THE EFFECT OF INTERNATIONAL TEACHING PRACTICUM ON PRE-SERVICE ENGLISH TEACHERS' INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) AND TEACHER IDENTITY (TI)

Melisa İNCE

JUNE 2020

THE EFFECT OF INTERNATIONAL TEACHING PRACTICUM ON PRE-SERVICE ENGLISH TEACHERS' INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) AND TEACHER IDENTITY (TI)

A THESIS SUBMITTED TO THE
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
OF
BAHÇEŞEHİR UNIVERSITY

BY

MELİSA İNCE

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JUNE 2020

Approval of the Graduate School of Educational Sciences

_____

Assoc. Prof. Enisa MEDE

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Assist. Prof. Mustafa POLAT

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

_____

Assoc. Prof. Enisa MEDE

Supervisor

Examining Committee Members

Assoc. Prof. Enisa MEDE (BAU, ELT) _____

Assist. Prof. Yeşim KEŞLİ DOLLAR (BAU, ELT) _____

Assist. Prof. Aynur KESEN MUTLU (İMU, ELT) _____

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

Name, Last Name : Melisa İNCE

Signature :

ABSTRACT

THE EFFECT OF INTERNATIONAL TEACHING PRACTICUM ON PRE-SERVICE ENGLISH TEACHERS' INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) AND TEACHER IDENTITY (TI)

İnce, Melisa
Master's Thesis, Master's Program in English Language Teaching
Supervisor: Assoc. Prof. Enisa MEDE

June 2020, 112 pages

The overall purpose of this qualitative case study is to gain insight on the effect of international teaching practicums on pre-service English Language teachers' Intercultural Communicative Competence (ICC) and Teacher Identity. Besides, the study aims to find out the perceptions and reflections of the participants regarding their international teaching practicum experiences. The participants were 8 pre-service English as a Foreign Language (EFL) teachers at a private university in Turkey. In total, 8 pre-service teachers attended a two-month international teaching practicum in Canada. Data were collected through questionnaires, interviews, portfolios, reflection papers and mentor teacher reports. The gathered findings revealed that international teaching practicum experience enhanced pre-service EFL teachers' ICC as well as increasing their willingness to include ICC activities in their own lessons. Besides, the study showed pre-service FLE teachers perceived the international teaching experience helped them construct their teacher identity as well as developing them professionally and personally.

Keywords: Intercultural Communicative Competence (ICC), Teacher Identity, International Teaching Experience, Cross-cultural Experience, International Experience, Foreign Language Teacher Education, Teaching Practicum, Pre-service Teacher Education

ÖZ

ULUSLARARASI ÖĞRETMENLİK UYGULAMASININ İNGİLİZCE ÖĞRETMEN ADAYLARININ KÜLTÜRLERARASI İLETİŞİM YETERLİLİĞİ VE ÖĞRETMEN KİMLİKLERİNE ETKİSİ

İnce, Melisa
Yüksek Lisans Tezi, ingiliz Dili Eğitimi Yüksek Lisans Programı
Tez Yöneticisi: Doç. Dr. Enisa MEDE

Haziran 2020, 112 sayfa

Bu nitel vaka çalışmasının amacı, uluslararası öğretmenlik uygulamalarının İngilizce öğretmen adaylarının Kültürler Arası İletişimsel Yeterlilik (ICC) ve Öğretmen Kimliği üzerindeki etkileri hakkında fikir sahibi olmaktır. Ayrıca, çalışma katılımcıların uluslararası öğretim uygulama deneyimlerine ilişkin algılarını ve görüşlerini bulmayı amaçlamaktadır. Katılımcılar, Türkiye'deki özel bir üniversiteden, 8 İngilizce öğretmeni adayıdır. Toplamda, 8 öğretmen adayı Kanada'da iki aylık bir uluslararası öğretmenlik deneyimi uygulamasına katılmıştır. Veriler anketler, görüşmeler, portfolyolar, yansıtıcı kompozisyonlar ve mentor öğretmen raporları ile toplanmıştır. Elde edilen bulgular, uluslararası öğretmenlik uygulaması deneyiminin İngilizce öğretmen adaylarının Kültürlerarası İletişimsel Yeterliliğini geliştirmesinin yanı sıra ICC etkinliklerini kendi derslerine dahil etme isteklerini artırdığını ortaya koymuştur. Ayrıca çalışma, öğretmen adaylarının uluslararası öğretmenlik uygulaması deneyiminin öğretmen kimliklerini oluşturmalarına yardımcı olmanın yanı sıra profesyonel ve kişisel olarak gelişmelerine yardımcı olduklarını algıladıklarını göstermiştir.

Anahtar Kelimeler: Kültürlerarası İletişimsel Yeterlilik, Öğretmen Kimliği, Uluslararası Öğretmenlik Deneyimi, Kültürlerarası Deneyim, Uluslararası Deneyim, Yabancı Dil Öğretmeni Eğitimi, Öğretmenlik Uygulaması, Öğretmen Eğitimi

To my loves Meltem and Ginger, love you forever

ACKNOWLEDGEMENTS

Working on this very thesis was quite an interesting experience for me as it helped me see parts of myself that I was not previously aware of. To start with, I would like to express my deepest gratitude to my dear supervisor Assoc. Prof. Enisa Mede, for she has always been there for me since I started my bachelors back in 2013. The completion of this thesis could not have been accomplished without her continuous support and constructive feedback. I am also grateful for all the participants who contributed to this study, they were always supportive and helpful throughout this journey.

I owe my gratitude to Assist. Prof. Yeşim Keşli Dollar for her devoted instructions during my bachelor's and master's, however, especially for her encouragement for me to go to the USA for an international experience back in 2014. Without her support, my interest in international education could not have been soiled.

My grateful thanks go to my ever-supportive friends Murat Uskan Oğuz, Tuğçe Kılıç and Cemil Gökhan Karacan who have always believed in me even at times I doubted myself. I would also like to extent my sincerest gratitude to Oskars Spricis, who has always been there for me when I needed support and love.

Last but not least, my thanks from the very bottom of my heart go to my family; my parents Gülhan and İskender, my sister Meltem, and my all-time favorite being on earth: my cat Ginger for being the joy of my life.

TABLE OF CONTENTS

ETHICAL CONDUCT……iii

ABSTRACT……iv

ÖZ……vi

DEDICATION……vii

ACKNOWLEDGEMENTS……vii

TABLE OF CONTENTS……ix

LIST OF TABLES……xiii

LIST OF FIGURES……...xiv

LIST OF ABBREVIATIONS……xv

Chapter 1: Introduction 1

1.1 Overview of Teaching Practicum in Foreign Language Education (FLE) .. 1

1.1.1 Teaching practicum in FLE in the world. 1

1.1.2 Teaching practicum in Foreign Language Education (FLE) in Turkey. 3

1.2 Teacher Identity (TI) 5

1.3 Intercultural Communicative Competence (ICC) 6

1.3.1 ICC and FLE. 8

1.4 Statement of the Problem 9

1.5 Purpose of the Study 11

1.6 Research Questions 11

1.7 Significance of the Study 11

1.8 Definitions 12

Chapter 2: Literature Review 13

2.1 Overview of the Chapter 13

2.2 Teacher Education in the World 13

2.2.1 Foreign Language Teacher Education in the World. 14
2.3 Teacher Education in Turkey 15
2.3.1 Foreign Language Teacher Education in Turkey. 17
2.4 Studies on International Teaching Practicums in the World 20
2.5 Studies on International Teaching Practicum in Turkey 25
2.6 Teacher Identity 26
2.7 Intercultural Communicative Competence (ICC) 32
Chapter 3: Methodology 37
3.1 Research Design 37
3.2 Setting and Participants 38
3.3 Procedures 40
3.3.1 Sampling. 40
3.3.2 Sources of Data 41
3.3.2.1 Online Questionnaire 41
3.3.2.2 Portfolios… 41
3.3.2.3 Reflection Papers 42
3.3.2.4 Semi Structured Interviews 42
3.3.2.5 Reports of Mentors and Faculty Members. 43
3.3.3 Data Collection 43
3.3.4 Data Analysis Procedures 43
3.3.5 Trustworthiness 45
3.4 Limitations 46
Chapter 4: Findings 47
4.1 Findings about RQ1 47
4.1.1. Culture. 48
4.1.1.1 Awareness of Unconscious Bias. 48

4.1.1.2 Learning to Embrace Cultures 49
4.1.2 Language and Communication. 51
4.1.2.1 Tolerance for Ambiguity and Miscommunication 51
4.1.3 ICC in Class 53
4.1.3.1 ICC Related Activities 53
4.1.3.2. Willingness to Use ICC in Class: Expectations Versus Reality 54
4.2 Findings about RQ 2 56
4.2.1 Autonomy and Control 56
4.2.2 Flexibility 57
4.2.3 Change in "Self". 59
4.3 Reflections on Mentor Teachers & Challenges 60
4.3.1 Involvement of Mentors 60
4.3.1 Challenges. 61
Chapter 5: Discussion and Conclusions 63
5.1 Discussion of Findings for Research Questions 63
5.1.1 Discussion of findings of RQ 1 63
5.1.2 Discussion of findings of RQ 2 65
5.1.3 Discussion of findings of RQ 3 66
5.2 Conclusion 67
5.3 Pedagogical Implications 68
5.4 Recommendations for Further Research 69
REFERENCES 70
APPENDICES 94
A. Mentor Evaluation Forms 89
B. Portfolios 91
C. Education Philosophies 97

D. Student Feedback……...99
E. Mentor Feedback……..101
F. Reflection Papers……..102
G. Online Questionnaire……...104
H. Results of Questionnaire……..108
I. Curriculum Vitae……...111

LIST OF TABLES

TABLES

Table 1 Structure of Initial FLE Programs in Turkey ……..4

Table 2 Practicum Based Courses in the Final Year..... 16

Table 3 Courses Offered in the Final Year of the Program 18

Table 4 Four Ways to View Identity..... 27

Table 5 Factors in Intercultural Communication 33

Table 6 Overview of Participants..... 40

Table 7 Overview of Interview Data..... 43

Table 8 Data Collection Tools and Types of Analysis 44

Table 9 Overview of Findings About RQ1..... 47

LIST OF FIGURES

FIGURES

Figure 1 Factors in Intercultural Communication…….7

Figure 2 Framework for Benefits of International Teaching Practice……21

Figure 3 Diagram Showing Teacher Identity as Dynamic, Holistic Interaction Among Multiple Parts……..30

Figure 4 Timeline of Pre-service Teachers' Practicum Experiences During the Program……...39

LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
FLE	Foreign Language Education
HEC	Higher Education Council
ICC	Intercultural Communicative Competence
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MoNE	Ministry of National Education
NCATE	National Council for Accreditation of Teacher Education
NCTE	National Council for Teacher Education
TI	Teacher Identity

Chapter 1

Introduction

This chapter presents an overview of the current study investigating the possible effect of international teaching practicum on pre-service English Teachers' Intercultural Communicative Competence (ICC) levels, teacher identities, and personal developments. The chapter gives an overview of the theoretical framework of Intercultural Communicative Competence. The chapter also provides relevant information about teaching practicums in Turkey, international teaching practicums in Turkey and in the world. Next, it presents the problem statement and the purpose of the study along with the research questions. Finally, the significance of the study is indicated, and the definitions of the key terms are provided at the end of this section.

1.1 Overview of Teaching Practicum in Foreign Language Education (FLE)

This section presents an overview of teaching practicums in FLE in the world and Turkey.

1.1.1 Teaching practicum in FLE in the world. While teacher education programs have been in existence for a long time, second language teacher education is a fairly recent development (Day, 1993). Predominantly, second or foreign language teachers were either native speakers of the target language or had established language expertise (Day, 1993). Teacher education programs differ from country to country, naturally depending on each country's educational policies. In typical teaching practicums, teacher candidates learn about teaching in university classrooms and engage in a teaching practicum at a local school (Gonzalez-Carriedo, 2017). This traditional model of teacher training, unfortunately, leaves most of the pre-service teachers with limited intercultural experiences (Cushner & Mahon, 2002). Field experiences and reflection are two important elements of any teacher preparation program (Acquah & Commins, 2013). As stated by Farrell (2008), field-based experiences in real classrooms during teaching practicums leave important marks on pre-service teachers' individual development towards their teaching profession. With

teaching practicums, pre-service teachers get a chance to experience a real classroom atmosphere as the real curriculum is applied with actual students and mentor teachers (Huling, 1998). As well as providing a framework to link theory and practice (Allen & Wright, 2014), teaching practicum also helps pre-service teachers improve their individual teaching competences (Smith & Lev-Ari, 2005).

Coining the term "Second Language Teacher Education" for the entire process of preparing pre-service EFL teachers for the teaching profession through teacher training and education, Richards (1990, p. 15) emphasizes the purpose of this training as "to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use".

Foreign Language Teacher Education (FLE) programs generally consist of courses on the field of the study, didactics and general knowledge, meaning that pre-service teachers have a chance to develop their linguistic, communicative, intercultural and general competences as well as their language teaching skills (Mirici & Ölmez-Çağlar, 2017). According to Day (1993), the knowledge that creates the basis for these programs are content knowledge, pedagogic content knowledge, pedagogic knowledge, and support knowledge. All the above-mentioned expertise, abilities, and skills are categorized under four parts (i.e. Structure, Knowledge and Understanding, Strategies and Skills, and Values) in the European Profile for Language Teacher Education which was developed by Kelly and Grenfell (2004) in the name of European Commission.

Stoynoff (1999) finds the academic and field experiences interrelated and complementary sections of a whole and discusses five main features of a TESOL practicum: (a) The practicum is integrated into the academic program; (b) The delivery of the practicum emphasizes a team approach. The team includes mentor teachers, university supervising teachers, language program managers, and the practicum student teachers. (c) The practicum provides intensive modeling and coaching; (d) The practicum incorporates extensive, systematic observation; (e) The practicum experience is assessed by means of a portfolio (Gan, 2013). Prepared by pre-service teachers, these portfolios are cumulative documents of a yearlong learning and teaching experience and consist of micro or macro teaching videos, lesson plans, reflective journals and so on. Although its vitality and prevalence are very well known in ESL and EFL teacher education programs, Freeman and Johnson (1996), Freeman

(2002), and Chiang (2008) state that review of literature on second or foreign language teaching and learning and teaching practicum is lacking.

To conclude, foreign language teacher education programs are relatively new and independent field of expertise compared to other teacher education programs (Öztürk & Aydın, 2019). Many countries in the world carry out foreign language teacher education programs at the university level. These programs include content knowledge, pedagogical knowledge, and also practicum experiences to prepare pre-service teachers for their future professions. As research showed that literature on foreign language teacher education programs and practicums is lacking (Freeman & Johnson, 1996; Freeman, 2002; Chiang, 2008; Cochran-Smith & Fries, 2005), it is important to investigate the outcomes of these programs in order to improve them in the future.

1.1.2 Teaching practicum in Foreign Language Education (FLE) in Turkey. Many FLE teacher education programs in the world are carried out by universities and Turkey is of those countries. Turkish Higher Education Council (HEC) prepares a quite centralized curriculum for universities to follow in all 57 FLE programs in all universities (Öztürk & Aydın, 2019). This program consists of a four-year training at the faculty of education in the universities. Student Selection and Placement Centre (ÖSYM in Turkey) centralizes admission to these programs based on the scores of the students in the national university entrance exam. Students take an English language test that consists of 80 multiple choice items.

In the curricula of the education faculties in Turkey, universities require pre-service teachers to have a teaching practicum course that needs to be followed in the final year of the program. Teaching practicum courses are followed for only two semesters before graduating from the department and these courses involve pre-service teachers to make classroom observations and have micro teachings at schools under the supervision of an instructor at their faculty and a mentor teacher at school. Pre-service foreign language teachers in Turkey start with doing observations at schools and then continue with their own teaching practices, micro, and macro teachings and this teaching practice is done in any school which meets some criteria (Orhan & Kuyumcu-Vardar, 2019). The teaching practicum experience period in Turkey mainly has these four components: pre-service teacher, peer pre-service teachers, university supervisor from the faculty of education, and mentor teacher from host school (Orhan

& Kuyumcu-Vardar, 2019). Overall, the program is composed of 48% content knowledge, 34% pedagogical knowledge and 18% general culture which are presented to teacher candidates, as seen in Table 1 below (YÖK, 2018).

Table 1

The Structure of Initial FLE Programs in Turkey

Content	%
(CK) Content Knowledge	48
(PK) Pedagogical Knowledge	34
(GC) General Culture	18

Adapted from "English Language Teacher Education in Turkey: Why do we fail and what policy reforms are needed?" by G. Öztürk and B. Aydın, 2019, *Anadolu Journal of Educational Sciences International, 9*(1), p. 185.

In addition to the table above, it might be important to point out that the new curriculum offers a compulsory foreign language for pre-service FLE students. In foreign language teacher education programs, there are practice-focused courses such as School Experience and Teaching Practicum (HEC, 2007). In the School Experience course, which lasts for one semester, pre-service teachers mainly observe classes and reflect on their observations. They write reports on these observations and present them at the university. In the Teaching Practicum course -one semester, mostly the last semester before graduation- pre-service foreign language teachers plan lessons and materials then have weekly teaching practices. The mentor teacher and the supervisor from the university observe and evaluate the pre-service teacher's teaching practice and give oral and written feedback. Pre-service teachers make a portfolio of their observations and teachings and get graded on their portfolio at various intervals. The success of the pre-service teacher is evaluated by the mentor teacher and supervisor from the university (YÖK, 1998). With the most current change in 2018, School Experience and Teaching Practicum courses are now called as Teaching Practicum I and Teaching Practicum II, given in the 7th and 8th semester of the program (YÖK, 2018).

In brief, teaching practicums in FLE in Turkey are carried out at the Education faculties at the universities by HEC and the program consists of 4 years of content-based, pedagogy-based and general culture related courses as well as a teaching

practicum in the last year of the program. In the last year of the program, pre-service teachers have the opportunity to observe lessons and have macro teachings at schools with the help of a mentor teacher assigned to them. In spite of the fact that the element of teaching practicum in foreign language teacher education programs has also been researched in the Turkish contexts (e.g., Başyurt-Tüzel & Akcan, 2009; Coşkun, 2013; Gürsoy, 2013; Sarıçoban, 2008); research also showed that limited teaching practice opportunities for pre-service foreign language teachers as well as a lack of meaningful connection between theoretical and practical aspects of teacher education (Seferoğlu, 2006).

1.2 Teacher Identity (TI)

Teacher candidates enter teacher education programs with personal beliefs about classrooms, students, and images of themselves as teachers (Kagan, 1992, p. 154). Recent research highlights the importance of identity in teacher development (Barkhuizen, 2016; Hallman, 2015; Pennington & Richards, 2016). Pre-service teachers go through a shift in their identity as they study in teacher education programs and take part in today's ambitious school contexts (Beauchamp & Thomas, 2009). A shift in identity is also possible during a teacher's career path. According to the studies done on teaching and teacher education, identity is dynamic and a teacher's identity changes over time with the help of various factors that can be both internal such as emotions (Rodgers & Scott, 2008; Van-Veen & Sleegers, 2006; Zembylas, 2003) and external to the individual such as teaching and life experiences (Flores & Day, 2006; Rodgers & Scott, 2008; Sachs, 2005).

According to Gee (2001), identity is a "kind of person" within a particular context. While someone has a "core identity", depending on the different contexts, one's identity takes multiple forms as they operate (p. 99). Sachs (2005) explains the dynamism of teacher identity as follows:

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

Sachs' (2005) view of teacher identity not only highlights the importance of teacher profession but also the various dimensions of identity including "how to be", "how to act", and "how to understand" as well as including the importance of ongoing reshaping of identity through experience. However, it must be noted that the literature characterizing the shaping of identity is not consistent. The terms used in the literature vary from the "development of identity" (Watson, 2006; Olsen, 2008) to the "construction" of identity (Coldron & Smith, 1999; Lave & Wenger, 1991), from identity "formation" (Rodgers & Scott, 2008) to "creating" (Parkison, 2008), shaping (Flores & Day, 2006) of identity.

In brief, the role of the teacher has changed undoubtedly, especially in recent years in addition to the status of teaching as a profession (Graham & Phelps, 2003). Thus, teacher identity and its formation during teacher education and after graduation is vital for teacher development. One of the most important duties of teacher education programs is to provide alternative opportunities for pre-service teachers to "try on different teacherly selves" (Hallman, 2015, p. 284) so that pre-service teachers can be prepared for a wide array of learners in a globalized world.

1.3 Intercultural Communicative Competence (ICC)

Intercultural communicative competence (ICC) is defined as "[the] ability to ensure a shared understanding by people of different social identities, and [the] ability to interact with people as complex human beings with multiple identities and their own individuality" (Byram, Gribkova, & Starkey, 2002, p. 10). Throughout the years, a lot of different terms such as "cross-cultural adaptation, multicultural competence, transcultural competence, global competence, cross-cultural effectiveness, international competence, global literacy, global citizenship, cultural competence, and cross-cultural adjustment, etc." (Sinicrope, Norris, & Watanbe, 2007) have been used to define ICC. Although ICC has many names and is grounded on various models by various scholars; the current research is grounded on Byram's Model of Intercultural Communicative Competence (ICC). Figure 1 illustrates Byram's Model of ICC (1997, p. 33) with a schema of elements that are involved (knowledge, skills, and attitudes) and the relationships among them:



Figure 1. Factors in intercultural communication (Adapted from T*eaching and Assessing Intercultural Communicative Competence* (p. 33), by M. Byram, 1997.

The very first component is *knowledge*, and it is explored under two distinct categories by Byram (1997): "knowledge about social groups and their cultures in one's own country, and similar knowledge of the interlocutor's country on the one hand; knowledge of the processes of interaction at individual and societal levels, on the other hand" (p. 35). The second component, *skills*, refers to an individual's ability to interpret and identify relationships between knowledge of one's own and their environment, and explore which enables "building up specific knowledge as well as an understanding of the beliefs, meanings and behaviors when the individual has no, or only a partial existing knowledge" (p. 38). The last component of ICC addresses *attitudes* such as curiosity, openness, empathy, and readiness to avoid stereotypes, prejudices and generalizations with regard to others' meanings, beliefs and behaviors (Byram, 1997).

Furthermore, grounding his three main elements of the ICC Model, Byram (1997) suggests another knowledge noted as critical language awareness. Critical language awareness refers to "[the] ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (p. 53). Particularly, it is the ability to relate one's own meanings, beliefs, and behaviors with others' by means of reflective and analytical practice. Consequently, an individual achieves ICC and becomes an intercultural speaker just

as s/he is able to "bring to the experiences of their own and other cultures a rational and explicit standpoint from which to evaluate" (p. 54).

In today's globalized world, acquiring this knowledge, skills, and behaviors that are suggested by Byram (1997) is vital in order to communicate effectively with people that are from different cultures and parts of the world. Furthermore, ICC reduces the increase and expansion of stereotypes, generalizations, prejudices and misinterpretations of others, and allows people to gain a deeper understanding of others who share the same world with them (Akyüz, 2019).

According to Byram's (1997) view, a person who has developed ICC is able to build relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other person's viewpoint and needs; mediates interactions between people of different backgrounds, and strives to continue developing communicative skills (Lopez-Rocha, 2016).

To summarize, since the speaker's culture has an effect on the language through which s/he communicates, it is vital to be aware of the relationship between language, communicative competence and culture. For this reason, the Council of Europe (Barrett & Huber, 2014) provides a detailed explanations and rationale for the systematic development of this competence in the context of education. The primary purpose of the report is to provide explanation and clarification of fundamental concepts and to prepare them through practical support for the development of intercultural competence in the classroom. According to this report, teachers in the field of education are responsible for providing intercultural education. In some countries, clear policies and official curriculum promote and assist teachers in intercultural education. However, there might not be any official support in other contexts.

1.3.1 ICC and FLE. The significance of Intercultural Communicative Competence (ICC) in the learning and teaching of foreign languages has been seen throughout the world for many years (Kazykhankyzy & Alagözlü, 2019). It has been universally recognized that language learning, language and culture are indivisible, and that culture teaching is crucial to language teaching (Kramsch, 1993). As the "ability to communicate effectively and appropriately in intercultural situations is

based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006, p. 247), it is quite important to teach the cultural aspects of a language. Likewise, Ho (2009) concluded that it is not possible to separate language and culture from one another and that it is essential to integrate the ICC into the language teaching process.

