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INVESTIGATING PROFESSIONAL IDENTITY OF ENGLISH LANGUAGE TEACHERS IN THE TURKISH CONTEXT

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INVESTIGATING PROFESSIONAL IDENTITY OF ENGLISH LANGUAGE TEACHERS IN THE TURKISH CONTEXT

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK ARAŞTIRMASI

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LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

ELT : English Language Teaching

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ABSTRACT

INVESTIGATING PROFESSIONAL IDENTITY OF ENGLISH LANGUAGE TEACHERS IN THE TURKISH CONTEXT

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The aim of the study is to explore the professional identity of English language teachers in the Turkish context. The study also aims to find out personal and professional experiences that influence teacher identity of Turkish EFL teachers within the Turkish context. The participants of the study are three Turkish EFL teachers employed by state universities in Istanbul, Turkey. Case study method was chosen for this study since the aim is to gain insight into an in-depth understanding of participants' own meaning-making. In order to gain insights about the participants own meaning-making, data were collected from three EFL teachers at state universities by means of semi-structured interviews and written tasks i.e., Tree of Life and metaphor activity. The interviews were conducted with each participant individually and in Turkish for a better self-reflection. They were all tape recorded, converted into the verbatim transcript, and translated into English. Data were analyzed using thematic analysis, which is a qualitative research methodology, to unveil the teachers' perceptions towards teachers' professional identity. The main findings of the research revealed that personal and professional experiences of the participants, especially their prior learning experiences, teaching experiences and significant others in their lives, had a significant influence on their identities as Turkish EFL teachers. The results also indicated that the participants had both common and distinct perception of society, authority and culture depending on their personal and professional backgrounds.

Keywords: Teacher identity, teaching profession, English language teaching, professional identity formation

ÖZET

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN
MESLEKİ KİMLİK ARAŞTIRMASI

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Yüksek Lisans, Kültürel İncelemeler
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Bu çalışma, Türkiye'deki İngilizce öğretmenlerinin mesleki kimliklerini araştırmayı amaçlamaktadır. Buna ek olarak, kişisel ve mesleki tecrübelerin Türkiye'deki yabancı dil öğretmenlerinin kimliklerine etkisini anlamayı amaçlamaktadır. Çalışmanın katılımcıları, Türkiye'deki devlet üniversitelerinde görev yapan üç Türk yabancı dil öğretmenidir. Bu çalışmanın amacı katılımcıların kendi yarattıkları anlamları ortaya çıkarmak olduğundan bu çalışma için vaka incelemesi seçilmiştir. Bu amacı gerçekleştirmek için veriler, devlet üniversitelerinde çalışan üç yabancı dil öğretmeninden yarı yapılandırılmış görüşmeler ve Yaşam Ağacı ve Metafor gibi yazılı ödevler vasıtasıyla toplanmıştır. Görüşmeler, her bir katılımcıyla bireysel olarak ve kendilerini daha iyi ifade etmelerini sağlamak için Türkçe dilinde yapılmıştır. Verilerin tümü kaydedilmiş, yazılı kopyası çıkartılmış ve İngilizce'ye çevrilmiştir. Öğretmenlerin mesleki kimlik algılarını ortaya çıkarmak için veriler, bir nitel araştırma yöntemi olan tematik analiz ile incelenmiştir. Çalışmanın ana bulguları, geçmiş öğrenme tecrübeleri, öğretme tecrübeleri ve hayatlarındaki önemli kişiler başta olmak üzere kişisel ve mesleki tecrübelerin, yabancı dil öğretmeni olarak katılımcıların mesleki kimliklerinde önemli etkileri olduğunu ortaya çıkarmıştır. Bunun yanı sıra bulgular, katılımcıların toplum algısı, otorite ve kültür konularında ortak ve farklı görüşlere sahip olduğunu göstermiştir.

Anahtar Kelimeler: Öğretmen kimliği, öğretmenlik mesleği, dil öğretimi, mesleki kimlik gelişimi.

To my beloved family…

CHAPTER 1
INTRODUCTION

1.1. INTRODUCTION

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

1.2. BACKGROUND TO THE STUDY

This study is concerned with the professional identities of EFL teachers employed by Turkish state universities. The research aims to explore how English language teachers construct their professional identities in Turkey. It also attempts to offer insights into the role of their backgrounds in their teaching practices and gain an understanding of their perceptions of themselves as teachers.

In the last decade, teachers' professional identity has developed as an independent research area (Bullough, 1997; Connelly & Clandinin, 1999; Knowles, 1992; Kompf, Bond, Dworet, & Boak, 1996). Scholars agree that teacher identity is central to the teaching profession more and more. (Rodgers & Scott 2008). Regarding this idea, teaching has been perceived as a profession "much more than the transmission of knowledge" (Beijaard, Verloop & Vermunt, 2000, p. 751). Self-knowledge is a significant factor affecting teachers' nature of work (Kelchtermans and Vandenberghe, 1994). Being aware of how they make sense of being a teacher "helps them to position and situate themselves in relation to their students and to make appropriate and effective adjustments in their practice and their beliefs about, and engagement with students" (James-Wilson, 2001, p. 29).

1.3. MOTIVATION FOR THE STUDY

I strongly believe that my personal background and perception of teacher identity contribute formulating the research questions. Flick (2009) noted that research topics and questions may derive from researchers 'personal biographies and their social contexts'. Similarly, Eisner (1991) also indicates the ways in which each qualitative study reflects the personal style of the researcher. As the researcher of the current study, I have thought about language teachers' identity and how it may develop. Having thought of my career path, I recognize it is a never-ending process and affected by numerous components. Being also an English language teacher at a university level affects how I design the study. I desired to explore more about language teachers' identities in order to provide myself a light in the way of professional development.

1.4. AIMS OF THE STUDY

This study aims to have a clear understanding of language teachers' identity in the Turkish context. In addition, this study intends to present a rich description of the construction of the professional identity of language teachers. It also attempts to find out the role of their personal and professional backgrounds in their teaching practices.

Another aim of this study is to investigate the perceptions of EFL teachers coming from diverse disciplinary backgrounds in a Turkish university in relation to their professional identity. Lastly, this study tries to gain a better understanding of the factors playing a critical role in shaping their perceptions about professional identities. In addressing these purposes of this study, research questions below are explored:

1. On what resources do English language teachers rely on while constructing their own teaching identities?
2. How do they make sense of their profession?
3. How do they perceive themselves as teachers?

1.5. SIGNIFICANCE OF THE STUDY

Today, teaching is a complex profession which should be studied in-depth through which one may acquire beneficial implications for the development of language teachers' identity. This study aims to get a deeper understanding of teacher identity within the Turkish context. The study also offers different perspectives among teachers. In order to gain a better understanding of teacher identity, teachers' personal self and the professional self need to be explored. It is also identified that teachers' self-knowledge performs as a facilitator in terms of bridging the gap among learner, content and self (Meents-Decaigny, 2008). Moreover, according to Palmer (1997), it is obvious that "good teaching comes from the identity and integrity of the teacher" (p. 2). Since professional identity is a key element in establishing teachers' motivation, effectiveness, and teaching philosophy, it is crucial to explore the concept of teacher identity and influencing factors of their professional identity.

1.6. OVERVIEW OF THE THESIS

This thesis consists of six chapters. The first chapter is an introduction to the research which includes background, motivation, aims and significance of the study. Chapter 2 provides a review of literature which is related to the current study. Thus, literature review presents a theoretical background for the notion of identity, and its sub-fields as well as culture. Chapter 3 contains information about the methodology of the study. It has detailed information about the research design, participants, data collection instruments and data analysis. Chapter 4 reports the findings of the current study in relation to the research questions. Chapter 5 is the chapter where the association of the findings and literature is demonstrated. Finally, Chapter 6 concludes the thesis providing a summary, implications, limitations and recommendations for the future studies.

CHAPTER 2
LITERATURE REVIEW

2.1. INTRODUCTION

Identity has been one of the major issues in social and cultural theory as well as language education. Identifying teachers as key to the success of language education and acknowledging the role of their personal values, assumptions and prior experiences in their professional development (Richards, 2008), researchers considered the study of teacher cognition (Borg, 2003; Golombek & Doran, 2014) and identity has been a hot topic among researchers. (Singh & Richards, 2006) Kelchtermans (2009) emphasized the significance of studying teachers' identity and claims that "the person of the teacher is an essential element in what constitutes professional teaching and therefore needs careful conceptualization" (p. 257). In this chapter, the concept of identity will first be introduced. The roles of identity will be presented. Then, the professional identity will be defined to reveal the development of participant's professional identities starting from the career choice through education and becoming a teacher. Later, teacher identity construction will be presented and language teacher identity in the Turkish context will be mentioned. Mentioning the notion of culture, the relationship between culture and identity will be the final focus.

2.2. THE NOTION OF IDENTITY

Concept of identity has become one of the most intermittently occupied perception in the social sciences (Bendle, 2002) and the fields of education (Gee, 2000). Norton (1997), one of the leading researchers of identity and language learning, states that identity is a comprehension of teachers' relationship to the world, how that relationship is constructed across time and space, and how people perceive what the future brings them. It is an understanding of ourselves and how we perceive others. It consists of two notions: similarity and difference. Identities are how we relate to and differentiate individuals with other individuals or groups.

(Danielewicz, 2001). Furthermore, according to Beijaard (1995), identity can also be described as 'who or what someone is, the various meanings people can attach to themselves, or the meanings attributed by others'. Similarly, Wenger (1998) considers identity a reflection of social, cultural and historical aspects of a person. She also emphasizes that social settings have a big impact on understanding ourselves, our actions and our mind through attending social situations. Therefore, identities can be constructed in social settings involving past, present and future experiences of a person.

Mead (1934) mentions the notion of identity associating with the notion of self and the way self is developed in a social context. He believes that self emerges in a social context where there is social communication; individuals determine the roles of others. Similarly, according to Kerby (1991), the self is attached to an individual's life story and a sense of self is constructed by the individual through stories. Those stories are related to experiences and a person forms his or her sense of self. Furthermore, Antonek et al. (1997) described the term 'reflection' as a fundamental concept related to the concept of self. It is suggested that self and reflection grow together.

Some researchers studied on identity formation in various contexts. The psychologist Erikson (1968) studied on identity formation in a social context and suggests that each stage of the formation has its own attributes concerning the person's interaction with his/her environment. He described a chronological and changing concept of identity and found out that identity develops during one's whole life. Furthermore, Judith Butler (1993) states her ideas about identity formation:

> Identifications are never fully and finally made; they are incessantly reconstituted and, as such, are subject to the volatile logic of iterability. They are that which is constantly marshalled, consolidated, retrenched, contested and, on occasion, compelled to give way. (p. 105)

2.2.1. Personal Identity

The topic of self and identity was started to be investigated after the mid-20th century. Actually, in the 1960s, it was argued that the self "looked as dead as a dodo bird" (Pepitone, 1968, p. 347). Nevertheless, in the 1970s, various ideas and topics developed that bore the prefix of "self" in social psychology: self-efficacy, self-monitoring, self-schema, self-consciousness, self-theory, and so on. (Kashima & Yamaguchi, 1995). The number of studies on self and identity increased in the 1980s and 1990s. (Baumeister, 1998; Tyler, Kramer, & John, 1999). Although the concepts of self and identity are diverse, the current social psychological research on self and identity has a more coherent set of theoretical and methodological assumptions.

Richards (2015) states that identity is the sense that a person has the self as an individual, including the person's self-image and self-awareness as may be captured in the stories which the person narrates her/himself and also as this is projected to and understood by others. Similarly, the concepts of self and identity are often used interchangeably in the literature on teacher education. (Rodgers & Scott, 2008). Having various definitions of identity, according to Kelchtermans (2009), identity is an "ongoing process of making sense of one's experiences and their impact on the self" (p. 261). Furthermore, considering the broader definition, an individual's identity is also related to an individual's life history (Grootenboer et al., 2006) and biographic experiences (Alsup, 2006). Besides, Block (2006) has studied the identities of individuals who live in London and outlines:

> … they construct identities which are neither the sum of the new and the old, nor half of what they were and half of what they are; rather their stories seem more result of the negotiation of difference cited above, as their past and present interact and transform each other. (p.28).

According to Cooley (1902), the self is a singular, unified, stable essence that was little affected by context or biography. Similarly, Mead (1934) stated that the self, though stable, was a continuous concept closely linked to social

interactions and created through language and social experiences. Furthermore, he discussed that self is a part of the reflexive process by suggesting that individuals create a ‘generalized other’. According to him ‘generalised other’ was not only an accumulation of values, roles and identities but was a combination of many different attitudes. Also, Goffman (1959) introduced the idea that each person had a number of ‘selves’, each one focusing on the execution of one role at any given time and situation. He considered that the ability to adapt the self was essential in order to effectively communicate the social processes necessary within each situation. Rodgers and Scott (2008) state that contemporary conceptions of identity share four basic assumptions that:

1. Identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation;
2. Identity is formed in relationship with others and involves emotions;
3. Identity is shifting, unstable, and multiple; and, (4) that identity involves the construction and reconstruction of meaning through stories over time. (p.733)

2.2.2. Professional Identity

There are various definitions of the term 'professional identity' in the literature review by Beijaard et al. (2004). Craig, Meijer and Broeckmans (2013) noted that professional identity "refers not only to the influence of the conceptions and expectations of other people, including broadly accepted images in society about what a teacher should know and do, but also to what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds" (p. 207). Furthermore, Akkerman and Meijer (2011) defined professional identity by focusing on three main conceptualizations “as involving sub-identities, as an ongoing process of construction and as relating to various social contexts and relationships" (p. 310).

According to Beijaard et al. (2004), it is still “an unclear concept in the sense of what, and to what extent, things are integrated in such an identity” (p. 108). After

investigating various studies on professional identity, it is found out that the studies which interpret professional identity focused on different aspects. Yet, researchers agree that professional identity is an ongoing process rather than being stable. Beijaard et al. (2004) stated that "most of the researchers saw the professional identity as an ongoing process of integration of the personal and the professional sides of becoming and being a teacher" (p. 119). Similarly, professional identity is not a fixed entity; it cannot be depicted as stable or separate (Coldron & Smith, 1999). It is an intricate and changing balance where professional self-image is adjusted with a variety of roles of teachers (Volkmann & Anderson, 1998). Furthermore, Coldron and Smith (1999) indicated to the tightness between agency (the personal dimension in teaching) and structure (the socially 'given').

Pöyhönen (2004) studied the professional identity of Finnish language teachers in Russia. Pöyhönen (2004) categorizes four different understanding of professional identity; psychosocial, discursive, narrative and dialogue-based. In psychosocial theory, according to Pöyhönen (2004), professional identity is regarded as 'developed and internalized gradually', being also a part of one's individual development. Thus, personality plays a huge part in one's identity formulation; one's personality can determine the choice of profession. Billet (2007) also notes that work associate with identity. According to Billet (2007), people need to have the possibility to 'exercise their sense of self' in their work (p. 205). Virta et al. (1998) consider that a certain profession is chosen after comparing one's skills and qualifications with the requirements of several professions. It can be deduced that parts of identity are made through work situations and parts of identity can be practiced through work.

Firstly, according to Super (1957), the psychosocial interpretation examines professional growth to build at the same time as one's personality grows. Moreover, Kroger (2000) notes that identity is considered to be shaped of intrinsic, biological and societal roles that an individual has during different ages. However, in the psychosocial point of view identity formulation is restricted to time and age. This implies that culture, environment, family and society would not have any impact on an individual's choices (Pöyhönen 2004).

Secondly, the discursive interpretation has been used in other similar studies of language teacher identity. (Kalaja & Dufva 1997, Clarke 2008). Besides, one's past, present and future have important roles and they affect the formation of identity altogether. Pöyhönen (2004) states that professional identity is constantly in process, it is 'socially constructed and molded by interactive situations'. (p.141). He also mentions that, in the discursive theory, identities are born in social contexts and also reformed according to them.

Thirdly, professional identity consists of life stories that are born in interactional settings from the point of view of the narrative approach. Although the stories change due to time and place, these stories remain the same. Therefore, Pöyhönen (2004) states that there is 'a strive for cohesion' (p. 144). Also, Connelly and Clandinin (1999) have studied teacher identities from a narrative point of view. They highlight that identities and stories are based on social situations. Thus, there may be multiple identities that emerge in different situations, e.g. at work, home, with friends and relatives and so on.

Finally, the dialogical approach resembles the sociocultural approach. The dialogical approach stresses the role of oneself and others in interactional situations; identity is constructed in dialogues (Pöyhönen 2004). Additionally, the sociocultural approach emphasizes the role of language and actions in identity formation (Kroger 2000). As a result, identity can form in social situations, particularly in interaction with others. Feedback and other's responses construct conceptions of oneself and according to those people who form their future identity (Kroger 2000). Kalaja and Dufva (1997) used the dialogical approach to study English teacher identities. They discovered that professional identity consists of profession related roles. Those roles may vary according to the recipient.

