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A Single Case Study on Teacher Socialization: The (Mis)Socialization of Two Turkish Instructors Working at a University in the United States of America

Öğretmen Sosyalleşmesi üzerine Bir Olay İncelemesi: Amerika Birleşik Devletleri'nde Bir Üniversitede Çalışan İki Türkçe Öğretmeni'nin Sosyaleş(eme)mesi

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Öz: Bu çalışma iki "yabancı dil olarak Türkçe" (YDT) öğretmeninin Amerika Birleşik Devletleri'nin güneydoğu eyaletlerinden birinde bulunan, aynı zamanda doktora öğrencisi oldukları bir üniversitenin dil öğretim merkezinde yaşadıkları sosyalleşme tecrübelerini incelemektedir. Çalışma (a) bu doktora öğrencilerinin formal dil öğretmen eğitimi almadan YDT öğretimine nasıl sosyalleşti(rildi)klerine, (b) YDT ders kitabının içeriğinin öğretme pratiklerini nasıl etkilediğine ve (c) yabancı dil olarak İngilizce öğrenme deneyimlerinin öğretim tarzlarına nasıl etki ettiğine odaklanmaktadır. Öğretmen sosyalleşmesi teorisini "uğraş topluluğu" ve "gözlemci çıraklık" kavramlarıyla harmanlayan yazar, çalışmasında tekil olay incelemesi yöntemini kullanmıştır. Bulgular katılımcıların YDT öğretmeni olarak sosyalleşme süreci yerel uygulamaları gösterebilecek daha kıdemli öğretmenlerin azlığından dolayı görece yetersiz kaldığını göstermiştir. Benzer desteklere erişimleri olmadığı için, katılımcılar YDT öğretirken ders kitabına ve bu kitaba uygun olarak hazırlanmış materyallere sıkı sıkıya bağlı kalmıştır. Bu ders kitabından şikâyet etmelerine rağmen onu zaman içinde kullanmaya alıştıkları için yeni bir ders kitabıyla değiştirmekten kaçınmışlardır. Bununla beraber yabancı dil olarak İngilizce öğrenimi deneyimlerinden de sıklıkla faydalanmışlardır. Temelde, İngilizce öğrenirken beğendikleri yöntem, teknik ve stratejileri kullanmayı tercih etmişlerdir. Benzer bir şekilde, öğrenciyken hoşlarına gitmeyen etkinlikleri uygulamaktan kaçınmışlardır.

Anahtar Kelimeler: Dil öğretmeni sosyalleşmesi, dil öğretim ders kitapları, yabanci dil olarak Türkçe, gözlemci çıraklık, tekil olay incelemesi

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Abstract: This study explores two Turkish as an additional language (TFL) teachers' socialization experiences while working at a southeastern US University's critical languages center where they were also PhD students. It focuses on (a) how these PhD students (were) socialized into teaching TFL in the absence of formal language teacher education, (b) how the TFL coursebook's content influenced their teaching practice, and (c) how their English as a foreign language (EFL) learning experiences impacted their teaching style. Incorporating teacher socialization theory with "communities of practice" and "apprenticeship of observation" concepts, the author utilized a single case study design. The findings showed that the participants' socialization process as TFL instructors was rather insufficient due to the older-timer teacher shortage to guide them into local practices. Since they lacked such support, the participants adhered to their TFL coursebook and the accompanying study materials. Although they complained about it, they refrained from replacing the coursebook with a more recent one since it became more convenient to use in time. Also, they often relied on their EFL learning experiences. Basically, they preferred using the teaching methods, techniques, and strategies they liked while learning English. Similarly, they abstained from activities they disliked when they were students.

Keywords: Language teacher socialization, language coursebooks, Turkish as a foreign language, apprenticeship of observation, single case study

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1. INTRODUCTION

In recent years, the need for learning languages other than English (LOTEs) has increased around the globe as a result of multidirectional transnational mobility in tandem with the advances in communication and transportation technologies. More people are opting to learn additional languages for different reasons such as investing in their human capital (Zhang & Lien, 2020), learning about their heritage cultures and communities (MacIntyre et al., 2017), studying abroad (Fukui & Yashima, 2021), migration (e.g., Burns & Roberts, 2010; Darvin & Norton, 2014), and others (Nakamura, 2019). While the number of English learners remains to be the highest around the globe (Dörnyei & Al-Hoorie, 2017; Ushioda, 2017), the demand for languages other than English (LOTEs) is also on the increase so is the need for LOTE instructors.

In the same vein, there has been an increase in the need for Turkish as an additional language (TAL) teachers both in and out of Turkey. However, a great majority of (TAL) teachers are based in Turkey, and they are mostly trained to operate in second language contexts of Turkey. Existing Turkish language teacher education programs are far from meeting the need for Turkish teachers in Turkey let alone the need for them outside of the country. Consequently, the demand for Turkish instructors working and living in other countries is met mostly by recruiting first language speakers of Turkish who has no or very little language teacher education.

In this study, I focus on two Turkish as a foreign language (TFL) instructors (Ercan and Buket; *pseudonyms as all the other proper names hereafter*), who taught Turkish as a LOTE in the critical languages center at a southeastern US university. Both Ercan and Buket were doctoral students pursuing their PhDs in educational research and social work respectively at the time of this research. When they were offered to teach Turkish in the critical languages center, they had never taught Turkish in a classroom setting. They had never received any formal teacher education, either. They only had very little experience in tutoring their Turkish friends' pre-school children one-to-one.

I explore how Ercan and Buket's language teacher socialization was shaped over time. The research questions addressed are: (1) In the absence of formal language teacher education, how did two PhD students from Turkey socialize into the profession of teaching Turkish as a foreign language in a southeastern US university? (2) How did using a TFL coursebook influence their socialization? and (3) To what extent did their English language learner experiences contribute to their teacher socialization?

2. LITERATURE REVIEW

In order to answer the research questions, I first unpack and refer to three concepts: *communities of practice* as coined by Lave and Wenger (1991) and Wenger (2010, 2011); the theory of *teacher socialization* (Staton, 2008; Zeichner, 1980, 1983; Zeichner & Gore, 1990) and Lortie's (1975) theorization of *apprenticeship of observation*. Then, I provide a brief discussion of coursebooks regarding their socializing role in the language classrooms.

2.1. Communities of practice

Communities of Practice (CoPs) are formed by individuals that interact with each other during a process of collective learning in a shared domain of human endeavor (Lave & Wenger, 1991, Wenger, 2010). CoPs "are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2011, p. 1). CoPs can broadly be seen as a system of social learning (Wenger, 2010). CoPs share a number of characteristics of a system as they have emergent structures in which complex relationships with dynamic boundaries are co-created and sustained by the members.