The absence of cultural knowledge embedded in the language program can cause serious problems for learners such as disharmony, misconceptions and even communication conflicts in intercultural situations. As a result, it has become one of the ultimate objectives of today's foreign language teaching to help develop learners who are aware of other cultures and competent in ICC. Language teachers should, therefore, plan educational tasks and activities that can enable the learners' ICC and help them satisfy the requirements to act effectively in a globalized world (Ortiz & Moore, 2000). Once ICC is incorporated into language classrooms, learners have an opportunity to learn how to use the target language appropriately by establishing relationships and recognizing people from different backgrounds. Consequently, they have a chance of gaining an insider's way of view on various cultures (Moeller & Nugent, 2014).

1.4 Statement of the Problem

With technological advances and fast changes in the world such as globalization, the world has become less localized and more interactive in all sorts of ways. Cross-cultural experiences are considered as a valuable contribution to the curricula in many fields of study (Toncar & Cudmore, 2000). International experience also has a very important place in teacher education programs (Willard-Holt, 2001). As schools become increasingly diverse, pre-service teachers need to be prepared with attitudes and abilities to teach in today's culturally and linguistically diverse classrooms (Castro, 2010). It is important for teacher preparation programs to diversify the learning experiences that they offer to their pre-service teachers so that Intercultural Communicative Competence can be promoted. As Wilson (1987) states: "If we are concerned about a future for the world, global education must be a priority in schools. If we are serious about global education happening in schools, cross-cultural experiential learning should be a component of every teacher education program" (p. 519).

Globalization and migratory movements have highlighted the need to integrate interculturality in the language curriculum (Lopez-Rocha, 2016). Many argue that some type of intercultural experiential learning should be central to every teacher education course (Cushner & Brennan, 2007; Quezada, 2004; Wilson, 1982, 1993; Zeichner, 1992). Some recommend an international practicum for all students (Merryfield, 2002; Stachowski et al., 2007, p. 118; Willard-Holt, 2001). In Turkey; however, international teaching practicums are not common at all. One of the reasons for this is the costs and infrastructure required for an international practicum; thus, international practicums are accessible to only a small number of universities and a small number of students (Mahon & Cushner, 2000; Roberts, 2007). Students usually have to fund most of their own airfares and living expenses while overseas. However, there is no doubt that it is imperative in our globalized world to prepare the 21st century teachers for the challenges of teaching diverse learners and in various contexts.

When it comes to the Turkish EFL setting, the lack of international teaching practicum is recognized easily. To the knowledge of the researcher, there is only two studies done in the Turkish EFL context by Şahin (2008) and Ateşkan (2016). Şahin's (2008) study aimed to explore the effect of international student teaching experience on the professional and personal development of pre-service teachers, graduate students from different teaching departments went for a 2-month teaching internship at high schools in the USA. Data collected by means of surveys and interviews and results showed that this program contributed to pre-service teachers' professional and personal development and enabled pre-service teachers to increase their cultural awareness. Ateşkan (2016) investigated the effect of the same program in the same university mentioned in Şahin's (2008) study was investigated from 2001 to 2010, with 289 graduate students. Pre-service teachers had one orientation week as well as a closure week so that left them with 6 weeks of internship at a high school. The data was collected through a questionnaire and reflective journals.

Based on these overviews, it can clearly be seen that the studies conducted on the effect of international teaching practicum experiences of pre-service English teachers in the Turkish context are scarce. In light of what has been mentioned thus far, the present study aims to investigate the effects of international teaching practicum on pre-service Turkish English teachers' ICC and teacher identity.

1.5 Purpose of the Study

With the above-mentioned background information and the need for this research, the purpose of this study is to investigate the effects of international teaching practicum experiences on teacher identity and attitudes towards Intercultural Communicative Competence (ICC) of pre-service English teachers. Finally, this research targeted to reveal the perceptions of the pre-service teachers regarding the main benefits and challenges of the international teaching practicum as well as their supervisors and mentors. It is strongly believed that this study will shed light on a deeper understanding of international teaching practicums in Turkish EFL settings.

1.6 Research Questions

In order to meet the objective of the current study, the following research questions were addressed:

1. What are the effects of international teaching practicum on pre-service Turkish English teachers' Intercultural Communicative Competence level?
2. What are the effects of international teaching practicum on pre-service Turkish English teachers' teacher identity?
3. What are the reflections and challenges of pre-service Turkish teachers regarding the international teaching practicum?

1.7 Significance of the Study

In order to be able to respond to the needs of the current globalized world we live in, it is inevitable for foreign language teachers to be ready and competent in international situations including teaching in a classroom with students from various cultures and backgrounds. There has been a number of studies on international teaching practicums, mostly in the USA and Australia because of these countries' multicultural and diverse nature (Cushner & Mahon, 2002; Egeland, 2016; Quezada, 2004; Walters, 2009). Turkey, on the other hand, does not have many examples of studies on international teaching practicum experiences yet. There is actually only one study done in the Turkish EFL context, where graduate students specializing in different departments have a two-month internship at American high schools (Şahin, 2008). It can also be seen that the majority of the teachers that had an international

teaching practicum experience went from a developed country to a developing country for their practicum. Because the literature on this topic is quite limited, it is considered that there is a need for a detailed analysis of international teaching experiences in Turkish contexts. This study will not only reveal the effects of international teaching practicums on the pre-service foreign language teachers but also reveal the implications of the program in terms of teacher education and ICC.

1.8 Definitions

The basic terms that were frequently used in the study have been defined below.

EFL: Abbreviation for English as a foreign language, the classroom provides non-native speakers of English with the primary (perhaps only) form of linguistic input (Kim & Hall, 2002).

ICC: Intercultural Communicative Competence is the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures (Meyer, 1991, p.137).

CHAPTER 2

LITERATURE REVIEW

2.1 Overview of the Chapter

This chapter deals with the definitions of concepts related to ICC and FLE, teacher identity and the effect of globalization on education. It also refers to the previous research studies conducted abroad and Turkey on teaching practicum programs as well as international teaching practicums and their effects on pre-service FLE teachers.

2.2 Teacher Education in the World

Teachers have always been considered as the most important factor in the success of learners' learning in school (Cochran-Smith & Zeichner, 2005; Hannaway & Mittleman, 2011). National Council for Teacher Education (NCTE, 1998) confirmed this by stating that "teacher is the most important element in any educational program". As pre-service teachers will become future practicing teachers, professional and personal development of pre-service teachers has the utmost importance. In teacher education programs in the world, pre-service teachers basically learn how to teach. Hence, pre-service teachers need to acquire practical skills and theoretical knowledge to be able to teach a specialized topic or skill. Furthermore, the demands on teachers are increasing day by day (Darling-Hammond, 2006). At this point, teacher education programs play a very important role. Pre-service teacher education provides pre-service teachers with lessons and practices that blend theory and practice meaningfully. That is why teacher education programs in the world offer pre-service teachers an authentic field experience that they can observe in real classrooms as well as teaching in real classrooms with real students. Teaching practicums have become the most important aspect of teacher education programs (Farrell, 2003). Research on teacher education programs shows that teaching practicum has a critical impact on pre-service teachers' future careers (Myles, Cheng, & Wang, 2006; Rozelle & Wilson, 2012).

In teacher education programs all over the world, teaching practicum is the experience in which pre-service teachers have the opportunity to be present in an actual school setting and to have their first hands-on experiences as a future teacher. They observe mentor teachers and learners, take notes, create lesson plans, and have their micro-teaching sessions under the supervision of their university supervisors and mentors at schools. In this sense, there is no doubt that teaching practicum experiences are of the most important stages of pre-service teacher education. In order to be able to integrate theory and practice with the help of teaching practicum experience, Darling-Hammond (2006) suggests that these experiences should be accompanied by strict supervision by the university supervisors and school mentor teachers so that pre-service teachers can have a chance to benefit from modeling from experienced teachers as well as including the detailed analysis of the teaching and learning process and performance assessment.

In brief, most nations in the world take the view that the quality of a nation is highly dependent on the quality of the education that it provides, and it also relies directly on a crucial factor: the quality of the teacher (MacKinnon & Scarff-Seatter, 1997). Hence, it is vital for teacher education programs to equip pre-service teachers with the necessary knowledge and skills that will help them cater to the diverse learning needs of students. In this regard, teacher education institutions all around the world must venture out further and come up with effective ways for the training of the pre-service teachers with both theoretical and practical parts of teaching throughout the program.

2.2.1 Foreign language teacher education in the world. Language teacher education programs in the world typically consist of courses with content knowledge, pedagogical content knowledge and general knowledge (Day, 1993). Pre-service Foreign Language Education (FLE) teachers take courses to improve their linguistic, communicative, intercultural and general competences as well as their language teaching skills. Although the importance of ESL/FLE teacher education is recognized, studies on the reviews of the literature on foreign language teaching (Freeman & Johnson, 1996; Freeman, 2002; Chiang, 2008) indicate that studies investigating the teaching practicum experiences of pre-service FLE teachers in FLE teacher education programs is lacking (Gan, 2013).

Fives, Hamman and Olivarez (2007, pp. 917-918), pointing to the significance of the practicum period for the professional development of pre-service teachers, emphasize its importance as "a prolonged mastery experience, with opportunities for both vicarious experiences and verbal persuasion, which serve to facilitate the development of the pre-service teachers' teaching efficacy beliefs". For a successful combination of theory and practice with teaching practicum experiences, Darling-Hammond (2006) proposes comprehensive teaching methods followed by strict supervision, which offer pre-service teachers the ability to benefit from the modeling of experts in the schools with diverse learners, as well as the incorporation of pedagogies like those of action research, detailed observation of the teaching and learning environment and performance evaluation.

2.3 Teacher Education in Turkey

Teachers and the education of teachers, as being the most critical parts of education systems, have been among the most widely discussed topics in the Turkish education system (Duman & Karagöz, 2016). The success of an education system in a country relies substantially on the quality of its teachers. Although Turkey has a background in teacher education programs for over 150 years, the quality of these programs is open to questions (Ceylan & Akkuş, 2007).

The very first Turkish teacher training school that was established in Turkey was Darülmuallimin, around the middle of the 19th century in Istanbul (Tarman, 2010). Since then, there have been many different teacher training systems were implemented. Teacher training institutions such as Village Teacher Institutions (Köy Muallim Mektebi) were established in the first quarter of the century, only lasted a few years. In 1973, Turkish National Education System was reorganized its purposes and structure. This had an effect on teacher training systems in Turkey as well. The first Teacher Training Institutions were opened in 1974 and they were renamed as "Teacher High School". In 1982, these institutions were then taken over by the universities after their names changed into "Education Higher School" (Duman, 1998, p.36-43).

The main change in the teacher training system in Turkey changed in 1981 when the responsibility to train teachers was transferred from the Ministry of National Education (MoNE) to the universities (Akyüz, 2004). Higher Education Council (YÖK in Turkey) is responsible for conducting teacher education programs for universities. One of the models that are proposed by HEC is called "Faculty-School Cooperation"

and the model aims to create a program for pre-service teachers to learn the theoretical knowledge as well as practical knowledge during their studies. Similar to the implementation all around the world, Turkey also established relationships between universities and partner schools (Kasapoğlu, 2015). The collaboration between MoNE (MEB in Turkey), the organization that is responsible for the induction of teachers, and HEC improved rapidly since the 1998-1999 academic year as the program was restructured (Semerci & Taşpınar, 2003). Table 2 below shows the practicum-based courses that were offered to pre-service teachers in the final year of the program.

Table 2

Practicum Based Courses in the Final Year

Semester	1st semester	2nd semester
Course	School Experience I	School Experience II
Syllabus	Classroom observations, micro and macro teachings, creating teaching materials	Lesson plans, yearly plan, testing, classroom management, measurement & evaluation

Adapted from: YÖK/DB MEGP (1999). Aday Öğretmen Klavuzu**.** Ankara.

The scope of the teaching practicum in Turkey can be inferred from the table above. Teaching practicum in the final year of the teacher education program has been questioned by academics and teacher educators for years. Ünlüönen and Boylu (2007) emphasized that both teacher educators at the university and mentors at partner schools suggested that school experience should be gained earlier than the last year while Ünlü-Saratlı (2007) suggested that school experience should start in the first year of the program. As it as just as important to equip teachers with practical knowledge as well as theoretical knowledge, teaching practicum experiences are vital for teacher education programs.

In brief, education plays an important role for the future of every country. In the Turkish context, teacher education programs were established and reorganized multiple times since the foundation of the modern Turkey.

2.3.1 Foreign language teacher education in Turkey. The Turkish education system has witnessed different languages throughout its history. First, Arabic was dominant as a foreign language and it was taught for religious purposes while French also gained popularity and started to be taught as well (Nergis, 2011). English was first systematically started to be taught at Robert College, an Anglo-American private school that was founded in 1863 (Kırkgöz, 2007). With the establishment of the modern Turkish Republic in 1923, English has started to be taught at schools by being the main foreign language, as it became the lingua franca of the world. Especially last decade, teaching practicum in teacher education programs has been studied extensively in the Turkish context (e.g., Baştürk, 2009; Coşkun, 2013; Eraslan, 2009; Koç & Yıldız, 2012; Sarıçoban, 2008).

In 1997, the first comprehensive curriculum innovation was implemented which increased the compulsory education to 8 years (Güven, 2008). 1997 curriculum mainly used Behaviorism as the approach which affected foreign language education, too (Topkaya & Küçük, 2010). With this curriculum, students started taking English lessons in the 4th grade. A second curriculum change took place in 2006 in order to compensate for the failures of the previous curriculum of 1997. The curriculum that was initiated in 2006 was based on Constructivism and it aimed at enabling learners with necessary skills to effectively communicate in English (Küçük, 2008; Örmeci, 2009; Özbay, 2009). In 2013, a new curriculum which is also known as 4+4+4 was put into effect under a short period of time. This new curriculum organized the primary, secondary and high school education and divided them into 4 years. English lessons were offered from grade 2 onwards, where students are almost at the age of six (Bayyurt, 2012).

Teacher candidates of foreign language education in Turkey need to take the ÖSYM exam to be accepted to the education faculties of the universities to receive four years of teacher training. This nationwide exam consists of two sessions, one conducted in general knowledge in Turkish, Mathematics (including Geometry), Social Sciences (including History, Geography, Philosophy and Religion) and Science Education (Physics, Chemistry and Biology). All the items in the test are multiple choice questions. After this general exam, foreign language teacher candidates take an English exam which consists of 80 multiple choice items. Content of the test items basically consists only on grammar, reading and vocabulary and because of the fact

that this exam is paper based, there is no listening or speaking assessment done. That's why, the first year of the teacher training program focuses mostly on improving the language skills of the pre-service teachers by offering courses that focus on each skill separately (Öztürk & Aydın, 2019). A new nationwide, standardized curriculum is being implemented by HEC at every educational faculty all around Turkey as of 2018-2019 academic year in order to ensure that every university follows the same teacher education program.

With the recent curriculum change in FLE programs in 2018, the names and content of some courses have changed, and all of the FLE programs in Turkey are bounded with the implementation of this new curriculum. Table 3 below shows the courses offered in final year of the program at universities throughout Turkey based on 2018 curriculum change.

Table 3

Courses Offered in the Final Year of the Program

7th semester	**8th semester**
Teaching Practicum I	Teaching Practicum II
Special Education and Inclusion	Guidance in Schools
Community Service Practices	Testing in English Language Teaching
English Language Teaching Materials Adaptation & Development	Departmental Elective
Translation	Departmental Elective
Departmental Elective	
Departmental Elective	

English language teaching programs in Turkey have some weaknesses such as the lack of a basis for departmental philosophy and there is also a disharmony between the Ministry of National Education and the Higher Education Council (Seferoğlu, 2004). Another study investigated by Seferoğlu (2006) showed that teaching practice opportunities for pre-service teachers are limited and there is a lack of strong connection between theory and practice in teacher education. In conjunction with the

above-mentioned studies, Aydın & Başkan (2005) concluded in their study that the disharmony and lack of planning in teacher education programs resulted in teachers who didn't get a proper teacher education to be employed as English teachers which turned out with a surplus of teachers in the long run.

Demonstrating the place of English language in Turkish educational policies, Higher Education Council (2007) states:

> In Turkey, intending to increase its competitiveness in this globalized World and to be a part of EU, it is required to enable students to graduate from university knowing at least one foreign language. This is a minimum condition… It is insufficient for universities to direct their language education channels to teach only one language (English) to their students. To learn more than one language should be encouraged. In this regard, universities can think of such ways as improving language preparatory classes and instructing some other subjects in the foreign language. Teaching one foreign language is a conservative goal. If students are competent in one foreign language, universities should encourage them to learn the second one (pp. 188-189).

In brief, the importance given to foreign languages in Turkey is rather high and the aim is to equip students with at least one second language competency. In order for foreign language teachers to put their theoretical knowledge on language learning and teaching into practice, they need meaningful teaching practicum experiences. There is no doubt that the effectiveness of these teaching practicum experiences is dependent on several factors such as pre-service teachers, university supervisors, mentor teachers, school administrators and so on. Thus, it is important for these parties to be assessing the effectiveness of these programs so that teacher education programs can be adapted and altered according to the feedback given by the faculties. In the same regard, the need for research in the area of teacher education and teaching practicums have the utmost importance.

2.4 Studies on International Teaching Practicums in the World

Schools all around the world are becoming more and more diverse as globalization and migration also have an undeniable effect on this change. Considering the fact that schools are becoming more diverse every day, it is necessary for pre-service teachers to be prepared with attitudes and abilities to teach in today's classrooms, which are culturally and linguistically diverse (Castro, 2010). The effect of studying abroad has been discussed by a great number of authors in literature (Carsello & Creaser, 1976; Carlson & Widaman, 1988; Kitsantas & Meyers, 2002; Kuh & Kauffman, 1984). However, the existing research has many problems in representing the effects of international teaching practicum programs in the world (Cushner & Mahon, 2002; Kabilan, 2013; Kambutu & Nganga, 2008; Malewski & Phillion, 2009; Thomas, 2006; Pence & Macgillivray, 2008, Şahin, 2008). Nevertheless, since the 1970s, but particularly in the past decade, there has been a great amount of attention that is given to provide more opportunities in teacher education programs for a variety of cross-cultural experiences (Lee, 2011; Kim & Choi, 2019; Pence & MacGillivray, 2008; Şahin, 2008; Stachowski, 1992; Thomas, Hill, & Cote, 1994). There is a growing interest in formalized international teaching practicums (Quezada, 2010; Roberts, 2007) as governments talk about increased "global integration and international mobility" and as they develop standards for teachers to "nurture an appreciation of and respect for social, cultural, and religious diversity, and a sense of global citizenship" (MCEETYA, 2008, p. 4). In addition to teaching practicum experiences at home, international teaching practicum experiences are increasingly being provided as a way to address internationalization, such as the development of intercultural communicative competence skills (Major & Santoro, 2016). Kabilan (2013) adds to the importance of international teaching practicums and shows the benefits of international teaching practicums in Figure 2 as follows:

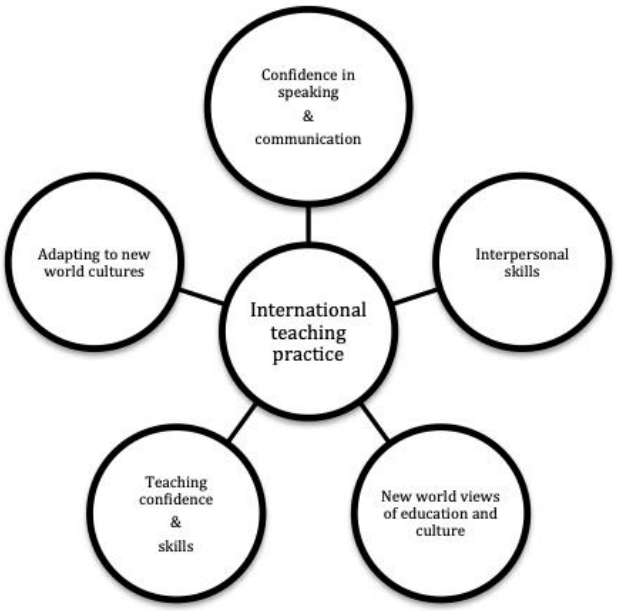


Figure 2. Framework for benefits of international teaching practice (Kabilan, 2013, p. 202).

The literature on international teaching practicums and their effects on pre-service teachers were mostly done in the Western countries such as Australia (Cushner & Mahon, 2002; Parr & Chan, 2015) and the United States (Tambyah, 2019) there are very few studies done in non-Western contexts (Kim & Choi, 2019). Certain studies also focused on the experiences of pre-service teachers from Western countries who go to Asian countries such as China (Cruickshank & Westbrook, 2013; Zhao, Meyers, & Meyers, 2009). These studies indicate that international teaching experiences are quite beneficial to the personal and professional development of these pre-service teachers.

In their study on overseas student teaching, Cushner and Mahon (2002) conclude that overseas experience facilitates ‘‘increased cultural awareness and improved self-efficacy, as well as professional development in terms of global-mindedness’’ for pre-service teachers (p. 44). They also emphasize the importance of pre-service teachers’ having teaching internship experience outside the context that they are familiar with in terms of developing intercultural skills.

In South Korea, Kim & Choi (2019) examined pre-service social studies teachers’ international practicum experiences in the United States. The researchers explored the pre-service teachers’ experiences via semi-structured interviews and artifacts such as pre-service teachers’ reflection papers and lesson plans were

collected. Then researchers developed data themes and came up with categories of data using line-by-line inductive coding and constant comparison method (Marshall & Rossman, 2006). Although the practicum experience was rather short, ten days, the study showed that Korean pre-service teachers gained much confidence and self-efficacy when teaching. Results indicated that pre-service teachers gained a positive attitude towards using a foreign language and also had the opportunity to understand and embrace multiculturalism in the classroom. Pre-service teachers also realized that building a trusting and interactive community as well as being responding to students' various needs was essential to be a teacher.

Parr and Chan (2015) conducted research with Australian pre-service teachers who went to South Africa for their international teaching practicums for 22 days. As a qualitative case study, the research showed that international teaching practicum experience contributed to pre-service teachers' "dialogic identity work" and educational "becoming" and their understanding of the diversity of the students and differences in their culture.

Jin, Parr and Cooley (2019) investigated the perceptions of Australian pre-service teachers, Chinese mentor teachers and Chinese school students in relation to their international teaching practicum in China. The researchers utilized a case study design and thematic analysis methods and collected the data by means of semi-structured interviews as well as materials such as journals, reflection papers and lesson plans. The results showed that international teaching practicum was beneficial for both parties and all participants. The pre-service teachers indicated that this experience benefited them in terms of their self-confidence, cultural sensitivity, intercultural communication skills, ability to adapt teaching methods and approaches in order to cater for various students' needs and their willingness to continue to learn and grow with the help of this type of intercultural experience. Tambyah (2019) conducted a study in the USA and investigated the impact of a three-week international teaching practicum on Australian pre-service teachers. According to the reflective journals and reports, this experience helped disrupt the stereotypes and foster global education as well as intercultural understanding.

In order to describe pre-service teachers who had an international practicum and got more awareness of their practice, beyond the particular time and place of the training, phrases such as "culturally competent global citizen" (Santoro & Major,

2012) have been coined. It suggested that their international teaching practicum experiences contributed to a deeper intercultural orientation towards education in a diverse, multicultural and globalizing world we are living in (Parr & Chan, 2015). Furthermore, many studies in the literature suggest that some extent of intercultural experiential learning should be a must in every teacher education program (Cushner & Brennan, 2007; Quezada, 2004; Wilson, 1982; Zeichner, 1992). Some studies even suggest an international practicum for all students (Merryfield, 2002; Stachowski et al., 2007, p. 118; Willard-Holt, 2001). Nevertheless, the costs and planning required for an international teaching practicum cannot be underestimated. In this manner, it is understandable that an international teaching practicum experience is not accessible to every university and every student. Only a small number of universities and a small number of students have the opportunity to be a part of these kinds of programs all around the world (Mahon & Cushner, 2000). Most of the time, pre-service teachers that are going to be in the program are interviewed and chosen by the faculty members according to set criteria such as GPA. Pre-service teachers usually have to cover their own expenses such as airfares, rent and other living expenses needed abroad. At this point, however, the elitism of these programs is being questioned (Chan & Parr, 2012), as they are only available to a small percentage of groups.