2.2.3. The concept of teacher identity

In the last decade, teachers' professional identity has developed as an independent research area (Bullough, 1997; Connelly & Clandinin, 1999; Knowles, 1992; Kompf, Bond, Dworet, & Boak, 1996). Scholars agree that teacher identity is central to the teaching profession more and more (Rodgers & Scott, 2008).

However, Hong (2010) believes “Not enough research has been accumulated to generate indisputable agreement on the definition and core tenets of teachers’ professional identity” (p. 1531).

Nias (1989) states the relationship between personality and teaching, although Kissling (2014) argues that teachers’ experiences outside educational contexts are carried into their classroom. Furthermore, Bukor (2015) studied the biography of three language teachers and realized that their career choice is influenced by their personal experiences, especially with their families. Similarly, Phan Le Ha (2008) features the significance of national and cultural values in teacher identity and states that identity can shape according to those values. Varghese et al. (2005) highlight "in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are." (p.22). Having kept that in mind, the teacher identity development is a continuing process of interpretation of the one who considers oneself to be and would like to become. (Beijaard et al. 2004).

The concept of professional identity is used in various ways in the sphere of teaching. Some of them present that teachers’ concepts or sense of self linked with the concept of professional identity. (Knowles, 1992; Nias, 1989). It is claimed that teachers’ concept or sense of self establish how teachers teach, develop as teachers, and their understanding of educational changes. Significance of teachers’ roles (Goodson & Cole, 1994; Volkmann & Anderson, 1998) and concepts like reflection and self-evaluation (Cooper & Olson, 1996; Kerby, 1991). Additionally, professional identity indicates not only other people’s thoughts on teachers, including the common sense of a teacher but also teachers’ understanding of teaching profession based on their experiences and backgrounds. (Tickle, 2000). Professional identity was described using the same idea behind yet emphasized individually by researchers. As an example, Roberts (2000) talks about multiple selves with different voices of discourse: personal, professional, and institutional. He claims that:

> The notion of multiple selves and different ways of talking connect with current research on teacher socialization and professional identity, where induction into teaching is seen as similar to the process of learning to talk (p. 186).

According to Taylor (1989), the self can only be described with a reference to those who surround it. Having kept that in mind, Dillabough (1999) mentions that the self can derive from complex and meaningful social interactions with associates and other 'professionals'. She judges the dominance of professional identity that asks teachers to respond to instrumental goals specified by policymakers. She also states that "A discursive notion of the teaching 'self' is lost, and the complexity of education and its socializing mechanisms remain unexplored." (p. 378). Furthermore, Cooper and Olson (1996) perceive professional identity as multifaceted and states that teacher's sense may occur with the influence of historical, sociological, psychological, and cultural factors. Moreover, there are sub-identities that associate with or differ from each other. (Mishler, 1999). He used the metaphor of ''our selves as a chorus of voices, not just as the tenor or soprano solist'' (p. 8) to express the significance of sub-identities. Through this metaphor, chorus of voices sounds better with linking different identities. (McCarthey, 2001). Besides, Gee and Crawford (1998) note that we may develop various identities built on the social setting, but there are relationships between these identities.

It is commonly accepted that identity and teachers' personal lives are linked to teachers' competence and their ability to learn and develop (Day, 2002; Hargreaves & Goodson, 1996). Similar to that idea, Reynolds (1996) highlights that an individual's surrounding, others' expectations, and the individual's allowance to that affect his or her identity as a teacher. She uses the term 'landscape' for the teachers' workplace and adds that it can be alluring, exhausting, and confining. Moreover, Sugrue (1997), who supports the need of changing teachers' lay theories, mentions the effect of the external knowledge, norms, and values that applies to the 'landscape'. To support that idea, Olsen (2008) indicates the situated nature of teachers learning and professional knowledge, which is seen to be socially constructed by individuals through continuous interactions with others. They also

discovered that teachers draw on their experiences and prior knowledge and those of others in their community as they construct and reshape teacher knowledge and teacher identity.

2.2.3.1. Teacher identity construction

Professional identity is constructed by teachers' personal narratives (Clandinin & Connelly, 1995; Clandinin, Huber, Huber, Murphy, Murray Orr, Pearce, & Steeves, 2006; Connelly & Clandinin, 1999); by the interaction of professional, personal and contextual/political aspects (Day & Kington, 2008; Day, Kington, Stobart, & Sammons, 2006), and by the progress related to professional development (Mockler, 2011; Popkewitz, 1998).

Lasky (2005) defines teacher professional identity as "how teachers define themselves to themselves and to others" (p. 902). This explanation appears through story-telling which Connelly and Clandinin (1999) indicate in terms of "stories to live by" (p. 4). Since teachers link their personal and professional selves when they argue their professional lives, these stories which are expressions of teachers' identity appear in the act of telling or self-reflection (Kelchtermans, 2005). Beijaard et al. (2004) reveal, "Through storytelling, teachers engage in narrative 'theorizing' and, based on that, teachers may further discover and shape their professional identity resulting in new or different stories" (p. 121). These stories indicate that "teachers tell and live by are discursive displays of professional and personal beliefs situated in specific social worlds and realized through interactions with others" (Simon-Maeda, 2004, p. 429). Bullough (1997) states that:

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

The notion of *apprenticeship of observation* referring to how teachers' experiences as learners affect their teaching practices was introduced by Lortie (1975). Researches in language teacher identity highlight the importance of values,

morals, and ethics in the work of teachers. (Crookes, 2009; Hafernik, Messerschmitt & Vandrick, 2002; Johnston, 2003) and the strategy of personal relations with students (Richards, 2006). Clarke (2008) observes the centrality of ethics to the work of teachers. It is crucial to have a clear understanding of the professional, cultural, and individual identities of teachers. (Varghese, Morgan, Johnston, & Johnson, 2005). Olsen (2008) mentions about teacher identity development:

> 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 intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments. (p. 139)

Zimmerman (1998) argues that identity is transferable; and it has some features that are linked with a person's physical and cultural aspects. He also notes that there may be sub-identities which are outside professional settings transferred to the classroom. Beijaard, Meijer, and Verloop (2004) claim that teacher professional identity is composed of 'sub-identities':

> ...that more or less harmonize. The notion of sub-identities relates to teachers' different contexts and relationships. Some of these sub-identities may be broadly linked and can be seen as the core of teachers' professional identity, while others may be more peripheral. It seems to be essential for a teacher that these sub-identities do not conflict, i.e., that they are well balanced. During initial teacher training, student teachers often experience such conflict (e.g., Volkmann & Anderson, 1998). Experienced teachers may experience such conflict in cases of educational change or change in their immediate working environment (e.g., Connelly & Clandinin, 1999). The more central a sub-identity is, the more costly it is to change or lose that identity. (p.122)

Having mentioned the description of the term 'reflection' by Antonek et al. (1997), he also emphasizes the need for reflective skills improvement to develop the self as a teacher. Teachers can associate their experiences with their own knowledge and be able to merge socially relevant items to their own teacher selves. (Korthagen, 2001; Nias, 1989). Goodson and Cole (1994) argue that teachers' identity development originated from the personal and the professional. They consider teachers as "persons and professionals whose lives and work are influenced and made meaningful by factors and conditions inside and outside the classroom and school." (p. 88).

Kelchtermans (2009) determines five factors that shape teachers' self-understanding:

1. Self-image
2. Self-esteem
3. Job motivation
4. Task perception
5. Future perspective (p. 261).

The self-image does not only refer to the self-perception of teachers, but also to the social reflection of themselves. Accordingly, the self-image is "strongly influenced by the way one is perceived by others" (p. 262). The second element is self-esteem which is based on the teachers' sense of appreciation of their professional achievement. According to Kelchtermans (2009), teachers find students' feedback the most important and proper while Nias (1996) states that the classroom is the teachers' "main site for their self-esteem and fulfillment, and so too for their vulnerability" (p. 297). Kelchtermans explains the vitality of positive self-esteem for teachers to feel satisfaction in their profession and a sense of fulfilment. He also notes, "The task perception encompasses deeply held beliefs about what constitutes good education, about one's moral duties and responsibilities in order to do justice to students" (p. 262). The job motivation attributes to the idea behind teachers' decisions to be teachers or quit teaching. The task perception is a significant component for job motivation and improves over time. The last element

of future perspective indicates the teacher's assumptions about the future in the job. This element helps in reflecting the compelling character of the self-understanding.

Lasky (2005) includes one more element to teachers' professional identity which is vulnerability, and he defines as "a multidimensional, multifaceted emotional experience that ... can be influenced by the way people perceive their present situation as it interacts with their identity, beliefs, values, and sense of competence" (p. 901). Lasky (2005) believes that the teacher "feels safe in his or her environment to take the risk of losing face and experiencing loss or pain" (p. 901). Nonetheless, vulnerability occurs because of feeling weak, betrayed, and powerless in situations of anxiety. If teachers feel defenseless in their immediate context or obliged to do things that are not rational with their beliefs, they prefer to abolish and establish a defensive structure to maintain trust building and cooperation. (Lasky, 2005, Kelchtermans, 2005). Kelchtermans (2005) highlights that "basic structure in vulnerability is always one of feeling that one's professional identity and moral integrity ... are questioned and that valued workplace conditions are thereby threatened or lost" (p. 997). Therefore, Kelchtermans (2005) mentions that "vulnerability is mediated by the context and is directly linked to teachers' identity" (p. 997).

2.3. THE NOTION OF CULTURE

'Culture' is one of the most sophisticated words in the English language considering its history and etymology (Eagleton, 2000). 'Within this single term, questions of freedom and determinism, agency and endurance, change and identity, the given and the created come dimly into focus' (Eagleton, 2000: 2). Depending on an interpretation of culture as 'the collective programming of the mind which distinguishes the members of one group or category of people from another' (Hofstede, 1991, p.5). Culture is the explanatory instrument to understand individuals besides comprehending all social, educational and political issues (Holliday, 1997).

The concept of culture is defined by different researchers considering its place in foreign language education.

1. Lado (1957) identified culture as “cultures are structured systems of patterned behaviour.” (p.111)
2. According to Robinson (1988), culture has four perspectives: behaviour, function, cognition and symbols. Culture should be studied as a process as well as a product (Crawford-Lange & Lange, 1984, Moran, 2001).
3. Kramsch (1993) states that “culture is a social construct, the product of self and other perceptions”. The definition signaled that culture is not collective but also individual. (p.205)
4. McCarthy and Carter (1994) define culture as “social knowledge and interactive skills which are required in addition to knowledge of the language system (p.151-152).
5. Moran (2001) identifies culture as ‘a cultural phenomenon’ and states that “A cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and groups (communities) in ways that reflect their values, attitudes and beliefs (perspective).” (p.25-26)

Vygotsky (1978) believed that individual improvement is originated in society and culture. “Humans are social beings; their cognitive development is socially mediated activity and strongly influenced by cultural background” (Chen, 2009, p.25). There is an astounding role of language in mediating human activities in a sociocultural context. According to Vygotsky (1978), language can be a psychological tool to mediate mental activity in human development.

Byram (1997) introduced The Intercultural Competence Model. (see Figure 2.1). The ICC Model has five elements: Knowledge, Attitudes, Skills of interpreting and relating, Skills of discovery and interaction and Political education including critical cultural awareness. Knowledge attributes to learning about social groups, products, practices and processes of interaction. Attitudes include curiosity, openness towards the other, eagerness to revise cultural values and to interact and engage with others. Skills of interpreting and relating refer to the ability to determine cultural perspectives and mediate between and function in new cultural

contexts. Skills of discovery and interaction mean the ability to obtain knowledge of a new culture and cultural practices and to perform knowledge attitudes and skills under the constraints of real-time communication. Lastly, critical cultural awareness is related to the ability to classify the perspectives and practices in one's own and other cultures. Jokikokko (2005) mentions intercultural competence as "an ethical orientation in which certain morally right ways of being, thinking and acting are emphasized" (p. 79). Kramsch and McConnell-Ginet (1992) note that target cultures are the main focus of teaching based on the intercultural approach.

Figure 2.1: Byram's ICC Model (1997)

	SKILLS interpret and relate (savoir comprendre)	
KNOWLEDGE of self and other; of interaction: individual and societal (les savoirs)	EDUCATION political education critical cultural awareness (savoir s'engager)	ATTITUDES relativising self valuing others (savoir être)
	SKILLS discover and/or interact (savoir apprendre/faire)	

The ICC model is to "encourage the development of both culture-specific knowledge and skills, and culture-general knowledge and skills for learning about, becoming involved in, and successfully negotiating intercultural communicative interaction." (Hall, 2002, p.110).

2.3.1. Relationship Between Culture and Identity

Language and culture have such an intervowen relationship that they are identified as synonyms (Scarcella & Oxford, 1992). Language expresses individual's cultural dimensions and culture is implanted in the language. The connection between language and culture is summed up by Brown (2000):

> A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one can not

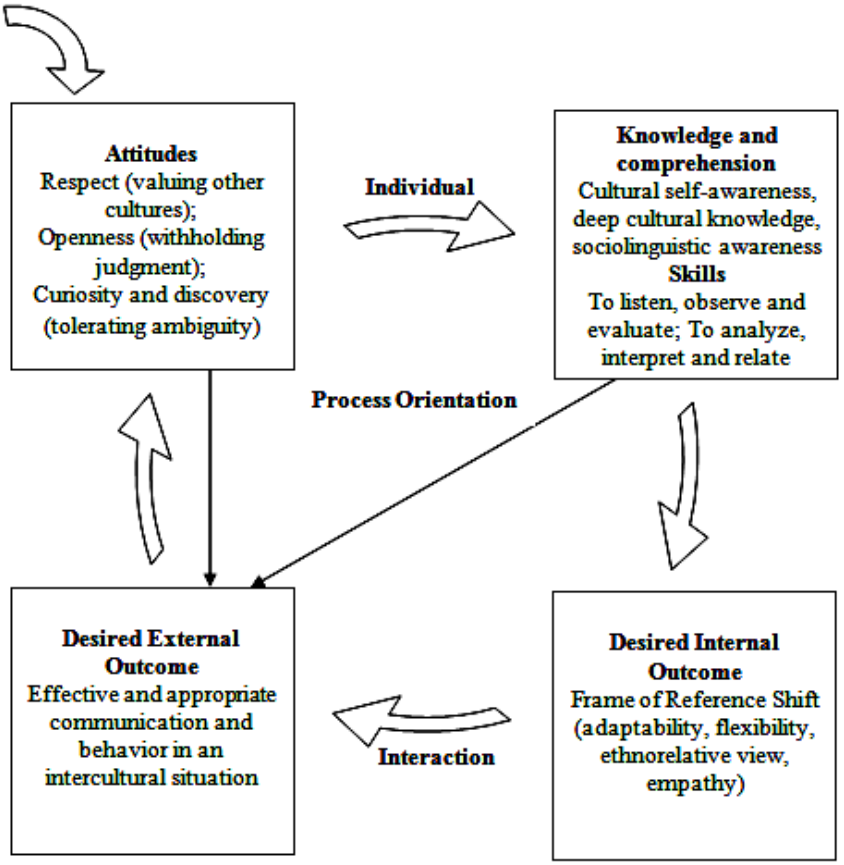
> separate the two without losing the significance of either language or culture. (p.177)

Language is the main and fundamental element in any culture. (Brooks, 1964). Language can be used to define and interpret the culture, engage in the culture, and acknowledge the culture. (Moran, 2001). Language also has syntactic, semantic and pragmatic meanings for language users to communicate (Brooks, 1997).

Individuals must comprehend different norms of interactions and values of others to communicate successfully across languages and cultures. (Saville-Troike, 2003). Sometimes linguistic correct sentences could cause misunderstanding or confusion when they are in a different cultural context (Schulz, 2007).

Deardorff (2006) presents Intercultural Competence Framework (see Figure 2.2) She defines IC as "the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions." (p.247). According to Deardorff (2006), intercultural competence is made of three components: Skills, Knowledge, and Attitudes. She densely emphasizes the idea that IC is a lifelong process that can help improve one in the field of teaching.

Figure 2.2: Deardorff's IC Model (2006)



Brislin and Yoshida (1994) formed 'Intercultural communication model' aiming at the design of intercultural training programs; consequently, it is not thought for students in educational settings. The authors are aware of this and, to justify their decision, affirm that too often training courses focus too much on the target language and therefore, end up creating 'fluent fools', people 'who can speak a language fluently yet know nothing about the culture' (1994: 48). Nonetheless, the model is of great interest since it presents a number of intercultural objectives (for example 'personal autonomy' or 'flexibility and openness'), and it relates each of them to a specific component of the competence (for example, 'flexibility and openness' are associated with the 'skills' component). The authors identify four IC components: 'awareness', 'knowledge', 'emotions' and 'skills'. Although the application of such distinction to the field of education is primarily due to Bloom and his 'Taxonomy of Educational Objectives' (1956), Brislin and Yoshida state that they take it from counseling (1994: 26). Disregarding its origin and the terms

adopted to indicate each component, Brislin and Yoshida's model has such components that are intended sequentially as part of a four-step approach marking the progression of a hypothetical training course.

