ACELTs undertake different roles at different times or two or three roles at the same time depending on the context and needs and demands of the students as well as the requirements and demands of the institution.

Participants asserted that they undertake or develop such various roles because of the context, needs and demands of the students, implementations of the institution, experience, student profile and institution profile. They assume these roles "because just being the classroom teacher doesn't work" (Derin, SI 2), so as to be able to address the needs and the requirements of different parties involved in the teaching and learning processes.

Participants agreed that the roles they assume are a part of their professional identities, and these roles affect their professional identities. Olcay noted down that "these roles certainly affect my professional identity, they enhance me as a teacher and I can teach better through assuming such roles" (RJ 2). Moreover, Devrim reflected on the issue through emphasizing the empowering aspects of roles because "the roles we assume make us more knowledgeable, prepared and equipped as a teacher. They improve us, and

contribute to our professional identity" (SI 2). Furthermore, the data revealed that roles do not only affect and become a part of the professional identity, but also influence each other. The figure below is illuminative:

Figure 4.4: The relationship between the roles and the professional identity



SDR: Student-driven roles **IDR:** Institution-driven roles **PDR:** Profession-driven roles

It can be concluded from the data and figure above that professional identity of ACELTs is a blend of three dimensions or different roles, that is, each category of roles has an influence on each other. In other words, they are in contact all the time. The interaction between and among these also plays a key role in (re)shaping the professional identity of ACELTs. These binary and triad interactions create a kind of professional identity which is dynamic, context-bound, interacting and multi-layered.

4.2.2. The Ways ACELTs Negotiate Their Roles and Identities

The data reported that ACELTs assume different roles depending on different factors such as context, student profile, the requirements of the institution and the needs of the students. Moreover, it was obvious from the data that those roles influence the

professional identity of the participants in the study. As the roles assumed by the participants are dynamic, multi-layered and interacting, they (might) challenge ACELTs, and create tensions. In order to eliminate such tensions, and negotiate their identities and roles, it was concluded from the interviews that ACELTs adopt four major ways or strategies which are *mediating, adapting, surrendering* and *compromising*

The first way through which ACELTs negotiate their identities and roles is mediating which refers to resolving the tensions created particularly by the institution-driven roles and student-driven roles. It was revealed that ACELTs try to reconcile the expectations of the students with the expectations and requirements of the institution through mediation so that both sides are satisfied because "without fulfilling the requirements of the institution and expectations of the students at the same time, what you do becomes futile" (Bircan, FGI). To illustrate, the participants expressed that when they need to cover a loaded grammar handout (requiring the service deliverer role together with the lecturer), they spare free or fun time for the students at the end of the lessons so that their students do not get stuck and bored with topic (requiring the actor role). Deniz further acknowledged that mediating is a must for a teacher because "if you strictly follow what the institution wants you to do, you might risk discouraging your students or losing them at all. Therefore, satisfying both camps is very important to do your job effectively" (SI 2).

Overall, the teachers in the study indicated that finding a common ground between the institutional requirements and the students' expectation is quite important to have a healthy learning and teaching environment. Consequently, ACELTs try to mediate

between the imposed roles from the institution and students so as to negotiate their identities and roles.

The second way that the participants embrace to negotiate their roles and identities is adapting. ACELTs do not start their jobs with pre-prepared roles. As it was explained in the sections above, the roles they undertake emerge out of experience and necessity, and not every single teacher assumes all of these roles. Therefore, when teachers need to assume a new role, they may react to it at first as Güneş stated "I might not be ready to assume these roles all the time, I might resist it at first and might need time to think about it" (SI 2). The excerpt below supports what Güneş stated as follows:

> When I first began teaching, I was not expecting to counsel students or to assume a family member role. I was concerned more with teaching. I was planning to be a lecturer, not a sister or brother. However, as time passed, and students started to demand more, I found myself counseling. I adapted to all these roles in time (Olcay, SI 2).

The participants agreed that from time to time they need to adapt to new roles even though they feel disturbed by these roles, yet they are aware of the fact that without assuming those roles and adapting to them, it is hard to survive as an effective teacher. Devrim expressed his/her thoughts as below:

> We need to adapt to new roles because that is what is expected from us as the teachers of this new generation. I need to admit that as I get older, I feel like that the gap between me and my students gets bigger. They expect me to entertain

> them, which I find strange, but this is the new reality and I do need to adapt myself to this new entertainer role (SI 2).

Another strategy adopted by ACELTs to negotiate their roles and identities is surrendering. It refers to giving up all your expectations, needs and wills as a teacher and complying with either the institution or students. The data disclosed that at times the participants abandon their own beliefs, desires and aims, and only fulfil what the institution requires, and meet what the students need or do what they want. ACELTs claimed that there are moments in which they think that they should not struggle any more or any longer because they feel that whatever they (want to) do will be in vain. Derya explained why s/he thinks so as follows:

> I try to do a lot, and I make a lot of effort as a teacher. However, what I take home with me sometimes is frustration and weariness. Then I question myself and ask would it worth? That makes me surrender and go with the flow (SI 2).

Some of the participants stated that they generally try to create contexts for the handouts and topics they are dealing with in the classroom. However, through the end of the semester or when the exams get closer, the students start questioning the necessity of creating contexts for the topics, and they start to view it as a waste of time because they believe that they need to do more mechanical exercises about the topics before the exam, which creates a tension for the teachers. Bircan commented on the issue as follows:

> Sometimes, I go to the classroom with a plan full of communicative activities, speaking exercises, but you realize that your students do not want to do these things. Your inductive way turns to a spoon-feeding way of teaching and a

mechanic exercise replaces your communicative exercise. You do not have any other option, but to surrender (SI 2).

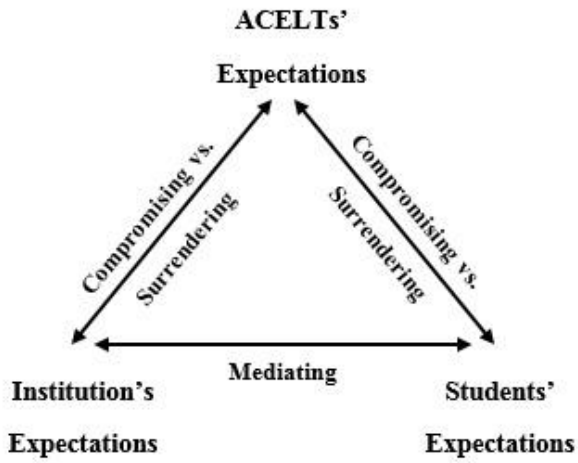
The last way that is adopted by ACELTs to negotiate their roles and identities is compromising, which is similar to mediating. However, while mediating occurs between the requirements of the institution and the expectations of the students, compromising arises when there is a tension either between the desires of the teachers and the students or between the expectations of the teachers and the requirements of the institution. ACELTs seek for compromising because they believe that this is the thing which will make both themselves, the institution and the students satisfied. Derin believes that "compromising is essential to make both parties satisfied, and it is very effective as long as it is mutual. One step from me, one step from them" (SI 2).

Although the participants think that compromising is important, and it should be mutual, they complained that mostly they cannot do it when it is time to compromise with the institution. On the other hand, they find it easier or even effortless to compromise with the students. Burçin expressed that "it is not easy to compromise with the institution, you seek for it, but you end up with sacrifice rather than compromise" (SI 2). Even though it is hard to compromise with the institution, the case is just the opposite with the students as "students are more eager and ready to compromise with the teachers. They promise not to play with their phones, you promise 10 minutes free time for them. Then, it is the deal" (Umut, SI 2).

Considering the ways through which ACELTs seek negotiation, it can be argued that adapting is different from the others, namely, mediating, surrendering and compromising since it is not negotiating tensions resulting from the interaction between

the expectations of ACELTs and other parties, rather it is more concerned with self-identity and role negotiation in case of facing with tensions resulting from their self-tensions. Considering this fact, the below figure is illustrative to understand the ways that ACELTs make use of to negotiate tensions arising owing to other parties, viz. the students and the institution.