Wilson (1993) presented the benefits of a cross-cultural education journey as follows: (a) “Substantive knowledge” of other cultures and awareness of global issues and dynamics; (b) “Perceptual understanding”, referring to open-mindedness and empathy towards the people from diverse backgrounds and the resistance to stereotyping; (c) “Personal growth” in areas serving as independence, self-confidence and self-discovery; and lastly (d) “Interpersonal connections”, which includes building relationships with people from other cultures during and after the experience.

Based on these overviews, the majority of the studies on international teaching practicum suggest that these programs are in favor of the professional and personal development of the pre-service teachers. When they are in an international setting, pre-service teachers have the opportunity to become more independent and they have the ability to make better decisions once they return their home countries and start their professional lives (Cross, 1998). When pre-service teachers live abroad, they have the chance to reflect on their lives and the education system they have in their own country, and they can make comparisons and judgments on the education systems (Cushner,

2007). Cushner (2007) presents the benefits of international teaching programs as follows: “In addition to being exposed to new pedagogical approaches and educational philosophies, overseas pre-service teachers gain a significant amount of self-knowledge, develop confidence and professional competence, as well as a greater understanding of both global and domestic diversity” (p. 30).

As the world is becoming more and more diverse, the demands on teachers are increasing. Teachers today not only have to be able to manage classrooms and provide knowledge for learners but also to be able to enable a diverse group of learners coming from various backgrounds to learn complex materials. National Council for The Accreditation of Teacher Education (NCATE) (1995) made it a must for teacher education programs to provide pre-service teachers with global and international education. Decades ago, teachers were expected to prepare a small minority for intellectual work while now they are expected to prepare all students for higher-order thinking and performance skills (Darling-Hammond, 2006). Cushner and Brennan (2007) concluded that teacher training programs are graduating teachers who are not fully equipped to meet the demands of 21st century classrooms. As a consequence of the changing dynamics of the classrooms of the 21st century, it is clear that 21st century teachers need to be equipped with knowledge and skills to teach in classrooms with learners from various cultures and backgrounds.

Above-mention studies showed the importance of providing future teachers with a global and international education (Douglas & Jones-Rikkers, 2001; Hassard & Weisberg, 1999). As Cushner (2009) states “Perhaps the most effective way to help prospective teachers become more internationally minded, and thus to acquire the foundational skills and motivation required to prepare their young students for global citizenship, is through carefully structured international or intercultural experiences”. Similarly, as it is stated by NCATE in the USA, Standard Four, Diversity: “Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the World, dispositions that respect and value differences, and skills for working in diverse settings” (NCATE, 2006). It continues, “One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds” (p. 31). Given these points, one can comprehend the importance of

providing pre-service teachers with as much as international experiences such as international teaching practicums.

2.5 Studies on International Teaching Practicum in Turkey

The opportunity to teach abroad and experience a different culture contribute to the professional and personal development of teachers (Akşit & Sands, 2006; Barkhuizen & Feryok, 2006; Cushner & Mahon, 2002, Kabilan, 2013). That is to say, enabling teachers to have international teaching experiences and offering them multicultural opportunities are recommended (Baker & Giacchino-Baker, 2000; Lupi, Batey & Turner, 2012; Scoffham & Barnes, 2009). Research showed that giving opportunities to pre-service teachers in order for them to develop themselves professional and personally is vital as they are going to become future teachers (Sutherland, Howard & Markauskaite, 2010) and affect their community (Lukacs, 2015).

In the context of Turkey, only few works in literature demonstrate the effect of international teaching practicums (Şahin, 2008; Ateşkan, 2016). Namely, the literature shows Şahin (2008) and Ateşkan (2016) are the only two studies conducted with Turkish pre-service teachers. Both studies were conducted in the same university in Turkey and both international teaching practicum experiences were conducted in the USA, with graduate students. To begin with, Şahin (2008) investigated the effect of international teaching practicums on the professional and personal development of pre-service teachers. 26 graduate students in a private university in Turkey had a two-month internship at a high school in the USA. The participants were surveyed through e-mail and three of them were interviewed. The findings of the study indicated that this experience contributed in a positive way to pre-service teachers' professional and personal development as well as helping pre-service teachers increase their cultural awareness. It was also indicated that having international students in US schools helped American students to have a much better idea of other countries and backgrounds. Pre-service teachers also reported that they got one step closer to become "cross-culturally effective persons" and they gained "global perspectives".

In the second study in the Turkish context that was done by Ateşkan (2016), the effect of the same program in the same university mentioned in Şahin's (2008) study was investigated from 2001 to 2010, with 289 graduate students. Pre-service teachers had one orientation week as well as a closure week so that left them with 6 weeks of

internship at a high school. The data was collected through a questionnaire and reflective journals. The pre-service teachers worked in pairs as well as having their own mentors who were arranged according to their CV before they arrived in the USA. The pre-service teachers had various subject areas, some non-FLE, some FLE. The results of the study indicated that international practicum experience improved pre-service teachers' interpersonal skills as they had one-to-one interactions with students, their mentors and staff in English on a daily basis. Pre-service teachers reported that this experience shaped their world views with regards to culture, school climate and international education. The researcher stated that this international teaching experience provided the pre-service teachers with unique opportunities such as appreciation of various worldviews, global awareness, intercultural communication skills and interpersonal communication skills. It was also acknowledged that these programs are costly and not always possible for every university to partner and fund.

With reference to the previous research studies on foreign language teacher education programs in Turkey, this study will investigate the effect of international teaching practicums on pre-service English teachers' intercultural communicative competence and teacher identities.

2.6 Teacher Identity

Identity is a concept that has been defined and categorized in various ways. Block (2009) presents the definitions of identity as "socially constructed, self-conscious, on-going narratives that individuals perform, interpret and project in dress, bodily movements, actions and language" (p. 27). Similarly, Miller (2009) synthesizes aspects of identity by a number of researchers (Gee, 2000; Johnston, 2003; Johnson & Johnson, 2005; Varghese, 2006; Pennycook, 2001). Miller (2009, p. 174) presents these aspects as "relational, negotiated, constructed, enacted, transforming and relational". Danielewicz (2001) argues that, in order to become a teacher, one needs to construct an identity to deal with the complexities of the teaching process. According to him "teaching demands nothing less than identity to accomplish these tasks; this is more than just playing a role" (Danielewicz, 2001, p. 9).

Watson (2006) explains the link between professional identity and professional action by saying that "who we think we are influences what we do". On the other hand, Cameron (2001) points out that our actions can make us the way we are. Hence, the

relationship is quite complex. Gee (2000) calls identity as being recognized as a certain "kind of person" in a given context. Hence, all people have multiple identities. Gee (2000) characterizes identity as an ongoing process and presents four types of identity as follows:

Table 4

Four Ways to View Identity (adapted from Gee, 2000, p. 100)

Process		Power	Source of Power
1-Nature-identity: a state	developed from	forces	in nature
2- Institution-identity: a position	authorized by	authorities	within institutions
3- Discourse-identity: an individual trait	recognized in	the discourse / dialogue	of/with "rational" individuals
4-Affinity-identity: experiences	shared in	the practice	of "affinity groups"

As human beings shape their environment, they are also shaped by their environment (Oruç, 2013). Teachers, being a part of society, are also affected by their environment as well as having influence on the environment that they live in. According to Beijaard, Meijer and Verloop (2004), teacher identity has emerged as a relatively new research area in the last decades. There are many factors that affect identity formation such as personal history, social interactions, psychological and cultural factors (Cooper and Olson, 1996). In addition to this, "identity is not a pre-existing, stable element that becomes disciplined through discourses and practices of emotion" (Zembylas, 2003). Becoming a teacher involves the "(trans)formation" (Flores & Day, 2006) of the teacher identity. Sachs (2001) describes this process as being open negotiated and shifting.

Teacher identity is a central component of teacher learning. Teacher training involves not only learning more about the skills and abilities of language teaching, but also what it means to be a language teacher. Identity appears to have a special function to play in teaching relative to other careers (Singh & Richards, 2006, p. 155). As Sachs states "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' (2005, p. 15). In the same vein, teaching in a new setting–whether a different form or level of a course, a new school or district, or a new country–and with different groups of students, often needs changes and provides opportunities for identity negotiation in response to the environment.

Richards establishes ten areas as "those dimensions of teacher knowledge and skill that seem to be at the core of expert teaching competence and performance in language teaching' (2012, p. 46). These ten areas are as follows:

1. Language proficiency
2. Content knowledge
3. Teaching skills
4. Contextual knowledge
5. Language teacher identity
6. Learner-focused teaching
7. Pedagogical reasoning skills
8. Theorizing from practice
9. Membership in a community of practice
10. Professionalism

Teacher identity is not seen as something that can be completed. As Maclure (1993, p. 312) puts forward, it "should not be seen as stable—something that people have—but as, "something that they use, to justify, explain and make sense of themselves in relation to other people, and to the contexts in which they operate".

The literature shows that teacher identity contributes to a teacher's self-efficacy, motivation, commitment and job satisfaction (Day, Stobart, Kington, Sammons & Last, 2003). As stated by Feiman-Nemser (2001, p. 1029), teacher identities are developed by "combining parts of their parts, including their own

experience in school and in teacher preparation, with pieces of their present". As has been previously reported in the literature, teacher identity is an ongoing process.

Previous studies have emphasized the importance of teacher identity in teacher development (Korthagen, Kessels, Koster, Lagerwerf & Wubbels, 2001; Olsen, 2008; Sachs, 2005). Prior research suggest that pre-service teachers undergo a shift in their identity as they go through their teacher education programs (Beauchamp & Thomas, 2009). Further identity shift may also happen throughout one's career. In other words, teachers continuously "reinvent" themselves (Mitchell & Weber, 1999). Although studies in the literature have been conducted by many authors thus far, teacher identity is still insufficiently explored.

The need to effectively address the teacher identity has been shown by many researchers (Beauchamp & Thomas, 2006; Beiijaard, Meijer & Verloop, 2004). Olsen (2008) views teacher identity as both a product and a process:

> I view identity as a label, really, for the collection of influences and effects from immediate contexts, prior constructs of self, social positioning, and meaning systems (each itself a fluid influence and all together an ever-changing construct) that become inter- twined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments (p. 139).

In other words, teacher identity is regarded as dynamic; rather than being static. Hall (2000) characterizes identity as something "not already 'there'; rather, it is a production, emergent, in process. As understanding teachers and their identities give useful information for teacher education programs to utilize, it is important to understand language teacher identities. Teacher identity is multi-faceted, and the role of teachers is continuously negotiated (Zaver, 2017). Teachers seem to have fluid identities.

Since teacher education programs are responsible for education future teachers, it is imperative for these programs to understand teachers and create a program that provide alternative opportunities for teachers to "'try on' different teacherly selves" (Hallman, 2015, p. 284). In this regard, Tobin (1995) suggests that pre-service teachers

should adopt teacherly identities with the help of invention, revision and trial and error. Olsen's (2008) Teacher Identity diagram shows the construction of a teacher identity is holistic and circular:

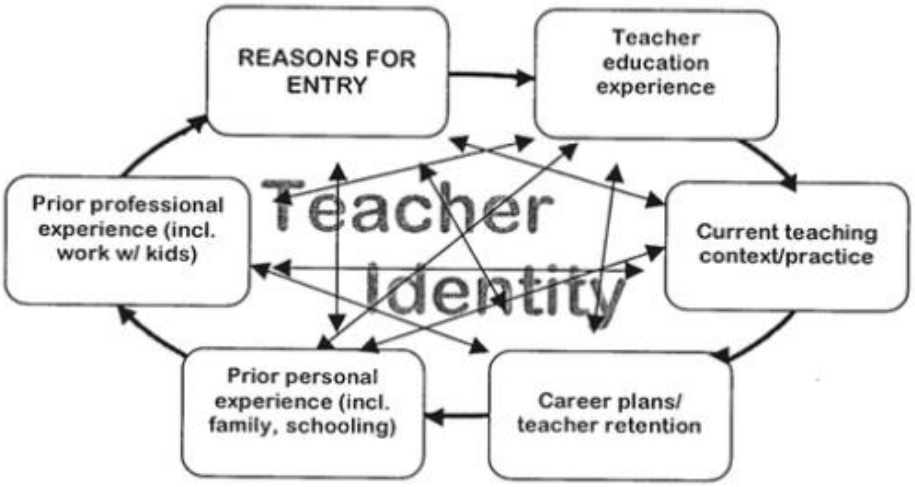


Figure 3: Teacher Identity as Dynamic, Holistic Interaction Among Multiple Parts. Olsen (2008, p. 25).

Olsen's diagram presents boxes acting as opening doors to teachers' past, present and future in a holistic and circular manner. Olsen sees teacher development as a continuum rather than a linear concept. He explains this as "… teacher recruitment, pre-service preparation, in-service professional development, and teacher retention may be chronologically sequenced but, epistemologically, they are intertwined and continually loop back and forth to influence each other in mutually constitutive ways". Olsen (2008) conducted a study with six teachers and interviewed them in order to get a better understanding on teachers' personal and professional histories, teacher education experiences, current perspectives and future plans. He then analyzed the patterns and themes that emerged from the data. The findings of the study suggested that teacher identity is both process and a product. Moreover, the study also explains the need to make teacher identity more visible to all teachers and teacher educators in order to identify and adjust what and how they learn from their pasts.

As mentioned above, when the identity of teachers is formed, at least to some extent, by the external factors of context and relationship, identity inevitably becomes a multiple and transforming affair, in motion and subject to change. As Gee

states: “The ‘kind of person’ one is recognized as ‘being’ at a given time and place, can change from moment to moment in the interaction, can change from context to context, and of course, can be ambiguous or unstable” (p. 99). Hence, identity is not only moving but also endless. In their review of the research on the professional identity of teachers, Beijaard et al. (2004) note that because identity is contextual, it is also transitioning and is constantly in the process of becoming. Literature on teacher education reflects the importance of identity development (Britzman, 2003; Hoban, 2007). Hammerness, Darling-Hammond and Bransford (2005) make the following statement about teacher development:

> Developing an identity as a teacher is an important part of securing teachers’ commitment to their work and adherence to professional norms... The identities teachers develop shape their dispositions, where they place their effort, whether and how they seek out professional development opportunities, and what obligations they see as intrinsic to their role. (Hammerness, Darling-Hammond, & Bransford, 2005, pp. 383-384)

While the idea that identity changes are central to the growth of a teacher is apparent in their argument, the authors also indicate that the identification of one's identity within teacher preparation programs may not always be deliberate, and that identity may not always be an explicit part of a teacher development plan. Finding ways to increase this commitment to identity can be a challenge. There are many nuances involved in the change in student identification that teachers will experience as they prepare for teaching practice.

In brief, teacher identity has a substantial importance for teacher education, thus, knowing more about teacher identity may help improve teacher education programs. The literature emphasizes the vitality of the identification concept for teachers (Beauchamp & Thomas, 2009). In spite of the fact that teacher identity has come to a number of scholars’ attention (White, 2009), teacher identity is still insufficiently explored (Beiijaard et al., 2004). Because the construction of teacher identity is a continuing and dynamic process (Franzak, 2002), it is important to gain more insights from pre-service teachers to understand their beliefs about their future career.

Pennington and Richards (2016) states “teaching in a new context—whether it be a new type or level of a course, a new school or district, or a new country—and with new student groups always requires adjustments and offers opportunities for identity negotiation in response to context”. In light of the literature, this study aimed to understand the effect of international teaching practicums on pre-service FLE teachers’ teacher identity. It is clear that pre-service teachers are experiencing a change in identity due to the variety in interactions they have acquired in the course of becoming teachers. In addition, student teachers can continue to experience identity changes throughout their careers due to experiences within the school and larger communities (Beauchamp & Thomas, 2009).

2.7 Intercultural Communicative Competence (ICC)

The concept of competence was first defined by Noah Chomsky. Competence was described by Chomsky (1965) as basic linguistic knowledge pertaining to the language of native speakers of that language that would enables them to make and understand various utterances, and to analyze the grammaticality of expressions based on their feelings. Adding to Chomsky’s linguistic view of competence, Hymes (1967) added a sociolinguistic point of view. Hymes (1967, 1972) first introduced Communicative Competence as a concept. According to him, using language properly based on the context and situation had a significant importance. It was revealed in research studies in the 1970s that there was a difference between linguistic competence and communicative competence by stressing the distinction between knowledge of language and knowledge of effective communication (Paulston, 1974).

In interaction and understanding between people from different cultures, language is understood to have a mediating value. At this point, intercultural communicative competence (Byram, 1997) becomes the objective of education. Table 5 below illustrates Byram’s Model of ICC (1997, p. 33) with a schema of elements that are involved (knowledge, skills, and attitudes):

Table 5

Factors in Intercultural Communication

	Savoir comprendre Skills: to interpret and relate	
Savoir être: Knowledge: of self and other; of interaction: individual and societal	*Savoir s'enganger* Education: political education and critical cultural awareness	*Savoir être* Attitude: relativizing self: valuing other
	Savoir apprende/faire Skills: to discover and/or interact	

Source: Adapted from Byram, 1997, p.33.

In order to develop intercultural communicative competence, knowledge, skills and motivation, or attitudes (Byram, Gribkova & Starkey, 2002) are must. Knowledge means the information needed about other cultures. In order to have good relationships with people from other cultures, one should know about the rules that are governing those behaviors. Skills refer to the performance of the behaviors, meaning that people who have the necessary knowledge are supposed to behave properly in intercultural contexts. Nevertheless, having both knowledge and skills is not sufficient enough to be called interculturally competent. Motivation or attitudes consist of feelings and perceptions and it has an effect on one's willingness and readiness to engage in intercultural communication. Biases and dislikes have an effect on people's behaviors as well. Thus, in order to be competent in ICC, one needs to have all these three components. Wiseman (2002) states that ICC is not innate, and, as a matter of fact, it is a lifelong journey that can be learned and improved through education, experience and practice.

As said by Byram (2000), intercultural communicative competence is the ability to communicate successfully with people of diverse cultures. Byram (1997) described ICC as a distinction between "tourist and sojourner"; tourist and sojourner

have different attributes to themselves, but they are in contact. On one hand, tourists are looking for an encounter to enrich their lives while their core is not affected by getting in touch with different groups of people who have diverse backgrounds. On the other hand, the sojourner has an impact on society by changing their beliefs and behaviors. A person who has an understanding of diverse cultures and appreciation of disparities among cultures also respects differences that exist in cultures and has the ability to interact in an appropriate manner is regarded as an interculturally competent individual (Lambert, 1993). Sercu et al. (2005, p. 2) propose that many intercultural competencies and characteristics should be adapted by people such as follows: "the willingness to engage with the foreign culture, self-awareness, the ability to look upon oneself from outside, the ability to see the world through other people's eyes, and the ability to cope with uncertainty…"

In the same vein, people need to "step outside of their frame of reference" (Bennet, 2009) and distance themselves to regard themselves as outsiders (Alred, 2003). A large number of existing studies in the broader literature have examined the effect of ICC in language learners' success in language learning and appropriate language use (Carrell, 1984; Takahashi & Beebe, 1987; Holliday, 1994; Trosborg, 1995; Coleman, 1996; Kramsch, 2001; McKay, 2002; Hişmanoğlu, 2011; Mirzaci & Forouzandeh, 2013). It was reported in the literature that lack of awareness of differences between cultures may cause frustration, conflict and misunderstanding in language classrooms. In the same way, Sercu et al. (2005) suggest that pre-service and in-service foreign language teachers need "an adequate sociocultural knowledge of the target language community, frequent and varied contacts with it and a through command of the pragmatic rules of use of the foreign language in contexts that may be considered to belong to their professional sphere". By the same token, studying abroad or international experiences have been documented to play a substantial role when it comes to developing learners' ICC level. In the light of reported studies (Jung, 2002; Merino Jular, 2007; Williams, 2005; Hişmanoğlu, 2011; Sarıçoban, 2014), it is conceivable that students who studied abroad had a higher level of intercultural communicative competence.

Foreign language education focuses on "growing out of the shell of one's own language and culture" (Kaikkonen, 2001). Since teachers are seen as a change agent (Hawkins, 2004, p.4), teacher education focuses more on teacher's thinking and

supporting ICC development (Ruohotie-Lyty & Kaikkonen, 2009). Hence, ICC needs to be integrated into the language curriculum if teachers are hoping to help students gain respect for the language and culture studied, an awareness of their own culture and skills development that will empower them to be capable and adaptable communicators (Lopez-Rocha, 2016). According to Byram (1997), a person who has a developed ICC can build relationships when speaking in a foreign language and communicate in an effective way. A person with a developed ICC is a mediator of interactions between people of different backgrounds, and s/he is also able to take other people's needs and viewpoints into consideration as well as striving for the continuation of developing communicative skills.

Since the 1950s, globalization and rapid migration movements drew more and more attention to the need to integrate interculturality in the language classroom (Lopez-Rocha, 2016). In order to successfully integrate interculturality in the language classroom, CEFR (Common European Framework of Reference) and its incorporation of culture as a component in language teaching can be examined. Byram, Gribkova, and Starkey (2002) indicated that, with the basis of CEFR, foreign language teachers are expected to encourage curiosity and independent discovery and inquiry in learners so that they can be allowed to be active participants while developing intercultural competence. Byram (1997) also emphasizes that the focus of language teaching should not only be on preparing learners to communicate without any mistakes but to communicate openly and teach them to forge relationships that will allow them to thrive in the foreign cultural context. Teachers, especially foreign language teachers, have the responsibility to deconstruct stereotypes and misperceptions towards foreign cultures. In their study, Mutlu and Dollar (2017) revealed that 48% of English language learners in Turkey aimed at learning English in order to be able to communicate with native English speakers while %43 of them stated that they were learning English to communicate both with native and non-native speakers of English.

It is no doubt that there is growing importance given to promote intercultural communicative competence in the world. Naturally, it is the responsibility of language teachers to create ideal conditions to develop ICC in order to prepare learners to interact in various cultures and environments. Furthermore, language teaching programs should integrate skills and strategies to develop cultural awareness in students that leads to ICC for global citizenship (Lopez-Rocha, 2016).

To conclude, “Intercultural competence is to a large extent, the ability to cope with one’s own cultural background in interaction with others” (Beneke, 2000, p.108-109). By learning foreign languages, one can have the opportunity to become much more familiar with other cultures which would create a base for respect and increase tolerance; and in this way learners’ own identity is strengthened (Byram & Feng, 2005). As ICC is “the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures” (Meyer, p. 138), it is of great importance in language learning and foreign language teacher education.

CHAPTER 3

METHODOLOGY

This chapter outlines the research methods used in completing this study by describing the research design of the current study, setting, participants along with the data collection tools and procedures, and limitations. In this regard, the procedures include types of sampling, data collection instruments, data collection procedures and data analysis. The case study follows a qualitative approach and it aims to explore the effect of international teaching practicums on English language pre-service teachers' teacher identities and intercultural communicative competence.

In this study, the following research questions were investigated:

-What are the effects of international teaching practicum on pre-service Turkish English teachers' Intercultural Communicative Competence level?

-What are the effects of international teaching practicum on pre-service Turkish English teachers' teacher identity?

-What are the reflections and challenges of pre-service Turkish teachers regarding the international teaching practicum?

3.1 Research Design

In order to understand the impact of international teaching practicums on pre-service FLE teachers, a qualitative case study approach was employed. According to Creswell (2005, p. 16) "qualitative research is best suited to address a research problem in which variables are unknown and need to be explored". In this regard, Merriam (2009) explains that the main purpose of qualitative research is to understand how people interpret their experiences, how they construct their worlds or realities and what kind of a meaning they attribute to their experiences. Similarly, this research focuses on the views and interpretations of the participants on the issue of international teaching practicum. Respectively, the current research draws on a case study design which is a type of qualitative research (Duff, 2008).

Being a type of case study design, this study aimed to establish a multiple-case study. Each participant was analyzed separately, and a narrative design was used so as to get a clearer understanding of their experiences of international practicums. Furthermore, according to Yin (1994), a case study method is an observational analysis that investigates a real-life phenomenon with unclear evidence. Hence, a case study design was adopted in this study as it aims to investigate how international teaching practicum influence the attitudes and the identity of pre-service EFL teachers.

3.2 Setting and Participants

The study was conducted at a foundation (non-profit, private) university in Istanbul, Turkey. The university has 6 campuses, 9 faculties, 1 school of languages, 2 vocational schools and 4 institutes that provide post-graduate education. The number of students that are studying at the university is over 25 thousand, and more than 1400 academics lecture at more than 150 programs. Furthermore, the university has other campuses located in various parts of the world in which both Turkish and international students have the opportunity to study or take elective courses for an exchange semester.