CoPs are everywhere: at home, at school, at work, at a union, and so on (Lave & Wenger, 1991). In order to gain access to a CoP, the novice needs to learn about the practices from experienced members. Described as participants of teaching and learning CoPs, teachers are regarded as members of that group

sharing an overall view of the domain in which they cooperate willingly which results in having a sense of belonging and mutual commitment (Wenger et al., 2002).

2.2. Teacher socialization

The act of be(com)ing a teacher is a matter of socialization (Zeichner, 1983), which has multiple steps, and which is a never-ending process (Staton, 2008). During this process, novice teachers gain theoretical, practical, and/or empirical knowledge about teaching in particular CoPs such as schools, teaching and learning centers, professional development communities, and so on enabling themselves to act effectively and appropriately moving from pre-service to novice and from there to experienced teachers. For in-service teachers, Zeichner (1980) offers a dialectical model of teacher socialization. In this model, there is a constant interplay between the teacher and the institution. Dialectically, during the process of socialization, the interaction between the teacher and the institution is reciprocal and multidirectional. While the teacher brings in their thoughts/beliefs/emotions along with their teaching experiences into the teaching and learning environment, which Staton (2008) refers to as anticipatory and entry periods, these individual characteristics shape and are shaped by the regulations, expectations, and the materials set by the school administration in the long run, or in Staton's (2008) words; during the continuation period.

For Zeichner and Gore (1990), teacher socialization is a situated, dynamic, and complicated process in which a beginning teacher becomes a participating member of a community of teachers. During this process, im- and out-of-classroom dynamics including relationships with students, colleagues, and administrators play an important role (Kubanyiova, 2012). Üzüm (2017) notes that socialization into a particular teaching environment is tantamount to developing the right coping strategies in the workplace. As teachers participate in their professional CoPs, they also learn, over time, to take an active part in meaning construction through their encounters with other members of the CoP. For Ercan and Buket, the critical languages center was the first and only CoP where they had very limited interaction with more experiences Turkish language teachers as old-timers. As a result, they were at the infancy of their teacher socialization, which was also a slow process.

2.3. Apprenticeship of observation

According to Lortie's (1975) concept of "apprenticeship of observation" (p. 61), prospective teachers, whilst still students, spend a significant amount of time observing their teachers. They not only learn about course content but also their teacher's style, behavior, and attitudes (Üzüm, 2017). Such observation later plays a foundational role in these students' professional teaching career regardless of whether they receive formal teacher education or not. Lortie asserts that this apprenticeship is mainly responsible for many of the deeply rooted preconceived notions that novice teachers have about teaching as a profession. Heaton and Mickelson (2002) summarize apprenticeship of observation as: "teachers teach the way they were taught" (p. 51). In Ercan and Buket's case, since they did not receive any formal language teacher education, they were likely to teach Turkish as a foreign language similar to the ways they learned English as a foreign language.

However, Lortie is well aware that the limitations of his conceptualization in that students do not purposefully examine what their teachers do and say aiming to construct their own prospective teaching styles (Mewborn & Tyminski, 2006) but instead, what students learn about teaching by observing their teachers "is intuitive and imitative rather than explicit and analytical; it is based on individual personalities rather than pedagogical principles" (p. 62). Nevertheless, for Tomlinson (1999), apprenticeship of observation is useful as it offers working strategies, which can be resorted in times of uncertainty and indecision.

In the field of teacher education, there have been many critiques of the concept of apprenticeship of observation for its a) implications regarding the inadequacy of teacher education programs (Borg, 2004), b) inefficiency to explain how the cycle of replication of poor teaching may be disrupted (Mewborn & Tyminski, 2006), and c) being overly fixist and deterministic (Borg, 2004). However, this study utilizes apprenticeship of observation as a form of teacher socialization since students (or novices) observe their teachers (old-timers) "on the job" for hundreds of hours. For this study, apprenticeship of observation is pivotal since neither Ercan nor Buket received any formal teacher education before they started teaching Turkish in a foreign language context. As Borg (2004) remarks, there may be local factors how teachers learn to teach. To explore what these local factors might be for Ercan and Buket's TFL teaching, I scrutinized their teacher socialization processes.

2.4. Language coursebooks as socializing agents

All over the world, much of the language teaching occurs with the extensive use of commercial textbooks. They are so widely used that their role is accepted as fundamental (Garton & Graves, 2014; Littlejohn, 2011; Richards, 2001a). As Nunan (1999) puts it, coursebooks are the primary materials in any language instruction program and "it is difficult to imagine a class without [them]" (p. 98). Today, coursebook publication is a multi-million-dollar business on a global scale (Bori, 2020) as their benefits outweigh the limitations. Scholars especially in the field of language teaching have well documented the advantages and disadvantages of commercial coursebooks (e.g., Ahmadi & Derakhshan, 2016; Gholami et al., 2017; Graves, 2000; Kodriyah et al., 2018; Richards, 1993, 2001b). Coursebooks are advantageous because they:

- offer a structured and standardized syllabus,
- make teachers' jobs easier,
- provide rich and varied high quality resources that are visually attractive,
- support teachers with effective language input for different language skills,
- offer teacher manuals to inform teachers about how to use the contents, and so on.

When closely scrutinized, these advantages appeal especially to inexperienced teachers. Pointing to the difficulties of adapting materials, scholars converge on the idea that using a coursebook makes language instruction easy for inexperienced teachers (Kodriyah et al., 2018; Ur, 1996). In a way, coursebooks may substitute for initial teacher education (Richards, 2001b). In addition to inexperienced teachers, experienced teachers also prefer coursebooks especially when they do not have the time and resources to develop materials (Allen, 2015). On the whole, coursebooks make teaching and learning languages more effective.

Despite all of their advantages, some scholars warn against the limitations of coursebooks (Keleş et al., 2023; Keleş & Yazan, 2020, 2023; Odebiyi et al., 2019; Richards, 1993; Richards & Renandya, 2002; Ur, 1996) since they may:

- not have enough authenticity to incorporate teaching points,
- have distorted content to reduce conflicts,
- not address individual needs of the learners,
- reduce teachers' role to a technician who consumes others' products, and so on.