Figure 4.5: Reasons of tensions and ways to negotiate



It can be understood from the figure above, when there is a tension between the expectation of the institution and the students, ACELTs try to resolve it through mediating. On the other hand, when tensions arise due to the mismatches between the expectations of the teacher and of the institution or between the expectations of the students and the teachers, ACELTs adopt either surrendering or compromising as a way of resolving the tensions.

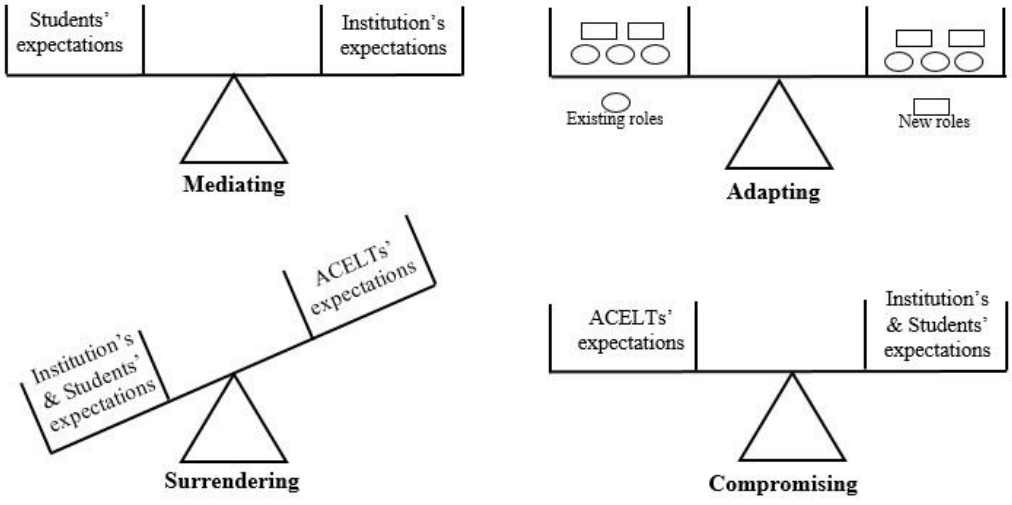
In sum, ACELTs try to negotiate their roles and identities through compromising despite the fact that it might be challenging and requires sacrifice. The participants do not refrain from sacrificing provided that the other party is also willing to do that. However,

they complain that seeking negotiation through compromising with the institution has the possibility of turning out to be negotiation through surrendering at the end.

4.2.2.1. The Summary and Conclusion of the Ways ACELTs Negotiate Their Roles and Identities

The above section of the study has presented the ways that ACELTs make use of to negotiate their identities in the light of the data obtained mainly from the interviews. The data in this section demonstrated that ACELTs adopt four main strategies to negotiate their identities which are mediating, adapting, surrendering and compromising. Each strategy has its own characteristics and parties; that is, a specific way of negotiation is preferred for different categories of roles. To illustrate, ACELTs adopt mediating for the tensions between their student driven roles and institution driven roles whereas compromising is preferred to negotiate their profession-driven roles either with institution-driven or student-driven roles. The figures below summarizes and illustrates the ways ACELTs negotiate their identities.

Figure 4.6: The ways ACELTs negotiate their identities



It can be concluded from the figure above that mediating refers to trying to resolve the tensions between the expectations of the students and the institution. Adapting, however, is rearranging the beliefs and roles of a teacher upon undergoing a tension or mismatch due to experiencing something new or realizing the ineffectiveness of a belief or role. Surrendering, moreover, occurs when the expectations and demands of the institution or students outweigh the expectations and wills of the teachers. Teacher leave theirs behind, and do what is required or expected from them to do. The reason why the ways are represented through weighing scales is to point out that the utmost goal of identity and role negotiation is to find the balance in terms of professional identity.

4.2.3. Summary and Conclusion of the Research Question 2

The purposes of the research question two were to explore and describe the roles that ACELTs assume and to investigate the ways they negotiate their roles and identities. The data revealed that there three main categories of roles that ACELTs undertake which are profession-driven roles (six roles), student-driven roles (four roles) and institution driven roles (four roles). It was revealed that these roles influence the professional identity of ACELTs. Because of the fact that participants assume various roles leads to tensions, it was revealed that ACELTs adopt four main strategies which are mediating, adapting, surrendering and compromising.to eliminate these tensions and negotiate their roles and identities.

4.3. Research Question 3: What is the relationship between the stated ideas of ACELTs and their actual practices in the classroom?

The previous sections of the results chapter presented the data about the factors that affect the professional identity (development) of ACELTs, the roles they assume and

the ways they negotiate their roles and identities aligned with the purposes of the first and second research questions. The aim of the third research question was to investigate the relationship between the stated ideas and actual practices of ACELTs as a part of their professional identity development since the belief systems of the teachers and how they enact their beliefs in their teachings affect their professional identity development as well. The data for the results of this question were collected through reflection journals, observations, semi-structured interviews and focus group interview.

Regarding the aim of the third research question, the present section of the study focuses on the stated beliefs and observed practices of ACELTs on skill teaching, providing feedback, classroom management, student-teacher interaction, medium of instruction and material development. After completing the data analysis, it was disclosed that there were some mismatches between the stated beliefs of ACELTs and their actual practices in the classroom depending on the data obtained from reflections and in-class observations. Revealing the mismatches required understanding the underlying reasons of these mismatches; thus, the data concerning the reasons behind the mismatches or divergences were gathered from the semi-structured interviews and focus group interview. The following sections are dedicated to describing the mismatches and the explanation given by the participants for these mismatches along with what happens when participants diverge from their beliefs and undergo tensions as a result of these divergences. The table in the next page summarizes the results of the third question.

Table 4.3: The categorization of the themes for RQ#3

Aspect	Stated Belief	Observed Practice	Explanation Given
Skill Teaching	Contextualized Inductive Student-centered Communicative	Deductive Teacher-centered	Student level Syllabus Assessment (lack of speaking test)
Feedback	Elicitation Recasting Peer correction L2 use Individual	Echoing Direct correction Repetition Teacher-directed Judicious L1 use Whole class	Time constraint False input Student level Unawareness
Classroom management	Building rapport Guide Flexibility	Distancing Lawmaker Law-enforcer	Student level Control concerns
Medium of instruction	L2	L2-L1 combination or L1-weighted	Student level Time constraint Creating rapport Raising awareness
Material development	Communicative Authentic Variety	Mechanic-weighted Institutional materials Limited resources	Student needs Exam Classroom size

4.3.1. Divergences on Skill Teaching

In the journals and interviews participants stated that they try to teach skills through creating contexts in an inductive and student-centered manner. The reason behind creating context was explained as “serving the communicative purpose of language

teaching and learning" (Derin, RJ 1) which is also highly recommended by the in-service training program of the institution, namely ICELT. The participants emphasized the importance of preparing communicative activities to teach skills instead of writing the grammar rules on the board in a traditional way of teaching because "the aim of language learning is communication. Therefore, we, as language teachers need to show it thorough the activities we do in the classroom" (Ada, RJ 1).

The participants expressed their teaching philosophies regarding the teaching skills by following the recent trends in language teaching such as conducting inductive lessons, making the lessons and activities student-centered and placing importance on communicative activities. However, it was revealed during the in-classroom observations that not all of the lessons were inductive or students centered. In one of the lessons, where the teacher was explaining relative clauses, s/he neither created a context for the topic nor provided any communicative activity. Rather it was writing the rules on the board and doing mechanic exercises. During most of the observed lessons, there were few cases where students were involved in communicative activities. Moreover, it was realized that speaking was ignored for many cases as a skill.