The specific setting of this study involved pre-service FLE students who had an international teaching practicum experience at Fulford Academy, Canada. Pre-service teachers at the educational sciences faculty have a chance to go abroad and do their practicum experiences in summer. Every year, approximately 50 pre-service teachers apply for this program while the faculty members evaluate their applications and choose 6 possible candidates on account of their letters of content and face-to-face interviews with those who would like to have an international teaching practicum experience. The director at the host school, Fulford Academy and also mentor teachers have a Skype interview with the remaining 6 candidates in order to finally choose 3 pre-service FLE teachers for the practicum. The chosen pre-service teachers then went to Canada to have their international teaching practicum in the summer. The program lasted 8 week and included in-class observations and macro teachings. The setting for the semi-structured interviews depended on the participants' availability. Figure 4 below shows the timeline of the program:

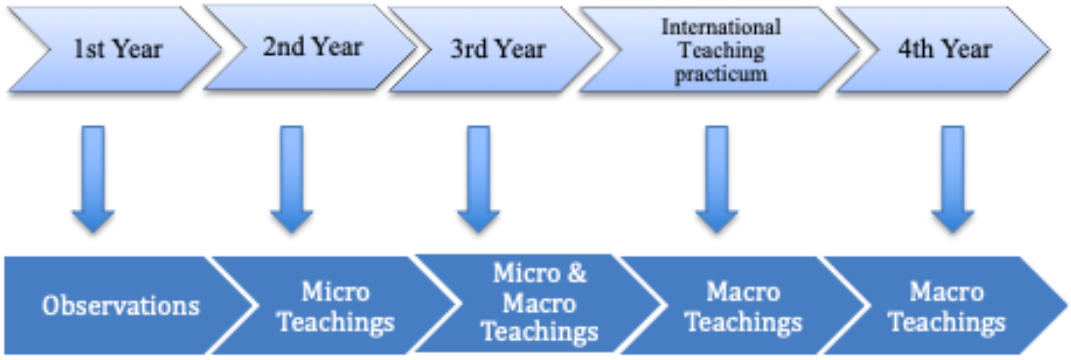


Figure 4. Timeline of Pre-service Teachers' Practicum Experiences During the Program

All 8 pre-service FLE teachers who had international teaching practicum from 2017 to 2019 were purposefully selected as the participants of this study. As they have their international teaching practicum in the summer before the 4th year of the program, they had already had some major courses such as Educational Psychology, Advanced Reading and Writing, Oral Communication Skills, Instructional Technology and Teaching Methods and Approaches. Thus, they were equipped with various teaching techniques and strategies in teaching English. In addition to this, as the university has a system that is called "University within School" which requires all the pre-service teachers to start observing lessons at host schools in the first year and have their teaching practicums in their third semester of the program, pre-service teachers had already been introduced to a real classroom environment before going to their international teaching practicum experiences.

The pre-service teachers who participated in the study had different background information. Two of the participants had a long-term international experience while the rest of the pre-service teachers either had no prior abroad experience or very short abroad experience for touristic reasons. The table 6 below summarizes the overview of participants:

Table 6

Overview of Participants

	Gender	Year of practicum	Former abroad experience	Topics taught	Current information
Teacher 1	F	2017	Yes	English, Literature	Works in higher education
Teacher 2	F	2017	Yes	Mathematics	Works at K-12
Teacher 3	F	2018	Yes	Geography, Literature	Works at K-12
Teacher 4	M	2018	No	Media studies, Writer's Craft	Works in higher education
Teacher 5	F	2018	Yes	Business, Media Design	Quit teaching
Teacher 6	F	2018	No	Psychology	Never went into teaching
Teacher 7	F	2019	Yes	Canadian Literature, Feminist Studies	Senior year of the university
Teacher 8	F	2019	Yes	World issues, Change in society	Senior year of the university

3.3 Procedures

This section provides a detailed information about the sampling types, data collection instruments, data analysis, trustworthiness and limitations of the current study.

3.3.1 Sampling. This study made use of two types of sampling: convenience and purposive. Convenience sampling is using whoever happens to be available

(Lunenberg & Irby, 2008). In this case, all 8 participants were simply who had an international teaching practicum experience at Fulford Academy, which means the researcher had no control over this group of participants. Furthermore, Lunenberg and Irby (2008) states that qualitative research contains purposive sampling almost at all times which is defined as "selecting a sample based on the researcher's experience or knowledge of the group to be sampled" (p. 13). In this regard, Krathwohl (1998) states that purposive sampling is a tool that can contribute to the relevancy of the information when it comes to the focus of the study. Consequently, this type of sampling grants the researcher with a chance to select certain individuals who might show different perspectives. Out of 8 participants, 8 of them were purposively chosen. The participants had different background information varying from no international experiences to those who had previously gone abroad before the international teaching practicum.

3.3.2 Sources of data. In this study, data was derived from 5 main sources: online questionnaire, portfolios, reflection papers, semi structured interview and reports of faculty members and mentors. This part of the study will provide a detailed information about each source of data.

3.3.2.1 Online questionnaire. The researcher developed an online questionnaire for the participants to answer questions using the research questions for the study as a framework. The online questionnaire was sent online, and all of the participants answered items ranging from 5-point Likert scale to semi open-ended questions. The aim of the online questionnaire was to get a piece of general information regarding the experience from the participants, as well as their set views on their international practicum experience. (See appendix G)

3.3.2.2 Portfolios. Portfolios gives reliable and dynamic data about students for teachers, parents and also students themselves; hence, the need to use portfolios in learning and teaching was underlined by many researchers (Birgin, 2003; De Fina, 1992; Gussie, 1998; Micklo, 1997; Mumme, 1991; Norman, 1998). Portfolios are kept as collections of information and knowledge about a pre-service teacher's abilities and skills that are improved in various contexts over the course of a set time (Koçoğlu, 2008). Pre-service teachers in this study kept portfolios during their international

teaching practicum experience. Portfolios included photos, lesson plans, materials used in their lessons, feedback from their mentor teachers from each lesson, feedback from the students after each lesson, pre-service teachers' their own reflections about their lessons and experiences. (See Appendix B)

***3.3.2.3 Reflection papers*.** It is vital to make objective interpretations about the data in qualitative research studies. As MacNaughton (2001) states, the analysis of the data ought to be as transparent as possible. In this regard, reflection papers that are written by the participants allow a researcher to gain more insights regarding the participants' own comments, ideas, perceptions so as not to make false interpretations. Hence, the participants were asked to write a reflection paper comparing pre and post international teaching practicum experiences. There was no given format to the participants, though some guiding questions were given in order to gain more specific information from the participants and help them generate more ideas. The main purpose of the questions was to disclose their opinions, feelings and reflections during and after the international teaching practicum experience. (See appendix F)

***3.3.2.4 Semi structured interviews*.** Data were collected through semi structured interviews. According to Hoepfl (1997), the most popular forms of data collection in qualitative studies are interviews and observations. Since observations were out of question, interviews were made. Fontana and Frey (2000) described semi structured interviews as "one of the most powerful ways in which we try to understand our fellow human beings" (p. 645). The questions in the interview mainly focused on the participants' feelings, ideas and thoughts about their international teaching practicum. As none of the participants were available for a face-to-face interview due to quarantine measures, voice and video calls were made in order to have the interviews. All interviews were audio taped and transcribed verbatim to help for subsequent data analysis. Interviews lasted from 15 minutes to 35 minutes. Table 7 shows the overview of the semi-structured interview:

Table 7

Overview of Interview Data

Participant	Duration of the interview	Word count of the verbatim transcript
T1	23 minutes	2310
T2	35 minutes	3114
T3	21 minutes	2560
T4	16 minutes	2200
T5	22 minutes	2170
T6	17 minutes	2120
T7	27 minutes	3580
T8	32 minutes	3750
Total Data:	193 minutes of recordings and 70 pages of transcript	21804

3.3.2.5 Reports of mentors and faculty members. At the end of the international teaching practicum experiences, mentor teachers at the host school wrote quite detailed pre-service teacher evaluation reports for each participant. These reports included information about the improvement of the pre-service FLE teachers throughout the international practicum experience as well as comments on their strengths and areas to improve as a teacher. Major areas to evaluate were interpersonal skills and abilities, organizational skills and abilities and academic skills and abilities. Mentors also commented on sub-skills such as "ability to adapt to school and new conditions", "ability to participate in teamwork" and "ability to think critically and show cultural sensitivity". All sub-skills that were categorized under aforementioned three major areas were commented on. (See appendix A)

3.3.3 Data analysis procedures. In this part, the main steps while analyzing the dataset in detail are explained. Data collection from the participants was at a time that was convenient for them which took about 3 months in total. Starting from the

very beginning of the data collection process, a systematic data analysis was conducted. The data about the research questions were analyzed in the same vein. The data analysis process focused on the recordings of the interviews and written diaries and reflection papers, thus, making a differentiation between their factual and subjective judgments of the topic. Repeated and useful patterns were highlighted and extracted from the data with the aim of developing a clear and meaningful picture of reflections and perceptions of the pre-service teachers. Table 8 summarizes which data collection tools that were used to answer the particular research question and how the dataset was analyzed:

Table 8

Data Collection Tools and Types of Analysis

Research Questions	Data Sources	Type of Analysis
1- What are the effects of international teaching practicum on pre-service Turkish English teachers' Intercultural Communicative Competence level?	Online survey Reflection papers Semi-structured interview Portfolio	-Inductive content analysis - Coding
2- What are the effects of international teaching practicum on pre-service Turkish English teachers' teacher identity?	Online survey Reflection papers Semi-structured interview Portfolio Mentor reports	-Inductive content analysis - Coding
3- What are the reflections and challenges of pre-service Turkish teachers regarding the international teaching practicum?	Online survey Reflection papers Semi-structured interview Portfolio Mentor reports	-Inductive content analysis - Coding

The present study was based on a qualitative case study as a research design. Creswell (2005) points out that the identification of themes contributes to the complexity of the narrative and adds value to the comprehension of personal experiences. The codes were also reduced because they were grouped as per their themes. Moreover, those codes then were refined and supported by quotes from the participants. Pre-service teachers' remarks about the ICC and reflective practices were highlighted from the interviews, diaries and reflection papers. The mentor teachers' reflections on the pre-service teachers' development were also used to gain more insights on mentor teachers' perceptions of their mentees.

3.4 Trustworthiness

Lincoln and Guba (1985) state that the trustworthiness of a research study is critical for assessing its worth and it involves establishing credibility, transferability, dependability and conformability. In order to establish credibility, triangulation was used since data were gathered from 7 different tools so as to gain a more detailed and solid result and enhance the credibility of the data (Creswell, 2007). In addition to comments and feelings written by participants in their diaries and reflection papers, interviews and mentor reports were used to gain a deeper insight on the issue. Hoepfl (1997) suggested other techniques to ensure credibility such as making segments of the raw data available for others to analyze. Since the results depend heavily on a researcher's interpretation in qualitative case studies, the use of "member checks" by another colleague helped in order to corroborate the codes in the findings (Lincoln & Guba, 1985)

Transferability is related to how a research might be used in other contexts. Trochim (2006) stated that "Transferability refers to the degree to which the results of a qualitative research can be generalized or transferred to other contexts or settings" (Trochim, 2006, "Qualitative Validity", para. 4). In this study, transferability has an important role as there are only few studies regarding international teaching practicum experiences of pre-service FLE teachers in the Turkish context. Dependability is when the results of the research are repeatable and consistent (Trochim, 2006, "Qualitative Validity", para. 5). Hence, data were collected from various tools to pinpoint the

overlapping codes, ideas and comments that can be used in the analysis procedure. Conformability has to do with the degree of neutrality. The study is solely shaped by the participants' ideas and feelings rather than the ideas and motivations of the researcher. The role of triangulation should be emphasized once more as well as member checking that ensure conformability.

3.5 Limitations

The present study has some limitations that should be considered. Due to the heavy workload of the participants who work full time, interviews had to be kept short. Moreover, some of the participants were still studying while some graduated and started working as a teacher, meaning that they all had different schedules than each other which made it hard to come together for a focus group interview, which was a type of interview that might have stimulated group discussion and more ideas. In addition, the researcher did not collect any data from the participants' students in the host school. Perceptions of the students might have helped cultivating the findings. Therefore, the findings of this study should be considered as suggestive for future research.

CHAPTER 4

FINDINGS

This chapter provides the findings of the qualitative data obtained from the participants through diaries, online questionnaire, semi-structured interviews, reflection papers, lesson plans and portfolios. The data were interpreted with regards to the research questions developed for the study. The purpose of this chapter is to review the answers to research questions.

4.1 Findings about RQ1

As stated previously, the data set that was used to answer the first research question involve reflection papers, semi-structured interviews and portfolios. When these data sources were analyzed to explore the effects of international teaching practicum on pre-service FLE teachers ICC, the following main themes emerged: Culture, Language and Communication, and Education. Main themes and sub-themes that emerged in the findings are summarized in the table below:

Table 9

Overview of Findings About RQ1

Main Themes	Sub-themes
1- Culture	• Awareness of unconscious bias • Learning to embrace cultures
2- Language and Communication	• Tolerance for ambiguity • Tolerance for miscommunication
3- Education	• ICC related activities in class • Willingness to use ICC in class: expectations versus reality

4.1.1. Culture.

4.1.1.1 Awareness of unconscious bias. In retrospect, the pre-service teachers in the study expressed that they had realized they had bias towards foreign cultures before having their international teaching experience. Although 6 out of 8 participants had abroad experience before the international teaching practicum, they did not stay abroad long enough to really immerse themselves with the culture. All pre-service teachers reported that they did not know they were biased until they found themselves in a foreign culture. Their bias was both towards Canadian teachers and international students there. Considering this finding, they said:

> […] I had the notion that Turkish people are more friendly and caring than Canadians, in general. In reality, though, I realized that Canadian teachers did really care, not on a surface level, but they were definitely more involved (T3, online questionnaire).

> […] The teachers were more positive than the Turkish teachers. Instead of focusing on the bad things a student does, they focus on the good things. I could say they are more relaxed than Turkish teachers. Maybe it's cultural (T8, interview, 6 March 2020).

> […] There were students who had never heard of Harry Potter in their lives. I was so shocked. Cause in my "world" everyone knows Harry Potter (T1, interview, 6 April).

As can be seen in the excerpts taken from the interviews, pre-service teachers were unconscious of their biases until they found themselves inside of a particular situation abroad. Before their international teaching practicum, they had no idea that they had these biases towards other cultures. International teaching practicum experience helped them notice their own assumptions towards a certain culture. The pre-service teachers reported the instances where they found themselves surprised because of the differences between other cultures and their own cultures.

4.1.1.2 Learning to embrace cultures. One other point that the pre-service teachers talked about was that they had the opportunity to learn to celebrate other cultures frequently. As they were immersed with international students and teachers, they learned to live in an international environment where they found themselves to be the "minority". The following statements taken from the interviews explain how the pre-service teachers perceived the diversity and culture during their international teaching practicum:

> […] My mentor was French-Canadian, half of my students were Japanese, and the other half were Chinese. We had debate sessions every week and each of them had different values and beliefs, and we were still able to do the discussions in a fun, embracing environment because we set the rules of the class beforehand (T5, interview, 6 March 2020)

> […] I had students from all over the world: Chinese, Japanese, Russian, Turkish, Kazak… It was quite a multicultural environment (T3, online questionnaire)

As stated below, the pre-service teachers in the study reported that they had celebrations of different cultures almost every week:

> […] the school in Canada really embraced other cultures. We used to have different meals from different parts of the world. Every week one culture was celebrated. One week we had Chinese food, the other week we had Turkish cuisine (T3, interview, 3 May 2020)

> […] Once a week, there was a celebration of a different culture. We would learn about that particular culture's values, cuisine, traditions,

> local dresses etc... We also had a Turkish night. It was very nice. We got to know more about the students' lives, and they learned about ours. That definitely connected us more and made us closer (T2, interview, 8 April 2020)

It was also reported that there was a positive atmosphere which welcomes diversity in the classroom. Pre-service teachers stated that the way they felt welcomed as a minority in a foreign country made them more aware of the cultural issues in the classroom which resulted in an effort to embrace and acknowledge their current non-Turkish students in the classroom:

> […] Even though they had opposite beliefs from each other, everyone had the opportunity to talk about their point of view and everyone in the classroom always listened and respected each other (T5, interview, 6 March 2020)

> […] All of the multicultural people I met during my international teaching experience made me feel so welcomed. That's why in my lessons I do my best to make my non-Turkish students feel the same (T3, interview, 3 May 2020)

> […] Working with students from different cultures, I gained and understood so many more perspectives that I hadn't even had the slightest idea of. I thought to myself: "Hmm, yes, I could have thought about it this way but so far I didn't because of my culture and upbringing". And one can only learn these once they are out of their comfort zones (T7, interview, 7 May 2020)

As can be seen from the excerpts above, the participants had the chance to celebrate foreign cultures which made them welcome those differences. However, during their international teaching practicum, they also had the opportunity to introduce Turkish culture as stated below:

> […] I not only had the opportunity to learn about other cultures, but I also introduced my students to the Turkish culture. There was a mutual cultural introduction and understanding of diverse cultures (T3, interview, 3 May 2020)

> […] My students were interested in knowing me more, that's why they asked a lot of questions about Turkey and Turkish culture. It was an interesting experience to look at your own culture and talk about it, because you somehow feel vulnerable, as if they are going to judge your culture. None of that happened of course, we really had respect for all cultures in class..." (T4, interview, 4 March 2020)

In brief, it can be said that the effect of international teaching experience gave pre-service FLE teachers the opportunity to become aware of their own biases and they learned to embrace other cultures as well as their own native culture. The pre-service teachers not only had the opportunity to learn about other cultures and embrace the differences they have; they also had the opportunity to introduce their own culture in a foreign culture where they could distance themselves from their own culture and see it from the eyes of the others.

4.1.2 Language and Communication.

***4.1.2.1 Tolerance for ambiguity and miscommunication*.** The data analysis revealed that their tolerance towards ambiguity and miscommunication has increased as a result of international teaching practicum experience. The pre-service teachers stated that they had to develop their tolerance for ambiguity and miscommunication because it was somewhat harder to have the communication flow going with different

accents that they were not accustomed to. The following statements support this finding:

> […] I had to teach myself that sometimes it is okay to be misunderstood. It is an opportunity to fix your phrases, wording, or sometimes your tone. I became way more tolerant towards my ambiguity, too. Even though I am an English teacher, I am still learning. We still learn what is appropriate and what is not… That's why I can say this experience really made me more interculturally competent (T3, interview, 3 May 2020)

> […] One time I apparently said something inappropriate while talking about autism. I did not say that particular word in a rude manner, I just really thought that was the normal way of saying it. My mentor warned me about my mistake and explained to me why it is not okay to use that word in a sentence like that (T7, interview, 7 May 2020)

The pre-service teachers also stated that they not only had problems with the culture, but they also had some problems with the language:

> […] Sometimes I had to simplify my language or use different wordings so that the other person can understand me. It was not frustrating though, because in the end you just want to understand and be understood (T5, interview, 6 March 2020)

> […] In the first weeks I was definitely in the dark. I couldn't really understand the native teachers while they were speaking fast. It took

> me some time to get used to it. I handled that anxiety quite good, though (T7, interview, 7 May 2020)

As it can be clearly seen, the participants pointed out that initially they encountered some communication problems with foreign teachers and students. In time, they learned to be more tolerant when a communication breakdown happens, or an ambiguity takes place. The pre-service teachers reported that they felt vulnerable at times, which they did not like at first, but had to learn to be okay with it in time. They also commented that it is a learning process and that there is not really an end point to being interculturally competent.

4.1.3 ICC in Class

***4.1.3.1 ICC related activities*.** The participants revealed some experiences of using and enhancing the ICC of themselves and also their students during their international teaching practicum. As they had many international students in the classroom, they utilized ICC related activities to make the students more aware of ICC. The following lines show the ICC related activities that were done in the classroom:

> […] We made it clear that there are certain rules and values in Canada, too. We talked about certain sayings, attitudes, common values of the culture etc. (T4, interview, 4 March 2020)

> […] Because of the nature of the topics I was covering, we had a lot of opportunities to touch cultural points during my lessons. We would talk about culture, religion, languages etc. I would try to come up with activities that would help them reflect on their cultures. They would talk about their own cultural structures, their religions, values, family structures and so on (T7, interview, 7 May 2020)

> […] I couldn't really improve my ICC by just reading about it. I think you really have to be outside of your country and breathe that air to really immerse yourself with diverse cultures and different sayings. You really learn by doing something (T3, interview, 3 May 2020)

It can be concluded that, the pre-service teachers not only got the opportunity to improve their own ICC, but they also did activities in order to improve their students' ICC during their international teaching practicum. Although they did not explicitly have lessons on ICC, they reported that they had to come up with ICC related activities during the lessons because they had many international students in class.

4.1.3.2. Willingness to use ICC in class: expectations versus reality. The pre-service FLE teachers reported that, thanks to their international teaching practicum, their willingness to include ICC to their lessons increased. The following excerpts reveal the willingness of the participants to teach ICC in the classroom and show their classroom practices in Turkey:

> […] I have one Kirghiz student in class at the moment, the rest are Turkish. Nevertheless, I try to help him talk about his culture and values whenever I have the chance so that everyone in the classroom can learn about a world that is different from theirs. The Turkish students should learn about other cultures in the class, too (T3, interview, 3 May 2020)

> […] I always try to refer to my international experiences in class and give examples from different cultures, but I know for a fact that this is not enough. Most of the time, I just don't have the time and opportunity, sadly (T4, interview, 4 March 2020)

> […] Because we are trying to do a lot of things at the same time, we do not really have the time to include activities that would improve students' ICC, let alone just assessing their ICC..." (T4, interview, 4 March 2020)

On the other hand, some pre-service teachers reported that inspite of the fact that they would like to include ICC in their lessons more, they cannot do it as much as they can due to the following reasons:

> […] As much as I want to include more ICC and culture related activities to develop my students' ICC, I cannot really do that because I have to follow the set curriculum and lesson plans. I don't really have the freedom and flexibility right now to decide on it myself. Everything is quite structured. I don't think this is specific to my school though, seems like this is the situation in almost every school in Turkey (T4, interview, 4 March 2020)

> […] Unfortunately, I couldn't include any ICC related topics or points in my own classrooms once I got back to Turkey and started working at a private K-12 school. I just did not have that autonomy at all. I couldn't teach ICC because the things I had to cover during my lessons were sent to me and I had to go by the book, per se. There is a lot of stuff to catch on and you are always in a rush (T5, 6 March 2020)

In conclusion, the pre-service FLE teachers reported that their willingness to include ICC activities and teach ICC in their classes increased after their international teaching experience. However, most of the teachers who are now graduates and working as a teacher also reported that they cannot really find the time to teach ICC in class because they have too much workload. It was revealed in this finding that the expectations and reality of the pre-service teachers regarding their use of ICC in class was substantially different.

4.2 Findings about RQ 2

For the second research question data were analyzed through interviews, diaries, reflection papers and portfolios. Three categories emerged for this research question: Autonomy, Flexibility and Self-confidence.

4.2.1 Autonomy and Control. Pre-service FLE teachers reported that they were given much more autonomy abroad compared to the autonomy they were given in their practicum experiences in Turkey. They stated that they had substantially much more control over their lessons and teaching and they were given more freedom as a teacher. Below you can find the pre-service teachers' reflections regarding how their teacher identities changed when they were given more autonomy:

> […] I had way more autonomy as a teacher in Canada. In Turkey, mentor teachers basically told us the unit we or the part we had to cover during our macro teachings, while in Canada, that responsibility was given to me. It made me feel a bit more scared of course, but it really contributed to my self-confidence as a teacher because I saw that I was able to choose appropriate materials and topics when I was given the chance (T5, interview, 6 March 2020)

> […] While planning the lessons, most of the times I prepared my own lessons plans to a large extent. My mentor teacher would check the lesson plan and give me feedback and suggestions before the lessons. After the lesson we would also talk about how it went, the areas that might be improved etc... In general, I had much more freedom and autonomy on my lessons because she let me be the kind of teacher I was evolving to be (T3, interview, 3 May 2020)

Pre-service teachers reported that they had a much more active role as a teacher during their international teaching practicum compared to the national teaching practicums they had. The following excerpts support this finding:

> […] The mentor teachers in Canada were aware of the fact that we were going to be their colleagues very soon. That's why they treated us like we were their colleagues the whole time, so we had that "power". That was very different from Turkish mentor teachers' attitude. In Turkey, mentor teachers didn't really take us seriously (T2, interview, 8 April 2020)

> […] In the practicum I had in Turkey, the things I was allowed to do were quite limited. I had less control over my teaching and learning at schools. In Canada, I was able to cover any topic I want as long as it met the objectives of the lesson, and I was able to use any material I want. In Turkey, the topic was always given by the mentor teacher, sometimes even they would tell me to cover one particular exercise of the course book (T7, interview, 7 May 2020)

> […] I was never taken seriously in my teaching practicums in Turkey. In Canada, they really treated me like I was a teacher. That's why they had many expectations from us. In Turkey, they didn't really have expectations from us (T6, interview, 2 March 2020)

It can be concluded that pre-service FLE teachers had much more autonomy and control on their learning and teaching during their international teaching practicum. Moreover, the participants reported that they felt more active in Canada while they felt more passive in Turkey. Pre-service teachers also stated that they felt like a real teacher because they were regarded and treated like a real teacher. Pre-service teachers stated that they were surprised that they were given autonomy.

4.2.2 Flexibility. The pre-service teachers reported in the semi-structured interviews that they had more flexibility as a teacher abroad. They also reflected on

how they felt when they were given more flexibility as a pre-service FLE teacher in Canada. According to the findings below, the pre-service teachers did not have much flexibility while they were in Turkey; however, they were given much more flexibility during their international teaching practicum. The excerpts below support this finding:

> […] I got to plan my lessons with my mentor. If I wanted to teach a specific topic, I did. If I wanted to have the whole lesson for myself, I had the whole lesson for myself. I They were very flexible which was very good (T8, interview, 6 March 2020)

> […] I saw that they were somewhat more relaxed and flexible when it came to the implementing everything according to the curriculum. They were able to adapt and omit, which was different than I was accustomed to in Turkey (T4, interview, 4 March 2020)

> […] I felt less pressure while having my international teaching experience compared to the practicum I had in Turkey. In Turkey, we tend to do everything by the book, but in Canada, the important thing was to make learning more effective for the students (T4, interview, 4 March 2020)

As can be seen above, the pre-service teachers revealed that they had more flexibility as a teacher during their international teaching practicum. They reported that they felt less pressure and they got to decide for themselves at times, also in relation with autonomy. Having more flexibility, the pre-service FLE teachers stated that they felt less anxious compared to their practicum experiences in Turkey.

4.2.3 Change in "Self". The pre-service teachers revealed a lot about their "selves". According to the interviews, their self-awareness and self-confidence increased. Also, they reflected on their identities that are in the making. The following

are the excerpts from the interviews that talk about how the international teaching practicum experience affected their teacher identities and sense of selves:

> […] Before my international teaching experience, I thought my lessons were student centered. In Canada, I realized that I actually had too much teacher talk time and my lessons were more towards being teacher centered. (T3, interview, 3 May 2020)

> […] in Turkey I am not really a teacher or a facilitator; I am an "implementer" (T5, interview, 6 March 2020)

> […] I really like traveling and immersing myself with different cultures and I have always wanted to try teaching abroad. That's why I got to prove myself that no matter how hard it gets; an abroad experience still improves you in many ways and contributes to your personal and professional life (T8, interview, 6 March 2020)

> […] Seeing a different education system definitely changed my perspectives on education as a teacher. I also got to know about myself and my teacher identity. I got to see various options and choose from what really works for me and my students (T3, interview, 3 May 2020)

In conclusion, the participating pre-service teachers' self-awareness and self-confidence increased after international teaching practicums. They reported how they saw themselves as teachers before the international experience and after the international experience. All of the pre-service teachers said that this experience shaped them as teachers. They reported that their teacher identity was shaped and there were shifts in their identities.

4.3 Reflections on Mentor Teachers & Challenges

The pre-service teachers also were asked about their reflections on mentor teachers at the host school as well as some of the challenges they encountered during the international teaching practicum experience.

4.3.1 Involvement of Mentors. The interviews suggested that the majority of the participants found their mentor teachers in Canada supportive and helpful. They stated that they were given more responsibility by the mentor teachers which made the pre-service teachers more involved in the process of the teaching practicum. The following excerpts support this finding:

> […] My mentor teacher was really helpful and supportive. She always encouraged me to take more responsibility and wanted me to plan some parts of the lessons even if it wasn't my teaching day. I was really involved and welcomed the whole time (T5, interview, 6 March 2020)

> […] The mentor teacher I had in Canada was definitely more involved and more encouraging than the mentor teachers I had in Turkey (T3, interview, 3 May 2020)

> […] My mentor gave me a rubric to write my lesson plans. I created my own lesson plans by checking the points in the rubric. She always guided me through this experience (T6, interview, 2 March 2020)

However, this was not the case for every pre-service teacher. One participant encountered problems with their mentors. She said that she got interrupted a lot by her mentor teacher, as shown in this comment:

> […] It was my mentor's first time mentoring a pre-service teacher. That's why we had some problems. For example, in the earlier weeks,

> when I was teaching in the classroom, she kept interrupting me to teach herself at some moments; which was discouraging because she did not let me have the floor for myself. We then talked about it and solved this issue later on (T8, interview, 6 March 2020)

The findings also revealed in the interviews that the mentor teachers in Canada gave more feedback, especially constructive feedback compared to Turkish mentor teachers. As indicated below:

> […] I think mentor teachers in Canada gave way more feedback, especially constructive feedback, compared to the Turkish teachers. Turkish mentors I had always focused on the negative parts of my lessons while literally ignoring the positive sides, which is really demotivating for a pre-service teacher (T7, interview, 7 May 2020)

> […] I have always felt like Turkish mentor teachers were looking for mistakes to point on, instead of focusing on my good deeds. I felt more anxious in my national practicums. The mentor teachers in Canada were way more supportive and kinder (T4, interview, 4 March 2020)

> […] Teachers are way much calmer and positive in Canada (T1, online questionnaire)

4.3.2 Challenges. The pre-service teachers were also asked about the challenges they had during their international teaching practicum. It was revealed in the interviews that some participants had only Turkish students in their classes, which demotivated the pre-service teachers. It was also reported that initially some of the pre-service FLE teachers had some doubts when it comes to the topic that they were supposed to teach. The following excerpts support this finding:

> […] I expected to work with students from other cultures, that was one of the most important reasons why I wanted to have an international practicum experience. However, all of my students were Turkish. Because they knew I was Turkish, the way they approached me, the way they behaved in class was different than the other students at the school (T8, interview, 6 March 2020)

> […] I only had one student. And he was Turkish! I was very surprised (T6, interview, 2 March 2020)

In conclusion, the participants reported that the fact that they only had Turkish students in their classes demotivated them in the very beginning. Based on the interviews, reflection papers and diaries, it can be said that the challenges mainly were adapting to the new environment, having only Turkish students in class and problems with mentor teachers.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Discussion of Findings for Research Questions

The aim of the study was to investigate the effect of International Teaching practicums on pre-service FLE teachers ICC and teacher identities. The data set that was used to find out the answer these questions mainly consisted of diaries, reflection papers, portfolios, and interviews. The investigated process also revealed the reflections of pre-service teachers on international teaching practicum, as well as revealing the challenges they encountered during this experience.

5.1.1 Discussion of findings of RQ 1. The findings revealed that the international teaching practicum had many impacts on pre-service teachers' perceptions of ICC. The three main themes were related to culture, language and communication and education. Then subthemes were formed with the help of the codes from the interviews.

The participants clearly said that they had certain assumptions and biases towards the culture in Canada as well as the various cultures of students. With the help of the international experience, participants gained awareness of their unconscious biases towards other cultures, which gave them the opportunity to demolish the biases they had. In other words, the pre-service FLE teachers got the chance to realize their thinking patterns towards diverse cultures and reflect on those patterns while living in an international environment. It is possible to hypothesize that because they were always in communication with people from different backgrounds and cultures during their international practicum, they were able to analyze their own assumptions about other cultures and learn more about those various cultures and appreciate them accordingly. In line with Stachowski and Brantmeier (2002), findings of this study showed that pre-service teachers get to "see the self through the other" by experiencing a shift in their perspective.

Another issue that should be touched on here is the effect of international teaching practicums on pre-service FLE teachers' willingness to teach ICC in their own classrooms. When ICC is taught in classrooms, learners have an opportunity to

learn how to use the target language appropriately as well as building meaningful relationships and understanding people from various cultures. In this way, learners have the ability to gain an insider perspective of diverse cultures (Moeller & Nugent, 2014). The findings revealed that all 8 participants gave importance to teaching ICC in class. However, it was also revealed that, in spite of the importance given to ICC, the pre-service teachers cannot find the time and resources to teach ICC in their classrooms. As far as it was reported, because the participants have too much paperwork and workload to cover at schools, they mostly do not have a chance to teach ICC. Nevertheless, they reported that the teachers should cover culture related points whenever they can find a chance during their lesson. It was seen that two-month international teaching practicum affected pre-service FLE teachers' perceptions of ICC.

In addition to the above, pre-service FLE teachers also reported that their tolerance for ambiguity and miscommunication increased. They not only were the ones who caused the ambiguity at times, they were also the ones who embrace the ambiguity that was caused by their students. It was stated that they became more tolerant of their own and their students' mistakes. They also pointed out that because there were students who had a thick accent, they sometimes had trouble understanding them. At this point, it was also reported that they made it clear to the students that there are different world Englishes and there is not one way of speaking English. This suggested that the pre-service teachers were aware of the fact that it caused some anxiety for students to try to sound like a native speaker.

Overall, consistent with Cushner's (2009) research, programs such as international teaching practicums in this study offer opportunities for teachers to compare education systems of various countries and cultures as well as the opportunity to learn more about others' perspectives and values. As international teaching practicums help pre-service teachers broaden their cultural knowledge and global perspective (Cushner, 2009), more and more countries are encouraging programs to have international experiences. Finally, findings of the current study suggest that having an international teaching practicum has a big role on pre-service teachers' perceptions of ICC and willingness to include ICC in their lessons.

5.1.2 Discussion of findings of RQ 2. Traveling independently and living abroad can have various effects on people. The findings of the study revealed that the pre-service FLE teachers increased their autonomy, flexibility and self-awareness during their international teaching experience. It was reported that the participants were given the opportunity to be more autonomous as they were able to choose their own teaching methods and materials during class. They were given more responsibilities which helped them to take more roles as a teacher. The participants reported that they felt much more powerful as they were able to act like a real teacher.

The participants' reported that their former teaching practicum experiences in Turkey was not as much transformative as the international one. They gave justifications of this by stating that they were treated like a real teacher when they were abroad. They compared the identities they had before and after the international teaching practicum experience. It was also found that their self-confidence increased because they proved themselves that they were able to teach abroad and have meaningful relationships in a country and culture that they were new to. These findings are in harmony with the literature (Cushner, 2009; Alfaro, 2007) with regards to an increase in self-awareness, self-confidence, and self-esteem. Pre-service FLE teachers reported that they felt more independent as well.

The interviews showed that the students had bias towards student-centered lessons; however, this bias was diminished in Canada as they saw that it was possible to have a student-centered lesson that would facilitate learners to take more action. Seeing the mentor teachers various teaching methods, they formed their own teacher identity, taking the thing they liked from that teacher, if they found it to be fitting for themselves and for their students.

In the same vein, it was reported that that the pre-service teachers took over various roles as a teacher throughout their international teaching practicum. They explained this by saying that they went from being a "teacher" to "facilitator". It was also stated in the interviews that their lessons went from being teacher-centered to a more student-centered one. Moreover, the pre-service FLE teachers had the opportunity to reflect on their teaching and realize their own patterns in the classroom. Realizing the fact that there is a lot of teacher talk time, one participant tried to adapt her lessons in a more student-centered way. Comments like "I have more confidence

in myself now", "I even taught in a whole different country, I proved myself that I am able to do this", reflect this increased sense of accomplishment. The participants also pointed out that the aim of the lessons was always "enabling the learning process", adding "In Canada the important thing was to enable the learning, not cover a certain activity in a book". In this regard, participants revealed that Canada and Turkey are different. According to the participants, the schools in Turkey are still traditional.

The pre-service teachers also pointed out the fact that there was a change in their teacher identity because there were different expectations from their mentor teachers. In Turkey, they were regarded as students, however, in Canada they felt that they were "finally taken seriously" by the mentor teachers. The interviews revealed that the more responsibilities they took over, the more active and hands-on they felt.

To wrap up, traveling and living abroad gives people the chance to experience what exactly happens to their identity once they are no longer in charge as well as the ambiguities between people's beliefs, values, perceptions and multiple realities of everyone else (Merryfield, 2002). As one of the participants remarked, "I learned how to be an outsider, a minority, in a different country. It affected me to the core because I now know myself that I will do my best to include my international students to the lesson even more eagerly". Thus, findings suggested that the international teaching practicum affected pre-service teachers' teacher identity in a more positive way, to the point that they analyze themselves more objectively and shape their identities accordingly.

5.1.3 Discussion of findings of RQ3. The last research question aimed at finding out the challenges the pre-service FLE teachers had during their international teaching practicum as well as their reflections about the program and the mentors. Findings revealed that some pre-service teachers were anxious to teach English through different content areas such as geography, mathematics, media and so on… Initially, they were timid and scared as they were not used to using CLIL in the classroom before. However, they reported that in time, they felt much more confident in their area of teaching. Nevertheless, it was also reported that the teachers found it more demanding to study a topic before lessons because they had no prior knowledge in the area that they were teaching.

The other challenge that the pre-service FLE teachers reported was the fact that they happened to have only Turkish learners in their classrooms. Although it was due to the fact that those students were the only available double diploma students at that time, it was reported that this fact demotivated the pre-service teachers for the reason being that their aim to go abroad was to experience an intercultural classroom.

The comments on mentors mainly suggested that the international mentors were quite involved. They were supportive and helpful throughout the whole process. They gave autonomy to the pre-service teachers and offered guidance when needed. Comments such as "My mentor teacher treated me like a colleague", "I was taken seriously as a teacher", "I was able to be the teacher that I want" show that the mentors treated the pre-service teachers as their equal and supported them throughout the experience. However, one student pointed out that she had problems with her mentor teacher in the beginning of the experience and commented "My mentor teacher did not really give me the whole control while I was teaching. She kept on interrupting me". This suggests that pre-service teachers also had challenging times throughout their international teaching experiences. They pointed out that the international mentor teachers were more supportive and helpful than the national mentor teachers and that it affected their own involvement and motivation towards the practicum experience as well.

In brief, all of the pre-service teachers had mostly positive recollections about their experiences. The pre-service teachers reported that this experience, overall, changed them substantially, not only as a teacher, but also as a person. The participants reported that their perspectives and worldviews have changed to the better, as they are aware of the differences in cultures. This experience also normalized the possibilities of ambiguities and miscommunication for the pre-service teachers to tolerate, as it made them more emphatic and patient.

5.2 Conclusion

The present study has been designed to investigate the effect of international teaching practicums on pre-service FLE teachers' perceptions of ICC and teacher identity. The investigation has shown that the international teaching experience was of transformative nature as it changed their perception of ICC and willingness to use ICC in class as well as changing and shaping their teacher identities. One of the most

significant findings of the study is that having autonomy and control of their learning and teaching played a big role on the pre-service teacher's sense of self and self-confidence. The more they were taken seriously and given more responsibilities, the more they acted and felt like "real teachers".

The participants reported that they still utilize transformation they experienced abroad to their current classrooms in their home countries. As they want to make their classrooms more like the classrooms they had back in Canada, they reported that they always reflect on their teaching and try to strive for the best for the learners. In the data analysis process, it has also been seen that there is a strong link between international teaching experiences and the willingness to include ICC in their teaching.

The present study confirms the findings of previous studies that are done in the Turkish context (Ateşkan, 2016; Sarıçoban, 2014; Şahin, 2008) and makes a contribution to the current literature because to our knowledge, no prior studies have examined the effect of international teaching practicums on pre-service teachers' ICC and teacher identity.

5.3 Pedagogical Implications

The results of this study offer pedagogical implications especially for pre-service English teachers and teacher educators. The results of this study concluded that international teaching practicums have a positive impact on pre-service English teachers' ICC and teacher identity. Thus, teacher educators should give importance to enable international teaching practicums for pre-service teachers to experience teach abroad, in diverse environments and classrooms. In a diverse environment where pre-service teachers can practice teaching in classrooms that have learners from various backgrounds would more likely to increase pre-service teachers' self-confidence and self-awareness.

The field of education is constantly in flux. As the world changes, student and teacher needs change, too. In our globalized world, we never had this much need for teachers who can teach in diverse environments, who can embrace cultures and who are globally aware. Hence, pre-service English teachers must become more globally aware and they should strive for developing professionally and personally. Pre-service English teachers can benefit from this research by choosing an international teaching practicum experience which would take them out of their comfort zone and

offer them rich experiences. Participating in an international teaching practicum in a diverse setting would allow the pre-service English teachers to compare their own culture with a foreign culture. They can become more aware of the need to be able to teach in a diverse classroom with students from various backgrounds.

Teacher educators should work with program directors to allow pre-service English teachers to have an international teaching experience for at least several weeks to fully immerse themselves with the foreign classrooms and culture. Furthermore, directors could benefit from this study by learning about what pre-service teachers actually feel and experience during an international teaching experience. An international teaching practicum experience must be designed carefully and must be measured before and after the experience so as to develop the program even further.

This study also presents implications for curriculum designers and material developers. Topics, activities and exercises would encourage pre-service teachers to use ICC in classroom and learners would have the opportunity to learn about other cultures in class. Finally, in response to NCATE standards and other educational reform initiatives, foreign language education faculties can add courses about intercultural communicative competence, global awareness and diversity. Higher exposure to intercultural communicative competence during their program would increase pre-service English teachers' competency as well as their willingness to include ICC in their own classroom once they move to the teaching field.

5.4 Recommendations for Further Research

Since this study is a small scaled case study, it deals with just 8 participants. Therefore, it is suggested that replicating the study with more participants can help reach more concrete results. This might also help enhancing the generalizability of the findings. Also, further research can be done on the long-term effects of international teaching practicums on teachers' ICC and teacher identity. Finally, a replication of the current study will contribute to the field because this study is the sole study that is conducted in the Turkish context with pre-service teachers.

REFERENCES

Alred, G. (2003). Becoming a 'better stranger': A therapeutic perspective on intercultural experience and/as education. *Intercultural experience and education,* (*2*)14.

Ateşkan, A. (2016). Pre-service teachers' cultural and teaching experiences abroad. *Journal of Education for Teaching, 42*(2), 134–148.

Acquah, E. O., & Commins, N. L. (2013). Pre-service teachers' beliefs and knowledge about multiculturalism. *European Journal of Teacher Education, 36*(4), 445-463.

Akyüz, Y. (2004). *Türk eğitim tarihi: MÖ 1000-MS 2004*. Pegem A Yayıncılık.

Akyüz, A. (2019). *Integrating global citizenship education into English teacher education pedagogy: With reference to the united nations' sustainable development goals* (Unpublished master's thesis). Bahçeşehir University, İstanbul.

Akşit, N., & Sands, M. K. (2006). Turkey: Paradigm Change in Education. In Mutua K. and Sunal C. S. (Ends), Crosscurrents and Crosscutting Themes: A Volume in Research on Education in Africa, the Caribbean and the Middle East (pp. 253-271). Connecticut: Information Age Publishing.

Allen, J. M., & Wright, S. E. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching*, *20*(2), 136-151.

Atay, D. (2005). Reflections on the cultural dimension of language teaching. *Language and Intercultural Communication*, *5*(3, 4), 222-237.

Atay, D., Kurt, G., Çamlıbel, Z., Kashoğlu, O., & Ersin, P. (2009). The role of intercultural competence in foreign language teaching. *İnönü University Journal of the Faculty of Education, Special Issue*, *10*(3), 123-135.

Baker, F. J., & R. Giacchino-Baker. (2000). Building an international student teaching programme: A California/Mexico experience. Retrieved from: ERIC (ED449143).

Barkhuizen, G., & Feryok, A. (2006). Pre-service teachers' perceptions of a short-term international experience programme. Asia-Pacific Journal of Teacher Education, 34(1), 115–134.

Barkhuizen, G. (Ed.). (2016). *Reflections on language teacher identity research*. Taylor & Francis.

Barrett, M. D., & Huber, J. (2014). Developing intercultural competence through education. C. Reynolds (Ed.). *Council of Europe Publishing.*

Baştürk, S. (2009). Öğretmenlik uygulaması dersinin öğretmen adaylarının görüşlerine göre incelenmesi. *İlköğretim Online, 8*(2), 439–456.

Başyurt-Tüzel, A. E., & Akcan, S. (2009). Raising the language awareness of pre-service English teachers in an EFL context. *European Journal of Teacher Education*, *32*(3), 271-287.

Bayyurt, Y. (2012). 4 + 4 + 4 Eğitim Sisteminde Erken Yaşta Yabancı Dil Eğitimi. In *Hacettepe Üniversitesi I. Yabancı Dil Eğitim Çalıştayı* (pp. 97–107). Ankara.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the worldvision and implications for teacher education. *Cambridge journal of education*, *39*(2), 175-189.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education*, *20*(2), 107-128.

Beneke, J. (2000). Intercultural competence. In Bliesener (Ed.). Training the Trainers. International Business Communication, vol 5, 108-109. Köln: Carl Duisberg Verlag.

Bennett, J.M. (2009). Cultivating intercultural competence: A process perspective. *The SAGE handbook of intercutural competence*, 121-140.

Birgin, O. (2003). *Investigation of the application level of computer-based portfolios.* (Unpublished master's thesis). Karadeniz Technical University, Trabzon.

Block, D. (2009). *Second language identities*. Bloomsbury Publishing.

Britzman, D. (2003). *Practice makes practice: A critical study of learning to teach.* Albany, NY: State University of New York Press.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: A practical introduction for teachers.* Language Policy Division, Directorate of School, Out-of-School and Higher Education, Council of Europe.

Byram, M., Feng, A. (2005). Culture and language learning: teaching, research and scholarship. *Language Teaching, 37*(3), 149-168.

Cameron, J. E. (2001). Social identity, modern sexism, and perceptions of personal and group discrimination by women and men. *Sex Roles, 45*(11-12), 743-766.

Carlson, J. S., & Widaman, K. F. (1988). The effects of study abroad during college on attitudes toward other cultures. *International journal of intercultural relations, 12*(1), 1-17.

Carrell, P. L. (1984). Inferencing in ESL: Pre-suppositions and implications of factive and implicative predicates. *Language Learning, 34*(1), 1-19.

Carsello, C., & Creaser, J. (1976). How College Students Change During Study Abroad. *College Student Journal*.

Castro, A. J. (2010). Themes in the research on preservice teachers' views of cultural diversity: implications for researching millennial preservice teachers. *Educational Researcher, 39*(3), 198– 210.

Chiang, M. (2008). Effects of fieldwork experience on empowering prospective foreign language teachers. *Teaching and Teacher Education, 24*(5), 1270-1287.

Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: MIT.

Cochran-Smith, M., & Fries, K. (2005). Researching teacher education in changing times: Politics and paradigms. In M. Cochran-Smith, & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 69-107). Washington, DC: American Educational Research Association.

Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of curriculum studies*, *31*(6), 711-726

Coleman, H. (Ed.). (1996). *Society and the language classroom* (Vol.1, p. 996). Cambridge: Cambridge University Press.

Coşkun, A. (2013). Stress in English language teaching practicum: The views of all stakeholders. *Hacettepe University Journal of Education, 28*(3), 97-110.

Creswell, J.W. (2005). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd edition). Upper Saddle River, NJ: Pearson / Prentice Hall.

Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd ed.). Thousand Oaks, CA: Sage.

Cushner, K., & Brennan, B. (2007). *Intercultural Student Teaching: A Bridge to Global Competence* Plymouth: Rowman & Littlefield Education.

Cushner, K., & Mahon, J. (2002). Overseas student teaching: Affecting personal, professional, and global competencies in an age of globalization. *Journal of Studies in International Education, 6*(1), 44-58.

Cushner, K. (2009). The role of study abroad in preparing globally responsible teachers. In Lewin, R. (Ed.), The handbook of practice and research in study

abroad: Higher education and the quest for global citizenship (pp.151-169). New York: Routledge.

Danielewicz, J. (2014). *Teaching selves: Identity, pedagogy, and teacher education*. Suny Press.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300-314.

Day, R. (1993). Models and the knowledge base of second language teacher education. *University of Hawaii Working Papers in ESL, 11*(2), 1-13.

Day, C., Stobart, G., Kington, A., Sammons, P., & Last, J. (2003, June). Variations in teachers' lives, work and the impact on pupils. In *1st biennial conference of the international study association on teachers and teaching (ISAIT)* (Vol. 27).

De Fina, A. (1992). Portfolio assessment: getting started. New York: Scholastic Professional Books.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, *10*(3), 241-266.

Douglas, C., & Jones-Rikkers, C. (2001). Study abroad programs and American student worldmindedness: An empirical analysis. *Journal of Teaching in International Business*, *13*(1), 56–65.

Duff, P. (2008). Case study research in applied linguistics. New York: Routledge.

Duman, T. (1998). Cumhuriyetimizin 75. Yılında öğretmen yetiştirme sistemimiz ve sorunları. *Milli Eğitim Dergisi, 139*, ss. 36-43.

Duman, T., & Karagöz, Ş. (2016). An evaluation of Turkish teacher education systems compared to other models in different countries. *International Journal of Educational Research Review, 1*(1), *1-13.*

Egeland, P. C. (2016). How does international student teaching shape the participants? Professional and personal perspectives and decisions. *The International Education Journal: Comparative Perspectives*. *15*(2), 23-37.

Eraslan, A. (2009). İlköğretim matematik öğretmen adaylarının "öğretmenlik uygulaması" üzerine görüşleri. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi, 3*(1), 207–221.

Farrell, T. (2003) Learning to teach English language during the first year: personal influences and challenges. *Teaching and Teacher Education 19*(1) 95–111.

Farrell, T. S. C. (2008). 'Here's the book, go teach the class': ELT practicum support. *RELC Journal, (39)*2, 226-241.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching.

Fives, H., Hamman, D., & Olivarez, A. (2007). Does burnout begin with student teaching? Analyzing efficacy, burnout, and support during the student-teaching semester. *Teaching and Teacher Education, 23*, 916-934.

Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and teacher education*, *22*(2), 219-232

Fontana, F. & Frey, J. (2000). The interview: From structured questions to negotiated text. In N.K Denzin & Y.S. Lincoln (Eds), *Handbook of qualitative research* (pp. 645-672). Thousand Oaks; CA: Sage

Franzak, J.K. (2002). Developing a teacher identity: The impact of critical friends practice on the student teacher. *English Education, 34*(4), 258-280.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching, 35*(1), 1–13.

Freeman, D., & Johnson, K. (Eds.). (1996). *Teacher learning in language teaching*. New York, NY: Cambridge University Press.

Gan, Z. (2013). Learning to teach English Language in the practicum: What challenges do non-native ESL student teachers face? *Australian Journal of Teacher Education*, *38*(3), 92-108.

Gee, J. (2000). Identity as an Analytic Lens for Research in Education. *Review of Research in Education*, *25*, 99-125. Retrieved May 23, 2020, from www.jstor.org/stable/1167322

Gonzalez-Carriedo, R. (2017). International student teaching: A transformational experience. *Journal of International Students, 7(3)*, 841-855.

Graham, A., & Phelps, R. (2003). Being a teacher: Developing teacher identity and enhancing practice through metacognitive and reflective learning processes. *Australian Journal of Teacher Education*, *27*(2), 11.

Gussie, W. F. (1998). Assessment of the implementation of portfolio assessment in the K-8 school districts in New Jersey. *Unpublished Doctoral Dissertation,* Widener University.

Gürsoy, E. (2013). Do prospective teachers get enough experience in school placements. *Procedia – Social and Behavioral Sciences*, *93*, 420-425.

Güven, I. (2008). Teacher Education Reform and International Globalization Hegemony: Issues and Challenges in Turkish Teacher Education. *International Journal of Human and Social Sciences*, *3*(1), 8–17.

Hall, S. (2000). *Foreword. In Elusive Culture: Schooling, Race, and Identity in Global Times,* edited by D. A. Yon, ix–xii. Albany, NY: SUNY Press. Hargreaves, A., & Goodson, I. (1996). Teachers' Professional lives: Aspirations and actualities. Teachers' Professional Lives, *27*(1).

Hallman, H. L. (2015). Teacher as 'shape-shifter': Exploring the intersection of new times and the teaching of English language arts. *Changing English*, *22*(3), 282-293.

Hammerness, K., Darling-Hammond, L., & Bransford, J. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing*

teachers for a changing world: What teachers should learn and be able to do (pp. 358-389). San Francisco: Jossey-Bass.

Hawkins, M. (2004). Introduction. In M. Hawkins (Ed.), Language learning and teacher education: A sociocultural approach. *Bilingual Education and Bilingualism, 48,* 1-10. Clevedon, OH: Multilingual Matters.

Hassard, J., & Weisberg, J. (1999). The emergence of global thinking among American and Russian youth as a contribution to public understanding. International Journal of Science Education, 21(7), 731–743.

Higher Education Council. (2007). Türkiye'nin yükseköğretim stratejisi (The Higher Education Strategy of Turkey). Retrieved on October 18, 2019 from https://www.yok.gov.tr/web/guest/yayinlar

Hişmanoğlu, M. (2011). An investigation of ELT students' intercultural communicative competence in relation to linguistic proficiency, overseas experience and formal instruction. *International Journal of Intercultural Relations*, *35*(6), 805-817.

Ho, S. T. K. (2009). Addressing culture in EFL classrooms: The challenge of shifting from a traditional to an intercultural stance. *Electronic Journal of Foreign Language Teaching*, *6*(1), 63-76.

Hoban, G. (2007). Considerations for designing coherent teacher education programs. In J. Butcher & L. McDonald (Eds.), *Making a difference: Challenges for teachers, teaching and teacher education* (pp. 173-187). Rotterdam: Sense Publishers.

Holliday, A. 1994. *Appropriate Methodology and Social Context.* Cambridge: Cambridge University Press.

Hoepfl, M. C. (1997). Choosing qualitative research: A primer for technology education researchers. *Journal of Technology Education*, *9*(1), 47-63.

Huling, L. (1998). *Early field experiences in teacher education*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

Hymes, D.H. (1967). Models of the interaction of language and social setting. *Journal of Social Issues*, *23*(2), 8–38.

Hymes, D.H. (1972) On Communicative Competence In: J.B. Pride and J. Holmes (eds)Sociolinguistics. Selected Readings. Harmondsworth: Penguin, pp. 269-293. (Part 2)

Jin, A., Parr, G., & Cooley, D. (2019). An Australian international teaching practicum in China: exploring multiple perspectives. The Australian Educational Researcher, 1-19.

Johnson, D. D., Johnson, B., Farenga, S. J., & Ness, D. (2005). *Trivializing teacher education: The accreditation squeeze*. Rowman & Littlefield.

Johnston, B. (2003). Values in English language teaching. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Jung, J. Y. (2002). Issues in acquisitional pragmatics.

Kagan, D. M. (1992). Implication of research on teacher belief. *Educational psychologist*, *27*(1), 65-90.

Kaikkonen, P. (2001). Intercultural learning through foreign language education. In V. Kohonen, R. Jaatinen, P. Kaikkonen, & J. Lehtovaara (Eds.), *Experiential learning in foreign language education*, 61-105. Harlow, UK: Pearson Education.

Kambutu, J., & Nganga, L. (2008). In these uncertain times: educators build cultural awareness through planned international experiences. Teaching and Teacher Education: An International Journal of Research and Studies, *24*(4), 939-951.

Kauffmann, N. L., & Kuh, G. D. (1984). The Impact of Study Abroad on Personal Development of College Students.

Kazykhankyzy, L., & Alagözlü, N. (2019). Developing and validating a scale to measure Turkish and Kazakhstani ELT pre-service teachers' intercultural communicative competence. *International Journal of Instruction, 12*(1), 931-946.

Kelly, M., & Grenfell M. (2004). *European profile for language teacher education.* Southampton: University of Southampton. Retrieved from: http://www.lang.soton.ac.uk/profile/report/MainReport.pdf

Kim, Y., & Choi, M. (2019). Out of the book into the classroom: The experiences of Korean social studies pre-service teachers in an international teaching practicum in the United States. Asia-Pacific Journal of Teacher Education, *47*(2), 176-192.

Kim, D., & Hall, J. K. (2002). The role of an interactive book reading program in the development of second language pragmatic competence. *Modern Language Journal, 86*, 332-348.

Kırkgöz, Y. (2007). English language teaching in Turkey: Policy changes and their implementations. *RELC Journal*, *38*(2), 216-228.

Kitsantas, A., & Meyers, J. (2001). Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness?

Koç, C., & Yıldız, H. (2012). The reflectors of teaching experiences: Diaries. *Education and Science, 37*(164), 223–236.

Koçoğlu, Z. (2008). Turkish EFL student teachers' perceptions on the role of the electronic portfolios in their professional development. The Turkish Online Journal of Educational Technology, *7*(3), 71-79.

Korthagen, F. A., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). Teachers' professional learning: How does it work? In *Linking practice and theory* (pp. 191-222). Routledge.

Kramsch, C. (2001). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.

Küçük, Ö. (2008). *An Evaluation of English Language Teaching Program At Key Stage I and the Opinions of Teachers regarding the Program*. Çanakkale 18 Mart University, Institute of Social Sciences.

Kramsch, C. (1993). Language study as boarder study: Experiencing difference. *European Journal of Education, 28*(3), 349-358.

Lambert, R. D. (1993). International education and international competence in the United States. *European Journal of Education, 28*(3), 309-325.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Lee, J. (2011). International field experience- What do student teachers learn? *Australian Journal of Teacher Education, 36*(10) Article 1, 1-22.

Lincoln, YS. & Guba, EG. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.

Lopez-Rocha, S. (2016). Intercultural communicative competence: creating awareness and promoting skills in the language classroom. In C. Goria, O. Speicher, & Stollhans (Eds), *Innovative language teaching and learning at university: enhancing participation and collaboration* (pp. 105-111). Dublin Research-publishing.net.

Lukacs, K. (2015). For me, change is not a choice: The lived experience of a teacher change agent. *American Secondary Education, 44*(1), 38-49.

Lunenburg, F. & Irby, B.J. (2008). Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences. *Thousand Oaks, CA:* Corwin Press.

Lupi, M. H., Batey, J. J., & Turner, K. (2012). Crossing cultures: US student teacher observations of pedagogy, learning, and practice in Plymouth, UK schools. *Journal of Education for Teaching, 38*(4), 483-496.

MacKinnon, A., and Scarff-Seatter, C. (1997). Constructivism: Contradictions and confusion in teacher education. In V. Richardson (Ed.), Constructivist Teacher Education: Building New Understandings (pp.38-55). Washington, DC: Falmer Press.

MacLure, M. (1993). Arguing for your self: Identity as an organizing principle in teachers' jobs and lives. *British educational research journal*, *19*(4), 311-322.

MacNaughton, G. (2001). Action research. MacNaughton, & I. Siraj Blatchford (Eds.), Doing early childhood research: International perspectives on theory and practice (pp. 208-223). Crows Nest NSW: Allen & Unwin.

Malewski, E., & Phillion, J. (2009). International field experiences: The impact of class, gender and race on the perceptions and experiences of pre-service teachers. *Teaching and Teacher Education*, *25*(1), 52-60.

Marshall, C., & Rossman, G.B. (2006). Designing qualitative research (4th ed.) Thousand Oaks, CA: Sage.

McKay, S. L. (2002). Teaching English as an international language: Rethinking goals and perspectives. *NY: OUP*, 142-146.

Merino Jular, M. E. (2007). The development of intercultural awareness and changes of beliefs: the effects of studying abroad on learners of English as a second language.

Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. San Francisco: John Wiley & Sons.

Merryfield, M. (2002). The difference a global educator can make. *Educational leadership, 16*(4), 429-443.

Micklo, S. J. (1997). Math portfolio in the primary grades. *Childhood Education*, 97 (Summer), 194-199.

Miller, J. (2009). Teacher identity. *The Cambridge guide to second language teacher education*, 172-181.

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) (2008). Melbourne declaration on educational goals for young Australians. Canberra: Government of Australia. Retrieved from: http://www.mceecdya.edu.au/mceecdya/publications,11582.html.

Mirici, İ. H., & Ölmez-Çağlar, F. (2017). Reflections on practicum experiences of non-ELT student teachers in Turkey. *ELT Research Journal, 6*(3), 276-292.

Mirzaei, A., & Forouzandeh, F. (2013). Relationship between intercultural communicative competence and L2-learning motivation of Iranian EFL learners. *Journal of Intercultural Communication Research*, *42*(3), 300-318.

Mitchell, C., & Weber, S. (1999). *Reinventing ourselves as teachers: Beyond nostalgia*. Psychology Press.

Moeller, A. J., & Nugent, K. (2014). Building intercultural competence in the language classroom. In S. Dhonau (Ed.), *2014 report of the Central States Conference on the Teaching of Foreign Languages* (pp. 1-18). Richmond, VA: Robert M. Terry.

Mumme, J. (1991). Portfolio assessment in mathematics. California Mathematics Project, Santa Barbara: University of California.

Mutlu, A. K., & Dollar, Y. K. (2017). Intercultural communicative competence through the eyes of Turkish university students. *International Journal of Curriculum and Instruction*, 9(2), 157-178.

Myles, J., Cheng, L., & Wang, H. (2006). Teaching in elementary school: Perceptions of foreign-trained teacher candidates on their teaching practicum. *Teaching and Teacher Education 22*(2), 233–245.

National Council for Accreditation of Teacher Education (NCATE). (2006). NCATE: Professional standards for the accreditation of schools, colleges and departments of education. Washington, DC: Author.

NCTE. (1998). Quality concerns in secondary teacher education, Concept of Teacher Education. Retrieved from http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf

Nergis, A. (2011). Foreign language teacher education in Turkey: A historical overview. *Procedia-Social and Behavioral Sciences, 15*, 181-185.

Norman, K. M. (1998). Investigation of the portfolios as an alternative assessment procedure. *Unpublished Doctoral Dissertation*, The University of Memphis.

Olsen, B. (2008). How reasons for entry into the profession illuminate teacher identity development. *Teacher education quarterly*, *35*(3), 23-40.

Orhan, A. & Kuyumcu-Vardar, A. (2019). Finlandiya ve Türkiye'de yabancı dil öğretmeni yetiştirme: Öğretmenlik uygulamasına karşılaştırmalı bir bakış. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 19*(1), 309-330.

Ortiz, A. M., & Moore, K. M. (2000). Student outcomes associated with study abroad experiences: Implications for the development of intercultural competence, Sacramento, CA: Paper presented at the annual meeting of the Association for the Study of Higher Education.

Oruç, N. (2013). Early teacher identity development. *Procedia-Social and Behavioral Sciences, 70*, 207-212

Örmeci, D. (2009). *An Evaluation of English Language Curricula Implemented at the 4th, 5th, and 6th Grades in Respect of Teachers' Opinions*. Trakya University, Institute of Social Sciences.

Özbay, A. F., (2009). *English Teachers' Opinions on Teaching English upon Constructivist Approach in English Lessons* (Unpublished master's thesis). Afyon Kocatepe University.

Öztürk, G., & Aydın, B. (2019). English language teacher education in Turkey: Why do we fail and what policy reforms are needed? *Anadolu Journal of Educational Sciences International*, *9*(1), 181-213.

Parkison, P. (2008). Space for performing teacher identity: Through the lens of Kafka and Hegel. *Teachers and teaching: theory and practice*, *14*(1), 51-60.

Paulston, C. B. (1974). Linguistic and communicative competence. TESOL Quarterly, *8*(4), 347-362.

Pence, H., & Macgillivray, I. (2008). The impact of an international field experience on pre-service teachers. *Teaching and Teacher Education, 24*, 14-25.

Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC journal*, *47*(1), 5-23.

Pennycook, A. (2001). Critical applied linguistics: A critical introduction. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Quezada, R. L. (2004). Beyond educational tourism: Lessons learned while student teaching abroad. *International Education Journal*, *5*(4), 458- 465.

Richards, J. C. (1990). The dilemma of teacher education in second language teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 3-15). Cambridge: Cambridge University Press.

Richards, J. C. (2012). Competence and performance in language teaching. In: Burns, A. & Richards, J. C. (eds) *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. New York: Cambridge University Press, 46-59. Abridged version of an article which appeared originally in *RELC Journal* 41(2) (2010): 101-22.

Roberts, A. (2007). Global dimensions of schooling: Implications for internationalizing teacher education. Teacher Education Quarterly, *34*, 9–26.

Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handboook of research on teacher education: Enduring questions in changing contexts* (3rd ed.). New York. Routledge, Taylor & Francis Group/ Association of Teacher Educators.

Rozelle, J., & Wilson, S. (2012). Opening the black box of field experiences: How cooperating teachers' beliefs and practices shape student teachers' beliefs and practices. *Teaching and Teacher Education, 28*(8), 1196-1205.

Ruohotie-Lyhty, M., & Kaikkonen, P. (2009). The difficulty of change: The impact of personal school experience and teacher education on the work of beginning language teachers. Scandinavian Journal of Educational Research, *53*(3), 295-309.

Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of education policy, 16*(2), 149-161.

Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. M. Denicolo, & M. Kompf (Eds.), *Connecting Policy and Practice: Challenges for Teaching and learning in schools and universities* (pp. 5-21). London: Routledge, Taylor and Francis Group. https://doi.org/10.4324/9780203012529

Santoro, N., & Major, J. (2012). Learning to be a culturally responsive teacher through international study trips: Transformation or tourism? *Teaching Education, 23,* 309-322.

Sarıçoban, A. (2008). Okul deneyimi ve öğretmenlik uygulaması derslerine ilişkin uygulama öğretmenleri ve öğretmen adaylarının görüşleri. *Gazi Eğitim Fakültesi Dergisi, 28*(3), 31-55.

Scoffham, S., & Barnes, J. (2009). Transformational experiences and deep learning: The impact of an intercultural study visit to India on UK initial teacher education students. *Journal of Education for Teaching, 35*(3), 257–270.

Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education program in Turkey. *Journal of Education for Teaching:International Research and Pedagogy, 32*(4), 369-378.

Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., & Ryan, P. (2005). Foreign Language Teachers and Intercultural Competence: An International Investigation Clevedon: Multilingual Matters.

Sinicrope, C., Norris, J., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of theory, research, and practice (technical report for the foreign language program evaluation project). *University of Hawai'I Second Language Studies Paper, 26*(1).

Singh, G. & Richards, J. C. (2006). Teaching and learning in the language teacher education course room: a critical sociocultural perspective. *RELC Journal* 37(2): 149-75.

Smith, A. F. (2002). How global is the curriculum? Educational Leadership, *60*(2), 39-40.

Smith, K., & Lev-Ari, L. (2005). The place of the practicum in pre-service teacher education: The voice of the students. *Asia-Pacific Journal of Teacher Education*, *33*(3), 289-302.

Stachowski, L. (1992). Enhancing international student teaching experiences. *Education*, *112*, 347–351.

Stoynoff, C. (1999). The TESOL practicum: An integrated model in the U.S. *TESOL Quarterly, 33*(1), 145-151.

Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: examining the development of beginning pre-service teachers' understanding of their work as teachers." *Teaching and Teacher Education, 26*(3), 455–465.

Şahin, M. (2008). Cross-cultural experience in pre-service teacher education. *Teaching and Teacher Education*, 24, 1777-1790.

Takahashi, T., & Beebe, L. M. (1987). The development of pragmatic competence by Japanese learners of English. *JALT journal*, *8*(2), 131-155.

Tarman, B. (2010). Global Perspectives and Challenges on Teacher Education in Turkey. International Journal of Arts & Sciences (IJAS), *3*(17), 78-96.

Thomas, N., Hill, B., & Cote, J. (1994). A preliminary report on the audit of overseas practicums. Paper presented at the Australian Association for Research in Education Conference, Newcastle, 1st December 1994.

Thomas, P. G. (2006). Preservice Practicum Teaching in Central Asia: A Positive Experience for both Worlds. *Journal of Social Studies Research*, *30*(1).

Tobin, J. (1995). The irony of self-expression. *American Journal of Education, 103*(3), 233-258.

Toncar, M., & Cudmore, B. V. (2000). The overseas internship experience. *Journal of Marketing Education, 22*(1), 54-63.

Topkaya, E. Z., & Küçük, Ö. (2010). An evaluation of 4th and 5th grade English language teaching program. *Elementary Education Online*, *9*(1), 52–65.

Trochim, W. M. K. (2006). Qualitative validity. Retrieved from: http://socialresearchmethods.net/kb/qualval.htm

Trosborg, A. (2011). *Interlanguage pragmatics: Requests, complaints, and apologies* (Vol. 7). Walter de Gruyter.

Ünlüönen, K., & Boylu, Y. (2007). Ticaret ve turizm eğitim fakültesinde uygulanan okul deneyimi ve öğretmenlik uygulaması derslerine yönelik öğretmen ve öğretim elemanı görüşleri üzerine bir araştırma. *Milli Eğitim, 173,* 331-360.

Ünlü-Saratlı, E. (2007*). Okul deneyimi–I dersi uygulamasında ilköğretim fen bilgisi öğretmen adaylarına sunulan danışmanlık (mentoring) hizmetinin yeterliliği: Siirt ili örneği* (Unpublished master's thesis). Gazi University, Ankara, Turkey.

Van-Veen, K., & Sleegers, P. (2006). How does it feel? Teachers' emotions in a context of change. *Journal of Curriculum studies*, *38*(1), 85-111.

Varghese, M. M. (2006). Bilingual teachers-in-the-making in Urbantown. *Journal of multilingual and multicultural development*, *27*(3), 211-224.

Walters,L. M., Garii, B. & Walters, T. (2009): Learning globally, teaching locally: incorporating international exchange and intercultural learning into pre-service teacher training. *Intercultural Education*, 20, 151-158. Routledge.

Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: theory and practice*, *12*(5), 509-526.

White, K.R. (2009). Connecting religion and teacher identity: The unexplored relationship between teachers and religion in public schools. *Teaching and Teacher Education*, 25, 857-866.

Willard-Holt, C. (2001). The impact of a short-term international experience for pre-service teachers. *Teaching and Teacher Education, 17*, 505-517.

Williams, T. R. (2005). Exploring the impact of study abroad on students' intercultural communication skills: Adaptability and sensitivity. *Journal of studies in international education*, *9*(4), 356-371.

Wilson, A. H. (1982). Cross-cultural experiential learning for teachers. *Theory into Practice*, *21*, 184-192.

Wilson, A. H. (1993). Conversation partners: Helping students gain a global perspective through cross-cultural experiences. *Theory into practice*, *32*(1), 21-26.

Wilson, W. J. (1987). *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press.

Yin, R. K. (1994). Case study research design and methods (2nd ed.) Thousand Oaks, CA: Sage.

YÖK. (1998). *Fakülte okul iş birliği kılavuzu.* Ankara.

YÖK. (2006). *Eğitim fakültesi öğretmen yetiştirme lisans programları.* Ankara.

YÖK. (2018). *İngilizce öğretmenliği lisans programı.* Ankara.

Zeichner, K. M., & Melnick, S. L. (1996). The role of community field experiences in preparing teachers for cultural diversity. In K. M. Zeichner, S. L. Melnick, & M. L. Gomez (Eds.), Currents of reform in pre-service teacher education (pp. 176-198). New York: Teachers College Press.

Zaver, A. (2017). Book Review: PATRICK M. JENLINK (Ed.) Teacher Identity and the Struggle for Recognition: Meeting the Challenges of a Diverse Society. (2014). *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, *52*(1).