In addition, Kodriyah et al. (2018) state that coursebooks reflect the linguistic, pedagogic, and social biases of their authors. Due to these limitations, no single coursebook may completely address the needs of a particular classroom. In most cases, coursebooks need to be adapted for particular situations by adding, deleting, and reorganizing content as well as changing and extending tasks (Richards, 2001a). However, inexperienced teachers may lack the confidence and willingness to make such adaptations and follow the coursebook page by page without being critical of their content. Unlike experienced teachers, novice teachers may attribute coursebooks with the qualities of excellence, validity, authenticity, and truth.

3. METHODOLOGY

3.1. Positionality statement

According to Patton (2001), "Because the researcher is the instrument in qualitative inquiry, a qualitative report should include some information about the researcher" (p. 566). My educational and professional background resembles Ercan and Buket's in that I had not received any formal teacher education before I started language teaching. After I completed my undergraduate studies in English language and literature, I started working for a language center. However, they did not provide me with much orientation for the job. Similarly, neither Ercan nor Buket received almost any initial training before they started teaching Turkish. The only preparation they both had was observing a few instructors' language classrooms before going into their own classrooms.

When critically reflecting on my early experiences, I remember that my approach to my students was based on love rather than respect. For me, being a loved teacher was the most important criterion to feel successful and self-confident. The more the students stated that they felt entertained in my classroom, the more content I was with my teaching style, which was – as I see now – highly influenced by my own language learner style.

In the early days of being an instructor, I benefited from my learner history since my students also prioritized learning grammar and vocabulary as I did. I would teach them new grammar rules before I started covering a new unit. Looking back, I was following the conventional Present > Practice > Produce (PPP) model of instruction. However, I would spend almost all of the class time on the first two Ps that there would be little time left for the "Production" phase. For a long time, it was not a problem for me because I thought I had done my job quite well in the first two stages. When a student was unable to understand the grammar rules and remember words easily, I would label them as slow learners without making any alterations in my teaching style.

Observing Ercan and Buket's lessons took me back to my early career in language teaching, which in return, helped me to make sense of their teaching experiences. On the other hand, having gone through similar experiences may have led to undesired biases. In order to minimize my possible researcher biases and benefit from my personal experiences, I collected data from multiple sources. Doing so, I tried to have a balanced perspective, which I define as "an empathic neutrality stance."

3.2. Study design

I utilized a single case study methodology in this study. According to Yin (2014), a case study is an empirical inquiry which explores a contemporary phenomenon within its real-life context. In single case studies, the researcher focuses on an issue or concern and then selects one bounded case to investigate and illustrate an issue (Creswell & Poth, 2016). Against this backdrop, I focused on the Turkish course program at a critical languages center in a southeastern US state university. For Campbell & Yin (2018), a single case study is the best choice when the researcher wants to study a single unit-of-analysis (a person, a setting, or a phenomenon) or a single set of units-of-analysis within a bounded system. I designed this study framing its bounded system as the Turkish language program, and its units-of-analysis as Ercan and Buket, the only teachers of the program. I used multiple multimodal data sources including texts, audios, videos, and visuals. Doing so helped me achieve data triangulation (Patton, 2015) and rich data for thick description (Geertz, 1973), both of which contribute to the trustworthiness of the research study (Lincoln & Guba, 1985).

3.3. Participants (units of analysis)

I selected Ercan and Buket through criterion sampling as a purposive strategy to address the research questions of the study. Criterion sampling "involves selecting cases that meet some predetermined criterion of importance" (Patton, 2001, p. 238). Ercan and Buket are both first language speakers of Turkish. They both had a history of English language learning as adults before they started their graduate studies in 2013. At the time of the study, Ercan was pursuing his PhD in educational research at the school of education while Buket was a doctoral student of social work at the same university. They had been teaching Turkish language as part of their graduate assistantship for a while (Ercan for eight; Buket for two semesters). At the time of data collection, Buket was teaching TR 101 (Elementary Turkish), and Ercan was teaching TR 102 (elementary / pre-intermediate Turkish). Neither Buket nor Ercan were planning to continue teaching Turkish in the future. For them, teaching Turkish was a temporary job that helped cover their school fees.

3.4. Data collection and analysis procedure

I collected data from Ercan and Buket separately mainly via journal entries, semi-structured interviews, and classroom observations. In addition, I used supplementary documents such as coursebook materials, syllabi, lesson handouts, and so on as secondary data. Table 1 provides an overview of the data collection tools and procedures.

Table 1.

Data Collection Tools and Procedure

Source	Content	Mode	Size (Ercan // Buket)
Journal Entry 1	Experiences of English as a foreign language learning in Turkey	Text	462 // 586 words
Interview 1	Elaborating on JE 1's content	Audio	45 // 54 minutes
Journal Entry 2	Experiences of English as a second language learning in the USA	Text	287 // 494 words
Interview 2	Elaborating on JE 2's content	Audio	62 // 58 minutes
Journal Entry 3	Experiences of Turkish as a foreign language teaching in the USA	Text	358 // 429 words
Interview 3	Elaborating on JE 3's content	Audio	49 // 51 minutes
Observations	Classroom Observations	Video	41, 43, 51 // 75, 50, 47 minutes
Documents	Coursebook materials, syllabi, authors' field notes, and handouts	Text & Images	Varied

I collected and analyzed data concurrently as in Table 1. I first asked Ercan and Buket to write a journal entry on a weekly basis responding to an open-ended prompt about their language learning and teaching experiences. Upon receiving each journal entry, I coded it and prepared the initial questions for the follow-up interview with them the next week.

The purpose of the first two rounds of journal entry writing and interviewing was to provide insight into Ercan and Buket's English language learning experiences. In the third round, I focused on their Turkish language teaching experiences along with their coursebook use. As Mirhosseini (2020) remarks, conducting interviews with teachers is the most appropriate data collection tool to find out what they think about their teaching practices. Classroom observation, on the other hand, helps researchers learn about how teachers actually do the teaching. For that reason, after completing all three rounds of

interview sessions, I observed Ercan and Buket's classes three times. I video recorded each session and took field notes about their teaching styles focusing on how they a) made use of their coursebook, b) interacted with the students, c) provided corrective feedback, d) engaged their students with the course materials, e) moved around the classroom, and f) used the board, and so on. In addition, I collected and analyzed secondary data including coursebook materials, course syllabi, and lesson handouts.