Some participants seemed to have some reactions about such divergences. "What we believe and what we want to do in the classroom are often overshadowed by what we are expected to do." (Toprak, SI 2) was one of the reactions when the participants were asked about these divergences from their teaching philosophies that occurred during their lessons. It was asserted by the participants that although they want to do communicative activities, the loaded syllabus is the first barrier before them along with the low level of student motivation and proficiency besides assessment concerns. ACELTs are highly

concerned with keeping up with the syllabus; consequently, they put aside preparing time-consuming communicative activities and focus on mechanic exercises. The data also revealed that since speaking is not tested in METU English Proficiency Exam, students do not view it as an important skill; therefore, they ask for more mechanic exercises than communicative activities, which forces ACELTs to diverge from their beliefs and teaching philosophies.

In sum, despite the desire for preparing and conducting student-centered, communicative, contextual and inductive lessons, ACELTs feel the need to diverge from their beliefs and end up with deductive and teacher-centered lessons due to loaded syllabus, low student level and assessment concerns as to the content. Another reason of divergences might be the time and effort needed to prepare and implement such communicative and student-centered lessons.

4.3.2. Divergences on Feedback

Feedback is an interesting area to study with ACELTs since the reflection journals and interviews disclosed that they are aware of the importance of it for students' learning and how to provide different kinds of corrective feedback; however, when it comes to name them, they cannot do it most of the time. The statements in the reflection journals and interviews clearly indicated that ACELTs favor and try to make use of elicitation, peer feedback and recasting to help their students improve themselves. The major motive behind adopting such corrective feedback types is "to enable students to correct their own mistakes and learn from them" (Ada, (SI 1). The participants, further, emphasized the importance of peer feedback because they think that it creates the opportunity for students to interact with and learn from each other. In addition, they

believe that feedback can be effective when it is provided individually and in the target language (L2). That is, ACELTs underlined the significance of one-to-one interaction with students during the feedback phase. One of the participants, Derya, acknowledged this by expressing that "the students in our classes portray a wide variety of profiles. This means that their needs also vary, so it is important to provide individual feedback" (SI 2).

ACELTs teaching in the modern languages program and ACELTs in the preparatory program teaching higher levels were observed to be more consistent with their beliefs, that is while giving feedback, they were trying to make use of elicitation and they were providing space for peer help or feedback. On the other hand, teachers who were teaching students with low level proficiency depended highly on L1, instead of L2, while giving feedback, and whole class feedback was frequently preferred over the individual one. Moreover, even though there was an emphasis on employing corrective feedback types such as peer correction and recasting in the journals and interviews, it was observed that the most frequently used feedback types were echoing, direct correction and repetition. Deniz feels the need to give teacher-directed feedback rather than peer correction because "low level students can provide false input to each other" (SI 1). The reason why ACELTs prefer whole class feedback is time constraint as "giving feedback individually in classroom of 25 students is really time-consuming." (Güneş, SI 1).

In conclusion, there are divergences on the beliefs and actual practices of ACELTs about giving feedback. It was revealed that the frequency of divergences in terms of providing feedback increases as the level of the students gets lower and vice versa. Among the major reasons given for the divergences are low student level, time constraint and the false input.

4.3.3. Divergences on Classroom Management

Mismatches between the beliefs of ACELTs and their actual classroom practices were also observed in terms classroom management. ACELTs think that building rapport with their students is essential to have smooth running lessons and motivate their students as "teachers do not want to go to a class in which there are clashes between them and students, which is demotivating for both sides." (Bircan, SI 1). The participants stated that establishing a friendlier atmosphere in the classroom is important, and it can be done through being flexible and assuming a guide role as the teacher. However, it surfaced during the interviews that ACELTs diverge from their beliefs about classroom management due to especially control concerns. Instead of being a guide, teachers become lawmakers who want their students to obey some rules in the classroom "because it is hard to manage a crowded classroom without setting some rules" (Derya, SI 1).

Participants stated that the main of classroom management should be creating a well-established teaching and learning environment for which building rapport is important. Nonetheless, some ACELTs end up with distancing rather than rapport due to the rules they set and their concerns about the fact that students may not have edge with their teachers. This concern is shared especially by young teachers who fear that the desire to create a good relationship with students culminate in behavioral and disciplinary problems since "sometimes, some of the students want to be too close to your or they start like acting like your friends. As a teacher, you should prevent it from happening" (Olcay, SI 1).

To sum up, ACELTs diverge from their beliefs about classroom management due to control concerns and some behavioral problems that may arise from the students'

behalf. Even though they want to assume a guide role, they end up being lawmakers and law enforcers owing to their concerns.

4.3.4. Divergences on Medium of Instruction

Participants in the study believe that the medium of instruction should be in L2 "since we are teaching at an English-medium university, the students must be exposed to target language as much as possible" (Burçin, RJ 1 & Devrim, FGI). Besides exposing students to target language during their preparatory classes, the teachers teaching in the modern languages program also stated that they need to teach in English because it is what is expected from them. However, during the in-class observations, it was recognized that teachers in both programs make use of L1 despite the frequency is quite low in the modern languages program and in the higher levels of preparatory program. It was observed that in addition to providing feedback in L1, some topics were also explained through using both L2 and L1, or sometimes the lessons were L1-weighted. The participants stated that using L1 becomes inevitable and explained the reason for it in the following way:

> Sometimes teaching a difficult grammar point in Turkish makes the job easier for both sides if there isn't any foreign students in the classroom, or giving the Turkish translation of words sometimes saves time. You know that they need it, they need Turkish; otherwise, they will look at you with blank eyes (Deniz, FGI).

The main reason for using L1 seems to be time-constraint and the level of the students. However, some participants argues that they use L1 to show that using or thinking in L1 is not useful for their language learning, to wit, they try to give students a dose of their own medicine. Bircan explains the issue in the following way:

> Students don't write in English; instead, they translate sentences from Turkish. It is obvious when you read from a writing handout. At that point, I feel the need to raise awareness about how translation does not work in writing or in language learning. There I use Turkish to give examples and to explain the problem (SI 2).

Another motive behind using L1 was to create rapport between the teachers and students and a good welcoming teaching/learning atmosphere in the classroom. ACELTs were observed to use Turkish to make jokes or have fun with the students. Ada drew attention to the fact that "the sense of humor is best captured in your mother tongue; therefore, using Turkish to make jokes at times becomes inevitable" (SI 2).

The last divergence observed regarding the medium of instruction was the fact that ACELTs were using their L1 as a signal or signpost to indicate transition or to draw attention. The most frequently observed signposts were "peki arkadaşlar (okay friends), işte (see), yani (that is) bu demek oluyor ki (it means) and şimdi (now)".

In short, it was realized from the observations and interviews that in spite of believing in and emphasizing the use of target language at maximum level in the classroom, ACELTs make use of L1 to teach a difficult topic or vocabulary and to raise awareness about the differences between the two languages. The explanation given for the divergences were student level, time constraints, signposting and creating rapport through joking.

4.3.5. Divergences on Material Development and Use

The last divergence was observed between the stated beliefs or ideas of ACELTs and their practices in terms of the materials used in the classroom. Teachers at SFL are

required to use materials such as textbooks, handouts and audio files. In addition to using these materials, they can also adapt or adopt new materials as well. The participants in the study stated in their reflection journals and during the interviews that the materials used for teaching language should be authentic, offer variety and serve the communicative aspect of language learning. Though there was an emphasis by the participants on using authentic materials, they were observed to use materials provided by the institution most of the time even without adapting them. There were extra materials prepared for the lessons which were offering a kind of variety, but far away from being communicative. Those extra materials generally included mechanic exercises which might also appear in the exams.

It can be concluded from the observations and interviews that ACELTs were using mostly institutional materials, which were not authentic at all, the content of the extra materials mechanic-weighted exercises leaving very little space for communicative activities. When they were questioned about it, participants stated that they needed to consider the most important reality of the preparatory program, the Proficiency Exam, which necessitated to provide students with mechanic exercises very often. Kayra explained this in the following way:

> We need to give our students mechanic exercises because that is what they need and what they want. As their level progresses, and as they get closer to the exam, they demand more of them. Moreover, it is hard to use communicative activities all the time. They require extra time and energy (SI 2).