Zembylas, M. (2003). Emotions and teacher identity: A post-structural perspective. *Teachers and Teaching*, *9*(3), 213-238

APPENDICES

A. Mentor Evaluation Forms

Student: [redacted]
Mentor: [redacted]

Date: August 31, 2017
Completed Duration of Practicum (hours): 11teaching hours, 150 hours of observation

BAU-FULFORD ACADEMY PRACTICUM PROJECT MENTOR EVALUATION FORM		
Major Areas	Sub-skills	Comments
Interpersonal Skills/Abilities	• ability to communicate and collaborate with students and colleagues • ability to adapt to school and new conditions • ability to actively listen ability to solve problems • ability to express oneself	- [redacted]collaborates well with students and colleagues - [redacted]adapted relatively well, at times she needed remember more professional behavior when relating to students. At times [redacted] needed to act as a student's teacher rather than their friend. - [redacted]can listen to the students well to the students and improved in her ability to lead the students to the answer rather than simply giving the answer. - During lessons [redacted] can problem solve and has started to develop the skills needed to explain concepts in different ways when students do not understand at first. - [redacted]is able to clearly express herself to the students, she needs to practice clearly explaining her expectations to the students.
Organizational Skills/Abilities	• ability to manage time effectively • ability to prioritize given tasks/activities • ability to meet deadlines and use time efficiently • ability to participate in teamwork	- [redacted]was prepared for all her lessons and she was able to manage the lesson time very well. - She uses most of her time wisely, though was sometimes distracted and off task in lessons where she was not taking the lead. - [redacted]was always prepared for her lessons. - [redacted]was willing to help in the class in any way that she could and was helpful in planning some of the activities we did this summer.
Academic Skills/Abilities	• ability to utilize content area knowledge • ability to implement within theory-and-practice relationship • ability to express reflections and thoughts to their peers and mentors effectively • ability to think critically and show cultural sensitivity • ability to assist mentors and their peers	- [redacted]may not have been comfortable with math and science but she was willing to learn and she did a great job in learning the necessary skills to be able to teach her lessons. - [redacted]needs to continue to work on guiding the students to the learning goals she wants them to achieve rather than simply handing it to them. She needs to work on helping the students discover skills and understanding. Acting more as a guide rather than the holder of knowledge. - At times, [redacted] needs to listen more to what the students are saying and ask them to clarify rather than speaking from her experience and placing her background on what they are saying. This will improve with practice and awareness. [redacted] did well for her first encounter in a such a diverse setting. - [redacted]was always willing to help students and to answer questions. I would have liked to see her more engaged in practicing her questioning skills near the end of the term.

Student: [redacted]
Mentor: [redacted]

Date: Aug. 31/2017
Completed Duration of Practicum (hours): 14h –Teaching 130h - Observation

BAU-FULFORD ACADEMY PRACTICUM PROJECT MENTOR EVALUATION FORM		
Major Areas	Sub-skills	Comments
Interpersonal Skills/Abilities	• ability to communicate and collaborate with students and colleagues • ability to adapt to school and new conditions • ability to actively listen ability to solve problems • ability to express oneself	• Took some time to open up, should have little more confidence in self, take charge. • Had somewhat of a difficult adjustment period (expected) but did not seem to fully engage in the culture of the school until towards the end of the semester. • [redacted] speaks very well and is very articulate, but seemed very hesitant to express herself (to myself or to the students), would have liked to have helped out been supportive • Some time and growth will go a long way to adapting, and gaining confidence in own ability
Organizational Skills/Abilities	• ability to manage time effectively • ability to prioritize given tasks/activities • ability to meet deadlines and use time efficiently • ability to participate in teamwork	• Does needs some work on managing time accordingly • Forgot a couple of deadlines, and was rushed to get caught up, not unusual for a teacher but something to work on in future. • Complete her lessons, and marking, was able to prioritize, could have been a little quicker but again time and practice will help • Wrote a very good rubric marking scheme for big project, very difficult to do well • Met all the requirements asked of her, would have liked to see her run with it a little, challenge herself more in class and with the kids.
Academic Skills/Abilities	• ability to utilize content area knowledge • ability to implement within theory-and-practice relationship • ability to express reflections and thoughts to their peers and mentors effectively • ability to think critically and show cultural sensitivity • ability to assist mentors and their peers	• Lessons were well done, would recommend some supplemental media just to keep them engaged and interested in the content. • Did make an effort to help students and answer questions, would have liked to see a little more, but again lack of confidence I believe lead to being hesitant. • Could work a little more on some patience when dealing with the students (mostly just comes with the practice and experience) • Has knowledge, and passion just somewhat misdirected, nerves got the best of her during the lesson • Would recommend making an effort to model expected behavior, ie. No cell's in class, speaking English only helps students to trust and respect quicker comes with time and practice. • Would recommend working on giving feedback, talking out with her peers, and taking some risks in the classroom.

B. Portfolios

LESSON 1: TIME CAPSULE

For my first lesson, I want to try my chance for the Canadian Literature class. Since this is the introduction week, I want to make something on writing letters by merging time capsules ideas and writing friendly letter.

I started my class with a basic presentation about the time capsules. After, I continued with a video of opening an old time capsule.

For the letter part, I put a sample letter and just show the parts of the letters. Then, I brought students to the garden for letter writing since the weather was good. In there, the students started for their works and I just observed and reinforced when needed.

For my first class, the participation was good and students were working hard for creating a future letter for themselves. In this lesson, I understand that I love teaching for high-school age children. I also think that I have to work on my subject much more to be able to lecture about it.

Also, in this lesson I tried to use different resources as much as possible. I used presentation, videos, visuals and letters so I can reach different learner types.

As total, I believe that my first lesson was not a chaos as I thought. I am really happy about the results after getting the students' letters.



LESSON 2: COMMUNICATION AND RELATIONSHIP

For my second try, I want to try myself for the Family Studies course. In this course, I have 4 students. For this lesson, I get a subject from the first unit about communication and relationship.

As a warm-up, I divided the board as two parts as good communication and bad communication and asked them to write some key terms. Then I opened two videos on good communication and bad communication to evaluate the ideas. For the introduction part, I started with a presentation again because when they have an unit test, I want them to be prepared with a certain resources. I created a worksheet also by using the information on the slides.

For the production part, I brought some magazines and ask them to create their own collages about communication and relationship by using key terms and related pictures.

I believe that creativity is something we have to include to our lessons. So I want to try something different as collage-making. Also, for the differentiation, I try to reach different learner styles as much as possible.

As a result, the class worked really well on the collages and we all completed our objectives for this class. I also understand that I feel myself much more relax in this class.



LESSON 3: CONFLICT & CONFLICT MANAGEMENT

For this lesson, I continued with Family Studies class. In this class, we talked about conflict and conflict managements strategies.

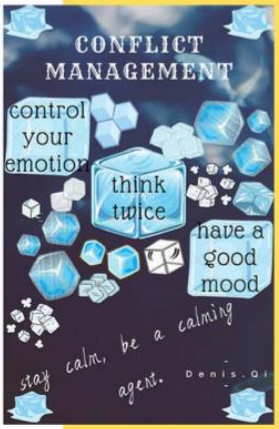
As a warm-up, I brought some question cards on conflict management. The students got them from envelope and answered them. I continued with presentation and activity sheet for it.

Then, I found a quiz about about conflict-management styles and asked students to solve this. After, we continued with movie scenes about conflict management and we tried to answer the given questions.

For the second lesson, we started with situation cards. We tried to react the given situations. Also, we focused on I messages as a conflict management strategy. At the end, I asked them to create a conflict management poster.

I believe that, being flexible in a class is important. On the other hand, having extra material is also important since at the end, we may finish the class earlier. So, to prevent this, I always try to get extra materials.

To sum up, in this lesson, students had chances to use technology like Canva and OpinionStage.



LESSON 4: FAMILY CRESTS

In this lesson, for the second unit of Family Studies, we focused on family crests.

In this class, we started with Harry Potter crests to use students' background knowledge. Then, we continued with presentation and notes. Actually, I do not like using too much PowerPoint slides but I feel like I have to do it because I want students to use the knowledge in the slides while I am lecturing. So while I am creating slides, I am also trying to create a worksheet on the knowledge.

After completing the presentation, we watched two videos about family crests to see how much detailed they are. After finishing this, we used a website to create their own family crests. I asked them to create their family crests by using the components of it. After completing their work with the website, I asked them to write a paragraph on their blog about the family crest they created.

In this class, I tried to use cress of Harry Potter because mostly teenagers have an interest on Harry Potter. Actually it worked for my class, too. The students got the basics of it thanks to these crests.

As a result, we enjoyed while creating family crests. Having an imaginary family and creating a imaginary family cress are both interesting for them. I appreciate their work.



LESSON 5: TEACHING KIDS HOUSEHOLD CHORES

On this lesson, I continued with my Family Studies class and this lesson was important for me since I had to teach for the week as whole unit. For doing it, I had to create a weekly plan by focusing the objectives on the curriculum.

For this lesson, we started with pairing and questions. So I had two different question sheets that students paired and ask these questions to each other. Then, we continued with presentation and notes. After, we had some videos about the topic to visualize the instruction. Then, I gave them two room names and ask them to create chore list about the given rooms.

In the second lesson, we talked about our least favorite household chores by using a reading and we found our personalities. Then we played Find Someone Who game all together. At the end, I asked them to create home appliances brochure.

For me, using different ideas are always important. I was using Find Someone Who game in ESL classes Then, I thought I can adapt this for this class. So, I created my own Find Someone Who activity paper and we really enjoyed it while asking questions to each others.

At the end, the important thing for me is that children do not memorize, but that they internalize the subject and learn it fondly.





LESSON 6: DIRT AND WAYS OF CLEANING

For the second day of the Unit 2 in Family Studies, we focused on different types of stains.

For the warm up, we started with a cleaning hack videos where different kinds of stains are shown. After watching it, we just discussed about the solutions in the video whether they were effective or not. Then, we had a reading about stains and cleaning ways. The students read it first and then complete the given table by using the data in the reading text.

For the rest of the 1st class, we focused on creating some questions for our Guest Speaker, Mrs. Hussey.

In the second lesson, Mrs. Hussey came to our class and talked about household chores. After a general talk, she answered the questions that students prepared. After the speech, we had extra time so I used the room checklist activity. In this activity, I asked students to find a room in the school and evaluate it by using the given checklist. The students found some rooms and analysed it. When they came back to the class, they talked about the rooms they selected. Their assignment was finding a video on cleaning hacks and reflecting their ideas on it.

I believe that kinesthetic activities are important for activating students during the course. So I am trying to enrich my classes with activities that will provide dexterity and physical movement.



LESSON 7: HAND SEWING

For my third day of the Household Management unit, we focused on hand sewing all together.

The lesson started with the videos on the topic to understand the concept of hand sewing and basics of it. Then we divided the lesson as two parts like running stitch and button sewing. I demonstrated the sewing parts first, then the students just imitated what I've done. For the running stitch practice, I gave them a practice sheet so that students can make a straight line by following the sheet.

After completing this, we watched a video about button sewing and I again demonstrated them how to do. Then, the students paired up and while one was sewing, the another was using the given checklist for the steps.

I am totally opposed to the idea that the work that requires handcraft , like sewing, is for girls only. Since Family Studies is a boy-only course, I prepared a lesson that I wanted men to see that they could sew. At the end, we all could see that boys can sewing.

The course was generally positive and it was a different experience for the children. Seeing the stitches of the children after the lesson motivated me. My belief that I'm on the right track is growing.



LESSON 8: CLOTHING CARE

As a last topic of Household Management, I preferred talking about Clothing Care as the symbols and fabrics types.

The lesson started with a reading text about fabrics types and fill ing the table activity. Then, we moved to the clothing care symbols. I did the presentation and the students tried to fill the given symbol list.

As following, we continued with drawing our care labels. So, I gave t hem some written instructions and the students just tried to draw them. Then, I gave them mixed sentences about the laundry process order and asked them to order with their pairs.

This was something shan t was a bit of a stranger to. So I first worked on the topic the night before. But I think I had to work hard because I had a pretty long list of care labels and I was confused in most of them.

In summary, the course was very enjoyable for me as well as the drawings.



LESSON 9: INTRODUCTION TO POETRY

For my experience on Canadian Literature, I want to try myself with the poetry and lyrics unit. I selected this because I have a great interest on poetry and since I got British and American Literature courses and analysed several poems, I feel that I can do it.

I started the introduction lesson with reading a poem with the background music. In that way, the students may have idea about poetry, I thought. Then I continue with presentation and notes. The presentation was all about the basics of poetry.

After them, I created a self-study time for poem analysis. I asked them to get a poem from the poetry pocket and analyse it by using the given rubrics and criteria.

The idea of using the pocket I found in another way made me feel positive about being flexible and adaptation. I believe that a teacher has to find ways to make his or her class enjoyable. I know that poetry is not something easy and not everyone can love it. So, by using colorful and enjoyable tools, I tried to make it better.

At the end, I feel that some students has no interest on poetry and the presentation and note taking part were boring for them. So, I thought that I have to find a way to make this note-taking issue much more enjoyable.



LESSON 10: CANADIAN POETRY

For the second day of the poetry unit, I continued with the Canadian Poetry era.

At first, we started with the presentations of students on poetry analysis. Then I moved to presentation and notes for the Canadian Poetry Era as English-Canadian and French-Canadian parts.

Then, as a break, I gave them a poem called "Aunt Helen" and asked them to listen to the poem and draw the poem by using the details and imagery.

After, we continued with self-study section as poetry writing. For this assignment, I gave them a requirements list, so the students had to write their poem according to this criteria.

In this lesson I understood that although it is easy to prepare the materials of the literature course, it is very difficult to explain. Especially Canadian Literature was an area I was far away from. That's why I had to move mostly to the slides. Even though I didn't like to lecture on slides, I thought I wouldn't be able to do this without the slides.



LESSON 11: INTRODUCTION TO LYRICS

For the last lesson of Canadian Literature, I selected to talk about Lyrics.

The lesson started with writing the favourite songs' lyrics. Then we read them and discuss why these are our favourites. Then, I moved to presentation and slides to talk about types of lyrics and tips of writing.

After, I continued with 2 Canadian Songs. We listened to them first and then try to analysed them by using the given Analysis sheet.

Then, we continued with the self-study session as creating a playlist and a CD Cover by using the Canadian songs.

I noticed that children had more fun with this activity. I also think that their work was more detailed. This unit was a bit challenging for me, but in the end I was able to complete it successfully and had no problems.

Finally, I questioned myself again, no matter how much I loved literature, it was really an area of expertise. No matter how much I love literature, it is really difficult to tell and understand because it is a subjective area for most people.





LESSON 12: NEEDS AND WANTS

For my last unit, I selected Financial Decisions unit of Family Studies course. I divided this lesson as 7 objectives and create a lesson for each objective.

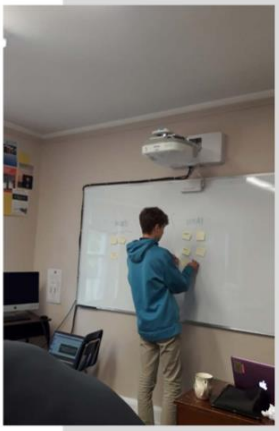
The first day started with needs and wants. Before going deep, I thought we all have to understand the main difference between these two concepts.

The lesson started with sticky note game. I divided the board as two parts as Needs and Wants and brought some sticky notes. I asked students to give examples for each sides. Then, we continued with PowerPoint and Worksheet. We talked about needs, wants and values and the differences of needs and wants.

After, I gave them a reading contains case studies. The students tried to find wants and needs in these case studies and explained their reasons.

As a self-study and assignment, I asked them to create their own planets and made 24 drawings for their needs and wants to the journey of their planet. After they had to make some elimination to reduce the number of items. At the end, they had to write a reflection about their choices.

I love financial subjects so this unit was really good for me! While I was searching information for my slides, I also learnt new things, too. That is important for me as a lifelong learner! A teacher always continues for her learning and be open to learn from her/his students.



LESSON 13: FINANCIAL STRATEGIES & LITERACY

For this subject, I divided lesson as financial literacy and the strategies.

We started with the presentation and the worksheet for teacher-led part. Then, we talked about SWOT Analysis and I made them an example.

After my example, I asked them to go to Canva and find a template for their SWOT Analysis. I asked them to evalute themselves by using SWOT Analysis.

While they were working, I was answering their questions and trying to give examples for opportunities and threats.

As homework, I gave them a vocabulary-based study for taxes key terms. They had to match the taxes types with the definitions.

In this lesson, I tried to reduce the lesson work because I wanted to use the extra time for their planet homework. So, instead of giving different types of activities, I tried to reduce the number and make everything together.

To sum up, it was a balanced lesson where students both worked on their computers and also their worksheets.



LESSON 14: DECISION MAKING & PROBLEM SOLVING

In this class, I divided class as two parts as decision making and problem solving.

I started with decision making situation cards as a warm up. The students got some situation cards from the envelope and tried to make their decisions for the given situations. Then, I continued with the PPT and the worksheet about decision making.

For the Problem solving part, I preferred using a reading text that contains steps of problem solving. I also created a table where students can fill it by referring the text.

After, I gave them a self-study period to complete their works.

I believe that problem solving and decision making are important components of human life. Even these are not totally related to finance unit, I wanted to cover these since the students are using them all in their lives whether being aware of it or not.

For me, the class was enjoyable. Sometimes the students do not like the filling in the tables or blanks but they know my reason for it. I want to make them active during the presentations and have them resources for unit tests.



LESSON 15: COMMUNITY RESOURCES

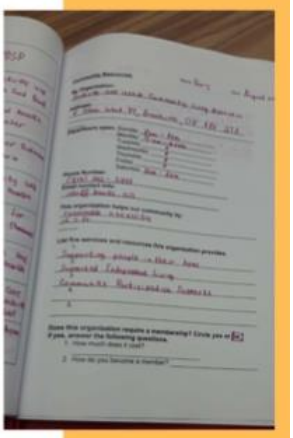
For this class, we focused on community resources around us.

We started the lesson with basic questions on volunteering and community resources. Then, we continued with Presentation and Worksheet about it.

For the next step, we selected a community resource from Brockville and made research on it. We wrote down the ideas about that place. Then we shared our knowledge to each other and our feelings about that place whether we would be volunteer there or not.

As assignment, I gave them Community Resource Mapping. I asked them to select one type of community resources and by reflecting their own countries, create a map for that type.

The most difficult part of this course is finding activity. Because I don't want to repeat the same activities in such a short period of education. I try to include as many different types of activities as I can. So I used the idea of mapping with this lesson plan because I hadn't used it before and I thought it would go very well with this lesson.



LESSON 16: CONSUMER AWARENESS

For the consumer awareness part, we focused on nutrition labels and we had a guest speaker in this class.

I had some examples of nutrition labels and I gave them to the students asked them whether they are familiar with or not. Mostly they had no idea about it. Then I shared the reading text with them and we focused on reading it all together. I did my lecturing through the reading text.

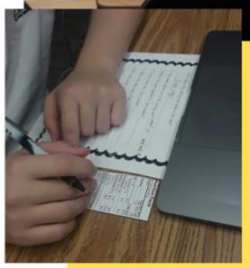
Then I gave them similar nutrition labels and a worksheet about it and asked them to analyse the given nutrition labels by using the worksheet.

After that, I asked them to create 6 questions for finance and budgeting. I told them about the guest speaker activity. The students finished their questions in the first lesson and I had chance to read them before the guest speaker coming.

In the 2nd lesson, we had a guest speaker. Our guest speaker first talked about budgeting. Then, he started answering the questions. This speech took 60 minutes which is really good.

I think it is quite a fun choice to bring in experts. Children are actively involved in writing their own questions and can also get answers from the guest speaker. If I wanted to answer all this, I would have given quite simple answers. I think that the guest speaker gave a positive atmosphere to our class by touching on all the details and answering all questions appropriately.





LESSON 17: IMPULSE BUYING & IMPACT OF ADVERTISEMENT

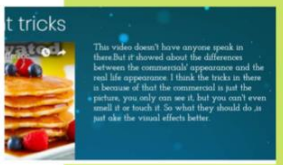
For this class, I focused on resisting impulse buying and impact of marketing & advertisements.

I started with impulse buying part. I asked some questions to learn their perspectives about the topic. Then, I opened a video about the topic from YouTube. After completing the video, we solved a quiz about our impulse buying habits.

Then we moved on impact of marketing and advertisements. We watched two videos from Youtube. One was about Food Advertisement Tricks and the another was about power of advertisement on us. After the videos, I asked students to find a video on Advertisement tricks and watch it. After they found their video, they wrote their reflections about the video.

In this class, I prefer not using PowerPoint slides, because the topics are not too much detailed and videos are much more effective for internalizing information mostly.

This class was my last class where I lectured. So I felt a bit sad. Although I try to do different things throughout the term, I think it is not enough. I would like to have more time and focus on different things.





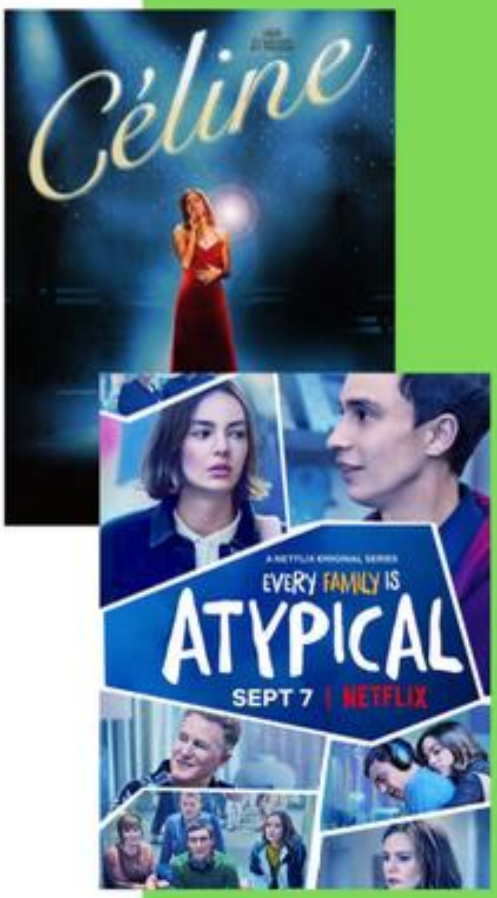
FUN LESSON: FILM FRIDAY

Film Friday was class where we watched a film or documentary about the topic of the week. While the children were watching the film or documentary, they answered the questions given. Then we were answering these questions together.

Learning with fun is one of my most important things. In my own schooling, I was also learning subjects through gamification. That's why Film Friday was a day when students could learn new things without a hurry. Laughing together in some scenes and feeling sad together in some scenes helped us to understand each other, I guess.

Here is a list of what we watched:

- Extreme Cheapskates
- Extreme Couponing
- Obsessive-Compulsive Cleaners
- Family Reunion
- Atypical
- Céline



C. Education Philosophies



Each and every one of them are UNIQUE..

Knowing your students' weaknesses and strengths is a great hint while preparing any activity for them; the first thing to start with on the very first day of school should be doing a little quiz of " learning styles"..

Clouds..

In a regular classroom, in the soccer field, at St. Lawrence beach, at Fudgery, or up in the clouds.. Education could happen anywhere, anytime. Creativity and various types of activities are very important while giving a lesson. I would never want to see a bored, or an exhausted expression on my students' faces; I would rather spend hours or days to create an interesting activity than keep on going with monotone plans. I would prefer taking my students to field trips, or outside to continue my lesson if the weather is wonderful.

Kill them with kindness!

" You know, kids don't learn from people they don't like." Rita Pierson says in her speech on TEDTalks Education ' 13; the rapport you have with your students is EVERYTHING. Love them, take care of them, give all your attention to their needs, praise them, warn them, and be strict with them; once you keep the balance, you will reach perfection. As long as the teacher does not cross the limits towards any kind of " disrespect" , all would be well; Know where to stop and where to go further. Genuineness is the key.

Yes, only the key points of my lesson.

I don't support much the " prepare your detailed lesson plan" point of view; I believe in different styles of teaching, so each teacher should go on with the most comfortable and appropriate style of planning for the whole teaching process. I prefer having an outline of the lesson on the side just as a backup or to keep track of where the lesson is going.

Magic moments!

Things do not always go the way you plan. Sometimes students get engaged to a certain part of the lesson or a topic, and start a fluent discussion enthusiastically or come up with a great product; that is the point where you should go with the flow and take the advantage of that magic to embrace the passion of your learners. Adaptability is a must.

Get your " inquisitive student survival kit" ready!

I don't believe that a person could be able to explain anything that he/she does not fully understand, therefor the teacher MUST be very well prepared before the lesson to both give the information properly and be prepared for any unexpected questions.

" Mirror mirror on the wall, who's the prettiest of them all.?"

" Effective teaching may be the hardest job there is." William Glasser; there is not a case when a teacher is perfect but could be an effective teacher. It is all possible by reflection; reflective teaching gives the ability to evaluate one' s weaknesses and strengths and the opportunity to fix them.