To sum up, EFL teacher identity has a complex nature which combines personal, professional, and cultural aspects. It can be concluded that in the exploration of EFL teacher identity, one should be at least aware of the nature of identity considering its' social and psychological perspectives.

CHAPTER 3
METHODOLOGY

3.1. INTRODUCTION

The previous chapter has positioned this research in the contextual framework of the available literature. This chapter presents the methodology of the research. In this chapter, first, the research design is discussed by addressing the research questions. Secondly, participants are presented. Then data collection is described by reporting data collection instruments and data analysis.

3.2. RESEARCH QUESTIONS

The purpose of this study is to explore how English language teachers construct their professional identities in Turkey. Furthermore, the study aims to examine the role of their backgrounds in their teaching practices and gain an understanding of their perceptions of themselves as teachers. To achieve these aims, the research questions addressed in the present study are:

1. On what resources do English language teachers rely on while constructing their own teacher identities?
2. How do they make sense of their profession?
3. How do they perceive themselves as teachers?

3.3. RESEARCH DESIGN

The research design used in the current study was qualitative methodology, particularly case study method. Through this methodology, it was intended to reveal how the personal and professional background of the language teachers affect constructing their teacher identities. According to Miles and Huberman (1994), one of the features of qualitative data is "their richness and holism, with strong potential revealing complexity, and have a ring of truth that has strong impact on the reader." (p.10). In qualitative studies, the continuous process of questioning is an integral

part of understanding the unfolding lives and perspectives of others (Creswell 2007). The nature of the present study required a qualitative design as it was explanatory in nature. It is also found out that similar researchers used the qualitative analysis in their studies with similar intentions (Bukor 2011; Saban, A., Koçbeker, B.N. & Saban, A. 2006).

Case study method was chosen for this study since the aim is to gain insight into an in-depth understanding of participants' own meaning-making. A case study is defined as "an intensive, holistic description and analysis of a single instance, phenomenon, or social unit." (Merriam, 1988, p.21). Stake (1995) stated that the type of case studies depends on the purpose of the research and an intrinsic case study is one of them to gain a deeper understanding of the case. Several researchers exploring teacher identity preferred the same method for their studies with similar aims (Au & Blake 2003). Data were collected through in-depth individual interviews.

In the case presented here, it is intended to comprehend the way of construction of teacher identity through participants' own beliefs, stories, experiences, and some written tasks. This study included a series of semi-structured interviews to be able to collect data and use them to identify their roles in developing an identity as a teacher.

3.4. PARTICIPANTS

Purposeful sampling, a technique broadly used in qualitative research for the selection of information-rich cases, was utilized while choosing the participants in the current study (Patton 1990). Qualitative methods mostly intended to achieve a depth of understanding while quantitative methods are intended to achieve a breadth of understanding. This study also aims to achieve a depth of understanding during the process of gathering data and analysis.

This study was conducted among three female EFL teachers who are working at the state universities in Istanbul, Turkey at the time of the study. They were offered to pick pseudonyms to provide confidentiality. Their names that appear in the rest of this thesis are all pseudonyms. Since the study aims to explore

the identities in the Turkish context, the participants Ayşe, Canan, and Nur from Turkish state universities were selected.

The selection of the participants was based on four main criteria: experience, qualification, nationality, and teaching status (in-service). Years of teaching experience at a university level are considered. Their experiences, which consist of university teaching practices, are between 7-11 years. They have worked in at least two different universities so far. They are all native Turkish speakers. The participants have a bachelor's and a master's degree in education. They all studied English Language Teaching as their bachelor's degree. They all complete their master studies in the fields of English Language Teaching and Curriculum and Instruction. All the participants were unique and individual teachers.

Table 3.1: The Participants' Profiles

Name*	Gender	Educational Degree(s)	English Language Teaching Experience (Year/s)
Ayşe	Female	B.A. English Language Teaching M.A. English Language Teaching	8
Canan	Female	B.A. English Language Teaching M.A. Curriculum and Instruction	11
Nur	Female	B.A. English Language Teaching M.A. English Language Teaching	7

*All names are pseudonyms.

The participants were informed about the purpose of the study in the beginning and given a chance to refuse. Bernard (2002) and Spradley (1979) note the significance of availability and willingness to participate, and the ability to deliver experiences and express opinions. They were all eager to participate in the research stating that they would be more than happy to contribute to the study. I knew these three participants in person. I knew their availability and predicted the chance of their acceptance. It helped me conduct my interviews smoothly and peacefully.

3.5. DATA ANALYSIS

Thematic analysis was used in the present study. Maguire & Delahunt (2017) define the thematic analysis as a "process of identifying patterns or themes within qualitative data." (p.3352) With regard to analysis, the patterns have been found while identifying dataset through the process of data familiarization, data coding, and theme development and revision. The data were read and reread to get intimately familiar with its context that enabled to master the data and identify important features of the data that might be relevant to the research questions. Braun & Clarke (2006) note that thematic analysis should be learned firstly as a qualitative method since '...it provides core skills that will be useful for conducting many other kinds of analysis' (p.78).

Braun & Clarke (2006) provide a six-phase guide which is an applicable framework for conducting the analysis. It consists of the processes of familiarization with data, coding, searching for themes, reviewing themes, defining and naming themes, and writing up.

Table 3.2: Phases of Thematic Analysis adapted from Braun & Clarke (2006)

Phases of Thematic Analysis
1. Familiarization with data
2. Coding
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Writing up

The data used in this study is an extract from one of a series of six different interviews including first and second interviews and written tasks with three participants. The interviews were about 60 minutes long. They were transcribed verbatim to be exact. The transcription phase enabled the researcher to familiarize with the data. Bird (2005) claims that being familiarized with the data is 'a key phase of data analysis within the interpretative qualitative methodology.' (p.227).

All of the interviews were conducted in the participants' native language, namely Turkish. For the purposes of reporting, the required parts were translated into English later. Once the transcription process was over, the researcher studied

each transcription with the intention of searching for codes that are most often "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data." (Saldana, 2009; p.4)

Charmaz (2001) describes coding as the "critical link" between data collection and their explanation of meaning. To achieve this critical link, each participant's answers were examined and a coding chart was prepared by the researcher. Later, these codes were grouped under themes and thus, every theme became rounded by several answers. After grouping the answers, themes were then studied by paying attention to similarities, differences, overlaps, impressions and feelings gained from the answers.

3.6. DATA COLLECTION AND INSTRUMENTS

Data collection procedure for this research initiated with a piloting interview in April 2018 and continued until the end of July 2018. Prior to the data collection stage, the participants were informed about the goal of the research as well as the procedures. Specifically, data collection was achieved through some written tasks and interviews. Two written tasks i.e. tree of life and metaphor were completed by all of the participants. There were two semi-structured interviews designed to obtain information about themselves along with their perspectives on their professional identities as language teachers.

Applying Creswell's (1998) list of the characteristics of qualitative research, the following features were considered all throughout the data collection process of this study:

- qualitative research data are drawn from natural settings,
- the researcher is the key instrument for the collection of the data, the data are collected as words or pictures,
- the data set is analyzed inductively,
- giving attention to particulars,
- there is a focus on the participants' perspectives and their meaning, and

- language is used expressively (p.16).

The following part reports each data collection instrument thoroughly.

3.6.1. Written Tasks

This study used two different types of written tasks. The first one was 'Tree of Life' and the second was 'Metaphor'. Each participant was sent an email which included 'Tree of Life' (Merryfield, 1993) for self-reflection one week before the first interview. (See Appendix F). Sending the tasks as an email gave the participants sufficient time to think on the task without any external pressure. In the tree of life task, the participants were asked to draw a tree which endeavors to outline their personal and professional background. The tree consists of three dimensions which are roots, trunk, and limbs. The participants were informed about those dimensions but the tree itself was not given assuming each individual has their own imagination. Therefore, utilization of this activity enabled the researcher to uncover participants' personal and professional growth, their life experiences and to identify their beliefs as a graphic representation. (Farrell, 2007; Merryfield, 1993).

The second written task, namely, the metaphor task was sent by e-mail one week before the second interview. Participants were given the prompt ''A teacher is like… because...'' and asked to complete incomplete prompt with their own words by using a metaphor to indicate their conceptualization of teachers. This task intended to understand how the participants make connections between the teaching profession and other things in life. Metaphor activity was used in other studies related to the conceptualization of teacher by Saban, Koçbeker, and Saban (2006).

According to Lakoff and Johnson (1980), a metaphor is a means of understanding new concepts with reference to familiar ones and 'is pervasive in everyday life, not just in language but in thought and action' (p. 3). Therefore, the metaphor task aims to present a 'comprehensive picture which reveals how they envision their teaching-related future' (Eren & Tekinarslan, 2012, p. 435). The basis of metaphor can be "understanding and experiencing one kind of thing in terms of another" (Lakoff & Johnson, 1980, p. 5). We cannot truly understand other people'

s lives, but through metaphors, we can build a bridge between their experiences and our own such that metaphors act as translators (Miller, 1987). Lakoff and Johnson (1980) also pointed out that metaphors are "capable of giving us a new understanding of our experience. Thus, they can give new meaning to our pasts, to our daily activity, and to what we know and believe." (p.128).

3.6.2. Interviews

The data for this study were also collected through a series of in-depth one-on-one semi-structured interviews (see Appendix B&D). The data collection process lasted for approximately 3 months between April and July. As the interviews were the primary data gathering instruments for this study, semi-structured interviews were chosen, and the questions were carefully designed to provide adequate data for the purpose of the study. Hitchcock and Hughes (1989) describe the 'semi-structured interview' as stated below:

> which allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses. … Some kind of balance between the interviewer and the interviewee can develop which can provide room for negotiation, discussion, and expansion of the interviewee's responses. (p.83)

Two pilot interviews were conducted before the actual interviews in order to ensure the efficacy of the questions. The pilot interviewee was another English language teacher at a university level and voluntarily participated in the piloting. The first interview included various questions related to personal background, learning and teaching experiences, existing professional qualities of the participant and reasons to become a teacher. Patton (2002) described six basic types of questions which were considered in the preparation of both interview questions. These are demographic, knowledge, behavior, values, feelings, and sensory questions.

The second interview questions were related to the participants' perceptions of themselves as a teacher and how they make sense of their teaching practices. In order to yield a better understanding of a phenomenon questions were designated carefully. Sample questions from the first and second interviews are demonstrated in Table 2 below.

Table 3.3: Types of Questions (Patton 2002) and Some Sample Questions

Type of Questions (Patton 2002)	First Interview Questions	Second Interview Questions
Demographic Questions	1. Tell me about yourself.	1. How would you describe yourself as an English language teacher?
Behavior Questions	4. How do you spend your summer holidays?	
Values Questions	7. What do you think about the relationship between prior experiences and your teaching practices?	5. What do you think about teacher professionalism?
Feelings Questions	8. How do you feel about being a non-native speaker as an English teacher?	3. Tell me how you feel about not being a native teacher as an English language teacher.
Sensory Questions		9. Tell me how society identifies your profession.

Both the first and second interviews, which ranged from 45 minutes to 120 minutes duration, took place in semi-private and quiet places. Interviewees were informed about the procedure and the possibility that they could terminate the interviews at their will. They were also invited to turn their mobile phones off not to be distracted. In order to assure reliability, the interviews were performed in the participants' native language, Turkish. All interviews were audio recorded and transcribed by the researcher herself to create a better understanding.

Follow up interviews were conducted to gather needed data. While the participants' profile was being written, some parts were missing or needed elaboration. So, the participants were contacted via e-mail and sent the related transcribed parts which they told during the interviews. They were asked to elaborate on the topic they mentioned. All the collected data added to the participants' profile part for better understanding.

Table 3.4: Data Collection Tools and Procedure

Data Collection Tools and Procedure		
Timeline	**Research Tools**	**Total Amount of Data Collected**
March (One week before the first interview)	Tree of Life	
April-May 2018	The first semi-structured interview	172 mins / 20,600 words
May (One week before the second interview)	Metaphor	
June-July 2018	The second semi-structured interview	135 mins / 15,565 words

3.6.3. Ethical Considerations

Each participant was informed about the purpose of the study to indicate the expectations and procedure of the study. Before the interviews, participants' consent was obtained by a consent form (see Appendix A). They were informed that it is voluntary participation. They had the chance to refuse to answer the questions and withdraw at any time of the research. Participants' names were kept confidential and pseudonyms were used instead. Each interview was recorded and transcribed to ensure accuracy. All collected data were kept confidential in the researcher's personal electronic device. The proposal of this study was sent to the Ethics Committee of Bilgi University and the permission was taken (see Appendix J).

3.6.4. Trustworthiness

Lincoln and Guba (1985) proposed four criteria such as credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity) to establish trustworthiness in a qualitative study. Lincoln and Guba (1985) believes that one of the most important factors in establishing trustworthiness is credibility.

According to Patton (1990), the credibility of the researcher is crucial in qualitative research since it is the person who is the major instrument of data collection and analysis. Maykut and Morehouse (1994) suggest including any personal and professional information relevant to the phenomenon. Personal and

professional information of the researcher was also mentioned under 'Role of the Researcher' part. Lincoln and Guba (1985) consider the 'member checks' as the most significant provision that can be made to boost a study's credibility. Informants were sent the transcripts of dialogues in which they have participated and asked to read them. It helps to make sure whether the informants consider that their words match what they actually intended.

The work of Cole and Gardner (1979), Marchionini and Teague (1987) and Pitts (1994) feature the importance of transferability which means the researcher's conveying to the reader the boundaries of the study. Shenton (2003) highlights information on the following issues should be indicated:

a) the number of organizations taking part in the study and where they are based;
b) any restrictions in the type of people who contributed data;
c) the number of participants involved in the fieldwork;
d) the data collection methods that were employed;
e) the number and length of the data collection sessions;
f) the time period over which the data was collected. (p.70)

Thus, all the items mentioned above were reported thoroughly in this inquiry.

Shenton (2003) notes that the processes within the inquiry should be reported in detail to refer to the dependability issue. This study aimed to report all the details in order to enable a future researcher to repeat the work. Methods used in this research were explained in detail in the methodology chapter so as to enable readers of the research to develop a thorough understanding of the methods and their effectiveness.

Patton (1990) claims that since tests and questionnaires are designed by humans, ensuring real objectivity might be difficult and interference of the researcher's biases is unavoidable. Questions prepared for this study are prudently chosen to be able to minimize the researcher's intervention. Shenton (2003) suggests that it is crucial to ensure the work's findings should include experiences and ideas of the informants, rather than the characteristics and preferences of the

researcher. That issue was also taken into consideration and paid attention to avoid personal ideas.

3.6.5. The Role of the Researcher

The researcher in qualitative research has a significant role since he or she collects data and implements analysis (Creswell, 2007). Eisner (1991) also indicates the ways in which each qualitative study reflects the personal style of the researcher. As the researcher of the current study, I was the main instrument of data collection and analysis and therefore I intend to report how my professional identity was established and evolved in this part of the thesis.

As I am a language teacher, I have thought about language teachers' identity and how it may develop. Having thought of my career path, I recognize it is a never-ending process and affected by numerous components. Being also an English language teacher at a university level affects how I design the study. I desired to explore more about language teachers' identities in order to provide myself a light in the way of professional development.

I am a graduate of an English Language Teaching department and I have always wanted to be a teacher. I made this decision as soon as I had the privilege to study in one of the best teacher training high school in Turkey. I started my teaching experience when I was a high school student giving tutorials to young learners. My voluntary teaching continued as I became the president of the language club at my university. I truly enjoyed teaching English, and now I realize how much it contributed to my teaching practice today. It was the basis of my teacher identity. I believe that my professional identity was strongly supported by each of my teaching experiences. When I consider the items to contribute my identity, I found various factors such as background, education, culture, significant other, critical incident, etc. I desired to explore whether it is the same with other teachers and if so, I would like to see to what extent they affect their professional identities.