Another point raised by the participants was not being able to offer as much variety as desired or expected. They think that in terms of materials and their contents,

variety is important to have an enjoyable and not boring lesson, however, “it is not easy to offer everyone what they want to see and have in the materials in a crowded classroom” (Toprak, SI 2). Therefore, crowded classrooms seem to be imposing restrictions on the material choice and use by the participants.

To summarize, ACELTs places a great importance on the effectiveness of the materials they would like to use in their classrooms. They think that the materials used to teach and learn English should be authentic and communicative. On the other hand, due to constraints imposed by the exam-orientedness of the students and the program, crowded classrooms and the needs of the students, the materials they actually use in their classrooms tend to be mechanic-weighted institutional materials usually lacking communicative elements.

4.3.6. Summary and Conclusions of the Research Question 3

The last question of this research study, namely RQ#3, focused on the relationship between the stated beliefs/ideas of ACELTs and their actual practices in the classroom in terms of five main aspects which are skill teaching, providing feedback, classroom management, medium of instruction and material use. The third question was interested in finding the relationship between the stated beliefs/ideas of ACELTs and their actual practices since teachers’ belief systems about teaching are a part of their professional identity and how they enact their beliefs in the classroom also influences their professional identities.

It is obvious that ACELTs make a lot of effort to create the best language teaching and learning environment based on their teaching philosophies and perspectives. However, the data obtained from the reflections, observations and interviews revealed that their stated beliefs/ideas of ACELTs and their actual practices are not always in tune with each other. In other words, there are cases where ACELTs diverge from their beliefs and act differently due to some constraints such as students' needs, time, exam, student level and limited resources. Such divergences seem to create tensions for teachers since they are required to renounce some of their beliefs and change their plans.

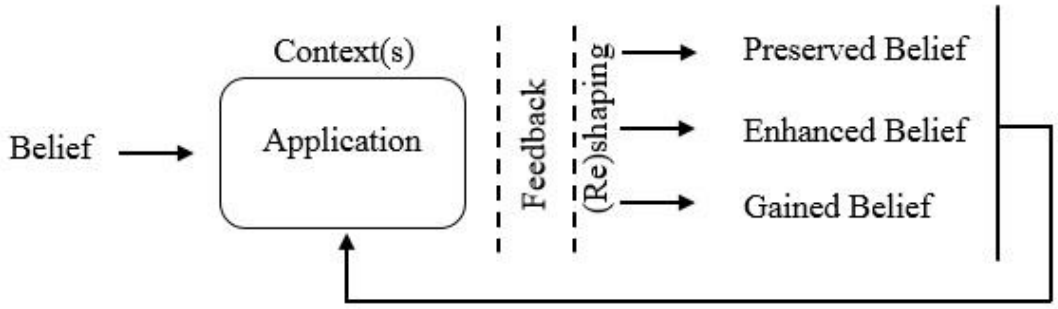
Another conclusion that can be drawn from the result of RQ#3 is that what ACELTs stated as their "core beliefs" in the reflection journals and interviews turned out to be their "peripheral beliefs" because they are quite open to be relinquished and changed. In other words, what seems to be the core beliefs of the participants are the ones they are doing in their classrooms because of the constraints mentioned above since the observed practices make up the majority of their practices not what they stated to believe.

Although there are mismatches between participants' stated beliefs and their observed practices, this does not mean that ACELTs have tension all the time. The tensions they have or they experience do not prevent them doing their profession and fulfilling the requirements of being a teacher. On the contrary, those tensions indicate that these teachers are capable of adapting themselves to different contexts and student profiles, which signals that they are aware of the fact that one single method or technique may not fit all. Departing from this point of view, it can be concluded *"the professional identity of those teachers is transformative and context-bound*".

This transformative and context-bound identity can be best explained as: "I believe in X; however, X might not work all the time. In that case, if Y works, I can make use of it. This does not mean that I am not open to Z. While X might be applicable in context A, Y might be in context B or in both contexts."

The Figure 4.7 in the next page is explanatory and illustrative with respect to how the belief system of ACELTs work.

Figure 4.7: The belief cycle of ACELTs



As summarized in the figure above that ACELTs hold some beliefs about teaching which they apply in different contexts. Upon applying a belief in a certain context, they get feedback on it, and this results in three possible outcomes.

(i). Preserved belief: This notion refers to the case where ACELTs do not change their beliefs and reapply them later in the same or different context(s).

(ii). Enhanced belief: This second notion represents the case where ACELTs keep his/her belief, but adds more on the same belief to apply it in a better way upon receiving feedback on a practiced belief.

(iii). Gained belief: This notion refers to the cases where teachers apply their beliefs and realize that they don't work in that context. Therefore, they abandon or change this belief, and adopt a new one.

4.4. Summary of the Results Chapter

This chapter of the study presented the finding of the data obtained from reflection journals, in-class observations, semi-structured interviews and focus group interview. The first section of the chapter concentrated on the results concerning the factors that affect the professional identity (development) of ACELTs. It was revealed that professional identity (development) of ACELTs are influenced by two groups of factors which are classified as *the external* and *the internal factors.* Under the external factors institutional, contextual, and educational factors along with professional events were found to be influential whereas internal factors included personality, motivation, teaching experience and intuition.

The focus of the second section was the roles assumed by ACELTs and the way they negotiated their identities and roles. It was revealed that ACELTs assume three different types of roles that are *profession-driven roles* (lecturer, organizer/manager, observer/monitor material developer, participant and assessor), *student-driven roles* (counselor, material developer, family member and actor) and *institution-driven roles* (service deliverer/law enforcer, mediator/juggler, coordinator and teacher trainer). The roles that ACELTs assume were also found out to be affecting their professional identity of them. As for the ways ACELTs negotiate their roles and identities, four main strategies were identified. These are mediating, adapting, surrendering and compromising. Adopting such strategies were regarded as essential by the ACELTs to overcome the tensions they

experience due to the clashes between (i) the expectations of the institution vs. the expectations of the students, (ii) the expectations of the institution vs. their expectations and (iii) the expectations of the students vs. their expectations.

The last section of the results chapter dealt with the relationship between the stated belief/ideas of ACELTs and their actual practices in the classroom. The data indicated that there are mismatches between the beliefs and practices of ACELTs in the aspects such as skill teaching, classroom management, medium of instruction, providing feedback and material development and use. However, it was revealed that these divergences were not obtrusive to the professional identity development of ACELTs; rather they were contributive in (re)shaping the beliefs and identities.

CHAPTER V

DISCUSSION and CONCLUSION

5.0. Presentation

This final chapter of the study will cover the discussion of the findings with references to literature review, pedagogical implications and limitations of the study along with the suggestions for further studies. The chapter ends with the conclusion section.

The present study investigated the professional identity development of alternatively certified English language teachers (ACELTs). More specifically, it aimed at describing and understanding the factors that influence the professional identity development of ACELTs. Another purpose of the study was to investigate the roles assumed by English language teachers and to describe the ways they negotiate their identities and roles. Lastly, the study aimed to explore the relationship between the stated beliefs/ ideas and actual practices of ACELTs. The discussion of the findings will proceed in alignment with the order of the research questions.