EDUCATIONAL PHILOSOPHY

"What you put inside of the students' heart is more important than their academic success"

Education comes before instruction. I prioritize being human more than being successful. I prefer teaching mercy, happiness, respect, modesty, empathy and favor. I will not let my students to hurt anybody while achieving their goals. Instead of it, I will make them realize the power of collaboration and unification.

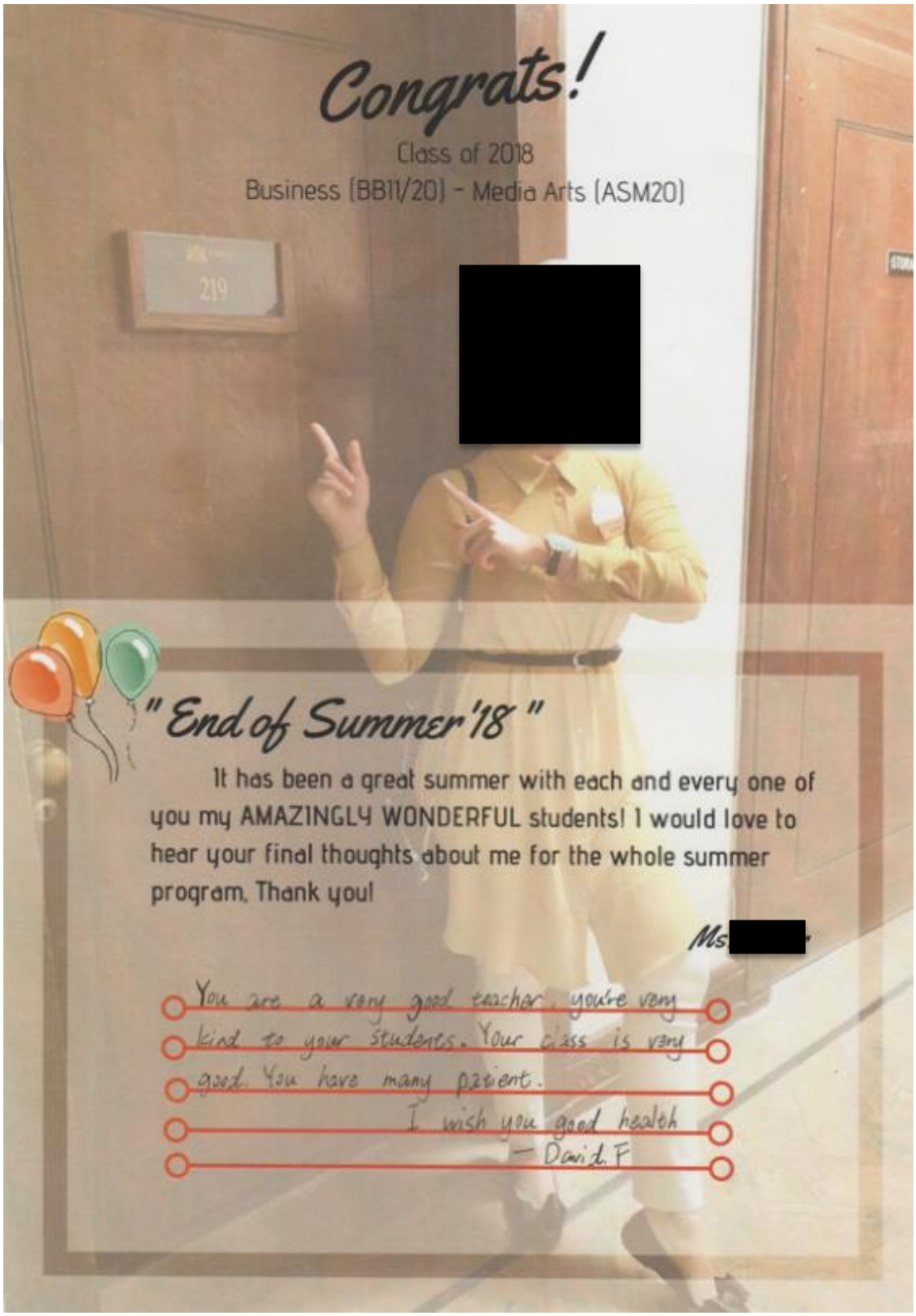
"Every child is special"

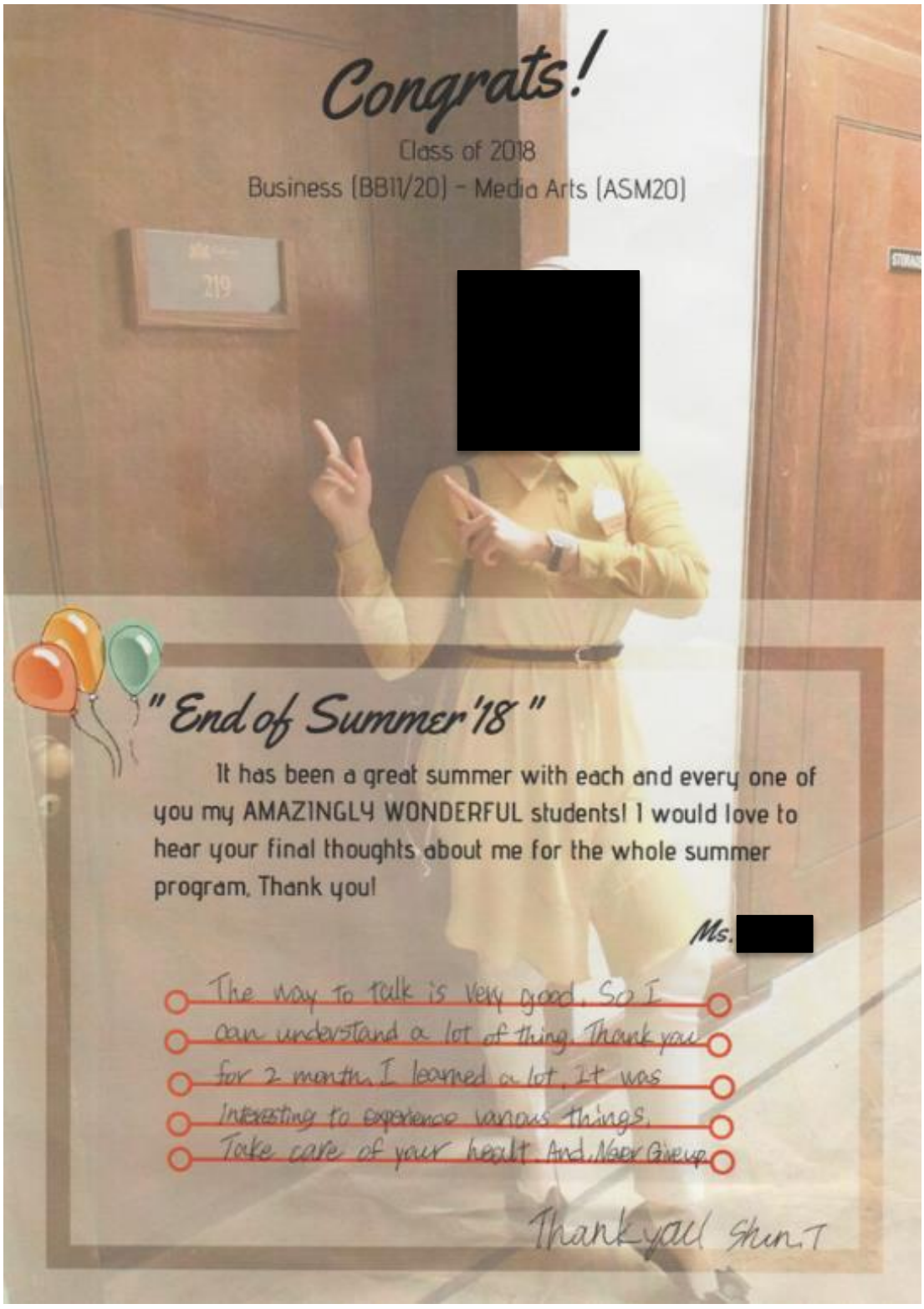
The most important necessity of become an influential guide and educator is getting to know each student closely. I prompt them to benefit from their strengths wisely as well as to become aware of their weaknesses. I also adapt my lesson plan according to the needs of various learners. While implementing differentiated instruction, I let students know that differences are part of our lives.

"Learning by doing"

I emphasize learning more than teaching. So, as a language teacher I maximize students' talk and minimize teacher talk in the classes. Unlike traditional methods which perceive teachers as primary source of knowledge, I ask my students to discover the content by means of projects or tasks. I am the guide and scaffolder in this process. All they need to do is to achieve the accurate and relevant knowledge by using 21st century skills such as critical thinking, real-life problem solving.

D. Student Feedback




Congrats!
Class of 2018
Business (BB11/20) - Media Arts (ASM20)
[redacted]
"End of Summer'18"
It has been a great summer with each and every one of you my AMAZINGLY WONDERFUL students! I would love to hear your final thoughts about me for the whole summer program. Thank you!
Ms. [redacted]
The way to talk is very good. So I can understand a lot of thing. Thank you for 2 months. I learned a lot. It was Interesting to experience various things. Take care of your healt. And, Never Give up
Thank you! Shun.T

E. Mentor Feedback

Fulford Academy

Here is my feedback based on yesterday's (August 28th, 2018) classes:

You've clearly built good rapport with students; they respect you and look to you for help, and they seem to appreciate that you are friendly with them. You did a great job of frequently checking for sleeping students and asking if they needed help, as well as answering their questions clearly and thoughtfully. Even though the students had a work period and you worked diligently on your own stuff, you were attentive to the students and their needs.

If I had any feedback to give, it would be to make sure students are listening attentively when you want to speak to them (headphones out, making eye contact, etc.) - make sure you know you have their full attention before you start talking.

It's been a pleasure working with you!

August 28th, 2018

[redacted]

F. Reflections

Final Reflection

In light of the definitions above, as you conclude the first practicum, use the questions below as a guide for a final reflection.

What experiences and professional learning from this first practicum have informed my vision of education? Adaptability; Magic moments had taken place during some of my lesson, I took the advantage of it and went with the flow, my students enjoy having discussions when an interesting topic pop up! Multitasking; I had different roles in class during summer program; I have been a controller, a facilitator, a student, substitute teacher, or a visitor. In addition, I have also worked at different departments of the school such as marketing and advertisement. At certain points I had to own all of the roles at the same time and handled it successfully. Time Management; Sometimes the time I planned an activity would take took longer or shorter than I expected, therefor I have done instant revisions/updates on the plan.
Why have I chosen to become a teacher? What is my "mission"? To never stop exploring and learning To influence future generations positively
What qualities do I have that suit me to being a teacher? What areas can I still improve upon? Empathy I HATE monotone lessons and lectures that take the soul of your body; I always consider the fun part of the activities while preparing lessons by using my student point of view. Self-Evaluation I always look back and evaluate myself and ask people around (my students and colleagues) for feedback to improve myself. Reflective teaching is the key to effective teaching.
If a "vision" of education is a set of goals, ideals, beliefs, and principles that guide one's work, what is my vision of education? Progressive work Self-Evaluation Rapport Creativity

In making the transition from being a student to becoming a teacher, what particular difficulties and dilemmas have I encountered? No matter how hard you work to learn all the information, you get to understand everything once you actually experience it.
What experiences have strengthened my understanding of myself as a teacher? I still need lots of experience and hard work to improve myself as a teacher. For example: I forgot to tell my students to hand in their work for one of the most important activities, I missed it all and it is too late to ask for it.
Is teaching the right career choice for me? How do I know? The answer would be totally yes according to my self-evaluation, feedback of the students, feedback of the colleagues, and comments of the managers.

G. Online Questionnaire

International Teaching Practicum Questionnaire

This questionnaire is being conducted as a part of Master's thesis which is investigating the effect of international teaching practicums on pre-service English teachers' teacher identities and intercultural communicative competences. The research is being carried out by Melisa İnce under the supervision of Asst.Prof.Dr. Enisa Mede. Participants' names will be pseudonymed and the data will be accessible only to the researcher. Information that would make it possible to identify you or any other participant will never be included in any sort of report.

Completion of the questionnaire indicates that you have consent participate in this research. The questionnaire should take around 10 minutes to complete.

If you have any questions regarding this study, you may contact Melisa İnce by email: melisaince.95@gmail.com.

Thank you for your contribution to the study.
* Gerekli

1. E-posta adresi *

2. Why did you want to go abroad (Fulford Academy, Canada) for your teaching practicum? *

3. Did you have any other abroad experiences before? *

Yalnızca bir şıkkı işaretleyin.

- ◯ Yes
- ◯ No

4. If you did, what was the reason? Pls explain briefly..

5. What professional preparation (specific courses/methods) have you had to prepare you for this experience? *

6. soruya gidin

Section 2

6. To what extent did international teaching practicum influence your present vocational interests in education? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Weak Influence	◯	◯	◯	◯	◯	Strong Influence

7. To what extent has international teaching practicum influenced your present cross-cultural skills? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Weak Influence	◯	◯	◯	◯	◯	Strong Influence

8. How has international teaching practicum influenced your current global perspectives? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Weak Influence	◯	◯	◯	◯	◯	Strong Influence

9. To what extent has international teaching practicum impacted your student teaching?

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Weak influence	◯	◯	◯	◯	◯	Strong influence

10. To what extent has student teaching overseas influenced your present intercultural communicative competence? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Weak influence	◯	◯	◯	◯	◯	Strong influence

11. To what extent has student teaching overseas impacted your current teaching style? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Weak influence	◯	◯	◯	◯	◯	Strong influence

Section 3

12. Were any of your expenses covered by the university? If so, to what extent? *

13. How did international teaching practicum experience influence your view of Turkish culture? *

14. If you could go back and do your international practicum experience all over again, what would you do differently? *

15. What would you recommend to the university to improve your practicum experience? *

16. What would you recommend to your host school to improve your practicum experience?

17. soruya gidin

Section 4

17. Choose the best answer for each statement. *

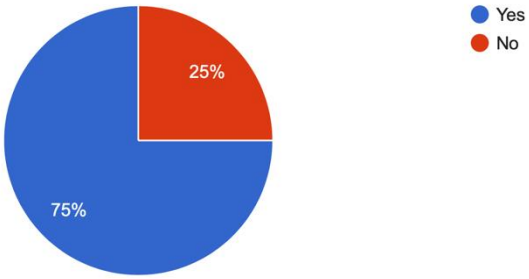
Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly agree	Agree	Disagree	Strongly disagree
My international teaching practicum helped me understand other cultures better	◯	◯	◯	◯
I have more prejudice towards foreign cultures now	◯	◯	◯	◯
I value foreign cultures more than I did before	◯	◯	◯	◯
After my international teaching practicum, I developed more understanding towards foreign cultures	◯	◯	◯	◯
My international teaching practicum did not have an effect on my attitude towards other cultures	◯	◯	◯	◯
My teaching philosophy has changed after my international teaching practicum experience	◯	◯	◯	◯
I feel anxious when there is a non-Turkish student in my classroom	◯	◯	◯	◯
My expectations were met during my international teaching practicum	◯	◯	◯	◯
I see myself as a competent teacher	◯	◯	◯	◯
I was prepared enough for my international teaching practicum experience	◯	◯	◯	◯

H. Results of the Online Questionnaire

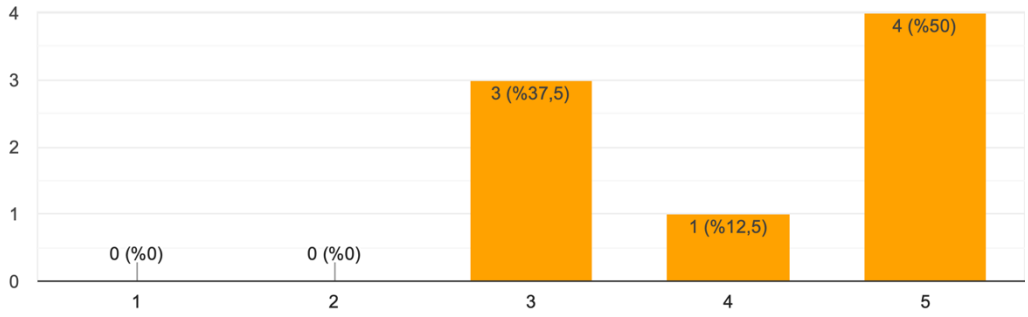
Did you have any other abroad experiences before?

8 yanıt



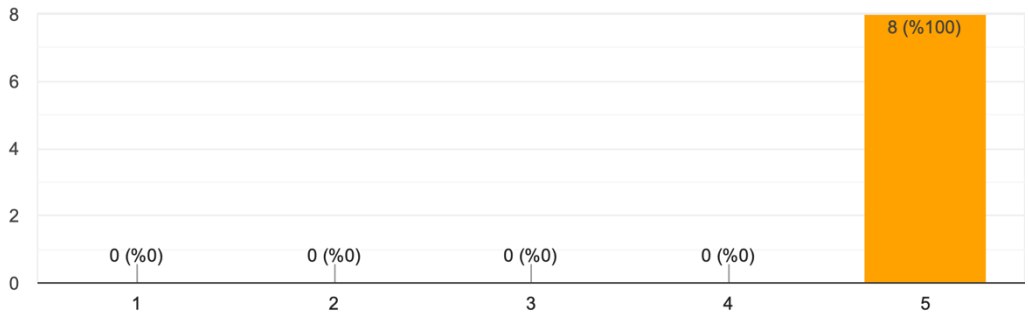
To what extent did international teaching practicum influence your present vocational interests in education?

8 yanıt



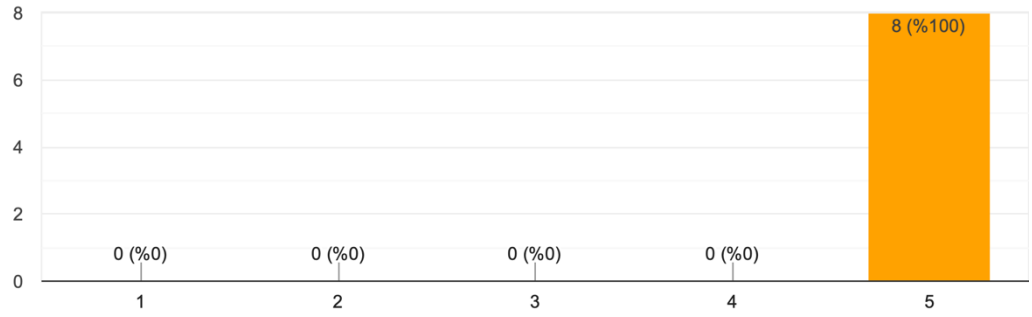
To what extent has international teaching practicum influenced your present cross-cultural skills?

8 yanıt



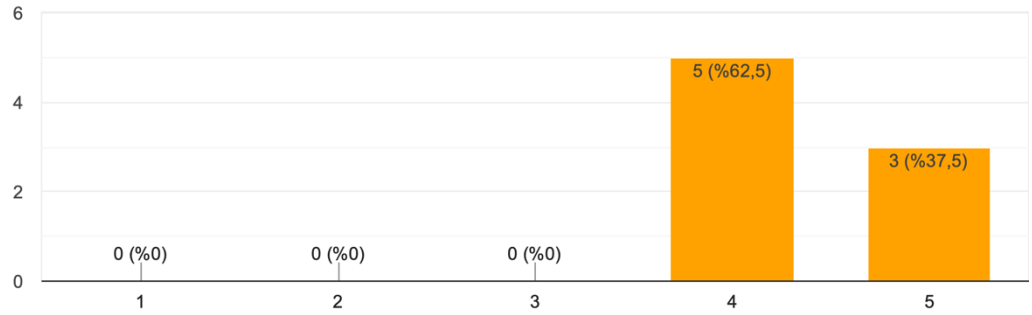
How has international teaching practicum influenced your current global perspectives?

8 yanıt



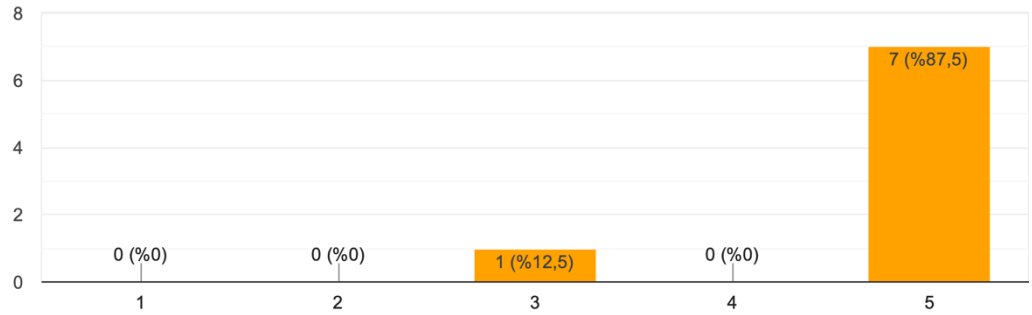
To what extent has international teaching practicum impacted your student teaching?

8 yanıt



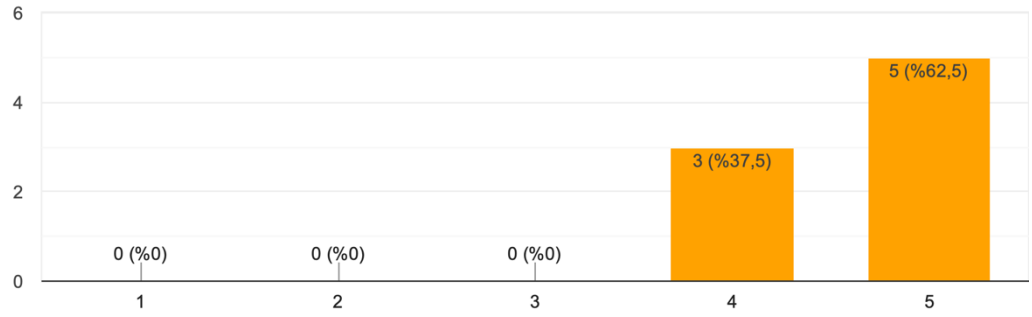
To what extent has student teaching overseas influenced your present intercultural communicative competence?

8 yanıt

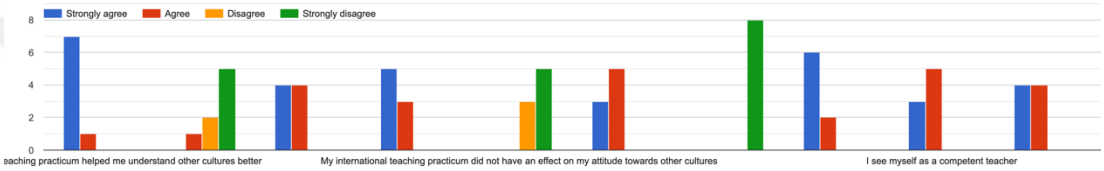


To what extent has student teaching overseas impacted your current teaching style?

8 yanıt



Choose the best answer for each statement.



I. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: İnce, Melisa

Nationality: Turkish (T.C.)

Date and Place of Birth: 10 October 1995, Kocaeli

Marital Status: Single

E-mail: melisaince.95@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University	2020
BA	Bahcesehir University	2017
High School	Özcan Kan Anatolian Teacher Training HS	2013

WORK EXPERIENCE

Year	Place	Enrollment
2019-Present	Garip Zeycan Yıldırım Foundation	English Teacher
2019-Present	Macenta Publishing Company	Editor
2017-2018	Bahcesehir Ugur Ed. Institutions	English Teacher
2016-2017	British Culture	English Teacher

FOREIGN LANGUAGES

Advanced English, Intermediate Dutch, Beginner Spanish

CERTIFICATES

Apple Teacher Certificate, June 2020, Apple.

Certificate of Attendance, Dutch A1, University of Twente, 2019, Enschede/THE NETHERLANDS

Certificate of Attendance, Big Data in Education, Creathon 2018, Enschede/THE NETHERLANDS

CELTA, Cambridge University, 2017, Istanbul/TURKEY

Certificate of Attendance, IATEFL ReSIG 2017, Istanbul, TURKEY

Certificate of Attendance, IATEFL ReSIG 2016, Istanbul, TURKEY

Purple Certificate, Sabanci & Bilgi University, 2016, Istanbul/ TURKEY

HOBBIES

Watercolor painting, Theatre, Karaoke, Yoga, Gardening.