To analyze the collected data, I utilized qualitative content analysis (QCA), which Roller and Lavrakas (2015, p. 232) define as "the systematic reduction of content, analyzed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of the data." QCA pertains to the provision of a thorough and detailed account of the scrutinized data (Selvi, 2020). Bearing this in mind, I transcribed the recorded interviews and classroom observations. Later, I coded the textual data. I also reviewed the content of the relevant pages of the coursebook, course syllabi, and lesson handouts for additional codes and themes. I had two rounds of coding following Punch's (2014) coding procedure. First, I used *open codes* that were mostly descriptive and required low inference. Second, I focused *on pattern codes*, which required higher order inference to be able to focus on more abstract concepts than descriptive information.

4. FINDINGS

The overall findings suggest that both Ercan and Buket went through similar processes of English language learning in Turkey which affected their instruction styles while they were teaching Turkish in the US. Regardless of the geographical differences, both of these experiences (learning English and teaching Turkish) were in "foreign language" contexts rather than "second language" contexts. That is, despite the difference in the languages being learned, the contexts had several resemblances. In a way, they taught Turkish in the US the way they learned English mainly in Turkey.

4.1. Teacher socialization: *"Let's save the day!"*

The first research question of this study was how two PhD students from Turkey socialized into the profession/practice of teaching Turkish as a foreign language in a southeastern US university in the absence of formal language teacher education. The findings revealed that Ercan and Buket's socialization experiences were rather limited as they received very little help from older timers at the critical languages center because there was only one older timer for them to learn from – Ahmet, who left the center after a short time.

When Ercan started working at the critical languages center, Ahmet had been there for two years. Similar to Ercan, Ahmet was from Turkey and having his PhD studies at the same university. Ahmet was an older timer in the university. When Ercan arrived in the city, Ahmet helped him settle. They had become good friends before Ercan started working for the center. Ahmet offered Ercan to work at the center and shared his Turkish teaching experiences as part of their friendship, which Ercan willingly accepted. Although the institution did not have a rigid requirement of prior lesson observations, Ahmet encouraged Ercan to observe his Turkish classroom in the first few months. Ahmet gave Ercan some advice regarding what the institutional regulations were, how he used the coursebook, what the student profile was like, and so on. Buket began working at the center a year after Ercan started working there. Ercan and Buket had been friends for two years as they went to the same language school in the USA. This time, assuming the old-timer status, Ercan offered Buket his assistance for similar issues about the language center, the coursebook, the student profile, and so on.

During the interviews, both Ercan and Buket stated that they benefited greatly from the help they received from their friends who had already been there. Ercan saw his relationship with Ahmet as being

an apprentice of a master in an informal manner. He said: "For me [Ahmet] was an older brother. He taught me what he knew. He showed me the tricks he had learned." For Buket, this relationship was a form of relay race in which the old timer (Ahmet) handed down the flag to a newcomer (Ercan), who passed the flag to the next (Buket). The administrators of the language center also encouraged this kind of informal apprenticeship since they found it a useful strategy against high turnover in student numbers.

These findings show that informal mentorship was the only but a preferred way of teacher socialization among the Turkish teachers at the language center. Through developing the existing friendship into a workplace solidarity, the participants sought ways to improve their teaching skills in a small CoP where their secondary identities such as being Turkish, English language learners, PhD students, and so on solidified their relationship at work. However, since none of them had received any language teacher education before, their practice was limited mostly to older timers' transmission of their personal learning-from-experience to newcomers in a quasi-professional CoP. This type of teacher socialization has its own demerits. First, teacher socialization is limited to institutional socialization rather than professional socialization. That is, the experiences the older timers shared was limited to what worked for them, as Buket remarked, to "save the day and nothing else." In this context, the newcomers' language teaching knowledge remained highly minimal and constrained to Turkish speaking practice rather than learning it. Ercan said,

> I was not a teacher. Maybe a tutor. Someone who spoke the language. [The students] knew that I was a native speaker. They liked to talk to me. I was sure that they benefited from our talks. But I – I did not feel like a whole – I mean – a good teacher. I was not sure whether it was me doing the teaching or them to do the learning.

His ability to speak Turkish as his first language was more prominent in Ercan's classroom than his teaching style and skills since he had almost no socialization experiences into the profession. Buket held a similar view as she agreed that she was in the classroom "because I am a Turkish [speaker]. I was their friend – a friend from Turkey. We talked. They talked and I corrected them." As they did not receive any teacher education on curriculum and material development, classroom management, coursebook evaluation, and so on, Ercan and Buket did not assume full teacher identities. Their teacher socialization via Ahmet (an old-timer) was also inadequate in that it served only as retention of existing practices leaving very little space for innovation and reform.

4.2. The convenience of using the same coursebook for years: "*Friend or Foe?*"

This attitude for maintaining the status quo was apparent in their choices about the coursebook and study materials. Both Ercan and Buket believed that their coursebook was "outdated – literally outdated. It is not colorful. There are no pictures. Only some [grammar] rules and the following examples," as Buket noted. Ercan added, "I feel bored looking through the pages. Now, think about the students!" Although they did not like the coursebook, they adhered to it in their lessons.

When I reviewed their coursebook, which had been used at the center for over six years, I saw that its focus was on grammar instruction and relied heavily on mechanical exercises. The page layout was not very appealing since it was mostly textual, and there were only very few black and white visuals. Verb conjugation exercises took up a lot of space. The coursebook did not include any additional interactive resources. Although they knew that their coursebook was outdated and although they were aware of the existence of more colorful and interactive TFL coursebooks in the market, they were not willing to start using another one since they thought changing it was a difficult task.

Although they complained about the coursebook, both Ercan and Buket continued using it. When I asked what he thought about the coursebook, Ercan said it was outdated and not interesting at all. He said, "When I teach computer parts, there is *disket* [floppy disk]. Does anyone ever use it [laughter]? Do you know a *santral memuru* [phone operator]? It is too old. You should see the images in it. [laughter]" Then, he continued, "[…] nevertheless the best book is the book you already know about. You know how to use it. You know what is coming next. You have handouts in line with it. So, why change it? Dunno!" Buket,

on the other hand, favored for changing the coursebook although she also mentioned the convenience of using it,

> I remember my English coursebooks. They were so interesting. Pages would flow – like a river. I think [our] students need something like that. A good book is always more motivating. A book with colors, pictures… If you look at it on the other side, I know how to use it. I know what comes next. I, no longer, have to review it before the class. Would I change it? I think I would.

However, since she knew that Ercan was not as willing to use another coursebook, Buket stated that she would not insist on changing it. In time, the more she learned about what the students and the external examiner expected of her, the more she felt more comfortable adjusting the materials at hand. When the interviews were conducted, she was in her third year. She said she did not need to review the coursebook's content anymore because she had mastered their contents. Ercan's relationship with the coursebook followed a similar pattern. At the beginning, he used to adhere to the page order. In time, he developed his own way of benefiting from the book chapters and the study guides. While his instruction depended mostly on the coursebook when he was novice, his later practice was based on the final test his students would take. In a way, he became better at teaching-to-the-test.

Along with the coursebook, they frequently used two (one for Turkish 101; one for Turkish 102) four-page long review materials, which they called "study guides" in their lessons. These study guides were prepared by the first Turkish instructor who started working for the center eight or nine years ago. Until data collection, no changes had been made on these materials. Buket said "I don't know what I would do without it. It is important because the external examiner asks either the same or slightly altered questions in the study guide." For Ercan and Buket, their main job was to prepare their students for the final test using the questions in the study guides. Therefore, they first used the coursebook to introduce a new grammatical unit and the new vocabulary. As soon as they presented the rule in English and completed the grammar exercises in the book, they started asking questions to their students from the study guides as in the following: "This is how you greet people in the morning. '*Merhaba!* [Hello!]' Then, '*Günaydın!* [Good morning!]' Now repeat! *Merhaba* […]," "Continue conjugating this sentence '*Ben geliyorum. Sen…*' [I am coming. You…]," "*Nerelisin?* [Where are you from?]," "*Kaç kardeşin var?* [How many brothers do you have?]," and so on. In a way, they felt responsible for helping their students answer these questions only so that they could pass the final oral test. They were not interested in developing their students' process of learning Turkish.

The overall findings showed that both Ercan and Buket viewed their socialization into the local context of the center as successful. They believed that they made considerable progress when they compared their early and recent practices. However, they still did not regard themselves as competent TFL teachers for other contexts. I asked them whether they were confident to teach Turkish at another setting, they both hesitated to say yes. "Well, to tell you the truth" Ercan said,

> I don't think I am a Turkish teacher. All I do here is to give them grammar rules; ask them questions; correct their mistakes, and all. Nothing else! I don't teach them to read or write – only speak. I am sure you can teach them better than me since you are a teacher already.

Buket's response was not any different. "I am only a language teaching assistant here – not a teacher. I help [my students] pass their final test. Sometimes, I wonder whether it is my teaching or their learning that helps them pass." Since they positioned themselves as conversation partners or studying assistants, neither Ercan nor Buket identified themselves as full-fledged Turkish teachers. In a way, they were aware

of the fact that their courses were so teach-to-the-test oriented that they did not label their work as "teaching."

4.3. Apprenticeship of observation: *The (G)olden Compass?*

Regarding the extent of Ercan and Buket's English language learner history's contribution to their Turkish instruction, the findings revealed that they both liked doing the activities in their Turkish classroom that they found enjoyable and beneficial when they were English language learners. Buket used to like role play activities when she was a student so, as she said, she tried to incorporate this technique in her lessons whenever possible.

During one of the classroom observations, she asked two students to pretend as if they were meeting each other for the first time. However, she was the only person in the classroom who seemed to be interested in this activity. While the two students were on task, the others were not paying any attention to what their peers were saying. Buket did not seem to be interested in the students' lack of motivation. She did not even attempt to draw the attention of the other three students to what their peers were talking about. When I reminded her about this incident, she said,

> I remember that – yeah. I was very upset and disappointed with the students. They aren't - don't feel motivated to do role plays. They start to laugh because [role plays are] ridiculous for them. Maybe, it is a cultural thing. I don't know. Maybe, they care about the test only. Ironic that I used to love role plays in [the university where she had her master's degree].

Although Buket was aware of the students' reluctance to participate, she tried neither to find the reasons for their demotivation nor to motivate them to participate in the role plays more actively and follow their peers' conversations. For her, their lack of motivation was due to their dislike for role plays. However, she did not understand this as she used to like role plays when she was a student.

In spite of her fondness of role plays, Buket stated that when she was an English learner, she was always bored with listening activities since she found it too hard to listen to a dialog from CDs and answer the following comprehension questions: "I don't know why but it was very difficult for me to understand what people were saying. Before I caught a word or a phrase, they would change the topic. They were too fast. Impossible to catch what they said." When I asked her whether she used any listening activities in her Turkish classes, she noted that she did not use any of the listening activities in the book. Although the final test was based on listening and speaking as it was conducted orally through Skype, she did not make her students do listening activities. "They speak to me, and I speak to them. We listen to each other Isn't that enough? [laughter]" she asked back sarcastically when I asked why she skipped the listening activities. "We also don't have enough time – you know - do those [listening activities]" she added to explain why she skipped listening activities. "I never want my students do the things I found boring [when I was a student] … as I used to like talking a lot [laughter], our lessons are only conversation-focused."

Buket's teaching practice was indeed test-oriented, despite her belief that it was conversation-focused. During the oral exams, as remarked, the examiner would ask the students several questions from the study guides and students would answer these questions. Likewise, in her classes that is what she did with her students, "I ask them questions and they answer."

As the teacher, both Buket and Ercan were in the interrogator role while the students were always the respondents. Therefore, although Buket believed that her teaching was conversation-based, it was mostly unidirectional interrogation. This interrogative type of communication is very common in foreign language classrooms (Keleş, 2019). Therefore, it is highly possible that their apprenticeship of observation informed the way Buket and Ercan interacted with their students.

Buket also avoided challenging her students because she did not like it when she was a language learner. She did not want her "students to feel pushed" just as she felt. During an interviews, Buket had stated,

> Oh, God! I hated being pushed by [name of the teacher]. She would never let go without hearing the correct answer from me […] Especially when she asked me to pronounce a word in English, I was locked – couldn't think of any answers.

This feeling was apparent in her teaching practice as well. Whenever a student could not give the right answer, she gave the correct answer without ever challenging her students. Although there were many corrective feedback strategies to help students, she simply gave them the answer. When I reminded her that she could benefit from using metalinguistic explanations, recasts, implicit feedback; asking the question to the classroom without calling out the student's name; and so on, she said she did not want her students to feel intimidated. However, she was also aware that instead of giving the correct answer immediately and passing on to the next student, she could have well waited for the student to articulate the correct answer with some scaffolding.

As for Ercan, he showed some patterns of apprenticeship of observation, as well. When he was a language learner, he used to find visual materials quite useful especially when he learned new vocabulary. Likewise, he said he used realia, pictures, and mimicry frequently when he taught new Turkish words. If he had keys with him, for instance, he liked to show them whenever the word came up. Instead of providing the English translation of verbs such as walk, run, drink, and so on, he would mimic them. The use of realia and mimicry are quite common practices in foreign language classrooms (Larsen-Freeman & Anderson, 2011). "I remember [name of the teacher] during the language school. She used her hands so well that somebody [in the class] asked her whether she took any pantomime courses." Ercan found her teacher's mimicking techniques so useful for his vocabulary acquisition when he was a language learner that he used them in his teaching as well although he did not think he was as good as his teacher in doing so.

Also, Ercan used to enjoy listening to culture-related anecdotes from his English teachers. Therefore, he said he spent some of his class time providing extra information whenever his students asked questions about Turkey. He said,

> [English teacher's name] would give us some practical information. I mean like 'Food is served in huge portions [in the US].' Such things would attract my attention" […] I sometimes give examples regarding everyday life. I say 'we generally use this expression so frequently'.

Doing so, Ercan thinks that helping students by incorporating his target culture into his teaching practice is an important task for him as the instructor. He had also found such information useful when he came to the US a few years ago. As a result, he now spent a good amount of time sharing his cultural knowledge about Turkey with his students.

All of these instances show that both Ercan and Buket's teaching practices and learner histories share commonalities. That is, their teaching practices draw on their apprenticeship of observation. They liked to do things in their Turkish language classes they used to like doing in their English language learning classes. However, they did not merely imitate what their previous teachers did in their classrooms. They were selective in their apprenticeship of observation. They tended to make use of their previous teachers' techniques which they found enjoyable and/or beneficial for their own learning process.

5. DISCUSSION and CONCLUSION

There is ample research on language teacher education at the nexus of their *identity* (e.g., Block, 2017; Richards, 2021; Yazan, 2018; Yazan & Rudolph, 2018), *agency* (e.g., Kayı-Aydar et al., 2019; Tao & Gao, 2021; Vitanova, 2018), *socialization* (e.g., Staton, 2008; Uştuk, 2021; Üzüm, 2013, 2017), *cognition* (e.g., Borg,

2019; Burns et al., 2015), and others. However, a great majority of these studies focus on English language teachers' narratives, experiences, perceptions, and education. There is, however, very little research on LOTEs. In this study, I took a different yet related path and explored the teacher socialization processes of two TFL teachers working at the critical languages center of a southeastern US university.

The findings showed that Ercan and Buket's teaching practices were influenced by their observation of Ahmet – an older timer's courses along with following his advice. According to Üzüm (2017), teachers' socialization is an ongoing process where teachers adapt to institutional practices via observing more experienced teachers' respective manners, beliefs, customs, and knowledge within and about their workplace. In Ercan and Buket's case, their interaction with older timers was rather minimal, hence, insufficient.

Staton (2008) notes that teacher socialization is a process which has three consecutive periods: anticipatory, entry, and continuance. In the (first) anticipatory period, with an initial image of an ideal teacher for themselves, people decide to become a teacher after finding the best possible school for them. For Ercan and Buket, they decided to become Turkish teachers only to be able to pay for their school fees and tuition. They had never thought of becoming a teacher before. Also, the critical languages center was their only option to be able to work as graduate assistants. Therefore, neither Ercan nor Buket had thoroughly anticipated a prospective self-image as future Turkish teachers. For them, teaching Turkish was only a means to an end. Staton notes that the entry period starts as soon as novice teachers step into their new school. There, their induction starts immediately by the surrounding teachers who have a wide range of experience, advice, and knowledge to share. However, Ercan and Buket's socialization during the entry period was rather limited since there was only one relatively more experienced Turkish teacher to learn from at the center. For Ercan, the older timer was Ahmet, who left the center one semester after Ercan started working at the center. For Buket, Ercan was the only older timer she could go to when she had a problem. However, Ercan was not very experienced when Buket started working there, either. In their case, the critical languages center did not offer an ideal CoP to its LOTE teachers. As a result of the shortcomings Ercan and Buket went through during the anticipatory and entry periods made the continuance period difficult for them. Also, that teaching Turkish was a temporary job for them, Ercan and Buket did not prepare themselves for the continuance period at all.

The findings showed that both Ercan and Buket's teaching beliefs and practices were shaped by the coursebook they were required to use in their courses as well as their own English language learning experiences since these experiences were closest to use when teaching their own students. Since they had received no formal language teacher education before, their ability to insert agency to make changes in misfunctioning components, exert authority to maintain their students' attention, and provide multiplied input to enhance the teaching and learning practices in their classrooms.

Scholars converge on the idea that coursebooks provide initial teacher training for novice teachers. In that sense, coursebooks can be considered as agents for teacher socialization (Curdt-Christiansen, 2017; Shardakova & Pavlenko, 2004). Although Ercan and Buket were unhappy with the coursebook's design, content, and methods, they chose to keep it as it would require additional skills and knowledge to change it with a new one. Nevertheless, they adhered to the coursebook's content. Although they quit following the coursebook page by page over time, they kept on using the coursebook materials using the PPP model upon which the coursebook was designed.

Along with the coursebook, Ercan and Buket relied on what Lortie (1975) called as "apprenticeship of observation." According to Lortie, teachers teach the way they are taught meaning that novice teachers act on the presumptions they had acquired about teaching and learning before starting to teach. Buchmann (1987, p. 161) calls these presumptions "folkways of teaching" which stem from practical knowledge rather than theory-based empirical knowledge. In Ercan and Buket's cases, they both relied on their presumptions of what worked and did not work for them when they were learning English. When she was a student, Buket enjoyed and benefited from role plays, which led her to believe that her

students would also like and learn via role plays. Despite their apparent reluctance, Buket insisted on having role plays in her Turkish classes as she believed they were useful. Likewise, identifying himself as a visual learner, Ercan believed that his students would benefit from visuals and mimics. When possible, he used realia and images to teach his students new vocabulary. He also mimicked explaining the meanings of words. In both examples, neither Ercan nor Buket's teaching practice was built on their students' learning styles, needs or beliefs. Instead, they chose to follow the "folkways of teaching" believing that what worked for them would also work for their students.

Overall, as they did not receive any training on curriculum and material development, classroom management, coursebook evaluation, and so on, Ercan and Buket neither assumed nor developed full teacher identities. Their teacher socialization was rather limited to the continuation of existing practices leaving very little space for innovation and reform including changing the coursebook and the syllabi. Instead of relying on their students' learner styles, needs, and wants, they drew on their own language learning histories.

On a final note, this study was designed as a single case study with only two participants as the units of analysis. It focused on in-depth analysis rather than generalizability. Further research may, however, have a multiple case study design with more participants to achieve more generalizable results. Additionally, this study was conducted at a southeastern US university. It may be replicated by other researchers in different settings with different contexts and their findings could be compared with those of this study to have a broader picture of TFL teachers' socialization processes. With the multiplication of similar studies, TFL teacher educators, educational policymakers may address the glocal needs of Turkish teachers more contextually, hence, realistically.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Özellikle son yıllarda, İngilizce dışındaki dillerin öğretimi çok yönlü milletlerarası/ötesi insan hareketliliğinin iletişim ve ulaştırma teknolojileri alanlarındaki gelişmelere bağlı olarak dünya genelinde artış göstermesiyle daha da fazla önem kazandı. Bununla birlikte gün geçtikçe daha çok insan *insan/sermayelerine yatırım yapmak* (Zhang & Lien, 2020), *özkültürel miraslarını korumak* (MacIntyre vd., 2017), *yurtdışında öğrenim görmek* (Fukui ve Yashima, 2021), *göç* (Burns ve Roberts, 2010; Darvin ve Norton, 2014) ve başka (Dörnyei ve Al-Hoorie, 2017; Ushioda, 2017) nedenlerle İngilizce'den başka diller öğrenmeyi tercih etmekte ve İngilizce dışındaki dillerin eğitmenlerine duyulan ihtiyaç da bu sebeple artmaktadır. Benzer bir şekilde gerek Türkiye içinde gerekse yurtdışında "yabancı dil olarak Türkçe" (YDT) öğretmenlerine daha çok ihtiyaç duyulmaktadır.

Dil öğretmeni eğitimi konusunda *kimlik* (örn. Block, 2017; Richards, 2021; Yazan, 2018; Yazan ve Rudolph, 2018), *eylemlilik* (örn. Kayı-Aydar vd., 2019; Tao ve Gao, 2021; Vitanova, 2018), *sosyalleşme* (örn. Staton, 2008; Uştuk, 2021; Üzüm, 2013, 2017), *biliş* (örn. Borg, 2019; Burns vd., 2015) konuları başta olmak üzere çok sayıda araştırma bulunmaktadır. Ancak bu araştırmaların büyük çoğunluğu İngilizce dil öğretmenlerinin anlatılarına, deneyimlerine, algılarına ve eğitimlerine odaklanmaktadır. Ancak, İngilizce dışındaki dillerin öğretimi ve öğretmenleri hakkında çok az araştırma bulunmaktadır. Bu çalışmada yazar farklı bir yol izleyerek "yabancı dil olarak Türkçe" (YDT) öğretmeni sosyalleşme süreçlerini incelemiştir.

Bu çalışma iki YDT öğretmeninin Amerika Birleşik Devletleri'nin güneydoğu eyaletlerinden birinde bulunan, aynı zamanda doktora öğrencisi oldukları bir üniversitenin dil öğretim merkezinde yaşadıkları sosyalleşme tecrübelerini incelemektedir. Çalışma (a) bu doktora öğrencilerinin formal dil öğretmeni eğitimi almadan YDT öğretimine nasıl sosyalleşti(rildi)klerine, (b) YDT ders kitabının içeriğinin öğretme pratiklerini nasıl etkilediğine ve (c) yabancı dil olarak İngilizce öğrenme deneyimlerinin öğretim tarzlarına ne derece etki ettiğine odaklanmaktadır. Bu amaçla, çalışmanın araştırma soruları şu şekilde oluşturulmuştur: (1) Formal bir dil öğretmenliği eğitiminin olmaması durumunda, Türkiye'den iki doktora öğrencisi, güneydoğu ABD'deki bir üniversitede YDT öğretmenliğine nasıl uyum sağladı? (2) YDT ders kitabı kullanmak öğretmen sosyalleşmelerini nasıl etkiledi? ve (3) İngilizce dil öğrenme deneyimleri, öğretmen sosyalleşmelerine ne ölçüde etki etti?

Teorik çerçevesinin ana hatlarını Zeichner ve Gore (1990) tarafından kavramsallaştırılan ve işlevsellik kazandırılan ve Staton'a (2008) göre çok katmanlı ve hiç bitmeyen bir süreç olan öğretmen sosyalleşmesi teorisinin oluşturduğu bu çalışmada "uğraş topluluğu" (Lave ve Wenger, 1991, Wenger, 2010) ve "gözlemci çıraklık" (Lortie, 1975, s. 61) kavramları da teorik çerçevenin oluşturulmasına katkı sağlamıştır.

2. YÖNTEM

Araştırmada nitel araştırma yöntemlerinden olay incelemesi deseni kullanılmıştır. Yin'e (2014) göre, olay incelemesi, güncel bir durumu gerçek yaşam bağlamında inceleyen deneysel bir araştırma yöntemidir. Tekil olay inceleme çalışmalarında, araştırmacı tek bir duruma odaklanır ve ardından bu durumla ilgili sorunu araştırmak için sınırları belirlenmiş bir inceleme yapar (Creswell ve Poth, 2016). Campbell ve Yin'e (2018) göre, araştırmacı sınırları çizilmiş bir sistem içindeki tek bir analiz birimini (bir kişi, bir ortam veya bir vaka) veya bir analiz birimi kümesini incelemek istediğinde tekil olay incelemesi en uygun nitel çalışma desenidir.

Bu çalışmanın sınırlandırılmış çerçevesini yukarıda belirtilen Türkçe dil programı, analiz birimi kümesini ise programın toplam iki öğretmeni (Ercan ve Buket – *takma ad*) oluşturmaktadır. Veri toplama araçlarını yazılı metinlerin, ses kaydı alınmış mülakatların, ders gözlemi videolarının ve ders kitabı görsellerinin oluşturduğu çok biçimli veri kaynakları oluşturmaktadır. Bu amaçla üçlü bir döngü olarak kurgulanan veri toplama prosedürü geliştirilmiştir. Her bir döngü Ercan ve Buket'in tuttukları günceye önceden

verilmiş konu başlığına göre ekledikleri girdileri ve bu girdilere göre hazırlanmış yarı-yapılandırılmış mülakat sorularına verdikleri yanıtları kapsamaktadır. Bu üçlü döngü tamamlandığında, araştırmacı tarafından ders kitabı ve kullanılan materyaller incelenmiş ve bunu takiben üçer kez sınıf gözlemi yapılmıştır. Bu döngüsel ve çok katmanlı veri toplama stratejisi, toplanan verinin çeşitlendirilmesine (Patton, 2015) ve detaylı olarak betimlenmesine (Geertz, 1973) yardımcı olmuş; çalışmasının güvenilirliğin arttırmıştır (Lincoln ve Guba, 1985).

3. BULGULAR, TARTIŞMA VE SONUÇ

Bulgular genel olarak Ercan ve Buket'in YDT öğretmeni olarak sosyalleşme sürecinin yerel uygulamaları gösterebilecek daha kıdemli öğretmenlerin azlığından (veya yokluğundan) dolayı görece yetersiz kaldığını göstermiştir. Benzer desteklere erişimleri olmadığı için, Ercan ve Buket YDT öğretirken ders kitabına ve bu kitaba uygun olarak hazırlanmış materyallere sıkı sıkıya bağlı kalmıştır. Bu ders kitabından şikâyet etmelerine rağmen zaman içinde kullanmaya alışmış olmaları nedeniyle bu ders kitabını yeni bir ders kitabıyla değiştirmekten kaçınmışlardır. Bununla beraber yabancı dil olarak İngilizce öğrenimi deneyimlerinden de sıklıkla faydalanmışlardır. Temelde, İngilizce öğrenirken beğendikleri yöntem, teknik ve stratejileri kullanmayı tercih etmişlerdir. Benzer bir şekilde, öğrenciyken hoşlarına gitmeyen etkinlikleri uygulamaktan kaçınmışlardır.

Staton (2008), öğretmen sosyalleşmesinin ardışık üç dönemden oluşan bir süreç olduğunu belirtir: öngörü, giriş ve devam. Birinci (öngörü) döneminde, insanlar kendileri için ideal bir öğretmenin öncül imgesiyle, kendileri için mümkün olan en iyi okulu bulduktan sonra öğretmen olmaya karar verirler. Ercan ve Buket, sadece okul ücretlerini ödeyebilmek ve öğrenim giderlerini karşılayabilmek için Türkçe öğretmeni olmaya karar verdiklerinden ve daha önce öğretmen olmayı hiç düşünmediklerinden kendileri için gelecekte Türkçe öğretmeni olacaklarına dair potansiyel bir öz-imge tanımlamamışlardı. Onlar için Türkçe öğretmek yalnızca amaçlarına ulaşmak için bir araçtı. Staton, ikinci (giriş) dönemin acemi öğretmenlerin yeni okullarına adım attıkları anda başladığını belirtir. Yeni okullarında, çevrelerinde geniş bir deneyim, tavsiye ve bilgi yelpazesine sahip öğretmenler olur ve bu öğretmenler tarafından oryantasyonları hemen başlatılır. Ancak, Ercan ve Buket'in giriş dönemindeki sosyalleşmeleri, dil merkezinde kendisinden daha çok şey öğrenebilecekleri sadece tek bir deneyimli Türkçe öğretmeni (Ahmet) olmasından dolayı sınırlı kalmıştır. Ahmet'in, Ercan'ın öğretmen olarak çalışmaya başladıktan kısa bir süre sonra dil merkezinden ayrılmasıyla birlikte Ercan'ın zaten kısıtlı olan sosyalleşme süreci ciddi bir sekteye uğramıştır. Buket için ise, Ercan bir sorun yaşadığında gidebileceği tek kişiydi. Ancak, Buket YDT olarak çalışmaya başladığında Ercan da çok deneyimli değildi. Her ikisinin durumunda da çalışmakta oldukları dil eğitim merkezi, YDT öğretmenlerine ideal bir "uğraşı topluluğu" (Lave ve Wenger, 1991; Wenger, 2010) sunmuyordu.

Bütün bu zorlukların yanı sıra, etkin bir ders kitabının yokluğu da Ercan ve Buket'in öğretmen sosyalleşmelerini olumsuz etkiliyordu. Kullandıkları görece eski, modası geçmiş, görsel olarak zengin olmayan ve sıkıcı ders kitabının tasarımından, içeriğinden ve yöntemlerinden memnun olmasalar da, yenisiyle değiştirmek için gerekli bilgi ve beceriden yoksun oldukları için mevcut ders kitabını kullanmayı tercih ettiler ve bu ders kitabının içeriğine bağlı kaldılar. Zamanla ders kitabını sayfa sayfa takip etmeyi bırakmış olsalar da ders kitabının tasarlandığı (sun-uygula-üret) modelini kullanarak ders kitabını ve destek olarak hazırlanmış ek materyalleri kullanmaya devam ettiler. Ercan ve Buket, ders kitabının yanı sıra Lortie'nin (1975) "gözlemci çıraklık" olarak adlandırdığı şeye güvendiler. Lortie'ye göre, öğretmenler kendilerine öğretildiği şekilde öğretirler. Yani acemi öğretmenler öğretmeye başlamadan önce öğretme ve öğrenme hakkında edindikleri varsayımlara göre hareket ederler. Buchmann (1987, s. 161) bu varsayımlara teoriye dayalı deneysel bilgiden ziyade pratik bilgiden kaynaklanan "genel geçer öğretme yolları" adını verir. Ercan ve Buket'in durumunda, YDT öğretmenliği yaptıkları dönemde İngilizce öğrenirken kendileri için neyin işe yarayıp neyin yaramadığına dair varsayımlarına güvendiler.

Genel olarak, müfredat ve materyal geliştirme, sınıf yönetimi, ders kitabı değerlendirmesi vb. konularda herhangi bir eğitim almadıkları için Ercan ve Buket ne tam bir öğretmen kimliği geliştirdiler ne de böyle bir kimliğe sahip olduklarını düşündüler. Her ikisinin de öğretmen sosyalleşmesi deneyimleri, yenilik ve reform için çok az alan bırakmak ve mevcut uygulamaların devamını sağlamakla sınırlıydı.

Öğrencilerinin öğrenme stillerine, ihtiyaçlarına ve isteklerine güvenmek yerine, kendi dil öğrenme geçmişlerinden yararlanmış olmaları da ideal bir öğretmene dönüşmemiş olduklarının göstergesiydi.

ETHICAL APPROVAL

In this study, all rules stated to be followed within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Violating Scientific Research and Publication Ethics," which is the second part of the directive, have not been carried out.

Ethics Committee Approval Information Ethical committee: Institutional Reviewing Board of Alabama University, Tuscaloosa Data of ethical approval: 01.08.2020 The number of ethical approvals: 18-01-894

CONTRIBUTION OF THE RESEARCHER

Since the research study was conducted and crafted by a single author, his contribution rate is 100%.

CONFLICT OF INTEREST

There is no conflict of interest between the authors or any institution in the study.