5.1. Discussion

The first significant finding of the study is the systematic, comprehensive and well-framed categorization of the factors that are influential in the professional identity

(development) of ACELTs. As the purpose of the first research question was to explore and describe the factors which affect the professional identity development of ACELTs, the study found out that there are two main categories, namely, external and internal factors, which play important roles in (re)shaping the professional identity of those teachers. The external factors include institutional, contextual and educational factors in addition to professional events and other factors whereas the internal factors are personality, motivation, teaching experience and intuition. Despite touching upon some factors, the previous studies conducted (on the professional identity (development) of English language teachers (e.g. Flores & Day, 2006; Goos, 2005; Johnson, 2009; Varghese, 2006; Varghese *et al*, 2005; Walkington, 2005) did not provide such systematic categorization of those factors. Instead, they mentioned some of the factors revealed in the present study independently. The findings of this study are aligned with the results of some studies such as Flores and Day (2006), Timoštšuk and Ugaste (2010) which included context as one of the main factors affecting the professional identity development of English language teachers. However, such studies did not tap into the details, and further categorization was not employed in these studies. Similar results were also obtained from other studies concerning the factors such as Lim (2011) which accentuates the importance of teaching experience and teacher's biography and Gur (2013) in which the focus on instructional, personal and social contexts. Even though there is a common emphasis on the context as a factor affecting the professional identity (development) in the results of the studies (e.g. Ahmadi, Samad & Noordin, 2013; Varghese, 2006), this study found out other important factors such as the importance of teacher training and mentoring programs. A similar finding was also reported in Abednia (2012) and Devos (2010). The present study revealed that ICELT, the in-service teacher training program, is one of the

most influential factors affecting the professional identity (development) of ACELTs in terms of theory formation and acquiring the practical aspects of language teaching. The participants highlighted the importance of ICELT because it familiarized them with the ELT concepts and terminology, and the everyday concepts of ACELTs turned to scientific concepts, which is also underlined by Johnson (2009). ICELT also contributed to professional identity development of ACELTs through the reflection opportunities it provided, which is supported by the findings of the studies conducted by Urzua & Vazquez (2008) and Walkington (2005). The participants agreed on the fact that those reflections enabled them to think about their practices and act accordingly. In sum, ICELT assumed a transformative and empowering role in the professional identity development of ACELTs because it provided them with the opportunity to close or at least narrow the gap between them and their colleagues who graduated from ELT departments. The findings pointed out that for the majority of the ACELTs, pedagogical formation or the certificate of teaching was not beneficial in closing this gap and it was not motivating for them. This was a finding that contrasted with what is claimed by Altınkurt, Yılmaz and Erol (2014). In addition to assuming a compensatory role the gap that was felt by the ACELTs, ICELT brought about a standardization for everyone in the institution so that nobody felt himself/herself "different" or "the other" since the practices and implementations in the institution were in line with the suggestions and principles of ICELT, which made ICELT the reference point not the educational backgrounds of the teachers at SFL. In addition to ICELT and such programs, it was also clear that ACELTs partially benefited from the induction held by the TDU; hence, organizing inductions programs might contribute their understanding of context they are going to work in.

This study was informed by Socio-Cultural Theory, and in alignment with the results of the studies conducted within this theoretical framework (e.g. Dam, 2006; Goos, 2005; Johnson, 2009; Lave & Wenger, 1991; Scotland, 2013), the findings of the present study indicated that community of practice is an essential key in the professional identity development of ACELTs. The participants clearly stated that the interaction and the communication between them and their colleagues influenced their professional identity positively. It is obvious from the findings that the participants tried to benefit from the knowledge and practices of their colleagues, especially from the experienced ones along with TDU members. The assistance provided by the teacher trainers and colleagues created the zone of proximal development in which participants developed their skills under the guidance of more experienced colleagues (Goos, 2005). The findings indicated that socialization played an important role in the professional identity development of ACELTs through which they constructed their identities socially (Dam, 2006). Moreover, the ambition and the desire of the colleagues to develop themselves professionally inspired and motivated ACELTs to pursue professional development opportunities such as attending workshops, conferences and doing MA and PhD degrees since "by participating in a community of professionals, a teacher is subject to the influences of this community on identity development" (Beauchamps & Thomas, 2009, p.180). This shows that ACELTs have the motivation to seek for professional development which contradicts with the results of the study conducted by Seferoğlu (2004) in which participants argued that the teachers coming from an alternative certificate program will lack commitment and motivation for teaching.

Finding of some previous studies showed that educational background (e.g. Gur, 2013) and personal histories (e.g. Varghese, 2006) of teachers are indispensable parts of professional identity development, yet these studies did not delve into factors that might lie behind or under such factors. This study, on the other hand, revealed that educational factors such as K-12 level, university education and MA/PhD are quite influential in the professional identity (development) of ACELTs. K-12 level education seems to affect how ACELTs perceive teaching and manage their classrooms. The seeds of their professional identity can be traced back to those years where they unintentionally gained insights about conducting a lesson and managing a classroom through observing their teachers or role models. Furthermore, their university years contributed to this insight. Therefore, it can be argued that when ACELTs started teaching, they had preconceptions about teaching and a repertoire to deploy and test during their practices which complies with Miller (2009). Completing an MA and/or a PhD degree helped participants to become more familiar with the ELT field, to learn and adopt ELT terminology along with keeping updated about the recent trends and changes in the field. It was found out that ACELTs could benefit from their university education in their teaching through using elements from their departments to enhance their teaching.

Another influential factor emerged from the findings is the institution where ACELTs work. It is clear that the requirements, implementations and regulations of the institution affected their professional identity (development). The workplace was seen both as facilitating and hindering in terms of the professional identity development, which was also previously reported by Flores and Day (2006) and Kang and Cheng (2014).

Lastly, different from the results of other studies, the present study reported that intuition surfaced as a factor influencing the professional identity development of ACELTs as they sometimes rely on their common sense to take decisions and implement them.

Even though the study was not a comparative one, the findings pointed out that novice teachers were more affected by the external factors whereas experienced teachers were closer to the internal factors which is congruent with what Johnson (2009) puts forward as "a person's activity is initially mediated by other people or cultural artifacts but later comes to be controlled by him/herself as he or she appropriates and reconstructs resources to regulate his or her own activities" (p. 18). Similar results were also obtained by Baştürkmen (2012). This finding hints that the identity in novice ACELTs and experienced ACELTs are different from each other, which is similar to what Rus *et al.* (2013) argued about pre-service and in-service teachers.

In sum, the findings revealed that both external factors and internal factors affect the professional identity (development) ACELTs. It can be interpreted from the results that the external factors assume (re)shaping roles while internal factors act more as filters in the process, which might signal that external factors are more influential in shaping the characteristics of their practices while internal factors take effect in (re)forming their belief systems. Moreover, it was revealed that ACELTs learn to teach through social interaction with their colleagues, TDU members and students within the specific context defined and framed by the administration. Although their professional identities are formed by multiple factors, administration and ICELT are the most influential ones among the others.

The second significant finding of the present study is the systematic categorization of the roles assumed by ACELTs and the ways they negotiate their identities and roles. In coherence with the second purpose of the study which was to investigate the roles assumed by English language teachers and to describe the ways they negotiate their identities and roles, it was revealed that ACELTs assume three different types of roles which are profession-driven, student-driven and institution driven roles as Duff and Uchida (1997) claims that teachers represent various social and cultural roles. Another systematic approach to teacher roles was adopted by Farrell (2010); however, the aspects mentioned in this study are more comprehensive, and they depict more roles concerning ACELTs and language teachers. The profession-driven roles described in the study such as lecturer, assessor and observer/monitor are similar to the ones proposed by Harmer (2007). The student-driven roles such as family member and counselor, might be related to the Zimmerman's identity categorization (1998) in which identities are defined as discourse identity, situated identity and transportable identity. The fact that many ACELTs in the study try to make use of their background knowledge in their teaching, it can be claimed that ACELTs try to get help from their background experiences through identity transportation.

Moreover, the study results showed that institution is also quite influential in determining and defining the roles that ACELTs undertake. These institution-driven roles which are law enforcer/service deliverer, juggler/mediator, teacher trainer and coordinator were found to be effective on the professional identity of ACELTs imposing extra responsibilities and creating tensions on their behalf.