CHAPTER 4
FINDINGS

4.1. INTRODUCTION

This research is a case study in which the experiences of individuals are explored. The purpose of this study was to understand how the participants construct their professional identity in the Turkish context. Furthermore, the study aims to examine the role of their backgrounds in their teaching practices, the challenges they experience in their teaching and gain an understanding of their perceptions of themselves as teachers. Findings with regard to the profile of each participant will be reported individually. Their job experiences, childhood memories, significant others in their lives and their own perception of themselves as a language teacher will be presented thoroughly. In order to portrait how the participants viewed themselves as English language teachers, information about the following areas will be reported:

- Self-description
- Prior learning experiences
- Being a non-native teacher
- Place of culture
- Perception of teacher professionalism
- Role of the education system
- Place of authority
- Perception of society
- Metaphors

4.2. STORY OF AYŞE

4.2.1. Ayşe's Demographic Information

Ayşe was born and raised in Balıkesir in Turkey and has been an EFL teacher for eight years. She graduated from ELT department of a state university in

a big city in Turkey. Then, she had her master's degree in the same field at a private university. Currently, she is a Ph.D. student in the same field. Ayşe started to teach as an EFL instructor at a private university in Ankara while she was a graduate student in the master's program. She explains that she chose to study at a private school for a master's degree since it would be hard to attend classes in a state university. Meanwhile, she started to teach full time in a state university in Ankara. Having finished her Ph.D. classes, she has started to write her Ph.D. thesis on ELT and still continues. She claims that it is challenging to write her dissertation while being a full-time teacher at a state university in Istanbul.

Ayşe is an only child. Since her parents were working, she grew up with a nanny. Then, she started kindergarten at the age of 5. "My parents dropped me to school in the mornings and picked me up when they returned. I started my fulltime job when I was 5." (Ayşe, INT.1). She was not sure about her career as a high school student. She desired to work in the field of international relations. Nevertheless, she states that she was good at English and her father recommended her to be an English teacher. Her father believed that being a teacher is the most suitable job for women because it has regular working hours. With the leading of her father who had a strong influence on her decisions, Ayşe decided to study at English language teaching department.

Ayşe started to learn English in 4th grade. Then, she attended English preparatory class for a year before she started high school. She notes that English education she took in her high school was fair enough to learn English. Furthermore, she was always keen on playing musical instruments. She tried to play the violin but couldn't achieve and quitted. After that, she practiced playing the piano for a year when she was at primary school. She also attended a folklore group for a short period. According to her, those were not a big deal, but just hobbies. She was never interested in doing sports. She says that because of the heavy homework load she didn't have any time to take up a hobby at her high school period.

Ayşe describes herself as a gentle and patient person. She associates being patient with being a teacher. Having stated that, she believes that being a teacher might have contributed to her patience. Additionally, she uses the adjectives easy

going and hardworking when she described herself. “I do not look for extra meanings under one’s expressions. I take it as it is since I am also a direct person.” (Ayşe, INT.1). She also states that she does her best when she is asked for. Moreover, she can find practical solutions to the problems and take initiatives to get it done in her workplace. When there is a problem, instead of being frightened, she can handle it peacefully, and work on the problem. When it comes to taking initiatives, she is always eager and works hard.

Ayşe describes herself as a good communicator as a language teacher. She also states that she is a trustful, hardworking and sincere teacher. She helps students not only learn English but also manners that can be useful in their social lives. She adds “I think I teach beyond English, hopefully, how to be a good person in their lives.” Nonetheless, she says that she is a perfectionist and perceives that as a negative aspect since it can make things harder for her. She desires perfection in her classes which can be exhausting for her. As an example of that, she wants to make sure each student comprehends the subject well which is impossible when students are not willing and motivated.

4.2.2. Ayşe’s Job Experiences

Ayşe started her first job as an assistant to one of her university professors. As she was an enthusiastic student, her university professor offered her to be his assistant and she eagerly accepted the position. Having accepted the offer, she started to help him prepare some lesson materials. Then, she started to give lectures in his classes. She continued that position until one year after her graduation. Then, she realized that she couldn’t afford to live with that income and needed to find another job. There was a job offer from an international company asking her to assist their English communication with their clients. It was a proper offer for her since she could use English and make more money. One year later, the company had a bankrupt. Ayşe decided to set up a translation company with one of her friends. She claims that they were doing pretty good until Ayşe’s mother passed away. Unfortunately, her mother’s death had a tremendous effect on her. She defines herself as a blank page after this loss. As a result, she did not work and meet

anyone for a year. Later, she decided to apply for universities to be an English instructor. Yet, she did not have any clue about how to do it. She asked her friends who were instructors and applied to many different universities. Finally, she was accepted to one of the state universities in Ankara and worked there for six years. As time had passed, Ayşe longed for a change and decided to move to Istanbul. She states that she had always dreamed of living in Istanbul. So, this dream led her to apply to the universities in this city. Being accepted from one of the newly-established state universities, she moved to Istanbul to achieve her dreams.

Ayşe describes herself as a productive person, and that permits her to do extra work beside her current job. Besides teaching at the university, she also gives tutors to outstanding students in a foreign education consultancy company. She claims that it satisfies her when the students are successful and dedicated. She helps students to get ready for English proficiency exams. The students who she is working within that company are very ambitious and have a strong academic background. She claims that seeing the students achieve their dreams has a positive impact on her career.

> We identify what the students need to be able to accomplish their dreams and push them. I do enjoy a lot since I have the feeling that what I am doing is not in vain and I don't repeat myself or become blunt. The students here are very ambitious and know what they want. They have a strong academic background and that also affects positively. I am also improving myself while studying with them. I am of course interested in the income but the satisfaction that I have from the sharing in such an environment is the most important one. (Ayşe, INT.1)

4.2.3. Ayşe's Childhood Memories

Ayşe has always liked animals especially cats. There was always a cat in their house. She considers herself lucky to have such a lovely mother that taught her the love of animals. Similarly, she thinks loving animals helps her becoming a

responsible and kind person. When she thinks of her childhood, she realizes how happy she was as a result of growing with a cat.

When Ayşe talks about her unforgettable memory of her childhood, she remembers that she was slandered by her high school friends. She was so upset that she cried at home for hours. Furthermore, she says that she was innocent, but her friends behaved her badly and that broke her heart. Her mother supported her to overcome this discouraging situation. She also states that she did not lose her faith in relationships although such a miserable thing happened to her.

4.2.4. Ayşe's Significant Others in Her Life

Her father was the most dominant person in her life. Thus, she always needed confirmation from her father before doing anything. She was afraid of her father. Her mother was an easygoing person and always a bridge between her and her father. Her mother always did what Ayşe wanted, and Ayşe thinks that it is not a proper attitude towards a child since a child should know her limits.

> Thank God, my mother was an easygoing person and always tried to keep the balance between my dad and me. She was such a kind-hearted person that never wanted to break my heart. I remember asking French fries all the time. She did not refuse to do since I like to eat them. After years, she confessed that she wished she did not do everything I wanted since it may hurt me afterwards. (Ayşe, INT.1)

Ayşe's primary school teacher has a significant role in her life. Her teacher taught Ayşe and her classmates the rules of good manners as well as teaching subjects like Math, Science, and etc. Her teacher always told them short stories to be able to make them think and take life lessons.

> I still remember her face after such a long time. She was always smiling. She was over 60 years old at that time. She was such a caring and affectionate teacher. She did not only teach us multiplication table, mountain names or such theoretical

> knowledge but also, she taught us how to sit, when to speak, how to apologize and thank and etc. She used to tell us short stories about life that we can take life lessons from. (Ayşe, INT.1)

Ayşe was impressed by her primary school teacher's attitude towards her lying when she was in 4th grade. Ayşe lied about her homework for a short period and her teacher realized that she had been lying since a child at that age could not tell complicated lies. Her teacher finally found out the lies. Then, Ayşe's teacher decided to talk to her parents about the situation. Instead of complaining about Ayşe, her teacher sought for solutions and reasons behind this behavior.

> What she did was not a complaint. She tried to help me and find out why I had started to lie all of a sudden. She wanted to collaborate with my parents because she was caring. The problem was solved easily. I was a child and needed to learn that I was not supposed to be lying. That was very nice of her and I really appreciate that behavior. (Ayşe, INT.1)

4.2.5. Ayşe as an English language teacher

Self-description

Ayşe describes herself as a good communicator as a language teacher. She also states that she is a trustful, hardworking and sincere teacher. She helps students not only learn English but also manners that can be useful in their social lives. She adds "I think I teach beyond English, hopefully, how to be a good person in their lives." Ayşe also highlights that she tries her best to teach her students the ways to reach information. She focuses on the importance of being able to search for information when teachers are not around. She also adds she is a perfectionist and perceives that as a negative aspect since when students do not pay enough attention, she might feel disappointed. While she is eager to teach more and perfectly, it can be demotivating for her to see students lazy. However, when students are willing to learn more, she states that she can teach for hours without being exhausted.

Prior learning experiences

Ayşe has been affected by her prior learning experiences as well as her prior teachers. Ayşe's high school English teacher Doğan is a significant other and an idol for her. She believes that he contributed her to be an English language teacher. Ayşe states that her learning experiences in Doğan's lessons cannot be ignored. Her teacher used to mention students the importance of English by sharing his own experiences. Ayşe notes that "Doğan did not threaten us not being able to find a job if we do not know English. Instead, he used to motivate us with positive conditioning. He stated if we knew English, we would have a chance to travel around the world." Having kept those in mind, she states "My English teacher, Doğan, has an impact on me while choosing my career."

Ayşe considers her prior learning experiences enabled her to choose the best method for her own teaching practices. She was taught grammar while learning English which was useful for her. She also knows different approaches in language learning and can compare them using her prior learning experiences. 'Communicative Approach' is useful in language teaching but "Without accuracy, there is no fluency" she believes. Having stated that she supports that teaching grammar is essential. She also notes that she does not ignore 'Communicative Approach' but she states that "Students are in need of structure." It is significant for students to be able to use correct grammar structure. She highlights the importance of grammar in foreign language learning.

Being a non-native teacher

Ayşe believes that being a non-native teacher has some advantages and disadvantages to language teaching. As an advantage, she can easily compare English and Turkish while teaching. She teaches to Turkish students so it is easier for her to teach English as a native Turkish speaker. She can clarify unclear concepts better in her and students' native language which is Turkish. "Students feel safe in their learning process." she states. Ayşe also mentions being a non-native teacher may have some limitations such as the lack of cultural aspects of that language. She states that she has been trying to learn the culture of the target language by watching foreign movies and reading books about it. She adds "No

matter how much I try, of course, I might feel insufficient when it comes to idioms and jokes about the target culture." Despite the disadvantage, she does not feel negative about being a non-native teacher.

Place of culture

Ayşe is fond of multiculturalism. She considers there are different cultures, even in Turkey. She uses course books in her classes. She believes that course books help teachers and students be familiar with the culture. She states that "Course books are trying to contribute to multiculturalism."

She aims to create cultural awareness in her classes. However, there might be cultural conflicts during her classes. She gives an example from her previous teaching experiences. As an example, she mentions a video which is an end of unit activity of a course book. There is a man who travels around the world and tries different kinds of local food. When the man drinks beer, there were some students protesting him drinking alcohol and not watch the video. To avoid chaos in the classroom, she tries to explain the importance of being respectful to other cultures. She narrates this story:

> "There was a video activity at the end of the unit. There a was a man traveling around the world and presenting local food. In that activity, he goes to a local bazaar and gets some fish to cook. After cooking, he also adds how to enjoy the meal which he means drinking a beer with the fish he cooked. I remember those students protesting and denying to watch. I was surprised and tried my best to show them how to respect different cultures. That may happen during my classes." (Ayşe, INT.2)

Ayşe thinks that the target culture is overweighed in her classes. In fact, she teaches both native and target culture. After teaching the target culture, she gives examples and links it with Turkish culture in order students to comprehend better and have a picture in their minds. She mentions that while teaching the units "Customs and Traditions" and "Holidays and Festivals", she feels that it is difficult

to give examples of Turkish culture since there is not a variety of holidays and festivals but mostly religious holidays. She states that:

> While teaching festivals in the target culture, I recognize that there are plenty of them. I want to give some examples of our own culture; however, I feel limited. I cannot find anything but Ramadan and Sacrifice Aids. Those do not refer to the festivals that I am actually teaching.

Perception of teacher professionalism

Ayşe believes that teacher professionalism requires being conscious about the occupation and fulfill the responsibilities. She describes teacher professionalism as "fulfillment all the requirements of the teaching occupation and consciousness of the responsibility of being a teacher." She believes that teachers should be aware of the butterfly effect they make. She also notes teacher professionalism requires being open to professional development and open to criticism.

Role of the education system

Ayşe discusses that prep-schools are the places where Turkish students learn English. Prep-schools create an atmosphere for students to practice English. They can speak English with each other and learn from their mistakes by the guidance of the teacher. She states that "There is no place where students are exposed to English except English classes in prep-schools."

Ayşe believes that sharing teaching experiences contributes professional development of language teachers. Each teacher has different teaching experiences which can be shared with other teachers to be able to improve the teaching program. She does not agree that teachers should start from the beginning but learn from each other by exchanging ideas and experiences. She mentions that:

> There is no need to reinvent the wheel, we need to share experiences and ideas. It helps us improve ourselves as language teachers. We can ask each other that "How did you manage this

or that in your previous university?". That will lead us and save time, I believe.

Place of authority

Ayşe defines herself everything but authority in her classes. She never becomes an authority in any of her classes. Moreover, she always keeps the balance in her classes. To create a democratic classroom atmosphere, she always asks for students' ideas. However, her classes are always neat and tidy although she lets her students express their thoughts. Ayşe claims that respect and affection is the key to being an authority in the classroom. According to her, "Authority is based on respect and affection."

Ayşe discusses that teachers should be able to have the right to make their own decisions at the university. Similarly, she claims that "There should be some space where teachers can take actions and decisions." She believes that having told every action, you cannot perform independently and it restricts your actions. Furthermore, she states that "There are pre-programmed things at the university and it may have every sentence you have to say. There can't be any autonomy in such way."

Perception of society

Ayşe believes that teaching occupation used to be more respected before and it lost its dignity. Thus, she notes that "Teaching used to be more dignified." Similar to that idea, she also thinks that people sometimes underestimate teachers. People assume that teachers do not work enough and have more holidays than it should be. She explains this situation stating that "People now think that teachers have a lot of holidays and work a little. Parents are telling off the teachers which is a pity." She does not agree that idea and claims that teachers have a lot of work to do during the academic year.

Metaphor

Ayşe uses various metaphors to define the teaching occupation. She describes a teacher as a "compass" since a teacher leads her students. Furthermore, she uses the metaphor "river" for teachers as teachers nurture their students with

knowledge and skills as well as being nurtured by students. It is a win-win occasion and it strengthens both the teachers and students. Similarly, the next metaphor she mentions is "tree" because the teachers collaborate and become a forest together. Then, she states that a teacher is like a "mother" as the teachers are patient and affectionate. Ayşe adds "Even if the teachers are exhausted, they do not give up teaching and keep conveying the knowledge to their students. Teachers are proud of their students' success like a mother." Next metaphor she uses is "friend" while describing a teacher since the teachers try to empathize with their students. A teacher is trustful and fun like a valuable friend. Finally, according to Ayşe, a teacher is like a competent "student" because the teachers always keep learning throughout their lives. Ayşe states "A teacher is like a competent student since the teachers always improve themselves and make use of every opportunity she has."

4.3. STORY OF CANAN

4.3.1. Canan's Demographic Information

Canan was born and raised in a small town called Savaştepe in Balıkesir, a province of Turkey. She has an older brother that she grew up with. She came from a low-income family. Unfortunately, she lost her father when she was at the age of 10. Hence, she was very upset and cried until her eyes swelled shut. She was an aggressive girl because of that, she assumes.

She did not have an opportunity to see another city until she went to university as a result of having a poor family. They did not even have a TV in their house. That's why she started to read encyclopedias and books so much. Moreover, she was a curious child and books attracted her attention. Reading books and learning new things gave her great joy.

> I was raised in a place where the conditions were not adequate for me. I did not have a chance to visit another place when I was a child. The only place I could go was Balıkesir city center to see a doctor or dentist. Since we did not have a TV because of being poor, I used to read a lot of encyclopedias. I devoted myself to

> the book and encyclopedias those times. I used to read 60-70 books a year. That helped me read quickly and expand my world knowledge. I could not travel a lot, yet I could empathize with the help of reading a lot. (Canan, INT.1)

Canan has had several hobbies throughout her life. She has been interested in drawing since her childhood. She has some oil paintings done by her at her house now. Additionally, she was keen on gymnastics when she was in secondary school. Being a very active student, she was also interested in hiking, skiing, and sculpture during her university years. She likes sewing bags and has learned that from her mother.

She does not believe that her primary school contributed to her. Accordingly, she claims that her primary school teachers were not eager to teach but earn money. She could easily feel that. So, she owes her knowledge to the books she read.

> I don't think my primary school contributed me that much. Our teachers did not care about us. All they consider was earning money. I have learned many things from the books I read. (Canan, INT.1)

Canan studied at teacher training high school. Unlike primary school, she believes that high school gave her an outstanding education. Her school was a boarding school and that enabled her to stand on her own feet. Thus, she learned a lot during her time in the dormitory. She experienced how to live with a group of people who have different personalities. She also liked the times when they had cafeteria duty. The students were helping serving food in the cafeteria in different periods. Similarly, Canan states that duty also taught her how to be responsible and teamwork.

> "I studied at teacher training high school and that was the turning point of my life helping contribute to me both personally and academically." *(Canan, INT.1)*

Canan studied English language teaching as a bachelor's degree. Then, she continued her master's degree and Ph.D. in the field of educational sciences. She believes that Ph.D. was the most fruitful time of her life. Consequently, she learned a lot of things including subjects as well as critical thinking. "Studying Ph.D. was the most effective part of my whole education since it taught me how to think and research throughout my life besides get to know myself better." *(Canan, INT.1)*

Canan describes herself as a problem solver and empathetic person. She states that she likes helping people. Additionally, she believes in karma but she notes that she does not do favors for a return. "I help people for a greater good." Besides those descriptions, she also adds that she is a hardworking person.

Canan has some obsessions such as collecting things like stones, wood on the beach. Moreover, she has a fear of being lack of crayons. Therefore, she does not use too many crayons while painting. "I have some obsessions and can be paranoid sometimes. I use crayons really carefully. I have the fear that what if they finish and I can't buy them again." (Canan, Follow up int.)

4.3.2. Canan's Job Experiences

Canan worked as a waitress in a cafe as her first job. It was a terrible experience for her. "My first job only lasted 3 days because the owner harassed me. It was an awful experience. And I also learned how dirty some cafes can be." *(Canan, INT.1)* Then, she tried to be a hostess in several fairs. She notes that that job enabled her being more social.

Canan was assigned as a high school teacher to an industrial vocational high school for 4 months. She felt that she could not manage the classroom. It was not because of her insufficiency but the profile of the classroom. Since it was an industrial vocational high school, the background and profile of the students were low in terms of manners. So, they were not interested in the lessons. "It was a tough experience for me since I did not have classroom management. I could not do it and that made me feel insufficient. Then, I quitted." After that, she started working at a state university in Bursa and lasted for 8 years. And, she is working at a state university in Istanbul since then, for about 2 years.

Canan did some translation jobs before as she thinks she is good at it. However, she does not do it anymore as she believes that there are better translators than her. She also gave tutors besides her teaching occupation. Since she is busy with her Ph.D., she does not have time to do that at the same time. She has been an EFL teacher for 11 years.

4.3.3. Canan's Childhood Memories

Canan first started to learn English when she was 10. Her uncle gave her a learning English set and make them role play and practice with her brother. "I liked role plays a lot. I and my brother were pretending like ordering in a restaurant and that was pretty interesting for me." *(Canan, INT.1)* She claims that she was even more interested in English at school as she has a beginner background in English. She also thinks that reading English newspapers helped her learn English.

Canan never forgets spending time with a dog under a plum tree in their garden. "I used to talk to the dog as if he understood me and it was relaxing somehow." She also enjoyed playing with her friends in their garden. It was such fun moments for her. Furthermore, she states that there was a lady bringing their family some clothes, books, and toys. Each time she visits Canan was dancing on the air. She brought the encyclopedias she mentioned before.

Canan has some bad memories such as her father loss. She lost her father at the age of 10. It was truly shocking for her to lose her father at such a young age. His funeral was crowded and with lots of sadness. Canan was mourning and crying all day long at his funeral. There is an incident that happened at the funeral that made Canan very upset. Canan's aunt asked for a glass of water. Then, Canan brought the glass, and she was holding it from the top where your lips touch when you are drinking water. Her aunt was frustrated and told Canan off not to hold the glass from that part but the bottom.

> My aunt asked for water on my father's funeral. I brought her a glass of water and she asked me why I was holding the glass not from the bottom but the top. That was so annoying for me. I was mourning and so upset that day. (Canan, INT.1)

4.3.4. Canan's Significant Others in Her Life

Studying at teacher training high school contributed Canan very much. She mentions their high school teachers were qualified and were roles models for the students. Furthermore, Canan claims that she liked the English lesson thanks to her high school teachers. Her teachers did not only help the students with their lessons but also their social life. When the students had some problems, the teachers helped them solve the problems.

> I studied prep year at high school. We liked studying English with the help of our teachers. I remember one of my teachers who was ambitious and assisted us in solving our problems together. (Canan, INT.1)

Canan went to a teacher training school. There was only one high school that accepts according to the success level of students. Canan took the high school entrance exam and did well in the exam. The teacher training high school was the closest school she could go with her exam score. Her high school was a boarding school and she believes that help her improve herself in many ways such as being social, sharing with friends and studying together. She and her friends were staying together in a big bedroom at school. So, they were sharing their life stories and thoughts on many different subjects. That helped Canan being social and have different friends.

4.3.5. Canan as an English language teacher

Self-description

Canan loves research and motivates students to research. To be able to achieve that, she does not give the answer right away but leads students to find the answers. It helps students to investigate more. She also describes herself as an easygoing teacher. She does not put pressure on students and she believes that it provides students to think freely. Additionally, she is a guide for students. Showing the advantages of learning a language, Canan tries to make the students love the

language. Furthermore, she believes that fear is not the way to motivate students. Similarly, she argues "You can't motivate the students with fear."

Canan can find different ways of teaching a subject to deliver the right message and teach a subject in different ways until students comprehend it. Considering that aspect as a strong side of her, she uses it in her classes to foster learning. She can also balance between fast and slow learners in her classes. She explains that:

> I can easily find different ways to deliver information. First, I try to explain the subject. Then, I ask students to communicate and interpret what they have understood. I do motivate them to trust themselves. It helps both me and students in the process of learning. Sometimes, I have the feeling that some students can learn faster while others don't. I try to create an environment that each student can express their ideas. (Canan, INT.1)

Canan mentions that she does not often correct students' mistakes. She considers that aspect as a weak side of herself. She believes that it is not the right way to correct every mistake but sometimes it might be exhausting not to correct while they are speaking since she feels like she has to. However, she has a hesitation on that issue. She is not really sure which way is the best; instant correction or let students make mistakes. She adds:

> I sometimes feel confused about that correction issue. I do not always correct students instantly; they might have the feeling that they don't make any mistakes. Then, I realize I should correct them in order them to understand that they are making mistakes. (Canan, INT.1)

Prior learning experiences

While teaching, Canan has a connection with her own past learning. She uses the methods and techniques that she believes useful in her classes. She also emphasizes the important points in her classes since she thinks it is a way of learning. She gives an example:

> When I was a student, our teacher asked for us to read a text and then find the words that we don't know. Then, our teacher wanted us to make our own sentences with those words. I strongly believe that it is an efficient way to learn new vocabulary. I also use that technique in my classes. (Canan, INT.1)

Canan avoids teacher focused teaching as she believes that providing freedom to students can foster learning. Therefore, she tries to choose student-centered teaching methods. She always gives many chances to students to express themselves during the lessons. She adds "I avoid undemocratic ways to teach. I ask for students' ideas and if the activity does not make any sense to my students, I skip that one."

Being a non-native teacher

Canan assumes that not being a native English language teacher has both advantages and disadvantages. As for advantages, she can easily understand the underlying reasons, students make mistakes. It is an advantage of being a native Turkish. Similarly, she feels close to students since they are both Turkish native speakers. She also points out that one can express herself better in her native language. She clarifies that:

> I can also see the differences between languages and cultures. Since I know another language other than Turkish, it is easier for me to compare two languages. It also has a benefit that I can detect the reasons for mistakes. (Canan, INT.1)

She feels bad sometimes. She thinks she has a full command of English since she reads a lot. She sometimes feels like she is not fluent in speaking. She hesitates if there is an idiom for the words she uses in her daily talk. "If I was a native speaker of English, there could be more books that I have read so far." She also mentions being non-native slows her down while reading in English.

Place of culture

Canan keeps balance among all cultures while teaching. Course books include various culture such as Chinese, British or Indian. Target culture is in her teaching is mostly both English and American. English is a lingua franca now, she believes. She claims "I do not value culture over another one." She mentions the similarities and differences among cultures in her teaching practices. Moreover, she observes "If we want to teach a language, we should know the culture of the target language. A language has some marks from its own culture like idioms, jokes and etc."

Perception of teacher professionalism

Canan thinks that teacher professionalism has three dimensions:

1. Teacher-teacher interaction
2. Teacher-student interaction
3. Teacher's inner conflicts / personal development / own beliefs

Firstly, she clarifies that teacher-teacher interaction means collaboration. Colleagues should support each other and exchange ideas to be able to develop teacher professionalism. Secondly, teacher-student interaction may include some emotions. There should an unconditional acceptance and she believes "When you accept, teaching begins as a teacher." As a result, that establishes the professionalism. She also adds that "When you get the responsibility of students, you have the feeling that you as a teacher have to improve yourself in order to be useful for your students." That also brings out the last aspect as the teacher's inner conflicts, personal development and own beliefs. She explains language teachers should have the motivation to develop themselves to be more efficient in their classes.

Canan mentions the ethical dimensions of teacher professionalism, too. She claims that a teacher should be fair and should not flirt with students. She supposes that each teacher has an ethical responsibility which is explained as 'responsible for students' learning'. She also states that "Being fair as a teacher is an important issue. No teacher has a right to discriminate, humiliate students and hurt them physically."

Role of the education system

Canan believes that she improves herself as a teacher. She does not appreciate the education system in Turkey. Similarly, she observes that "The only helpful things were teachers in education, not the programs or books." She also mentions the lack of teacher's professional development in Turkey. She adds "I think that teachers do not have enough before and on education. So, they cannot contribute enough to students. This is a result of not having a teacher identity."

She states two aspects that affect students learning English easily: academic and emotional aspects. As an academic aspect, she mentions critical age which is period to learn a new language. Having passed the critical age, it becomes harder to learn English. Secondly, prejudices towards English can be named as emotional aspect. Past teachers may play a role in creating prejudices. Canan also explains "University students are beyond the critical age. This is negative and makes it harder to teach. Furthermore, students have negative attitudes towards English because of their past teachers."

Place of authority

Canan claims that she is a self-control person and has self-authority. She believes "If teachers are responsible, knowledgeable, and experienced, they can be provided autonomy. If not, they might need some instructions." Thus, she does not prefer having been told every step she has to take. Instead, she chooses to be more autonomous in her workplace. She also claims "I don't think I have enough autonomy at my work. I believe that I can be more." She believes that she has an inner motivation and need being autonomous in order to be more effective as a teacher.

Perception of society

According to Canan, being a teacher used to be a respected job. Yet, nowadays it is more like a suitable job for women, and mothers. Additionally, teaching occupation is linked with laziness and useless. She assumes "Teaching profession used to have more dignity. It has lost its respect. Because of deficiency in the education system in Turkey, teachers now have less respect than before." She

also states that there is a need for more teacher appreciation. Canan mentions the importance of being valued as a teacher. She adds “It is proved that when teachers are more valued, they teach better and students become more successful. Finland is the main example of that. The more it is appreciated, the more people demand the profession and it makes the occupation more qualified.”

Metaphor

Canan describes a teacher as “sea” since the sea has different kinds of living creatures and keep them alive. Furthermore, the sea keeps the balance of the world like a teacher keeps the balance of education system in a country. Canan adds “If a teacher improves, the students improve and thanks to that society and generations upgrade.” Later, Canan mentions “tree” to define a teacher as trees give fruit by nurturing from their roots. Similarly, a teacher also acquires skills, values and behaviors and she combines all of them to convey to the students like a tree gives fruit. Lastly, Canan states that a teacher is like a “flower” since teachers are fragile and sensitive. Teachers are in need of being valued by society and grow with that value like a flower grows with water. Canan adds “If a teacher does not have enough value, she fades away like a flower without water.”

4.4. STORY OF NUR

4.4.1. Nur’s Demographic Information

Nur was born and raised in Bursa, a city in Turkey. She has been an EFL teacher for 7 years. After graduating from a teacher training high school, she studied English Language Teaching at an outstanding university in Istanbul. Then, she completed her master’s degree in the same field.

Nur describes herself as a self-disciplined, hardworking, sparing, punctual and patient person. She also tries to feel positive towards negative occasions. She adds “I don’t remember how I gained that but I always think positively in every situation.” (Nur, INT.1) She believes that being thankful helps her in her life. Believing that, she does it every morning to be more positive.

She is married for 4 years. She has an affectionate and respectful relationship with her husband. She states “He is the person who has affected my career positively the most.” She has two younger sisters; one of them is working in a hospital as a dietician, and another one is still a university student. Her mother is a housewife and her father is retired. She loves swimming and embroidery as they make her feel relaxed when she is stressed. Similarly, she defines embroidery as some kind of meditation. “Embroidery makes me feel relaxed when I am stressed. It is like a meditation.” (Nur, INT.1)

Nur thinks that her primary school education contributed her a lot. Her teacher taught her how to be a good person in life. Therefore, Nur finds her primary school teacher a role model for herself. Nur also states that they still see each other and it makes both of them truly happy.

> Our primary school teacher was like a mother to us. She taught us good manners. She was a real role model for me. Everyone around us told that her students were really successful and achieved many things in their lives. I think I was one of them. (Nur, INT.1)

Nur states that her university education was fruitful as her professors were well-equipped and so eager to teach. Thus, she has learned a lot of useful and practical information such as classroom management from her professors. Her teacher identity started to shape thanks to her professors when she was studying at ELT department.

> Nothing contributed me more than my bachelor’s degree, even my master. I learned many things and I think it was a base for being a good language teacher. (Nur, INT.1)

4.4.2. Nur’s Job Experiences

Nur started to teach English in a language center when she was in her 3rd year of university education. Being enthusiastic about teaching, she did not wait until she graduated. Also, it was not to earn money but gain experience.

> My first teaching experience was in my 3rd year of university education. I was so willing to teach that I agreed to teach in a language center. I started to teach in my free time. (Nur, INT.1)

Nur started to teach at a college with young learners as soon as she graduated from university. Since her aim was to teach university students, she did not want to continue working with young learners. It was a one-year experience for her to able to teach at the university level. She states that:

> I realized that I don't want to work with young learners and I quitted after a year. And then, I started to teach at a university. To be able to be more efficient in my teaching practice, I started my master's degree in the field of English language teaching. (Nur, INT.1)

Nur worked at a private university in Istanbul for three years. Then, she worked at another private university in Istanbul for another three years. After all these experiences, she was accepted in a well-known state university in Istanbul and she still works there.

4.4.3. Nur's Childhood Memories

Nur has an affectionate family. Her parents were with full of love to all of their three children, and Nur was one of them. There was a tradition in their family that they used to do something that everyone likes on the very last day of school as an award of being successful. Therefore, those days made Nur feel happy and satisfied.

> I remember the last days of school when we got our school reports. My family promised me to do or buy something I like if I successfully complete the school year. I loved those and it made me feel happy. It was like a prize after achieving something. (Nur, INT.1)

Nur has a family who motivates her to study. They were not a rich family but her parents were careful about providing what the daughters want. They suggested that if they become successful and patient they would get what they want. Respectively, those promises were motivational for Nur and her sisters.

> We were not a rich family. I was taught to wait patiently to get what I want. I was never spoiled by my parents. They were making promises to motivate me and keep them in the end. I learned how to be successful and patient thanks to my family. (Nur, INT.1)

Nur got punished by her art teacher in primary school. The whole class was punished, she states. The teacher left the classroom one day and when she returned she realized that there were some students who were standing. The teacher did not like that situation and punished the whole class together. It was one of the most heart-breaking time for her in her life.

> Our teacher left the classroom for a while and when she returned because the students were standing she decided to punish the whole class. I was innocent and did not deserve that attitude. (Nur, INT.1)

4.4.4. Nur's Significant Others in Her Life

Nur has some significant people in her life. They touched her life in different ways such as sharing memories, supporting her, etc. She is grateful that she has them throughout her life. Nur also states that she is happier when those people are around. Nur has a friend from her childhood. They are at the same age. They were doing homework together, and it was so motivational for Nur. Her friend was a calm and kind person, and they liked spending time together. "She was a calm girl and we got on well together. We still see each other since then."

Nur's parents were a role model for her. She believes her parents were a guide for her to be successful in life. So, Nur appreciates their contribution to her in many different fields such as school, work, etc. They supported her throughout

her life. “I learned many things from them and I am so grateful.” Nur’s primary teacher is also an important person in her life. She describes her teacher as her second mother who was so supportive. She states that they still see each other and talk about the past and present. Nur’s teacher is so satisfied with the position that Nur holds now. Consequently, Nur believes that her teacher had a big share in her success.

> It has been almost 20 years since I graduated from primary school but we still see each other. She states that she is so happy to see what I have achieved and that makes me proud. (Nur, INT.1)

4.4.5. Nur as an English language teacher

Self-description

Nur describes herself as a bridge between the knowledge and students. She helps to deliver the knowledge to her students. While describing herself as a language teacher, she uses the adjectives helpful, hardworking and devoted. Furthermore, she tries to provide the right guidance for her students to reach the information themselves. She also states that she obeys the rules in her work. Besides having a positive side, being devoted can be negative sometimes as the students may try to abuse that kindness. She adds “Being devoted can be both positive and negative. Students may try to use you when they see you are trying hard for them.”

Prior learning experiences

How Nur teaches now is totally the opposite of her past learning experiences. Her teachers were not devoted and did not motivate students unlike her. There used to be no interactive lessons. She stresses that “What I couldn’t get during my learning process, I try to give it to my students while I am teaching.” She also mentions there is not any role model English teacher for her. Her primary school teacher was good but she can’t take as an example since Nur is working with young adults not young learners. In her teaching practices, Nur prefers more interactive teaching methods rather than direct grammar method. She states:

> My language teachers did not try to be interactive in class. They used to write grammar rules on board and expected us to understand on our own. They were not devoted teachers as I am not. We were afraid to ask questions to our teachers. Then, we used to ask each other the comprehend the subject. (Nur, INT.2)

Being a non-native teacher

Nur feels sad about being a non-native language teacher. She wants to work in an environment that she could be exposed to more English. Similarly, she assumes there is not an advantage of being non-native in her teaching practice. She mentions the disadvantages of being a non-native such as losing efficacy in language. Nur believes that English language teachers should be exposed to English more often. If not, the language teacher may forget the proper language use. She exemplifies that if language teachers always teach the same basic level, their English may be eventually deteriorated. She adds "If you keep teaching basic things, you can also forget and become blunt."

Place of culture

Nur believes that language teachers should be open to different cultures. They can improve themselves by reading about different cultures, visiting various countries and watching documentaries. She agrees that language teachers should not only teach grammar but also the culture of the new language. Similarly, she claims that "Language teachers should have the knowledge of different cultures. As teachers, our responsibility is beyond teaching grammar. Teachers should be able to give examples from other cultures." Furthermore, the aim of the language teachers is not only to teach grammar but also prepare them for different cultures in case they go abroad.

Teacher professionalism

Nur claims that teacher professionalism has three dimensions:

1. Teacher-teacher interaction
2. Teacher-student interaction
3. Teachers' personal development

Nur states that all three dimensions are linked and complete each other. First of all, language teachers should be aware of their responsibilities and fulfill the job's requirements which can be loads of classes, exams, grading students and etc. She gives an example of her daily teaching practice: "On a typical day, I try to finish all the pages that have to be done that day. I do not teach only for a short time and chat with students the rest of the time. I do not find it ethical." Having mentioned being ethical, Nur also states that teacher-student interaction should be in balance. Teachers and students should have such a relationship that everyone respects each other. Ayşe notes that:

> It is okay when we as teachers chat each other and share opinions. However, students should know their limits. They should not share every problem they have with us and ask for help. We should, of course, support them as much as we can. Nonetheless, our job is not consulting students. Even if we want to help them, we may mislead them while helping and it can cause bigger problems. Teachers should be careful about that.

Role of the education system

Nur does not find anything positive to describe the education system in terms of language teaching. She states "Education system in Turkey to teach English is not adequate." She believes that teaching English She firstly mentions speaking practices should start at earlier ages. She claims "Since we did not start practicing English at early ages, when we graduate from high school, we were shy to speak English and we thought we were not capable of speaking." She also mentions that as she was a student of English language teaching department, she personally takes actions to improve her speaking and fluency. She states that:

> I know that speaking would be a part of my job, I tried my best to improve it. If it is not a part of your job, it can take years to explain basic situations in English. It demonstrates the deficiency in the education system. I have also witnessed some teachers

> speaking only Turkish while teaching English which I think is a wrong way.

Place of authority

Nur claims authority can have both advantages and disadvantages. Firstly, it is advantageous that authority defines teachers' duties and provides a coordinated job flow. Moreover, it prevents chaos in the workplace. Similarly, she states "As a society, we need directions, we are used to that. Teachers are looking for directions from their administration. Since there is a huge number of language teachers in our school, no authority can cause chaos." She also mentions how authority motivates her stating that "If the authority is friendly, I feel motivated." Secondly, the authority may be disadvantageous when it is stricter than it should be. When school principals are too strict, it can worry Nur since she needs a friendly working atmosphere. She explains the reason for principals not being friendly as they might believe that if they are friendly, they might lose the authority. Nur claims being too strict is not the right way to manage teachers. According to Nur teachers need more space to maintain their occupation properly.

Perception of society

Nur admits that teaching occupation is respected and seen holy by society. She is fond of how society perceives her job. She exemplifies "When I was on holiday last year, I met an old couple. When they learned that I am a teacher, they could not hide how much they respect teaching occupation. Of course, that makes me very happy." She also states that being an English language teacher is even more valued by society. It is considered harder to learn and teach a new language.

Metaphor

Nur describes a teacher as a "guide" since guides convey information to others as a teacher does. Teachers present all the details which cannot be seen others and reply most of the questions others are curious about. Similarly, a teacher is like a "coach" since teachers motivate their students as a coach does. Teachers are also aware of the strengths and weaknesses of their students to support them just like

coaches do the same thing with their teams. Furthermore, teachers observe their students in order to create an environment that the students realize themselves. Nur adds that:

> A coach always supports her team just like a teacher supporting her students. When the students feel demotivated, the teachers motivate them by assisting. When the students are in need of help, the teachers are always there. As a result, students improve and accomplish their goals.

CHAPTER 5
DISCUSSION

5.1. INTRODUCTION

This chapter provides a discussion of the findings of the study. It addresses the discussion on the construction of the professional identity of English language teachers in Turkey. Besides, the study focused on examining the factors that shaped their professional identities and how English language teachers perceive their profession.

5.2. COMMON THEMES ACROSS FINDINGS

Block (2006) states "One's past has always been thought to have major influences on the identity development" (p.28) Therefore, two different interviews were conducted to get detailed information about past experiences of each participant. According to the findings, by investigating the teacher profession, identity depends mostly on social situations and is also constructed in and along them. The participants Ayşe, Canan and Nur gave some examples of how significant others and critical incidents affected shaping their perception of their profession. Beijaard et al. (2000) stated that teaching context, teaching experience and biography were the key influencing factors of professional identity.

Prior learning experiences

Prior learning experience was among the key factor in shaping the participants' perceptions about themselves as teachers. The findings suggest that prior learning experiences affected all three participants. Yet, they have different views on the issue. For instance, Canan has a strong connection with her own past learning while Nur's current teaching model is totally the opposite of her past learning experiences. Personal experiences, past teachers, previous job experiences and significant people in their lives had a role in shaping their teacher identities. Flores and Day (2006) offered similar results in their studies and concluded that

prior experiences (their experiences as students) played an important role in constructing teachers' professional identities. Like in the study of Flores and Day (2006), Bukor (2011) also presented similar results that personal (family environment and childhood experiences) and educational experiences (language learning experiences and prior teachers) had an impact on their career choice and perceptions about teaching. Similarly, Tsui and Tollefson (2007) reported a similar result demonstrating that past language learning experiences were the main influencing factor of teacher identity.

Significant others

All three participants have significant others in their life affecting their present teaching practices. Ayşe, Canan and Nur were all affected by either their primary or high school teachers. Ayşe mentions her high school teacher as her idol and confirms learning rules of good manners from her as well as academic knowledge. Canan and Nur also mentioned their teachers as significant others playing roles in their career path. Hamiloğlu (2013) found that personal characteristics impacted the perceptions of teacher-selves and teaching along with family and prior experiences as a student.

Teaching experiences

According to Bullough et al. (1991), during the early years of teaching, beginning teachers all have to consider and figure out their roles as a teacher. In that study, it was found out that the teachers faced role expectations, discipline problems, feelings and expertise which they were not prepared for (Bullough et al. 1991: 79). Similarly, Canan explained some issues she faced during her early years of teaching in a high school. Canan was assigned as a high school teacher to an industrial vocational high school for 4 months. As stating that she could not manage the classroom, it can be understood that teachers may have problems in the beginning years of their teaching.

All the participants involved in this study have different backgrounds affecting their teacher identities. They explained their childhood memories which affected their teaching practices. According to Gibbs (2006), it has been observed

that ‘the journey of becoming and being a teacher is unique for each teacher and yet depends on others’ (p.2). There is a growing appreciation of the need to help teachers situate themselves within their own socio-cultural contexts in order to support the development of their professional identity (Brown, 2000; Gu & Day, 2007). According to Olsen (2008) and Vagan (2011), since it foregrounds interaction and context, a socio-cultural perspective has particular relevance to comprehending the complexity of teacher identity and its development.

Conveying knowledge in various ways

The category of “teacher as provider of knowledge/ knowledge provider/ giver” was stated in the studies of De Guerrero and Villamil (2000), Nikitina and Furuoka (2008), Saban, et. al. (2007), and Wan, et. al. (2011). Teachers in the category of “teacher as provider of knowledge/ knowledge provider/ giver” were regarded “either as conveying knowledge in various ways or as assisting students to learn.” (Wan, et. al., 2011). Canan also states she can find different ways of teaching a subject to deliver the right message like (Wan, et. al., 2011) explains in the category of “teacher as a provider of knowledge/ knowledge provider/ giver”. She is aware of the significance of conveying knowledge in various ways.

Place of authority

The category of “teacher as authority/authority figure” stated as “place of authority” in this study was common among the studies of Ben-Peretz, Meldelson, and Kron (2003), Marchant (1992), Saban, et. al. (2007), Wan, et. al. (2011), and Yesilbursa (2012). The entailments for this category were that the teacher “has the authority to control whatever happens in the classroom and the students have to obey their teachers without questioning their authority” (Saban, et. al., 2007). Also, “It is regarded as a lack of respect if students question the authoritative status of teachers” (Wan, et. al., 2011).

Correction

The category of “teacher as caregiver/nurturer” was common among the studies of Marchant (1992), Fenwick (2000), De Guerrero and Villamil (2000), Nikitina and Furuoka (2008), Pinnegar and Hamilton (2009), Saban et. al. (2007),

Wan, et. al. (2011), and Yesilbursa (2012). The entailments for this category were that the teacher "teaches the child to speak", "teaches us and corrects our mistakes", "teaches us how to talk and behave", and "nurtures and molds her child" (Nikitina & Furuoka, 2008). Canan also indicates the term "correction" during the second interview as a significant issue in the classroom. She mentions it is not the right way to correct every mistake but sometimes it might be exhausting not to correct while they are speaking since she feels like she has to.

Attracting students' attention

There is a category of "teacher as entertainer" in the studies of Farrell (2011), Nikitina and Furuoka (2008), Saban, et. al. (2007), and Yesilbursa (2012) which means that the teacher needs "to be able to take on different roles in the classroom" and "to attract to students' attention" (Yesilbursa, 2012). Moreover, "learning should be fun and enjoying for the students" (Saban, et. al., 2007). Nur mentions giving importance to technology in the classroom since she thinks it motivates students. She states "Innovation in education means motivation." While teaching, she tries to make the lesson more fun for students by using visuals as she states in the second interview. She emphasized that she integrates technology to get students' attraction. She claims that she sees more students are involved and have fun in lessons as a result of attracting students' attention.

Besides similarities with other studies mentioned above, the findings of the present study discover that there are some differences between the conceptualization and description of teacher identity with other studies. According to Saban et. al. (2007), culture does not have a significant role in teacher education in Turkey since the knowledge base of foreign language teacher education is the same worldwide (Saban, et. al., 2007). However, all the participants in this study agreed on the significance of culture in their teaching. Ayşe states that she aims to create cultural awareness in her classes. Furthermore, Canan and Nur also yielded that they integrate various cultures in their classrooms.

Table 5.1: Metaphor Activity: "A teacher is like a…"

"A teacher is like a …"

Ayşe	Canan	Nur
Compass	Sea	Coach
Guide	Tree	Guide
Mother	Compass	
Tree	Flower	
Friend		
River		
Life-long learner		

In this study, the participants described their professional identities with different metaphorical images by backing them up with elaborative explanations. Although there are exactly the same expressions, it is also possible to see different metaphors used. (See table 5.1) Ayşe used different metaphorical images consisting of "Compass", "Guide", "Mother", "Tree", "Friend", "River", and "Life-long learner". Secondly, Canan used four different metaphorical images to describe what a teacher is like such as "Sea", "Tree", "Compass", and "Flower" while Nur expresses only two images including "Coach" and "Guide".

There are various studies on teacher identity coming up with numerous metaphorical images. Like in Nur's image of "Coach", the studies of De Guerrero and Villamil (2000), and Saban, et. al. (2007) directly consisted of the same metaphor of "coach". Considering the metaphors "Tree" and "Flower" which are related to nature, it is possible to see nature related metaphor in the studies of Bullough (1991); and Thomas and Beauchamp (2011) comprising of the metaphorical image "butterfly". The teacher as a guiding metaphor which was available in some of the studies was standardized as Saban et. al.'s (2006) teacher as facilitator/scaffolder category. This was because the teacher under this labeling was defined in the same study as a guide in the teaching-learning process. Similarly, metaphors used as "Guide" and "Compass" in the table, Kavanoz (2016) defined the teacher as the person who leads "students towards their goals and helps them reach the unknown…" (p. 23) with the metaphors of the lighthouse, compass, etc. just as in Saban et. al. (2006) for the same grounds. Furthermore, the metaphor of "teacher as a guide" was reported in the literature in many studies like Farrell (2011), Fenwick (2000), Thomas and Beauchamp (2011), and Yesilbursa (2012).

Although the studies of Nikitina and Furuoka (2008), Thomas and Beauchamp (2011), and Wan, et. al. (2011) recorded uses of the metaphorical image of the book, none of the participants in the current study used that image. Similarly, the metaphor "babysitter" was reported in the study of Yesilbursa (2012), yet, there is not any term used in this study. As it is obviously seen, although there are some unique metaphors proposed by the teachers of this current study, most of the metaphors are similar to national or international metaphorical images generated by different teachers. From the findings, it is understood that teachers' perceptions of their professional roles are closely associated with their self-images, and these images derive from not only their experiences as teachers but also their classroom practices as well as their interaction with students. In other words, considering Wenger's (1998) principles, it can be obviously declared that on their journey of becoming a teacher, the metaphorical images proposed by the teachers stem from teachers' experiences (meaning), ways of doing (practice) and belonging (community). The idea for this variety of metaphors is because "metaphors are selective. They represent a part, but not the whole, of the phenomena they describe'' (Weade & Ernst, 1990: 133). Therefore, various metaphors emerged to describe the concept of "teacher" from different perspectives.

All in all, it is concluded that there is a relationship between contextual and personal factors in shaping the professional identities of teachers, as stated by Beltman (2015). These results imply that professional identity is "shifting, unstable, and multifarious: it involves an ongoing construction and reconstruction of our professional 'stories' over time" (Davey, 2103, p. 31).

CHAPTER 6
CONCLUSION

This chapter summarizes the findings of the current study and it presents a conclusion by addressing the research questions set at the beginning of the study. Then, after providing the implications of the study, the limitations and recommendations for further research will be highlighted.

6.1 SUMMARY AND CONCLUSIONS

The aim of this thesis was to develop an understanding of the professional identity of EFL teachers within the Turkish context. More specifically, this study aimed to investigate the perceptions of EFL teachers coming from diverse disciplinary backgrounds in a Turkish university in relation to their professional identity. Furthermore, this study tries to gain a better understanding of the factors playing a critical role in shaping their perceptions about professional identities. In addressing these purposes of this study, research questions below are explored:

1. On what resources do English language teachers rely on while constructing their own teaching identities?
2. How do they make sense of their profession?
3. How do they perceive themselves as teachers?

Firstly, it has been explored that personal and professional experiences of the participants, especially their prior learning experiences, teaching experiences and significant others in their lives, had a significant influence on their identities as Turkish EFL teachers. Then, the results indicated that the participants had both common and distinct perception of society, authority and culture depending on their personal and professional backgrounds.

All these results demonstrated that the professional identity of teachers is a complex and unstable entity. It was also unveiled that the professional identities of EFL teachers in the Turkish context constructed according to the interplay between personal and professional factors mentioned above.

6.2. IMPLICATIONS

In line with the findings of the present study, it can be concluded that the construction of the professional identity of EFL teachers within the Turkish context may depend on personal and professional experiences. Secondly, through metaphors, teachers reflect on their own personal and professional beliefs and teaching philosophies. Moreover, they can reflect on how these beliefs and theories affect their actions in the classroom, which helps teachers to comprehend the teaching context and self-as-teacher better. Also, metaphors provide opportunities for teachers to exchange experiences with each other about learning and teaching.

Another remarkable implication of this study is that teachers' professional identities can help them become more conscious of the values and attitudes which shape their teaching practices. This study provides an insight into similarities and differences among the teacher's professional identities. The current research can be extended by analyzing the novice teachers or more experienced teachers in order to construct EFL teacher identity form in broader perspectives.

Additionally, findings may also be of use for pre-service teachers' training. Exploration of the teacher identity may contribute to a better understanding in the field of teacher training. All things considered, making teachers become aware of their professional identities and reviewing their professional lives may contribute to the teachers' professional development.

6.3. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE STUDIES

It is obvious that one may confront some limitations while conducting scientific research based on observation or experimentation. Although this study aimed to reveal the construction of the professional identity of EFL teacher in the

Turkish context, it has some limitations. Accordingly, there are several limitations to the current study. First, this study was conducted with only three EFL teachers working in state universities in Istanbul. As such, their perceptions and experiences may be specific to them and cannot be generalized to other EFL teachers. In addition, the study is context-specific, since it was conducted only in some state universities in Istanbul, Turkey. Therefore, different results can be obtained when it is conducted with the participants who have the same profile in a different setting. Besides, this research was conducted with three EFL teachers who have 8-11 years of language teaching experience. Carrying out this research with the teachers who have less or more teaching experience may also lead to different results. Last but not least, since the data have an interpretative character, the interpretation of them depends on the experiences, assumptions and anticipations of the interpreter. All in all, considering each limitation of the current study as an opportunity for the future research, it can be expected that the findings the present study could be a light for the teachers who put their hearts into their work to be a better teacher at their universities.

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APPENDIX

Appendix A: Informed Consent Form.
Appendix B: First Interview Questions
Appendix C: Sample First Interview Answers
Appendix D: Second Interview Questions
Appendix E: Sample Second Interview Answers
Appendix F: Tree of Life Activity
Appendix G: Sample Tree of Life Activity
Appendix H: Metaphor Activity
Appendix I: Sample Metaphor Activity
Appendix J: Ethics Committee Approval Form

Appendix A: Informed Consent Form

Katılımcı Bilgilendirilmiş Onam Formu

Sayın Katılımcı,

İstanbul Bilgi Üniversitesi Sosyal Bilimler Enstitüsü Kültürel İncelemeler Yüksek Lisans öğrencisi Burcu UZUNÖNER bilimsel bir araştırma yürütmektedir. Bu çalışmanın amacı Türkiye'deki İngilizce öğretmenlerinin profesyonel kimliğinin araştırılmasıdır. Sizi bu amaç doğrultusunda yürütülecek olan akademik bir çalışmaya katılmaya davet ediyorum.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde, 2 adet görüşme (yaklaşık olarak 60 dakika), bir adet kısa görüşme (yaklaşık olarak 15 dakika) yapmanız ve her bir görüşme öncesinde bir adet aktivite doldurmanız (yaklaşık olarak 15 dakika) beklenecektir.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Veriler araştırma boyunca sadece araştırmacının kullanımına açık kişisel bilgisayarında saklanacaktır. Araştırma sona erdiğinde veriler yok edilecektir. Çalışmaya katılmanız tamamen isteğe bağlıdır. Sizden ücret talep etmiyoruz ve size herhangi bir ödeme yapmayacağız. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. İstediğiniz zaman çalışmaya katılmaktan vazgeçebilirsiniz. Bu durumda size ait tüm veriler imha edilecektir.

Çalışmanın sizin için ön görülen hiçbir olumsuz etkisi yoktur. Aksine böyle bir çalışmaya katılmanız bilimsel bir araştırmaya katkıda bulunacaktır.

Bu formu imzalamadan önce, çalışmayla ilgili sorularınız varsa lütfen sorun. Daha sonra sorunuz olursa, araştırmacı Burcu UZUNÖNER'e (Telefon: 05542075377) ulaşıp sorabilirsiniz.

Ben, (katılımcı adı) ....., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum.

Katılımcının Adı-Soyadı:
İmzası:
Adresi (varsa Telefon No):
Tarih (gün/ay/yıl):

Araştırmacının Adı-Soyadı:
İmzası:
Tarih (gün/ay/yıl):

Appendix B: First Interview Questions

INTERVIEW I

Hello. First of all, thank you for accepting to participate. This interview has some questions to get to know you better. You don't have to answer all of the questions. You can skip the questions that you don't feel comfortable. You can pick a pseudonym to provide confidentiality. It will be tape recorded with your permission in order to provide accurate data. If you have a question, you can ask before we start. If not, we can start.

Interview Theme: Development of the personal self

- Demographic information
- Personal life experiences (childhood, family and friends)
- Personality traits and characteristics
- Uncovering experiences related to foreign/international culture

Questions related to demographic information.

- Tell me about yourself.
    - Hometown
    - Age
    - Family
    - Hobbies
- Tell me about your educational background.
    - Primary school
    - High school
    - University
    - Learning foreign languages
    - Extracurricular activities
- Tell me about your work experience.
    - As a teacher
    - Other than teaching

Questions related to personal life experiences

- Tell me about your memorable childhood experiences.
- What is the most cherished childhood experience you remember?
- What lessons (if any) the most cherished memory has taught you?
- What is the most unpleasant memory from your childhood? What makes it unpleasant?
- What lessons (if any) this unpleasant memory has taught you?

- Can you tell me your feelings regarding the significant people from your childhood? (e.g. parents/caregivers/best friend/teachers)
- How would you characterize your relationship with these significant people during your childhood?
- How would you characterize your relationship with these significant people now?

Questions related to personality traits and characteristics

- What kind of a person are you?
- What are your strengths in life?
- What are your weaknesses in life?
- What things would you like to change about yourself at the moment?
- What characteristics do you find most important in your best friend or people close to you?

Questions related to experiences that may be related to foreign/international culture

- How do you define culture?
- Tell me about your abroad experiences.
    - Countries
    - Duration
    - With whom
    - Purpose (relaxing, seeing family/friends, personal/professional development, etc.)
- Tell me about your relations with foreign people.
    - Friends
    - Relatives
    - Colleagues

That is the end of the interview. Thank you for your time and sincere answers. I believe that your answers will contribute to my research. Would you like to add anything else?

1. GÖRÜŞME

Merhaba, hoşgeldin. Öncelikle vakit ayırdığın için teşekkür ederim. Bu görüşme seni tanımak için hazırlanmış sorulardan oluşmaktadır. Soruların hepsine cevap vermek zorunda değilsin, rahatsızlık hissettiğin soru olursa o soruyu atlayabiliriz. Bu görüşmede kimliğin gizli tutulacak. Dilersen kendine başka bir isim seçebilirsin. Araştırmamda verileri eksiksiz ve doğru bir biçimde kullanabilmek amacıyla görüşmeyi senin de izninle kaydedeceğim. Görüşmeden önce sormak istediğin soru varsa sorabilirsin. Yoksa izninle başlayabiliriz.

Görüşme Konusu: Kişisel Benliğin Gelişimi

- Demografik bilgiler
- Kişisel yaşam tecrübeleri (çocukluk, ail eve arkadaşlar)
- Kişisel Özellikler
- Yabancı/uluslararası kültürle ilgili olan tecrübeleri ortaya çıkarma

Demografik bilgilerle ilgili sorular

- Kendinden bahseder misin?
    - Memleket
    - Yaş
    - Aile
    - Hobiler
- Eğitiminden bahseder misin?
    - İlkokul
    - Lise
    - Üniversite
    - Yabancı dil öğrenimi
    - Okul dışı aktiviteler
- İş tecrübelerinden bahseder misin?
    - Öğretmen olarak
    - Öğretmenlik dışında

Kşisel yaşam tecrübeleriyle ilgili sorular

- Unutamadığın çocukluk anılarından bahseder misin?
- Senin için en değerlisi hangisi?
- Bu değerli anı neler kattı?
- En rahatsız edici çocukluk anından bahseder misin? Seni neden rahatsız etti?
- Bu rahatsız edici anıdan neler öğrendin?

- Çocukluğundan hatırladığın önemli insanlar sana ne hissettiriyor? (Örn. Ebeveyn, bakıcı, en yakın arkadaş, öğretmen vs.)
- Bu önemli insalarla olan çocukluğundaki ilişkini nasıl tanımlarsın?
- Şimdi bu ilişkiyi nasıl tanımlarsın?
- Kendini nasıl biri olarak tanımlarsın?
- Hayattaki güçlü yanların nelerdir?
- Hayattaki zayıf yanların nelerdir?
- Şu an kendinle ilgili neleri değiştirmek isterdin?
- En yakın arkadaşında veya yakınındaki insanlarda olan en önemli özellik nedir?

Yabancı/uluslararası kültürle bağlantılı olabilecek tecrübelerle ilgili sorular

- Sence kültür nedir?

- Yurtdışı tecrübelerinden bahseder misin?

    - Ülkeler
    - Süre
    - Kiminle
    - Amaç (dinlenme, aile/arkadaş ziyareti, kişisel/mesleki gelişim vb.)

- Yabancı insanlarla ilişkilerin nasıldır?

    - Arkadaşlar
    - Akrabalar
    - İş Arkadaşları

Görüşme soruları bu kadar. İçten ve detaylı cevapların için teşekkür ederim. Verdiğin cevapların araştırmama büyük katkısı olacağına inanıyorum. Eklemek istediğin başka bir şey var mı?

Appendix C: Sample First Interview Answers

Burcu: Eğitiminden bahsedebilir misin?

Ayşe: Tabi, yani ilk aşamalarından itibaren mi olmalı?

Burcu: Olur, ilkokuldan başlayabilirsin. Daha öncesi varsa o da olabilir.

Ayşe: Tamam, tek çocuk olduğum için annem ve babam çalıştıkları için ben çocukluğumda okula başlayana kadar bir bakıcı diyelim, bir dadıyla büyümüşüm. Ardından anaokuluna başladım 5-6 yaşlarında, yine Balıkesir'de. Sonrasında ilkokulda yine bir özel okulda okudum, yani ailem aslında annem de babam da çalıştığı için böyle tam zamanlı bir okula beni göndermek istemişler aslında yani bir nevi böyle benden sorumluk anlamında kurtulmak için. Sabah işe giderken beni okula bırakıyorlardı, dönerken alıyorlardı. Tam gün mesai yapmaya küçük yaşlarda başladım yani ben. İlkokulu bitirdikten sonra, benim dönemimde ilkokuldan hemen sonra anadolu lisesi sınavları yapılıyordu, anadolu lisesi sınavlarına girdim, anadolu lisesini kazandım orada eğitimime devam ettim yine Balıkesir'de. Lisede dil bölümünü seçtim. Aslında yani o dönem yaşımla da ilgili olabilir bilmiyorum ama kariyer hedeflerim her gün değişiyordu ve aslında çok da öğretmen olmak istemiyordum. Birazcık zorunlu bir tercih oldu benim için meslek tercihim. Bölüm tercihim de aslında öyle doğruyu söylemek gerekirse, çünkü ben daha ziyade böyle uluslararası ilişkiler, uluslararası ticaret falan gibi böyle daha farklı bir alan istiyordum, daha insanlarla böyle… Farklı alanlarda çalışabileceğim bir meslek tercihi istiyordum aslında ama buna hem notlarım müsaade etmiyordu çünkü eşit ağırlık seçmem gerekiyordu ama benim iyi olan notlarım hep yabancı dil işte İngilizce, Almanca, Türkçe falan olmuştu, diller olmuştu yani. O yüzden özellikle babam bu noktada çok yönlendiriciydi benim için. Yani herhangi bir mesleği idareten yapmaktansa işte başka bir mesleği iyi yap diye beni hep yönlendiriyordu. İyi olduğun bir şeyi daha iyi yapmak varken neden işte ortalama bir şeyi vasat hale getirmek için çaba harcayasın ki falan diyerek beni böyle hep işte yabancı dil noktasında destekledi, yönlendirdi. Sonrasında üniversite sınavına girdim. Zaten dil, edebiyat fakültelerini hiç yazmadım direk eğitim fakültesi yazdım. Orda da aslında babamın büyük bir etkisi vardı şu an düşününce babam babam ne kadar çok yönlendirmiş diye böyle kendi kendime de bir aydınlanma yaşadım. Orda da tabi onun temel düşüncesi şuydu aslında dönüp dolaşıp öğretmen olacaksan işte şey, dil edebiyat niye okuyasın ki? Bir de formasyonla niye uğraşasın ki? Eğitim fakültesi yaz, işte bir kadına çok yakışır öğretmenlik, rahat edersin, tatillerin olur vesaire gibi böyle benim aklımı çelecek şeyler söyledi aslında. Aslında çok haksız da değil evet yani bir kadın için şu an baktığımda genel olarak baktığımda öğretmenlik çok da fena bir meslek değil. Çok mutlu muyum diye soracak olursak, gerçi üniversiteyi geçip buraya bağladım bir anda ama oraya tekrar dönerim. Mesleğimle ilgili çok büyük bir sıkıntım olmamakla birlikte çalışma alanım olarak, yani üniversitede hazırlık hocası olmak anlamında bakacak olursak, beni artık biraz sıkmaya başladı. Her yıl aynı yerden başlayıp aynı yerde bitirmek durumunda kalmak falan böyle

hem mesleki olarak zayıfladığımı köreldiğimi hissediyorum hem heyecanımı her yıl kaybettiğimi hissediyorum ama gençlerle çalışmaktan çok mutluyum. Yani öğretmenlik yapacaksam eğer kesinlikle üniversitede yapmak isterim bunla ilgili bir şeyim yok, pişmanlığım falan yok ya da keşkem yok ama dediğim gibi meslek tercihinde belki başkaca şeyleri birazcık daha karakterimi işte birazcık daha böyle hayata bakışımı filan düşünerek başka bir şeyi tercih edebilirdim belki daha kararlı durabilirdim ama o yaşlarda böyle büyük kararlar vermek zor oluyor ister istemez aileden ya da büyüklerden etkileniyoruz falan bir şekilde böyle bir hal aldı. Üniversiteyi de Eskişehir'de okudum, Anadolu Üniversitesi'nde. Eskişehir bence öğrenci olmak için harika bir yer. Eğitimimle ilgili sonrasında tabi mezun olduk, çalışmaya başladık lisanstan sonra falan. Ankara'dayken bir dönem ücretli öğretmenlik yaptığım yani sözleşmeli çalıştığım Ankara Üniversitesi'nde bir dönem olmuştu, henüz Gazi Üniversitesi'nde başlamamıştım. O zaman şeyin yüksek lisansın sanki böyle bir artık zorunluluk olması gibi bir durum ortaya çıkıyordu yavaş yavaş yani lisans mezunlarının sayısı gün geçtikçe artıyordu kadroların sayısı belliydi yani çok böyle akademisyen olurum bir gün falan gibi bir istekle falan değil yine aslında şartlar nedeniyle bence büyük ölçüde yüksek lisans programına başladım, yine kendi bölümümde İngilizce öğretmenliğinde, özel bir üniversitede başladım, çünkü hem çalışıp hem derslere gitmemin başka bir yolu yoktu. Yüksek lisansımı bitirdikten sonra orada çok kıymetli hocalarla tanıştım. Gerçekten hayata, mesleğe birçok şeye bakış açımı değiştiren çok kıymetli insanlar tanıdım, öylelikle doktora yapmaya da karar verdim bu esnada Gazi'de kadroya girmiştim aslında şey kısmını geçmişti yani işte yüksek lisans yapayım ki kadrolara daha rahat girerim endişem geçmişti ama doktora yapmaya yine de karar verdim çünkü yüksek lisansta tanıştığım hocalarım yani belki de bizi tırnak içinde gaza getirmek için söylüyorlardı bilmiyorum ama hep şeyi söylüyorlardı yani sizin gibi eğitmenlere ihtiyaç var bu ülkenin sizin gibi hocalara ihtiyacı var diye çok bizimle konuşuyorlardı akademisyenlere ihtiyacı var diye. Öylelikle bir heyecan doktoraya devam etme kararı aldım, devam ettim. Ders dönemini bitirdim, tez dönemindeyim uzunca bir süredir. Tezimi yazmaya çalışıyorum. Çok iyi bir doktora öğrencisi olduğunu düşünmüyorum. Motivasyonumu çok çabuk kaybediyorum, dış etkenlerden çok etkileniyorum. Yani benim dışımda gelişen her şeyden inanılmaz fazla etkileniyorum, bunun çok doğru olmadığını biliyorum ama bununla henüz başetmeyi öğrenemedim. En ufak bir şey benim akademiye dair olan bütün hevesimi inancımı her şeyimi kırabiliyor. Şu anda da ona çok yakın bir noktadayım. Yani yine böyle bıraksam mı bırakmalı mıyım falan gibi gitgeller yaşadığım bir dönemdeyim.

Appendix D: Second Interview Questions

INTERVIEW II

Hello. First of all, thank you for accepting to participate. This interview has questions about the teaching profession. You don't have to answer all of the questions. You can skip the questions that you don't feel comfortable. You can pick a pseudonym to provide confidentiality. It will be tape recorded with your permission in order to provide accurate data. If you have a question, you can ask before we start. If not, we can start.

1. How would you describe yourself as an English language teacher?
    - Adjectives
    - Strengths & weaknesses
2. Tell me the relationship between your prior learning experiences and your teaching.
    - Teachers' way of teaching as a role model
    - Poor examples of teaching you avoid
3. Tell me how you feel about not being a native teacher as an English language teacher.
    - Advantages & disadvantages
    - Among teachers
    - Interactions with students (while teaching)
4. What is the place of culture in your teaching?
    - Turkish culture
    - Target culture
    - International culture
5. What do you think about teacher professionalism? How would you define the term?
    - Professional parameters (legal & ethical)
    - Professional behaviours
    - Professional responsibilities
6. What is the role of the education system in your teaching?
    - How does it affect your teaching?

7. What does innovation in education mean for you?

    - Adjectives
    - Role in your teaching
    - Role in students' learning

8. What is the place of authority in your worklife?

    - Level of teacher autonomy
    - Decision-making process

9. Tell me how society identifies your profession.

    - Adjectives
    - Level of appreciation

That is the end of the interview. Thank you for your time and sincere answers. I believe that your answers will contribute to my research. Would you like to add anything else?

2. GÖRÜŞME

Merhaba, hoşgeldin. Öncelikle vakit ayırdığın için teşekkür ederim. Bu görüşme öğretmenlikle alakalı sorulardan oluşmaktadır. Soruların hepsine cevap vermek zorunda değilsin, rahatsızlık hissettiğin soru olursa o soruyu atlayabiliriz. Bu görüşmede kimliğin gizli tutulacak. Dilersen bir önceki görüşmedeki takma ismini. Araştırmamda verileri eksiksiz ve doğru bir biçimde kullanabilmek amacıyla görüşmeyi senin de izninle kaydedeceğim. Görüşmeden önce sormak istediğin soru varsa sorabilirsin. Yoksa izninle başlayabiliriz.

1. Kendini bir İngilizce öğretmeni olarak nasıl tanımlarsın?
    - Sıfatlar
    - Güçlü ve zayıf yanlar
2. Geçmişteki öğrenme tecrübelerinle şu anki öğretmenlik uygulaman arasındaki ilişkiden bahseder misin?
    - Örnek aldığın öğretmenlik uygulamaları
    - Kaçındığın zayıf öğretmenlik uygulama örnekleri
3. Bir İngilizce öğretmeni olarak anadilinin İngilizce olmaması sana ne hissettiriyor?
    - Avantajlar ve dezavantajlar
    - Öğretmenler arasında
    - Öğrencilerle etkileşimde (öğretim sırasında)
4. Öğretmenliğinde kültürün yeri nedir?
    - Türk kültürü
    - Hedef kültür
    - Uluslararası kültür
5. Öğretmen profesyonelliği hakkında ne düşünüyorsun? Bu terimi nasıl tanımlarsın?
    - Profesyonel parametreler (yasal & etik)
    - Profesyonel davranışlar
    - Profesyonel sorumluluklar
6. Türkiye'deki eğitim sisteminin öğretmenliğindeki rolü nedir?
    - Öğretmenliğini nasıl etkiliyor?
    - Olumlu ve olumsuz yönler
7. Eğitimde yenilik senin için ne ifade ediyor?

- Sıfatlar
- Avantaj ve dezavantajları
- Öğretmenliğindeki rolü
- Öğrencilerin öğrenmesindeki rolü

8. Otoritenin iş hayatındaki yeri nedir?

- Öğretmen otonomisinin seviyesi
- Karar verme süreci

9. Toplumun senin mesleğini nasıl tanımladığından bahseder misin?

- Sıfatlar
- Takdir seviyesi
- Öğretmenlik ve İngilizce Öğretmenliği

Görüşme soruları bu kadar. İçten ve detaylı cevapların için teşekkür ederim. Verdiğin cevapların araştırmama büyük katkısı olacağına inanıyorum. Eklemek istediğin başka bir şey var mı?

Appendix E: Sample Second Interview Answers

Burcu: Merhaba, hoş geldin.

Nur: Hoş bulduk.

Burcu: Öncelikle vakit ayırdığın için çok teşekkür ederim. Bu görüşme öğretmenlikle alakalı sorulardan oluşuyor. Soruların hepsi cevap vermek zorunda değilsin. Rahatsız hissettiğin sorulursa o soruyu atlayabiliriz. Bu görüşmede de ilk görüşmede olduğu gibi kimliğin gizli tutulacak. Dilersen önceki görüşmedeki takma isminle devam edebiliriz. Görüşme yaklaşık 1 saat sürecek. Araştırmamda veriler eksiksiz ve doğru biçimde kullanabilmek amacıyla görüşmeyi senin de izninle kaydedeceğim. Bunu onaylıyor musun?

Nur: Onaylıyorum.

Burcu: Görüşmeden önce sormak istediğin soru varsa sorabilirsin.

Nur: Teşekkürler, yok.

Burcu: Tamam yoksa başlayabiliriz. Birinci soruyla başlıyorum. Kendini bir İngilizce öğretmeni olarak nasıl tanımlarsın?

Nur: Bir İngilizce öğretmeni olarak… Aslında bir köprü olarak tanımlayabilirim. Çünkü elimde olan sahip olduğum bilgiyi karşımdakilere aktarmaya çalışıyorum. Aynı zamanda onları bir şekilde kendi öğrenmelerini keşfetmeleri için biraz da ona yönlendiriyorum. Bu yönlendirme kısmı belki biraz tehlikeli olabilir çünkü öğretmenden öğretmene değişiyor. Bu yönlendirmeyi doğru yapabilmek lazım. Öğrencinin kendi öğrenmesini keşfetmesi, kendi kuralları bulabilmesi adına bir yönlendirme yapmak lazım.

Burcu: Peki sıfat kullanacak olursan kendini bir İngilizce öğretmeni olarak nasıl tanımlarsın sıfatlarla?

Nur: Sıfatlarla… Yardımcı, özverili, çalışkan… Başka başka? Yol göstermeye çalışan diyebiliriz. Genelde bunlarla tamamlayabilirim.

Burcu: Peki öğretmenlikte güçlü ve zayıf yanlarından bahseder misin?

Nur: Güçlü yanlarım, kurallara uymaya çalışırım her zaman. Yani yapılması gereken her şeyi zamanında yaparım. Biraz daha disiplinli, bu sıfatlara da eklenebilir belki biraz daha disiplinli olarak tabir edebiliriz ama zayıf yanım olarak da belki öğrenciye bir yandan da çok özverili davranıyor olabilirim. Bu da problem olarak daha çok özel üniversitedeki öğrencilerde gözüme çarpan bir şeydi. Devlet Üniversitesi'nde belki bir problem haline gelmiyor çünkü çocuk bir hocayı ne kadar kullanıp kullanamayacağını biliyor. Ama özel üniversitedeyken özverili olmak

aslında bir yandan da öğrencinin her istediğini vermeye çalışmak, sürekli onun motivasyonunu yükseltmeye çalışmak ama kendinden çok şey vermek babında görülebilir. Bu yüzden de bence bu biraz zayıf yanım olabilir.

Burcu: Buna bir örnek verebilir misin? Özel üniversitede dedin…

Nur: Özel üniversitede… Mesela öğrenci dersi dinlemiyor ve öğrenciyi de çok fazla dışarı çıkarmak, sınıftan atmak gibi durumumuz yok. O yüzden de öğrenci sonrasında tutorial istiyor. Tutorial dediğimiz de özel, öğrenciyle birebir çalıştığımız saatler. Bu tutorial saatini talep ediyor. Öğrenciyi senin talebini karşılamıyorum demeye hakkın pek de yok. Mecburen yardım etmek durumunda kalıyoruz ama biliyoruz ki bu öğrenci derste dinlemedi, hiçbir şeyi not almadı ama anlamadığı konu, o gün derste dinlemediği konuyu tekrar tutoriala gelip birebir alma şansını bulduğu için burada bu insanın özverisini bir şekilde kullanıyor. Ama devlet üniversitesinde böyle bir mantık olmadığı için öğrenci derste dinlemek zorunda. Yani o özverili tavırların da karşılığını vermiş oluyor.

Burcu: Tamam. Diğer soruya geçiyorum. Geçmişteki öğrenme tecrübelerinle şu anki öğretmenlik uygulamaların arasındaki ilişkiden bahseder misin?

Nur: Tamamen zıt olduğunu söyleyebilirim. Çünkü yani devlet üniversitelerinde, devlet liselerinde, ilkokulunda okumuş bir insan olarak hocalarının hiç özverili olduğunu düşünmüyorum. Hiç daha interaktif ders anlatma çabalarında olduğunu da hiç düşünmüyorum. Hiç böyle insanlar değillerdi. Tamamen grameri tahtayı yazıp buradan çalışın diyen insanlardı. Aynı şekilde lisede de zaten yabancı dil sınavına hazırlandığımız için orada da aynı şekilde devam ediyordu. Yani şu sorular var, bunlar çözülecek, yapılacak, ekstra sorusu olanın çok da sorma hakkı yoktu gibi ya da belki vardı ama buna açık değillerdi. Çok böyle özverili davranmıyorlardı. O yüzden çok da gidip sormazdık onun yerine arkadaşlarımıza daha çok derdimizi paylaşıp sorularımızı birbirimize sorardık gibi. O yüzden belki de bunları yapmamaya çalışıyorum. Tamamen, tam tersine onların bana veremediğini ben öğrencilerime vermeye çalışıyorum gibi düşünebiliriz aslında.

Appendix F: Tree of Life Activity

Self-Reflection with 'Tree of Life'

Draw a tree. Your tree can be in any shape you want. Consider your teaching career while answering as well as your personal life. It should include the following:

1. The Roots

It is about your past. Where do you come from? What are the important things in your history? Who are the people, places, animals and things throughout your life that have had a significant impact on you? It can be your family members, historical events, significant teachers, friends, pets, books, toys, music, etc.

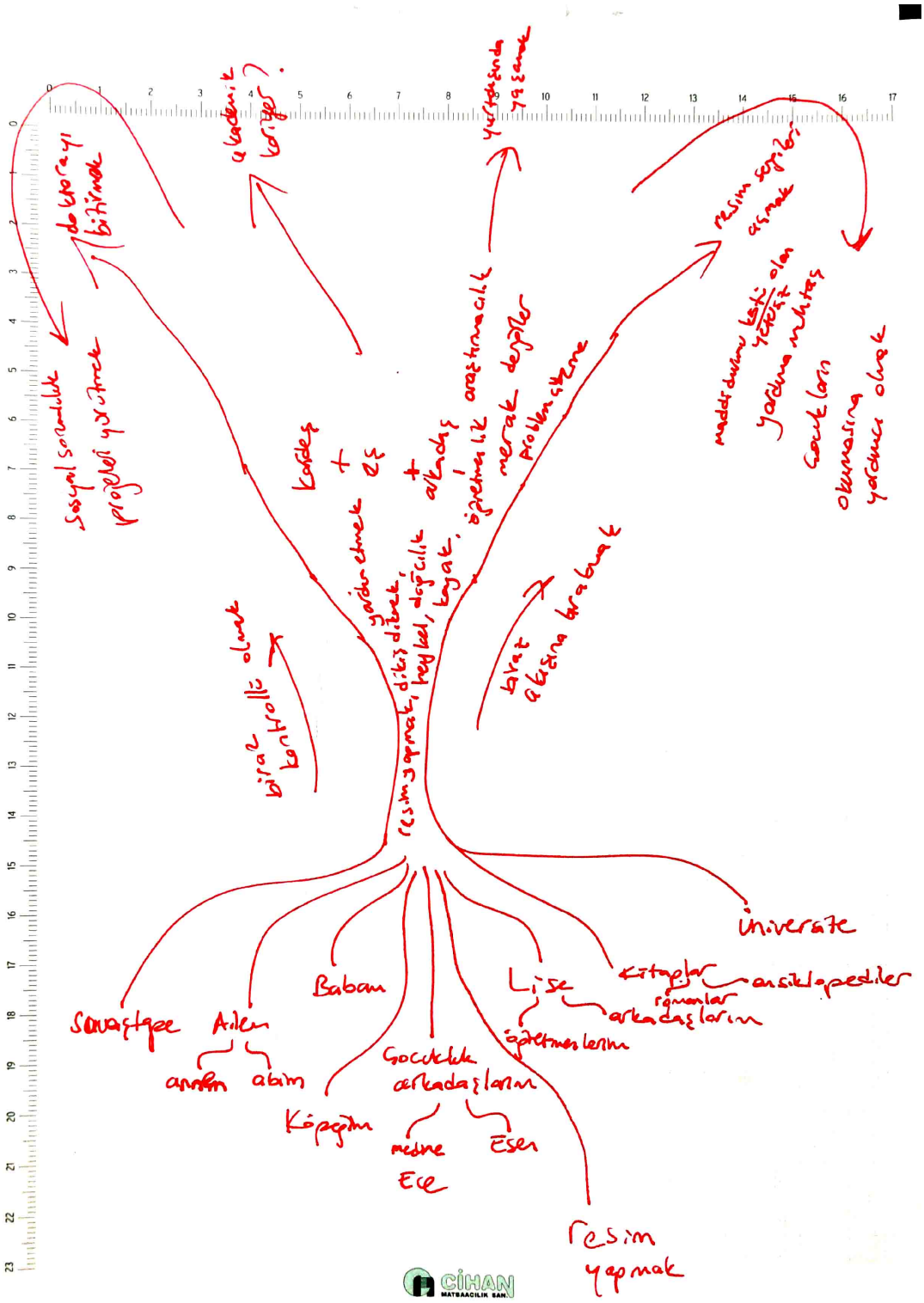
2. The Trunk

It is about you; your skills and knowledge. What can you do well? What qualities do you possess? What makes you who you are? How can you describe yourself? (e.g. funny, affectionate, kind, quick-tempered, ambitious, etc.). What roles do you play in your life? (e.g. wife, husband, sibling, son/daughter, environmentalist, consultant).

3. The Branches

It is about the future; your plans, dreams, hopes and wishes. (e.g. to have a happy family, to travel around the world, to start yoga, earn more money, to become a blogger, to meet new people, etc.)

Appendix G: Sample Tree of Life Activity



Appendix H: Metaphor Activity

METAPHOR ACTIVITY

Metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. Please complete the incomplete prompt below with your own words by using a metaphor. You can write as much as you want to.

"A teacher is like … because …"

Appendix I: Sample Metaphor Activity

METAPHOR ACTIVITY

Metafor, bir şeyi başka şey ile benzetmeye, kıyaslamaya, anlatmaya yarayan mecaz kullanımdır. Lütfen aşağıdaki boşlukları metafor kullanarak kendi cümlelerinizle doldurun. Dilediğiniz uzunlukta yazabilirsiniz.

"Öğretmen … gibidir; çünkü …"

Öğretmen bir deniz gibidir çünkü denizler içerisinde çeşitli elementler barındırır, içinde yaşayan değişik türlere hayat verir, nefes almasını sağlar, buharlaştığında karadakilere yağmur olur, bereket yağdırır. Dünyanın dengesini korur, tıpkı öğretmenin eğitim sistemini ve dolayısıyla ülkeyi dengede tuttuğu gibi. Öğretmen gelişirse öğrenciler gelişir. Öğrencilerle nesiller, nesillerle toplumlar, toplumlarla dünya gelişir.

Öğretmen ağaç gibidir, köklerinden aldığı besinler topladığı bilgi, beceri, değerler ve davranışlara benzer. Tüm bunları yoğurup tek tek öğrencilerine sunar meyveler gibi.

Öğretmen pusula gibidir çünkü pusulanın sadece kuzeyi göstermesi gibi sadece doğruyu göstermeye koşullanmıştır.

Öğretmen aynı zamanda bir çiçek gibidir. Kırılgandır, hassastır. Değer görmek ister. Gördüğü sevgiyle büyür, sevgisiz, ilgisiz kalırsa güzelliklerini muhafaza edemez, kapanır, solar, yok olur.

Appendix J: Ethics Committee Approval Form

ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından doldurulacaktır /This section to be completed by the Committee on Ethics in research on Humans)

Başvuru Sahibi / Applicant: Burcu Uzunöner Aydın

Proje Başlığı / Project Title: Exploring the Professional identity of English Language Teachers in the Turkish Context

Proje No. / Project Number: 2019-20078-39

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	

Değerlendirme Tarihi / Date of Evaluation: 7 Mart 2019

Kurul Başkanı / Committee Chair

Doç. Dr. Itır Erhart

Üye / Committee Member

Prof. Dr. Turgut Tarhanlı

Üye / Committee Member

Prof. Dr. Koray Akay

Üye / Committee Member

Prof. Dr. Aslı Tunç

Üye / Committee Member

Prof. Dr. Hale Bolak Boratav