The context and the needs and demand of the institution and students together with the experience were main driving forces for ACELTs to assume such various roles. Despite the complexities and tensions these roles created, ACELTs underlined the importance of assuming these roles because they believe that these roles enhances them and their practices as language teachers.

The present study, furthermore, contributed to language teaching field by describing the ways ACELTs negotiate their identities and roles. Four main ways of identity and role negotiation were identified which are adapting, surrendering, mediating and compromising. Adapting is similar to what Soreide (2007) and Vahasantanen and Etalapelto (2009) described as exercising a new belief or practice and positioning oneself according to the outcome. This negotiation strategy is also in line with the results of Levitt (2001) who argues that practicing a new behavior can turn into a habit in time. Surrendering was another strategy to negotiate identity in which teachers put their beliefs and expectations at the backseat to serve the expectations of the institutions and students which is also mentioned by Sato and Kleinsasser (2004). Phipps and Borg (2009) asserted that expectations of students exert more power on the practices of teachers. This finding can be related to the reason why ACELTs adopt surrendering as a means of negotiating their identities. Mediating or compromising were not observed in the previous studies as a way identity negotiation although it was revealed that ACELTs make use of them very frequently, especially the former one. It is clear from the results that ACELTs try to negotiate their identities and roles and the tensions arising from the mismatches to find balance in their work life and create harmonious working environments for themselves.

In sum, it was found out the roles ACELTs assume have an influence on their professional identity (development), and they cannot be considered separate from the context in which ACELTs work since the student-driven and institution-driven roles are directly linked to the contextual factors. From this point of view, it can be concluded that ACELTs might assume different student-driven and institution-driven roles in different workplaces with different student profiles whereas profession-driven roles would remain similar or the same. However, it cannot be denied that the changes in the ingredients of the roles will not change the fact they will influence the professional identity of ACELTS. As a final comment on the identity negotiation, ACELTs find it hard to negotiate their identities through compromising with the administration or institution since it was revealed that ACELTs try to do different things on their own; however, there is always the concern and the fear of being the other, which leads to surrendering way of negotiating their roles and identities for most of the time.

The last finding of the study was that ACELTs deviated from their own beliefs about teaching in terms of skill teaching, classroom management, providing feedback and medium of instruction, some of which coincide with the results of the studies carried out by Farrel and Bennis (2013), Orafi and Borg (2009), Osam and Balbay (2004), Phipps and Borg (2009 and Sato and Kleinsasser (2004). It was revealed that teachers diverge from their beliefs about skill teaching due to student level, syllabus and the mismatch between the syllabus and assessment which is consistent with Phipps and Borg (2009) in which student expectations and assessment were also stated. It was obvious that one of the main reasons of the divergences was the mismatch between the communicative principles of ICELT serving as the basis of the teaching philosophy in the institution which was also

mentioned by Levitt (2001) and Phipps and Borg (2009). It was also revealed that ACELTs diverged from their beliefs about classroom management due to student level and control concerns since they were worried about the disciplinary problems which is similar to Osam and Balbay (2004) in which experienced teachers were more concerned with discipline problems.

In addition to the aspects researched by the above and previous studies, this study investigated the divergences and mismatches between the beliefs ACELTs and their practices in terms of material development, medium of instruction and feedback provision. As to material development and use, teachers did not comply with their communicative beliefs about the nature of the materials and employed mostly mechanic exercises due to exam-orientedness, students' needs and classroom sizes. Time constraint, student level, creating rapport and raising awareness were among the reasons why ACELTs made use of L1 instead of L2. This shows that they diverged from their beliefs because they aimed to serve the needs of their students in a better way. Moreover, these findings indicate that L1 is not a barrier all the time during learning or teaching a foreign language and it might contribute to the process as well. Another important finding about the divergences was providing feedback. The results showed that ACELTs were aware of the benefits of peer feedback, elicitation, recasting as corrective feedback types; however, they mostly employed teacher-directed techniques such as direct correction and echoing owing to student level, time constraint and the fear that peers might provide each other with false input.

It can be concluded that the ACELTs, different from ELT graduates, have their own belief systems, interpretations and preconceptions about teaching (in line with

Pajares, 1992; Richards, 1996). On the other hand, it was revealed that they do not deviate from their own beliefs due to multiple reasons to serve especially the needs of their students and requirement of the institution and the curriculum. Moreover, the implicit exam-oriented system also seems to exert power in terms of putting their beliefs into practices or not.

The findings indicate the stated beliefs and ideas of ACELTs turned out to be their peripheral beliefs as they are theoretically embraced despite purporting to be core beliefs which is in alignment with the results of Phipps and Borg (2009) since they do not generally reflect these beliefs in their actual practices.

In sum, the stated beliefs/ideas of ACELTs and their actual practices are not always in tune with each other, which created divergences and tensions. However, these divergences and tensions also contribute to teacher professional identity (development) as they find new ways to practice their beliefs or practice different things. The findings indicate that these teachers are capable of adapting themselves to new beliefs, practices and contexts because such divergences make them more flexible and embracing. Finally, it was revealed that teachers practice their beliefs in three forms, which are preserved beliefs (the ones applicable in a context), enhanced beliefs (the improved ones and still applicable a context) and gained beliefs (the ones adopted by abandoning an inapplicable one a context), which signals the transformative and interacting roles of beliefs.

5.2. The Professional Identity of ACELTs

Considering the whole data obtained from the reflection journals, observations and interviews, the findings of the present study indicated that the professional identity of ACELTs can be best described as a form of professional identity which is “context-bound

and transformative" (in congruence with Varghese *et al.*, 2005), relational and negotiated (confirmed by Miller, 2009), multilayered (similar to Duff & Uchida, 1997), socially-built" (also asserted by Sing & Richards, 2006) and critical and reflective (in alignment with Walkington, 2005). Such characteristics of their professional identities indicate that professional identity development of ACELTs is "ongoing and dynamic".

Moving from the title of the study "being another or the other", moreover, it was found out that despite having different backgrounds and needs, ACELTs do not view themselves as separate identities from ELT graduate teachers. Therefore, it can be claimed that they do not feel like "the other" in the ELT field and in the context they work since they are able to survive in their institution along with their colleagues.

5.3. Significance of the Study

The present study is significant in terms of its contributions to English language teaching field because it was concerned with understanding the professional identity development of ACELTs, which makes it unique with respect to its focus since, to the researcher's knowledge, very few, if any, studies were conducted in Turkish university context on the identity development of alternatively certified language teachers; hence, this study aims to fill this gap in the literature. Moreover, the findings of the study has some pedagogical implications and suggestions for the local research contexts and similar institutions.

5.4. Implications and Suggestions of the Study

The present study casted light upon the professional identity development of alternatively certified English language teachers and it has some pedagogical implications along with some suggestions for the local research context.

First of all, it is obvious from the results that alternative teaching certificate programs or pedagogical formation must be restructured, and a new more practical curriculum should be adopted as ACELTs criticized the structure of the programs and the way they are implemented. It was clear from what participants articulated that different universities offer PDFs in different ways with different curriculums which calls for the need for a standardization process.

Secondly, the courses offered within the framework of alternative certificate programs for English language teachers should be conducted in English since some ACELTs stated that they were trained in Turkish, which made it harder for them to acquire the ELT terminology and concepts in English.

As the study revealed that the context has a key role in professional identity (development), it is important to organize structured and systematic induction programs to acculturate newly-employed ACELTs.

Since some ACELTs, especially the novice teachers, lack some theoretical and practical aspects of language teaching, providing INSET opportunities in coherent with the needs and principles of the institutional curriculum might help ACELTs remediate the gap and facilitate their adaptation process to the working environment and the conditions. In addition to INSET opportunities, organizing focused mini-seminars and mini-workshops for ACELTs might help them compensate for such gap and provide a chance for them to voice themselves.

Finally, a reflective feedback system can be integrated into such programs so that ACELTs can inform the program coordinators or managers about their concerns, needs

and thoughts on the program which can lead to improvement in the organization and implementation of such programs and courses.

Apart from general pedagogical implications the following suggestions can be made for the local research context and institution.

First of all, ACELTs points out the need for a more structured, hands-on and informative induction programs especially for such teacher profile since at the very beginning after the ınduction program, they felt insecure about some technical issues regarding the principles, functioning and flow the programs in the institution.

ACELTs reported that they benefitted from ICELT, as it was very effective in terms of their professional identity development. However, they also wanted the institution to think of offering other well-structured INSET opportunities as well since after a while they want to build more on their knowledge and experiences.

Workshops held by the institution were influential for ACELTs; however, the accentuated the need for having a more systematic approach to conduct workshops. Since the workshops are in-house and are organized by their colleagues, SFL might vary the content of the workshops, by inviting other people in the filed from other institutions as well. Moreover, focused mini-workshop for ACELTs can be held by the TDU to enhance their awareness and knowledge about ELT terminology, approaches and methods along with practical elements for their teaching.

ACELTs stated that they would like to seek for further professional development opportunities such as attending conferences, workshops or seminars held in other

institutions and doing MA/PhD. Therefore, the institution would be more motivating and helpful while organizing the teaching hours of these teachers.

Finally, including ACELTs more in the decision-making process and providing more flexibility and autonomy would increase their motivation and make feel as a real part of the institution.

5.5. Limitations of the Study

Despite its significance in terms of understanding the professional identity development of ACELTs, contributions to the English language teaching field and pedagogical implications it offers, the present study has some limitations.

First of all, as the scope of the study is to understand the professional identity development of ACELTs, the study was conducted with only 12 ACELTs working in the School of Foreign Languages at METU NCC. Therefore, finding obtained from the participants cannot be generalized to other ACELTs or ELT graduate teachers who work in the same institution. Moreover, because the present study was conducted with the participants working in a specific context, it is hard to generalize the findings of the study since if replicated with the same participant profile in a different context or working environment, it would lead to obtaining different results.

The data were collected within a teaching semester at METU NCC SFL, which might impose limitations to the results of the study because different or more enhanced results might have been obtained had it been conducted in a longer period of time.

Finally, since the current research is a qualitative study, this might raise concerns about researcher bias. In order to eliminate researcher bias and subjectivity, multiple data

collection tools (data triangulation) and member checking were employed. Moreover, the results were confirmed by two interraters. Despite such precautions, there is still the possibility that the findings of the present study can be interpreted differently by another researcher.

5.6. Recommendations for Future Studies

The present study explored the professional identity development of alternatively certified English language teachers in a Turkish university context within a single academic semester. Therefore, conducting longitudinal studies might enable researcher to have a broader picture of the professional identity development ACELTs.

In addition, carrying out comparative studies between novice and experienced ACELTs in the same contexts might provide deeper insights into their professional identity (development).

Similarly, a comparative study between the in-service ELT graduate teachers and ACELTS would help researchers to gain insights into the similarities and differences between the professional identity (development) of both groups and inform policy makers and gate keepers about their needs.

Finally, for the present study, the data were collected through reflection journals, observations and interviews; therefore, employing other data collection tools such as questionnaires, diaries or think-aloud protocols might lead to obtaining invaluable data about the professional identity development of ACELTs.

5.7. Conclusion

The present study aimed to provide insights into the professional identity development alternatively certified English language teachers (ACELTs). More specifically, it was concerned with exploring, describing and understanding the factors which affect the professional identity development of ACELTs, investigating the roles assumed by English language teachers with alternative teaching certificates, and exploring the ways they negotiate their identities and roles. Moreover, the present study intended to investigate the relationship between the stated ideas and actual practices of ACELTs as a part of their professional identity development.

The results showed that there are external (e.g. institutional, contextual and educational) and internal (e.g. personality, motivation and teaching experience) factors that influence the professional identity (development) of ACELTs. It was revealed that external factors assume (re)shaping roles with regard to classroom management, theory learning and creation, teaching styles and approaches and socialization while the internal factors act as filters and are effective in building teaching philosophy, belief systems and teaching styles.

Secondly, the findings indicated that ACELTs assume various roles which are basically profession-driven (e.g. lecturer, material developer and assessor), student-driven (e.g. counselor and family member) and institution-driven roles (e.g. service deliverer, coordinator and teacher trainer). The professional identity of these teachers turned out to be a combination of these roles. Moreover, the result indicated that ACELTs negotiated their roles and identities through four main ways which are adapting new roles and beliefs, mediating between the expectations of the students and the institution, surrendering to

meet the expatiations of the students and the institution and compromising between their expectations and students' or institution's expectations.

Finally, it was found out that the beliefs and ideas of the ACELTs are not always in tune with their actual practices and there some mismatches between them. Therefore, divergences were identified in terms of classroom management, skill teaching, feedback provision, medium of instruction and material development and use. Such divergences were not perceived as a hindrance. Rather, they were regarded as contributive factors to their professional identity development.

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APPENDICES

Appendix A

BIO DATA COLLECTION TOOL

"The Professional Identity Development of Alternatively Certified English Language Teachers (ACELTs)"

Dear Colleague,

This data collection tool aims at collecting participants' biographical data. No information gained through this tool will be shared with other parties or participants, nor will be used in any way that reveals any of the participants' identity. Thank you for your participation.

Name: …… Surname: …….. **Age: …… Gender: ……** **Date: ……**
The department you graduated from: **BA: ……..** **MA (if possible): ……..** **PhD (if possible): ……**
Any degree(s) or certificate attained in ELT: **1) .....** 2) **.....**
Experience in teaching English: …..... years …… months **Experience at SFL :……..…years ……months**

For further information, please do not hesitate to contact me from the following email:

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Mehmet Durmaz, METU NCC English Language Teaching Program MA Student

Appendix B

INFORMED CONSENT FORM

The aim of the study is to provide insights into the professional identity development of English language teachers coming from alternative teacher certificate programs in the Turkish university context with regards to contributing factors. It also explores what roles these teachers assume, how they negotiate their identities, and the mismatches between their perception of their own identities (stated beliefs) and their practices in teaching. The data collection requires writing reflection journals, being observed in the classroom setting and interviews.

Participation in the study is voluntary. Participant involvement is strictly confidential, and no information will be used in any way that reveals any of the participants' identity. Therefore, the names of the participants will be changed to ensure confidentiality and anonymity. Data collection procedure does not contain any practice or question which may cause discomfort in participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the research (i.e. data collector) that you do not want to participate in the study.

After all the data collection procedure is completed, participants' questions regarding the study will be answered in detail. Thank you in advance for your participation and contribution to this research. Should you have any concerns or questions, please do not hesitate to contact research supervisor Assist. Prof. Dr. Nur Yiğitoğlu, Dept. of Teaching English as a Foreign Language, METU NCC (Room: SZ-46; Tel: +90 392 661 2956; E-mail: nyigit@metu.edu.tr) or researcher / instructor Mehmet Durmaz, School of Foreign Languages, METU NCC (Room: P-122, Tel: +90 392, 661 2823; E-mail: medu@metu.edu.tr).

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes.

Name of Participant: **Signature:**

E-mail Address: **Date:**

Appendix C

Reflection Journal I

for

"The Professional Identity Development of Alternatively Certified English Language Teachers"

Dear Colleague,

This data collection tool aims at collecting information about participants' professional background, their teaching journey and their views on teaching. No information gained through this tool will be shared with other parties or participants, nor will be used in any way that reveals any of the participants' identity. Thank you for your participation.

Dear Colleague,

You are expected to write a reflection paper taking the questions below into consideration. While writing your journal, please try to provide answers to as many questions as possible.

(Example) Reflection Questions

1. How did you decide to become a teacher?
2. Is there any reason why you chose this as a career?
3. Since the beginning of your teaching career, have you done anything to adjust yourself to teaching in terms of training and professional development? If yes, how?
4. What do you think are some possible factors that affect your professional identity?
5. As a graduate of a department other than ELT (literature, linguistics, translation etc.), do you make use of your background in your teaching? If yes, in what ways?
6. Are there any advantages or disadvantages of being a graduate of a different department?
7. What roles do you assume as a language teacher (in or out of the classroom)?
8. Do you think that this/these (different) role/s affect your professional identity? If yes, in what ways?

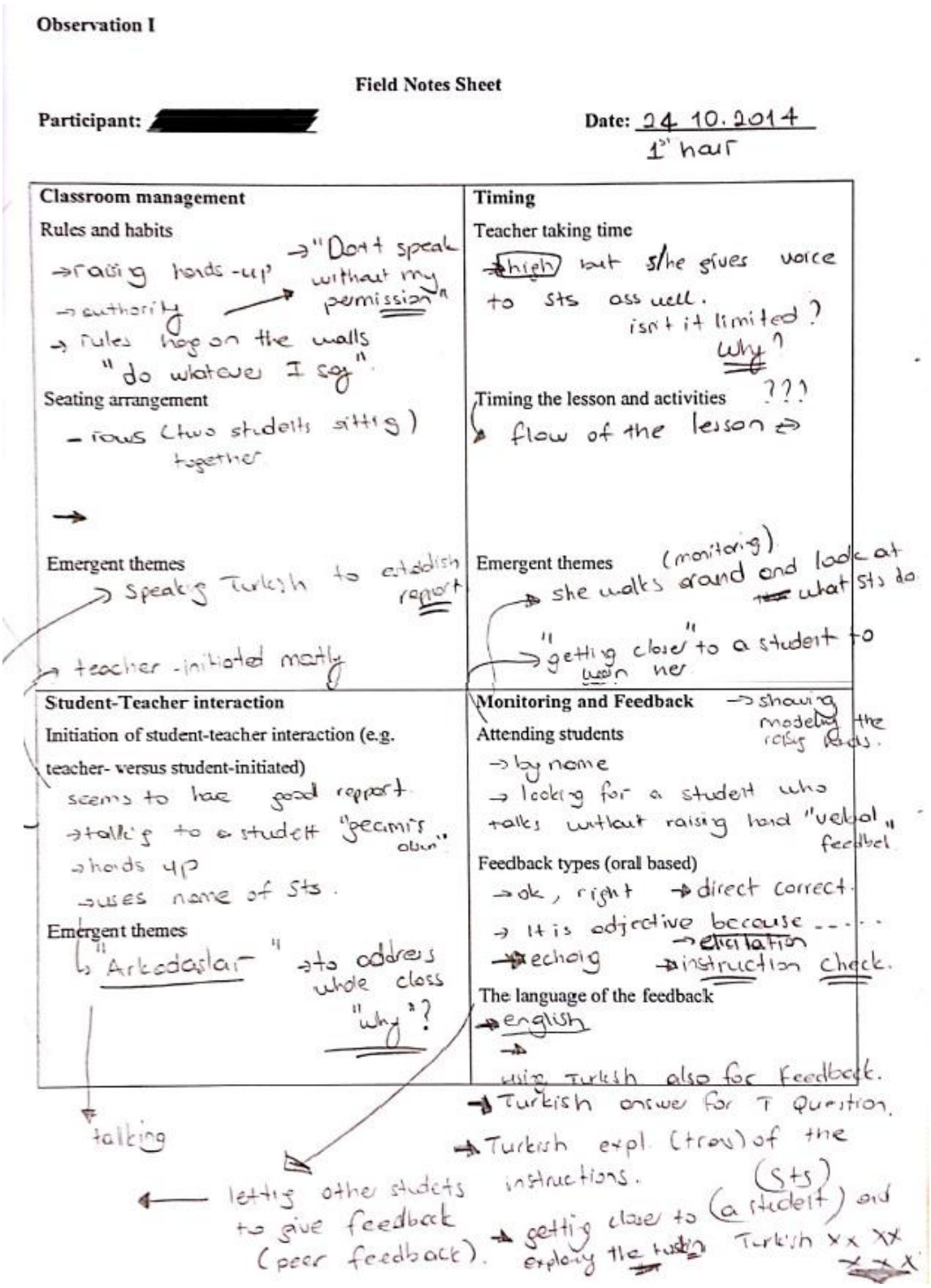
Appendix D

Field Notes Sheet I

Participant: _____ **Date: _____**

Classroom management Rules and habits Seating arrangement Emergent themes	**Timing** Teacher talking time Time frame of the lesson and activities Emergent themes
Student-Teacher interaction Initiation of student-teacher interaction (e.g. teacher- versus student-initiated) Emergent themes	**Monitoring and Feedback** Attending students Feedback types (oral based) The language of the feedback

Appendix D (continued)



Observation I

Field Notes Sheet

Participant: [redacted] **Date:** 24.10.2014 1st hour

Classroom management

Rules and habits

→ raising hands -up'
→ authority
→ rules hoge on the walls
"do whatever I say".
→ "Don't speak without my permission"

Seating arrangement

- rows (two students sitting together)

→

Emergent themes

→ Speaking Turkish to establish rapport

→ teacher-initiated mostly

Timing

Teacher taking time

→ high but s/he gives voice to sts ass well.
isn't it limited?
Why?

Timing the lesson and activities ???

→ flow of the lesson ⇒

Emergent themes (monitoring)

→ she walks around and look at what sts do

→ "getting close" to a student to learn her

Student-Teacher interaction

Initiation of student-teacher interaction (e.g. teacher- versus student-initiated)

seems to have good rapport
→ talking to a student "geçmiş olsun"
→ hands up
→ uses name of sts.

Emergent themes

→ "Arkadaşlar" → to address whole class
"why"?

Monitoring and Feedback → showing modeling the raising hands.

Attending students

→ by name
→ looking for a student who talks without raising hand "verbal" feedbel

Feedback types (oral based)

→ ok, right → direct correct.
→ It is objective because ..... → elicitation
→ echoing → instruction check.

The language of the feedback

→ english
→
using Turkish also for feedback.
→ Turkish answer for T Question.
→ Turkish expl. (trans) of the instructions.
→ getting close to (a student (sts)) and explain the task in Turkish xx xx x x x

talking

← letting othe students to give feedback (peer feedback).

Appendix E

Sample Interviews Questions

Interview I

Short Briefing before the Interview

First of all, thank you for participating in the research and allocating time for the interview. Before we start, do you have any questions regarding the research or the topic? I wonder whether I need to explain any terminology to you.

(A small explanation about professional identity)

The interview will be about the first reflection you wrote and the observation I made in your classroom. There will be around eleven questions, and if a question is not clear please feel free to ask anything you want for further explanation.

1. In your reflection, you stated that becoming a language teacher was not your intention, but at the end you found yourself teaching English. You also noted that your primary school and high school teachers are your role models. Therefore, I would like to ask in what ways they influenced you and your teaching.
   Are there any moments in which you think that you are imitating them in or before the classroom?
2. In your reflection, you stated that this is your fifth year in teaching, and you taught at two different institutions. Do you think that those institutions affected your professional identity? If yes, in what ways?
3. You attended different professional identity development activities such as ICELT, Language Teaching Certificate and your internship. How do you think they affected your professional identity?
4. You completed Your MA in ELT. Can you elaborate on the reasons/rationale behind your choice of a degree in ELT?
5. In what ways do you think doing MA has influenced your professional identity?
6. What are some possible factors that might affect your professional identity?

Appendix F

TEZ FOTOKOPİSİ İZİN FORMU

PROGRAM

SEES ☐

PSIR ☐

ELT ☐

YAZARIN

Soyadı: DURMAZ

Adı: Mehmet

Bölümü: İngilizce Öğretmenliği

TEZİN ADI (İngilizce**):** Being Another or the Other: The Professional Identity Development of Alternatively Certified English Language Teachers

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: