

A NARRATIVE INQUIRY INTO EARLY CAREER ENGLISH LANGUAGE
TEACHER IDENTITIES

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TEACHER IDENTITIES**

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ABSTRACT

A NARRATIVE INQUIRY INTO EARLY CAREER ENGLISH LANGUAGE TEACHER IDENTITIES

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This narrative inquiry aims to investigate the professional identities of early career English language teachers in the Turkish state school context. It explores the ways language teacher identities are constructed through personal histories and professional experiences in learning communities. The early career English language teachers' views regarding teaching, teachers, students, and the language and the affective dimension of their job are examined. The study additionally looks into the influences of the social, institutional, and political environments on maintaining and (re)negotiation of the language teacher identities. In order to achieve these aims, semi-structured individual interviews with 11 teachers in the candidature process were conducted. The data were analyzed adopting a multiphase content analysis method. The findings revealed that there were several identity stabilizers for the early career English language teachers such as the fascination with subject and the job, caring for students and the relationships with them and the former teachers. It was seen that personal histories informed language teacher identities and learning how to teach was mainly built around either practice or the observations of it. Teacher agency was enacted on varying levels to attain alignment between imagined and actual identities

in the emotionally complex process of identity (re)negotiation including vulnerability along with high levels of satisfaction. Although collegial and administrative support were acknowledged, rare opportunities of legitimate participation and job socialization were reported. The macro and meso level contextual concerns permeated ideals at all levels. This study offers implications for a sustainable identity-oriented and needs-based induction program.

Keywords: Language Teacher Identity, Early Career Teachers, Teacher Induction, English Language Teacher Education



ÖZ

ERKEN KARIYER İNGİLİZCE ÖĞRETMENİ KİMLİKLERİ ÜZERİNE BİR ANLATI ARAŞTIRMASI

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Bu anlatı araştırması, Türkiye'de devlet okulu bağlamında erken kariyer İngilizce öğretmenlerinin mesleki kimliklerini araştırmayı amaçlamaktadır. Dil öğretmeni kimliklerinin kişisel geçmişler ve öğrenme topluluklarındaki mesleki deneyimler aracılığıyla oluşturulmasını incelemektedir. Erken kariyer İngilizce öğretmenlerinin öğretim, öğretmenler, öğrenciler ve dil ilgili görüşleri ve mesleklerinin duyuşsal boyutunu irdelemektedir. Çalışma ayrıca sosyal, kurumsal ve politik çevrelerin dil öğretmeni kimliklerinin sürdürülmesi ve (yeniden) müzakere edilmesi üzerindeki etkilerine bakmaktadır. Bu amaçlar doğrultusunda, adaylık sürecinde olan 11 öğretmen ile yarı yapılandırılmış bireysel görüşmeler yapılmıştır. Veriler, çok aşamalı içerik analizi yöntemi kullanılarak analiz edilmiştir. Bulgular, erken kariyer İngilizce öğretmenleri için dile ve mesleğe olan ilgi, öğrencilere ilgilenme, öğrenciler ve önceki öğretmenlerle ilişkiler gibi kimlik sabitleyici unsurları ortaya koymuştur. Kişisel geçmişlerin dil öğretmeni kimliklerini etkilediği ve öğretmeyi öğrenmenin temel olarak uygulama veya uygulama gözlemleri etrafında inşa edildiği görülmüştür. Duygusal olarak karmaşık ve yüksek memnuniyetin yanısıra kırılganlığın da olduğu kimlik (yeniden) müzakere sürecinde hayali ve gerçek kimlikler arasında uyum

sağlamak için çeşitli düzeylerde öğretmen eylemliliği sergilenmiştir. Mesleki ve idari desteğe rağmen, meşru katılım ve mesleki sosyalleşme için nadir fırsatlar bildirilmiştir. Makro ve mezo bağlamsal kaygıların idealleri her düzeyde etkilediği görülmüştür. Bu çalışma, sürdürülebilir, kimlik odaklı ve ihtiyaç temelli bir adaylık programı için çıkarımlar sunmaktadır.

Anahtar Kelimeler: Dil Öğretmeni Kimliği, Erken Kariyer Öğretmenler, Öğretmen Adaylık, İngilizce Öğretmeni Eğitimi



To my family



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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
CLIL	Content and Language Integrated Learning
CoP	Community of Practice
EIN	Educational Informatics Network
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
LTI	Language Teacher Identity
MoNE	Ministry of National Education
TESOL	Teaching English to Speakers of Other Languages

CHAPTER 1

INTRODUCTION

This chapter is composed of four sections. In the first section, the background to the study is provided. Then, it argues the significance of the study by highlighting the need for such a doctoral study in the literature. The aim of the study and the research questions that guided it are presented in the third section. The final part gives the definitions for the key terms that are used in the present dissertation.

1.1. Background to the Study

There has been a growing interest both in mainstream education and second language teacher education literature on teacher identity as a prominent theme (Barkhuizen, 2017b; Beijaard et al., 2004; De Costa & Norton, 2017; Karaman & Edling, 2021; Varghese, 2018, Yazan, 2018; Yazan & Lindahl, 2020). Teacher identity has an intriguing ambiguity with several definitions, characteristics, components and processes of it. In the social theory of learning, identity is defined as “not just an accumulation of skills and information, but a process of becoming—to become a certain person or, conversely, to avoid becoming a certain person” (Wenger, 1998, p. 215). Another definition reads on teacher identity that it “is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of the experience” (Sachs, 2001, p. 15). Chong et al. (2011) describe it as “both a product, a result of influences on the teacher, as well as a process that is not fixed but an ongoing dynamic interaction within teacher development” (p. 51). Although a precise definition of teacher identity is lacking (Beijaard et al., 2004), its significance is well-established. Teacher identity informs a teacher’s decisions on instruction, content and their relationships with students (Beijaard et al., 2004) and mediates a teacher’s actions (Chong et al., 2011).

There are certain recurrent points in the relevant research that teacher identity is individually and socially formed (Akkerman & Meijer, 2011; Coldron & Smith, 1999), relational and situated, fluid, multiple and constantly evolving (Morgan, 2004; Rodgers & Scott, 2008), includes values and emotions (Barcelos, 2016; Farrell, 2011; Rodgers & Scott, 2008), enacted and (re)constructed in everyday classroom practices or other educational settings (Burns & Richards, 2009; Kanno & Stuart, 2011), associated with certain roles and characteristics of a “good” teacher (Borg, 2006; Farrell, 2011) and sub-identities (Beijaard et al., 2000). The literature has clearly shifted toward an integrative view on teacher identity (Akkerman & Meijer, 2011; Kaplan & Garner, 2017; Yazan, 2018). Drawing on the fundamental themes and implications in the Douglas Fir Group’s (2016) model for language learning and teaching, De Costa and Norton (2017) construct and summarize its implications in relation to teacher identities such that teaching is situated and multimodal, emotions and ideologies permeate all levels of teaching, agency and transformative power are both means and aims for teaching and language teaching is informed by teachers’ identity. Teacher identity development is a lifelong process that starts at early ages as a student followed by teacher education and everyday classroom teaching (Beauchamp & Thomas, 2009; Flores & Day, 2006, Trent, 2011a). Learning to teach is “a complex, lengthy undertaking” (Feiman-Nemser, 2001, p.1048) that involves pre-service teacher preparation, beginning teacher induction and continuing professional development as teachers. In this regard, Yazan (2018) suggests that investigating teachers’ identity construction illuminates how language teachers develop as they transition to the job, from being students to being teachers. Without doubt, the transition years to the job are crucial. A strong identification with teaching not only offers a smooth start but also forms the basis for teachers’ agentive actions (Ruohotie-Lyhty, 2013). Then, it is of utmost importance both to prepare teachers for the induction process, early years in teaching “as a transition from preservice preparation to practice, from student of teaching to teacher of students” (Feiman-Nemser, 2001, p.1027) and to understand support them in this process. As Bush (1983) suggests:

The conditions under which a person carries out the first years of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and sustain over the years; on the attitudes which govern teachers’ behavior over even a forty-year career; and, indeed, on the decision whether or not to continue in the teaching profession. (p. 3)

The literature suggests that teacher identity is complex, evolving, dynamic and emergent (Beauchamp & Thomas, 2011; Beijaard et al., 2004). Since teacher identities are always constructed and reconstructed, negotiated and renegotiated, teachers go through “multi-faceted, constantly shifting, and unstable definitions of themselves” (Trent, 2014, p. 58). Early stages in teaching are considered where teacher identities are most elusive and teachers accommodate their personal beliefs on what the job includes and means, further become mediators between the personal and professional dimensions that inform their teaching (Beijaard et al., 2004; Flores & Day, 2006).

1.2. Significance of the Study

Johnson and Golombek (2020) argue that language teacher education must recognize who the teacher is and wishes to become, create flourishing space for becoming a teacher, include a self-inquiry dimension via narratives- all tied up to language teacher identity. As Johnson (2009) notes, second language teacher education research has progressively concentrated on “how teachers come to know what they know, how certain concepts in teachers’ consciousness develop over time, and how their learning processes transform them and the activities of L2 teaching” (p.17). The nature and complexity of language teacher identity is thus an emergent research area requiring further attention (Miller, 2009).

One of the reasons why it is significant to investigate teachers’ beliefs, perceptions, and experiences is because it provides us a better grasp of what shapes their learning and identity along with several other factors. It can also hint what might assist them to feel comfortable in their teacher selves. According to Edwards and Burns (2016), there is a need to be aware of the environmental, economic, and political constraints that teachers face and advance affordances in response to them. The literature argues for the need to examine the intersections of identity categories, how they are maintained and negotiated, and to connect reflection, narrative and identity with the aim of “identity-responsive, identity-shaping, and identity-constructing practices” (Varghese et al., 2016, p.564) not only for pre-service but also for profession-long, in-service education of teachers who claim their agency and different identity positions in relation to “students, colleagues, and administrators; through curriculum; within the

disciplinary terrain; and within socio-political historicized contexts” (p.565). It is essential to remind that all these particularities would inform pedagogical practices, which in turn embodies language teacher identities.

In addition, the importance and urgency of studying advocacy for new language teachers, who are in the field for the longer run (Morgan, 2016) is apparent and there are few studies on in-service language teacher identity negotiation (Edwards & Burns, 2016). Although first years in teaching are widely studied, the identity construction of new teachers is little studied (Ruohotie-Lyhty, 2013). How beginning and early career English language teachers negotiate language teacher identities in terms of their self-conceptualizations and self-positioning as well as how they create subject positions for others that align or conflict with their language teacher identities need to be explored. The tensions which beginning teachers experience regarding their professional identity are documented in the literature. The shift in the role from student to teacher, the mismatch between the actual and desired support given to students, and conflicting conceptions of learning to teach are found challenging and further effective in shaping beginning teachers’ professional identities or even leading to attrition if not negotiated (Pillen, Beijaard, & den Brok, 2013; Pillen, den Brok, & Beijaard, 2013). It could be seen that experiences in early years in the job not only shape current teacher learning but may also influence career trajectories.

Yazan (2014) emphasizes language teacher identity development and negotiation should be set as an explicit goal in teacher education programs. In his words, this will:

(1) include identity development as a conscious and intentional pursuit for TCs (teacher candidates) in their activities of teacher education, (2) provide safe spaces in the university-based coursework that allow, facilitate, and enhance personalized identity negotiation, (3) start preparing TCs by focusing on their preconceptions that constitute the groundwork for teacher learning and identity building, (4) meticulously choose mentor teachers and provide them with professional development to support TCs’ identity formation, (5) orient TCs in examining and paying attention to their emotional experiences, specifically during practice teaching, (6) enhance guided reflective practices embedded in coursework and practicum to bolster TCs’ identity development, and (7) support beginning teachers’ induction into the profession during initial first 5 years of their paid teaching career. (pp. 251-52)

It is clear that all these issues will need to be taken into consideration for early career English teachers as well. Supporting them onwards in their teaching career to make educated interpretations of teaching as identity learning and negotiation process

necessitates studies as such. Yazan (2014) further alleges that future research should focus on teachers' identity (re)construction when they begin their teaching career. It might inform the assistance beginning and/or early career teachers need in understanding, negotiating, maintaining and managing identity issues.

In their overview of research on applied linguistics and foreign language education, Alptekin and Tatar (2011) report no studies with a specific focus on language teacher identity between 2005 and 2009 although there are several studies on foreign language teachers and teacher education and two on teachers' beliefs on professional practice. As noted and illustrated by Taner and Karaman (2013) in their metasynthesis of foreign language teacher identity in Turkey, pre-service teachers are the main group of participants studied with in the language teacher identity research in Turkey in line with the international literature. Therefore, the current study matches with the implications of the metasynthesis in that it takes in-service teachers into account. Similarly, Özmen et al. (2016) review doctoral research in English language teaching in Turkey and show that there are very few dissertations ($n=2$) on in-service teacher education, whereas there are a few ($n=42$) on pre-service teacher education. Dissertations on foreign language teacher education constitute a high percentage (41%) of the overall doctoral research body, though with a quite low percentage of focus on in-service teachers (1%) with a focus on grammar teaching, changes in beliefs and use of technology. The studies, related to teacher identity around the themes of teacher cognition and pedagogical content knowledge ($n=2$), are too conducted in pre-service teacher programs. The dominant research design is quantitative, that is, only 7 out of 137 studies are reported to be purely qualitative. Moreover, the context for more than half of the dissertations (64%) is tertiary education settings.

Thus, there is a gap in the literature in the senses that (i) language teacher identity remains underresearched, (ii) in-service teachers receive little attention, (iii) contexts other than tertiary institutions are not much focused on, (iv) qualitative research designs are few in number, and (v) novice/beginning (0-5 years, Avraamidou, 2019) teachers who work at state schools in relation to their teacher identities are not studied. Therefore, the current study with the aim to examine language teacher identities of early career English language teachers at state schools in İstanbul, Turkey through a qualitative design aims to address these gaps in research. How and in what contexts

early career English language teachers learn to be teachers and put what they learn into practice, and how they differ in their level of investments and agency due to the social context of learning hosting successes and failures require attention. It would explain how teachers come to a set of beliefs and practices in their particular figured worlds of state school teaching contexts.

1.3. Purpose of the Study

Under the light of these arguments, the current study aims to explore early career English language teachers' language teacher identities in the Turkish state school candidature context. It particularly focuses on these teachers' language teacher identity construction by examining the processes they go through in identifying themselves as teachers and the influence of previous experiences and learning on their identity construction. Furthermore, it seeks to analyze what it is like, includes and means to be an English language teacher by focusing on their understanding of the job, teachers, students, the language itself and how their instruction is shaped in relation to these. It also aims to highlight the affective side of the job as the understanding of language teacher identities includes the acknowledgment of emotions. It then investigates the impacts of broader contextual factors on early career English language teachers' identity construction and negotiation of and maintaining language teacher identities. In this regard, the present study intends to offer a comprehensive view of being an English language teacher in Turkish state schools through a qualitative, specifically narrative, design.

In order to achieve these aims, the following research questions are asked:

- 1) How do early career English language teachers construct their language teacher identities?
 - a) What processes do they go through in identifying themselves as language teachers?
 - b) How do these processes influence their identity construction?
- 2) How do early career English language teachers understand their language teacher identities?
- 3) How are social, institutional, political environments integrated in their language teacher identity construction and understanding?

1.4. Definition of Terms

Teacher identity: It refers to who one is as a teacher and is conceptualized such that it is constructed both personally and socially, has relational and affective dimensions, informed by contexts, constructed through stories, multifaceted and constantly evolving, includes sense of belonging and affinity with the group. It is a dynamic and continuous process of (re)construction and (re)negotiation of self.

Early career teachers: Teachers of no more than three years of experience (Farrell, 2012) or to five years of experience (Avraamidou, 2019) in their initial years in the profession are considered novice and beginning teachers in the literature. In this study, the participant teachers had varying degrees of teaching experience (nine were in their first five years in teaching) although they all were candidate teachers at state schools. Some were novices in the profession too, but they were all beginning their careers as teachers at state schools. In this regard, early career teachers refer to the participant English language teachers who were in their first year or at the beginning of their second year in teaching at state schools.

Ministry of National Education: It refers to a governmental organization of the Republic of Turkey, the ministry that regulates educational goals and practices and specifies the administrative and organizational procedures for every educational institute in the country. It supervises both public and private educational systems and authorizes a national curriculum. With regard to the context of this study, it is responsible for the state schools that early career English language teachers work at and organizes and executes the candidature process that teachers have to go through to be able to work at state schools.

Candidature Process: It refers to the compulsory training, teaching and observation that newly appointed teachers at state schools complete to be certified as permanent teachers under the MoNE schools. The Candidate Teachers Trainee Program operates in two programs: The Teacher Training and Teacher Adjustment Programs. The General Directorate of Teacher Training and Development regulates the in-service training, in-class training, at- and out-of-school trainings for those in the candidature process.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theoretical background guiding this doctoral dissertation. In this vein, it first gives an overview of the broad theoretical conceptualizations for understanding professional identity and introduces the conceptual framework of this study: Figured Worlds as a sociocultural perspective on identity. It then explores teacher identity and language teacher identity. It further offers a review of research studies on teacher identity and language teacher identity situated in the relevant literature.

2.1. Conceptualizing Professional Identity

What is identity? Are there aspects of it that change over time? Are there aspects of it that remain the same over time? Kroger (2007) reminds these principal questions and some related others having caught the attention of identity scholars and overviews the efforts to define the dimensions of identity as a sheer complex entity. After briefly explaining the origins of identity in the field of psychology dating back to Erikson in the late 50s and 60s and referring to his scholarship, Kroger (2007) names five major approaches in the field of psychology to define the meaning of identity: historical, structural, sociocultural, narrative, and psychosocial- each with their own strengths, limitations, and views on change and constancy. Historical perspective argues that the concept has become an issue in the flow of certain historical vicissitudes. Structural models view identity as staged ego development. Sociocultural perspective offers an understanding of the affordances and limitations of the context in terms of providing room for identity alternatives. Between structural and sociocultural emerges the psychosocial model as an intermediate position. Common in all these primary ways of thinking is the narrative since identity does not even exist until the story is told.

Davey (2013) suggests that it is possible to classify the views on identity that informed the field of education in three orientations: psychological/developmental, sociocultural and post-structural. The psychological and developmental perspectives, mostly associated with Mead and Erikson, adopt “a chronological and changing concept of identity” (Beijaard et al., 2004, p. 107). Identity, in the Eriksonian view, is not something an individual has, yet it develops during an individual’s life and further in Mead’s, it arises in social interaction assuming roles and acting accordingly (Beijaard et al., 2004). The sociocultural view also emphasizes the dynamic nature of identity as both individually and socially constructed like developmental and psychological perspectives. Yet, the main concern is with groups of individuals in communities. From a sociocultural view, Wenger (1998) defines identity that it “is not an object, but a constant becoming ... always going on” (p. 153-154). This theory of identity emphasizes “a profound connection between identity and practice” (Wenger, 1998, p. 149). The “experience of identity in practice is a way of being in the world”, involving constant negotiation of membership of communities, and “the interplay of participation and reification” of experience (ibid., p. 151). Wenger (1998) proposes that “building an identity consists of negotiating the meanings of our experience of membership in social communities” (p. 145). Overall, identity is argued in relation to its five dimensions: negotiated experiences via participation in communities of practice, community membership by individuals’ positioning themselves in the group, learning trajectory informing one’s past, present and future selves, nexus of multimembership acknowledging several identities of one, and a relation between the local and global cognizant of wider discourses in addition to local (p.149). According to Wenger (1998), belonging in communities of practice operates in three modes consisting of engagement, imagination and alignment. In summary, Davey (2013) states that a sociocultural view on identity “involves ongoing interactions among biography (personal and professional), views of self, agency and social structures, and that it is a site for constant renegotiation over time” (p. 29).

Additionally, the post-structuralist paradigm considers identity in relation to power dynamics that are practiced in and through discourses. As a response to Wenger’s communities of practice, Gee (2001) underlines the importance of power issues and the role of agency in operating one’s identity in them. Acknowledging a core identity “that holds more uniformly, for ourselves and others, across contexts” (p. 99), it is

argued that identities “can change from moment to moment in the interaction, can change from context to context, and, of course, can be ambiguous or unstable” (p. 99). Gee (2001) defines four types of identities as nature-identity grounding on a state being determined by the nature, institutional-identity being authorized by or entitled in institutions, discourse-identity building on the “dialogue of other people” (p.103), and affinity-identity “allegiance to, access to, and participation in specific practice” (p. 105). Gee (2001) adds that “four strands that may very well all be present and woven together as a given person acts within a given context” (p. 101).

It is also possible to find other example definitions of identity that state it is “a constant ongoing relation of how we are related to the world” (Pennycook, 2001, p.149) and “relational, constructed and altered by how I see others and how they see me in our shared experiences and negotiated interactions” (Johnson, 2003, p.788), “our understanding of who we are and of who we think other people are” (Danielewicz, 2001, p.10). Furthermore, Akkerman and Meijer (2011) explore how identity is conceptualized in the pre-modern, modern, and postmodern thought. The first subordinates identity to the greater whole where the individual is dictated to perform according to collective norms. Modern thought marks the uniqueness of individual and identity giving them the centrality. Postmodernism, however, questions both the subordination to collective norms and individuality and the importance of understanding the social context in order to understand identity which is fragmented across different social environments individuals take part in. This multiplicity can be found in several classifications of sub- or competing identities: professional, situated or socially located, and personal (Day & Kington, 2008), identity-in-practice and identity-in-discourse (Varghese et al., 2005), or nature, institution, discourse, affinity identities (Gee, 2001). It can be concluded that the current literature employs a post-modern viewpoint to identity. However, an identity theory should bring the unitary and the multiple, the continuous and the discontinuous, the individual and the social together (Akkerman & Meijer, 2011). It is apparent in the literature that researchers have been attempting to clarify the term identity and drawing links among divergent perspectives on identity theory and research toward an integrative view of it (Vignoles et al., 2011). Vignoles et al. (2011) state there are some primary questions overarching the identity literature on whether (i) it is personal, or relational and collective, (ii) stable or fluid, and in constant state of change, (iii) discovered, personally constructed,

or socially constructed (p.1), yet they argue identity embodies all of these seemingly contrasting features and includes both implicit and explicit answers to the question who one is. It is without doubt the answer is not intended to encompass all characteristics of someone by this integrative orientation to identity. The breadth of the conceptualization of identity is guided by four aspects: personal, relational, collective, and material. Then, an integrated operational definition of identity is that it consists of one's commitments- either self-chosen or ascribed, individual characteristics, beliefs about one's own self, roles, and membership (Vignoles et al., 2011).

Thus, a relational, contextual and positional, namely, integrative understanding of the process of identity formation is needed. Varghese (2018) discusses how Figured Worlds is one compromising iteration of the teacher identity research and argues that it could enhance our understanding of language teacher education and teacher identity as “contextually and relationally constructed” (p. 72) in relation to the linkage between the individual and the collective in identity construction. According to Avraamidou (2019), the Figured Worlds perspective directs our attention to the contexts of meaning teachers make, and how they construct their identities by positioning themselves and their actions in relation to activities situated in particular contexts. As such, the framework is useful to examine how teachers engage in various contexts across time, and how their participation influences their identity construction. Urrieta (2007) and Varghese (2018) locate Figured Worlds as a sociocultural theory of identity and self. It could be used as a sophisticated sociocultural framework to understand the early career English language teachers' identity and development since it is a place for identity development (Urrieta, 2007, p.108) while articulating contexts, roles, and activities at play in a particular identity construction (Varghese, 2018). As noted and illustrated by Rubin (2007), the concept of figured worlds is used in educational research to examine particular subjects, classroom and curricula, experiences of individuals, groups of people of the same ethnic background, immigration or professional status (pp. 224-25). Varghese (2018), too, concludes that the concept of figured worlds is increasingly used in language teacher identity research and it offers a sophisticated framework to understand identities “while articulating the contexts, activities and roles that are at play within a particular professional identity construction” (p.82). Clearly, Figured Worlds is a good fit to explore language teacher

identity in line with the sociocultural turn with an emphasis on participation in communities of practice to gain membership rather than acquisition, in applied linguistics and language teacher education (Johnson, 2006; 2009).

The figured worlds that early career English language teachers inhabit feature as the central unit of analysis in this study as they yield the “‘contexts of meaning for actions, cultural productions, performances, disputes, for the understandings that people come to make of themselves, and for the capabilities that people develop to direct their own behaviour in these worlds’” (Holland et al., 1998, p. 60). Therefore, in this study, I view the early career English language teacher identity as consisting of various figured worlds in which the process of identity formation is an act of negotiation.

2.1.1. Figured Worlds

Social identity theory as one of the most general understanding of identity, which is also adopted in this study, underscores that identity is multiple and evolving through constant and situated construction and further argues that it does not exist within a person but derives from group membership and social networks (McNamara, 1997). The notion of identity as membership is proposed by Lave and Wenger (1991) through “communities of practice” and “situated learning theory” drawing a link between activities and identities. According to this theory, identity is situated and practiced in a social context and the negotiation of identity is central to the formation of a community with three dimensions: mutual engagement, a joint enterprise, and a shared repertoire as hitherto outlined. Analogous to such conceptualizations, the concept of figured worlds emphasizes “identity-in-practice” and identity as membership formed in the process of taking part in activities organized by figured worlds (Holland et al., 1998). Identities are “the imaginings of self in worlds of action, as social products. They are lived in and through activity and so must be conceptualized as they develop in social practice” (Holland et al., 1998, p. 5) and “a central means by which selves, and the sets of actions they organize, form and re-form over personal lifetimes and in the histories of social collectivities” (p. 270).

A figured world is a socially and culturally organized “realm of interpretation in which a particular set of characters and actors are recognized, significance is assigned to certain acts, and particular outcomes are valued over others” (Holland et al., 1998, p.

52). Following this definition, it can be argued that three theoretical conceptualizations stand out. First, figured worlds are socially produced and culturally constructed interpretations of social life. Second, the members or participants in specific figured worlds are seen as actors engaging in social acts with a degree of agency. This is what distinguishes figured worlds from the communities of practice; the first extends communities to worlds and leaves space for contestation and individual interpretation and recognizes power relations. Third, members assign meaning to certain social acts informed by their collective memories and significance they attribute to the history, values, and practices they share. Whether people enter or are recruited into some figured worlds depends on who they are and their personal social history (history-in-person). Holland et al. (1998) state that some may never enter into some figured worlds or deny access of others to which they occupy. As figured worlds are socially organized, they depend on intersubjectivity and interactions which sometimes become roles as people “figure how to relate to one another over time and across different time/place/space contexts” (Urrieta, 2007, p.109).

Identities are unfinished and in process; they don’t arrive in persons or their social contexts already formed; and happen in social practice (Holland et al., 1998). According to Burns and Richards (2009), identity “reflects how individuals see themselves and how they enact their roles (our emphasis) within different settings” (p. 5). These role identities are about how they understand themselves but also how they “come to ‘figure’ who they are, through the ‘worlds’ that they participate in and how they relate to others within and outside of these worlds” (Urrieta, 2007, p. 107). These figured worlds, for Holland et al. (1998), are “socially produced, culturally constituted activities” (pp. 40-41). They (1998) state that figured worlds have four distinct characteristics in common. Figured worlds are: (1) historical phenomenon that people are recruited to or enter, (2) social encounters where positionality matters, (3) socially organized and reproduced depending on interaction, and almost assigning some “roles” (p.41), and (4) distribute people over different landscapes of action as actors and are therefore relational. Building on Bakhtin’s, Bourdieu’s and Vygotsky’s thoughts (culturalist-dialogic and constructivist-developmental schools), Holland et al. (1998) propose figured worlds as a theory of identity and define them:

By 'figured world,' then, we mean a socially and culturally constructed realm of interpretation in which particular characters and actors are recognized, significance is assigned to certain acts, and particular outcomes are valued over others. Each is a simplified world populated by a set of agents (...) who engage in a limited range of meaningful acts or changes of states (...) as moved by a specific set of forces (...). (p. 52)

According to Holland et al. (1998), figured worlds are as if realms, collectively developed, shape people and socially and culturally constructed activities, further are shaped by them. They include all cultural realms with people from collective imaginings. Identity is formed dialectically and dialogically in these as if worlds. The as if character of figured worlds is beyond imagination and abstraction, it is also a social reality of dispositions mediated by power relations. Figured worlds have two dimensions: conceptual and material. Conceptually, figured worlds provide the context of meaning for actions, people's understanding of themselves. It supplies the ground to ascribe new meanings to certain acts and value some activities and practices over others. Materially, people enact these conceptual understandings, these senses of self, so their everyday performances of their self grant them prestige and influence in and across figured worlds. These practices are where people develop identities. Another important characteristic of figured worlds is artifacts. They function as mediators of human identity and action, and "psychological tools" (Holland et al, 1998, p.60) to evoke figured worlds. They have the capacity to change the perceptual, cognitive, and affective interpretation of activities. The conceptual and material aspects of figured worlds and the relational artifacts are in a constant state of change, which supplies the ground for identity development. It is also possible that there are simultaneous changes in identity in multiple figured worlds. Additionally, a distinction between relational and positional identities is made. "Relational identities have to do with behavior as indexical of claims to social relationships with others" (Holland et al., 1998, p.127), as such how one is positioned relative to other, clothing, as well as how one speaks to another are not arbitrary. It is via these indexes that individuals manifest relationships to other people. The second are positional identities that are related to concepts of power and structure as well as the ways they permeate social structures. "They have to do with the day-to-day and on-the-ground relations of power, deference and entitlement, social affiliation and distance-with the social-interactional, social-relational structures of the lived world" (Holland et al., 1998, p. 127).

Holland et al. (1998) discuss four contexts of activity for identity. The first context for practiced identities is the figured world. It is socially identified; when individuals act in these worlds, they not only send messages but also place themselves in social fields in relation to identifiable others, manifest dispositions, and make meaning of these worlds. The second context is positionality as a counterpart to figuration. It is about positions offered to people in different figured worlds with changing degrees of symbolic capital attributed to them. Individuals might accept, reject or negotiate positions being attributed to them. The third context is space of authoring. Following Bakhtin, Holland et al. (1998) build on the fact that the world must be answered, the authorship is not by choice; yet the answer is not predetermined. It may be automatic or improvised. In both cases, authoring is a matter of orchestration: arranging one's resources to craft a response in space and time. It is a contested space of struggles. The last context of identity is making worlds. Holland et al. (1998) contend, "through "serious play" new figured worlds may come about" (p.272). Social play, or the "arts and rituals created on the margins in newly imagined communities" (Holland et al., 1998, p. 272) may help individuals develop new competencies to participate in or develop these new figured worlds. The last context of identity; that is, concretion of a new figured world brings us back to the first: figured worlds. As Costley (2015) concludes:

A key feature of the idea of figured worlds and the identities in practice that constitute them, is that they move and shift over time and space. Identities do not remain fixed and/or static. They both respond to and create changes. (p.84)

2.2. Teacher Identity

If the commitment to identity is not just a metaphysical proposition but a serious recognition that our work as teachers shapes and is shaped by the very mode of our being, then thinking about the formation of our identities is crucial for all of us in education. (Clarke, 2009, p. 186)

Teacher identity as a research area emerged in the last decades of the 90s in the mainstream teacher education literature (Beijaard et al., 2004; Varghese, 2018). As a growing field of research, it seeks to scrutinize the issues of structure and agency in the contexts of education and pedagogy at the individual, interpersonal and institutional levels. During recent decades, teacher identity has certainly started to attract wide attention (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2004; Bullough, 2015; Rodgers & Scott, 2008). It clearly manifests (i)

both sides of the dichotomies with regard to the broader discussions of professional identity in terms of multiplicity, discontinuity, and sociality outlined hitherto (ii) both in content and in the processes of how individuals form, maintain, and (iii) change their identities and answers to the questions such as “Who am I as a teacher?”, “Who do I want to become?” (Akkerman & Meijer, 2011, p. 308) and “Who am I at this moment?” (Beijaard et al., 2004, p. 108). Stressing the lack of a clear definition of the broader concept of identity, Akkerman and Meijer (2011) highlight three characterizations of teacher identity in the literature that it is multiple, discontinuous, and social. This multiplicity can be seen in classifications of teacher identity under three headings of subject, didactical, and pedagogical experts (Beijaard et al., 2000). In terms of discontinuity, Leeferink et al. (2019) argue that teacher identity is characterized as a result of the interaction of personal and professional sides of becoming a teacher and the process of identity learning could be both continuous or discontinuous depending on the alignment or tension between personal and professional. Discontinuity is characterized by frictions, crises, and a turning point of external stimulus or letting go of a personal conviction. However, continuous or discontinuous learning has not excluded the other, instead included it to some extent. Continuous learning could be seen as teachers’ developing gradually but also stagnation. Discontinuous learning could either hinder or trigger development. Teacher identity is argued to be fluid and shifting as Akkerman and Meijer (2011) state on the definition of teacher identity:

... ‘teacher identity’, and ‘being someone who teaches’ as an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investments in one’s (working) life. (p.315)

The discussions on teacher identity concentrate on the issue of defining the concept, the status of self, agency, emotions, narrative and discourse, reflection, and contextual considerations (Beauchamp & Thomas, 2009). In their systematic review of the teacher identity literature, Beijaard et al. (2004) conclude that the literature often lacks a clear definition of professional identity and reveal three main themes: studies with a focus on teachers’ professional identity formation, studies with a focus on certain characteristics of teachers’ identity either perceived by themselves or attributed by the researchers, and studies in which identity is manifested through verbal and written stories. Teacher identity formation is characterized on public-private and individual-

collective ends of continuums forming four quadrants; public-collective: research-based knowledge of teaching, private-collective: tacit or unarticulated personal practical knowledge in a shared context, private-individual: conscious personal practical knowledge through reflection, and public-individual: knowledge made public by telling or writing a narrative. Beijaard et al. (2004) further propose certain features of teachers' professional identity; namely, its being an ongoing process, involving both the person and the context, containing sub-identities and agency as a key element. With regard to sub-identities, Kaplan and Garner (2017) argue that each (role) identity also includes sub-roles as elements, and also becomes a sub-role in the larger identity system. Teacher identity in their conceptualization consists of: (a) a particular role identity (e.g. language teacher role identity), (b) the conceptual attractors (e.g. the CLT orientation), (c) the target content within the role identity (e.g., ontological beliefs about malleability of student ability, perceived action possibilities for teaching English), (d) the structure (e.g. the (mis)alignment and the integration of the English language teacher role identity with other salient role identities), and (e) the process and change.

Rodgers and Scott (2008) summarize identity discussions in the literature, for understanding teacher identity too:

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) identity involves the construction and reconstruction of meaning through stories over time. (p.733)

2.3. Language Teacher Identity

Language teaching is identity work (De Costa & Norton, 2017). The process of becoming a language teacher is certainly complex and deeply attached to the broader social, institutional, political contexts that are integrated to manifest in affordances, constraints, and mediating means within and through which teachers negotiate and form their identities. In applied linguistics, the foundational work of Norton (1995) has paved the way for identity studies. In her terms, identity is “how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future” (Norton, 2013, p. 45). An extended discussion by Darwin and Norton (2015) has

located Norton's ideas on identity and investment in a comprehensive model encompassing intersections of identity, ideology, and capital to show the ways people are accorded or refused the right to speak influenced by structure, agency, power, time, and space. How individuals are invested in their present and imagined identities and how systemic patterns of control, affordances, and positioning impact this investment are the main foci of attention. They conclude that identity is multiple, shifting, and a site of struggle in addition to being contextual, social, intertwined with emotions, unstable involving the (re)construction of meaning over time. Due to the shift from traditional, cognitivist accounts to critical and sociocultural orientations in the field, language teacher identity is now understood under the light of neo-Vygotskian sociocultural theory, language socialization, post-structuralism, critical applied linguistics (Miller, 2009) or Foucauldian discourse and Bourdieuan capital (Morgan & Clarke, 2011). Varghese et al. (2005) outline the theoretical understanding of the language teacher identity as "multiple, shifting, and in conflict", "related to social, cultural, and political context", and "being constructed, maintained, and negotiated primarily through discourse" (p.35). Yazan (2018) defines language teacher identity as "teachers' dynamic self-conception and imagination of themselves as teachers, which shifts as they participate in varying communities, interact with other individuals, and position themselves (and are positioned by others) in social contexts" (p. 21).

Miller (2009) identifies three areas of research regarding teacher and language teacher identity (LTI, henceforth): (i) identity and knowledge, (ii) identity and practice, and (iii) identity and the nonnative language teacher. Likewise, Varghese et al. (2005) report four areas of research regarding language teacher identity as "marginalization, the position of nonnative speaker teachers, the status of language teaching as a profession, the teacher-student relation" (p.35). Cheung et al. (2015a) outline four themes for understanding LTI: theoretical conceptualizations, reflexivity and negotiation of identities, narrative exploration of identity, identity responses in shifting conditions. Pennington (2015) summarizes practice-centered frames (instructional, disciplinary, professional, vocational, economic) and contextual frames (global, local, sociocultural) in comprehending LTI. A similar compartmentalization in general teacher identity literature could also be found for understanding language teacher identity. Pennington and Richard's (2016) conceptualize language teacher identity consisting of foundational and advanced competences. The first group covers

language-related, disciplinary, context-related, student-related identities, and self-knowledge and awareness. The latter group encompasses applying knowledge into practice, theorizing from practice, and membership in communities of practice. Moreover, identities appear in the Douglas Fir Group (2016) framework on the multifaceted nature of language learning and teaching. They describe the micro level of social activity embodied by semiotic resources, the meso level of sociocultural institutions and communities in which social identities are placed and enacted, and the macro level of ideological structures with beliefs systems and values. At the core of these three concentric circles lie individuals engaged in these. De Costa and Norton (2017) succinctly phrase that “it is the integration of macro, meso, and micro practices that ultimately determines which teacher identities are legitimated in relation to language proficiency, practices, and skills” (p.6).

From a temporal lens, Freeman and Johnson (1998) summarize the main perspectives in second language teacher education under four categories:

the role of prior knowledge and beliefs in learning to teach (...) the ways in which such teaching knowledge develops over time and throughout teachers’ careers (...) the role of context in teacher learning (...) the role of teacher education as a form of intervention in these areas. (Freeman & Johnson, 1998, p. 407)

First, the learning-to-teach literature in second language teacher education emphasizes the importance of what teachers bring to their education and training, their personal histories, what and how they learned about what it is to be a teacher. Second, it acknowledges the inherent conflicts in the process of becoming a language teacher and how teacher education responds to it. Revisiting the knowledge-base of second language teacher education, Freeman (2020) argues that it has evolved due to the changes in the field of knowledge and theory and the work supported by it. Now, it should address “the content: what is taught, the teaching force: who is teaching it, learners: who are learning it and why, pedagogy: how it is being taught, and teacher education: how teachers are being prepared and supported in teaching” (p.5). The significance of understanding and conceptualizing language teacher identity is intricately embedded in all these areas, despite varying degrees. As seen, these are themes that signal the need to understand language teachers’ beliefs and experiences, their learning, teaching, learning-to-teach processes, their identities and identity construction paths. Acknowledging the high interest in LTI, Morgan (2016)

concentrates on some identity forming practices of knowledge base of second language teacher education and claims there is a de facto identity that the mainstream language teacher education practices offer. Morgan (2016) further argues, though the inclusion of teacher advocacy is supported, there is the risk of positioning advocacy in self-marginalizing ways as teachers recognize ideological underpinnings of teacher education, choose to foreground coverage issues and outsourcing opportunities than formal training for teacher advocacy.

Under the light of the aforementioned discussions on the conceptualizations, definitions and characteristics of teacher identity, the current study complies with the propositions that language teacher identity is a process in which individuals negotiate one's own and others' expectations, and the set of processes that shape language teacher identity are complicated (Morgan, 2016). Identity is not something that an individual has; rather it is developed throughout one's whole life, and a relational phenomenon than a fixed attribute of an individual. It is a continuous and dynamic process of interpreting experiences, implies both person and context, involves agency, and consists of sub-identities. It is situated in a tangled web of internal and external affordances and limitations, oscillates among various figured worlds and develops relationally between the individual and the contexts surrounding her. This study adopts a sociocultural view to identity and Barkhuizen's (2017a) comprehensive LTI definition:

Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical – they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over-time – discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online. (p.4)

2.4. Review of Teacher and Language Teacher Identity Research

Most of the language teacher identity literature focuses on pre-service teachers, teacher candidates (Abednia; 2012; Henry, 2016; Sexton, 2008; Sugrue, 1997; Timoštšuk & Ugaste, 2010, 2012; Trent, 2010, 2011a, 2011b, 2013; Varghese & Snyder, 2018; Yazan, 2014). In her review of research on student teachers' professional identity,

Izadinia (2013) identifies four areas of research that investigate the contribution and impact of reflective activities, learning communities, context and prior experiences. She argues that the analysis revealed a largely positive account of student teacher' identities ignoring the tensions and challenges or complexities. The constructs such as cognitive knowledge, awareness of self, relationships with colleagues and students, confidence and teacher voice are the main foci for the reviewed studies, which Izadinia (2013) suggests as interconnected elements constituting teacher identity. Thus, student teacher identity is theorized via three concentric circles of prior experiences, learning communities and educational contexts.

In order to better locate the need for the current study in alignment with one of the emergent trends in TESOL after a half-century as the move from knowledge or skills to identities, beliefs, and ideologies (Canagarajah, 2016) and the sociocultural turn in second language teacher education particularly in two dimensions: the legitimization of teacher knowledge, and located L2 teacher education in a way to recognize how teachers are positioned in macro contexts (Johnson, 2006, 2009), an overview of research on in-service teacher identity and language teacher identity is presented since in-service teachers are the focus of this dissertation.

2.4.1. Research on Teacher and Language Teacher Identity

Teacher learning is seen as identity learning. Toward an integrative and a holistic view of teacher identity, Beijaard (2019) argues that developing a teacher identity is seen primarily as a personal process of connecting who one is as a teacher and a person, which means teachers' personal histories, earlier learning experiences, aspirations and educational beliefs inform their identities, and this should be acknowledged by teacher education. Tensions between the personal and the professional could lead to either negotiation or lack of it and the overall relation of structure and agency influence teacher identity learning and development. Moving beyond an existentialist conceptualization of LTI, recent discussions on LTI seek for a diversion from monolingual toward multilingual with the ever-changing, positioned and adaptable nature of LTI (Varghese et al., 2016) since it informs the work that teachers do. New ways of theorizing LTI, expanding the methodological and analytic lens, and LTI in transforming teacher education and curriculum are discussed. These discussions

explore unique conceptualizations of LTI in the cases of (non)native-speakering, languaged lives, indigenous approaches, narrative knowledging, instrumentality of emotionality, further from ecological perspectives with a focus on the connections with teachers' identities and their environments, job-crafting, domestication of dissent, and emplaced identities. In this regard, (non)native speakering which is discursively and historically constructed and creates racialized identities, and metacommentaries (Aneja, 2016), indigenous approaches through participatory action research to critical ethnography (Kasun & Saavedra, 2016), how privileged teacher identities are negotiated (Appleby, 2016), job-crafting, how teachers employ their agency sensitive to situational and temporal affordances and constraints (Haneda & Sherman, 2016), ecological constraints and affordances (Edwards & Burns, 2016) are examined. The identity categories that are brought to and fostered in teacher education and how these could influence identity negotiations are questioned.

It could be concluded that the field moves toward novel directions that contribute to the vibrant research on language teacher identity. Still, there is more to uncover in terms of the centrality of LTI in TESOL profession including (i) extensions and revisions LTI conceptualizations such as moving ahead explicitly bounded identity markers, recognizing the interrelationship between identity and agency, identity and linguistic complexity and diversity, identity and emotions and vulnerability, (ii) further discussion on categories of race, gender, class, and sexual identities that is recognizant of the intersectionality among them, (iii) advocacy of identity-based teacher education, and (iv) agentive roles in the profession (Varghese et al., 2016).

The literature on LTI has expanded over the decades through many publications such as the special issues of TESOL Quarterly examining LTI in (multi)lingual educational contexts (Varghese et al., 2016), The Modern Language Journal on transdisciplinarity and LTI (De Costa & Norton, 2017), TESOL Journal offering an identity-oriented lens to teachers' lives (Lindahl & Yazan, 2019), review articles (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Varghese et al., 2005), theoretical conceptualization articles (Akkerman & Meijer, 2011; De Costa & Norton, 2017), and edited volumes and books (Alsup, 2006; Barkhuizen, 2017b; Cheung et al., 2015b; Schultz et al., 2018; Yazan & Rudolph, 2018) and many other empirical studies.

Overall, the research on LTI is shaped around several themes: agency (Buchanan, 2015; Hiver & Whitehead, 2018; Varghese & Snyder, 2018), emotions (O'Connor, 2008; Song, 2016; Timoštšuk & Ugaste, 2012; Zembylas, 2003), narrative construction of LTI (Barkhuizen, 2016; Ruohotie-Lyhty, 2013; Tsui, 2007a), the native-nonnative dichotomy and nonnative speaker teachers (Aneja, 2016; Ellis, 2016; Farrell, 2011; Lee & Canagarajah, 2019; Pavlenko, 2003), and contextual factors (Alsup 2006; Costley, 2015, Findlay, 2006; Flores & Day, 2006; Meng, 2014; Trent, 2014).

Beijaard et al. (2000) explore how teachers perceive their professional identities and what factors contribute to these perceptions. Their findings revealed that teachers see their professional identity as a combination of subject-matter experts who base their identities on the knowledge and skills in subject matter, pedagogical experts who base their identities on the knowledge and skills to foster students' social and emotional development, and didactical experts who base their identities on the knowledge and skills on the planning, delivery, and evaluation in their instruction. The study reported a significant difference between how teachers regarded themselves in relation to these areas as experienced and beginning teachers, and there were shifts in their expertise during their careers. At the beginning, the teachers said they considered themselves as subject-matter experts more, but over time they mostly shifted to a balanced state of all three expertise areas. Yet, subject-matter and didactical-expertise were found existent in most teachers account equally unlike pedagogical-expertise. The factors that influenced these perceptions were the context of teaching, the experience in teaching, and their biographies. In this study, the participants were teachers of different subjects (science, mathematics, social studies and humanities, and languages) and from the beginning, language teachers were found to be the balanced group teachers more than other subject teachers.

Mockler (2011) studies eight teachers at different points in their careers and argues that teacher professional identity is formed and mediated by three main domains: personal, professional and political. The personal domain manifests itself in the participants' motives such as family influences and schooling experiences, gender and ethnicity to enter the profession as well as some critical incidents in their lives to reconsider their personal and teacher selves. In the professional domain, pre-service

teacher education, their socialization process to the school, workplace culture and the macro system of schooling are found effective. The third domain is the “policy environment within which education operates, the discourses which surround education and teachers’ work, as represented in the media and the ‘cumulative cultural text’ of teachers’ work” (p. 132), which has the least significant impact on the participant teachers’ professional identities. The professional domain turned out to be the most significant of the three domains in shaping teacher professional identities. Both novice teachers and experienced teachers consider the early years in the profession very critical in the tumultuous process of constructing a self-image as a teacher and adjustment to the school and the profession. There were several identity anchors forming a connection between the teachers’ work and their purposes by doing it: the subject area, caring for students’ emotional wellbeing, learning and critical literacy, putting effort in equity and justice (access to education), and experiencing leadership in the profession.

Summarizing factors on teacher identity construction on institutional, interpersonal, and personal levels, Ye and Zhao (2019) demonstrate three identity representations as: (i) learning to be both a professional educator and a subject-teaching expert, (ii) learning to be a subject-teaching expert, and (iii) balancing between an educator and a subject teacher role, all of which are deeply influenced by the national policy changes. Through narratives of teachers in different phases of their careers, the findings showed that the interaction of teachers’ individual agency and the wider structure of national policy changes shaped their identity development. The participant teachers referred to policy texts that influence their goals and their alignment or nonalignment to these goals. It was reported that there was much reference to recognition, which showed the lack of security and self-confidence of the teachers according to the researchers. Ye and Zhao (2019) further argue that Chinese teachers develop a self-institutionalized self that explain the influence of the wider system on their thinking and actions. According to the findings of the study, one teacher formed an inclusive self; recognizing and appreciating the state-governed system. Another teacher formed an instrumentally oriented self; seeing teaching as a profession for self-fulfillment. And the last teacher who was newly recruited was reported to experience a state of confusion and perplexity. The findings also documented that the state policies remained unclear and symbolic for the teachers and positive interpersonal

relationships enhance identities. Ye and Zhao (2019), based on the argument that the relationship between teachers' agency and the broader structure influences identity development, propose a conceptual framework for teacher identity consisting of concentric personal, interrelational, and institutional contexts.

Garner and Kaplan (2019) describe the Dynamic System Model of Role Identity as a new conceptualization to teacher identity and exemplify its use in an instrumental case of a teacher participating in a professional development program. Using this model to investigate identity processes of the participant science teacher, they highlight the interplay of teachers' role identities as learners, teachers, participants or subject experts as the participant teacher has shown a general student-centered approach in self-perceptions and definitions, ontological and epistemological beliefs, purpose and goals, and perceived action possibilities. The findings revealed the participant teacher's permanent fascination with the subject to teach and perceiving teaching as destiny, beliefs on the subject as a way of seeing the world and on learning as a result of curiosity and effort rather than a natural talent, goals based on these two premises, and limited action possibilities due to the tensions between beliefs and goals and the way the curriculum and the school schedule were designed. The salience of different role identities such as a learner/professional development participant or subject expert and the rise or fall of this salience were dependent on the nature of inquiry or assessment activities that created tensions between his self-perceptions and the activities in the professional development program. It is concluded that teachers' interpretation of their current and past role identities and the extent to which they do or do not align influence their learning and consequently forming a teacher identity.

Hiver (2013) explores the role of possible language teacher selves of seven in-service Korean English teachers on their professional development choices drawing on the possible language teacher selves construct of Kubanyiova (2007, 2009) adapting the possible selves conceptualization (Markus & Nurius, 1986). Adapting this framework as ideal language teacher selves (envisioned identities, positive future reference), ought language teacher selves (identities imposed by external factors determined by others in the school context), and feared language teacher selves (undesired identities, negative future reference), Hiver (2013) finds that the participant teachers' professional development choices are determined by their possible language teacher

selves. For the teachers whose ideal language teacher selves are the most outstanding elements, the aim becomes to enhance the self. For the teachers whose feared language teacher selves are dominant, the aim of professional development is to repair inadequacies and avoid actual and feared language teacher selves' overlaps. For all participant teachers, ideal selves mean being an expert as a language user and teacher. The feared element in the future language teacher selves is losing English competency rather than an attempt toward students' better learning. The teachers' efficacy in the language constitutes their teacher efficacy. Hiver (2013) finds it intriguing that the teachers prioritize recognition as an expert language user not as a teacher since their language skills are as well validated by international high-stakes examinations. Due to the great importance assigned by the teachers to language self-efficacy as language learners, the ideal continuing professional development is the one addresses the language and helps teachers to be an expert user of it in addition to be a teacher, two of which constitute their ideal language teacher selves. In this study, language insecurity turns out to be the most critical aspect in teachers' possible future selves.

Meng (2014) investigates how eight Chinese college English teachers who are at different phases (four early-career, one mid-career and three late-career) in their careers via a life-history approach construct their professional identities and starts with the supposition that the teachers' identity constructions are largely influenced by the Chinese history of education. The findings showed the broader political and sociocultural context shaped teacher identity, and the enactment of agency was critical. However, it was stated that individual and institutional, namely, micro and meso contexts are more important than macro level concerns on the teachers' professional identity construction. Their personal histories and experiences largely shaped their professional identities which was constantly reshaped in the professional context. In all career stages, the teachers took on certain roles such as manager, professional, acculturator, and researcher. They exerted agency throughout the process of identity formation in relation to broader political and sociocultural contexts. In the construction of teacher identities, mirrors that helped teachers to see themselves were former teachers' influences, their relationship with students, and working with colleagues. With regard to the four early career teachers in this study, the findings reported that two of them wanted to implement a student-centered approach but faced students' reluctance and resistance. Another early career teacher designed activities that

included elements from students' other skills than English competence to achieve a student-centered approach. She was able to increase the students' interest in the class; however, she used such activities once or twice a semester since she felt tensions that her responsibility was to make sure that the students learned. They switched to traditional methods and combined them. And the fourth early-career teacher presented content in various forms of multimedia. The early career teachers were reported to experience insecurity in terms of their qualifications and employment status. All teachers underlined the necessity of reskilling and multiskilling, which required being flexible. For flexibility, the researcher focused on the teachers' commitment of spare hours to the job making the actual working hours hard to calculate. The mid- and late-career teachers emphasized and appreciated the collegial support. Overall, Meng's (2014) showed the importance of agency in identity construction and there is always a gap between a designated (what teachers were expected to become) and their actual identities. In order to negotiate the tensions between them, the teachers developed competing identities of a traditional and a communicative teacher, teacher or a researcher.

Bukor (2015) examines the influence of personal and professional experiences on three experienced English language teachers' identity development. The data collected through autobiographical journaling, in-depth interviews, and a guided visualization activity shows that their teacher identities are embedded in their personal biographies. According to the results, the beliefs and views formed in the family affect career choices and experiences at school. The teachers' relationship with their families also direct them to the teaching profession more than influencing their perceptions. There are critical personal, professional and educational experiences that influence these teachers' identities. The teachers' interpretations of their family and schooling experiences impact their philosophy of teaching, pedagogical decisions, and their teacher identity development. For these teachers, school functions as a site of growth and development with the possibility it offers to compensate for the perceived lack of emotional and psychological support, praise and recognition of their affective needs in the family. Bukor (2015) argues that both personal and professional experiences should be explored to understand teacher identity through a holistic and integrative approach.

Questioning the native-nonnative dichotomy, Ellis (2016) examines linguistic identities of all TESOL teachers (with circumstantial bilingual, elective bilingual, or monolingual experiences) in narrative accounts. The findings underline the importance of recognizing teachers' language learning experiences contribute to their LTI and they should be critically examined. It will then be possible for their linguistic identities to become pedagogical tools. It is argued that teachers' language learning experiences or languaged lives were priceless and potential yet underutilized contributors to their language teacher identities, constituted beliefs that underpinned their pedagogical decisions. They proved L2 learning as an attainable goal by sharing language learning experiences with students such as being taught via the medium of the target language and anticipating difficulties for students. Ellis (2016) proposes linguistic identity as pedagogy and argues that language learning experiences are constituting elements in LTI rather than falling into the dichotomy of native and nonnative with clear-cut boundaries unlike the reality in which teachers have complex linguistic backgrounds with various linguistic resources not necessarily require being a native speaker of the language and are multicompetent plurilinguals. The findings are also aligned with Lee and Canagarajah (2019) arguing translingual dispositions, building on teachers' orientations toward languages instead of ethnolinguistic ownership, as a way of moving beyond and reifying the native-nonnative dichotomy by illustrating a case of a native speaker teacher making room for her international students use of writing styles that were deviant from native speaker norms and allowing them to be users of the language.

Taking on novel perspectives, the role and instrumentality of emotions specifically vulnerability in LTI is examined in Song (2016). It is argued that there are some emotional rules that teachers abide by and they might ground on these while they form secret and cover stories to conceal their anxiety and self-doubt in the cases of open (when they feel safe to face emotional stress) and protective (when they avoid or move away from emotionally threatening situations) vulnerability. The study discusses the fact that globalization bring out new demands for English language teachers and their emotional responses to these demands influence teacher identities and practice either fostering or hindering pedagogical and self-transformation. The emotional experiences of five teachers in viewing themselves and the early study abroad program returnee students in their classes are examined. The cultural assumption of teachers as all-

knowing affects teachers' relationship with students; one of the teachers comes to open from protective vulnerability by challenging the all-knowing teacher assumption, which makes the teacher more comfortable in using and teaching the language. The findings argued that these teachers' cover story was that the curriculum concentrated on grammar and accuracy to conceal their sense of insecurity whereas their secret story was that they experienced discomfort and anxiety regarding their own language competency and clung onto the cultural requirement for a teacher to know anything and everything in the subject. When they perceived the curriculum as a lived experience rather than a plan, they discovered the role of active shapers instead of deliverers. Often, they produced conflicting stories that channeled different LTIs either limiting pedagogical practices and rapport with students or igniting self-transformation.

Another perspective is a short-story approach to analyzing teacher identities over time (Barkhuizen, 2016). The participant teacher in the study was an immigrant and at the pre-service level she had the aim to teach English to her local community members to improve their language skills. Yet, she ended up teaching in a different context. Upon starting to work at a school of white, native-speaker students of privileged backgrounds, there were some moments to create tensions in her LTI such as being confused with a cleaner due to her migrant identity or being the only migrant teacher at the school. Analyzing content and context of narrative short stories on the dimensions of temporality (when), place (where), and sociality (who) at three contextual scales (story, Story, and STORY) constitutes a narrative in which teachers imagine and live teaching experiences and construct LTIs. The three scales are consecutively the most immediate, intimate, and personal context where teachers have more agency and power, the wider context beyond the immediate one where the institutional forces outside the classroom are at play, and finally the macro socio-political arena on which teachers have the least impact. Barkhuizen's (2016) analysis showed the complexity of negotiation of imagined and lived identities, how the participant invested in multiple identities and practices toward an imagined community of TESOL and reshaped her LTI over the nine years period.

Li and De Costa (2017) investigate a Chinese EFL teacher's identity negotiation taking neoliberal concerns into account. The teacher's main duty, teaching at a private school,

is to prepare her students to excel in the IELTS tests regardless of how and what she teaches. Unlike the school, to her, being a teacher means more than advancing test performances and entails educating students in a way they could be independent throughout their lives and take their responsibility. The ways the participant teacher negotiates her identity in response to contextual enablers and limitations at the school and the influence of her agency on her identity negotiation are explored. There is a prescribed role by the teacher's institution, she exerts her agency in different teaching contexts redefining her teacher identity and there is frustration with the job. The prescribed identity for the teacher becomes "an English language test preparation teacher who would impart test-taking skills to students" (p.281). She experiences a sense of de-professionalization due to the school's turning teachers into "teaching machines" (p.282). Her supervisor who is mainly responsible to market the test results, help and train novice teachers, and organize teaching schedules has conflicting teaching philosophies with the participant teacher. Her supervisor's evaluation of teachers on the basis of students' test results rather than focusing on the process of learning and teaching like herself is a constraint on the meaningful definition of the teaching job and on the teacher's enacting her teacher agency in such top-down administration styles. In this school environment, the teacher modifies the teacher identity imposed on her and finds ways negotiate her imagined identity by agentic actions. She chooses her students' being competent users of the language, communicating through the language over their sole preparedness for tests. She assigns her students to interview international students on campus in the winter semester when the test is several months away. The two factors enable her to craft the job she does. For the summer semester students, she chooses not to do so as the exam is only a few months away. She makes her decisions shaped by the institutional affordances and limitations. She turns classes to prepare for the speaking tests as sites for constructing one's own arguments too rather than only her distributing and the students' memorizing generic answers. She still makes sure to cover required vocabulary and grammar through sample speeches addressing test-taking in addition to critical thinking skills. Achieving teacher agency is also followed in a teacher's relationship with administrators and colleagues. The teacher in this study, confronts the supervisor if she thinks it is not the right way to teach and insist on her way of teaching things. She counts on her advanced and better speaking skills on her

relationship with the supervisor. On the interpersonal level, she also modifies the student-teacher relationship culture at the school. She builds authentic, close relationships with her students. Though being agentive, the teacher feels frustrated and disappointed over her four years of teaching at the school. She lacks the desired support to construct her ideal, imagined teacher identity.

Hiver and Whitehead (2018) investigate four English language teachers' agencies through their classroom practices and how in class practices shape their teacher identity construction processes. The data collected through observations, reflective journal entries, and semi-structured interviews is analyzed to seek the teachers' exercising agency via their intentional and deliberate efforts to increase students' learning. The findings show that all teacher experience challenging events in their classes. These turn out to be transformative experiences for two teachers who come up against negative instances in class on the interference of an administrator and the obligation and limitation of a set coursebook. The agencies the two teachers exert make these events give positive outcomes and change for the good. The sense of achieving agency fostered these teachers' self-perceptions as teachers when they reflect on these instances to generalize from them. However, for the other teachers such challenging episodes are interpreted as failures since they could not exercise their pedagogical agency as they wish. They report feelings of incapability and paralysis. The study argues that these teachers exercising their agency is closely linked to their personal features, senses of self, and the context they work in. Agency is also defined as a complex and continuing process of negotiation.

Reeves (2018) examines an English teacher's identity negotiation while she works at a community high school in the United States to tutor minority students. although the participant teacher is in her sixth year in teaching, she considers herself and feels as a novice. The reason of this is that she is unprepared in her teacher education. She studies to teach math at secondary level and ESL is an add-on endorsement for her qualifications as a teacher. She receives limited training on the English language teaching theory and pedagogy and has little practicum experience. Her under-preparation for the job causes her to feel like a novice in her sixth year in teaching. Her feeling of inadequacy is intensified by her students' poor performances in the state exams for English proficiency and content exams in English. Despite loving her job

and caring for students, she experiences challenges in her teaching. The administration and the teacher herself both hold the teacher accountable for the students' low results. She changes her teaching due to the poor performance of the students' and the school's equating high test scores with good teaching. She decides to adopt a scripted curriculum for fast and better results for her students, feeling compelled to do this as she thinks doing otherwise is a disservice to her students. The scripted curriculum defines the teacher talk and student responses told out loud as a chorus and in unison. She becomes more self-confident as a teacher yet still realizes the incoherence between the scripted curriculum content and her students' interests. Both the teacher and the mandated program aim at the students' academic achievement but there is a difference since the teacher wants to achieve this in a caring environment rather than achievement at any cost. She falls into an ethical dilemma whether to follow her own principles of care or adopt the technicist view of teachers prescribed by the mandated curriculum and feels not much comfortable.

There are also some studies theorizing and examining LTI through figured worlds. Farrell (2011) examines three native English-speaker experienced ESL teachers' role identities and how they talk about them through figured worlds. The focus-group discussions and follow-up interviews reveal that these teachers exhibit several role identities which could be grouped broadly as teacher as manager (vendor, entertainer) when teachers feel like they have to control everything in the class, professional (collaborator, learner) when teachers put emphasis on dedication and taking their job seriously or acculturator (socializer, social worker) when teachers participate in activities with students outside the class. Some of these roles were ready-made such as vendor, entertainer, care provider while others were individually created such as collaborator, motivator or learner. The study underlines the teachers' getting aware of their different roles if they seek to make changes regarding them.

In her chapter on a classroom English language assistant, Costley (2015) describes how the participant negotiates her positional and relational identities and actively uses a physical space at school, the library, to assert her claims on her identity not as a classroom teaching assistant but as an Ethnic Minority Achievement Grant, (intending to bridge the gap for the minority and bilingual students) teacher. She is a primary teacher for seven years in her home country and moves to England. The data collected

through classroom observations, interviews with the teacher and documents such as teaching materials and students' work reveal that the participant teacher refuses the term classroom assistant as in school terms and calls herself as an EMAG teacher showing her positioning of her identity at the school. Since she is not assigned a permanent classroom, she decided to use a free space in the library and decorates it with the students' work. She becomes associated with this place as it is the place where to find her. This place gives her both visibility in terms position in the school and invisibility in terms of the work she does. The study reports that her interaction with other teachers is quite limited but this is an active choice. She also comments on her being a being perceived as the school disciplinarian (misbehaving students are sent to her), the way she dresses unlike other teachers, and her little participation in the staff room. Costley (2015) argues that she is an actively constructing and maintaining her identity as a teacher since she negotiates her position at the school, chooses a space for her teaching, her relationships with other teachers, and the clothing she deliberately presents for herself.

2.4.2. Research on Early Career Teacher and Language Teacher Identity

The literature investigates early career teachers' identities as well (Avraamidou, 2019; J. S. Cook, 2009; Findlay, 2006; Karataş & Karaman, 2013; Pillen, Brok & Beijaard, 2013; Pillen, Beijaard & Brok, 2013; Schaefer & Clandinin, 2019) and the transition into the first year English teaching or novice or early career language teachers (Barahona & Ibaceta-Quijanes, 2019; Başer & Karaman, 2015; Farrell, 2006, 2012; Li & De Costa, 2018; Liu & Fisher, 2006; Ruohotie-Lyhty, 2011, 2013; Tsui, 2007a; Urzua & Vasquez, 2008; Xu, 2012; Varghese, 2006).

Flores and Day (2006) investigate early career teachers of different subjects in their first two years in teaching and examine their beliefs, values, learning experiences, what they consider as challenges and being an effective teacher. The analysis of the data from the interviews with the teachers, their annual report at the end of these two years, and the students' commentary on their teachers shows that there are three main influences on identity construction such as prior experiences as students, initial teacher training and teaching practice, and contexts of teaching in terms of the classroom, school culture and leadership. Earlier experiences and observation of positive and

negative experiences from former teachers are found to play an important role. The teacher education is found to be inadequate to address the complexity of the classroom and have a relatively weak influence on teachers. There are tensions being reported in terms of balancing the theoretical constructs such as constructivism in the teacher training and management of the demands of the classroom. First teaching experiences include heavy workload, lack of support, bureaucratic duties, vast array of tasks and teachers' performance assessment procedures in addition to the mismatch between beliefs and practices. The teachers see teaching more than instruction with several other roles such as being a guide, model, educator or friend with substantial emphasis on caring for students. However, there are dilemmas while considering ideal beliefs both on instruction and exercising control resulting in these teachers' following more traditional methods and teacher-centered classes. The teachers have felt isolation and learned while doing the required tasks. The analysis has also shown some of the participant teachers' perceptions of improvement, being less strict and more flexible in the classroom. Overall, the findings report that the images of what it means to be a teacher are challenged and the workplace conditions either facilitate or hinder teacher learning and development that inform teachers' professional identities and their relative stability.

Adopting a life-history approach and theorizing teacher identity through the framework of figured worlds, Avraamidou (2019) argues viewing (science) teacher identity as life story resonates with the sociocultural theory emphasizing the importance of time and place on identity development, and she presents a comprehensive account of four beginning elementary teachers' life histories that interact with their science teacher identities. Their teacher identities are in formation as learners of the subject and members and participants in different communities since early ages. The data collected through a science-biography, personal philosophy statements and interviews reveal influences of various experiences in different figured worlds of subject matter, family and childhood, experiences as a student, out-of-school, university and professional experiences on identity trajectories. In each of these figured worlds, there are several identity dimensions such as sense of self, positioning, agency, emotions, gender, subject knowledge and philosophy of teaching. Avraamidou (2019) concludes that teacher identity is multidimensional: both

cognitive and affective, relational: relating to and taking shape of other constructs and sub-identities, bound to place and time.

Schaefer and Clandinin (2019) report two studies; one interview study where the participants are second- and third-year teachers and another with a narrative of six early career teacher leavers. The studies aim to explore beginning teachers' identities-stories to live by rather than to leave the profession. The findings of the first study revealed the participants' experiences around who they were as teachers (devaluing personal practical knowledge, belonging to the profession, things that keep them teaching), achieving a lifestyle that includes but does not only consist of teaching (maintaining work-life balance, questioning whether teaching consumes them or beginning teachers could do anything) and the sense of security in the job. The incompatibilities between the participant teachers' personal and professional selves were reported. The formal out-of-school training was found generic, decontextualized and demanding. Although the teachers were prepared pedagogically for the job of teaching, they did not feel prepared to meet several requirements outside the class and questioned their belonging in the class, the school and the school district and who they were in these places. This showed the difficulties of composing a life as a teacher within and outside the school for beginning teachers. The exhaustion, fatigue, and being overwhelmed by the requirements of the job were listed. There was a discrepancy between one's imagined and practiced life as a teacher. The second study underlined the importance of operating personal and professional sides in a way that sustaining one as imagined would not require giving up the other. Schaefer and Clandinin (2019) argue that the negotiation of personal and professional identities is indispensable and means a shift in understanding teachers as people who teach foregrounding their personal side since the beginning teachers had difficulty in actualizing their imagined self as teachers.

In order to examine contextual and learning factors for five teachers in their induction year in terms of their identity development, Findlay (2006) reports a narrative-biographical study and argues that the factors related to the work itself, relationships at work, and the individual teacher could either enhance or threaten teacher selves. The participant teachers report an interest in the subject and influence of other people such as former teachers and teacher candidates. They all mention they could have a genuine

impact on their students' learning. Four teachers are argued to be committed and confident. They receive support and work in a collaborative school environment with a helpful induction mentor. However, one teacher feels inadequate support, wants to receive feedback on her performance and finds her good relationship with students and their feedback as the most rewarding aspect of the work. All teachers comment positively on their induction mentor, but they have doubts in the value of the induction program as it is an unnecessary repetition for them or too generic. Findlay (2006) suggests the induction process needs to serve personal and emotional needs to prevent feelings of alienation and isolation and a lack of communication that five novice teachers' (two of whom teach English) experience. The excessive workload, lack of critical feedback and praise, lack of reflection and action on experiences, superficial induction requirements, feelings of isolation, lack of access to broader professional community via seminars and trainings are criticized by the teachers.

Farrell (2006) presents a case study of a novice teacher in terms of his transition from a teacher education program to a classroom environment. The data collected through classroom observations, post-observation conferences, and interviews reveal that the teacher in his first year faces many complications related to his teaching approach, course content and relationships with colleagues. He wants to employ a learner-centered methodology as suggested by his beliefs and teacher education. However, the school culture turns out not to support this due to several reasons of noise, teachers' losing control of the class, students' movement and prefers a teacher-centered pedagogy instead. It is not resolved fully for this teacher. Another dilemma is caused by the pre-determined course syllabus and materials. There is a gap between what he wants to teach and what he is expected to teach regarding the content. The teacher questions the educational value of these materials and content and incorporates content that he believes to be more meaningful. However, the rigorous exam that the students have to take requires the use of prescribed materials. The teacher keeps using materials from different sources as he says his aim is not only to prepare the students for the exams yet reassuring to cover the content required for the exams. The novice teacher also has difficulty in understanding the collegial relationships at school. He finds that there are certain teacher groups that not an outsider is given access to, which makes him feel that he is left to his own during the year. Starting and maintaining relationships becomes the most difficult complication for this teacher. Farrell (2006)

argues that this might be caused by the individual culture at the school, the novice teacher's reluctance to ask for help or both. The novice teacher's efforts do not solve these contradictions, but he achieves a balance between his trajectory of teaching and the school culture. Farrell (2006) underlines the urgent need that teacher education programs should focus on preparing new teachers by anticipatory reflection activities for real school and classroom settings they meet in the first-year teaching. Novice teachers should at least be able to understand such complications if they stay in teaching.

Similarly, J. S. Cook (2009) examines the experiences of ten first-year teachers of English and demonstrates some commonalities among teachers' experiences such as former teachers' impact on the teaching persona, negotiating power and setting boundaries with students, and developing resilience through productive disequilibrium. However, the senses of uncertainty and instability are not easy to deal with for novice teachers especially when they have no formal teacher preparation or comprehensive mentoring. It was an emotionally and psychologically complex process for novice teachers to negotiate and maintain their teacher identities. Kanno and Stuart (2011) examine two L2 novice teachers' identities and classroom practices. Their analysis shows that it is not an easy task for novice teachers to adopt the teacher identity as they are playing the role of a teacher rather than internalizing teacher identity at the beginning of the year. The findings reveal that unless substantial classroom practice is available at the pre-service level, novice teachers do not internalize teacher identity immediately. In their study, the teachers are able to identify themselves with the job more as seen in their comments on self-identification only after some time. The commitment to teaching after choosing it as a profession does not necessarily lead to adoption of teacher identity. Thus, Kanno and Stuart (2011) argue that identity and practice are "mutually constitutive" (p.245), and they inform one another. It is then possible to see the change in the teachers' comments identifying themselves as teachers rather than considering it as a role-play. Identities and practice shape and inform each other. First, the novice teachers learn navigating main instructional skills in the course of learning in practice. They start to focus more on concerns such as students' needs, alignment of instruction to the aims rather than their lack of knowledge, skill and competences. Once novice teachers semi-automatize these basic skills, they redirect their attention to the defining features of their teaching.

The completion of one semester time makes it easier for these teachers as they have a benchmark to compare their performance. They also feel unconfident in their subject matter knowledge, they are native speaker teachers but are doubtful of their skills to teach, to have and employ their pedagogical content knowledge. They negotiate their relationship with students and teacher authority in the sense that novice L2 teachers manage to control the classroom with time by managing a firm stance, but they get more disengaged from students as they establish their teacher identities and authorities managing the class. It is argued that the changes in classroom practice could not only be linked to teacher knowledge but rather to their evolving teacher identities.

Ruohotie-Lyhty (2013) also exemplifies identity struggles of two foreign-language teachers, and purports that teachers' initial identities affect how they experience the induction process. One of the teachers experiences the beginning in teaching quite difficult and has doubts whether she could continue in the job. The other teacher, however, experiences an easier beginning, satisfaction and a belief that she could succeed in the job. Although the participants do not differ in terms of their teacher education and working environments, their beginnings do. The teachers in the study display two opposing beginnings: one- easy with an agentic stance, the other- painful with a passive stance. An agentic stance shows the readiness to enact one's agency for further identity development, whereas the passive stance reveals "ideal and forced identity that are in constant conflict" (p.127). Both have identity trajectories for themselves before starting the job. One imagines herself mainly as a subject matter teacher to teach via best methods and comparing the ways of teaching at school and teacher education. The other imagines herself mainly as a teacher who foregrounds good relationships with students, building rapport and collaboration both with them and colleagues. The disappointment when not being appreciated, shock on the students' behaviors, guilt on not teaching in the ideal way have led to the state of confusion and insecurity for the teacher with a passive stance. The trial-and-error process on deciding what works, reflecting and striving in order to solve the problems and acknowledging failures as educational and helpful have led to a confident and competent teacher with an active stance. The reasons for this difference in experiencing the first years of teaching are argued to be having realistic or unrealistic perspectives, to adopt agentive or passive stances. The induction process is argued to cause an uncertain teacher identity.

Xu (2013) examines how four Chinese novice EFL teachers' imagined identities in the final year of teacher education and how these are negotiated and transformed into practiced identities in the course of their teaching for three years. The data collected through interviews, journal entries, and observations document the teachers' imagined identities (such as language expert, learning facilitator, or spiritual guide), practiced identities (such as language attrition sufferer, routine performer, or problem analyzer) and the internal (such as personal and educational experiences), and external factors (such as institutional and social factors) contributing to the transformation of imagined identities into practiced ones. Being a language expert in their imagined identities is cue-based and exemplar-based as the teachers associate it with the features good teachers have (cue-based) and their former teachers (exemplar-based). Another exemplar-based imagined identity of the teachers is a teacher as a spiritual guide and a cue-based identity is being a learning facilitator. The teachers' prior learning experiences and beliefs as EFL learners and pre-service teachers influence their imagined identities. In terms of their practiced identities, foregrounding teachers as language experts transforms into a realization that a state of balance is needed and the schema-based identity that other things are more important than the actual teaching competence in her school, which even leads her to quit the job. Another teacher's imagined identity is shaped around being a teacher who consolidates learning, yet this leaves the teacher with little time to catch up with the syllabus and pushes her to a rule-based identity to follow the prescribed syllabus and pace. An imagined identity as a spiritual guide role is also found unattainable in the participant teacher's school context and transformed into a routine performer meeting the basic conventional rules in teaching the language. Only one of the teachers aspires to keep her imagined identity of a teacher as a learning facilitator despite the institutional constraints similar to the other three cases. Her imagined identity is transformed into an educator identity ready to face challenges with perseverance and agency. Overall, the in-service level (practiced identities) is found to be characterized by rule-based and schema-based identities. Institutional constraints negatively affect the imagined identities, yet it is with agency that the imagined identities could evolve too.

Li and De Costa (2018) explore two novice EFL teachers' identity development after their graduation from a TESOL master's program in the U.K. in their first year of teaching. The study explores the novice teachers' identities from two perspectives:

communities of practice (Wenger, 1998) and cultural myths (Britzman, 1986). Two myths are found relevant for the study: everything depends on the teacher and the teacher is the expert. The first is associated with the power struggle, teacher authority and the classroom control. The second myth is associated with the certainty in the knowledge as a requirement for teachers. In their learning how to teach English, both agree on the views that communicative teaching methods should be preferred, and the teacher is not the sole source of knowledge or a transmitter of it. However, they consider themselves who need to be an expert and authority in the language. The teachers comment on the inapplicability of their former philosophies due to several reasons such large class sizes, institutional-level pressures and poor speaking abilities of the students. Although their working environments differ, both teachers experience similar challenges. The most problematic area in the students' abilities is speaking for them. This further results from the English-only policy in the class rather than a translingual one. Another issue is that their authority is challenged by the relaxing and friendly atmosphere they try to create in the class. Consequently, the teachers focus on establishing their authorities and strictness, grammar and vocabulary teaching. Yet, such learning load is not manageable for the students. As aforementioned, their school environments are different in terms of available teaching facilities (use of instructional technologies), possible learning opportunities (getting feedback on lesson demonstrations), teacher quality and policies of the school. After their engagement in these new communities of practice, one of the teachers is able to incorporate her principles by teaching English for actual use with the grammar-focused instruction. Both the students' needs to pass their exam and her views are accomplished. The other teacher, however, ends in a major difference between her trajectory and the reality.

There are quite few graduate level studies on English language teacher identity in the Turkish context. In addition to those on English pre-service teachers' professional identities (Esen, 2019; Bekereci, 2016; Taşdemir, 2016), there are theses concentrating on in-service English teachers (Balban, 2015; Baltacı, 2019; Elmas, 2020; Kocabaş-Gedik, 2016; Sayar, 2014; Yavuz, 2010). All these studies, except Yavuz (2010), with in-service English language teachers are conducted at tertiary level. Baltacı (2019) explores English language instructors' teacher identities and organizational behaviors through a qualitative design. The findings underline that teachers' personal and professional identities inform their organizational role identities and the adverse

influence of the professional inaction in the organizational environment on teachers' professional identities. In addition, Sayar (2014) analyzes English instructors' and their students' views on them as teachers through metaphors and suggests distinct roles of teachers as neophytes, entertainers, interest raisers, experts, guides and nurturers from teachers' own point of views. There have been both overlaps and mismatches in the metaphors with those of the students. Yavuz (2010) presents four teachers' narratives and finds that personal biographies and schooling experiences have substantial impact on teacher identities. Teacher knowledge around language skills and teaching approaches and different levels of anxiety and morale are also informative on teacher identities.

Three MA theses in the Turkish context focus on novice teachers. In this regard, Balban (2015) investigates how three language teachers in their first year in teaching at tertiary level have viewed their teacher identities and the analysis reveals the themes of teacher identity rejection and authority obsessions, looking for approval and transitions in identity, and age and professionalism, despair and blaming self. Moreover, Elmas (2020) looks into temporary English language instructors' imagined and practiced identities and reports that the participants see temporary teaching as a means of career advancement and expect a supportive professional environment. However, uncertainties and tensions arise in their practiced identities. In another study, Kocabaş-Gedik (2016) examines the professional teacher identity construction of novice native English-speaking teachers working in an EFL setting at an English-medium university and demonstrates how emotions and tensions either facilitate or hinder investment in the communities of practice that shape identity construction.

CHAPTER 3

METHODOLOGY

This chapter gives a thorough account of the research methodology guiding this doctoral dissertation. With regard to the design of the study, it presents the overall methodological approach that was adopted, the researcher's role, the sampling, the participants and the context. It further summarizes the data collection tools in the form of qualitative interviews, the data collection procedure and the analysis of the data. It finally gives an account of the research ethics operating in this dissertation and discusses the quality criteria.

3.1. Narrative Inquiry

This dissertation is situated in the social constructivist research paradigm and adopts narrative inquiry as a type of qualitative research. It acknowledges the existence of multiple, subjective and individual realities depending on a variety of factors such as the construction of meaning through interaction with others or the influences of cultural and historical contexts and established forms of thinking on the individuals' experiences (Creswell, 2013). In relation to the methodology, such a view necessitates the researcher to study the phenomenon in its natural setting and to interpret the meaning ascribed to the specific phenomenon under focus, which aims to unveil the multiple, dynamic and complex realities through subjective instances drawing on its epistemological underpinnings (Denzin & Lincoln, 2005). Social constructivism, also combined with interpretivism, underlines the fact that the interpretations of researchers are not impervious to their background and experiences either, since they are positioned in various situated realities themselves (Creswell, 2013). Overall, qualitative inquiry studies the ways people construct meaning and qualitative interpretation is, as well, meaning making (Patton, 2015).

The aim of this study is to explore how the early career English language teachers construct and understand their LTIs and the ways the social, institutional, political environments are integrated in their LTI construction. It aims to describe the meaning-making processes of the early career English language teachers in the figured world of İstanbul state schools and show how the teachers are involved in their contexts with their actions and decisions. Since the language teacher identity is neither an objective nor a single reality, the aim of this study inherently fits well in a qualitative inquiry and research design underlining the lived experiences of people, the meanings they make of these experiences, processes and events, and how they connect these meanings to the social contexts within which they act (Miles, Huberman & Saldana, 2014). To achieve this end, narrative inquiry is chosen so that the participants are provided the room to voice their stories in the process of their LTI construction, their understanding of this particular identity and their relation to broader, macro contexts as those holding a language teacher identity.

Capturing stories to comprehend experiences and perspectives of people is one of the contributions of qualitative inquiry (Patton, 2015). With regard to this, narrative inquiry; stories, as field texts (Clandinin & Connelly, 2000), can be viewed as doorways that allow for interpreting and make meaning of personal experiences. Concomitantly, narrative inquiry with three functions of externalization, verbalization, and systemic examination has gained prominence in second language teacher education recognizing the fact that the very nature of narratives does not aim to represent phenomenon objectively, instead build on teachers' own meaning-making in their personal and social worlds (Johnson & Golombek, 2011). Clandinin (2012) writes:

As debates swirl around the globe about teacher education, it is important that we continue to inquire deeply and narratively into who we are, and are becoming. It is in this way that we can more fully, and more thoughtfully, engage with the preservice teachers who come to learn with us about whom they are, and are becoming, as teachers. It is in this way that we can more fully, and more thoughtfully, engage in the policy discussions about teacher education. (p.148)

The significance and the nature of narrative is further detailed by Johnson and Golombek (2002):

Such inquiry is driven by teachers' inner desire to understand that experience, to reconcile what is known with that which is hidden, to confirm and affirm, and to

construct and reconstruct understanding of themselves as teachers and of their own teaching. (p. 6)

There are multiple definitions of narrative inquiry. It could be described as “stories lived and told” (Clandinin & Connelly, 2000, p.20) the phenomena studied, the inquiry of experience as story, and as “a way of thinking about the experience” (Connelly & Clandinin, 2006, p. 477) or “a methodology for inquiring into storied experiences” (Clandinin and Murphy, 2009, p. 598). Narratives, also called stories are “how we make sense of our experiences, how we communicate with others, and through which we understand the world around us” (Merriam & Tisdell, 2016, pp. 33-34). However, Chase (2018) focuses on the implausibility of reaching once and for all definition of narrative inquiry while underlining the importance of identifying the expanding features in the definitions such as viewing temporality not only in terms of the past or the limits of what narratives cover. Narrative inquiry is based on the argument of people leading storied lives both individually and socially in various ways of experiencing the world (Connelly & Clandinin, 1990). Narrative inquiry builds on the Deweyan theory of experience in terms of continuity and interaction (Clandinin & Rosiek, 2007). Clandinin and Connelly (2000) sketch out narrative inquiry at its boundaries and argue that it is the method both for understanding and studying the world around us and ‘the experience’, making it both the phenomenon and the method of the research. Narratives present life as “storied moments of time and space, and reflected upon and understood in terms of narrative unities and discontinuities” (p.17). Clandinin and Connelly (2000) identify three aspects of narrative: temporality, sociality, and place. Connelly and Clandinin (2006) further elaborate on these commonplaces and state that what distinguishes narrative approach from other qualitative approaches is the fact that narrative inquiry simultaneously explores these three commonplaces. On the temporal dimension, the narrative researcher describes the phenomena having a past, a present, and a future. This aspect is also what distinguishes living stories as experiences unfold from telling ones as experiences are already lived. This dissertation, in this sense, is a living inquiry as the temporal interview questions not only capture the past but also the experiences during the participation. On the social dimension, the researcher attends to both personal and social conditions and brackets her into an inquiry rather than out of it. Finally, the specificity of the location of the stories being told or lived needs to be considered.

These commonplaces of continuity, interaction and situation shape experiences in living and telling, reliving and retelling of stories.

Chase (2018) reminds that narrative inquiry should clarify “how whatever is being studied can be interpreted as narrative or that is the best way to understand it” (p.962). In order to address this concern, it is important to note that narratives are not simple records of the past; rather they are purposeful and achieve things. It is through narrative that one considers the self as an agent, an intentional actor with an identity (Bullough, 2015). As Akkerman and Meijer (2011) briefly phrase, identity might be taken as “a narrative about ourselves: ‘I’ as an ‘author’ of a play or novel about ‘me’, with myself as an actor or character in it” (p.313). This can be compared to the definition of identity by Rodgers and Scott (2008) as it “involves the construction and reconstruction of meaning through stories over time” (p.733). Narrative approach has been the quintessential way of inquiry both in language teacher identity (Johnson & Golombek, 2011; Barkhuizen, 2017a), and identity research in general (Kroger, 2007). Narratives as the main mode of human thinking have often been operated in the construction of identity and the crafting of the narrator’s or the research participants situated-dialogic identity through storytelling, in a way implying identity construction occurs in situ (Riessman, 2016). Thus, this dissertation with the aim of understanding LTI construction and negotiation of the early career English language teachers fits well in narrative inquiry.

3.2. Researcher’s Role

Patton (2015) highlights that qualitative research is personal and positions the researcher as the instrument in such inquiry further adding that there are several factors such as the reasons bringing the researcher to a certain inquiry, the researcher’s background, skills, experiences, training, her engagement in the fieldwork and analysis are vital to consider. Similarly, Merriam and Tisdell (2016) emphasize the necessity of the researcher’s being aware of her worldview, skills and personality and the compatibility of these with the research design so that the researcher could make informed decisions through the inquiry process.

Likewise, narrative inquiry is intersubjective between the researcher and the participant(s) with multiple “I’s” in narrative inquiry (Connelly & Clandinin, 1990).

The researcher should thus be aware of the multivocal “I” while conducting narrative inquiry. Clandinin and Connelly (2000) argue that narrative inquirers develop so close relationships not only with the participants but also the field texts that in the process of moving from field texts to research texts, narrative inquirers feel that “our field texts are so compelling that we want to stop and let them speak for themselves” (p.130). The close relationship with the participants, however, does not end but shifts from the participants’ living the story to the research texts’ retelling them. This has been the case for me as the researcher. After the data collection ended, I became attached to the field texts more than mere analysis purposes required and felt the urge to retell the lived and told stories by as many field texts as possible, and also had continued- yet less frequent- contact with the participants while the research text was retelling their stories.

As the researcher, I had been working as a research assistant for almost five years in an English language teacher education program when I decided to study the early career English language teachers’ language teacher identity construction. Prior to that, I worked as an English language instructor for two years in Turkey and as a Turkish language instructor at an abroad university for one year. Although I taught English and Turkish in foreign language teaching environments and worked with pre-service teachers in my current position as a former graduate of an English language teacher education program, I was a novice to the contexts of schooling and language teaching other than university (in the professional sense since I was a former student in all these MoNE schools) and had limited insights about the MoNE schools. In relation to this, the diversity in the participant teachers’ profile and the schools they teach at were quite eye-opening for me as the researcher. I realized that, prior to data collection, I had assumed all teachers in the candidature process at the state schools would be necessarily fresh graduates around the same age with either no or minimum experience in teaching. However, it was certainly far from the reality. The homogeneity of the participant teachers in the candidature process manifested itself in the senses that they were not necessarily novices either in teaching or in life, they might have different career paths before teaching in a way contributing to their current practice, or they all had their own unique journeys bringing them to teaching English at the state schools in İstanbul at this point of their lives. Therefore, I considered these teachers as early career teachers as they were all “candidates” at state schools.

In terms of my research orientation, I could say that I was interested and invested in qualitative research during my master and doctoral studies. The couple of studies that I conducted through my enrollment in these graduate programs mostly focused on the pre-service English language teachers. Thus, working with teachers at the field was appealing to me. My main research areas were and have been teacher education in the broader sense and language teacher identity specifically. Due to the evident and urgent need to work with in-service teachers more often and provide more detailed qualitative accounts in the overall literature, I decided to pursue my academic interest on teacher identity to better understand the early career teachers' LTIs and locate my dissertation under this topic as a narrative inquiry.

As the research instrument, I endeavored to be “a marvelously smart, adaptable, flexible instrument who can respond to situations with skill, tact, and understanding” (Lincoln & Guba, 1985, p. 107) and thoughtful and wakeful (Clandinin & Connelly, 2000) in a narrative inquiry. Following Helgeland, Kubanyiova (2008) states “research is primarily a relational activity demanding the researcher’s sensitivity to and emotional identification and solidarity with the people under study” (p.506) and adds the reflexivity of the researcher as an important tool in research. Thus, I treated the participants as experts to share their stories with me and I was cognitively and affectively involved in the inquiry process to understand them. I continuously reflected on my own stance and integrity as the researcher during the interviews. For the time and place of the interviews, I followed the participants’ suggestions. I scheduled the interview meetings in a way that best fits the participants’ busy schedule with teaching, seminars and other duties. At points, some interview meetings were rescheduled. They generously spared their time for the interviews. Most of them spent almost half of their days with me for one interview. I appreciated their sincere and rich conversations during the interviews. The interviews were shaped around two principles: neutrality and rapport (Patton, 2015). I tried to establish rapport with the participants by conveying the message that I respected their expertise, acknowledged and valued what they told me and did not judge them by the content of what they said, paid genuine interest and cared about their perspectives, experiences, knowledge, attitudes and feelings. Patton (2015) reminds that interviews could evoke a variety of feelings, yet still the researcher is not a therapist just like she is not a judge. At such points, when the participants felt so intense emotions that their eyes were filled with tears, I stayed

focused on the purpose of the interview while reassuring them their emotions were recognized. Overall, the participants reported positive feelings on sharing their experiences and stories with me.

3.3. Sampling, Participants, and the Context

3.3.1. Sampling and the Sampling Procedure

Qualitative inquiry requires informed decisions on sampling, sample size, participants, namely, the unit of analysis (Creswell, 2013; Merriam & Tisdell, 2016; Patton, 2015). This dissertation, which is designed as a narrative inquiry, employs purposeful sampling (Creswell, 2013; Patton, 2015). Patton (2015) describes purposeful sampling as “selecting information-rich cases to study, cases that by their nature and substance will illuminate the inquiry question being investigated” (p. 265). The principle that “choices of participants, episodes, and interactions should be driven by a conceptual question, not by a concern for representativeness” (Miles et al., p. 48) guided me in this process. Therefore, all participants were working at state schools and were in their candidature processes though at different levels, and one teacher, Aysel Hoca, was working on a contract yet she was also in her first year in teaching at a state school and as confirmed with her later, she was officially appointed too. Following Patton (2015), the sensitizing concept exemplars sampling technique building on “the use and meaning of concepts within particular settings” (p.291) was employed taking into consideration the following two dimensions: “(1) a term or label used by a group of people (the sensitizing concept) and (2) identification of the people or situations where that sensitizing concept will be manifest” (p.292). The sampling was decided on the participants' being early career English language teachers at state schools as all the participants represented conceptually informative cases allowing for in-depth study in a way to illuminate the research questions of the inquiry on the early career English language teacher identity.

In October 2019, I confirmed with the National Education Directorate in İstanbul that there were 14 English language teachers in their candidature process at the state schools in İstanbul. I sent an invitation e-mail (see Appendix A) along with a participant information sheet (see Appendix B) to those who provided their e-mail addresses after getting the Institutional Review Board's approval (see Appendix I).

From this initial group of English language teachers in their candidature processes, eight of them had agreed to participate in the study by the end of November 2019. Three potential participants did not reply the e-mail and were contacted via phone, but two teachers decided not to participate in the study. The remaining one teacher's participation was cancelled after the COVID-19 outbreak prior to planning of the second interview with him. I did not have any contact information for three of the teachers. In December 2019, I tried to contact over the National Education Directorate in İstanbul again and sent an e-mail to one potential participant teacher yet did not receive any replies. I was unable to contact two teachers out of 14 either by e-mail or phone.

When the data collection process continued, I found out that there was a new cohort of teachers that were appointed at the beginning of the year 2020 to the state schools in İstanbul and were taking their candidature seminars in February 2020. So, I contacted the National Education Directorate Representative and Organizer of these seminars and went to one seminar session in the first week of the program to see if there were any English language teachers who might have been potential participants. The candidature seminars were delivered in two sessions: the morning and the afternoon. The newly appointed teachers were not grouped according to the subjects they were teaching. So, I visited both sessions and invited English language teachers in these groups to participate in the study. I met six teachers and four of them agreed to participate in the study. However, one teacher's participation was cancelled after the COVID-19 outbreak prior to the second interview with her. I then learned that there were other groups of teachers who were taking these seminars in different parts of İstanbul but did not know if there were any more English language teachers in those groups. The sessions that the researcher visited were the most likely groups as they were more crowded than the others since they brought together teachers of the European side suburban areas, which rank as the most popular destination for the newly appointed teachers. Also, the number of the participants (n=11) was considered sufficient and the researcher decided that the data saturated following Lincoln and Guba (1985).

3.3.2. Participants

Since the aim of this dissertation is to explore the participants' meaning-making of the process of early career English language teacher identity construction under focus and "to understand how people make sense of their lives and their experiences" (Merriam & Tisdell, 2016, p.24, emphasis in original) through narrative inquiry with the investigation of their stories told that guide better comprehension of new knowledge or foster existing knowledge (Mitchell, 2018), several experience-rich cases were studied. Therefore, to reach a detailed understanding of the participant teachers' narrative accounts, each of them will be briefly introduced in terms of their educational backgrounds, teaching and other work experiences including their positions at the time of the data collection.

There were 11 participants in this study. Three of them were male, eight of them were female. Five of them were ELT graduates, five studied English literature and one teacher graduated from English linguistics. One of them held an MA degree in English literature. The figure below summarizes descriptive information about the participant teachers:

<i>Participants</i>	<i>Year and place of birth</i>	<i>High school/ Department</i>	<i>University/ Department/ Graduation year</i>	<i>Certification if required / Graduate study</i>	<i>School level / Year of appointment</i>	<i>Teaching load (hours/week)</i>
Aylin Hoca	1996 Amasya	Teacher Training Anatolian High School/ Foreign Languages	State University/ ELT/ 2017		Middle School / 2019	34
Aysel Hoca	1995 İstanbul	Anatolian High School/ Foreign Languages	State University/ ELT/ 2019		Girls' Imam-Hatip Anatolian High School / 2019	29
Ece Hoca	1991 Adana	Anatolian High School/ Foreign Languages	State University/ English Linguistics/ 2015	State University/ Teacher Licensure/ 2016	Middle School / 2019	26
Erdem Hoca	1973 Antalya	Military High School/ Quantitative	State University/ ELT/ 2015		Anatolian High School / 2018	30
Hale Hoca	1995 Tokat	Anatolian High School/ Foreign Languages	State University/ ELT/ 2017		Middle School / 2019	28
Nil Hoca	1979 Ludwigshafen, Germany	Anatolian High School/ Verbal	Private University/ English Literature/ 2001	State University/ Teacher Licensure/ 2005 Private University/ MA in ELIT/ 2010	Imam-Hatip Middle School / 2019	30
Nalan Hoca	1982 İstanbul	Vocational-Textile High School / Textile	State University/ Textile Engineering/ 2004 Private University/ English Literature/ 2012	Private University/ Teacher Licensure/ 2015	Vocational-Technic Anatolian High School / 2019	30
Onur Hoca	1981 Malatya	Anatolian High School/ Foreign Languages	Private University/ English Literature/ 2010	State University/ Teacher Licensure/ 2018	Middle School / 2019	26
Reyhan Hoca	1994 Karabük	Anatolian High School/ Foreign Languages	State University/ English Literature/ 2017	State University/ Teacher Licensure/ 2017	Vocational-Technic Anatolian High School / 2019	26
Selim Hoca	1990 Kastamonu	Anatolian High School/ Foreign Languages	State University/ English Literature/ 2012	State University/ Teacher Licensure/ 2013	Anatolian High School / 2019	30
Zehra Hoca	1981 İstanbul	International High School in Jeddah, Saudi Arabia	State University/ ELT/ 2015		Imam-Hatip Middle School / 2018	19

Figure 1. Descriptive information about the participant teachers

Participant 1: Aylin Hoca

She obtained her bachelor's degree in 2017 from the faculty of education, studying English Language Teaching at one of the state universities in İstanbul. She has been working as an English language teacher since then. She had worked at a private high school for one year and a private primary school for six months. She started to teach at the middle school level in 2019 and had 34 hours of teaching load at the time of the data collection. Almost half of her teaching consisted of the 5th-graders for whom she was also a classroom teacher. She also taught at other grade levels at the middle school for 16 hours and preschoolers of age 5 for two hours a week. The size of her classes varied from 22 to 32 students. She was teaching at a project school explaining the intense English classes of 15 hours at the 5th-grade level. She said she was an interested learner through her schooling especially for the English language and always liked to work with children. She also added all experiences in her schooling, although she mostly focused on the bright sides, contributed to her knowledge and expertise as a teacher. Good examples were to be transferred while some others with room for improvement were to be learned from. It could be said that she was a natural-born teacher. She knew she was going to be an English language teacher when she was at a teacher training high school completing her practicum. She mentioned that she still remembered the students' positive feedback on her teaching when she was a student herself. On getting reinforcement from several indicators that she could take up teaching as a profession, she decided to do so. She stated that English must be what her passion was. Everything went as it should have, she added. Furthermore, she underlined the importance of getting students like English classes, character education, acknowledging and valuing students' individuality the way they were. She thrived to meet the high expectations at her school yet felt the change in teaching as a profession for the good. A final remark would be: "We are such a happy class. I like my students a lot. They also like me too. I got happy instantly when I think of my class" (I2).

Participant 2: Aysel Hoca

Aysel Hoca graduated from an English Language Teaching department at the faculty of education at a state university in the Marmara region in 2019. It was indeed her early times in teaching. She referred to her teacher education experience quite often

and emphasized the practice-orientation in her teacher education. The university years were times when she felt nourishing both in personal and professional terms. She was working at a high school and her school was as well a project school where the students studied an intensive year of English before they started their departments either with Science and Mathematics- or Mathematics and Turkish-heavy classes. She had 29 hours of teaching load. She was teaching at all grade levels at the high school level except the 10th-grade. She had a roughly even balance of classes among the 9th, 11th, and 12th grades. The class size for her classes was around 30 students. She said to have faced suspicious attitudes when she decided to pursue her interest in the English language. From her remarks, it was an unusual field for her to follow. Her interest in the English language started at an early age. However, her first plans regarding the English language were not shaped around to become a teacher. Even when she started the teacher education program, she said she was considering other possible career options where she could make use of her English language skills such as translation and interpretation. Yet, her engagement in the teacher education program led her to change her mind. She also referred to her own learning experiences when she felt lucky to have a communicative teacher in her 4th grade. There were some sides in her schooling that she did not approve of and stated that: “I do not just try to teach like I was taught but I try to do it in a better way” (I1). Thanks to her teacher education, she added that she aimed to create opportunities to reverse the malpractices like a sheer focus on grammar or behaving in a way distancing the students from classes. She stated she still had an active community consisting of the graduates of the teacher education program. At the very beginning of the job, she mentioned wearing a teacher smock for some time so that she would not be confused with a student considering the high school level she taught at.

Participant 3: Ece Hoca

She is a graduate of Linguistics from the faculty of letters at a state university in the southern part of the country. She completed her bachelor’s degree in 2015 and then she took her certification through the alternative teacher licensure program from the same state university in 2016. In several parts of her statements, she considered other BA-level degrees than English Language Teaching as not suitable for the job of teaching. She took examples of her former teachers’ practices since, she stated, there

were no solid reference points in her learning the job at the undergraduate or graduate level. She specifically appreciated one of her former teachers who encouraged and supported her when she failed the English-intensive year at high school. She remembered this former teacher's advanced language skills. However, in terms of her own language skills, she stated that she always felt "insufficient" (I1) as language itself was so vast. After she graduated from the Linguistics department, she said she was still thinking of other career options rather than teaching. Although she did not have teaching in mind as a future profession, an advertisement of a language course looking for an English language teacher for a summer school paved the way to get teaching as a job. She said she chose to be a teacher after her experience in teaching at this summer course in the advertisement. She moved to İstanbul after she was appointed in 2019 to the middle school she worked at. She had 26 hours of teaching load. Mostly, she was teaching the 8th-grade students who were to take the high-school entrance exams. She underlined this fact as one of the factors shaping her overall practice. The rest of her classes were with the other grade levels at the middle school. The size of her classes was around 35 to 40 students. She described herself as a teacher: "I think I do the teaching in its purest, natural form. I behave instinctively" (I1) since, from her point of view, there were some natural characteristics and skills teachers should have. She said she considered a foreign language along with an enlarged vision which she felt the urge to guide her students toward.

Participant 4: Erdem Hoca

He graduated from English Language Teaching from the faculty of education at a state university in İstanbul in 2015. He was one of the four teachers who had not studied foreign languages at high school. His account of his schooling years revealed a tumultuous journey. He said he did not feel supported in his early life and eventually, he started to study at a military high school which was a boarding school too. He commented on his high-school education quite positively especially underlining the CLIL (Content and Language Integrated Learning) system that was being employed, the learning based on hand-on experiences, the language learning laboratory (with headsets and listening materials), and the method of teaching foreign languages which he found quite ahead of its time in the Turkish context. As a student, he said he was interested in learning any kind of information and an enthusiastic learner in all

subjects. After he completed his high school education, he went on to study at the military academy. Yet, this was the time when he decided that the job was not something that suited him the best. As this was the case, he took the university entrance exam and started his bachelor's degree in English 1994. However, he added he had to quit university for several personal and financial reasons. He was then working freelance in the electronics and computers field. After several years of working in the private sector as a high school graduate, he said he thought he should have had a university degree to be respected more in what he was already doing. In 2012, he went back to his undergraduate degree at a point where he had left years ago thanks to new regulation via the Amnesty Act. When he first started his university education, the English Language Teaching Department was at the faculty of letters. Yet when he returned, the department was at the faculty of education. Even though he had decided to study at a teacher education department, being a teacher was not his goal. He emphasized the role of the teacher educators and the program on his decision to be a teacher. There was a specific moment in his practice teaching when a student with special needs said out loud: "I like you very much" (I1) that influenced him deeply. In his statements, there were several reference points in time that led to the teacher the way he was. After his graduation from university, he said he had taught at a private school for six months and had tutored one-on-one for some time. He started to teach at a state high school in 2018. He had 30 hours of teaching load. Two-thirds of this were with the 10th-graders, eight hours were at the 9th grade, and two hours at the 11th grade. He commented that teaching was like "creating a work of art". He added he had engaged with different forms of art himself and had the aim to incorporate this into his teaching. One note for the way he saw teaching would be, in his own words: "I could see what people can achieve when they are given a chance. So, I try to do my best to give such a chance to all" (I1).

Participant 5: Hale Hoca

Hale Hoca was a graduate of English Language Teaching from the faculty of education at a state university in the northwestern part of the country. After she completed her bachelor's degree in 2017, she taught at two different private schools in different cities for two years. She started teaching at a state middle school in 2019. She had 28 hours of teaching per week and was teaching the 8th-graders. The classes at her school were

crowded with 45 students in one class. As a student, she discovered her interest in the English language at a very early age at the grade of three. She said she knew for sure that she wanted to be an English language teacher and her interest in the subject remained constant. One thing she emphasized a lot was that English language teachers had some certain characteristics, behaviors, and so on, which made them “novel” or “marginal”. The physical appearance and dressing were included in this novelty from her perspective. Being so determined, she started her university education for teaching. She reported many aspects of her training which she appreciated greatly, yet she was not able to transfer these into her classes at the state school she worked at. She underlined the importance and impact of micro teachings and the practicum in the teacher education program. She remembered her former teachers across levels and mentioned several features of them. She further added she even sometimes felt in class that one of her former teachers were talking in her head. She said it was possible to reach out to at least a few students and teaching was like “returning favors” that kept growing by good practices. In terms of good practices, she tried to include the interactive and communicative teaching as she learned at the teacher education program, not the way she was greatly taught causing her to learn how to speak the language in the real sense at the university level. In both interviews, she mentioned that she considered herself “a private school teacher” or “a skills teacher”. However, these two roles were not available for her at the state school. Teaching was “a work of heart” for her. An additional overall comment in her own words would be: “I am not the Hale Hoca I truly am. I cannot reflect my character as a teacher now. I sometimes have to fight things on my own” (I1).

Participant 6: Nil Hoca

Nil Hoca obtained her bachelor’s degree in English Literature from the faculty of letters at a private university in İstanbul in 2001. As a graduate of English Literature, she completed her teacher licensure program and got her teaching certificate in 2005 at a state university in the same city. She then received her master’s degree in English Literature in 2010. She has been working as an English language teacher since then at various private schools and language courses for 12 years. She was appointed to a middle school in 2019 and had 30 hours of weekly teaching load. Two-thirds of her classes were with the 8th-grade students. She also taught at other grade levels at the

middle school (5th-6th&7th) for ten hours. The classes at her school were crowded with 35 to 40 students. Nil Hoca was born and raised in Germany, where she continued her education until high school. Upon her return to Turkey, she attended a German-medium high school and studied at the Verbal department since the rest of the curriculum did not quite match her previous schooling in Germany. She referred to her German language teacher at high school as an influential figure in her life. Likewise, her professor in the Literature department was a prominent academician to introduce her to critical thinking like her teacher at high school. She said she was always interested in the English language and an enthusiastic learner. Although she did not plan to become a teacher, with her mother's encouragement, she applied to a private school after her graduation and started to teach there. Then, she went back to Germany to do her master's in Cognitive Science. Yet, she did not complete this degree and came back to Turkey to work for another five years with the first- and second-grade students. Along with pauses in professional life, she decided to work at state schools, and it was a part of "the naturally-occurring process" in her teaching experience. Teaching at a glance, as she said herself to be greatly influenced by the postcolonial literature, is: "Learning a foreign language is such a thing to understand, make sense of yourself. It is the expansion of your horizon in any sense. And to open the doors to this, I think, is to teach" (I1).

Participant 7: Nalan Hoca

Nalan Hoca held two bachelor's degrees: one in textile engineering from a state university in western Turkey in 2004, one in English literature from the faculty of letters at a private university in İstanbul in 2012. She got her teacher certification completing the teacher licensure program in 2015. She was also studying toward her master's degree in English literature, she finished the coursework but did not complete her thesis. As she was working in the private sector, she realized that she had to learn English to advance in her career. She started to study English from a grammar book a friend of hers lent her. This signaled the beginning of a new chapter in her life. The English language was a passion for her. Pursuing this passion in the language, she enrolled in a vocational school for getting a degree in translation and completed it, then decided to study English literature for her undergraduate studies. She was so immersed in the language learning process; she further went to a summer school in

England to advance her language skills. Teaching was not her first goal, yet the temporary job at a public education center to teach English was one of the turning points for her. She commented many times on how she lacked a mentor herself as a student. She was a graduate of a vocational high school and textile engineering was pretty much the one choice available to her. Though it was a late discovery, she was glad to go through these stages to discover the English language. Until her appointment to a state school in 2019, she had taught at a private school and different language courses for three years and worked as a paid/substitute teacher at a state school for one year. She was teaching at a vocational high school and had 30 hours of classes per week. 20 hours of these were with the 9th-grade students and the remainder of her classes were with the 10th graders. The classes were crowded with 40 students. She emphasized being a lifelong learner of the language herself. She believed she was setting a real example for vocational school students as once she was. A broad remark on teaching would be in her words: “My biggest lack was not having a mentor/guide in my life. Since I will be one for other people, teaching becomes completing, realizing myself in a sense” (I1).

Participant 8: Onur Hoca

Onur Hoca graduated from English Literature from the faculty of letters at a private university in İstanbul in 2010. In 2018, when he decided to become a teacher, he obtained his teacher certification from a state university and was appointed to a state middle school in 2019. He had worked at an airline company for ten years and had no prior teaching experience when he started teaching. Upon thinking back on his schooling, he said that he wanted to be an English Literature professor when he was in high school. He then was at university studying at the department he aimed at. Yet, he could not complete his bachelor’s degree due to some adaptation issues, “a cultural shock”. Upon this he left İstanbul, went back to his hometown where he got the news for the Academic Amnesty Act to get back to university after some time, and to complete his coursework for the bachelor’s degree. He said his decision to study English Literature in İstanbul was not an informed one. It was because he liked learning the English language at high school, yet the reason to study Literature instead of teaching was still not clear to him. After ten years at the airline company, he rose through the ranks to be a senior chief but quit his job due to a conflict. And this was

when he thought about why he would not realize his dream to teach. He decided to get his teaching certification and later appointed to a state school. He had 26 hours of teaching load per week. 20 hours were with the 8th-grade students. He said that he was feeling more like a teacher over time. In the beginning, he was quite foreign to the school context since the only chance to get hands-on experience in the field; the practicum was not planned and managed well in the certification program. However, he had solid reference points: the behaviors and practices of his former language teachers at high school. Teaching, in his words, would be such that one forms it with time: “I think I have settled a teaching style by now, at least to a degree. I’m sure that will change next year. Teaching is such a thing that you keep adding up something new that might be better” (I1).

Participant 9: Reyhan Hoca

She is a graduate of English Literature from the faculty of letters at a state university in the western part of the country. She completed her bachelor’s degree and took her certification through the alternative teacher licensure program from the same university in 2017. After graduation, she taught at a private school at the primary level for seven months. She was a supporting teacher in the class and co-taught with native-speaker teachers. She was then appointed to a state high school in 2019. She had 26 hours of teaching load per week. More than half of her classes were with the 9th-grade students. She was also teaching at the 11th- and 12th-grade levels for ten hours. The classes at her school were crowded with 40 students. Thinking back on her schooling, she remembered herself as an enthusiastic learner. She set her mind to be a teacher quite early even when she was a little child. However, she chose to study English Literature so that she could have continued her regular physical therapy and did not have to move to a different city. Thus, she completed her teacher certification when she was a senior in the Literature department. She reported herself having benefited from the teacher certification classes a lot in her teaching since she said she thought learning how to teach was more important than the content itself. The time when her English language teacher at high school convinced her parents of the value of studying English for a career was a turning point in her life. She stated her appreciation in many instances. She further commented that the students also needed to be convinced of the value of learning English. Only then would they want to learn the language rather than

feel coercion. She also added that she had changed as a teacher since her first days in teaching. She became more aware that there were no “black and white truths” in teaching. She had an evolving relationship with her students. An overall remark on what it means to be a teacher, in her words, would be: “Teachers that I love somehow shaped my life and we all have such teachers, I also chose teaching to be one of them, I wonder if I can touch someone's life” (I1).

Participant 10: Selim Hoca

Selim Hoca obtained his bachelor's degree in English Literature from the faculty of letters at a state university in the central Anatolian region in 2012. As a graduate of English Literature, he completed the teacher licensure program and got his teaching certificate in 2013 from the same university. He taught at different private schools at different levels for six years until he was appointed to a state high school in 2019. He had 30 hours of weekly teaching load. All his classes except two hours were with the 10th-grade students. The size of his classes varied from 30 to 40. Teaching was not his original plan but was something that came along the way. He was planning to pursue a career in sports, but he had to change his plans after an injury in the 8th grade. On his graduation from the Literature department, he was not thinking to be a teacher. Yet, he started to teach as a paid/substitute teacher at a state school, and this was when he decided to become a teacher and to get his teacher certification. A student of his during this paid teaching experience, who had reportedly no prior idea about English, decided to study foreign languages at high school. He felt that he discovered this student, opposite of the fact that no former teacher discovered or guided him. Although he said to have a genuine interest in knowledge, he raised his doubts several times on the very system of schooling as a de facto flawed one. He stated that he did not feel fully supported when he was a student. It was the same for him while learning English, he said he had been left to his own devices- which later proved quite useful. He stated that his main skill was to teach and to find out this was a pleasure. His work experience in other positions at various strands of the private sector further convinced him that teaching was what he wanted to do as a profession. He described himself as “an unconventional teacher”. Being a teacher was a “stage job”, “a performance art” in his statements. Despite his disbelief in the overall schooling system itself, he stated: “I like to deliver a performance. How nice it is to prepare 2 hours of teaching and to

display it. It is my dream job. It is the same for me either scoring a goal or teaching” (I1).

Participant 11: Zehra Hoca

She obtained her bachelor’s degree in 2015 from the faculty of education, studying English Language Teaching at one of the state universities in İstanbul. After her graduation, she worked at a private school for one year. She also had experience in teaching as a preschool English language teacher in Saudi Arabia for two years and in Turkey for three years. She was appointed to a state school in 2016 and worked for a while. She came back to the job after two years of maternal leave in 2018. She had 19 hours of teaching load per week. Three hours of this were with the 5th graders, and the remainder of her classes were at the 7th-grade level. The classes at her school had mostly 15 students or 18 at most. On thinking back to her schooling, Zehra Hoca underlined the facilitating influence of her education at an international school in Saudi Arabia from the 5th grade until university. She was another teacher who received the Content and Language Integrated (CLIL) instruction at school and a strong proponent of this method. When she started school in Saudi Arabia, she had almost no substantial knowledge of the language. It was the CLIL instruction, which made it possible for her to “acquire” the language rather than learn it. She did not have any specific plans to be an English language teacher; it was a process instead of a pre-determined goal. Upon finishing high school in Saudi Arabia, she worked as a preschool English language teacher. Then, she moved back to Turkey and taught English again at the preschool level. She liked teaching at this level and thought she could be a preschool teacher. She took the university exam in Turkey and decided to study English language teaching as it would be easier for her to pass an English-intensive test than a quantitative one. Although it was not an informed decision, she said she changed her mind thanks to the teacher education program and liked to teach English. An overall comment would be in her own words would be: “English is now something required in the world. To learn it is to become a world citizen and If I could get someone to acquire this a little bit, it is a joy for me” (I1).

3.3.2. The Context

The fact that all the participants were in their candidature process and working at state schools under the MoNE as early career English language teachers constituted the context of the present study. To contextualize this process in the overall MoNE systems, it is important to mention a few documents and regulations. According to the Teacher Strategy Document (MoNE, 2017a), three broad objectives were mentioned: (i) to employ highly qualified, well-educated, well-suited people in the teaching profession, (ii) to ensure teachers' continuous personal and professional development, (iii) to improve perceptions toward the teaching profession and enhance the prestige of it. The second aim also targeted to improve the quality of personal and professional development practices starting from the candidature process. The Teacher Training and Teacher Adjustment Programs under the Candidate Teachers Trainee Program are stated under one of the six goals in the Teacher Strategy Document (MoNE, 2017a). In this regard, the General Directorate of Teacher Training and Development (MoNE, 2018a) regulates the professional development activities including those for teachers of the candidate status with the aims of acquiring the knowledge and skills required to represent the teaching profession in the best way throughout one's professional life, learning about one's fundamental rights, duties, powers and responsibilities.

According to the MoNE (2017b), there should be a "Candidate Teachers Trainee Program" for teachers who were appointed to state schools after February 2016. The program on the formal documents of the MoNE (2017a) is specified summarizing the details of the process as follows:

- For those Candidate Teachers who have been appointed either to permanent or contractual positions, the "Trainee Program" (of 654 hours) will be followed.
- For those whose candidacy have ended at private institutions, the "Teacher Adjustment Program" (of 312 hours) will be followed.
- For those whose candidacy have ended at private institutions, it is compulsory to attend the Teacher Adjustment Program for 312 hours of training.
- The scheduling of the Candidate Teachers Trainee Program will be done by the city governorates.

- It is compulsory for all teachers who are to complete their Candidate Teachers Trainee Programs to attend the in-service trainings fully. In case of absenteeism abided by law, those teachers will complete their in-service training via the make-up program organized by the Provincial Directorate of National Education.
- For all Candidate Teachers, either in the Trainee Program or the Teachers Adjustment Program, the process will be managed by the school/institution administrator. The Provincial Directorate of National Education holds the responsibility for the enactment of the programs.
- The evaluation form upon the completion of 180 hours of in-service training will be filled and sent to the General Directorate of Teacher Training and Development.

The General Directorate of Teacher Training and Development (MoNE, 2018a) outlines these two types of in-service training programs in more detail: (i) 384 hours for in-class and at-school training, 90 hours of out-of-school training, 180 hours of in-service training (654 hours in total) for the Trainee Program, (ii) 42 hours for in-class and at-school training, 90 hours of out-of-school training, 180 hours of in-service training (312 hours in total) for the Adjustment Program. Additionally, the aim to improve the qualifications and competencies of foreign language teachers was underlined in the 2023 Vision for Education document (2018b). As can be inferred, there is much emphasis on the induction process of language teachers starting to teach at state schools.

The next contextual component was related to the city's conditions and the schools' locations as being shared by the participants. I met with the teachers in cafés in a central place or close to where they lived – they all lived in the same district with their schools, most of the time at a walking or a short bus ride distance. The city, İstanbul, manifested itself in these districts, from the teachers' accounts and my observations and researcher log, mostly as a city of limitations instead of opportunities. As could be inferred, most of the participant teachers were teaching at the outskirts of İstanbul. There were a few teachers who taught in more central locations where the students were supposed to have enough access to resources. However, even in such cases the conditions were pretty different. The type of the schools varied from vocational-

technic high schools, İmam-Hatip middle and high schools, Anatolian high schools, to a Girls' İmam-Hatip Anatolian high school. For example, there was one teacher who taught in the Fatih district of İstanbul, which could be considered quite at the center since the grand municipality was also located in the same district. Yet, the school was definitely one of a kind with its “boutique” nature in the teacher’s own words and attracting kids from a certain religious community. There was another teacher in Avcılar whose school was populated by asylum-seeker or refugee students up to 50% of the school’s population. With very few exceptions, the neighborhoods were unfamiliar and surprising to me as the researcher who lived in the same city for more than a decade yet travelled that far in the city for the first time. The diversity in both the profile of the participant teachers and the schools could be considered as a kaleidoscope of the city itself with a multitude of different but interrelated forms of the same Figured World: the early career English language teachers at the state schools in İstanbul. The following figure (retrieved from <https://sehirharitasi.ibb.gov.tr> on 21 April 2020) shows the districts of İstanbul where the participant teachers taught in:

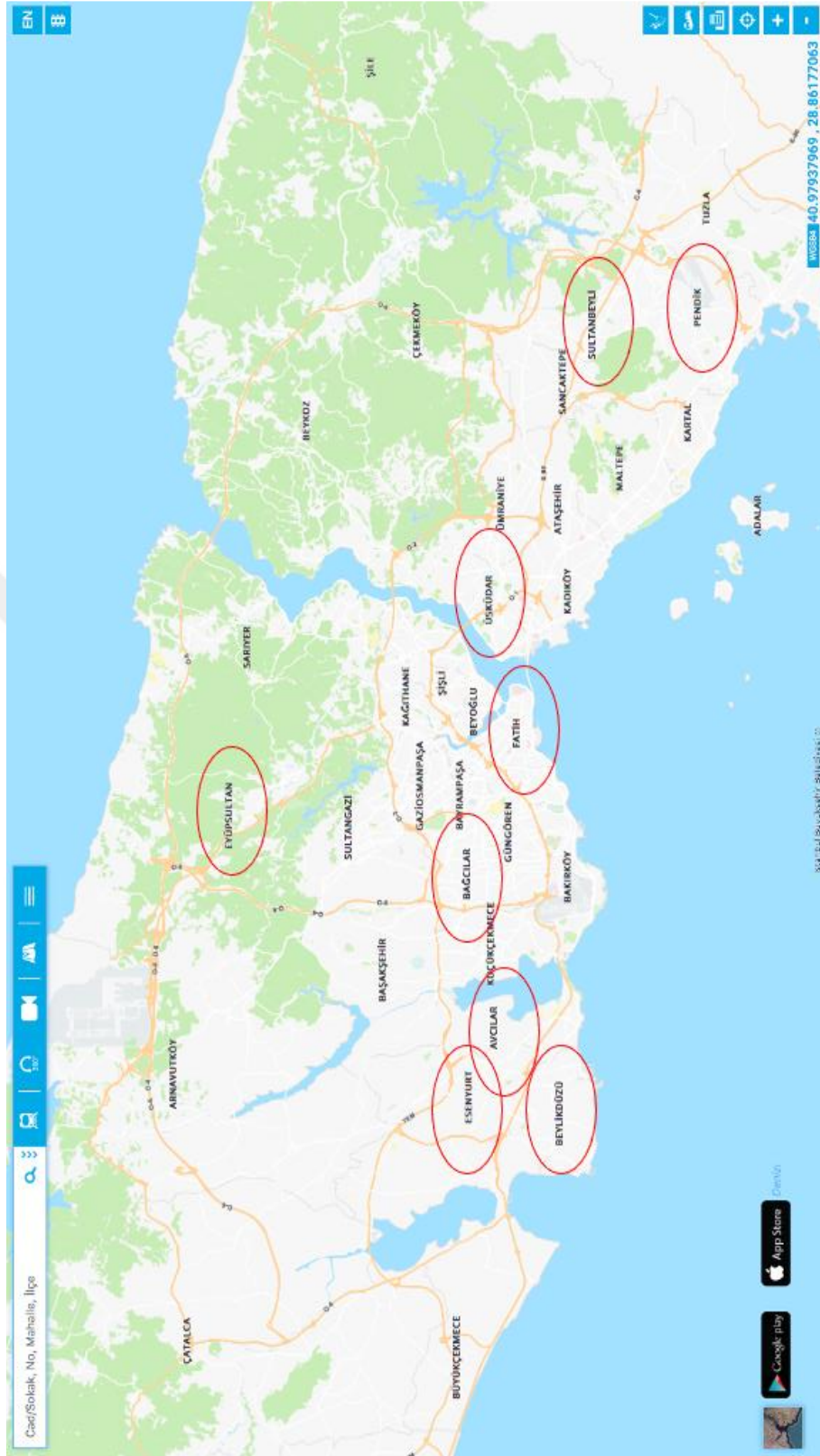


Figure 2. Districts where the participant teachers taught in

3.4. Data Collection

As this dissertation aims to explore and understand the early career English language teacher identity construction, it requires the use of more open-ended data collection tools (Miles et al., 2014). Such data are called soft data as they are descriptive, subjective, and “interpretive because participants report them; the researcher does not experience or see the event firsthand” (Morse, 2018, p. 1390). With regard to narrative inquiry, a variety of possible methods of data collection are specified too such as field notes of shared experiences, interviews, journals, storytelling, letter writing, observations, autobiographical writing, documents (Connelly & Clandinin, 1990). More specifically, interviews, which are also employed in this dissertation, consist one of the four basic groups of qualitative data collection (Creswell, 2013) and they reveal interpretive data grounding on people’s attitudes, values, opinions, thoughts, beliefs, perceptions, suppositions, reflections, observations, experiences and stories (Morse, 2018). Furthermore, Patton (2015) argues for the utilization of interviews in qualitative research due to the fact that:

We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. (p. 426)

3.4.1. Qualitative Interviews

The purpose of qualitative interviews is to learn about the perspective of the interviewee following the presupposition that the interviewee’s perspective is meaningful and information-rich to allow the interviewer to find out these perspectives to gather the stories of them (Patton, 2015). They are systemic research activities (Merriam & Tisdell, 2016). Brinkmann (2018) proposes that there are three types of interviews in relation to the structuring of them: structured, unstructured, and semi-structured. Further arguing that neither completely unstructured interviews nor completely structured interviews are possible since the researcher will have an agenda and the interviewee will have an overall idea of what the interview is going to be about. Brinkmann and Kvale (2015) describe the semi-structured qualitative interview as “an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena” (p.6).

Brinkmann (2018) states that “semi-structured interviews can make better use of the knowledge-producing potentials of dialogues by allowing much more leeway for following up on whatever angles are deemed important by the interviewee” (p.1002). Such structuring allows for an in-depth understanding of the phenomenon by paying attention to emergent issues during the interview rather than sole adherence to a pre-determined rigid form. Another classification for the qualitative interviews could be found in Patton (2015). Following Patton’s (2015), this study employs narrative inquiry interviewing that is shaped around the narrated life experiences by those who live them and take the story as the object of the analysis following the interview guide approach. For this dissertation, individual, face-to-face, semi-structured qualitative interviews were employed taking experience-focused interviews as research instruments (Brinkmann, 2013) to account for narratives.

With regard to the process of constructing the interview questions, I first pooled out the interview questions in the related literature (e.g., Avraamidou, 2019; Gao, 2010; Meng, 2014; Martin, 2016; Ballantyne, 2018; Todoran, 2018; Yazan, 2014), checked their relevance to the current study and wrote my own questions in line with the aims of the current study. I decided to categorize the questions in order not to leave out any points essential in understanding language teacher identity. In this regard, I used Yazan’s (2018) conceptual framing for language teacher identity consisting of teacher biographies, teacher cognition, teacher learning, participation in communities of practice, contextual factors and teacher emotions. I then crosschecked these areas with Pennington’s and Richards’ (2016) and Ballantyne’s (2018) framings on language teacher identity. If there were any points that were not addressed in this initial set of questions but were essential in the consideration of language teacher identity, I added the questions in this vein. The interview questions were experience and behavior, opinions and values, feelings, and knowledge questions (Patton, 2015). I prepared the interview questions in English but decided to conduct the interviews in Turkish since narratives on one’s identity would be very personal and the interviews in one’s mother tongue; Turkish in this study’s case, would yield more in-depth data and be more sufficient. After finalizing the interview questions, I translated them into Turkish and asked another colleague of mine who had a BA degree in Translation Studies (English-Turkish) and an MA degree in ELT to back-translate the interview questions into English. The back-translated questions were compared to the original draft of the

questions in English and color-coded as “same, minor difference, or major difference” categories. Some questions in Turkish were then reworded if necessary.

In order to get expert opinions on the interview questions, I sent them to two experts in the field. One of them was an associate professor of TESOL, specialized in teacher education and had substantial publications on language teacher identity. The other was an assistant professor in Curriculum and Instruction, studied ELT at the BA level, was invested in teacher identity in terms of her research interests. After getting their feedback on the interview questions, I made the following adaptations: (i) grouped the interview questions under six broad headings and checked there were enough numbers of questions for each category, (ii) making reference to questions under different headings in both interviews so that the participants could add more if they thought of or remembered another point on the earlier issue by the time of the second interview. The final versions of the interview questions for the first and second interviews are attached in English (see Appendix C & E) and in Turkish (see Appendix D & F).

3.4.2. Data Collection Procedure

After writing my proposal and getting the ethics committee approval, I sent possible participants for the study an invitation e-mail and a participant information sheet. On their agreement to participate, I shared the consent form in a further e-mail as a soft copy too. These informed the participants about the aim of the study, what the participation involved such as the focus of interview questions, the audio-recording of the interviews, the voluntary basis participation, the dissemination of the findings and so on. Departing from the sampling process outlined earlier, I arranged the interview dates and settings based on the preferences and schedules of the participants. Before each interview with the participants, I shared the interview questions with them to allow some time for them to think on the questions, to reflect on their earlier experiences and to recall some narrative accounts to share. On our first meeting, they signed the informed consent forms. Additionally, they were reminded of the main foci in that interview and the fact that the interviews would be audio-recorded. They agreed via their oral consents too. In total, I arranged 22 interviews with 11 participants over a period of five months. Table 1 shows the time and duration of the interviews:

Table 1. Schedule of the interviews

Interview 1			Interview 2	
Participants	Time of the interview	Duration of the interview	Time of the interview	Duration of the interview
Aylin Hoca	November, 2019	1 h 12 mins	January, 2020	2 h 07 mins
Aysel Hoca	November, 2019	1 h 29 mins	January, 2020	1 h 43 mins
Ece Hoca	December, 2019	1 h 40 mins	March, 2020	1 h 40 mins
Erdem Hoca	December, 2019	2 h 54 mins	March, 2020	3h 20 mins
Hale Hoca	February, 2020	2 h	March, 2020	2 h 06 mins
Nil Hoca	February, 2020	2 h 25 mins	March, 2020	2 h 58 mins
Nalan Hoca	December, 2019	1 h 47 mins	February, 2020	2 h 08 mins
Onur Hoca	December, 2019	1 h 54 mins	February, 2020	1 h 57 mins
Reyhan Hoca	February, 2020	2 h 58 mins	March, 2020	3 h 30 mins
Selim Hoca	February, 2020	2 h 59 mins	March, 2020	2 h 48 mins
Zehra Hoca	December, 2019	1 h 05 mins	February, 2020	1 h 25 mins
Total hours of interviews	22 h 23 mins		25 h 42 mins	
	48 h 05 mins			

All the 22 interviews were audio-recorded with one recording device and one smartphone. In total, I had the interview data of 48 hours and 5 minutes. During the interviews, I tried to contextualize the interview questions and reused the reference points in time they were telling during the interview to build on that experience for follow-up questions. As this study followed a narrative design, I strived to utilize some strategies outlined in Thomsen and Brinkmann (2009):

1. Allow time for recall and assure the interviewee that this is normal.
 2. Provide concrete cues, e.g., “the last time you were talking to a physician/nurse” rather than “a communication experience.”
 3. Use typical content categories of specific memories to derive cues (i.e., ongoing activity, location, persons, other’s affect and own affect).
 4. Ask for recent specific memories.
 5. Use relevant extended time line and landmark events as contextual cues, i.e., “when you were working at x” to aid the recall of older memories.
 6. Ask the interviewee for a free and detailed narrative of the specific memory.
- (p. 303)

Additionally, the ten principles outlined by Patton (2015); such as asking genuinely open-ended questions, appropriate probing, making transitions, being clear, a good listener and observer, both empathic and neutral, present throughout the interview, guided me in the interviewing process. According to these principles, I tried to achieve the empathic neutrality through illustrative examples, simulation and presupposition questions. I made use of the probes such as “give me an example of..., tell me more about that ..., what was it like for you when ...” (Merriam & Tisdell, 2016, p.121). The interviews were held in Turkish; yet the quotations of the participants are presented in English in the findings chapter of this dissertation. The original Turkish quotations could be found in Appendix G. The English translation of the excerpts were reviewed by three English language instructors: two with an MA degree, one as a PhD candidate.

3.5. Data Analysis

Qualitative data analysis could be conducted in multiple ways (Creswell, 2013; Merriam & Tisdell, 2016; Miles et al., 2014; Patton, 2015) since “there is no single right way to engage in qualitative analysis” (Patton, 2015, p.552). According to Josselson (2011), narrative analysis intends to “explore and conceptualize human experience as it is represented in textual form” (p.225) and might follow two broad orientations referring to Ricoeur, “a hermeneutics of faith, which aims to restore

meaning to a text, and a hermeneutics of suspicion, which attempts to decode meanings that are disguised” (p.226). Merriam and Tisdell (2016) state that “the process of making sense... a complex procedure that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation” (p. 202). In a similar manner, Clandinin and Connelly (2000) describe the movement from field texts to research texts as “layered in complexity” (p.132) in the interpretive analytic process consisting of several steps of returning back to field texts and researching them. Furthermore, the data analysis itself is also a meaning-making process for the qualitative researcher since “the words we choose to document what we see and hear in the field can never truly be “objective”; they can only be our interpretation of what we experience” (Miles et al., 2014, p. 30). Additionally, Mishler (1995) points out the same issue on narrative analysis:

we retell our respondents’ accounts through our analytic redescriptions. We, too, are storytellers and through our concepts and methods—our research strategies, data samples, transcription procedures, specifications of narrative units and structures, and interpretive perspectives—we construct the story and its meaning. In this sense the story is always coauthored, either directly in the process of an interviewer eliciting an account or indirectly through our representing and thus transforming others’ texts and discourses. (pp. 117–118)

With regard to narrative inquiry, there are several data-analysis techniques proposed in the literature. Creswell (2013) focuses on two orientations in narrative analysis: one with the plot structure, the other with the three-dimensional space approach. This dissertation mainly followed the temporality/continuity (past, present, and future), sociality/interaction (personal and social), and place/situation dimensions (Clandinin & Connelly, 2000; Connelly & Clandinin, 2006) in narrative analysis. Furthermore, Lieblich, Tuval-Mashiach and Zilber (1998) consider narrative analysis along the dimensions of holistic versus categorical and content versus form. Holistic approaches view a story as a whole under a context, whereas categorical ones infer themes across data from multiple sources. The content dimension of the analysis is about what happens, and the form dimension points out how the story happens. Recently, Riessman (2016) defines category-centered (thematic analysis of all data) and case-centered methods of analysis (language use and its function, comparison to other representatives of a case).

The multiplicity of qualitative data analysis or narrative inquiry analysis; however, does not danger rigor. To achieve this; an interactive, iterative model of data analysis could be followed taking these steps into consideration: data condensation, data display, and drawing/verifying conclusions (Miles et al., 2014). With regard to these arguments and classifications, this dissertation overall followed categorical-content analysis (Lieblich et al., 1998, Riessman, 2016) taking the three-dimensional space approach (Clandinin & Connelly, 2000; Connelly & Clandinin, 2006).

Following the iterative model of data analysis (Miles et al., 2014), I first gathered all the interview data and referred to my notes after the interviews. In order to create and organize the database for this dissertation, the audio-recordings of the interviews were verbatim transcribed. Due to the length of the interviews, I worked with five university students and two recent university graduates; studying/having studied at different universities and departments, for the transcription of the data. I explained them the transcription process in detail and informed them about the transcription software; the Express Scribe Transcription Software, to be used. I was also familiar with using the transcription software as I transcribed half of one interview myself. After the transcribed interviews were submitted, I listened to all of the audio-recordings, checked the texts for accuracy and spelling, and corrected some words that were misunderstood especially when the participant teachers used a terminology word in English. Yet, the accuracy check was done in terms of the exact matching of what the participants said rather than a grammar or vocabulary correction. False starts, grammar mistakes, redundant or repetitive words and so on were kept so as to preserve the authenticity of the data.

After these accuracy and spelling checks, I took a holistic approach to the text and I highlighted some parts in the transcribed interviews, took notes on a notebook that might have informed me about the participants' stories, paraphrased some of their comments in English briefly on my first listening to the data. I went over all the first interviews as hitherto outlined and followed the same procedure while listening and cross-checking the transcribed texts of the second interviews. This formed the data condensation stage of the dissertation and as Miles et al. (2014) suggest data condensation is not separate from the analysis- it is a part of it. In this stage, the transcription also functioned as a part of analysis since it transforms the data from

audio to written mode (Brinkmann, 2013). I aimed to get to know the data better and did my first reading of the entire data, which serves the memoing (Creswell, 2013) stage yielding my first impressions of the data. All the transcribed interviews were saved as Microsoft Word files and transferred to the qualitative data analysis software being used in this dissertation; the MAXQDA Plus 2020 (Release 20.0.8).

3.5.1. Coding

Thematic content analysis was conducted in this dissertation since narrative analysis could also rely on such analysis (Josselson, 2011). Content analysis is sometimes equated with the count of recurring words in a text, yet “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2015, p. 541) is described as content analysis. Assigning codes is the first step to develop themes in a qualitative inquiry. A code is defined as “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” (Saldaña, 2013, p. 3). Codes, in Miles et al. (2014), are “labels that assign symbolic meaning to the descriptive or inferential information compiled during a study” (p. 71). Saldaña (2013) outlined two main phases of coding: first-cycle and second-cycle each with a classification of various code types.

In this dissertation, I followed Saldaña’s (2013) categorization of codes. In order to start data analysis, I then went through the relevant literature on teacher and language teacher identity and the theoretical framework; the Figured Worlds (Holland et al., 1998) as a sociocultural theory of identity and self. The characteristics (historicality, positionality, socially-organized nature, relationality, and artifacts), dimensions (conceptual and material), types (relational and positional), and contexts of activity (the cyclic organization of Figured World, positionality, space of authoring, making worlds) in the framework were noted to inform the overall thematic content analysis. In addition to the categorical-content (Liebliech et al., 1998) technique in which “units are abstracted from the completed stories” (Beale, 2013, p. 694) in order to reach how several figured worlds are at play in the process of identity negotiation for the participant teachers, the main concepts of the framework of Figured Worlds (the actors, actions, relational and positional identities, space of authoring, improvisation

and orchestration etc.) also scaffolded the categorical analysis while assigning in-vivo, line-by-line codes (Corbin & Strauss, 2008) to the data. The above-depicted initial list of provisional codes as the start-list of researcher-generated codes based on the process of researching the existing literature and the holistic codes as a preparatory approach by writing a single code to a large unit of data in the first reading consisted the deductive coding of the current study. These two types of codes were exploratory. After this initial exploratory cycle of coding, descriptive codes as words, short phrases or nouns and in-vivo codes in order to “prioritize and honor the participant’s voice” (Miles et al., 2014, p. 80) via the participants’ exact words were assigned to the data in the inductive analysis procedure (Miles et al., 2014). The analysis was inductive because I tried “to look at the data afresh for undiscovered patterns and emergent understandings” (Patton, 2015, p. 543). Process codes (in -ing words) and emotion codes (either descriptive or in-vivo) were also considered in the analysis if necessary. These exploratory (holistic and provisional) and elemental (descriptive and in-vivo) codes (Miles et al., 2014) having been mentioned so far serves the first-cycle coding of the data.

As the second-cycle coding method, pattern codes in the form of categories or themes were employed. These categories being judged by their internal homogeneity and external heterogeneity were emergent since this stage required the researcher working iteratively between the data and the codes and categories to check the accuracy and meaningfulness of those and the correct placement of data in relevant categories (Patton, 2015) in order to reach causal narratives “to elucidate the processes at work in one case, or a small number of cases, using in-depth intensive analysis and a narrative presentation of the argument” (Maxwell & Mittapalli, 2008, p.324). In this stage, I continued rearranging some codes and categories. Through the thematic content analysis, patterns and themes were revealed. The following table summarizes the overall analysis process:

Table 2. The analysis process

Initial reading
• Memoing, overall stories/ profiles of the participants
Theory-driven deductive analysis / First-cycle coding
• Exploratory: Holistic, provisional codes
Data-based inductive analysis / First-cycle, line-by-line coding
• Thematic content analysis: Descriptive and in-vivo codes
Revision of codes in first-cycle coding
Data-based inductive analysis / Second-cycle coding for emergent categories and themes
• Thematic content analysis: Pattern codes
Data condensation
• Focus on the research questions and narrative structure in the three-dimensional space
Data display
• Interpreting the findings
Drawing and verifying conclusions
• Relation of the findings to the literature

3.6. Ethics

Josselson (2007) argues that the narrative inquirer has a dual role of both as someone having close relationships with the participants and someone as the professional in the research process and underlines how this duality requires an ethical attitude. Further describing the ethical attitude in narrative research, Josselson (2007) suggests the following factors to be considered: “the ethics of the relationship, the ethics of the report, the ethics of the design, and the role of ethics guidelines and institutional review boards (IRBs)” (p.539). I, as the researcher, tried to follow these guidelines in the overall process of the research to the best of my ability and knowledge while interacting with the participants in a way trying to learn from them, protecting their privacy while being aware of the contingencies, dilemmas and concerns in the inquiry as also outlined by Clandinin and Connelly (2000) such as ethics, anonymity, relational responsibility and so on. In this regard, I endeavored to achieve

‘wakefulness’ (Clandinin & Connelly, 2000) by ongoing reflection on my inquiry decisions with regard to the three-dimensional space of narrative inquiry.

In order to start the data collection process, I applied to the Human Subjects Ethics Committee of the Middle East Technical University and submitted the necessary documents for the committee’s review. Upon the approval of the institutional review board, I conducted the inquiry in accordance with the codes of macro and micro ethics (Kubanyiova, 2008). I was aware of the relational nature of the inquiry process; the participants were informed from the very beginning about the purpose and data collection methods of the study. Their consents were taken before the interviews and they were reminded at each interview that the interview would be audio-recorded. To protect the anonymity of the participants and to ensure confidentiality, pseudonyms were assigned to each participant and also the names of the institutions and other people, if need raised, were disguised.

3.7. Quality Criteria

There are various approaches to rigor for descriptive and interpretive qualitative research with different strategies for verification (Morse, 2018). These criteria for verification are quite different from those of validation in quantitative research (Morse, 2018) since qualitative research differs from it in ontological, epistemological, and methodological terms (Merriam & Tisdell, 2016). Connelly and Clandinin (1990) state that “like other qualitative methods, narrative relies on criteria other than validity, reliability, and generalizability” (p.7). They propose explanatory, invitational quality, authenticity, adequacy, and plausibility as possible quality criteria for narratives. However, they add that a variety of criteria including Lincoln and Guba’s (1985) quality principles, could be used in a way that best fits the inquiry. Lincoln and Guba (1985) introduced a perspective consisting of common criteria of establishing rigor in qualitative inquiry. They offered the concept of trustworthiness for qualitative rigor and placed several techniques for achieving such rigor and integrity under four categories: 1) credibility instead of internal validity, 2) transferability for external validity, 3) dependability instead of reliability, and 4) confirmability instead of objectivity.

Credibility is about whether the findings are valid and credible given the data presented and how they match with reality. In order to ensure credibility in qualitative research which aims to “understand the perspectives of those involved in the phenomenon of interest, to uncover the complexity of human behavior in a contextual framework, and to present a holistic interpretation of what is happening” (Merriam & Tisdell, 2016, p. 244), some strategies are suggested in the literature: triangulation, member checks, adequate and prolonged engagement in data collection, reflexivity, peer review or debriefing (Merriam & Tisdell, 2016; Morse, 2018). To address credibility, I utilized member checks, adequate engagement, reflexivity and peer review.

Firstly, member checks “the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on” (Maxwell, 2013, p. 126) were utilized. Clandinin and Connelly (2000) describe interim texts as “texts situated in the spaces between field texts and final, published research texts” (p.133) and add these texts are written in different parts of the research process for different purposes, often shared and negotiated with the participants and interim texts aid the transition process from field to research texts although they do not appear in final research texts. For this dissertation, my detailed notes for the profiles of the participants after listening to the interviews with them functioned as interim texts. I benefited from these interim texts both in writing the participants section in the methodology chapter and the findings chapter. Mitchell (2018) suggests narratives have “the potential for a more egalitarian research relationship that honors intersubjective modes of knowledge production” (p. 8) too. Thus, I sent all the participants the analysis and asked them whether they would confirm my interpretation. They agreed on the interpretation and there were few suggestions on wording. Secondly, for adequate engagement, I continued data collection until the point where the data saturated. I stopped data collection when the interviews yielded no new information on the phenomenon, language teacher identity of the early career English language teachers. Then, I utilized peer and external audits. Merriam and Tisdell (2016) argue that “all graduate students have this process built into their thesis or dissertation committee, since each member of the committee reads and comments on the findings” (p. 249). I got feedback from the committee members three times before the defense meeting, they had reviewed the research process from the beginning to the end. Additionally, a PhD-holder who recently got her degree and

had detailed knowledge on my study in terms of the phenomenon, the research design and the process read the whole section of findings and commented on the plausibility of the analysis. I finally described my position as the researcher for reflexivity.

For dependability, which seeks the consistency of the data and the findings, some strategies are suggested such as triangulation, peer examination, investigator's position, and the audit trail. I utilized peer examination and audit trail. Morse (2018) suggests semi-structured interviews allow for inter-rater reliability since they are standardized and address the same questions in the same order and adds these data are considered reliable if there is an agreement on the content and coding in the same category. Morse (2018) further underlines certain conditions ensuring the three criteria: appropriateness of data, inclusive codebook, training of coders. Following these, I asked one PhD candidate in ELT who had experience and interest in qualitative research to code the data of three interview transcriptions. I sent her the codebook I retrieved from the MAXQDA (2020) software and explained the scope of the codes and categories. Then, we discussed our coding and sought agreement on the themes. An audit trail gives a detailed description on "how data were collected, how categories were derived, and how decisions were made throughout the inquiry" (Merriam & Tisdell, 2016, p.252). With regard to this, I kept a researcher log starting from the proposal and continuing in the data collection and analysis processes. The methodology chapter could also serve auditing purposes (Merriam & Tisdell, 2016).

For transferability, I wrote rich and thick descriptions of the context and process of the study, introduced the participants' profiles. The extended and adequate quotations from the participants in the findings section also serve transferability. For confirmability, I relied on a thorough literature review and verified the research design by theoretical- and methodological-informed decisions. Overall, I was guided by the principle that qualitative research's quality is to be "achieved during the process of inquiry, rather than something that was awarded after completion" (Morse, 2018, p.1383) since trustworthiness of qualitative research lies in the ethical conduct (Merriam & Tisdell, 2016).

CHAPTER 4

FINDINGS

In this chapter, the findings for the following research questions are presented:

- 1) How do early career English language teachers construct their language teacher identities?
 - a) What processes do they go through in identifying themselves as language teachers?
 - b) How do these processes influence their identity construction?
- 2) How do early career English language teachers understand their language teacher identities?
- 3) How are social, institutional, political environments integrated in their language teacher identity construction and understanding?

There are three main sections in this chapter. In the first part, the ways early career English language teachers construct their language teacher identities, the processes they go through, and the impacts of these experiences are explored in order to answer the first research question. In this regard, teacher biographies and learning are analyzed. The early career English language teachers' characteristics as students, their assumptions on the job of teaching, contextual impacts and future plans are presented. Then their teacher learning in becoming teachers are divided into three phases of learning: through experience as students, in-situ learning in their everyday classrooms, and through teacher training. In the second part of this chapter, teacher cognition and emotions are discussed in order to answer the second research question on how the early career English language teachers understand their language teacher identities. Their ways of understanding instruction, teaching, teachers, the language and students are documented. After, how they felt in their early experiences as teachers and how they perceived being a new teacher are given. Lastly, the sources of job satisfaction and dissatisfaction are presented. In the third part, participation in communities of

practice and contextual factors are examined in order to answer the third research question. Active and restricted engagement and collegial support of varying degrees are explored in terms of participation in communities of practice. Finally, contextual factors mostly as limitations with minimum affordances are explored. These parts are consecutively aligned with the three commonplaces of narratives: temporality, sociality and place.

4.1. Temporality: Becoming Teachers

The commonalities in the early career English language teachers' experiences before and through their alternating teacher education and training processes and in the current working world are scrutinized in line with the conceptualization of LTI in this study. In order to answer the first research question 'How do early career English language teachers construct their language teacher identities?', each of the in-depth interview transcripts was analyzed in detail. The analysis indicated the process of becoming teachers could be displayed under two broad headings as teacher biographies and teacher learning as can be seen in Table 3:

Table 3. Becoming English language teachers

Teacher Biographies (TBIO)	Frequency (f)
Characteristics as students	181
Job	175
Contextual impacts	131
Future plans	70
Total	557
Teacher Learning (TLEA)	Frequency (f)
Former learners themselves	353
Current teachers themselves	129
Teacher education	89
Pedagogic formation training programs	62
Total	633

The processes they go through while constructing their LTIs and the impacts of these processes are fundamental to understand for this dissertation as their narration of their biographies and learning experiences are part of their current LTIs as early career teachers in their candidature/induction processes at state schools. Teacher biographies and learning are quite linked to their cognition, emotions, participation in communities of practice, and making sense of contextual variables. The pathways leading to taking up teaching as a profession and the authentic experiences in learning how to teach explain the temporality out of the three commonplaces in narratives and introduce us to the ‘becoming teachers’ aspect of the Figured Worlds of early career English language teachers.

4.1.1. The How and Why of Becoming Teachers

Teacher biographies document the early career English language teachers’ characteristics as students, their decision-making on the job, contextual issues and future plans (see Table 4). The temporality captures the past, the present and the future as well which are always in transition.

Table 4. Teacher biographies in becoming English language teachers

Emphasis on	Frequency (f)
(TBIO) Characteristics as students	
Adequate learner traits	81
Verbal/Language	59
Less adequate learner traits	41
Total	181

Table 4 (continued)

(TBIO) Job	
Decision on profession	79
Future job other than teaching	41
Nurture-made Eng. Ts	38
Natural-born Eng. Ts	17
Total	175
(TBIO) Contextual impacts	
Immediate family	65
Social circle	39
Personal traumatic experiences	16
Late start to Eng.	11
Total	131
(TBIO) Future plans	
Intention to stay in job/the MoNE	51
Graduate study	9
Other	10
Total	70

4.1.1.1. Characteristics as Students

The emphasis on the characteristics as students in the participants' overall biographies covered their traits as learners and the aptitude for verbal skills, language and literature. The early career English language teachers as once-students mostly reported adequate learner traits such as having a successful school life, ambition to achieve and self-confidence, participation in extra-curricular activities and curiosity for knowledge, and being well-mannered and interested learners. Mostly, the participants described themselves as successful students in general and in English specifically. They remembered both pre-college and college education:

I was successful in all classes in primary school, I already finished second in school with a difference of 0.10-20%, I guess. My grades were always above 90; so primary school was always very successful. (...) I entered high school with the grade of 461(out of 500). (...) I think I am generally successful.¹(Aylin Hoca, I1)

Our dean was also our department head and he had no tolerance for failure. No one would graduate from the department if they could not speak and write. They really allowed no one to graduate. I finished just in time.² (Aysel Hoca, I1)

In addition, Erdem Hoca, as a graduate of military high school, emphasized its influence on his language skills: “Especially because of language education I received in the military high school, I was a good language student³” (Erdem Hoca, I1) and summarized his general achievement level: “I was very successful, had no grades except “excellent”; but when I changed my school in the 5th grade, there was a sudden fall since I couldn’t understand my teacher’s accent. Nevertheless, I succeeded to get a good mark⁴” (Erdem Hoca, I1). Likewise, Hale Hoca mentioned her top-performance especially in language-specific classes: “I was the top student. I found myself competent in everything related to my field⁵” (I1). Nil Hoca’s success in middle school years even led her to success in her college studies: “I astonishingly realized that I gained my background in those three years. Because I had a very sound basis it was enough for me to study literature. What did I add on? Academic English especially thanks to Master’s⁶” (I1). Reyhan Hoca stated the importance of school in her life and remembered her diligence:

The school had a really important place in my life. I tried to make the most of my time at school, I knew I was there to learn. It was the same at college too, I was taking notes, listening carefully, and didn’t want to lose my attention even for one second not to miss anything. I was a really hardworking student.⁷ (I1)

Even at times when they were not aware of their own success, people around them realized this and led them to think: “I wondered whether they were right, or I was really talented in Math’s. Was it an ability to do so? I’d only two friends getting 100 from courses. I didn’t even care if I was the school’s top student⁸” (Selim Hoca, I1). Other markers of success, for Zehra Hoca, were her performance at the university entrance exams and her quick catching up with the rest of the class when she started studying at an international English-medium middle school in a foreign country:

At the end of the second term, I ranked fifth in class, I was a very successful student. I had difficulty in understanding how come I did not acquire this language. But later - maybe I had not noticed a lot then, I was ten- when I saw others experience the same situation, I realized I had learned English really fast.⁹ (I1)

Early career English language teachers agreed on one more trait signaling adequacy as learners: the ambition to achieve. For example, Aylin Hoca studied more when she got negative reinforcement from her teachers whom she assumed were trying to motivate

them the hard way as they were students at a high-achiever school: “I studied more to be able to say especially I can when they say I can’t₁₀” (I1) though it was not an easy thing to do: “But we somehow studied hard and succeeded. It was a tough process. For a long time, I had been trying to be the best of what I was doing₁₁” (I1). After having to take years off due to varying reasons and returning to college having gone through different paths, Erdem Hoca and Onur Hoca underlined their determination and ambitious nature as well: “I had such an ambition. I was of patience to finish and somehow, I needed to finish that English department. And I completed successfully by increasing my grades₁₂” (Erdem Hoca, I1), “I said I would attend all the classes, I have some from the 3rd and all classes from the 4th year. Trusting the department head, I said I would be able to do it. I studied, I really did₁₃” (Onur Hoca, I1). Similarly, other teachers were ambitious to achieve their goals: “I am a kind of person who learns lessons from mistakes a lot and I am ambitious. I mean I think such that getting low grade mustn’t beat me. I must beat it₁₄” (Hale Hoca, I1), “Eventually I said I had to learn this foreign language₁₅” (Nalan Hoca, I1).

Their overall success and ambition to achieve were not separate from their self-confidence either as students or prospective teachers. It was sometimes the self-confidence toward the macro aims of building on two languages to work for the betterment of people, seeing solid proofs of achievement or setting his mind to accomplish in a second career to teach English: “Because German was a language that I already knew at a very good level. When I added English to it, I believed that I could do good things that would touch humanity in the future₁₆” (Nil Hoca, I1), “I was self-confident. I really knew something because I studied and learned it myself. We’re answering questions, I knew them all. If our criterion was to answer a question correctly, I would see that I already did it₁₇” (Aylin Hoca, I1), “I postponed it for 21 years, I didn’t have an opportunity. Then, I finished school in three and a half years. I can get appointed, be a good teacher, show success academically. Many teachers, students can benefit from it₁₈” (Erdem Hoca, I1). Nil Hoca and Nalan Hoca were further quite engaged with extra-curricular activities such as benefiting from libraries or sparing much time on pleasure reading, participating in social learning communities for a variety of reasons to learn to play an instrument, sing in a chorus or do sports: “I did not lose my connection with English in high school. I constantly borrowed books from the library and continued to read in English. It was the same for German, too₁₉”

(Nil Hoca, I1), “In middle school and high school; I loved to read books. I was engaged with poetry. I remember that I was drowned in incredible books then, I knew that I loved literature very much²⁰” (Nalan Hoca, I1). These hinted meaningful participation in learning communities and schooling and added to their characteristics as adequate learners. Moreover, Erdem Hoca and Selim Hoca shared their curiosity and enthusiasm for information and knowledge. One remembered hands-on learning experiences at military high school: “I loved knowledge very much. It’s very enjoyable for me to listen to classes at school. We had a topography class, were going out on the land, saw things on the map live there. I enjoyed seeing something²¹” (Erdem Hoca, I1) while Selim Hoca made great use of the Internet in his pursuit of information:

What the teacher told me was never enough. I would go home, find and watch something on the Internet. If I was curious of course, not everything. (...) S/he told something up to now, I would ask why it’s so, why we learned it, how I could benefit from it.²² (I1)

There were other aspects regarding the early career English language teachers’ characteristics considering adequate learner traits like being “well-mannered” (Nil Hoca, I1; Selim Hoca, I1); they were “easy to care for” (Nil Hoca, I1). Some early career English language teachers (e.g., Nalan Hoca, Nil Hoca) mentioned being interested learners at school:

I was trying to translate; I was wondering about every word. There was no social media as it is now, there was no e-materials or resources during the process I learned (...) It was a challenging but fun process for me. Also, I loved the school environment. I was not hardworking, but I was a student who spent time at school. I would go to the library, take part in school events.²³ (Nalan Hoca, I1)

The next category of characteristic features shared by the early career English language teachers were their aptitude and skills for verbal reasoning and/or literature. For example, Onur Hoca said: “At the Anatolian high school, I wasn’t good with quantitative. I had more aptitude for foreign languages. I didn’t forget a word if I saw it once. This is still the same. I saw this was a talent²⁴” (I1). People around them realized this aptitude as well: “People were quite sure that my English was pretty good²⁵” (Ece Hoca, I1). Hale Hoca also appreciated her aptitude and skills for learning a new language. Language learning was a process which was “novel, that she (I) could succeed, was skilled at” (I1) and added:

It was partly because of talent, as I said, I had no talent or interest in any other field. I still don't. Maybe if another foreign language had been taught, I would have been very interested in it, too. I took French in college. Then I discovered I could learn a language easily. I think I find myself a little talented in languages. I learn very easily; it was like that when I was a kid. I am very interested in songs, I know almost all the English songs playing, I always memorize them.²⁶ (I1)

Their interests were determinant in their undergraduate and graduate level choices: “I chose the department of English Language and Literature because I was very keen on and intrigued by literature and reading. I finished the department with great pleasure and even a degree. Then I completed my master's degree²⁷” (Nil Hoca, I1). Both Nil Hoca and Zehra Hoca experienced language learning in different countries other than the country of national citizenship; Germany and Saudi Arabia, and they both experienced a family environment allowing for active engagement with the language and further put emphasis on mastering it. The homes they were raised were much conducive to language learning with their family members constantly in an effort to communicate through foreign languages or listening to English music making them invested in different languages’ songs and culture. Nil Hoca remembered: “In Germany, English classes started in the 5th grade and the French started in the 7th. I realized my aptitude for foreign languages then²⁸” (I1). In Zehra Hoca’s account: “The interest in English is something that completely comes from the family, I don't even remember the moment when my interest in English started²⁹” (I1). English was always in her life, never felt she alienated to other languages than Turkish. She got more and more excited and motivated to chase the opportunity to “acquire” the language when her father commuted internationally for business purposes finally making them to settle in a new country. She underlined she learned English very fast, “even in a short period of three to four months” (I1) while attending an English-medium international school. She was an autonomous learner with an inherent ability: “Self-learning children do as if they spoke a foreign language, let me speak different languages, let me speak three or four languages, I had such an enthusiasm for language³⁰” and talent for learning a second language: “When I went to school (in Saudi Arabia), we were taking Arabic as a second language, it wasn't advanced level, only for few hours a day, but you hear it on the street, from friends, I learned Arabic myself³¹” (I1).

As a second career teacher, once an engineer now a teacher, Nalan Hoca discovered her ability and interest in the English language through a late discovery she generally

deplored: “It seemed so nice that I started to have sympathy towards the language and was alienated from my job³²” (I1) and added: “I realized that I could learn, my aptitude for English was very strong³³” (I1). Similar to Nalan Hoca’s self-discovery, there were other teachers (Hale Hoca, I1; Onur Hoca, I1) who stated their skillful performances in language classes. For Hale Hoca, English classes were “always her most favorite subject” (I1) and she was constantly “the first to learn, the earner of the highest grades” (I1). As in his earlier account of not being quite aware of his achievement at school and thinking learning was the direct outcome of teaching, Selim Hoca stated: “I did not know that learning English is a separate skill and understanding other subjects is a skill. I thought it was a natural product of a process³⁴” (I1). In addition to this, he was able to deduce grammar rules through making comparisons to Turkish: “In Turkish, they ask you a question, you think of examples, say; I had come, that is perfect and past, you make up something like Past Perfect Tense, I answered English questions that way too³⁵” (I1).

It was not only about their achievement in language learning class but also about their enthusiasm and aptness in overall verbal reasoning skills or literature. For example, Aysel Hoca mentioned her interest in related areas and how it paved the way for her choice of a career: “I had a tendency mostly toward languages such as Turkish, verbal skills and books. Either my native language or another language, I wanted to go on thought why not do something I love³⁶” (I1). Likewise, Ece Hoca stated:

Yes, I was always prone to verbal, so I never thought I would study a language or learn a foreign language, but I always loved Turkish and literature lessons since the primary school. I was very active. I would study hard; wonder even if I didn’t study. I never considered it as a lesson. If I hadn’t chosen a language, I would probably be either a Turkish teacher or a literature teacher now.³⁷ (I1)

In addition, Nalan Hoca was invested not only in the language itself but also in the literature: “I was introduced to literature when I came to high school. As I say, literature is a very important point for me, a sensitive point³⁸” (I1). This perception was also validated by the comments of those at school: “Maybe I would study literature or do something else; I was very confused and dreamy. Because I read a lot of books, I used to write short articles, they said; Nalan, you will definitely be a writer³⁹” (ibid., I1). Accompanying interest in literature and aims to be a writer, Reyhan Hoca

expressed her engagement too: “I was very intrigued by literature. There was even a time when I wanted to be a writer, there were stories I wrote⁴⁰” (I1).

In contrast to their bonding with their own language, second languages they learned, their meaningful engagement and success at language classes, their enthusiasm for literature on a broader level; some of the early career English language teachers (e.g., Aylin Hoca, Aysel Hoca, Reyhan Hoca, Selim Hoca) argued that all these areas were considered less when compared to quantitative skills. It was sometimes the family who were suspicious of the value of languages as a field to study (Aylin Hoca, I1; Reyhan Hoca, I1). Aysel Hoca summarized the general tendency: “You know that in Turkey there is a tendency to quantitative in high school and earlier. People always prefer that thinking they will be unemployed, but I guess I couldn't have done that⁴¹” (I1). In Reyhan Hoca’s experience, studying languages was something that could ignite the reaction “Well, whatever”, with family members and acquaintances involved: “In all our families, children who study the quantitative field are believed to be smart and get a job, and throughout my school life, when I said I was studying a foreign language, there were those who said well⁴²” (I1). Surprisingly, Selim Hoca himself had his prejudices yet later changed his mind thanks to the excessive amount of information that could be reached via English, which serves well for his deeply rooted curiosity for information and knowledge:

At first, it upset me that I had talent for something so unnecessary, but later, what made me ambition is (...) for example, when I read something, I think of an idea, I say I think it should be like this, it's unfair; I saw when you google something on the Internet, there are no results in Turkish, you are supposed to type in English, you find dozens.⁴³ (I1)

The fact that English was not tested in high-stakes examinations was stated: “Because it was not asked in the high school entrance exam, English was a lesson no one cared about, and everyone would be happy and prefer Math’s if the English teacher was sick⁴⁴” (Selim Hoca, I1). In addition to their reports of a successful schooling and talent and attentiveness in verbal and language classes, there were some instances of traits that could be related to being less-adequate learners. For example, Ece Hoca, at a competitive language class at high school, felt at points “It made me feel inadequate and unsuccessful for three whole years, maybe I wasn’t⁴⁵” (I1). She added: “As a student, I was always an average one achieving more than expected without studying

hard (...) I was trying to do the best with very little effort. I didn't like school much. I had no ambition for school⁴⁶" (I1). Moreover, a few early career English language teachers said they were not high achievers or too hardworking: "As I said I was an average student⁴⁷" (Aysel Hoca, I1), "Actually, I wasn't that hardworking⁴⁸" (Nalan Hoca, I1). However, Nalan Hoca felt she was of more emotional intelligence and draw a parallelism between herself as a student and students in need for differentiated instruction now:

But I think I'm a person with high emotional intelligence. I mean, I haven't got high IQ but EQ. That's why, for example, I love the environment which I am in, I mean I love school very much, but since I was not such an intelligent child, the external environment influenced me a lot. I may also be closer to being a more individualized, a student needing differentiated instruction.⁴⁹ (I1)

In line with this, Aysel Hoca reported average or sufficient study for classes:

I was neither the first nor the very last. Maybe I was always in the top ten, but that was enough for me all the time. I am not passionate about studying. It is sufficient for me to do it enough to make me happy. I was already happy in a foreign language and it was enough for me to do this enough to shape my life.⁵⁰ (I1)

Selim Hoca mentioned his lack of enthusiasm and unwillingness for school multiple times. It was not the lack of desire to learn more but the schooling system itself as a de facto flawed system: "I didn't like the school at all due to several reasons. It was even close to hate. I didn't want to be at school and thought it was a wrong institution⁵¹" (Selim Hoca, I1). He further expanded this thought in terms of how the school system fails people by some sort of delusion:

There is a false learning mechanism, and you are suddenly relieved on enrolling at school thinking you did your part." Here, schools mislead us the most. You don't (...) It even works in the opposite direction because you stay there by thinking you are doing it right, you listen to the teacher, look at the resources or what is in the curriculum.⁵² (I1)

There were other issues raised: not being an active participant in class or being shy. Aylin Hoca, though a very hardworking student in her own words, was not an active participant in class (I1). Nalan Hoca mentioned similar issues: "I was not a very assertive student, it was formed later on; in some ways I was very, very shy. I can say I gradually got over it much later, even in university years⁵³" (I1). In Onur Hoca's experience, he was a regular student: "Neither a very different nor a very bad student, I was like one in the middle⁵⁴" (I1). Referencing to her college years when he first

started to study English Literature, he considered himself that he failed: “It ended badly for me. Because I was dismissed from the school where I had entered with an ideal⁵⁵” (I1). Early career English language teachers’ characteristics as students have been described so far.

4.1.1.2. Decision on the Job

Under their teacher biographies, early career English language teachers talked about their decision-making processes to be an English language teacher. While elaborating on their decision to choose the job, they firstly talked about the details of this decision and remembered their discovery moments for the job, underlined they intentionally became teachers whom they sometimes admired. It was not skipped that they felt they were gifted with the talent to teach. Their paths were not clear-cut from the beginning; however, the intention to stay connected with the language remained constant: “I wanted to do this since I was a child. Of course, my intention was not to become an English teacher. It was to be interested in English but more as translation and interpreting. It changed slowly afterwards⁵⁶” (Aysel Hoca, I1), or mostly the decision came during or after college education: “my decision to be a language teacher was not clear until the middle of university, until the beginning of the second or the third year⁵⁷” (Erdem Hoca, I1), “I didn’t have such an aim that I teach English until university (...) but after I entered the program, I really liked it (...) and I said yes, I should be a language teacher⁵⁸” (Zehra Hoca, I1). The genuine interest for the language was apparent in very early years of schooling for Hale Hoca, who remembered herself in the 3rd grade at a village school of one classroom (where all students of different grades were instructed at the same time by the same teacher) trying to learn English names for things and it was the novelty that captured her: “English wasn’t in that class, it was different, the fact that I was learning it made me different, everybody knew Math’s, science, but not English. I was bringing something missing to that class. My interest may have arisen there⁵⁹” (I1). As a second career English language teacher, Erdem Hoca still did not have the intention to do the job, his situation was more of a practical concern for his job back then: “Thanks to this diploma, I could earn better salaries in the electronics business, as a university graduate and become a manager. Because I worked at that job for many years⁶⁰” (I1). The college professors at teacher education programs inspired the early career English language teacher’ decisions: “My

mind changed at university that I should contribute to people so that I can at least change things slowly. Actually, my professors made me love teaching. I was going to engage with English anyway, but not teaching⁶¹” (Aysel Hoca, I1). In their further statements: former teachers who had an impact on early career English language teachers’ decision were not only schoolteachers but also university professors: “one follows professors like mine who really wanted to be there not only superficially to do the job but to raise quality people, inspire different people. Then, you follow saying you also want to be like them⁶²” (Aysel Hoca, I1), “My university professor broke this adverse orientation⁶³” (Erdem Hoca, I1).

Another factor that influenced the early career English language teachers’ decision for staying in the job was the actual teaching experience after their graduation from college. To give an example, Selim Hoca was a substitute teacher when he graduated from college and “While I was working as a paid teacher, I decided to become an English teacher. Because I made one student with no knowledge of English and few months left to finish the 8th grade later choose to study English⁶⁴” (I1). Similarly, Nalan Hoca, after her experience of teaching at a municipality-run public education course decided she needed to take the necessary steps to be a teacher: “After that project, I thought I should get my teacher certificate after I finish the (university) department and I would teach as a career⁶⁵” (I2). Nil Hoca also discovered teaching as a potential job after she taught at a nursery school: “I got an offer from the kindergarten and I accepted it as I was very close with the children. After I started working, I said I could actually do this job and do it well⁶⁶” (I1). Teaching at a summer course after she graduated from college, Ece Hoca had realized how teaching was so enjoyable: “They hired me, I started there and in my second week I said it was very enjoyable I wish I had had a formation certificate; teaching was a very good job⁶⁷” (I1) and added, on her casual passing-by to see that notice for recruiting a teacher: “I would never know if I could love such a job⁶⁸” (I1). Through different paths, they became English language teachers in Nalan Hoca’s words: “I ended up becoming a teacher⁶⁹” (I1). Another teacher who found himself as a teacher was Onur Hoca with his decision to receive Teacher Licensure / Certification and apply to the district MoNE bureau for state schools’ separate quota for disabled teachers as he had an orthopedic surgery that counted him under this category. He took time to think whether he would be able to teach: “Because I am 38 years old, and for a few days I thought if I could go to schools,

do the job after this age⁷⁰” (I1). The process went so smooth and natural that he ended up in teaching: “Everything happened so fast, I found myself at the MoNE. I was collecting documents and became a teacher. I mean me. This is how my teaching story started⁷¹” (I1).

There were certain moments when early career English language teachers were convinced that they could and should choose this profession. It was not only them but also the feedback from their social circles: “When there was a constant demand from those around me, I thought I could do this job⁷²” (Aylin Hoca, I1) which started with the fact that “Actually, teaching began when I realized my interest in children⁷³” (I1). Aysel Hoca, who was sure that she would continue her English studies from the beginning, vividly remembered a turning point in her college education when she asked her ‘Teaching English to Young Learners’ class professor why the professor would not teach young learners but teach adults to teach them since she thought her professor was so qualified and had the capacity to create wonders with kids:

S/he said s/he contributed to the children, but only to the classes s/he taught and when s/he trained us, maybe s/he spread to all around Turkey, influence the whole country by inspiring us. It was a very beautiful memory. After that, I said I should make the best of the training I got, after a while I changed my direction and decided to teach.⁷⁴ (I1)

Nil Hoca was teaching young learners with whom she could connect more than any other group of students and even volunteered to take those grades at the private school she taught where other teachers were not so willing to deal with kids. She recounted a specific memory when a 5-year-old student was misbehaving and putting other children to risk hurting themselves by a small accident, she warned the child in English making the incident stop and the child apologize to her. She was astonished by the great capacity of children to “sponge” a new language: “I was very impressed at that moment, that is, I understood that foreign language is a special bond; and when used in a natural environment, the other party understands. I realized I could continue this job⁷⁵” (I1). Another incident was of Nalan Hoca’s in class on her first day at teaching: “I felt that I was discovering myself saying that’s it. I was studying when I accepted this job. I really said this was something that was meant to happen, I mean I love teaching very much⁷⁶” (I1).

The aptness for teaching was not scarce for other early career English language teachers as well: “I loved telling people something. I loved teaching something⁷⁷” (Erdem Hoca, I1), “I tell something, talk about the books I read, I love it very much (...) It is very important for me to converse. And it is very important to offer something and tell people what I know⁷⁸” (Hale Hoca, I1), “In some sense, it was something fitting me by nature⁷⁹” (Nil Hoca, I1). They were sometimes tutoring in high school: “In high school, I experienced a little teaching, I was teaching my nieces and nephews, and when they asked me in college, if I knew about a subject, I could explain it well, I realized that⁸⁰” (Onur Hoca, I1), and got the impression that they were capable: “I have such a feeling. I can see how much the other person understood me, I don't know if this is a talent or a inherent result, but I know I love to explain, to tell, to open ways⁸¹” (Selim Hoca, I1). Teaching was something to be admired: “I would admire a lot when we had an acquaintance who was a teacher ⁸²” (Nalan Hoca, I1). Furthermore, the decision to pursue teaching as a career was an informed one: “Being a teacher...I really thought that I had found the job of my life, I decided the profession willingly, I didn't enter the university just to use my grades. Truly, it was a process that I enthusiastically discovered⁸³” (Nalan Hoca, I2).

Most of the early career English language teachers considered another job other than teaching such as being a translator: “I may not be a teacher, but I could deal with books or translation, maybe with simultaneous translation⁸⁴” (Aysel Hoca, I1), a director: “I may be a movie director. I still have the dream of directing, by the way. (...) I wanted to create work in the field of cinema that combines all forms of art⁸⁵” (Erdem Hoca, I1), a pediatrician: “My dream was to be a pediatricist⁸⁶” (Nil Hoca, I1), a psychologist: “I wanted to be a psychologist very much⁸⁷” (Nalan Hoca, I1), a sportsperson: “An athlete, especially a team captain, maybe a referee or a team coach, (...) I thought I would have such a career. I considered myself as a team player who could explain things to someone, make it done better⁸⁸” (Selim Hoca, I1), a pharmacist: “I was in the science department, had no enthusiasm for English teaching, didn't have such an idea. it was mostly because of my family's guidance. I was thinking about a profession like pharmacy⁸⁹” (Zehra Hoca, I1), a corporate company representative or a writer (Ece Hoca, I1).

Not far from teaching and both being second career teachers, Nalan Hoca and Onur Hoca wanted to be a literature professor, an academician: “I had started to think of this job as an academician before⁹⁰” (Nalan Hoca, I1), and:

I chose literature to do the academic part of this job and be an expert of that, so I preferred only literature, never teaching. I wanted the academy rather than teaching. Rather than children, I wanted to tell, share, maybe teach a little more seniors.⁹¹ (Onur Hoca, I1)

Few early career English language teachers also reported that they in fact did not have a specific aim: “I have never been someone planning the future or saying I want to be like this. I used to admire my teachers, but I never thought I would be a teacher⁹²” (Ece Hoca, I1), “I did not have a precise job choice⁹³” (Onur Hoca, I1), “I did not have a specific dream either, as I said I was so indecisive⁹⁴” (Zehra Hoca, I1).

After describing their decisions processes, it was seen that there were two strands of early career teachers while ending up in teaching as a profession: those who became teachers through the course of education and life and those who knew from the very beginning that they would be teachers. One group could be called as nurture-made English language teachers. On the other hand, the rest could be categorized as natural-born teachers. The first group outnumbered the latter consisting of three teachers by nature. For example, Aysel Hoca had set up her mind to any English-related field but teaching: “I didn't always want to be a teacher. Because you have to be in a strong relationship with people in teaching. You always have to deal with people, and it used to be very difficult for me⁹⁵” (I1), yet later changed her mind at college. In addition, Ece Hoca shared a similar experience: “Actually, when I chose linguistics, I didn't have much idea about its content, and I didn't have a dream like teaching, so I believed that I should study something in English, and it doesn't matter what it was⁹⁶” (I1). Another early career English language teacher influenced by college professors was Erdem Hoca: “I saw teaching can be a good profession. They started to foreground my abilities a little bit, said all I did would fit teaching very well, I have an artistic side, and these would influence students well⁹⁷” (I1). Similarly, for Zehra Hoca, it was not something planned: “Life dragged me a little bit that way, but I'm so glad it did⁹⁸” (I1). While having the talent and aptitude for teaching, Nil Hoca was not planning to be a teacher either:

I had such a tendency but due to differences in the education system in Turkey and my less success in quantitative, I first tried publishing after graduation. I couldn't do it. Then I got formation certificate and the process took me to teaching. But that didn't upset me, nor was it a forced course of events.⁹⁹ (I1)

The step-by-step description of Nalan Hoca's journey with English was in her statements: "I wanted to be a student again, I wanted to change the course of my life with English. Then I entered the translation department. It continued step by step like love¹⁰⁰" (I1). It was her astonishment by the richness of literature. It was a gradual process for her. On the contrary, Onur Hoca frankly stated: "It is not something I was seriously prepared, though. People work really hard for this, they study for KPSS (the exam to work as a civil servant), my disability was a chance for me, it has helped¹⁰¹" (I1).

For all second career English language teachers, to be so was the practical solution: "It is because I thought I could easily study at the department as I was capable, it turned out that it was one of the best departments ever¹⁰²" (Erdem Hoca, I1), "Thereafter, the idea of working as an English language teacher in the public sector came together with having a child, I said I would not be able to be an academic most probably¹⁰³" (Nalan Hoca, I1), "I lost my job. It is not wearisome in terms of health; teaching is good although it is not as prestigious as before. I had it in my mind in the past, so I said why not¹⁰⁴" (Onur Hoca, I1), and additionally for Zehra Hoca too: "It was a department I started just because I wanted to get into a university¹⁰⁵" (I1).

There were three early career English language teachers who considered themselves as teachers all the time. To give an example, Aylin Hoca could not tell where exactly she decided to be a teacher and added that it was probably her keenness on spending time with kids: "I don't know why I always thought I should be an English language teacher. It's what I wanted since my childhood and now I succeeded it¹⁰⁶" (I1). Reyhan Hoca also said: "It may sound cliché, but I really wanted to be a teacher¹⁰⁷" (I1). In a similar yet more precise manner, Hale Hoca expressed her long-lasting ideal to be an English language teacher: "I have always wanted to be an English language teacher since my childhood. That's to say, all my life, I have always wanted to be an English language teacher, and I am¹⁰⁸" (I1). For all these teachers, teaching was a persistent and resilient dream: "It was really a childhood dream. I have chosen to be an English language teacher with guidance, though¹⁰⁹" (Reyhan Hoca, I1), "My dream was to be

a teacher anyway. If I were not an English language teacher, I would not like to be a teacher most probably¹¹⁰” (Aylin Hoca, I1). Early career English language teachers’ decisions on the job have been described so far.

4.1.1.3. Contextual Influences

In their processes of becoming teachers, there were some contextual impacts on early career English language teachers such as their immediate family and expanded social circle. They also talked about some personal traumatic experiences that might have had an impact on the way their careers have turned out to be what it is like. To start with, the biggest focus and emphasis that could be considered as a contextual issue was their immediate families which were mostly mentioned from the aspect of support or lack of it when choosing to study English at high school, to follow teaching as a profession. There were three types of responses that came from the immediate family members: support, indifference and suspicion. Most early career English language teachers stated they received full support of their families in becoming teachers: “You may ask that “have you split the atom Hale?” No, yet the most valuable and the biggest share in my attaining just what I have always wanted is my family’s. They have always supported me¹¹¹” (Hale Hoca, I1), both in their pursuit of English and choosing teaching as a job: “They have always encouraged me¹¹²” (Nil Hoca, I1), “I had the encouragement of my family, in fact, teaching as a profession is the dream of every family¹¹³” (Aysel Hoca, I1). Teaching as a job was certainly one that families generally approved: “It was a profession they wanted a lot¹¹⁴” (Reyhan Hoca, I1), “They’re really happy as I became a teacher, but also that I became an English teacher because it’s my department I studied at university, struggled for years. They’re pleased I became the teacher of this field in the end¹¹⁵” (Onur Hoca, I1), “Teaching is a very prevailing kind of profession for my father¹¹⁶” (Selim Hoca, I1). Sometimes, language learning was exemplified in the immediate family: “My father put great emphasis on language, and he learned English and Arabic all by himself. He had some difficulties, he worked abroad. In Libya, I remember- both Arabic and English- he had lots of books, and constantly studied¹¹⁷” (Zehra Hoca, I1). For Nil Hoca too, her father was a prominent figure who had accomplished to learn German so well that he was promoted to be a chief clerk from a worker at the construction company: “The final authority for German official correspondence was my father. He had lots of books on German, on

language teaching¹¹⁸” (I1). The parents supported and aided their learning even when they did not speak English: “My father would say, you should not watch like this, try to memorize some words or so, print out some of them¹¹⁹” (Hale Hoca, I1), and:

My mother was really supportive of this. In fact, when I chose the department of English, since she did not have much knowledge on that, the first thing she did was: she just had us write the English equivalents of everything all over the house. But her very first reaction resulted in an increased love for my department on the part of me.¹²⁰ (Aylin Hoca, I1)

The second reaction from parents was suspicion mainly to studying a language instead of a more recognized department: “I insisted on choosing the language department, but they said no. I said ok, then, I said I was going to choose math’s or equally-weighted departments (but did not)¹²¹” (Selim Hoca, I1), “The language class was opened; but my family wasn’t positive about it. Many people must’ve gone through this. Families have the idea of sending their children to math’s in Anatolian high schools. Language departments weren’t that well-known then, either¹²²” (Reyhan Hoca, I1). In her account, Reyhan Hoca’s English teacher in high school convinced her parents so that she could study English and gave them solid reasons such as being able to do translation work at home, being a teacher, working in the corporate business and so. She added “After s/he persuaded my family, it is never enough how much I thank to her/him, I attended the language class¹²³” (I1). The question was what one could be after studying English literature for Onur Hoca’s experience in 1999 when, he said, being appointed as a teacher was far easier compared to now: “My brother objected, “what’ll you do when you study English Language and Literature? what’re you going to become?” I said this and that, he said “pull yourself together, attend a teaching department, at least, you’ll be a teacher then¹²⁴” (I1). Another concern was the idea that studying English would crash with religious beliefs and deteriorate those engaged with the foreign culture and values:

I showed them already that this would not make any difference in me, I love this. Yes, but I want to learn their language and culture, I love learning all these. That is of course my religion, it does not mean that I abandon my own culture when I study this. That, they understood later on.¹²⁵ (Aysel Hoca, I1)

The district where we studied was Beyazıt. There were lots of tourists. I was working with my brother then. He was a little bit conservative. I do not know why I followed his advice then. I wish I did not go and work as soon as the school ended, I wish I spoke with tourists and did some practice. He told me never to speak with them as it would be very harmful.¹²⁶ (Erdem Hoca, I1)

Regarding immediate family's reactions, two early career teachers experienced indifference: "I did not share it with my family that much. We were not that much in communication with each other. We were not at a point that we could talk about ideals, dreams, plans¹²⁷" (Nalan Hoca, I1), "They only knew that I was studying in Istanbul, nobody knew the department¹²⁸" (Onur Hoca, I1). Lastly, two early career teachers reported a rugged relationship with their fathers in one case making teaching as a job to refrain from for Erdem Hoca: "Since my family did not support me at all, they were critical of me as I left the military school¹²⁹" (I1) and added he would not change his mind until college as: "When I witnessed such a negative example from my father, I did not believe that I could do. I did not know that I could succeed¹³⁰" (I1). He described the relation and how it made him a nonadmirer of the job:

My father was a primary school investigator, he was a great example of a bad teacher. I told him what our teacher did at school. He was never interested (*ignoring his teacher's wrong behavior to be inspected*). I had the impression that I would be of no help to anybody like him if I became a teacher; it was a perception about teachers, especially about people who are of no use to their family.¹³¹ (I1)

For Selim Hoca, it was "unrealistic high expectations" (I1) and lack of support for following sports or downgrading his ranking as the top student of a "regular school" (I1) that disappointed him. He further mentioned "lack of access to extra sources" while learning the language and lack of "financial support" while studying at English literature at college taking the fact English was not hearted by his father into consideration (I1).

The next item on contextual factors was the early career teachers' social circle. This part was meaningful as it hinted the extent to which they were or were not functioning in learning communities. The focus was paid to the perceptions of former friends mostly confirming their own, their connected or reserved nature and co-learning with their friends. Firstly, it was different and fancy: "It was perceived as being a lot more different, cooler, I suppose. In those ages, it was something we liked too¹³²" (Aysel Hoca, I1). Their friends were affirmative about their performance at school: "My friends who saw that I loved books, read books constantly knew that I was going to achieve something¹³³" underlining the fact that she was at a vocational high school where she argued to have stood out by reading books (Nalan Hoca, I1), "Once I admitted that I had a special talent for English, I shared this idea with my friends, they

said of course, so they were already aware¹³⁴” (Selim Hoca, I1) on explaining different class topics to his friends. Erdem Hoca said this perception was even validated today: “When I meet with my friends from middle school, they say that I had a talent for English in those years. They say that I made a reasonable choice by being a teacher¹³⁵” (I1). It was only Ece Hoca’s whose friends were critical or skeptical of her talents and she said they thought: “You chose language just because your math was weak, right? Everybody asked the same question for a long time rather than seeing that I really loved the foreign language¹³⁶” (I1) or labelled her and alike: “As if the interest in a foreign language is showing off¹³⁷” (I1).

Being connected to friends, as individuals in the learning community, was brought up as well. Aysel Hoca had a big social circle both in high school: “It was a period that I made friends, was social and did things that I liked¹³⁸” (I1) and college: “I graduated from the university as a more qualified person. I lived my university years to the fullest both in terms of activities and friendship¹³⁹” (I1). They were well-connected: “I was a popular person¹⁴⁰” (Erdem Hoca, I1), “My relationship with friends was good¹⁴¹” (Onur Hoca, I1), active participants: “We used to have practice with our chorus and be on papers. We used to have some trips too¹⁴²” (Nil Hoca, I1). This connected nature aided to achieve bigger results: co-learning: “When one of us did not understand, the other used to explain. In the 3rd grade, we would watch films in English. We would deduce some activities from them, we had a beautiful group¹⁴³” (Aylin Hoca, I1), “For example, I knew the methodology a lot, so I taught it. The other knew something else because it is more long-lasting when we teach each other¹⁴⁴” (Hale Hoca, I1), learning from one another: “in English, since we were dealing with culture, it was a lot more different. The things we talked... We could talk about different things with different groups of friends. We would contribute to each other ¹⁴⁵” (Aysel Hoca, I1).

Another area that Nil Hoca and Zehra Hoca put emphasis on was their multicultural environment in their abroad upbringing: “I had lots of friends. They were from a lot of different countries including Germans¹⁴⁶” (Nil Hoca, I1). It makes Zehra Hoca to think: “As being raised abroad, I was somehow different in Turkey. I’m different from most people because of my upbringing, I grew up in a different culture. I’m like a mixture of both the East and the West¹⁴⁷” (I1). It was only Ece Hoca who considered herself a bit reserved: “I never had a circle of friends with whom I could talk a lot. I

was a child who grew up all alone. I was always after finishing the school without being visible¹⁴⁸” (I1) and added even now it might be the case: “I can describe myself as an introvert person. Maybe they see me like that. Even my colleagues here may be thinking like that¹⁴⁹” (I1).

Finally, in terms of contextual factors, the focus was on personal traumatic experiences which might have had an influence on their overall wellbeing. Selim Hoca had an unfortunate injury, breaking a bone in his arm, when he was performing quite good in sports and this incident coerced him to direct his attention to something else other than sports yet in quite a critical year of high-school entrance examination:

I had a turning point; my arm was broken. As a result, I turned out to be a student who sat down and read class notebooks rather than doing things like sports or training just when I was going to take the exam at the 8th grade. I mean I took the high school exam when I was not able to write anything at all.¹⁵⁰ (I1)

Furthermore, Nalan Hoca survived a serious car accident making her undergo several serious operations when she was at middle school. She had to take a gap year, spend one whole year doing exercises and learn how to write left-handed. She felt she had to work a lot to achieve things that were regularly taken for granted:

Language is also like that, happening later on. Before, during primary school I was an emotional student. This traumatic process I went through made me emotional. Since I was behaving through my emotions, I was having concentration problems. I liked my lessons, my school. I tried to listen to my lessons, but it was with ups and downs since everything was causing me to lose my concentration and affecting my recovery process.¹⁵¹ (I1)

Another issue that only Nalan Hoca mentioned was her late start to learn English: “As a late starter to learn a foreign language, I went through many difficulties, personal ones. You have self-confidence issues. There was a huge difference between someone starting to learn a foreign language at an early age and me¹⁵²” (I1). When she went to a summer school in England, she was astounded by the young learners there speaking several languages and felt: “I thought I was so late. Maybe because I missed some opportunities, inequality in opportunity I can say. I haven’t had a chance to know about it¹⁵³” (I1). She was a second career English language teacher “I was working before that. I thought it would help me in my profession and I would work in foreign trade¹⁵⁴” (I1), but she liked the language itself so much that she chose to continue as a profession.

Not a physical traumatic experience but an issue of access, Zehra Hoca mentioned she could not start studying at college due to the hijab ban in Turkey. Her application to university was rejected due to her hijab photograph, which swiped the possibility to start college in Turkey after she graduated from an international high school. The state universities in Saudi Arabia did not accept international students so she could not go to those and did not want to study at a private university there which had no recognition in Turkey. She applied to university entrance exams when the ban was lifted: “I was both working and studying for the exam. Since I got a very high score in the exam, (495 out of 500), I started at XXX. I think I missed just one question in the exam¹⁵⁵” (I1).

Lastly, Reyhan Hoca had to go through an intense rehabilitation stage. She was diagnosed with cerebral palsy though not limiting her moving severely. At college when she asked for arrangements not requiring commutes between faculty buildings in a short period of time, she thought it was quite unfortunate for her department head, who she appreciated mostly, to tell her that people would help her walk or climb up stairs to catch a class. She was discouraged because of people’s comments not because of the disability itself:

Disability always discouraged me. People said children will say things to you or ask and you can’t do. I admit that I was more inclined to translation because of this, I thought I would work from home and people won’t see me as somehow, they don’t want to. But, now at this point I am so glad that I didn’t give up, it doesn’t disable me from teaching.¹⁵⁶ (I1)

4.1.1.4. Future Plans

With regard to early career English language teachers becoming teachers and specifically their biographies, the analysis documented their future plans as well. This aspect is necessary to cover as the temporality involves it too. Without exception, early career English language teachers intend to stay in the job or work for the MoNE: “I always see myself as a teacher. I want to be in the class¹⁵⁷” (Aylin Hoca, I2), “I do not think of myself in a different place. Maybe I can improve myself professionally, but I always want to be an English teacher¹⁵⁸” (Aysel Hoca, I2), “I always want to do this job. I got used to it. I like kids too¹⁵⁹” (Onur Hoca, I2), “I can become a teacher trainer. This is my job. I learn as well, and I teach better. This is the way I can improve myself¹⁶⁰” (Selim Hoca, I2).

Most of the early career teachers said they might consider teaching at a different level or context: “I want to have a language class at school. I want to see them graduate. I want to work with a group of students who require more expertise¹⁶¹” (Ece Hoca, I1), “I am thinking of being a university instructor in the future¹⁶²” (Hale Hoca, I1), “I think of working at middle school. They neither have advanced high school nor simple primary school topics. Students at high school come with a problematic background, if I teach at secondary, I might contribute to their language levels¹⁶³” (Erdem Hoca, I2), “I have the aim to teach at an Anatolian high school, maybe at preparatory or project schools¹⁶⁴” (Nalan Hoca, I2), “I want to teach in the Anatolian regions with a class in which I can spare more time for each student. If I’ll be a teacher, then I should have primary school experience at least for five years¹⁶⁵” (Reyhan Hoca, I2), “I want to teach at primary and high school levels, at all levels even for short. I definitely want to teach a language class at high school¹⁶⁶” (Zehra Hoca, I2).

Some early career language teachers would like to be in administrative duties: “Maybe I want to be in administration¹⁶⁷” (Reyhan Hoca, I2), “When I get older and cannot teach effectively, I could do administrative duties¹⁶⁸” (Zehra Hoca, I2), “I want to be in administration, but I don’t know if I like it because being with students is quite enjoyable¹⁶⁹” (Ece Hoca, I1). Aylin Hoca and Hale Hoca want to do the abroad service of the MoNE when the state schoolteachers are recruited at Turkish institutions in those countries: “When we don’t go abroad, we don’t develop ourselves. After teaching five years in Turkey, going abroad to teach and coming back is one of my goals. I want to go on teaching here after coming back¹⁷⁰” (Aylin Hoca, I2), “I have such an idea (abroad duties of the MoNE), but I don’t know to what extent it could happen¹⁷¹” (Hale Hoca, I2). Ece Hoca wants to work at Research & Development Department of the Ministry: “I want R&D in relation to conducting projects with schools abroad. I might deal with R&D from time to time, but eventually I think I will retire from active teaching¹⁷²” (I2). To continue graduate studies was mentioned to be another aim: “I want to do a PhD a lot¹⁷³” (Nalan Hoca, I2), “If I start Master’s, I want to go back to being a student. I always like learning new things¹⁷⁴” (Zehra Hoca, I1), “I want to apply for Master’s¹⁷⁵” (Hale Hoca, I2). There were aims to open one’s own school for the teachers: “I want to have a school starting from kindergarten to university of which I set the rules, with certain rights and freedom provided¹⁷⁶” (Selim Hoca, I1) “I have a dream to open a kindergarten offering bilingual education¹⁷⁷”

(Zehra Hoca, I1), “I am thinking of establishing my own school and teach English to young children¹⁷⁸” (Aylin Hoca, I2). Other aims were to write a sourcebook (Ece Hoca, I1), a coursebook (Nil Hoca, I1), a storybook (Nalan Hoca, I2), and to add an artistic side to teaching by producing materials after investing personal development in arts (Erdem Hoca, I2).

4.1.2. Learning to Teach as Becoming Teachers

Teacher learning documents experiences as former learners and current teachers and the impacts of these experiences and teacher training on the current practice of teaching. The below table summarizes sub-categories of teacher learning in becoming English language teachers:

Table 5. Teacher learning in becoming English language teachers

Emphasis on	Frequency (f)
(TLEA) Former learners themselves	
Apprenticeship of observation	208
Own learning experiences	144
Total	352
(TLEA) Current teachers themselves	
Former teaching experience	21
Disciplinary knowledge	68
Knowledge of students	39
Total	128
(TLEA) Teacher training	
Teacher education	89
Pedagogic formation training programs	62
Total	151

4.1.2.1. Learning through Experience: As Former Learners

While learning to teach, the early career English language teachers mostly put emphasis on what they learned about teaching as former learners. In this regard, they elaborated greatly on their apprenticeship of observation of former teachers. To a great extent, they all included some statements in their narration to appreciate a former teacher's effort and job commitment. In their observation of former teachers, they mostly reported appreciation and positive transfer from their teachers' behaviors, attitudes and ways of instruction. However, there were some areas they criticized about their former teachers in terms of their traits or approaches in instruction. Rather than mere criticism, they interpreted these as learning opportunities instead and took them as points to improve their teaching practice. The below table presents the areas in relation to the experiences as former learners:

Table 6. As former learners in becoming English language teachers

Emphasis on	Frequency (f)
(TLEA) Former learners themselves (FL)	
(TLEA-FL) Apprenticeship of observation	
Observation of former teachers	24
Appreciation	120
Criticizing	64
Total	208
(TLEA-FL) Own learning experiences	
Language	47
Self-efforts/study of Eng.	22
Own learning style	19
Schooling	56
Total	144

4.1.2.1.1. Apprenticeship of Observation

The early career English language teachers stated they had been observing their teachers in classes and they got an impression of what it means to be a teacher: “there were both positive and negative influences. I could say they formed a general profile of teachers¹⁷⁹” (Aylin Hoca, I1), “I try to benefit from both positive and negative sides. I mean I try to make good use of negative things in the classroom with my students. I have tried to learn from negative things to guide my teaching¹⁸⁰” (Erdem Hoca, I1). Aylin Hoca further elaborated how all these learning experiences start early on not only in teacher education:

I think these experiences do not start at university. They start at the very first day of the school because we are observers. I can't become a student and watch the lesson. Now I am the teacher and teach. But they're the same. We already know the environment. It might be the ease of being a teacher.¹⁸¹ (I1)

Similarly, Ece Hoca said she clearly remembered one of her teachers acknowledging and valuing her success after she got a high mark on a science test: “I never did it with the intention of being recognized by the teacher. Yet, I liked that I was recognized. Maybe that's why I always remember it¹⁸²” (I1). It was a process of taking bits and pieces from every teacher's practice and weaving it into the larger fabric of teaching: “By learning bits and pieces from each of my teachers, I brought them together myself as it should be¹⁸³” (Hale Hoca, I1). Aylin Hoca referred to one of her former English language teachers as a role model: “I liked my primary teacher a lot because he taught very different. I didn't get bored. He used different activities. In other lessons, you had to learn something, but our English teacher taught us how to use that information¹⁸⁴” (I1). Sometimes the way they taught grammar and vocabulary of the language; a former teacher inspired a current early career English language teacher; Nalan Hoca while attending a language course of a state university: “I adored my teacher for using English to English explanations of words and terminology. They gave us phrases, told us to learn them in chunks. I found it very enjoyable. I was trying to use it in daily life¹⁸⁵” (I1). They had role model teachers who were exemplary in the profession: “Actually, teachers like my English teacher at high school became role models for me. I still take that teacher of mine as an example¹⁸⁶” (Erdem Hoca, I1), “Esra teacher, who had a tattoo and spoke English fluently, was my English teacher. I think she has

become my role model because of her fluent English¹⁸⁷” (Hale Hoca, I1). For Zehra Hoca, it was again her English language teacher at middle school:

I liked my English teacher at middle school, XXX Morgan who was British. I liked English but it was her making me like writing. S/he used to make us write very good essays. I never thought to become an English teacher, but if I had, she'd be my role model.¹⁸⁸ (I1).

Ece Hoca admired her English language teacher though not in terms of being a teacher but: “I said I wanted to be proficient in English like her/him because s/he was so good at English. s/he was so successful at teaching and I wanted to be that successful as well¹⁸⁹” (I1). Onur Hoca also said for his high school teachers: “They were quite good people. Their characteristic features might have been effective on me, my doing this job¹⁹⁰” (I1). It was not only those teachers’ being competent in the language, being proper people or teachers, but also inspiring them in other ways that would contribute to their overall personal growth and nurturing: “When I look back, a teacher helped me to find my hobby, my biggest passion apart from teaching¹⁹¹” (I1) said Reyhan Hoca on one of her teacher’s organizing movie events in their exam year at high school where they tried to critique the movies and look from a different perspective. Those teachers were remembered by their students: “a teacher always touched my life, I mean those teachers who spend their time for me, for students¹⁹²” (Reyhan Hoca, I1). On the contrary, Selim Hoca mentioned no role models: “The problem was that there was no such a mentor teacher¹⁹³” (I1).

Most of early career English language teachers emphasized the influence of a former English teacher, sometimes in their decision on the profession or the field. For example, Aysel Hoca had an English teacher on the 4th grade, Betül Hoca, whose classes were full of games: “We played Bingo or other games in our classes for vocabulary practice¹⁹⁴” (I1) fostering Aysel Hoca’s interest in the language. She later saw that she was lucky to have such classes as a student since most people go through traditional lectures. When she shared this positive experience, she came across with no similar experiences, which influenced her decision to be a language teacher: “they all said they didn’t do different activities, their teacher was so boring. That was disappointing and this made me decide to become a teacher¹⁹⁵” (I1). She wanted to create a change as to-be seen in her remaining statements. At high school, her English teacher maybe affected others to lose interest in the language but still even her classes

were conducive to meaningful learning: “We learned a lot. We made presentations as well at high school¹⁹⁶” (I1).

These former English language teachers made huge impacts in their whole educational life: “if my English teacher’s behavior was different, I wouldn’t go on my education life. S/he said to me to repeat her/his last sentence. Instead of this, s/he could punish me but didn’t do that. S/he gave me a chance¹⁹⁷” (Erdem Hoca, I1). Those teachers were so far-reaching that Hale Hoca commented: “I owe my teacher everything that I know now because he laid a foundation in English for us¹⁹⁸” (I1) and also stated how all English language teachers affected her: “I remember those teachers, their names, clothes, etc. I wanted to be marginal like them. English teachers were always different. Perhaps, one of my golden words in life is to be different. I don’t like sameness much¹⁹⁹” (I1). Reyhan Hoca felt she owed to her English teacher at high school, Selçuk Hoca, who talked to her parents, convinced them for her to choose the English department and even provided the coursebooks for her. Her gratefulness was found in her statements: “I really don’t know how to thank. I studied English. If he hadn’t persuaded my mother, I couldn’t study at this department. That’s why the first credit is for that²⁰⁰” (I1). She aspired to be like him: “Maybe one day a student would talk about me like that in the future. Maybe I touch their life as well. Yes, I want to be like that²⁰¹” (I1). Similarly, Ece Hoca said she failed the first-year classes at English-intensive high school, and she had a different English teacher who discovered and encouraged her:

Now I see myself in my students. For them English feels complicated, but later in time I can make them realize actually it is not. This is something important for me. I went through the same things when I was at high school as well. My teacher told me that I was good. Up to that moment I didn’t know that I was good.²⁰² (I1)

Both Ece Hoca and Hale Hoca acknowledged the support and their teachers’ trust they felt: “You can do it and I believe you can, s/he said. I didn’t even believe myself²⁰³” (Hale Hoca, I1). Nil Hoca remembered another English teacher: “In the fifth grade, we assumed that our teacher was British. We learned that s/he was German in fact. s/he called us with British names. S/he was so lovely, witty, and wore colorful clothes²⁰⁴” (I1) and added she was influenced by him: “I remember that s/he was using stories to teach. We were using a coursebook, but s/he was writing stories on board and teaching vocabulary and chunks through stories²⁰⁵” (I1). She was further influenced by another

English teacher: “My teacher at the 7th grade affected me to become a teacher because s/he had this attitude sharing and talking about life with us²⁰⁶” (I1). It was no coincidence that all early career language teachers who was inspired by an English language teacher were influenced in their way of instruction. To give an example, Aylin Hoca definitely transferred some elements into her teaching such as including various activities in class, aiming at fun and positive classroom atmosphere:

Our lessons were full of fun. Therefore, I try to integrate fun into my teaching now as well since I had seen like that before. Our teacher never taught us a new word with its definition. He / she organized vocabulary competitions. The one to finish first would win. We had fun in activities like that.²⁰⁷ (I1)

She also learned the importance of active engagement of students in class: “S/he engaged students to participate in lessons. Everyone was participating actively, willingly²⁰⁸” (I1). She had contests, skillfully organized debates in the class. She added that for a student to love the class one should first love the teacher, it was thus crucial to have a smiling face, geniality as her once-teacher who she remembered: “s/he had a smiling face, would tell us the reason when s/he got angry²⁰⁹” (I1). She mentioned her desire to be like this teacher of hers several times: “I took her/him as role model, and I think hopefully I have become like her/him²¹⁰” (I1). It was not only English language teachers but other subject or classroom teachers too:

While teaching now, I take my previous English and primary school teacher as role models and try to be like them. I learned from my primary school teacher that approaching a student with patience and compassion while teaching is effective.²¹¹ (Ece Hoca, I1)

Additionally, Reyhan Hoca said she “tried to do what she saw” (I1). One area that was inherited from teachers was the way to interact and bond with students in different terms. Ece Hoca told she did exactly what her English language teacher did: “s/he would approach and ask me if I didn’t understand anything. I do the same thing now with my students. I sit next to students whom I believe have a problem in understanding the subject²¹²” (I1) and added although it was the same teaching with the rest, the student would feel cared: “The student learns well from a one-on-one talk. This was something my teacher would do, showing extra care²¹³” (I1). Ece Hoca further talked about how she remembered her teacher when she saw a student not fond of the class: “I didn’t like English either, but someone showed up later to make me like it. I try to do same thing, maybe I can make a student like English²¹⁴” (I1). There

was also something in a former literature teacher's teaching that Aysel Hoca wanted to achieve: "s/he was a disciplined teacher but also had good relationships with students. I want to be a teacher like her/him²¹⁵" (I1).

While dealing with misbehavior, Erdem Hoca referred to one of his high school teachers who chose to understand him instead of judging him: "When one of my students misbehaves, I first try to understand the reason, what s/he tried to do or whether s/he had a problem in the family or was listening because I was treated the same²¹⁶" (I1). In acknowledging right behaviors and contributing to students' thinking, former teachers were mentioned: "That is still same for me. They don't need to be successful, it's fine. Behaving well is enough, I care about this²¹⁷", and adding: "I try to teach general world knowledge. One doesn't have to think the same way but has to respect²¹⁸" (Onur Hoca, I1) sometimes to break down prejudices. Remembering her fifth-grade teacher who told on their first day of meeting that the students could always ask for his help, Nil Hoca recounted: "The day we met s/he said that s/he didn't want to be an ordinary teacher, and when we had a problem, if not special, we could drink cocoa and talk about it²¹⁹" (I1) and she felt this was what a teacher ought to be like. In a similar vein, Hale Hoca referred to former teachers in terms of how they were supportive and made students feel cared: "there is much influence of being loved, respected, shown that I succeed by English teachers. And I try to do the same thing to my students now, spread this to the best of my ability²²⁰" (I1). She also summarized:

I have made use of the things I liked from my teachers' practice. Sometimes I speak and stop, then I say now it's not me talking but one of my teachers. I sometimes say an utterance from a teacher who cared students a lot. While writing on the board, I remember her/his saying and showing how we should write like on the board and do it.²²¹ (I1)

Actually, Nalan Hoca realized successful teaching looked like pretty much the same in all part of the world when she attended a language school in London as a new language learner then:

You see everything is general, follows the same path. Also, there, the teacher comes and teaches the grammar subject, asks questions and engages students in group work. I think the same things. Wherever you go in the world, I believe this is the way it's done, so I go by this method too.²²² (I2)

Successful teaching looked the same for Reyhan Hoca too, who told a memory of a retired teacher tutoring her: "Actually I might be using her/his technique like

synthesizing things, making sentences from words, then making paragraphs from sentences and using it to express a meaning²²³” (I2). In terms of language, Erdem Hoca stated learning paralinguistic features as a former learner and this is what he does now with his students: “there is falling and rising intonation, now I tell my students about that music of the language²²⁴” (I1). The integration of culture to the class content and use of L1 were two other things Ece Hoca learned from her teacher: “s/he was trying to teach the culture as well, which is a must. (transferring from her teacher) s/he first told us the meaning of a word in English then in Turkish for those who didn’t understand²²⁵” (I1). Switching to students’ native/common language was also reported by Selim Hoca:

Our lessons were taught in English, but sometimes switching to Turkish when s/he needed to translate. I learned a method like that. I also say OK, let’s talk in Turkish and we will do it together in English when I see that students don’t talk in English about, say, a problem or advice. Even though I don’t like it, it showed me that this method could be used as well.²²⁶ (I1)

Selim Hoca also added that participation in his teacher’s class was crucial and same goes for his class now: “those attending the class got higher grades. I mean, it should make a difference to attend my classes²²⁷” (I1). Furthermore, Onur Hoca’s high school English language teacher was such that students were comfortable around him, could laugh together, and he had his distinct way of teaching. In his approval of his former teacher, Onur Hoca stated: “I sometimes realize that I teach like him. I mean I don’t bore my students much; he did the same. I sometimes like to behave that way²²⁸” (I1). Another instruction-related area was on the teaching of grammar: “he wouldn’t go into details, sometimes would use Turkish, gave simple explanations like this happens because of that. I easily understood what he taught²²⁹” (I1). Onur Hoca asked for a pen and paper with excitement so that he could demonstrate how simple and effective was his teacher’s grammar teaching was: “Have you got a pen and paper? Let me briefly show you how he taught and why I liked it most²³⁰” (I1), his demonstration could be seen in the figure below:

German teacher too: “S/he was incredibly talented and caring, he was very interested in us. Classes with him were much more fun. Maybe I liked this job more because of her/his characteristics²³⁴” (I1). Reyhan Hoca brought up her French teacher who gave students books as presents and showed her: “you know some are really knowledgeable that you can talk about anything for hours. What’s more, he gives books as gifts. S/he shows where you can get that knowledge too. Obviously, s/he came to that point by reading books²³⁵” (I1) and led her to think “what a nice thing it is to speak a language²³⁶” (I1).

So far, early career English language teachers’ learning to teach as former learners in terms of the aspects they valued and transferred into their own practices have been reported. This was one side of the coin in teachers’ learning as former learners from their teachers. The other side includes their criticism of their former teachers’ practices. The early career English language teachers mainly criticized informative, knowledge-based, approaches and told what they had learned from their own teachers’ shortcomings from their perspectives. These negative traits or practices from their points of view functioned as opportunities to build on.

Aylin Hoca, who reported engaging classes for primary education, argued high school was mostly memorization-focused, oriented toward the university exams and lacked fun: “It was very teacher-centered. As a bad side of the Turkish education system, since there’s an exam, we’d always do tests. If we didn’t understand the question, then there’d be explanations (...). I don’t remember anything fun at all²³⁷” (I1). In a similar manner, Aysel Hoca stated grammar-based instruction unlike her primary school: “Our education was directly grammar-based. Let me teach you grammar, and you do this; it was just that. Apart from that, there was no context-based education unfortunately. We had a textbook; we were proceeding with it casually²³⁸” (I1). She criticized that they were taught rules and in Turkish. When she started studying in the foreign language class, she saw they were being told rules that contradicted with what were taught in an earlier grade: she illustrated this by an example:

Now that there was such a rule, why were we taught in that way? They would always tell us in primary school and middle school that we could not add 'ing' to a verb preceded by 'was/were'. Later, of course, we learned about the Past Continuous. So, if I didn't attend the language class; would I not be able to use it because I did not know how to use it? Unfortunately, we used to be taught like that all the time.²³⁹ (I1)

Translating from English to Turkish was another unlucky learning experience for Ece Hoca who said she did not have many teachers who spoke English during class time, she always took notes of the grammar underlining the affixation and added: “I did this unfortunately by also writing the Turkish equivalent. I used to write both in English definition and then in Turkish, there would be two titles: definition was in English, the equivalent was in Turkish²⁴⁰” (I1). She proposed this was as required by the Grammar Translation Method; according to which she wrote the structure itself, why it was used, the form of the structure and she did this in Turkish in a way giving herself simple instructions (I1). Moreover, Hale Hoca also said she received a grammar-based instruction until teacher education where the focus was, on the contrary, on skills as speaking, reading and so. She described a regular teaching episode: “we would translate and then would move on with the tests. And it went like if the question gave this, then the answer became such and such. I now criticize my teacher²⁴¹” (I1), yet she performed well thanks to this way of instruction. A similar comment was from Reyhan Hoca’s account that their class were preparing for the exam: “frankly we didn’t do much listening, speaking, functional things just because we’re in the language class. To pass the exam, we had to be really good at grammar. This certainly wasn’t my dream when I chose the language department²⁴²” (I1). It was her first listening activity when she reached university. They took a listening exam on their English preparatory year; the whole class failed the exam and it had to be given again.

Some early career teachers were in high school in the 1990s. Along with a criticism of coursebooks which almost had no audio or visual aids, Nil Hoca complained about grammar-based instruction during a certain period: “I remember the 6th-grade, my teacher used to teach quite grammar-focused. It was maybe why I didn’t like it much²⁴³” (I1). Onur Hoca had a physics teacher who taught English in middle school, he was not engaged as a student in the class. A foreign language was indeed foreign: “I have got, you have got; I remember only few of them²⁴⁴” (I1). In high school English-intensive year he remembered: “S/he’d play it on tape, and we’d follow. Only listening, there wouldn’t be too many dialogues. We didn’t use to talk much, frankly. It was more on writing. We put too much emphasis on reading and writing²⁴⁵” (I1). Nalan Hoca had quite vague memories of the way she was taught English at all levels of school. She remembered her teachers’ names, however, there were bits and pieces in her mind in relation to their instruction:

Our middle school teacher had such flash cards. I never forget the word umbrella. He was teaching with cards, but I only remember flashcards, indeed. I do not remember him writing on the board and teaching grammar at all. He must have tried to teach us something. I do not remember (at high school) very clearly. I do not remember how he taught, how he did it, how I passed those exams... I passed them learning by heart, I guess. I used to memorize (at university-engineering) ten words, and pass.²⁴⁶ (I1)

As seen, along the years on looking at early career English language teachers of different ages, the emphasis on grammar stayed pertinent (Selim Hoca, I1). These learning experiences were interpreted as springboards: “I try to teach not in the same way as I was taught, but maybe by putting more of something better²⁴⁷” (Aysel Hoca, I1), “I aim for retention by visual, sensory things, bringing the recent. Maybe it’s my method of learning. In the middle and high schools, I was taught like them, had few hours. It has no permanence; I don’t remember anything²⁴⁸” (Nalan Hoca, I1), and:

While teaching, I am trying not to do the things that I was uncomfortable with. I think that I have become better by making use of these unfavorable things. For example, I have my students give presentations right now. My students are at 5th graders, but since this is what they will do most at university, I start it right now. We did not use to do such things, we used to learn very traditionally.²⁴⁹ (Aylin Hoca, I1)

Moreover, Onur Hoca brought up an issue of communication through his history teacher: “we weren’t comfortable around her/him. I was on pins and needles. I’m trying not to be like that, exhaust them (...) That’s to say, I don’t set them fully free, but I don’t really want to overwhelm them either²⁵⁰” (I1). Selim Hoca reported his classroom teacher beating him on even a serious case to be reported to the police and this was what he knew for certain not to do: “I think that a child who is not attentively listened to will probably not tell anything in the future either. I think that I’m an exception in this regard. I think I chose not to be like that myself²⁵¹” (I1). Some other negative traits of former teachers were not believing in them to succeed “they were saying you cannot do, you cannot succeed²⁵²” (Aylin Hoca, I1), scolding over trivial issues such as mispronunciation “I must have been scolded the most in my whole life²⁵³” (Aysel Hoca, I1) or forgetting an assignment “when she asked who didn’t do the homework, I raised my finger and got a terrible scolding, I never forget that²⁵⁴” (Nil Hoca, I1), lacking subject knowledge “A lady was teaching English, but unfortunately, she was not very competent in English²⁵⁵” (Nil Hoca, I1), or not doing the job from heart “She was a teacher who did not do her job fondly, and she used to show that to us. I used to think that she didn’t like me either²⁵⁶” (Ece Hoca, I1).

4.1.2.1.2. Own Learning Experiences

As former learners, early career English language teachers also put emphasis on their own way of learning. The first part was their own processes of learning the language. To start with, the most challenging skill to develop was found to be speaking for most early career English language teachers. For example, Ece Hoca said the speaking skill was the most difficult to acquire and further added: “Particularly, my high school students would say that they knew but they didn’t have the confidence to speak the language, to bring it together. I also lacked this which I may still do as we cannot talk to anyone²⁵⁷” (I1). The speaking skill was not emphasized or worked on until college: “I actually learned how to speak at university, I mean, exactly what to say, how to study for speaking classes, how to talk or how I can improve my speaking skills²⁵⁸” (Hale Hoca, I1). Similarly, Nalan Hoca had difficulty in developing speaking ability although she felt self-confident in analyzing chunks or translating: “I cannot trust myself when I speak, I felt I fell behind compared to a friend who is in the same position as me because I had this drawback. I overcame it by practicing it in the job though²⁵⁹” (I1). She said this was why she attended a summer school abroad: “I said I wanted to be able to speak, so I wanted to experience this in a country in which the English language is spoken²⁶⁰” (I1). She said she was competent, sustained dialogues, comfortable in talking: “But I probably expected myself to be native-like for some reason. Speaking was the most tiring part for me²⁶¹” (I1). Onur Hoca mentioned anxiety for speaking: “A person may be ashamed, a little bit afraid of speaking a foreign language, right? I mean I had it at first, speaking English in public. I am over it, now I can talk comfortably²⁶²” (I2).

In addition, developing pronunciation was emphasized. Erdem Hoca stated it was thanks to one of his university professors that he realized: “Each language has its own music/sound²⁶³” (I1), and after that he worked on his pronunciation to sound more natural: “It was very important to learn the rules explained by our teacher rather than imitating something without knowing the rule. For example, I did not use to understand why schwa sound, why it’d turn into /ə/ in some syllables²⁶⁴” (I1) since these were not emphasized when he first started university. Thanks to this, he said: “and then, there was a serious difference in my pronunciation while speaking English²⁶⁵” (I1). In order to do justice to teach English, he improved his pronunciation and translation skills as

well: “In order to do my job well, I concentrated on the lessons, I improved myself in terms of pronunciation, translation and so²⁶⁶” (I1). Moreover, Hale Hoca appreciated the phonetics class in teacher education: “How will a letter be pronounced if it comes after a certain letter? I don't know it by heart, but I can read it when I see it. That I learned perfectly²⁶⁷” (I1). Early career English language teachers worked hard to improve speaking and pronunciation skills. The room for improvement in these skills sometimes made them less self-confident. Yet, Reyhan Hoca doubted whether this was so vital: “I was very insecure about my pronunciation for many, many years. We force it to be perfect. This is some kind of pressure I put on myself²⁶⁸” (I1), and now first reminded her students: “you don't have to speak English perfectly. I wish someone had told me that too. Because language is something to be learned through practice. I'd have been braver, maybe I wouldn't wait until university; I would talk more²⁶⁹” (I1). Similarly, Nalan Hoca cautioned her students by first-hand experience: “I am not very skilled in pronunciation. I am learning this as a foreign language. I am not a native. And I suggest them not to fall into the same trap, but just to learn²⁷⁰” (I2).

Selim Hoca mentioned another skill: listening. He was very ambitious to make sense of the sounds and being unable to do this made him feel offended: “I was quite active in listening and ambitious. I wasn't able to understand, I really didn't. I used to feel offended. I would constantly say; how do I not understand? There's nothing I don't know. I know all vocabulary²⁷¹” (I1), yet he used various strategies to compensate for this and told how he overcame this: “I thought about the concept. I didn't look up that word. After a while, I didn't think the blanks in my first listening, I started looking at them in the second. (...) This is how I teach my students²⁷²” (I1).

Divergent from the general tendency, Zehra Hoca said she acquired the language: “I am really glad that it was the case that I learned the language by being exposed to and by using it” (I1). She added she could not forget when she started a school abroad for the first time at the age of 10 and said: “my classmates asked why I was speaking so slowly when I barely tried to express myself. I felt myself bad thinking when I was going to speak like them²⁷³” (I1), yet she later said: “I am really glad that it was the case that I learned the language by being exposed to and by using it²⁷⁴” (I1).

With regard to their way of learning, using Web sources was an enormous asset to Selim Hoca. Playing online games, he had international virtual friends and had to talk to them in English due to an urgent need to solve an immediate problem to read guides and discuss the specifications. He said: “the computer, the internet, and online games; these were the things that helped me²⁷⁵” (I1) and added:

Thanks to the internet, I did not lag behind of those who lived there. Few cables had made us connected to each other. I mean the thing that most prepared me to be a language teacher was the Internet, nothing else. It was also not a particular site on the Internet. It is something that combines with a person's personal sense of research, enthusiasm and curiosity. If I had a teacher who supported this, I would say the Internet together with the name of that teacher. This didn't happen though.²⁷⁶ (I1)

Not online games but applications were helpful for Aylin Hoca: “There is an application; Duolingo. I also use it myself not to forget French that I learned at the university. I think it is learned much more effectively with the transfer between two languages²⁷⁷” (I2). Hale Hoca talked about her abroad training as a part of a student exchange program: “It was very beautiful; it was a great chance for me. Then, for example, I saw how differently we were projected there²⁷⁸” (I1). The abroad training was not about language learning or teaching, it was a Turkish Air Association international cadet exchange program when they got related training such as gliding and parachuting. She tried to break down some prejudices toward Turkish people. It was a really rewarding experience to participate in the project in the Netherlands for 15 days: “Maybe I haven't learned what I learned in those 15 days in three years. It was a very intensive program. There were students from every country (...) one of my best experiences both in terms of culture and language²⁷⁹” (I2). The bottom line of this abroad aviation training was the fact that it contributed immensely to her language practice: “my transition to speaking happened there (...) My perspective widened, most importantly, how I looked at language changed to a great extent. I used to think I'd learn only when I memorized but it wasn't the case²⁸⁰” (I2) adding that she had problems in speaking things she thought she knew very well and understood how important pronunciation was: “I had problems when I was using most of the things I knew while speaking and understood how important pronunciation was²⁸¹” (I2). She came to an understanding that: “learning by doing is always more important²⁸²” (I2).

Unlike most of the early career teachers reporting grammar-based instruction, Erdem Hoca found this type of instruction quite useful: “the way we taught English was

through a grammar-based book called Lado Series. I think grammar-based teaching is also very good²⁸³” (I1). At military high school, he said to have had more access than other schools to resources with an audio lab, a TV with an international news or music channel on constantly: “Our school had a sound lab. It was an opportunity enabled for us in the military high school, we were able to listen authentic English. We had it in the military, but others did not in other schools²⁸⁴” (I1). This was advanced technology for the time: “It was a very advanced technology for the time. In other schools, they would only have the book, nothing more. But we had a lot more for that time. We could be counted as one of the lucky ones²⁸⁵” (I1). He also commented: “after learning through a really rule-based approach, we took other classes in English for two years at high school. It is disputable whether it was right or wrong, but I benefited from it a lot²⁸⁶” (I2). Nalan Hoca underlined a similar experience: “A friend gave me an English grammar book. I studied the grammar book from beginning to the end for one week without leaving home. I said what a beautiful thing this was, I understood everything perfectly²⁸⁷” (I1) and added that she went “step by step” (I1). Another point raised was the importance and efficacy of English-intensive or preparatory year in high school:

Having a preparation year was very effective for me. I was so excited. I mean, there was a class on listening. That system was very nice. The student was bombarded with knowledge at the first hand. It was a system that would teach even to those who knew almost nothing.²⁸⁸ (Selim Hoca, I1)

In addition to their learning or acquisition of the language, early career English language teachers commented on their self-efforts and their own ways of learning to achieve this goal. Firstly, putting deliberate effort was something for granted: “I remember studying so hard as a language student. I think I learned by struggling on my own²⁸⁹” (Aylin Hoca, I1). Aylin Hoca said she started late at high school missing the first two units of modals and tenses, she went over the classes, did tests, invested herself into this but she did not give up: “As I saw that I could do it, as I studied for it, I said it was something that could be learned, something that could be achieved. Then I kept on making progress²⁹⁰” (I1). Additionally, Aysel Hoca said she made use of authentic materials: “When you learn a language, you need to be absorbed in learning it. That’s why, I always used to benefit from series, books, songs to have familiarity and input²⁹¹” (I1). Listening to music in English was reported by Hale Hoca and Nil Hoca too. Nil Hoca explained how she studied with songs: “I used to translate all the lyrics into German, and I realized that this really provided me with very serious

vocabulary knowledge in later years, especially at university²⁹²” (I1). As a form of self-study, Reyhan Hoca exemplified her efforts based on the advice she got at the preparatory school at university: “even if you don't understand anything at all, listen to something in English for ten or 20 minutes a day so that it sounds familiar. I was doing it without being aware. I have benefitted from it a lot²⁹³” (I1). There was another example from Nalan Hoca as she said remembered the days she used to do subtitle translations: “there were moments when I watched a movie for three or five times and said I'd do it myself, or times when I picked up an article to translate, dealt with probably one or two lines for hours²⁹⁴” (I2). These all were authentic input to them. Nalan Hoca underscored input: “exposure to the language is very important. You constantly need to be dealing with something in that language²⁹⁵” (I2). Making her empathize with students, Reyhan Hoca argued: “Now, I observe this among my own students too. I could not get rid of the fear of speaking for a long time either. Therefore, I studied listening, reading a little bit outside the school myself²⁹⁶” (I1). She concluded in a word: “I really wanted to learn²⁹⁷” (I1). Additionally, Nalan Hoca commented similarly: “I am aware that I was hard on myself. Empathizing with them, I tell them; yes, one has to put a lot of effort while learning English, especially after a certain age²⁹⁸” (I2).

Early career English teachers asked themselves how they would learn if they were students: “My own experiences as a student helped me the most, I always think how I would understand²⁹⁹” (Ece Hoca, I1) or how they wished they had learned:

I have always learned in this way; the present perfect tense is like this; this structure comes after that. This is not language I think, this is mathematics. You need to teach it in context, in pictures. Do you want them to speak? Then you can show them a picture and ask them to talk about it.³⁰⁰ (Hale Hoca, I1)

Not only learning the content but also feeling comfortable was underlined: “I don't want them to be afraid, worried about the grade they are going to take; I want them to learn. Because it's how I learn; I shouldn't be afraid because what I'm afraid of isn't effective for me³⁰¹” (Hale Hoca, I1). Moreover, Aysel Hoca said “because I had fun this way, we actually worked completely in English while doing these, and I want my students to be like this, I want them to have fun while learning English³⁰²” (I2). Nil Hoca also transferred her own preferred way of learning. She said her teachers either teaching German or French wrote the roots, suffixes, prefixes and their origins from

Latin and added: “I now tell my 8th graders that there are suffixes which make the word negative like in-, un-, and teach these to them³⁰³” (I1). Furthermore, reciting and reading out loud were recommended by her: “I suggest my students to read their homework aloud as it contributes a lot. I used to memorize and sing songs³⁰⁴” (I1).

In relation to their own learning experiences, early career English language teachers dwelled on the contexts of high school and university education. The main thing Nalan Hoca and Onur Hoca brought up under this category was the lack of guidance: “I lived like trial and error, living my life experimentally made me find the profession I loved and would love a little bit late. Actually, I needed time to get rid of all my confusions, I needed a mentor³⁰⁵” (Nalan Hoca, I1). Nalan Hoca did not even know about the high school examinations: “I was unaware of such a process. There was nobody mentoring me³⁰⁶” (I1), and said she had firm teachers but affectionate: “My teachers were strict, I have never come across a very loving teacher³⁰⁷” (I1). Onur Hoca argued it was the lack of an understanding for guidance itself:

There was a counseling teacher. Although my school was a good school, the counseling teacher would only say; choose this, choose that- just short and ineffective words and that was it. Now counseling services in schools are amazing. They take care of everything for a child. Then, we did not have this opportunity. You can be sure that even private schools did not have that opportunity, I mean, the perspective to help a child.³⁰⁸ (I1)

Some early career English language teachers reported adaptation issues both in high school and university, which led them disorient. One issue was the constant change in teachers: “I experienced that changing three language teachers while learning a language was a very bad thing³⁰⁹” (Aylin Hoca, I1) in addition to late start and adaptation to the dormitory life. The move from Germany to Turkey affected Nil Hoca: “The educational system here was very different from the one in Germany, I had difficulties in the adaptation process because it was so different, and I chose the language department³¹⁰” (I1) and added how the English instruction in high school fell short: “It didn’t mean anything to me because my English was way above that level³¹¹” (I1). Maybe, the biggest impact was on Onur Hoca who studied at a private university: “I could not adapt to the people there because I was on a scholarship. I could not make peace with the school in any way. After that, I stopped going to the school³¹²” (I1). Although he really wanted to study the English literature, his choice was not well-grounded in terms of adaptation: “I did not think about the adaptation process here.

That was where I made the real mistake³¹³” (I1) mainly because incommensurable financial capital. It was a cultural shock with a private university’s boutique buildings, he commented on his dismissal as his degree study time expired: “I didn’t like it. Then, I found what I couldn’t find at school in the dormitory. I met friends, different people (...) found myself spending more time there. Then I couldn’t graduate from the school³¹⁴” (I1).

Another issue raised was the competitive climate at schools: “We would always focus that we would be better and better, we had to score high points, we had to get into a good university³¹⁵” (Aylin Hoca, I1), “we had to do so much, (prepare) materials. No mistakes were expected. When we had such a rigorous training, our grades weren’t as good as theirs; others didn’t undergo such a training, had higher GPAs, got ahead of us³¹⁶” (Aysel Hoca, I1). It was due to the examination: “Maybe that was the only positive aspect of preparing for the exam. I don’t appreciate it but somehow, you’re in a race³¹⁷” (Reyhan Hoca, I1). Some early career English language teachers had to fight a battle to open a language class at high school: “We also pushed to find students. We found ten people and had them open a class for us. I can say that I was really lucky³¹⁸” (Aysel Hoca, I1), “There wasn’t much demand in Anatolian high schools, so language classes would not be opened. My English was good but there was no such a class, so I was going to change my school³¹⁹” (Reyhan Hoca, I1), “The administration said that if I chose the language class, it would only be me and another student. They said that they would send me to another (average) high school³²⁰” (Selim Hoca, I1). However, they all managed to study in a language class. Selim Hoca also added how school lacked a meaningful curriculum: “same things were repeated over and over again. Was I going to learn at school? Of course, I learned some things at school. I would really appreciate those who actually learned at school. I believe they probably learned wrong³²¹” (I1). Unconventionally, Aylin Hoca had practicum at high school too: “I think it was very effective to be in that atmosphere. I may have applied the tell-and-test method I learned in high school there³²²” (I1).

Those who had studied in other countries than Turkey (Zehra Hoca and Nil Hoca) and Erdem Hoca, who attended a military high school, talked about the medium of instruction other than Turkish. In addition to the preparatory year, Erdem Hoca emphasized the medium of instruction as English: “I saw that having to take all our

lessons in English actually can make many students successful³²³” (I1). Zehra Hoca argued too: “You have the advantage of being at an international school abroad. You cannot do this so quickly here in Turkey; I mean taking all classes in English, the CLIL system³²⁴” (I1). Apart from her education in Germany, Nil Hoca said when they moved back to Turkey referring to her high school: “It was a school that taught German, some of the teachers were German and some of the lessons were taught in German³²⁵” (I1).

4.1.2.2. Learning in-situ: As Current Teachers

While learning to teach, the early career English language teachers focused on what they learned in relation to teaching as current teachers. In this regard, they elaborated firstly on their previous teaching experiences. Secondly, they emphasized some elements that could be categorized as disciplinary knowledge including teaching skills and capabilities. Finally, the development of the knowledge of students was reported.

To start with, the early career English language teachers had varying years of experience in teaching before starting to teach at the MoNE. For example, Erdem Hoca referring to his teaching experience before as an educating one: “All of these provide us with experience, I mean like how to teach to a very advanced, intensive class³²⁶” (I1). Nil Hoca, in a similar manner, thought: “All of this is experience. You notice that the mood of the classroom goes down when you teach the class traditionally as before, but you’ll see that their motivation increases tremendously when you try different methods in your teaching³²⁷” (I1). Other early career teacher commented on the same issue too: “It contributed to me a lot that I worked at other schools with different age groups³²⁸” (Nalan Hoca, I2), “I had experience in a kindergarten, it helped³²⁹” (Zehra Hoca, I1). Zehra Hoca worked as a preschool teacher in Saudi Arabia: “I started teaching in kindergarten, it was my first teaching experience. I worked there for about two years. I liked it very much, and it was something I wanted to continue doing as a profession³³⁰” (I1). She was a substitute teacher in an international primary school in Saudi Arabia for a school semester: “It was not something that was planned. They just told, this is the book, and this is where we left, teach this and that. I had a real teaching experience there³³¹” (I1) and an English teacher in Turkey: “I started as an English teacher at a kindergarten, it was a school with three branches; one day for each in a week³³²” (I1). Furthermore, Selim Hoca argued his former teaching experience taught

him the extent of a teacher's influence: "I believe that I have a bigger influence since I have to find time to really get to know the person and imagine what s/he can do with her/his abilities ³³³" (I2). For Hale Hoca, "if you ask me what it is that forms my thoughts right now, I'd say that it is my working life. I mean my thoughts were somehow formed in the institution where I worked in the first year³³⁴" in addition to the teaching practice in teacher education and the influence of her teachers and university professors.

Moreover, Hale Hoca said her former teaching experience taught her many things even she faced more problems than ever regarding classroom management: "I have never had as many problems as I had this year. I have never encountered the problems before. I attribute the reason why my reactions to these are strangely a little more effective to these last two years³³⁵" (I1). Nil Hoca also added her former teaching experience taught her not to be so deeply influenced by the fact that: "I remember being so sad, so worn out because of some cruel sides I had seen from children³³⁶" (I1), but those were her first years in teaching. Now, though having such students: "I don't let it affect me negatively anymore as I gain teaching experience and teaching techniques taught in the certification program³³⁷" (Nil Hoca, I1). From working with native speaker English teachers at a private school, Reyhan Hoca saw that: "We taught 2nd graders, the teacher did not know Turkish, the children did not know English, but I saw that they handled it very well. Perhaps it's one of the things we lack. We need to use English more³³⁸" (I1).

Another thing Hale Hoca learned was how to share exam results with students: announcing the grades, asking the students' expectations, and then showing the papers if the expectation is higher than the actual grade. She formed this process of announcing grades over the years: "I show them their exam paper if their grade is lower than they expect, if not, I don't. It's a bit sensitive issue. If I show their exam papers to all, different problems could arise³³⁹" (I1) or she added: "as I also learned in my first year, you need to show students similar examples to the exam questions³⁴⁰" (I1) due to the high importance attached to the grading system. The necessity to create positive classroom atmosphere and first impression was also mentioned to have been learned in former teaching experience: "The first impression of the teacher is very important. So, the atmosphere is very important for me with icebreakers and so³⁴¹"

(Hale Hoca, I1). Additionally, Nil Hoca realized why she should motivate and push learners to aim for more: “While I was working at XXX College, I had a student who had such good language skills. We used to discuss the Lord of the Rings via chat with him³⁴²” (I1), and she told her current students building on her experience with a student bringing excitement to her work: “I say, read that novel in English. The students say, but I do not understand, I reply, no, you do. I remember that student very clearly as a student who added some excitement to my teaching³⁴³” (I1). Nalan Hoca appreciated teaching methods seminars in the private school she worked at: “Trainers from abroad used to come to our school. We used to have trainings about these methods too. Before that, I did not know what the learning methods were³⁴⁴” (I1). She felt she better understood the language while teaching: “For example, there was a subject that I could not work out completely. When I was teaching it, I would understand it better. I felt that I was learning³⁴⁵” (I1). Ece Hoca said she learned from her former teaching experience: “You learn how not to put yourself in a position to be ashamed, and you hide what you don't know so well³⁴⁶” (I1). These were the issues that the early career teachers’ previous experience in teaching taught them.

4.1.2.2.1. Disciplinary Knowledge

The next category in teachers’ learning as current teachers was the development of disciplinary knowledge such as dealing with disruptive behavior, the delivery of the lesson and the pedagogic knowledge including assigning homework and learning with and from students and so on. First and foremost, the early career teachers emphasized learning to teach by time: “as the name suggests, we’re candidate teachers. I started to teach faster, easier, simpler by gaining my confidence, getting to know students by time. One year passed, I think I am better now³⁴⁷” (Onur Hoca, I1). It was an ongoing process for Onur Hoca: “I couldn’t exactly find the balance in teaching, but I’m yet to learn³⁴⁸” (I1). Similarly, Reyhan Hoca argued: “students teach you how to be a teacher no matter how much you read, study or prepare³⁴⁹” (I1). Zehra Hoca summarized that: “one learns while teaching³⁵⁰” (I2). In Nalan Hoca’s experience: “I learned what to do by time. When you make students write, then you should continue with speaking so that you can make sure that there are fluctuations in classroom dynamics³⁵¹” (I2). The continuity was also emphasized by Aylin Hoca: “I feel each year I improve myself. When I teach students from same-age groups, I can see the way I use a method

compared with the previous year. I think I will improve more in the years to come³⁵²” (I2). It was a smooth process for Aylin Hoca learning to teach as a current teacher: “I have not experienced any problems recently³⁵³” (I1).

The constant development was in Hale Hoca’s words: “I have actually learned a lot because my present and past experiences are not the same. For example, my current attitude is not the same with the one when I first started teaching³⁵⁴” (I2). Also, Nil Hoca learned to teach by time: “you learn to do things quicker³⁵⁵” (I2). Nalan Hoca said she worked at a middle school, a private school, a language course or a one-on-one tutor and added: “All these kept contributing to me in the following stages³⁵⁶” (I2). Referring to the compatibleness between her aims and teaching methods, Ece Hoca stated: “It seems to me that these are things that I will learn in time and I learn piece by piece³⁵⁷” (I2). It was a trial-and-error process:

After a while, we find the style of speech and sentence structures that attract the child's interest by experiment. After using it, we save the day at least for that lesson. I actually aroused interest for this lesson, good at least I could do it today, we will do something else tomorrow.³⁵⁸ (Ece Hoca, I2)

In addition, Reyhan Hoca thought her approach to teaching was pretty naïve:

It was quite naïve. According to what is taught at pedagogical formation certificate programs, if you approach the kid this way, I will get this reaction, if I approach that way, I will get this reaction. But there are no such sharp lines, so there is absolutely no black and white.³⁵⁹ (I1)

Several early career teachers focused on the skill of dealing with disruptive behavior. Nil Hoca remembered an incident when one of her students misbehaved in class and asked her to sign his name on the chart that Nil Hoca kept for misbehavior. She learned from her current teaching that she might have prevented misbehavior by assigning the student something that would keep him engaged with the class. She asked this student to come to the board and represent one of the phrases in the sentence and moved around the class with some other students to form the correct sentence in the given structure: “And that kid made a sentence. So, you learn by experiencing such things a little like that, that has been the toughest part³⁶⁰” (I1). Similarly, Reyhan Hoca admitted that she sent many students to the administration office several times or gave a minus on her grading chart in the case of misbehavior: “Let me confess, I was frequently writing

incident reports about students to the administration³⁶¹” (I1) as she was a novice in this regard, and added she learned how to find her own solutions:

At the beginning, I was pretty harsh I thought I could handle it only behaving this way. Then I found other ways. For example, when I notice a student's reaction against me now, I immediately talk to that student. I have noticed that when I was inexperienced, I tried to handle it with one method, now I can find several different methods at the same time.³⁶² (I1)

Reyhan Hoca stated that if someone asked her administrators a year before they would have said Reyhan Hoca had an authority problem and she would have accepted but now this was resolved: “if you had asked my administrators last year about me, they would have certainly said I had an authority problem. And I would admit that something went wrong. But this year, they would say I have solved it³⁶³” (I2). Dealing with disruptive behavior was perhaps the most difficult thing about being a teacher for Ece Hoca: “because kids want to see something concrete about what could happen. At this point, we have a little difficulty, maybe this is the hardest part of our job³⁶⁴” (I2). Erdem Hoca troubled comprehending the student profile right and anticipating possible misbehaviors: “Among the difficulties I faced are setting the student profile well, at what point they tell you correctly, at what point they mislead you, to what extent they don’t mislead you, these make things challenging for me³⁶⁵” (I2), but this was learned through the course of practice in teaching. Onur Hoca also suffered from misbehaviors: “I came to do this job after years, so I do not understand child behavior. There have been many students I got angry with³⁶⁶” (I1), as the students caused distraction in the class: “They do not keep quiet, there is lack of respect, and teaching issues. The moment you start to teach the subject, they ask questions about something irrelevant³⁶⁷” (I2). Yet still, he managed to cope with this with the efficient use of his teacher voice: “You know that there is a lot of noise in schools. I speak loudly to explain things or to make students listen³⁶⁸” (I2). It was not only for coping with disruptive behavior but a change in his overall personality: “I talk loudly on the phone at home, sometimes I find it odd³⁶⁹” (I2) since he had to speak louder at school: “I started yelling, I mean, but not because of aggressiveness, my voice started to rise. So, my style of speech has changed. You have to raise your voice to keep explaining something to children³⁷⁰” (I1). Unlike him, Ece Hoca learnt how not to be louder: “I used to shout a lot in the beginning, it didn’t work. Now, I have learned not to shout³⁷¹” (I2). Hale Hoca considered herself capable in this vein: “I cannot use my

diaphragmatic breathing, but I use my tone of voice very well. As I teach the subject, I have learned to adjust the pitch of my voice in the classroom³⁷²” (I2).

Other areas that were developed thanks to the current teaching practice were the delivery of the lesson and pedagogic knowledge. To start with, the early career English language teachers put emphasis on the development of the pedagogic knowledge: “I started to understand how to teach rather than what to teach. I know what (the sentence) to teach, but no matter how hard I try, I need to learn something new with each different student³⁷³” (Ece Hoca, I1), “learning is ongoing, not language learning but methods. For example, we try a method, it’s not suitable for that class, the other is much more effective. The moment I enter the classroom, I better figure out which is suitable³⁷⁴” (Aylin Hoca, I2). Nalan Hoca stated too: “as it was Faculty of Letters, I learned how to teach by teaching³⁷⁵” (I2). Nil Hoca learned how to address those with individualized education programs and added she would act accordingly the following year: “When I was preparing an exam, I used to have a classic template in my mind, but I see that some students didn’t fit into that template. Next year I will take this into consideration regarding such students³⁷⁶” (I2). The knowledge of how to teach was in constant improvement: “My way of teaching is not always correct. I keep proceeding by trying to find the true way. I don’t know the best of everything yet. I am trying to develop methods based on my experience³⁷⁷” (Reyhan Hoca, I2).

Moreover, Nil Hoca gave examples in her teaching: “I use a rap song to teach irregular verbs. I take out parts from cartoons, all of this is learning because you notice that the mood of the classroom changes for the worse when you teach traditionally³⁷⁸” (I1). Nil Hoca said she got better in using instructional technologies to insert multimedia to her classes: “I learned how to make slides, crop pictures, crop scenes in a movie, for example, to teach Simple Past, and to transfer them to class and to use them efficiently³⁷⁹” (I2). She summarized the change in her delivery: “I was a teacher writing the rules on the board, practicing at first, then I saw it sometimes got very boring. When I brought puppets to the classroom, I realized it added a lot of excitement to the class³⁸⁰” (I2). Reyhan Hoca got more adept in finding online resources too: “When you type dot ppt at the end of the search topic on Google, PowerPoint files appear as the search outcome. This is one of the things I learned in my profession³⁸¹” (I2). Aysel Hoca commented on the medium of delivery of the lesson: “We bored the

kids by forcing them to speak English. It can create a reverse effect on them, and when I became an English teacher, I realized under which circumstances this attitude backfired³⁸²” (I2). Ece Hoca inferred from her own practice: “I also observed in the kids, the more I can use and show concretely, the more the kid gets the input. It’s definitely not a lesson that can be taught on paper. Actually, I learned it isn’t a lesson³⁸³” (I2). She also reported different issues regarding the delivery of the content: “I used to tell the children to find the words themselves and bring to the class. I realized after a while, they started to find irrelevant words, this time I started to assign vocabulary myself³⁸⁴” (I2), or for further practice in class: “I find it more convenient to solve all of tests in the lesson instead of assigning the tests and to allocate the lesson to these tests if necessary³⁸⁵” (I2). In a similar manner, Nil Hoca made adaptations in her vocabulary teaching: “I am focusing on using more, on seeing more, on perceiving more³⁸⁶” (I2) instead of giving weary vocabulary lists.

The next item under disciplinary knowledge having been learned as current teachers was homework. For example, Reyhan Hoca considered homework quite unnecessary. However, she changed her mind as doing the job in-situ: “When the student comes completely unprepared, you cannot do that lesson. I used to say that I would never assign homework when I became a teacher, but this is not the case at all³⁸⁷” (I1) and added: “No matter how much you say, when it comes to homework, we end up again with a plus or minus. So, I give homework even though I am very against it³⁸⁸” (I2). Ece Hoca said she stopped giving homework as she saw her students mere copying answers from each other and “I prefer to do in class now. I learned we shouldn’t leave them alone in learning. When they’re left alone, they don’t learn and let go because they are not that conscious. They are just kids³⁸⁹” (I2). Hale Hoca also mentioned about not giving writing homework as she could not have checked: “Something I can’t check. I think a teacher should not give writing homework just for the sake of assigning homework. For example, I do not use them at all, I came to realize these by practice³⁹⁰” (I1). Lastly, Nil Hoca argued teaching taught her about relations with people on her demanding sources from the administration: “Teaching teaches you human relations, actually it teaches to stand up for yourself in the first place, if I believe in something, I should follow it to the end³⁹¹” (I2).

Another area discussed in the early career English language teachers' accounts was to learn with and from students. Nalan Hoca focused on this issue:

I also learn while teaching the language, this is a very important thing. (referring to her earlier teaching), I saw it was more permanent in my teaching. Even now, for example, the 11th graders get reading texts, stories, books etc. I still get words from there that improve my vocabulary. In fact, I learn at every stage of teaching. When I do a listening exercise, I also listen to it. I am learning during the teaching process.³⁹² (I1)

In addition, Aylin Hoca emphasized both the language and general world knowledge in English language classes: "it's very important that in class we learn a lot that we did not know about, and we still continue to learn with the students, therefore, I am still a language learner at the moment, perhaps³⁹³" (I2). She argued reading about different topics advanced her knowledge of different cultures too: "For example, there is a paragraph on a topic that I have never thought of before, and our general knowledge about a very different topic is also increasing. We read texts. We learn a new culture³⁹⁴" (I2). In a similar manner, Ece Hoca said she learned new things to be able to answer student questions: "Even if I do not understand this at that moment, I definitely search the internet, find the correct one, call the student in the next lesson, I explain it by saying how I found it, what it means³⁹⁵" (I2). The learning continued with students: "actually, I am very careful. I never say anything I have never practiced before in front of them, if I don't know the pronunciation of a word, I tell them to look it up together with me³⁹⁶" (Selim Hoca, I2). Zehra Hoca said she also learned from students: "The child sometimes says something and opens a new door. I learn something different, or we look it up together. Voscreen, for example is one of these³⁹⁷" (I2).

4.1.2.2.2. Knowledge of Students

In terms of the development of the knowledge of students in learning to teach as becoming teachers, the early career English language teachers mentioned several areas such as improved relations with students, acknowledging students' readiness levels and individual needs, and finally recognizing their diversity and sense of achievement. First of all, the relations with students were underlined in the early career English language teachers' accounts: "I learned how to communicate with students³⁹⁸" (Aysel Hoca, I2). For Ece Hoca, this was something that took time: "This is difficult when we

first start, we try to treat each class the same when we are just starting, but over time we realize that each class has a different dynamic³⁹⁹” (I2). Hale Hoca recognized each and every student in the course of learning to teach: “I learned how much a student means. For example, if he did not attend school that day, you realize how atmosphere changed in the classroom⁴⁰⁰” (I2).

Doing the job sincerely and passing this enthusiasm to students were quite effective to an extent that would make student love the class: “I have realized that if a teacher feels the warmth and excitement sincerely, it very easily and very quickly ensures the happiness of the students and makes them love that lesson⁴⁰¹” (Nil Hoca, I2). It was not only about lecturing a certain content but also: “I learned that it is necessary to share life experiences with the students, not only in the sense of teaching. So, I learned not only to teach the lesson and dismiss class, but to connect with the students⁴⁰²” (Nil Hoca, I2). She learned that one needed to be more careful not to hurt students’ feeling as this might have had a far-reaching impact than anticipated, so she said: “I learned that it is very important to do my best and to listen effectively so that the words coming out of my mouth do not have any negative effects⁴⁰³” (I2). Nil Hoca further added that people, students alike, had walls that shaped their assumptions, points of views in comparison to others, yet: “I learned that breaking down that wall is not easy, but not impossible⁴⁰⁴” (I2).

Onur Hoca experienced a bit of distance between him and his students, yet this changed for the better: “We stayed a little distant. Then we compromised, now there are no children at school with whom I had problems. We’re on good terms with those I had many problems with. But this happens over time⁴⁰⁵” (I1). He understood the overall mentality of the students: “I experienced their lifestyles, behaviors, movements and developmental processes among them. I can understand the children, now I can figure out why they act like that⁴⁰⁶” (Onur Hoca, I2). Now that, he settled his own style of teaching, students got used to him: “the style of the teacher, for example, this way of his/her speaking, may make the students learn more easily because they get used to those. I now think I have settled my own⁴⁰⁷” (I1). Ece Hoca underlined a similar issue and said she had achieved a state of balance: “I think I do everything in style, at least I try. I think this is a mutual process, if you give the student a character, the child will find ways to adapt to that character after a while⁴⁰⁸” (I2). Reyhan Hoca stated she kept

improving from the earlier year to that year and understood students better: “This year I am better with the students. I understand them better, they also understand me better I have an improving relationship with the students⁴⁰⁹” (I2). For Zehra Hoca the need to have a kind but firm attitude was among the things she learned: “You learn something from your behavior towards students and towards parents. You treat the student very well, then you realize that you have to balance your attitude towards the student⁴¹⁰” (I2). Aylin Hoca, with everyday practice, learned how to react to students:

Student-teacher relationships are very different. Because suddenly, for example, you don't say anything malicious, but the student is offended and starts crying, isolating himself/herself. S/he doesn't speak at all. It is not about teaching; we already are competent in our field. But I think it was difficult to establish those relationships. But then I got over it. Therefore, I know how to intervene, I know how and what to do.⁴¹¹ (I1)

The readiness level of students was reported by Ece Hoca in her learning to teach as current teachers:

I couldn't consider students' level. I thought if I should teach something, I should do it by giving the best, the most complicated sentence as it should be. I started to learn by time what the students could get and then I started to become a teacher.⁴¹² (I1)

From her current teaching experience, Aysel Hoca learned how to diagnose the overall competency of students: “I want them to introduce themselves because it actually gives me the opportunity to see their proficiency level. More or less things get clearer in my head about students after meeting them⁴¹³” (I2). Erdem Hoca stated regarding some communicative techniques: “It's interesting I can do this in the 9th grade, I cannot go with this method in the 10th grade, which is supposed to be the higher level. If it is appropriate for their level, I can adjust accordingly⁴¹⁴” (I2). Zehra Hoca mentioned the grade level and its influence on instruction: “As I teach in middle school, I have learned children's language to a certain level. If the student knows the grammar bits and pieces, you can build on it⁴¹⁵” (I2). Reyhan Hoca tried to find balance addressing different levels of readiness:

Teaching English taught me not all children are the same. Some understand it by repetition, some at once, some want to write it and see it on their own notebook and understand it, some with visual memory want to understand by activities without writing at that moment. That's why I'm trying to set that balance very well.⁴¹⁶ (I2)

The individuality in needs and characteristics was underlined by the early career English language teachers: “Sometimes students may give up speaking because they

don't feel sufficient. In this case, I learned how to help them when I became an English teacher⁴¹⁷” (Aysel Hoca, I2), “You always encounter different age groups; children of all ages are different⁴¹⁸” (Nalan Hoca, I2). Similarly, Reyhan Hoca stated: “The teaching technique you have to apply to every student and even to every classroom is different, and every child is different. I learned this by teaching⁴¹⁹” (I2). In meeting needs, Hale Hoca said to have learned that: “one learns which questions students might ask. Now, I act taking these into consideration⁴²⁰” (I2).

Reyhan Hoca argued how crucial students’ sense of achievement was: “One of the things being an English teacher taught me is really personal satisfaction. Children pay more attention to their vocational lessons. But when the child can really achieve it when s/he has that personal satisfaction⁴²¹” (I2). Another area that was learned in-situ was the diversity of students in specific and people in general: “I learned how different people can be. People have such a similar biology and such different worldviews. So far, I have learned this from English. Before I started teaching, I did not use to see that clearly⁴²²” (Selim Hoca, I2), “When you get to know students over time, when there are 500 children, that profile is gradually formed⁴²³” (Zehra Hoca, I2).

4.1.2.3. Learning by the Book: As Teacher Trainees

The last cluster in learning to teach was to learn through formal education or by the book: through teacher training either by teacher education at the faculties of education or pedagogic formation training programs which were completed after four-year university education. Firstly, the findings from the narratives of the early career teachers who attended a teacher education program in university were presented. Then, the accounts of those teachers who graduated from a department other than teaching and got teacher licensure to be able to work as a teacher in the MoNE-related institutions.

4.1.2.3.1. Teacher Education

Several early career English language teachers argued that they had a fruitful teacher education experience: “I think it was formed during the university because it improved more with application. The practice is always better. I think that it is the university that contributed the most⁴²⁴” (Aylin Hoca, I1), “I think we graduated from the university

with quality education thanks to our professors. I can say that it affected very well in that sense⁴²⁵” (Aysel Hoca, I1), “I discovered the teaching side at university⁴²⁶” (Hale Hoca, I1). It was a pleasure to learn how to teach: “It was much more enjoyable to learn how to teach as a profession⁴²⁷” (Aylin Hoca, I1). Referring to his professors who made him change his views on teaching as a job, Erdem Hoca commented: “The guidance of my teachers was awesome⁴²⁸” (I1). Hale Hoca even wished she could have been back to her teacher education years which were pretty fruitful for her: “I can go back. It’d be a chance as I will listen differently. Then, I had no students, I was just a student, but now it would be much more beneficial if I were there as a teacher-student⁴²⁹” (I1). Teacher education at the faculties of education was so crucial that Zehra Hoca argued: “I think it is really important to study at the Faculty of Education. I don’t think one should be a teacher after graduation from other faculties and getting teaching certification in a month or two⁴³⁰” (I1). She also added she had worked as a teacher before her teacher education, but the two, teaching self-educated or schooled, were “as different as chalk and cheese” (I1).

First and foremost, teacher education in learning to teach as becoming teachers was efficient to construct teacher pedagogical knowledge, the knowledge of how to teach: “It is OK to know English to an extent, but there are so many methods. It is much more beneficial to discover and learn these methods, teach it like this⁴³¹” (Aylin Hoca, I1). Aylin Hoca said teacher education or university did not have much influence on developing language skills. It was a time and place to develop the knowledge of how to teach: “I don’t think studying at university contributes much to learning English. Because we have learned English up to that point, you are just changing your methods. Rather, we learn how to teach English⁴³²” (I1), which she found “quite effective” (I1). She elaborated that teacher education enabled them to see the individual needs and different styles of learning: “You have 30 students. They aren’t the same. We realized this at university. These are all different individuals, and they may have different learning styles, different needs. University experience enabled us to get enlightened on psychological and perceptual matters⁴³³” (I1). Aysel Hoca added too: “The way we behave has changed towards students⁴³⁴” (I1). Zehra Hoca stated as well: “Grammar lesson was based on how to teach grammar. How to teach literature was our literature class. The classes we took were all focusing on how to teach those rather merely studying the subjects⁴³⁵” (I1).

For Hale Hoca, the stages of how to teach were the learning outcomes of teacher education: “Such perception occurred a little more at the university. You want to be a teacher, but you don't know how to teach or the stages of teaching⁴³⁶” (I1). She mentioned the methodology course as a major contribution and added the materials design and the teaching English to young learners course: “we were adapting books. For example, we adapted 2 units of the book assigned by the MoNE. It was very effective for me. Apart from that, we had teaching English to young learners. I used these last year⁴³⁷” (I1). Similarly, Aysel Hoca commented on how teacher education developed their material design skills: “There was always brainstorming in the class. That changed our way of thinking, I mean our ways of criticizing a material while designing it or ways of developing it⁴³⁸” (I1). It was not only the university itself but the whole environment as a material to be used in class for her: “When I went out, I would see something and look at these things as material, saying I can do this using this, for a while during my university life⁴³⁹” (I1) and she thought how she could have integrated that into a language class.

In terms of her learning to teach through teacher education, Hale Hoca argued she combined her previous teaching experience and teacher education: “Although my teaching style changed, I am trying to continue the way I learned to teach at university, With the experiences I gained in 2 years and methods, games I remembered from university, I am trying to improve things⁴⁴⁰” (I1). Teacher education prepared Erdem Hoca to get ready for real life in schools: “After seeing 1001 shades of language teaching at university, of course, you should be shocked when we see the incompetence of some students, the majority of them being at public schools, but we already knew the shock beforehand⁴⁴¹” (I2). He also mentioned classroom management for any teacher, not an English teacher specifically: “We got theoretical information about classroom management. We also did practice in related classes, but this was a very limited period of the last year, this provided us with some theoretical information, which was very useful in real life⁴⁴²” (I2).

The second most influential component of teacher education was the involved teacher educators. For example, Aylin Hoca said she had teacher educators who were very knowledgeable in the field and skillfully exemplified what they preached: “s/he would explain a teaching technique and apply it in the classroom. If we are to teach games,

s/he would make us play it in the classroom. s/he would show the techniques live; s/he was pretty good at it⁴⁴³” (I1). Erdem Hoca stated: “The most important part is the wonderful education our professors provided us with at university in our training to become language teachers⁴⁴⁴” (I1). Zehra Hoca brought up the same issue: “We had very competent and precious teachers⁴⁴⁵” (I1). Hale Hoca, who was grateful for her teacher educators’ efforts and commitment, remembered that one of her professors said: “S/he used to say that I don't want to bring a text I don't like at all to class because I'm not having fun, so how can I make you happy with what I read⁴⁴⁶” (I1). Although she did not have this chance in her teaching, her professor taught her a vital thing: “I know that the key part for me is to really love this job. I discovered it then⁴⁴⁷” (I1).

The next component in learning to teach through teacher education was the influence of practicum. It was considered as a vital component of teacher education: “Practicum is also really important, both the observation and practice teaching. I think they are the most important parts⁴⁴⁸” (Zehra Hoca, I1). To start with, Aylin Hoca, who had practicum both in higher education and teacher education, stated she benefited from the practicum in teacher education greatly: “In practice teaching, we used to go to school preparing materials. Not with the attitude that I know the subject already, but I have to do something differently. we would work and prepare. We considered it a duty⁴⁴⁹” (I1). She tried to create a change in teacher education practicum unlike the high school one: “Maybe it was a normal procedure in the high school internship, I don't know. We weren't very good at that time, but I think I got better after university⁴⁵⁰” (I1). From her perspective regarding practicum:

We see what we should do and how to do in practice. I think they have more benefits. I mean, seeing in that environment and also the evaluation forms that our teachers gave us, for example, did s/he do that? Well, we pay attention to such details, I wonder if s/he does, it was much more effective to follow those criteria in class.⁴⁵¹ (I1)

Additionally, Aysel Hoca stated that she utilized her observations: “I’ve benefited greatly from my observations during practice teaching or our visits to schools. If the student behaves in some way, there is definitely a reason. I took this into account, it made me more patient with the students⁴⁵²” (I1). Erdem Hoca realized the incoherence between teacher education ideals and the reality in schools: “During my practice teaching, I also noticed that what was taught theoretically at the university was not put into practice⁴⁵³” (I1). The practicum was the most favorite course of Hale Hoca: “I

would love to go. Everything is very planned, you know what the teacher wants, you know what to do very well, you go out there and teach the subject⁴⁵⁴” (I1). Afterwards, she said she used to get constructive feedback on her teaching from her university professors, saw what needed to be kept or improved:

How can I fix this? Actually, I love to be criticized. Of course, I would like it very much depending on the level of criticism and the person who made it. You taught it like that, but are you sure the children understood it? You asked concept check questions, but even I thought, did I do it right? This is important in terms of development.⁴⁵⁵ (I1)

It was not only the feedback from the teacher educators but also the mentor teacher at the practicum schools with their every act in class either forming a positive example to be transferred or a negative one to learn a lesson from: “I couldn’t find anything to take, for example, let’s say he used an inappropriate word that we do not approve. I tried to move on by giving reverse feedback to myself so I shouldn’t use it⁴⁵⁶” (I1).

The orientation toward practice rather than sole theory in teacher education was favored by the early career English language teachers. Aylin Hoca focused on the practice orientation: “At university, everything was taught in practice. I guess this was the only difference. We learned by seeing what to do and how to do it. Apart from practice teaching, we’d teach the subject in some of our lessons⁴⁵⁷” (I1). Likewise, Aysel Hoca appreciated her teaching English to young learners course and the professor: “while doing micro lessons, our teacher wouldn’t watch but attend. S/he would say I behaved this way in class, but you didn’t react like that. But if you reacted like (..). S/he prepared everyone for the real teaching experience⁴⁵⁸” (I1). She mentioned the importance of the actual teaching practice in teacher education several times: “we had micro teachings each term. The practice part was very very good. We learned a lot, prepared materials, produced a lot⁴⁵⁹” (I1). Aylin Hoca brought up an indispensable skill for today’s classes that her teacher education strived to teach: “I am interested in technological things, but I learned how to use them at university⁴⁶⁰” (I1).

The presentations in each course were favored in the early career teachers’ teacher education. Aylin Hoca benefited a lot from making presentations: “There were always presentations in our lessons. Since we prepared those presentations ourselves, my presentations were always the ones in which everyone laughed and had a lot of fun. I think we’re improving ourselves a lot⁴⁶¹” (I1). Aysel Hoca also remembered her

engaging teacher education classes. In those when they gave presentations or did micro-teaching, her professor would invite another teacher educator to the presentations, assign herself, the invited professor, and the rest of pre-service teachers certain roles and see how the presenting pre-service teacher would act: “S/he took other students out and everyone would be assigned tasks: You’ll do this, you’ll be completely silent in the classroom. You’ll be the naughtiest, and we’ll do that too. Let’s see how s/he will react to everyone⁴⁶²” (I1). Likewise, Hale Hoca said her teaching was shaped by these presentations: “If you ask what helped you improve at school, it was the presentations. Presentation skills are very important to me⁴⁶³” (I1). Zehra Hoca agreed: “That they made us do frequent presentations helped the feeling of being embarrassed in the front of the class vanish⁴⁶⁴” (I1).

The early career English language teachers also appreciated the whole person education aim of their teacher education programs. Firstly, Aysel Hoca commented: “They taught me how to be a person before teaching how to become a teacher. They actually taught how to approach people⁴⁶⁵” (I1). Teacher education contributed to their overall personal development: “We learned a lot regarding life in general. For example, I used to go to the theater club to do drama at university⁴⁶⁶” (I1). Erdem Hoca appreciated his university professors’ guidance outside the school and said they formed an ideal: “The fact that they are role models, teachers, and indeed very good English teachers has sparked a light on our minds that it is possible to be such a teacher, to be such a useful teacher⁴⁶⁷” (I1). This certainly was thanks to caring teacher educators: “S/he would remember us after class. Some university professors had such an attitude that when the lesson ended, their job was over. But when we had an issue, s/he always helped. I think such teachers were always more effective⁴⁶⁸” (Aylin Hoca, I1), “during the period I started university for a second time, English is the starting point of my life, if they had had a negative attitude, I probably would not have dared to go on studying⁴⁶⁹” (Erdem Hoca, I1). Erdem Hoca also valued other pre-service teachers’ insights: “My friends at the university also had an effect on me in changing my outlook on life. They taught me a lot that I didn’t know⁴⁷⁰” (I1). Hale Hoca and her friends taught each other in their exam preparation to work at state schools: “It is a bit difficult to get employed at state schools, but it was through video calls and telling each other⁴⁷¹” (I1).

Furthermore, teacher education was a process to comprehend the rationale or meaning behind education: “University was the period when I started to love profession the most, and as we learned the details, we started making a little more sense out of what our teachers intended when they did these things⁴⁷²” (Aylin Hoca, I1), “After deciding to become a teacher regardless of the positive and negative sides, I started to gather all the things I experienced⁴⁷³” (Erdem Hoca, I1). Aylin Hoca had a chance to question: “It was very nice, we do something, but why do we do it? That's why explaining the reasons really impressed us⁴⁷⁴” (I1) and inquire on her own: “We also learned it ourselves because s/he would give the subject, but it was not written it in the book. We needed to search from so many articles⁴⁷⁵” (I1).

On the one hand, teacher education was reported to be a fruitful learning experience with the opportunities to construct one's pedagogical knowledge as a teacher with the help of involved teacher educators, the practicum and the practice orientation and so on as outlined above. On the other hand, there were a few challenges. For example, Aylin Hoca argued their teacher education program was too challenging and led her to question her capability of doing the job in the future: “What if it was not suitable for me? There were times I asked this to myself at university. There were also very difficult lessons so I was wondering if I couldn't do it⁴⁷⁶” (I1). In a similar manner, Aysel Hoca mentioned “the excessive amount of paperwork” (I1) and added: “Because for me writing so much stuff every week, filling so much stuff exceeded teaching practice. I'd a lot of difficulty in this part, we really went on practice, but paperwork was the part that tired us out⁴⁷⁷” (I1). Hale Hoca found non-English courses in teacher education challenging: “The lessons that were not in English were very difficult for me⁴⁷⁸” (I1).

All in all, teacher education at the faculties of education was described as a meaningful learning experience in five early career English language teachers' accounts in learning to teach through teacher training in university level.

4.1.2.3.2. Pedagogic Formation Training Programs

Pedagogic formation training programs meant the graduation from an English-related department: English Literature (five participant teachers) or Linguistics (one participant teacher), then studying at a certification program for teacher licensure. In

Turkey, the main source of teacher education is faculties of education whereas these programs are offered for the graduates of the four-year degree programs with sources for the teaching profession at the faculties of education in the higher education institutions (Eurydice, 2020). There were both positive and negative areas reported by the early career English language teachers in terms of their certification experiences. Essentially, the development of methodology and pedagogical knowledge was underlined. For example, Ece Hoca stated: “The methods I learned while getting training were very helpful. I never thought that any teacher would be able to learn any language with a single method. I'm trying to get something from them all⁴⁷⁹” (I1) and exemplified how she changed her way of instruction accordingly: “The idea of making colored papers or role playing comes from there, or when I find out that they do not understand clearly, I say to myself; change it Ece, teach this differently⁴⁸⁰” (I1). Nil Hoca found the teacher certification program she attended well-quality: “our classes on how to prepare English activities, how to teach grammar were good quality ones⁴⁸¹” (I1). She further added she learned a lot about children’s physiological and psychological development: “We learned a lesson about which learning skills emerged in which period and how they are learned. This made a significant contribution to me⁴⁸²” and how to prepare certain materials: “What’s done with play cards in English, what’s the purpose, how many minutes do you spare, how do you color them? We prepared these cards very seriously. I learned and started practicing them later when I started teaching⁴⁸³” (I1).

Reyhan Hoca said that they were told about what they might encounter in real classrooms: “You should never forget the effect of the culture, I teach you, but the Turkish student is very different. So sometimes the things we teach here won't work. Every child is very different. I really experienced it⁴⁸⁴” (I1). She gave some examples: “How can we incorporate things from our own culture into language teaching? How can we teach so that the Turkish child will understand better? How can we give examples from daily life⁴⁸⁵” (I1) and came to the conclusion that: “I think it was more important to learn how to teach. It is more important in teaching to be able to observe that psychological state of the learners⁴⁸⁶” (I1). Reyhan Hoca said she was also warned about student misbehaviors and behaved accordingly after she became a teacher herself: not losing calmness and looking for the real reasons for that behavior. She said: “They said in pedagogical formation that some students can actually be used.

(...) Neither I sent him to the administration nor had any other problems. I notified the classroom teacher and changed their seats. I couldn't have acted right⁴⁸⁷” (I1) and felt the inherent challenge: “Again, something I have learned in the pedagogical formation the attitude you show in the classroom gives a message to the whole class. I'm tolerant, it gives me a hard time⁴⁸⁸” (I2). She also mentioned games: “Games especially while teaching English. In one of our classes, we're constantly watching videos of English classes. (...) I can teach a lot of these topics without doing any research, I say I play this game on this subject⁴⁸⁹” (I1), which made her students more involved (I2). Likewise, Onur Hoca mentioned instructional technologies which he became aware of through certification: “S/he was talking about communication, computer and applications. I learned something from him/her, s/he used to talk about preparing different exams, artificial intelligence, applications, internet, informatics⁴⁹⁰” (I1).

Similarly, Selim Hoca valued the language teaching methodology component: “Most teachers don't like this or find it ridiculous; will the methodology save us? Yes, it will. Also, no one asks you to apply a certain method anyway. They say apply post-method, adopt an eclectic approach⁴⁹¹” (I1). Reyhan Hoca agreed with him: “It is always thought that I will not use technical information or teach by the book. But you use them⁴⁹²” (I2). Selim Hoca remembered a basic rule: “i + 1 is what I apply the most. When I say I'm applying; I think, keep it on my mind. What does the student know? I'm teaching something but well, what did he know⁴⁹³” (I1). The methodological knowledge gave him the ground to ask further questions: “Even though I don't embrace certain things, I wonder if this class is similar to the one being told about. I wonder if it's necessary to apply this here, say, the principle of redundancy will solve the problem today⁴⁹⁴” (I1). The certification was solid, and he saw: “I got a solid pedagogical formation. The good side of it was finding out things that overlapped with what happened in my mind⁴⁹⁵” (I1).

However, alternative teacher certification was not always found adequate by the early career English language teachers. For Onur Hoca, it was to pay the lip service: “there were almost 300 people. I didn't understand anything. It wasn't quite fruitful because there was nothing so. I was getting photocopied notes, studied them two days before exams and passed the classes. It ended like this⁴⁹⁶” (I1). Nalan Hoca found it too simple: “Pedagogical formation was too simple for me⁴⁹⁷” (I1). She was challenged

only by the testing and evaluation course and really liked the developmental psychology: “The only challenge is our assessment and evaluation class, and developmental psychology is a lesson that I love very much⁴⁹⁸” (I1). Ece Hoca argued:

I definitely believe that any teacher should not be sent to that class with less than four years of training. I know better now, but I didn't really know in my first year. I did not know how to teach, this is something totally different in itself, I don't think it's something that can be given to a person within a one-year pedagogical formation.⁴⁹⁹ (I1)

Onur Hoca could not benefit from the practicum in certification program: “The high school students stare at you. There’s another teacher in the classroom with his/her own plan. A teacher from the university would come and evaluate, I got up that day, taught the subject, my practice teaching was over⁵⁰⁰” (I1). Both Onur Hoca and Selim Hoca rued “the uncooperative attitude of the professors” (Selim Hoca, I1), and found them “incommunicable” (Onur Hoca, I1). Selim Hoca said he had to do extra practice teaching due to this uncooperative attitude (I1).

Leading up to the certification process outlined above in the early career English language teachers’ accounts, these teachers had a university education, mostly in English literature, other than teacher education at the faculties of education. They dearly remembered inspiring professors who enabled them to see the existence of a critical perspective: “English literature is not just about Shakespeare. It is also the postcolonial literature. What it brings to us is very special, I have a mentality that I must do something⁵⁰¹” (Nil Hoca, I1). Selim Hoca underlined the critical perspective of his professor: “We may have the same social problems as someone in a completely different country. S/he was someone who wanted to give people some perspective that way. I like this very much⁵⁰²” (I1). Another English literature graduate, Reyhan Hoca stated: “The teachers of our department were really good. For example, in the literary criticism course, we read very good books, watched great movies and had very good discussions⁵⁰³” (I1). The interactive classes she did not meet until university years were such that: “they were more interactive, where the student participates and one in which the teacher can learn what the student thinks⁵⁰⁴” (I1) and made her see the need for change: “Students are not very keen on participating and voicing their own opinions. We need to change that too⁵⁰⁵” (I1). Nil Hoca also appreciated her professor’s way of teaching: “The knowledge and competence of forming enough

connections on the board and the way s/he teaches that is, to fill up the whole board was spectacular⁵⁰⁶” (I1). Similarly, Onur Hoca mentioned the vast knowledge of his literature professor: “S/he was very amazingly knowledgeable. The lesson came to an end before I knew it⁵⁰⁷” (I1), yet this professor was pretty stern at the same time at a private university: “S/he would not be close to many students. Whoever you were, you would follow the rules. That was the way s/he teaches ⁵⁰⁸” (I1). Not all early career non-ELT-graduate teachers felt connected with university professors: “They made it clear to us that we were not competent enough, so they did not enjoy teaching us anything. I could not form any bond with any of them⁵⁰⁹” (Ece Hoca, I1). Ece Hoca guessed this disappointment was probably because the department was not a good fit for teaching; the most available job on the market for the linguistics graduates: “If my professors at the university knew I am doing this profession at the moment, perhaps it was because they all thought that we would all teach when we graduate, they were cold and distant towards us then⁵¹⁰” (I1). As this was the case, she said: “I don’t use any information from my classes now⁵¹¹” (I1).

The development of language skills was also underlined by Reyhan Hoca thanks to the intensive preparatory year in college: “I’m glad that I studied the preparatory year, I learned to listen, speak, and write in that year⁵¹²” (I1). While studying toward a master’s degree in English literature, Nalan Hoca said she also continued to master her language skills:

I actually learned a lot regarding the language, its dimensions or depth, in Master’s. I lacked so many things, I was trying to correct my grammar at one side and write on the other. I had problems writing articles, presenting what I wrote, and I was trying to correct all these. In fact, I started from scratch and became a teacher.⁵¹³ (I1)

As English literature graduates, Nil Hoca and Nalan Hoca focused on the inherently more comprehensive content of their degrees: “Literature was more comprehensive compared to education. What I read, the literature helped me preparing to teach since it is a rich and vast source⁵¹⁴” (Nil Hoca, I1), “one meets American and of course British literature, also the world literature in the department. How rich it is⁵¹⁵” (Nalan Hoca, I1). She added how these courses influenced her: “I took Comparative Literature in Master’s, I was impressed. The battle of assimilated cultures to stand up for their own literature, to sustain it, the effort to criticize, I learned these all thanks to English⁵¹⁶” (I2).

Some early career English language teachers also focused on the impact of their professional lives prior to teaching as a part of their becoming a teacher: in terms of their aims in teaching; “better quality jobs seek university graduates. I give this advice as a person coming from professional life so that students succeed in their professional lives⁵¹⁷” (Erdem Hoca, I1), the content in class: “I worked at the international terminal, I didn’t go to every country in the world, but I’ve known every country’s people, and this reflects on my behaviors. When students see I talk about a different thing, they like it⁵¹⁸” (Onur Hoca, I1). Erdem Hoca also took parental life as “sampling space” (I1) for teaching.

To summarize, teacher learning in becoming teachers was first and foremost influenced by these teachers’ own learning experiences. The biggest impact here was of their former teachers, mostly in a positive sense. As current teachers, they took their former teaching experience into consideration. They also developed their disciplinary knowledge and the knowledge of students in the course of their current teaching. Lastly, the early career English language teachers reported the influence of their teacher training either through teacher education at the faculties of education or alternative teacher certification programs after graduating from English Literature or Linguistics departments.

4.2. Sociality: Being, Acting, and Feeling as Teachers

The patterns and interrelations in the early career English language teachers’ understanding, perceptions, beliefs, perspectives, assumptions, roles -either assigned or volunteered-, personal theories and practices on instruction, teaching, teachers, the language and students are scrutinized in line with the conceptualization of LTI in this study. In addition, how they felt as English language teachers or while teaching English, their likes and dislikes, values, achievements, anxieties, challenges were focused on in relation to their being, acting and feeling as an English language teacher. In order to answer the second research question ‘How do early career English language teachers understand their language teacher identities?’, each of the in-depth interview transcripts was thoroughly analyzed. The meaning-making of the job, the perceptions and assumptions on those actualizing the job-related work, the recipients of the work, the ways of doing this work, the nature of the work, the object of the work, namely

their cognition, while constructing their LTIs and the impacts of these meaning-making processes on themselves triggering certain emotions are fundamental to understand for this dissertation as their narration of cognition and emotions are part of their current LTIs as early career teachers in their candidature/induction processes at state schools. Teacher cognition and emotions are quite interwoven to the remaining constituents of their LTIs since, to give an example, an element from teacher learning could be traced in teacher cognition on aims, roles, and so on and could further be linked to job satisfaction.

The understanding of instruction, teaching, teachers, the language and students and the affective dimension in the course of doing the job of teaching explain the sociality out of the three commonplaces in narratives and introduce us to the ‘being, acting and feeling as teachers’ aspect of the Figured Worlds of the early career English language teachers. The analysis indicated the process of being, acting and feeling as teachers could be displayed under two broad headings as teacher cognition and teacher emotions as can be seen in Table 7:

Table 7. Being, acting and feeling as English language teachers

Teacher Cognition (TCOG)	Frequency (f)
Instruction- composition	453
Teaching- commitment	291
Teachers- conversant	327
Language- crucial	278
Students- care	72
Total	1421
Teacher Emotions (TEMOT)	Frequency (f)
Early experiences	63
Related to being a new teacher	101
Job satisfaction	378
Job dissatisfaction	164
Total	706

4.2.1. Teacher Cognitive Knowledge in Being and Acting as Teachers

Teacher cognition documents the early career English language teachers' views on instruction and how they make related decisions, the views they hold on teaching and the language, their aims, roles and responsibilities, either assigned or not, they attach to teachers in general and to English language teachers in specific. The early career English language teachers' cognition included perspectives on instruction, teaching, teachers, the language and students as it will be covered consecutively in the remainder of this heading.

4.2.1.1. Instruction as “Composition”

The statements on instruction in the early career English language teachers' narratives were decided to be a form of “composition” as the teachers brought up and underlined the skillful and balanced combination of the elements in different categories of instruction to meet students' needs and achieve instructional and educational goals. The emphasis on instruction could be grouped under five headings: planning and preparation for class, content of the classes, delivery, assessment and finally classroom management as can be seen in Table 8:

Table 8. Teacher cognition on instruction as English language teachers

Emphasis on	Frequency (f)
(TCOG) Instruction- composition	
Planning and preparation	59
Content of Eng. classes	61
Delivery	194
Assessment	97
Classroom management	42
Total	453

4.2.1.1.1. Planning and Preparation for Classes

The first category under instruction was planning and preparation for classes; how the early career English language teachers thought ahead and acted accordingly in getting ready to teach, to enact their teacher persona, in other words; their teacher identities, in class. To start with, planning for the classes were discussed. As they were all teaching at state schools, Aylin Hoca said she developed or added to the mandatory curriculum but added: “I don't follow most of the things covered in the curriculum, but I change them by adding my own style. But we have certain things to do, of course, because we are in public school⁵¹⁹” (I2). Erdem Hoca as well added: “We don't disregard the curriculum but decide the extent to which there should be practice or tutoring⁵²⁰” (I2) and further considered himself to have planned, not necessarily on paper, minute by minute: “If students can ask and answer questions regarding a reading section, and they can also express these in writing and speaking to some extent, I consider myself that I have done necessary planning⁵²¹” (I2). Nalan Hoca also put emphasis on the inclusion of four skills: “You can take listening from other sources and by adding speaking, I prepare a plan that will complete all four skills⁵²²” (I2). Additionally, Hale Hoca took notes and thought on how she could relate the class to the students' lives: “I plan, certainly take notes on the coursebook. I think what I could ask before reading, for them to better grasp the text or relate it to their own lives⁵²³” (I2).

Regarding preparation for classes, Hale Hoca said she checked the vocabulary in the book, how to pronounce some words she did not know, what she could add to the cultural content in the unit and added this did not have to take long hours: “At least you can take a look and it's not hours of preparation, even 15 minutes can be enough sometimes for preparation⁵²⁴” (I1). Similarly, Nalan Hoca said she read the reading material beforehand, thought if there were any other points to raise students' awareness such as bringing up disabilities too while talking about abilities in the reading material, and added: “Are my children capable of reading these advanced readings? Not really, but I read, comprehend it. I think about how to make it simpler and tell the kids that⁵²⁵” (I1). Nil Hoca said it was so obvious that she was an English language teacher as she carried out a huge bag of her materials of word cards, supplementary books, a DVD player, her laptop all the time to be prepared in all cases: “We need all of them. I don't

know when I need it, so I don't know where the lesson takes you⁵²⁶” (I1). Additionally, Aylin Hoca suggested the materials should be appealing to students and as she prepared such materials, her colleagues asked her what she prepared new: “For example, we will give an assignment at the weekend, my sheets are usually photocopied. I want things to be different, and there are lots of resources on the Internet. My sources are used more⁵²⁷” (I2). Erdem Hoca gave an account of his compartmentalized preparation process:

I divide lesson preparation into three: the preparations I make, the preparations made by the student. the third part is not any preparation, but the situations that develop at that moment. This first preparation is already about the lecture, which I have already comprehended myself, summarized and stated in a nutshell, so to speak, that I have not added too many details.⁵²⁸ (I2)

Erdem Hoca then told he gave the foundational grammar or vocabulary beforehand for the students to get prepared for the class, encouraged the students by giving the basic structure of the topic and added that teaching in one class also functioned as a form of preparation for the following classes: “I have a preparation in my mind. The instruction, the necessary texts to reflect on the smartboard are ready. If the topics are similar, things I do in one classroom can be considered preparation for the other⁵²⁹” (I2). As a graduate of a teacher education program, Hale Hoca stated she had kept and used the materials from the whole pre-service group’s micro-teachings, consulted some source books on grammar or teaching methodology, checked online dictionaries to give collocations if needed:

If I'm to find visuals or reading texts, I get help from the Internet. Depending on the activity, I can get help from a magazine or a newspaper. if I'm going to teach a structure, I definitely get support from a grammar book, think on extra words to give.⁵³⁰ (I2)

Likewise, Nil Hoca utilized several resources: “I have sources from different publishing houses, I have archived sources. Of course, first comes acquisition tests and skill-oriented tests. I first check these sources; anything becomes a source for an English teacher⁵³¹” (I2). Furthermore, Nalan Hoca made sure she went over what was in the book for each unit and each grade level in terms of vocabulary and grammar and summarized her preparation: “I use the coursebook and the Internet. I also have other sources like grammar books and so. Sometimes, I prepare handouts of questions and examples or a reading text⁵³²” (I2). In Reyhan Hoca’s practice, being prepared for

unexpected technological problems as she really liked to use technology in class or having a back-up plan all the time were prioritized: “If there is a reading text, I'd have a backup to ask the class questions or prepare it myself. I have a spare worksheet, a spare topic, a spare plan⁵³³” (I2). Moreover, Selim Hoca said he always knew very well at the beginning of the year what was ahead of him in terms of the curriculum, checked whether the fun elements he incorporated into the classes would be still fun for the learners and added: “I start by thinking about what I'm expected to teach, what I can add. I think on how to individualize, differentiate it. I know that my class will be 40 people, but unfortunately, I still think on it⁵³⁴” (I2) and said he also got prepared for the individualized instruction.

After planning and preparation, the early career English language teachers underlined that there was constant adaptation in instruction: “Let's say that I prepare an exercise, I use it in a classroom. I see shortcomings there. I apply it in the second classroom so that it has overcome the shortcomings, their results are different⁵³⁵” (Aylin Hoca, I1). She further took the students' reactions as criteria: “I use the same thing in the other class seeing and completing these deficiencies, because student reactions and the time they need to understand change automatically because there's an individual difference. That I think allows me to develop⁵³⁶” (I2). Nalan Hoca, as well, told she tried to connect lesson topics into things that the students could relate to on social media or in real life and emphasized the changing nature of the instruction:

I'm trying to keep it rich; I utilize social media a lot. I get stories from current people to catch the students' attention, a familiar name comes up, or I start with that familiar name. I explain the topic. For example, it's about the environment, I say define the environment first. I speak in Turkish, then I say let's talk about it in English, and I act a little according to the class and situation.⁵³⁷ (I1)

The need to align with emergent needs in class made Reyhan Hoca realize something about teaching: “each class is different, it is necessary not to be stubborn, it is necessary to make changes. I need to find something else, teaching is very much about tracking⁵³⁸” (I1). Erdem Hoca argued the change and adaptation was a part of the job: “We have to make the planning a little flexible. You can't make a strict plan and think, I'll do it this minute, I'll give that, now I'll do this after that video due to the nature of the job⁵³⁹” (I2), making the job both structured and impromptu in line with the needs for the content teaching or the engagement of the students. Nil Hoca stated the timing

could also change in each class: “sometimes it takes longer or shorter than I plan. In such cases, listening audios, a song or a video in my archive that is related to the topic come into play⁵⁴⁰” (I2). Similarly, Hale Hoca commented on her own practice:

let's say that I explained a grammar topic. The class actually directs it a little more, I teach every class the same thing, with the same technique. But in fact, the process changes a lot, sometimes something intervenes. I can't describe that atmosphere, but depending on the atmosphere, what I explain changes a lot, it can turn into something else.⁵⁴¹ (I2)

4.2.1.1.2. The Content of English Classes

The next sub-category under instruction was the content of English classes. Several early career English language teachers stated that they built on the existent curriculum and the coursebook provided by the MoNE, which was expected due to the mandated curriculum for the state schools. Aysel Hoca said she took the MoNE as a basis and commented: “What the MoNE offers isn't very bad, no. If you're already a good teacher, you can add a lot to it, (...) but of course, because our children want much more, we can produce, offer lots of materials, activities⁵⁴²” (I2). Erdem Hoca said although extra commercial materials were not allowed at state schools: “Because we are in a state school, extra material is forbidden, so only the state helps in selecting the materials⁵⁴³” (I2), he interpreted the coursebook in a way to make the content of the class more effective:

As long as we cover that syllabus, we may not choose to stick to the book too much. Some preliminary information that is not included in the book, that is, the preliminary information that the book wrote there under the assumption that it was learned in previous classes, but the children are not ready, sometimes we explain it on the board, I don't necessarily have to write exercises. I can present the material in a very different way.⁵⁴⁴ (I2)

Ece Hoca exemplified the materials by the MoNE that she used: “I use the MoNE achievement tests, listening audios of the coursebook, and the active book on the Smartboard. I don't do much else⁵⁴⁵” (I2). The MoNE coursebook was the primary source of the content for the classes (e.g., Hale Hoca, I2; Nil Hoca, I2; Onur Hoca, I2; Reyhan Hoca, I2), the early career English language teachers brought extra materials from time to time: “I give extra vocabulary in class as much as I can. Although we can't use source books, I give the vocabulary in those and do activities around them⁵⁴⁶” (Zehra Hoca, I2).

In addition to the reliance on the MoNE materials, the early career teachers gave examples on how they expanded the content of their classes. Nil Hoca benefited from her literature background: “While studying literature, we took Cinematography courses and learned to read the films. Because we watched films very intensively then, I can give examples. or I immediately think of a literary work, I can use sections from books⁵⁴⁷” (I1). Nalan Hoca, mentioning the help of the literature, explained how she enriched the content: “There is a syllabus given by the MoNE. I add extra videos parallel to it. I bring listening exercises. I translate. Apart from that usual materials that the MoNE offers, I add something on my own ⁵⁴⁸” (I1) and added she tried to keep her instruction up-to-date. Both Nalan Hoca and Ece Hoca also brought up things they personally read and might be of interest to students: “Something you've just learned, just read, just watched, you immediately share it in class⁵⁴⁹” (Nalan Hoca, I2), “I can share something interesting that I read from that website with the children the next day⁵⁵⁰” (Ece Hoca, I2). In addition, Selim Hoca built on the coursebook and decided if he needed to improve the content: “If I like the story of the book, if it fits that class, I use it. If it's not, it comes to my mind watching a movie I can cut out this part to teach that, I use it⁵⁵¹” (I2).

Some of the early career English language teachers stated they included the culture in their classes. This was one of Aysel Hoca's aims: “I want to teach learning to speak English, to know this culture, and to use it⁵⁵²” (I2). Erdem Hoca commented the cultural flow of information still happened if it were not for the readings directly focusing on a cultural object such as a site of attraction and added: “There is certainly some transfer of culture. Even if there isn't, we need to do this transfer over texts since students will necessarily come across with different cultures while using this language⁵⁵³” (I2). Ece Hoca argued the coursebook of the MoNE either lacked a cultural focus or did it so superficially that it removed some celebrations and so on. However, she did not understand why the cultural content was left out and tried to focus on cultural issues herself: “For some reason, it is not desirable, so I tell children as much as I could, there is such an activity, there is such a tradition, there are such proverbs or such idioms that they also use⁵⁵⁴” (I2) and added it would be futile to detach the language from any cultural content: “Using the Internet when they leave school, every time they are exposed to this language, they already see the culture of the opposite side in every visual, videos, games in fact⁵⁵⁵” (I2). She said she sometimes

thought it would be more meaningful to learn about other cultures rather than certain grammatical structures: “Sometimes I feel like when the student learns something about other cultures, her/his horizon will expand ⁵⁵⁶” (I2). Nalan Hoca put emphasis on the need to include global cultures like Turkey or India and stated: “I never teach English by underlining their religious beliefs, holidays, eating and drinking culture or something like these, I just say that this is the key to opening up to the world⁵⁵⁷” (I2). Quite unconventionally, Aysel Hoca said she covered referencing styles and citation rules with her 11th-grade students as they were high-achievers: “Their levels are also perfect thanks to the preparation year, currently close to the university level. I prepared my program for 11th grades while thinking about whether they will be able to use it at the university⁵⁵⁸” (I2) and the coursebook of the MoNE was too simple for these students and thus she included: “I now teach how to write an article, what the rules are, how to cite or give credit to someone, the APA and MLA styles with my 11th graders⁵⁵⁹” (I2).

Another point under the content of the classes was the focus on speaking and listening skills. Firstly, Onur Hoca stated he gave utmost importance to speaking skills in order for students to use the language in daily life: “I'm just trying to make speaking practices with 5th grades. The children can at least learn to say hello, how are you to others. They can learn to express themselves, to give directions or describe a problem they have⁵⁶⁰” (I1). Reyhan Hoca included the listening in the coursebook: “I make use of the smartboard easily by uploading listening parts in each unit⁵⁶¹” (I1). Moreover, Nil Hoca also incorporated listening tracks from other publications: “I keep English books from different publishing houses, they have listening tracks as mp3. I listen to them; I add it to the lesson if there is a listening part suitable for the unit⁵⁶²” (I2). Zehra Hoca also reported that she put emphasis on listening and speaking skills: “there's much focus on listening, and I also care because children learn on paper, but it isn't useful in learning a language. I also try to make speaking parts sometimes like going to the board, talking to each other⁵⁶³” (I2). Additionally, Selim Hoca adapted the listening sections on the coursebook: “are we going to open the listening track again? But I use it differently. I say I don't ask the questions written in the book⁵⁶⁴” (I2).

4.2.1.1.3. Delivery of the Content

The following category, after planning and preparation for classes and the content of the classes, under instruction was the delivery in teaching as could be seen in Table 9 below with the related categories:

Table 9. The delivery in instruction as acting as English language teachers

Emphasis on	Frequency (f)
(TCOG) Instruction-composition	
Delivery	
Instructional technology + Web sources	42
Engaging classes	46
Traditional elements	39
Communicative elements	18
Use/lack of L1	26
Other	23
Total	194

The early career English language teachers emphasized the use of instructional technology and Web sources, their aims and practices to create engaging classes, then elaborated on the use or lack of L1 in class, and traditional and communicative elements in their delivery of the lesson. They also shared views on adopting an eclectic approach or Content and Language Integrated Learning (CLIL), and strategy teaching.

Firstly, Selim Hoca said he made great use of instructional technologies in class; the Smart Board, the keyboard he carried with him, online tools to check the assignments and to give feedback on the correctness of the answers, class notes in soft copies, USB

drivers to distribute these notes so that the students would have more time to pay attention to the class: “I want them not to spend time writing, but to listen to the lesson, so that they will have more fun⁵⁶⁵” (I1). Aylin Hoca also benefited from different technological sources: “there are some websites and mobile applications about learning English, the EIN (Educational Informatics Network), I add these and all the interactive resources I can access to my lesson⁵⁶⁶” (I2). She further exemplified her use: “While preparing for the written exam, instead of giving a test I prepare one Kahoot in an hour, we do question and answer in a very fun way. It’s still tests but children find it fun⁵⁶⁷” (I2). Erdem Hoca used instructional technology more the earlier year: “Especially last year, when I downloaded the ready-made smart board app, I was doing all the listening there. But this year, there are all the classes in the EIN except for English⁵⁶⁸” (I2). However, Nalan Hoca used the MoNE online platform: “English content, lectures, books from foreign sources are on the EIN. I make them watch some content there. I give homework about a topic they listen to⁵⁶⁹” (I2) and added she advised the students the platform too. Several early career English language teachers said to have utilized Web sources: “there are videos explaining English that I’ve been researching on the internet. I use some of these. I download some of them in Mp3 format⁵⁷⁰” (Nil Hoca, I2), “articles from the Internet” (Nalan Hoca, I2). Instructional technologies were the biggest aids for Reyhan Hoca that she could not imagine how teachers used to teach without the help of it and explained her use: “

I really use technology a lot in my classes. You can upload any English teaching games and lectures in a USB and even our new books have smartboard presentations, which are very nice. these presentations include listening texts in textbooks, there are videos, and you can access it from the internet.⁵⁷¹ (I2)

She mentioned a lot of games and platforms: “I use Kahoot, Voscreen, Quizlet, Jeopardy games, YouTube video convertors, Google, PPT presentations online, websites sharing materials on grammar and vocabulary teaching, and the EIN (Educational Informatics Network)⁵⁷²” (I2) and commented: “perhaps I’m using too much technology because I don’t have to do the reverse⁵⁷³” (I2). Likewise, Zehra Hoca relied greatly on instructional technologies especially by the interactive presentations to be used on the smartboard. She even purchased these presentations herself at a reasonable cost. She did not make students write on the notebooks too much but rather gave presentations when her students would go up to the board and do the exercises on the Smart Board. She explained how these presentations were structured:

It publishes 1-year, unit-based as time goes by. As I told you before, these presentations are according to in the book, but for example, if there is activity in the book, it is just an article- very boring for the student. Putting a picture next to each question, or sometimes you click on the icons and the video opens. For example, when I was talking about a topic about (wild) animals, they added documentaries there in between.⁵⁷⁴ (I2)

Zehra Hoca further used the EIN (Educational Informatics Network): “There are short videos, listening tracks, reading texts and questions on that either true-false or else, they put all sorts of things in. For example, there are more words that are not included in the book⁵⁷⁵” (I2) and used it for assessment purposes too by giving placement tests and quizzes.

All of the early career English language teachers underlined their aims and practices to create engaging classes: “I want to teach English, my classes in a fun way, not in a boring way⁵⁷⁶” (Nil Hoca, I1), “you need to be a little more creative. If I'm bored by myself now, the student will be bored eventually. I'm trying not to do what I don't want to do to my students⁵⁷⁷” (Aylin Hoca, I2). Similarly, Aysel Hoca and Hale Hoca underlined they did activities they themselves liked too (I2). The engagement was achieved through various tools such as the activities requiring active involvement like games or appealing materials like songs or videorecording on a topic on recycling: “It made them very happy that I was videotaping them and that this video was going to be posted on the school's page and that they were in the main role there⁵⁷⁸” (Nil Hoca, I1). Nil Hoca's classes included such elements: “

I try to give different examples when I teach the lesson such as parts from the movies I watch. I try to use a song, I use visuals. For example, we talked about kitchens in a unit, I could bring tools that I use in the kitchen, I used a cooking video.⁵⁷⁹ (I2)

Nalan Hoca tried to achieve engaging classes through addressing multiple intelligences: “They will understand these words with the film, some by reading, some from listening, that is, I try to reach someone and approach them with multiple learning methods⁵⁸⁰” (I1). She continued she could create such classes: “I'm active, I'm interactive. it's not focused on solving questions, I make children look more broadly when they go through the topic while learning the structure⁵⁸¹” (I2). The aims were such that the students would deliberately choose to attend classes: “I want them to get a little excited before English classes, to wonder what they're going to do that day.

That's one of my goals. I want them to come to my class, regardless of exams or the attendance⁵⁸²” (Reyhan Hoca, I1). Aysel Hoca described her classes as fun: “I want the lessons to be fun, we study and laugh at the same time. I can define my lessons as lessons that teach the students while entertaining them a little more⁵⁸³” (I2). Also, Erdem Hoca said it was told he was to teach fun classes and added: “whether it's with jokes, whether it's with the engagement of the lecture, whether it's with the ease of the goals and gradually increasing the difficulty, without turning it into something difficult hard⁵⁸⁴” (I2). Onur Hoca stated he tried to look energetic as this would also influence the students’ attention and added: “I usually try to teach with games or try to find something from topics that might be of interest to them⁵⁸⁵” (I2). The attention paid by the students was also raised by Reyhan Hoca: “the student begins energetically, and this gradually falls during the 40 minutes. I try to keep that energy to the maximum, start with something that will interest them, give something visual, lots of activities and examples⁵⁸⁶” (I2). Selim Hoca kept the fun element in the natural flow of the lesson:

As soon as I disrupt the natural flow, I feel uncomfortable, and I have a rule that if the children have never had fun in class, I think it's a terrible lesson, I'm unhappy. If they never learned anything, they just had fun, it is for the worse. I have an obsession with the two going equally parallel.⁵⁸⁷ (I2)

In such engaging classes, the students’ active participation was underscored. Aylin Hoca put emphasis on the inclusion of each and every student: “I try to get all my students involved when I talk about the topic or do an activity. I mean, my students have never left a class without speaking once⁵⁸⁸” (I2). She said she checked online how other English language teachers taught the same subject and whether there were any elements that she could learn from those teachers’ ways of instruction. Furthermore, the speaking parts in the coursebook functioned as drama opportunities for her classes: “there's dialogue, for example, the students never sit down and read, they always come forward and do it in a creative drama. There, we use these gestures and facial expressions, and they pretend that these characters are themselves⁵⁸⁹” (I2).

There were both traditional and communicative elements in the early career English language teachers’ instruction. In terms of traditional elements in classes, the traces and influences of the Grammar Translation Method (GTM) and the Audiolingual Method (ALM) could be found. Firstly, Erdem Hoca believed this type of instruction

was helpful grounding on his own experience of learning the language: “There was a book called the Lado series. I think grammar-based education is also very good. Grammar is also taught well through trial and error⁵⁹⁰” (I1). He said he gave the basic grammatical structure “you have a formula that is so basic that you can understand the structure, not just by hearing examples through direct sentences, but by copying them themselves, as in a way that is promoted nowadays⁵⁹¹” (I2) and asked the students to convert the pronouns into another person, rewrite the sentences in a reading passage in a different tense: “They can make the same sentence in the past tense, and then tell it in a simple present sentence. I want to enable them to make these rewrites easily⁵⁹²” (I2) or analyzing reading texts: “I do the reading parts through analysis, it is not a translation of the sentence, why is this sentence structured this way, I mean the auxiliary verb, both the subject and the grammatical structure of the sentence⁵⁹³” (I2).

Similarly, Nalan Hoca said she made connections between Turkish and English grammar and aimed to achieve more understanding by the students: “I start the topic by asking how we talk about these situations in Turkish. Then I go into how we describe it in English. I continue by connecting it with both the mother and the target languages⁵⁹⁴” (I2). Ece Hoca said she translated in her instruction and came up with a way to diminish this: “I’m always translating. In order not to translate, I print Turkish versions next to the list of words at the beginning of the unit. I tell them to check it first when they want to ask a question⁵⁹⁵” (I2). It was the transfer from the way she was taught:

I’ve been taught this way, unfortunately, that’s what I teach my students. It’s what I disapprove the most: the GTM, unfortunately I use the same. When our pedagogical formation instructor said it was the most used method, I said it was ridiculous, why to use it. But, I use it the most now as I was taught that way.⁵⁹⁶ (I1)

Secondly, the ALM influences were mentioned in the early career English language teachers’ accounts signaling habit formation and imitation:

If I speak correctly and form correct sentences, they will imitate it, since language acquisition is something that can be done through imitation, I should be doing it correctly. (referencing to exams) just like a puzzle, you can change the sentence a little more and give answers, which is an imitation too.⁵⁹⁷ (Erdem Hoca, I2)

The back-chaining drilling was preferred by Ece Hoca when she broke down the sentences into several pieces and helped the students build up the sentence gradually

by going back to the beginning: “I’m going back by adding phrase by phrase and reading the same sentence aloud maybe six to seven times⁵⁹⁸” (I2) or she used the reading out loud: “I make sample sentences that they’ll come across the most. I always say you’ll see it in this sentence, have them say it out loud so that they hear how it sounds⁵⁹⁹” (I1) as her aim was such that: “I first tell then I write. I sometimes do role-play to make them hear. Grammar is almost never highlighted. I always teach through such dialogues like how to ask a question and respond. It goes like this⁶⁰⁰” (I2). Role-plays were mentioned by other teachers too: “it’s not detailed speaking, because they don’t have a chance to have a dialogue with somebody, it doesn’t continue for a long time but at least I make one ask a question then another one answers⁶⁰¹” (Hale Hoca, I2), “one of them asks, the other answers and then I change the roles, so we certainly make such dialogues⁶⁰²” (Nil Hoca, I2). The memorization-based games were also used in instruction in Ece Hoca’s vocabulary jar in class for which they wrote the words at the beginning of each of unit on colored cardboards as a class: “we cut them into small pieces and put in a glass bowl. We pull one, it writes Turkish on one side and English on the other. they compete with each other. The one who knows the most wins⁶⁰³” (I2), or in Nil Hoca’s vocabulary competitions to encourage learners to memorize vocabulary lists: “

I prepared lists of 50 words for the vocabulary contest. I handed out the lists, gave some time. (...) We eliminated students in the lessons by first asking the meaning from Turkish to English or vice versa and then checked their pronunciations and determined the best 3 students in each class.⁶⁰⁴ (I2)

Some early career English language teachers gave examples that could be regarded as communicative elements in their classes. Aylin Hoca, with her 5th-graders, said she employed student presentations in class: “I get students to make presentations. They need to express themselves, to meet technologies, the ability to present ideas in a crowd. A sense of responsibility is formed in this way and I want them to feel teaching⁶⁰⁵” (I2). Another teacher getting students to do presentations was Nalan Hoca: “It was very fun, it was very enjoyable because they prepared PowerPoint presentations themselves, we commented on their sentences, discussed the topic⁶⁰⁶” (I2), yet it took her three weeks, considering the limited class hours (two hours a week for each class), to go over all the presentations: “It took me three weeks to make presentations and it made me fall behind in the syllabus. It’s more beneficial for development but then I am unable to do what is asked of me⁶⁰⁷” (I2). Nil Hoca, as well,

made use of students' meaningful output: "I try to make the lesson enjoyable with different projects and assignments. For example, in the 6th grade they made videos in the weather unit, they became weather presenters⁶⁰⁸" (I2).

Aysel Hoca used movies with subtitles as a type of authentic materials: "sometimes we watch a movie and compete on it related to the scenes. It has subtitles in English, it becomes input for them because I think it is very important for them to hear regarding pronunciation⁶⁰⁹" (I2). She, at a high school, could play games such as vampires and villagers that were appropriate for the level of her students: "It is a conversational game based on discussion, I choose the moderators from the students in the classroom. We divide the students into two groups; they both direct and play the game in that group and have fun⁶¹⁰" (I2). She added their high-achiever school was such that students did "creative writing" through adding new characters to a novel they read, changing the course of events in that novel and discussed on the series they watched, worked on vocabulary items in these authentic materials (I2). As her students already completed a preparatory year of English at high school, she said: "Since they are already at a certain level, we do more activities. There is no repetition of rules in my class⁶¹¹" (I2). In a similar manner, Zehra Hoca used a website that showed scenes from movies and asked questions afterward: "When you do it for five to 10 minutes at the end of the lesson, it feels like watching a movie, they listen to English, they participate⁶¹²" (I2). Moreover, Selim Hoca had his own material pool that he checked every year for updates. He had this set of videos that took scenes from real life events or documentaries, watched them in class, and asked questions that could be answered mainly by using the grammar topic he would teach:

it should attract attention and should not feel like a lesson. Do or Die; the what would you do game, is ideal for this. I think it is very necessary when teaching conditionals. They say so much about what would you do anyway, when they hear it somewhere, they will perceive it anyway. I don't even have to say what it means.⁶¹³ (I2)

Another area that was focused was the status of L1 in the early career English language teachers' classes. Aylin Hoca and Aysel Hoca said they hardly spoke Turkish in classes. Apart from them, the teachers spoke both Turkish and English in various parts of instruction. To start with, English-only or almost so classes were reported by Aysel Hoca: "I speak only English in the classroom, we never turn to Turkish. It's partly due to the level of my students, of course thanks to the preparatory class, I don't need to

speak Turkish at all⁶¹⁴” (I1). Aylin Hoca referred to her teaching 6th-graders and underlined a moment of awareness: “It was very important for me when I saw that the child really understood and did the activity when I taught them for a month without speaking any Turkish⁶¹⁵” (I1), and then she came to the understanding that: “Since primary school, our English teachers have always used Turkish, I also use it when necessary, but I try to use English as much as possible, I speak Turkish only on extremely difficult situations⁶¹⁶” (I2). For the rest of the early career teachers, the medium of instruction was bilingual; they switched to Turkish if the need raised. For instance, Hale Hoca said she had used English as the medium of instruction before she started to work at a state school and she argued she should not have used Turkish at all, but this had changed:

I use very little English in this school. I have to use it quite little; I only use it when explaining the subject, apart from that, we have to translate many texts. We use Turkish. I use English less than half. After some time, the students lose attention because it is a crowded classroom.⁶¹⁷ (I2)

Ece Hoca as well stated that the students lost interest and said that they did not understand the class, and this made her go back and forth between English and Turkish: “There was also a lesson that I had without speaking any Turkish, but when I asked the children what they understood, they said nothing because they unfortunately want to understand it in Turkish as well⁶¹⁸” (I1). Nalan Hoca made comparisons between the languages: “I speak Turkish, then say let's talk in English if you want, drawing similarities between the two. I use English, but I make explanations in Turkish⁶¹⁹” (I2). Selim Hoca also introduced the topic in Turkish: “I say like today you will learn this, you can say this in Turkish, now you are to be able to say it in English⁶²⁰” (I2) and also gave an example: “for a problem and the advice, if nobody talks, I say, OK say it in Turkish, we will do the English together. Although I do not like it, I can do this sometimes⁶²¹” (I1). Onur Hoca mentioned a certain ratio of the two languages: “For now, I use 70% English and 30% Turkish because they understand better. Maybe after a while I speak English all the time to make them exposed, but for now I find it more appropriate⁶²²” (I1). Reyhan Hoca verbalized a shared self-criticism and argued (e.g., Hale Hoca, Ece Hoca): “Perhaps this is one of the things we are missing. We need to use English more⁶²³” (I1). Nalan Hoca agreed with her on condition: “Perhaps in some other places where the children were used to English, they were open to learning English-only lessons could be taught. This is my

criticism⁶²⁴” (I2). On this topic, Erdem Hoca using a certain amount of Turkish in his classes raised an honest questioning:

At first, I start with English in order to identify students who can understand English in class. I want those who can understand to raise their hands and express themselves. But I see that three out of 30-35 students can say something. One of them fully understands, and two of them have got words halfway through. What will I do with the remaining 30 students now? If I continue to teach in this way, you will have to go beyond the teachers’ rules and maybe even ethics.⁶²⁵ (I2)

There were other areas in instruction that some of the early career English language teachers laid emphasis on such as strategies teaching, the CLIL. Erdem Hoca summarized what he actually taught: “I teach them to learn English more than teaching them English. That is, how they look up the words they don’t know, how they memorize them and analyze the patterns, and how they translate sentences or use conjunctions⁶²⁶” (I2) so that his students would be able to do these on their own without the help of a teacher. Hale Hoca as well found the strategies teaching quite important and wished she was taught as she taught currently: “it might have been a little better if the teacher had made us find the keywords, guess with the skimming and scanning techniques on the meaning of the sentence or the paragraph⁶²⁷” (I2). Nil Hoca told her students how to study: “I tell them to study words first, then to start two weeks in advance and to study question-answer patterns⁶²⁸” (I1) similar to Nalan Hoca who gave “how-to-study tips” such as diary writing, listen to or watch content in English (I2).

Furthermore, Erdem Hoca and Zehra Hoca, both of whom had firsthand experience of the CLIL method and benefited from this, and Ece Hoca, who thought the method would give “more meaningful input” (I2), argued for the adoption of the CLIL method at schools. Erdem Hoca said he was as capable as his peer pre-service teachers when he went back to university after years thank to the CLIL instruction at high school: “I think this is very useful as we were exposed to English in military high school. And then (...) we had to take all our lessons in English⁶²⁹” (I2). Zehra Hoca as well stated:

I strongly believe in the CLIL system (...) at least for one or two lessons because the child learns about life while teaching science or math’s, by using metalanguage, saying grammar is such and such- I teach day and night- they don’t learn. If a child learns a lesson they are interested in English, it sticks.⁶³⁰ (I1)

Overall, the eclectic approach, of which the early career English language teachers also became aware at their teacher education either at the faculties of education or alternative certification programs, was proposed by all of them. Erdem Hoca said he utilized various ways of instruction: “I try to use all techniques; I can say that it is a plan that tries to use every method and does not fall within a certain plan⁶³¹” (I2). Hale Hoca said she had this purpose of blending the two broad orientations in language teaching methodology:

I want them to discover a little more like this. So, it's not me directly saying this how it's used. Actually, I can say it's a little more communicative through contexts. Also, I believe that the Audio-Lingual Method is still one of the most popular methods in Turkey. I had a goal of blending them both. But at the moment, unfortunately, it doesn't work that way, I can't.⁶³² (I1)

4.2.1.1.4. Assessment and Classroom Management

In assessment, there were several tools and techniques employed by the early career English language teachers: both traditional and alternative, both summative and formative, both of competence (knowledge of the language) and performance (skills) focus. Selim Hoca informed: “you can give practice exams of listening and speaking, but you cannot do both exams like this. You can have one classic exam and another practice exam if you want and have it as a practice grade⁶³³” (I2). To start with, traditional assessment and evaluation methods were indispensable at state schools. Aylin Hoca commented: “In the assessment part, since our country is an exam country, it is usually evaluated with written exams⁶³⁴” (I2). Ece Hoca gave vocabulary quizzes at the beginning of the units so that students could understand better the upcoming unit and answer the high school entrance exam vocabulary questions: “I definitely give a vocabular quiz at the beginning of each unit. First, I make them write the unit vocabulary and memorize (...) I ask 50 questions, two points each. It will still be asked in the high-school exam⁶³⁵” (I2), and gave written exams as follows:

One section is usually matching, one is reading, and another is grammar. For example, I asked “how about and why don't we” structures, how to use these two in the blanks given. Apart from that, there are certainly illustrations, it reads under the picture or, say, they match the words of tourist attractions such as mosque, palace, castle etc. with the pictures.⁶³⁶ (I2)

Nil Hoca adapted language achievement tests of the coursebook: “I say I will ask from achievement and skills tests, but I do not ask multiple choice, I turn the answers of

those into a yes/nor or wh- question actually⁶³⁷” (I2) and sometimes used vocabulary quizzes: “sometimes I can give vocabulary exams between units⁶³⁸” (I2). She said that she intended to test listening skills in the future and tested reading and speaking in rote exercises: “I check them via the photocopied materials for reading or the texts on the MoNE book. Or I understand it when they actively go up to the board and make dialogues after covering a topic⁶³⁹” (I2). Zehra Hoca also gave vocabulary quizzes: “I do a lot of vocabulary quizzes. Children cannot memorize words. I am against rote memorization, but it is not possible without memorizing words, but I don’t give more than 20 words from each unit⁶⁴⁰” (I2). There were differing practices. Hale Hoca said she did oral exams: “I do verbal quizzes a lot. Sometimes I ask the meaning in Turkish, sometimes I read it aloud and they write it on the board⁶⁴¹” (I2). Reyhan Hoca said they tested translation abilities as quizzes: “we make translation exams for the first performance grade. as it’s a vocational high school, we make them translate only sentences instead of paragraphs as it used to be. They’re free to use dictionaries⁶⁴²” (I2).

Assignments were a part of the assessment for the early career English language teachers. For instance, Erdem Hoca graded assignments and took them as feedback points for the whole class: “Just as I use the texts in the book, what students write with all the mistakes serve as a preparation for the exam. I explain, if you write like this, you will be wrong here and so on⁶⁴³” (I2). Nalan Hoca said she gave homework building on the coursebook content such as asking for a descriptive writing for a touristic place or assigning to write about a topic such as recipes to teach imperatives or the passive voice. She argued to have worked on the rationale of these assignments: “I underline noting I did not understand what you want to tell here, if I have given an assignment. I check homework in great detail. I say, they’ll learn via assignments what is missing and then complete⁶⁴⁴” (I2). Reyhan Hoca, against homework before her teaching experience, stated: “if there’s something in the teacher’s book that I think it would be better if they got prepared beforehand, I assign them those activities especially for weekends⁶⁴⁵” (I2).

In addition to competence testing, traditional or summative assessment techniques, there were some alternative ones employed by the early career English language teachers. Aylin Hoca used in-class observation as assessment of skills: “Since we are

constantly speaking and listening, I evaluate them via my own observations whether they can speak, understand it when he reads or hears something⁶⁴⁶” (I2) and mentioned their annual year end show: “We have theater shows, a few different ones that take place in the class. they create their own characters, recite poems or we add them if they also write any. It is also an evaluation for me⁶⁴⁷” (I2). Aysel Hoca explained her school’s testing all four skills:

We need to record the practice exam grades on the e-school system; we refer to the activities in class for these grades. For example, I evaluate and observe speaking skills in game we play or writing with a story writing or introducing someone assignments. We consider all these including the in-class presentations. For listening, I prefer to use authentic audios and give the exam based on it.⁶⁴⁸ (I2)

Similarly, Erdem Hoca said the written exams consisted of authentic listening materials, reading texts and writing sections (I2). The only part he had difficulty in was the assessment of the speaking skills: “it’s such that we still try to teach while giving the speaking exam. I have to use the exam both to grade and teach since it’s their weakest skill⁶⁴⁹” (I2). Nalan Hoca’s evaluation of skills looked alike: “we have a listening practice exam. We only do the listening exam because we’re in a very crowded school. I try to complete the writing with the assignments. For speaking, I evaluate the in-class interaction ⁶⁵⁰” (I2). Selim Hoca gave listening, speaking and writing tests on different days. Reading was already evaluated in the written exams. For listening, he said he used authentic texts. For speaking, he told students beforehand that any speaking topic on the coursebook could be asked and they would use the class hours for the speaking exams as there were no extra classrooms available (I2). However, the lack of spare classrooms took his class hours due to several reasons as can be found in his fair questioning:

I wanted it to be of use to do the practice exam in class. I wanted those who think they would speak less to get encouraged by the answers of those who could speak. Believe me that I know it’s wrong but there’s not such a possibility at state schools to find an empty class or administer the exam one by one. Even if I’m willing to spare my own time, it’s impossible since the room we empty gets full of other students in just five minutes due to our double-shifting school.⁶⁵¹ (I2)

Providing extrinsic motivation was a part of the assessment and evaluation practices of the early career English language teachers. Ece Hoca stated taking the vocabulary quizzes into consideration: “there are 10 units and I give 10 quizzes. I tell them that I’ll calculate the average of these quizzes and it’ll be their first participation grade.

only then, they study⁶⁵²” (I2). Hale Hoca argued it served to promote learning: “I ask three words, if the students know two of them, I don’t give a plus. If s/he knows one or none, s/he gets a minus. Getting all three correct, I give three pluses at least to encourage them⁶⁵³” (I2). Zehra Hoca also underlined the facilitating effect of the quizzes: “they study if there’s a quiz, they get quite high grades too. Since they can’t get good grades in the exams requiring further understanding, their quiz grades increase their overall grades⁶⁵⁴” (I2). Erdem Hoca added he tried not to give too low grades: “I try not to discourage them that they don’t even want to look at the book, so I try not to give low grades⁶⁵⁵” (I2). Reyhan Hoca mentioned she kept a chart where she gave plus or minus notes for attendance, bringing dictionary to class, keeping a notebook etc.: “as there is a plus or minus for it. but if not, they never turn to the book. (5 hours of class in the 9th graders- important influence on the overall grades) otherwise, they don’t see the class important⁶⁵⁶” (I2) and added she would prefer to have convinced the students about the vitality of the class and their time spent there.

There were other teachers who kept charts to follow the development of the students or for assessment and evaluation purposes. For example, Erdem Hoca said there were different categories of plus and minus points and this provided him the opportunity to evaluate the whole process since he thought it would be unfair to evaluate students on one single performance either in an exam or a quiz:

there are five or six categories that I give a plus; participation in the lesson, answering a question I asked at that moment in the lesson, finding the correct answer with the brainstorming method, participation in speaking, different for each. Likewise, giving a minus is also another process; sleeping during the lesson, making noise, disturbing others, not bringing a book, not bringing a notebook causes separate minuses. So, I see that I have fully evaluated the process.⁶⁵⁷ (I2)

Furthermore, Nil Hoca had her daybook where she noted down the progress or decline in the students’ performances and took those as reference points to give feedback or offer encouragement:

I observe them making sentences to see who can do well and who cannot, I have an agenda that I note down my observations. Some of my students are really interested, participative at the beginning of the year but lose their interest by time. I tell such students that they might be one of the best and advise them.⁶⁵⁸ (I2)

In all assessment and evaluation processes, the early career English language teachers underscored the content validity of the tests, quizzes, assignments and performance

exams. For instance, Hale Hoca put emphasis on ensuring the content validity that she said she did not ask anything that she did not teach: “nor do I teach anything I wouldn’t ask. For example, I say that a word is important, underline it for the exam. Maybe, I don’t ask it in vocabulary but in reading. I’m very careful to ensure content validity⁶⁵⁹” (I2).

The final category from the early career English language teachers’ accounts regarding instruction was classroom management. In this vein, Selim Hoca stated he tried to keep students busy with the activity or the content: “I try to give them an activity that requires them to be silent. It doesn’t always work; I admit I don’t do it perfectly. it works most of the time, though not always⁶⁶⁰” (I2). Aylin Hoca also built on good relations: “since children love me, they automatically do whatever I say. Or they enjoy doing something I ask⁶⁶¹” (I2). In practice teaching, Zehra Hoca was fearful of her ability of classroom management. However, having one’s own class changed the situation: “it isn’t so when you have your own class, you can get control from day one, it is not that difficult⁶⁶²” (I2). Erdem Hoca experimented various strategies for classroom management and deduced: “(being firm, nice, friends with them or authoritative). You see that whatever you try works for some children not for others. You have to be honest. If you become a part of them, classroom management happens on its own⁶⁶³” (I2). Ece Hoca relied on successive activities: “I don’t want to be a teacher who gets angry. That’s why I always try to make the class so full of activities⁶⁶⁴” and added this might have been the only difference between her and a very experienced teacher: “Maybe I am doing an immature act in classroom management. And the teacher of 20 year-experience is doing it better than me. Because it is something gained through experience. That might be the only difference⁶⁶⁵” (I2). On the other hand, Nil Hoca reported a self-criticism on her classroom management:

In the classroom management, it is to manage the mischievous student by making her/him keep a flash card on the board, hand out photocopies. I tried them all. I made her/him go the board, and s/he does worse, leads there. Not only a plan B, but many backups are needed. I find myself inadequate in this regard. When teachers ask for advice about classroom management, it brings some weakness with it about that teacher. So, one becomes a little hesitant.⁶⁶⁶ (I2)

Onur Hoca felt that successful classroom management was a marker of teacher development: “if my classroom management is good, if I proceed fast and feel experienced, and if I don’t feel any discomfort, if I start the lesson and take the

attendance as soon as I enter the class, I know that I'm improving⁶⁶⁷" (I2). The ability to deal with anger and student misbehaviors was also proposed by the early career English language teachers. Several of them stated they were doing well in this sense: "one of my characteristics has helped me a lot, my calmness. The students also realized this and said that how nice it was that I don't angry with them⁶⁶⁸" (Reyhan Hoca, I2), "I don't hold grudges against students, I make them continue learning or participate in the class even something negative happens. I ask them something they could know and give a plus⁶⁶⁹" (Erdem Hoca, I2). Some of the early career English language teachers reported high-pitched teacher voice: "I can't use my voice properly; I have a high-pitched voice. I used to shout, but it didn't work. Now, I try not to do this⁶⁷⁰" (Ece Hoca, I2), or louder teacher voice: "I'm aware that I'm mistaken because I get too angry and scold them. It's so tough at the moment but am I effective? I don't think so, I wear myself out⁶⁷¹" (Nil Hoca, I2), "a student prevents those who want to learn, causes problems, behaves disrespectfully. I can't punish that student. But I yell, it exhausts me. But right after I scold, I smile because I don't want them to get offended⁶⁷²" (Onur Hoca, I2) in such cases.

4.2.1.2. Teaching as "Commitment"

The views the early career English language teachers hold on teaching were analyzed and their comments on the nature of the job and their mostly student-precedented aims revealed that teaching was interpreted as a high form of "commitment".

Table 10. Teacher cognition on teaching as English language teachers

Emphasis on	Frequency (f)
(TCOG)Teaching- commitment	
Nature of the job	57
Aims	
Student-precedent	168
Teacher-precedent	66
Total	291

The emphasis on teaching as a form of dedication to the job and the students was profound. The above table summarizes the overall categories about teaching according to the early career English language teachers' narration of their experiences.

4.2.1.2.1. Nature of the Job

To start with, teaching as a job was argued to have some inherent features that determine the nature of the job such as its construction on fairness, being more than a job only or a form of art, and open to question features like being hard and divine or not. Teaching was decided to be a job that required utmost righteousness and equity. For example, Ece Hoca stated it was about whether a teacher could spend a class hour with a clean conscience: "It's about how you treat them equally without offending or othering anyone, and how you spend those 40 minutes in a way that you have a clear conscience the most⁶⁷³" (I1). It was the main thing that Hale Hoca did at her school:

The only thing I try to do here is to be fair, it's very important for me here. There are so many naughty children, it is very important for me to gather them up, at least silence them and move on with the hardworking ones, at least to do justice to them to learn. I do have a clear conscience regarding this.⁶⁷⁴ (I1)

Both Selim Hoca and Erdem Hoca who felt they were done injustice (respectively in the practice teaching and an exam at school) argued they strived to be fair teachers: "I try to be fair in grading, punishment, lecturing in a way that all can listen to it⁶⁷⁵" (Erdem Hoca, I2), "fairness is my key. I'm responsible for it in the class, this is something good. I like to say when it's unfair, which could be done in teaching too⁶⁷⁶" (Selim Hoca, I2). Nil Hoca commented on how successful students were generally included in out of class activities or competitions and questioned whether this would have been fair to less successful students: "we generally include successful students in such things, but this time I said why not to include average students so that they could take one step further, the others are already ahead⁶⁷⁷" (I2).

Teaching was not only a job for the early career English language teachers. It was a part of Aylin Hoca's overall personality and character and urge to share: "Teaching English is like drinking water and eating to me. it's something of my nature now. I feel incomplete when I don't teach it ⁶⁷⁸" (I2). Aysel Hoca saw teaching not a job, but more than it (I2). Hale Hoca argued it was a job that required commitment in one's whole life: "it's a job in which you live a student-focused life. It's not like being an engineer

or a doctor, which ends in the workplace. Teaching covers your whole life⁶⁷⁹” (I2) and she felt as teaching as a job became their identities, teachers sometimes were subjected to judgmental reactions: “this identity sticks on us (teachers cannot wear ripped jeans). At school or when I teach my students, I’m a teacher. But in my normal life I am just me (...) I’m a teacher but I’m a human too⁶⁸⁰” (I2). Once one became a teacher, she always became so: “the most important keyword I have just said is personality. I think teaching is a personality⁶⁸¹” (Hale Hoca, I2). Similar thoughts were shared by Nil Hoca: “when you become a teacher, you are so 24/7, for a lifetime. It is first a life, I mean, it’s being shaped in certain ways⁶⁸²” (I2) and she continued to explain: “Because when you become a teacher, your whole style changes, that is, your social sensitivity increases, your sensitivity to humanity also increases⁶⁸³” (I2). It was not a job that anybody would be able to do: “it’s not just any profession, teaching could only be done with love by someone who loves children, who really wants to teach⁶⁸⁴” (Zehra Hoca, I2). The teacher they were and the person they were did not fall far from one another, the two were rather intricately interwoven: “I don’t pretend at school either, I’ve the same self both at school and at home. I’d get tired if the two were separate. There is no such thing that taking on a different role. I’m always the same⁶⁸⁵” (Selim Hoca, I2).

Furthermore, teaching was a form of art for Erdem Hoca and Selim Hoca, both of whom emphasized several parts of teaching that could be counted so in all interviews. On the one hand, Erdem Hoca’s rhetorical question was relevant: “Isn’t teaching actually a theatre play every day? As one teaches the lesson as if a play, it’s actually being a theater actor detached from her/his life that day and constantly telling something⁶⁸⁶” (I2). He saw a clear connection between drama and education and commented that he loved to perform a play in front of his students every day and that English was also very suitable for doing that: “I do many lessons with role-plays. I teach the words as if I’m in a theatre. I’m trying to explain words in an interesting way as should be. Actually, this is also a work of art⁶⁸⁷” (I2). On the other, teaching was a performance art for Selim Hoca: “I wanted to be a person who does that stage performance either it’s in sports, theatre, music. I want to be such a teacher who could do the job like performance arts⁶⁸⁸” (I2) and his teaching looked like a performance art when the audience could not tell how fast the time went:

I see my lesson like that right now, frankly. I'm going to do my performance, it's not just my lecture, I can also make the class do something, which is preferable, then I'll come back. I love when people say how easy it is for things, they have difficulty in understanding or when they don't realize when the bell rang, or the lesson ended. I love that uh-huh moment.⁶⁸⁹ (I2)

At times, the early career English language teachers felt that the society judged teaching as too easy. However, there were objections: “You come at 9 a.m. and leave at 3 p.m. (...) but we do a lot. We develop the child in every aspect, not only language, mathematics, but also, we raise socially developed, self-confident individuals⁶⁹⁰” (Aylin Hoca, I2), “There is such a perception that if you cannot do anything, you will become a teacher. You can't stay there for 40 minutes without doing anything⁶⁹¹” (Reyhan Hoca, I1). And there were agreements: “There are certain difficulties, but it is not a rocket science⁶⁹²” (Ece Hoca, I1), “The important thing is to love something, that is, one can do anything if s/he loves the job⁶⁹³” (Nil Hoca, I2). Another point in relation to the nature of the job in the early career English language teachers' statements was whether it was a divine job or not. Aysel Hoca thought it was “indeed a divine job” (I2). Ece Hoca argued against this on condition: “I don't think it's a sacred profession as much as exaggerated. It actually depends on how you do it. The unconditional love I show to my students is sacred but there are fellow teachers who cannot do so⁶⁹⁴” (I1). Likewise, Selim Hoca stated: “I am not doing this as a fairy godmother. When my students and colleagues appreciate me, it means I am doing the right thing⁶⁹⁵” (I1). Onur Hoca also commented on whether the job was of special nature: “I am an English teacher. I mean, I don't say this myself as if it was very different, special or chosen. I work in the English branch in the teaching profession⁶⁹⁶” (I2).

4.2.1.2.2. Aims in Teaching

When it came to the early career English language teachers' aims, the analysis revealed that it was possible to group them as student-precedent and self-precedent ones. The two sets of aims were complementary to one another.

4.2.1.2.2.1. Student-precedent Aims

First and foremost, the whole person or character education aim was underscored by the early career English language teachers: “First, I try to teach them what kind of

person one should be. Teaching is not just teaching a lesson but contributing ethics and values to them⁶⁹⁷” (Aylin Hoca, I2), “I want to raise my students as respectful people. Before teaching the language and how to apply the rules, I want to teach how to communicate with people with language education⁶⁹⁸” (Aysel Hoca, I1). Moreover, Onur Hoca laid a great emphasis on character education and regarded this aim vital: “Most of the kids have some misbehaviors, I talk about them. I want them to learn moral and national values, societal issues, cultural traditions, that's it. It's the most important thing I have to give to a student now⁶⁹⁹” (Onur Hoca, I2). Contributing to students' character growth and values was what he was striving for and what he regarded a teacher should have done: “I think the teacher should do this right now in this society, children don't need anything else⁷⁰⁰” (I2). Erdem Hoca sometimes taught life lessons if, for example, a student mocked another student in class after a mistake and he said he would be willing to spare a few minutes on fixing this attitude:

If all the other students were able to take it as a reference point in their lives, that would be the biggest gain for me. If that few minutes will come back as a positive behavior for a lifetime, then I will feel that I am not only a lecturer but also an educator.⁷⁰¹ (I2)

Reyhan Hoca argued for the necessity for students to attend extra-curricular activities: “I do care that students are active outside the school. if there's a sports event or a knowledge contest, I want them to participate. Maybe, they have debate skills or other skills and I miss⁷⁰²” (I1) as this would make students more adept in communication and growth of social skills. The bottom line for her, like other teachers, was that being a proper person mattered:

One can be very successful in the class, but the important thing is to be a good person. I really want, not to just say this, but to be a teacher who embraces the children in all aspects. In other words, besides being successful in the class, being able to help a friend is important. I want to be a teacher who raises good people.⁷⁰³ (I2)

In addition, Ece Hoca underlined that education of an individual was far more than comprehensive teaching the content: “Actually, we always knew the teaching part of the job. But now I say that the education part outweighs, it is important to be able to educate the children rather than what you teach⁷⁰⁴” (I2). Nil Hoca shared this concern: “I would like to be seen as a teacher who opens the horizon for them, carries them one step further, teaches national and spiritual values, let alone achieving the learning outcomes⁷⁰⁵” (I2).

Another prevalent aim was an altruistic and transcendental one. Nil Hoca said the district she was appointed to, was such that she felt very pleased to be able to work with the students who had limited access to resources: “Reaching people who cannot reach this educational opportunity with their own financial means is a very different spiritual feeling⁷⁰⁶” (I1). She further elaborated on this aim: “I want to educate students ready to embrace the world, having a view of life including sensitivity, not students who think in limitations, and I want them to use English for this⁷⁰⁷” (I2). She proposed being able to “give with love” (I2) changed one’s whole view of life and called teaching as “a transaction of spirituality” (I2). In a similar manner, several early career English language teachers devoted themselves to reach out to students and to touch their lives. Erdem Hoca mentioned this aim of his and from his own tumultuous journey after hardships ending up in teaching, he realized: “I see what people can do when given the opportunity. So, I’m trying to do my best to give all people this opportunity⁷⁰⁸” (I1). He emphasized and elaborated on this broader aim: “I want to be such a teacher that touches students’ lives in a positive sense and creates a change not only in their English knowledge but also in their lives⁷⁰⁹” (I2). Moreover, Ece Hoca agreed with a thought once she found cliché: “It will sound very cliché, maybe it did to me when I heard it, but now when I experience it firsthand, I agree with that the unconditional love they show you, to touch someone’s life is invaluable⁷¹⁰” (I1). Touching lives was beyond their classrooms. For example, Hale Hoca remembered a student who had difficulty in pronouncing some certain sounds in her own language; Turkish. She remembered she told the students that she had realized a problem and had belief in the student to overcome it: “However, I didn’t have such a belief because I didn’t know. I gave her some words with the letter -ş. It’s Turkish, completely unrelated to my field. I told her to memorize them and she’d see she could do⁷¹¹” (I1) and helped her to overcome this speech disorder by practicing several sounds with her during the recess times: “I touched that student’s life, I had a very different connection with him as mine (referring to teachers), I believe everything should be taken care of with love⁷¹²” (I1). Reyhan Hoca appreciated her teachers’ efforts likewise and said she aspired to touch lives: “maybe another child talks about me like this in the future. I could also touch he/his life. My aim that I can’t achieve is to reach every one of them⁷¹³” (I1). Teaching was, in a manner of speaking, a way of returning favors too: “because my teachers in the past did the same to me⁷¹⁴” (Erdem Hoca, I2), “It’s all

about the care I received back then, it's like a favor, I want to do the same. when someone does it to you, you also feel responsible for it and do it to another person⁷¹⁵" (Hale Hoca, I2), "I want to continue doing this because my teachers taught me, shaped me⁷¹⁶" (Reyhan Hoca, I1). Lastly, Selim Hoca put emphasis on his aim to integrate students into life and society: "Often disadvantaged children are in public schools. Maybe they will be lost. They may have a talent that they don't know at all, sometimes like learning English. I saw before I did this, it's something important for me⁷¹⁷" (I2).

After character education and altruistic aims, the focus was on learning of the students. The first goal was undoubtedly to get students like to learn and classes: "My goal was that they would love to learn. I think I proceed so. My goal hasn't changed. I can't teach a person who doesn't want to learn English anyway, I can only make them want to do so⁷¹⁸" (Aylin Hoca, I1), "my aim in teaching English is to get them like the foreign language⁷¹⁹" (Nil Hoca, I1). Aylin Hoca further added she got positive feedback from the students' reactions: "Without loving a lesson, one cannot be successful in that lesson. I haven't heard so far any of my students complaining about English lessons⁷²⁰" (I2). Hale Hoca stated she did not want her students to have fears of failing: "I am a little more in favor of the children. I don't want them to be afraid of getting low grades. Rather than suffering from exam anxiety, I want them to learn⁷²¹" (I1). Aysel Hoca took this aim as her first responsibility:

I think my first responsibility is to make them love this, that is, to make them love the foreign language not as a lesson but in a different way, as a language and as a cultural tool, also to explain this to them. And I think I slowly achieve this⁷²² (I2)

Additionally, Nalan Hoca commented on how she wanted her students like to learn not only her English classes: "I also want students to enjoy when they attend my class. I also strive to at least ignite that sympathy for the language, to learn not only the lesson but the knowledge itself in general⁷²³" (I2). Zehra Hoca thought it was crucial for her students to like to learn English as it would be a determining factor for all of their future education: "I aim to win students' hearts, to make them love English, to explain the importance of English, to teach how to learn English to get them interested. As long as I can do that, I'm a good teacher⁷²⁴" (I2).

Afterward, the early career English language teachers underlined the aim for successful communication rather than learning about the language. Aysel Hoca laid

great emphasis on being a competent user of the language in varying contexts: “first of all, I want to teach how one should communicate, that one should respect someone else, what one should say in what context, how to address people⁷²⁵” (I1) since she said she wanted the communication among people to strengthen and she could teach her students to pay respect to each other. Similarly, Onur Hoca argued the main tenet of learning a language “communication, that's the reason for all. It's being able to answer when somebody on the street asks you something⁷²⁶” (I1). Reyhan Hoca reminded her students of this aim too since she said it was very difficult for her during her school life: “Language as a communication tool. I tell them to speak English like a Turkish, we try to teach it very accurately both in accent and grammar. I try such that it won't affect my own students⁷²⁷” (I1) indicating the importance of intelligibility in speaking a language. Selim Hoca explained what it meant to speak a language: “Learning a language means being able to do everything that a person may need in that language and saying nothing serious would be missing if I lived only with that language⁷²⁸” (I1) and added teaching is helping people to achieve this goal. Hale Hoca focused on the need to learn basic structures to be able to communicate with people: “I think the most important thing is to at least be able to teach children enough to express themselves, to teach the tenses, giving enough words to express themselves, at least the words on the general service list⁷²⁹” (I2). However, she stated: “I think acquiring a language should be our key word, not learning or teaching it⁷³⁰” (I1) yet admitted the goal was yet to be reached. She further argued for the acquisition of the language rather than learning it: “They can learn less, learn a little but should learn correctly and fully. That is, they should learn more naturally by exploring, inferencing, not with an activity, with such translation⁷³¹” (I2). The common goal was successful communication.

The next aim proposed by the early career English language teachers was to aid students to get a critical and broader perspective on several issues. For example, Nil Hoca wanted her students to question the actual reason of learning the English language:

I started with the question of why we are learning English and they all had common answers, such as for our future, for our lessons, for our profession. (...) Our main goal is to teach our language, beliefs and beauties and to reach those to people.⁷³² (I1)

It was possible to see the critical perspective aim: “When it is English, the Western world comes to mind, my aim is to make children aware of what the Western world is trying to impose on us through the media⁷³³” (Nil Hoca, I1). Selim Hoca shared a similar concern of “telling the truth about us as a nation or Middle Easterners” (I1) and informed his students about this goal. Onur Hoca, working at an İmam-Hatip middle school (where some courses are related to Islam and the Arabic language), mentioned a quarrel on celebrating the New Year in one of his classes: “our school is İmam-Hatip, they have prejudices about the New Year's Eve. They were arguing about it. I talked a little bit like you may not believe it, it may be against your thinking, but you will respect⁷³⁴” (I1). He further underlined the need for global awareness: “When they turn on the CNN International, I'm not saying that they understand the whole but at least they should be able to read captions and know what's happening in the world⁷³⁵” (I1). Selim Hoca wanted his students to refer back to his teaching and have question marks: “I want them to think my teacher gave me this idea, maybe either very wrong or very valid, but ultimately it is important to make someone ask a question, leaving that question mark is a good thing⁷³⁶” (I2) and added he incorporated topics to ignite a critical view on the part of the students. Likewise, Zehra Hoca said she spared time on controversial topics in class: “children ask about an unrelated topic such as religious, societal, cultural issues or about family life. I never overlook, I always tell something about it⁷³⁷” (I2).

Some early career English language teachers had the aim of getting students succeed in professional life: “As someone from the business sector, I try to make them succeed in that life⁷³⁸” (Erdem Hoca, I1), “I teach at a vocational high school. And I see myself in them. I tell them not do behave such uninterested that they will have to go to a private course⁷³⁹” (Nalan Hoca, I1), “people go to language courses to be promoted in their jobs. We need to convince students that they will actually use it, that it is necessary⁷⁴⁰” (Reyhan Hoca, I1). They also underscored the necessity to teach English for specific aims. Ece Hoca argued there had to be differentiation of the reasons to learn English since she thought it was the most important thing in language teaching: “what a person needs, what skills they will use, it is necessary to determine these. I think language is something that can only be learned when adapted to life and should be taught so⁷⁴¹” (I1) and exemplified how this would have influenced teaching: “I think students shouldn't be given anything that they will not use. If they don't need to use it

for their daily life, then they don't need to know the Passive Voice⁷⁴²" (I1). Nalan Hoca also commented that none of her students had an urgent aim to learn the language: "None of these children have a short-term goal and any reasons to learn the language. I think they should learn the language in a way that will prove useful for them⁷⁴³" If it was the high stakes examination, then it would make the goal: "I'll be doing a little too much testing (...) We'll not be dealing with listening texts, it'll be a waste of time. After this time, I cannot explain anything to the child. Their goal now is the test⁷⁴⁴" (Onur Hoca, I1).

To guide students was highlighted in the early career teachers' views: "I'm trying to guide more⁷⁴⁵" (Nil Hoca, I2). For instance, Selim Hoca compared how the aim changed from knowing all things to guiding to things: "I think being an English teacher has turned into someone knowing to guide better. Before, teachers not only needed to show the way but everything⁷⁴⁶" (I2) and argued this was the reason of problems such as pronunciation: "I think students won't have a problem when I guide them the right way, as they won't learn the pronunciation from me⁷⁴⁷" (I2). Nalan Hoca said she lacked a guide herself but aspired to be one for her students in a way that complement her: "it's nice to be a guide. Not being able to find one was my biggest lack in my life. Teaching becomes completing myself in that sense⁷⁴⁸" (I1). Another aim was to help students realize themselves: "How can my students not waste time in life and bring themselves to that point? Which aspects of them can we foreground that somehow, they continue to educate themselves?⁷⁴⁹" (Erdem Hoca, I1). Selim Hoca also referred to his own learning experiences: "I want to give something to the students who matter to me, at least when I see students who can do things like myself or better than me⁷⁵⁰" (I1). Under realizing one's self, there was also the aim to discover students' potential and not let it vanish away: "I am trying to see them because nobody saw me, I try to find the time to really know the person, what s/he can do with her/his talents and find a way to benefit both the society and her/himself⁷⁵¹" (Selim Hoca, I2). Hale Hoca underlined this goal of hers: "to get at least a few students to learn something, not to lose them, frankly speaking, this may be my only goal at the moment⁷⁵²" (I1). In relation to students' self-realization, aiding the process of being content with life was underscored: "I think they should be happy first. Because when they can't find their way, when they are lost, they are not successful at anything⁷⁵³" (Aysel Hoca, I2), "The

person who could express her/himself better is a happier person because s/he is understood. I think English is a tool for this⁷⁵⁴” (Nil Hoca, I2).

The following aim was to inspire students to follow English either as an academic field of study or further self-study. Reyhan Hoca stated her happiness when one of her students wanted to choose foreign language department at high school: “something beautiful happened. My student said s/he wanted to study English. He was both good at it and loved it very much. So, I don't want to miss this now, it's my duty to get that curiosity continue⁷⁵⁵” (I2) and added she wanted to facilitate this process of choosing the department and successfully completing it. Selim Hoca had one student inspiring him that he could help other students follow English: “Because I managed that one of those children with no knowledge of English chose the language department three months before the end of the 8th grade and study it. I thought I could see such things⁷⁵⁶” (I1).

4.2.1.2.2.2. Self-precedent Aims

The second cluster of aims was self-precedented aims as teachers such as to develop professionally, to possess some certain characteristics. First of all, the early career English language teachers emphasized the constant need to develop professionally. Aylin Hoca mentioned this as a continuing aim: “we have a never-ending goal. The development of classroom practices continues. I'm just trying to see and complete my lacks, and my goal is to be much better. I am constantly in search, so I try to improve myself⁷⁵⁷” (I1). Ece Hoca associated this aim with the subject she taught: “the field also requires this because the language is something that is constantly changing, adding something on. So, I have to be in such a state of change and transformation⁷⁵⁸” (I1). Nalan Hoca stated there was a lot to learn in terms of her professional development: “My expectations are to be able to complete my development about myself step by step. I have a lot to improve myself regarding my development in teaching in general and also in my field⁷⁵⁹” (I2). Onur Hoca wanted to develop himself to the extent he would not depend on the coursebook: “I can improve myself a little more, I can also develop my methods, I don't want to stick to the book. One sees and adds something new, thinks that this could be better to explain a topic better⁷⁶⁰” (I2). Nil Hoca found herself novice in working at state schools: “I saw myself as a rookie

in public schools. I'm a little bit better. I think of getting even better, want to learn graphic design. It'll make my job easier; I can appeal more. I've been looking for seminars⁷⁶¹" (I2).

Secondly, the early career English language teachers stated they wanted to be accessible and approachable teachers. Reyhan Hoca put this into words: "I want to be a teacher that the student can reach all the time without any fears and finds a solution if possible. I think I'm doing it right now⁷⁶²" (I1). Ece Hoca also wanted to be such a teacher: "I want them not to be afraid of me. They say to each other that I wouldn't get angry, they could ask me something⁷⁶³" (I2). Onur Hoca was willing to offer his help to his students too: "I want to be able to listen to their troubles, I also want them to trust me when they talk, I want to feel that the relationship between us is good⁷⁶⁴" (I2). Aysel Hoca said her students could talk to her and further appreciated her being so: "they can ask questions, or we can talk on many things, communicate well. I think it's good for them, they say I'm very understanding and thank me. I experienced this a lot even though I'm just a new teacher⁷⁶⁵" (I2). Aylin Hoca was accessible too: "I want to be a teacher of whom they are not afraid. When we have a request from each other, for example when I will explain a topic, I ask what they would like to do in that lesson⁷⁶⁶" (I2) and she expected to create such a safe classroom climate that her students would feel safe to raise any questions. The next feature was to be kind but firm. Hale Hoca said she was one of these teachers: "They should see me as a teacher, I am a type of person we call sweethard⁷⁶⁷" (I1). For example, Aysel Hoca wanted to be so, yet she said she had to work on the firm side of this balance: "I want to have a very good relationship, be understanding, and communicate well with them. But I want to have discipline in class too. Our communication is very good right now, but I need to be more disciplined⁷⁶⁸" (I2). Erdem Hoca underlined this aim as well: "As a teammate, I am in a position in which I listen to their troubles when they have a problem or something to talk, but I usually try to show that I do not tolerate their negative behavior⁷⁶⁹" (I2). Ece Hoca proposed her classes was of respect but also safeness: "Of course I want them to be respectful, but I want them to be comfortable when I'm in class⁷⁷⁰" (I2). Regarding teacher-precended aims, the early career English language teachers wanted their students to like the teacher: "In my opinion, first the student loves the teacher, then s/he likes the lesson. My aim is for the student to love me, because once s/he loves me, s/he will then love my class⁷⁷¹" (Aylin Hoca, I1), "I

really want them to say that I am a good teacher or want to come to my class enthusiastically⁷⁷²” (Reyhan Hoca, I2). Finally, the aim to set an example for students was underscored by Zehra Hoca: “I’d like to be such a teacher setting a model that they want to be like in the future. It’s important to do the job properly because it sets an example, they’ll act accordingly when they grow up⁷⁷³” (I2).

4.2.1.3. Teachers of “Conversant” Nature

The views the early career English language teachers hold on teachers were analyzed and their comments on the features and roles they attributed to English teachers and teachers in general revealed that being a teacher was interpreted as being “conversant” with different roles and responsibilities and negotiation of them. The emphasis on English teachers as “novel” teachers and teachers as “altruistic” people in a form of benevolence and devotion was profound as seen in Table 11 below:

Table 11. Teacher cognition on teachers as English language teachers

Emphasis on	Frequency (f)
(TCOG)Teachers- conversant nature	
Eng. teachers- “Novel”	145
Teachers- “Altruistic”	182
Total	327

4.2.1.3.1. English Language Teachers: The “Novel”

To start with, English language teachers were argued to be novel teachers, a kind of their own, and easily recognized by their specific features from the early career English

language teachers' ways of seeing them. For example, Aylin Hoca argued there were teachers and there were English language teachers separately: "There needs to be something called teaching and English teaching. For example, the activities we do are different, and English teachers are also different. Our group of English teachers at school is a very entertaining one⁷⁷⁴" (I1). Erdem Hoca agreed with her: "we could actually split being a teacher and an English teacher into two. English teachers are inside a different portrait as far as I could see in all schools that I worked at⁷⁷⁵" (I2). Aysel Hoca underlined this difference and novelty and interpreted it from another perspective: "as an English teacher you are sometimes very different from other people. You know, you cannot belong to a place completely. Sometimes you are in between⁷⁷⁶" (I1). She expanded her view:

I think it is seen extraordinary. With the advantage of knowing an extra language, we have a lot of resources. I like comics, computer and video games, but I think that difference can be related to the fact that I can do these from the main source.⁷⁷⁷ (I2)

Furthermore, Hale Hoca grounded this novelty on different premises: "It's about being a little different and marginal. I thought being an English teacher would be like this. I became one. Their clothes, the way they speak, I felt they belong to that foreign life and culture I loved⁷⁷⁸" (I1). Selim Hoca also found himself having an interesting style and commented that this was how English language teachers were known too: "I think I am an interesting English teacher in my own way, in fact English teachers are generally known so⁷⁷⁹" (I1). Nalan Hoca saw English language teachers as non-mainstream before she became one: "being an English teacher gives me a more different feeling than being a history teacher or being a teacher in any other field⁷⁸⁰" (I2). In addition, Onur Hoca exemplified others' viewing English language teachers different than the rest of teachers: "English teachers look different at school. I don't know if they seem more assertive. Even though I am not very assertive, I look different in a way. It's a foreign language, it's the only difference⁷⁸¹" (I2).

Under this novelty, there was focus on English language teachers' physical appearance. Hale Hoca laid emphasis on this several times mentioning English language teachers' chic and smart dressing, wearing eye-catching make-up, nail polish, piercings or tattoos, eating habits that she associated with the Western world and so on further arguing: "I think the majority of my teachers and colleagues are like this. They either wear tattoos or look a little bit different, so it is a bit ornate in the

look. I don't know, they are different, definitely different⁷⁸²" (I2). There were other teachers who thought English language teachers had their own style of dressing and commented on how they themselves looked similar to this image or differed from it (e.g., Aysel Hoca, I2; Erdem Hoca, I2; Reyhan Hoca, I2; Zehra Hoca, I2). For example, Aylin Hoca argued: "Shall I say more attentive or chic? I think we also show it in our actions. Maybe more different or modern? Of course, other teachers are so too, but I feel like we carry the English field on us⁷⁸³" (I2). Ece Hoca verbalized a concern: "People are more curious about how we look than what we teach. The image in the society, unfortunately, has always been so; well-groomed, stylish⁷⁸⁴" (I2).

According to the early career English language teachers, English language teachers were argued to be recognized and respected: "I think it is a respectable field because when I say I am a teacher and when they ask what I teach and the answer is I am an English teacher, everyone has a more respectable perspective⁷⁸⁵" (Aylin Hoca, I2). Being an English language teacher meant better evaluations of other people: "Maybe because we are dealing with other cultures, we gain more in cultural terms. It comes with a general world knowledge, and that seems very nice to people⁷⁸⁶" (Aysel Hoca, I2). Similarly, Onur Hoca commented on other people's perceptions: "When it's English, it catches attention a little more. Because people either want to learn English or speak a little bit of English. A person speaking a foreign language, even another one, always arouses attention and curiosity⁷⁸⁷" (I2). Zehra Hoca argued based on her experiences in teachers' room where colleagues asked for each other's help: "an English teacher is always needed, for example, they surf a foreign site on the Internet and directly ask for help. Something can always come from the colleagues or the principal, it is slightly more prestigious than other branches⁷⁸⁸" (I2). This recognition sometimes grew out of the perception that English language teachers achieved something that most people failed: communicating in another language. For example, Erdem Hoca proposed: "it's something many people have trouble with. I don't know if it is seen to have accomplished what most of them haven't been able to achieve, it has a positive effect, and this is what I like the most⁷⁸⁹" (I2). Hale Hoca said English language teachers were the ones people consulted: "Saying they're also trying or tried very hard to learn English but couldn't, they consult us asking what to do. Learning English is like a taboo in our country and you overcame it. It seems you've accomplished something great⁷⁹⁰" (I2). This view was shared by other early career

English language teachers such as Nalan Hoca: “The conversation starts, and they ask what they should do about it. You seem like a medical doctor at that moment, and they ask what they should do to learn the language⁷⁹¹” (I2). In relation to recognition of English language teachers, being cool and distant was mentioned by some of the early career English language teachers such as Nil Hoca: “people think English teachers are cooler and more distant⁷⁹²” (I2).

The following views and interpretations on English language teachers were their having more world knowledge and international bonds and thus being acculturators in the society’s eyes. For instance, Onur Hoca observed that English language teachers had more world knowledge about several things: “They are a little more social. There are also in our school, for example, they speak a little more intellectually, they talk a lot about literature, theater and art⁷⁹³” (I2) and added he mostly resembled them in this regard. Furthermore, Selim Hoca argued: “As long as you continue to see things, learn and understand about other countries, I am not just talking about English speaking countries, you become aware of many places⁷⁹⁴” (I2) and suggested being an English language teacher meant: “It is to show the world, otherwise who will? At least we open the way to show the world⁷⁹⁵” (I2). Zehra Hoca also said: “We know a little more about the world. (...) watch news in English. If not in every subject, they ask you more about the world, sometimes irrelevant things thinking that you know only because you’re an English teacher⁷⁹⁶” (I2). Similarly, Aysel Hoca commented on being more knowledgeable: “It is about knowledge and general culture, which seems very good to people. Being an English teacher is also being very knowledgeable for me⁷⁹⁷” (I2). On rare occasions, such as in Ece Hoca’s experiences and interpretations, being an English language teacher was treated judgmentally: “They think we’re corrupt, but actually it is not the case. They see you belonging to another culture, feel like we are foreign sympathizers from time to time. When they hear one single English word from us, they react⁷⁹⁸” (I2). However, Ece Hoca agreed that English language teachers were perceived to be more global: “I think it is because they are global, can keep up with the modern era and everything that changes⁷⁹⁹” (Ece Hoca, I1). In line with this, English language teachers were mentioned to be acculturators: “It is very nice to learn the culture and language of another country other than our own and to be able to teach this to students⁸⁰⁰” (Aylin Hoca, I2). Ece Hoca further saw this as one of her

responsibilities: “it is my responsibility to help them understand the outside world or to understand the culture which is not their own⁸⁰¹” (I2).

Another feature associated with English language teachers was their being updated and innovative. Hale Hoca suggested: “not being young but up to date. I see this in most of the English teachers I work with. They’re surely more aware of things, more up to date to improve themselves at least in technology to meet needs⁸⁰²” (I2) and added she was also one such teacher yet had a lot to catch up with. Ece Hoca felt this urge as she was an English language teacher: “I also have to adapt to everything new, there’s constantly something I have to catch in society, a moving process. I always feel like I have to be involved in it. Being a language teacher makes me feel so⁸⁰³” (I2). Nalan Hoca also saw this as a necessity: “I think English teachers should follow everything that may be up to date⁸⁰⁴” (I2). Nil Hoca exemplified how she could be innovative in interpreting workshops as an English language teacher: “it’s to relate something you do in the lesson with real life, asking you to create a venue like a house, different parts. Connecting with English, we can make a cake in the same kitchen, but with English instructions⁸⁰⁵” (I2). English language teachers were the ones who thought out of the box: “There are certain ways to live in Turkey, but I don’t know why, we as English teachers think out of these depending on my observation of English teachers I met⁸⁰⁶” (Aysel Hoca, I2). Similarly, Selim Hoca argued: “I think they will encounter teachers who are not very influenced by other things, or who have started to get a little out of those things in English lessons⁸⁰⁷” (I2).

Most of the time, English language teachers were seen more energetic or always in motion: “For example, I hear the following comment from other teachers: Where do you get this energy from? I always have some materials in my hand, and I am in a constant rush in the English branch⁸⁰⁸” (Aylin Hoca, I2). Aysel Hoca made a similar comment: “I think most of the English teachers are a little fidgety on the inside, I guess you know that there is a difference in energy, and I think I really resemble⁸⁰⁹” (I2). It was a feature appreciated by the students: “English teachers are energetic; I can say that first. I can also say that there is an energetic instruction that children enjoy in my class too⁸¹⁰” (Erdem Hoca, I2). Nil Hoca extended this feature to her colleagues too: “I look at my friends who are English teachers, they are like that too. They have a lot of projects in their mind or are excited, do their job very fondly⁸¹¹” (I2). English

language teachers were further argued to be seen as more sympathetic as Aylin Hoca stated: “I think English teachers have a more sympathetic, cheerful attitude than other teachers. I also see that in my own school, everyone is very serious, but we run with the children, have fun, laugh. Our field makes the difference⁸¹²” (I2). Being an English language teacher was sometimes a lucrative job from the society’s perspective: “People always think that we could earn much if we want, teach courses. The first thing that comes to minds is that I have extra hours, give private lessons⁸¹³” (Onur Hoca, I2), which was the second false conception, according to the early career English language teachers, that was brought up in addition to being a wannabe or over admiration for Western values.

4.2.1.3.2. Teachers: The “Altruistic”

When it came to teachers in general, the early career English language teachers highly emphasized being a teacher first and foremost meant being altruistic, diligent and devoted. The job itself was a job of perseverance and dedication more than anything. There were some other roles assigned to all teachers from the early career English language teachers’ perspective, which would be discussed consecutively. For instance, Ece Hoca argued being a teacher was related to altruism: “I think the word teacher is directly proportional to altruism. I want to be such a teacher and do my best to be one⁸¹⁴” (I2). She further exemplified the signs of being so such as preparing worksheets for students all the time, giving quizzes, taking them to field trips even though she did not have to and added this was how she wanted to be seen by her administrators, colleagues and students: “I want them to think that I’m altruistic, I really want to make them feel that I do my best, I do it lovingly, this is a job I love and dream rather than a means of earning money⁸¹⁵” (I2). Hale Hoca raised the same point: “Being a teacher, maybe very classic, but it really means devotion. I mean having a child without giving birth to one. I mean, I don't have a child, but I always address them as my children⁸¹⁶” (I2). Nil Hoca laid much emphasis on this feature of teachers too as she thought teaching was devotion and gave examples from her practice while she prepared exams: “it sometimes takes hours to prepare the visuals of an exam. I could print out an already prepared exam from the Internet and not care, but it should be more catchy, black and white so that it prints clear⁸¹⁷” (I2) or while she found out a skill of her students in English and decided to use it: “It means devotion that I should

come early and rehearse with them, I can't spare class hours as they'll lag behind. If I don't do this, it'll still be Mr. & Mrs. Brown even in 20 years to come⁸¹⁸" (I2). All the early career English language teachers underlined the hard work they did and diligence and devotion in the job. Ece Hoca said: "I like to work extra time for anything that will benefit children, I am not bothered about it⁸¹⁹" (I2).

The early career English language teachers also wanted to be seen such a diligent, hardworking teacher: "I want to be seen as hardworking, doing my job properly, successful and competent in my job. I'm sure they see me like this and that I put effort, really do things with good intentions⁸²⁰" (Hale Hoca, I2), "I would like to be a sacrificing teacher who does her job properly, and I want to be seen that way⁸²¹" (Nil Hoca, I2), "I want them to see and know me as I am, as a person who is active, hardworking, innovative and who always searches for something new as a teacher should always be⁸²²" (Nalan Hoca, I2), "I still believe that I can be noticed in my profession. I think I can be of use to something. Both I can be happy and benefit those around me⁸²³" (Selim Hoca, I2). They were willing to sacrifice their time: "I devote my time, arrive early and work with students in a study group two days a week. It's not paid, not related to the MoNE⁸²⁴" (Nil Hoca, I2),

That is why I have to constantly prepare extra studies and get students study them. I wish I had a free class hour (38 hours of teaching load); I could take those lacking students and help them improve, but I don't have that opportunity either. You cannot tell the student to stay in the evening or after school. Therefore, it is necessary to compensate for it in a different way.⁸²⁵ (Aylin Hoca, I2)

Furthermore, the early career English language teachers commented on teachers' dedication and perseverance. For example, Erdem Hoca compared it to his previous job: "So, it is something gradual, difficult, requires patience. My previous electronic work was not like this, you checked and repaired things, and this either worked or didn't. But teaching isn't so⁸²⁶" (I1). The necessity to be willing to dedicate oneself further was obvious: "I wouldn't say I should teach only because it's in the bag if I didn't love it. Teaching is certainly not a job like this but requires a lot patience and that you love it⁸²⁷" (Aysel Hoca, I1), "I don't know if anyone did it involuntarily. It's a tough job if you don't like it. Because if you don't like it, you don't really care. It is a job that someone who doesn't love it can't do it⁸²⁸" (Reyhan Hoca, I1). Similarly, Nalan Hoca commented that she could do the job from her heart: "I can do this more

conscientiously. Even in my free time, I can spend time with the student or solve questions, communicate with them, do everything more wholeheartedly⁸²⁹” (I2). Moreover, Selim Hoca underlined how a teacher should keep perseverant: “You do not prove something or promoted with the outcome you achieve in education; people may never realize that your ideas are valuable. It’s a risky job where it is almost impossible to prove yourself⁸³⁰” (I1).

In addition to such devotion and diligence, there were other roles and features that were assigned to teachers by the early career English language teachers. To start with, teachers were seen as disciplinarians or authority figures. Hale Hoca stated how important rules and discipline were:

Even children want rules, they want discipline. For example, s/he complains, you know, the class (referring to other classes) is even louder than the recess because they don't have any rules. Even the kids are disturbed by this, so the most important rule is that the teacher should be able to manage the class. The eloquence and the discipline of the teacher are very very important. I agree her/his knowledge is also important, but I think these are more important.⁸³¹ (I2)

She further underscored that she understood the difficulties in students’ lives, yet this led to more discipline unavoidably: “That student cannot listen having other problems. S/he is uninterested naturally, the parent isn’t interested either. S/he only waits for the class to end, negatively influences students trying to listen and learn. So, you have to be very authoritative⁸³²” (I1). She said her students would say the same thing for her: “When they do something negative, they say that if the teacher hears it, s/he will be very angry. So, they are aware that I care about them and am a little strict. I'm a little disciplined teacher here⁸³³” (I2). In a similar manner, Nil Hoca underlined that claiming authority as a teacher was quite important: “getting along with children does not mean that you are a good teacher. Having teacher qualifications depends on class management. If you cannot manage the class properly, you are not a teacher⁸³⁴” (I1) and agreed with Hale Hoca stating that discipline issues were maybe more significant than other things, even academic competency: “if you don’t have a good command of students, if they’re only physically present in the lesson, talk among themselves, throw things at each other, then it isn’t meaningful. The teacher is not a teacher⁸³⁵” (I1). Ece Hoca also reported herself to achieve a high-level of authority: “it doesn't mean I can't be angry with you at all, or I am a teacher that you can be very indifferent to. I'm one of the most feared teachers right now⁸³⁶” (I1), yet this fear was its own kind: “The fear

of my not having any connection with them anymore or my ignoring them keeps them a little more in the lesson⁸³⁷” (I1).

Another point raised and put great emphasis on was teachers’ being proper by Onur Hoca. When he was asked what it meant to be proper, he extended his opinions: “As a whole, I try to look decent both socially and personally. I try to dress properly. The properness also subjective. You speak properly, speak right, behave morally, try to do your job, be sincere⁸³⁸” (I2). Hale Hoca agreed with him: “What I mean to look like a teacher is not to be very stylish, but I don't think you should go as you get out of bed. So, I think the teacher should have a stance, have a proper look⁸³⁹” (I2). In relation to being proper, the early career English language teachers focused on conscientiousness. For example, Hale Hoca was so careful on this issue as a teacher: “I think it is necessary to do everything on time such as starting the class, having students enter the class even if it is paperwork such as entering the grades, preparing the exam or very trivial task⁸⁴⁰” (I2). Likewise, Onur Hoca commented on his own performance that he followed the rules whatever they were: “Am I given an instruction? I do it. I do my guard duties, come and leave my classes on time. So, I'm doing all the things that are asked of me. I have to do this because it's such a profession⁸⁴¹” (I2). Zehra Hoca argued being conscientious was also a part of being a teacher: “to be on time, to fulfill one’s duties, I think these are also important. It's all part of being a good teacher⁸⁴²” (I2).

The next feature of teachers was that they were people in constant evolvement: “Teaching is such a thing, I guess. You are constantly adding something new; you see something new; you think that this could be better to teach better⁸⁴³” (Onur Hoca, I1). Nalan Hoca put great emphasis on this issue in several statements, argued this development in various aspects and evaluated herself too: “I think it means continuous development, not being stuck where you are. I feel that I’m developing constantly. Maybe you only develop professionally in a profession, but I think you also develop as a human being in teaching⁸⁴⁴” (I2) and added being able to better herself and keep improving would be her criterion for success in the job. Moreover, Erdem Hoca saw himself as a part of the class: “When it comes to teachers, there are qualities such as coordinating, managing, and leading the class. Of course, it is impossible not to do these things, but I prefer to see myself as a part of the class⁸⁴⁵” (I2) and added being a part of the class and one of them made management issues easier: “You try many

methods, each of which is objected. But if you behave like one of them, you solve the problem together at that moment. After a while you see you really managed to be a part of them⁸⁴⁶” (I2).

Teachers were good communicators according to the early career English language teachers. Hale Hoca underlined this was a prerequisite to be able to teach better: “Teachers’ communication skills should be very strong. Sometimes teachers know a lot, but my colleague cannot convey clearly what s/he means when talking to me. It’d be very wrong to expect her/him to talk accordingly with the child’s level⁸⁴⁷” (I2) and being able to harmonize was crucial: “I learned during my candidacy process that being in harmony is very important, with your friends, with your administrator⁸⁴⁸” (I2). Selim Hoca argued no matter how competent one was in English; the effort would be futile if the person lacked the skills to communicate ideas well and eloquently: “There are some things, such as mimics, gestures that are actually way ahead of your profession. (...) it won’t work if my speech isn’t fluent or appealing, if I don’t sense what the other person understands at the time⁸⁴⁹” (I1).

Teachers were argued to be great influencers, in a way, game changers leaving a mark in people’s lives: “teachers have a mark in our lives. You need to decide what kind of a mark you will leave⁸⁵⁰” (Aysel Hoca, I1). Ece Hoca wanted to be one such teacher: “I want to be a teacher that people remember, so I want to be like my own teachers that I still remember. I want to have done something useful for a child in anything, not just for English⁸⁵¹” (I2). Hale Hoca argued that teachers could fix problems such as in the coursebook and lead to bigger results such as being able to talk: “I can fix the book. It’s actually the teacher. I look at the curriculum, it says students will be able to talk about... But we don’t teach anything about speaking at all. There’s no big problem in the system⁸⁵²” (I1) and stated that the better the teacher, the better the student: “the instructional part is with the teacher, not the student. If I don’t take materials to class, students have no chance of discovering it. That’s why I exist. If much is missing, I think it’s because of the teacher⁸⁵³” (I2) adding that there would still be students that could not be reached yet not constituting the whole and requiring one’s best efforts for as many students as possible. Reyhan Hoca, glad that one of her students decided to study more and be an interested, well-mannered learner, proposed that it did not happen all at once: “For a semester we talked every three or four classes asking why

it's so and what we can do to improve. S/he now shows improvement⁸⁵⁴" (I2). Selim Hoca compared teachers to those in intensive care units: "It is similar to what they add to the serum of the patient in intensive care. This is a little bit like our profession. The person is unaware, has no choice⁸⁵⁵" (I1). In this capacity of impact, Selim Hoca was back at school as a teacher to undo faults in teaching: "On the contrary, I wouldn't want to be in school. I thought it was a wrong institution. At least I'm at school, I might influence and notice one person, offer few ideas. That's why I am a teacher⁸⁵⁶" (I1). Selim Hoca further compared teachers to influencers on social media: "I want to be a teacher who can teach what students will need to learn and the learning methods necessary throughout his life. Frankly, I want to be a little guiding, inspiring like an influencer on social media⁸⁵⁷" (I2). Aysel Hoca as well believed in the capability of teachers to create a change: "Many teachers teach wrong. One of my students said s/he hated English because of the problems s/he had with the previous teachers, didn't even want to see English words. I decided being a teacher to do the exact opposite⁸⁵⁸" (I1).

Whether teachers were all-knowing or not was raised and it was an issue of dispute from the early career English language teachers' views. On the one side, the statements of some early career English language teachers revealed that it was alright not to know everything and anything: "Sometimes I say I don't know the meaning of this word and let's look it up together so I will learn as well. I think a teacher should be able to say that too⁸⁵⁹" (Hale Hoca, I2). Nalan Hoca reflected on her own position:

Not as the wise one, I make my students feel that I'm on the same journey with them. I am not the expert, there are things that I don't know either. The other is a very classic approach. You are the authority, the person who knows. This shows that the role of teacher is changing, I'm not the one who knows most.⁸⁶⁰ (I2)

Selim Hoca gave an example from his teachers: "Sometimes the teachers could not do it themselves either if they were unprepared for the material. I never saw it as a lack. I see this very natural⁸⁶¹" (I1). On the other side, teachers were proposed as all-knowing by Ece Hoca:

because the moment you say the word I don't know, you lose face. I also see it as my responsibility to answer the child's questions. When you don't know a word, it feels like a huge shame for me not to know when they ask me. Whereas it is very normal, but I feel like I should know.⁸⁶² (I1)

Teachers in this regard were transmitters of knowledge: “I see everyone who gives new information as a teacher from my point of view, I do not think in certain limits⁸⁶³” (Aylin Hoca, 2), “In the past, the starting point was an enlightened person and explaining others something. There was a master of the job teaching it, that seems to somehow continue⁸⁶⁴” (Selim Hoca, I2). In addition to these roles and features, teachers were argued to be caregivers: “As I said, as a teacher, we are responsible for everything that students do at school and in class. I think I achieve this mostly because the number of the students in school is low⁸⁶⁵” (Zehra Hoca, I2). Moreover, teachers were those keeping promises: “I promised them, and if I promise, I will keep it. It becomes my obligation because the most important thing for me is that they trust me⁸⁶⁶” (Ece Hoca, I1), or being a person of one’s word: “if I told them I was going to give a quiz, and if I couldn't prepare it, I would never eat my word. So, this is the most important point in my lesson planning, to do what I say I’ll do⁸⁶⁷” (Reyhan Hoca, I2). Teachers were sometimes the object of severe criticism as scapegoats: “We do not wash away the perception that we do nothing. I understood this more when I got into the profession. Somehow, the teacher is blamed for everything⁸⁶⁸” (Reyhan Hoca, I1). It was unlike other walks of profession: “even if you raise the best students, they ask why you didn’t raise them better. The success is attributed to the student's talent, not your efforts. In failure, they think the teacher cannot do it, the student is good⁸⁶⁹” (Selim Hoca, I1).

4.2.1.4. Language and Its “Cruciality”

The ways the early career English language teachers conceived the subject matter, namely, the English language were analyzed. The early career English language teachers’ comments on the features of the language as a global language and relative features such as digital quality or linear discussion style and their interpretations regarding the process of learning English and the importance attached to speaking the language revealed that the English language was interpreted as bearing utmost “cruciality”. The emphasis was also laid on the early career English language teachers’ evaluation of their own language skills. The table below summarizes the areas that were focused on in relation to the language:

Table 12. Teacher cognition on the language as English language teachers

Emphasis on	Frequency (f)
(TCOG) Language- cruciality	
Inherent nature of the lang.	102
Attributed features	136
Own lang. skills	40
Total	278

The early career English language teachers commented on the inherent features of the English language. Firstly, it was stated that the English language was obviously the global language. For example, Nalan Hoca said as this was the case: “English is the language of the world right now, there is so many accessible materials; movies, series, you have a lot of opportunities to talk with friends⁸⁷⁰” (I1). Similarly, Onur Hoca exemplified a reflection of this while underlining the globalness: “Of course, it has become a global language. Now that it is international, children hear it a lot as there are too many foreigners on the street⁸⁷¹” (I2). Aylin Hoca argued doing a job on a global language was validating: “English is the most spoken language in the world, I think one billion people speak it. It is the official language of many countries. It’s very good for me to teach such a universal language⁸⁷²” (I2). Selim Hoca agreed with her that it made English language teachers the most significant: “as the world speaks English, the most necessary one in teaching is of English. As it gets global, lots of things that weren’t in English emerge. Maybe one day, we will meet English sentences a British person wouldn’t understand⁸⁷³” (I2) further adding that this possibility could be justified by global Englishes around the world. Likewise, Zehra Hoca, underlining the internationality of the language, presented examples: “In English, do-does is very important, we teach it. But if you say, “she do”, it’s also OK, intelligible. There are countries speaking that way like Jamaica etc. There is Indian English, Malaysian English in the world now⁸⁷⁴” (I2). Since it became the language of everything and anything, speaking the language was even necessary for speaking one’s mind and rights out in Hale Hoca’s perspective: “Today, refugees at borders want to make their

voices heard. A few of them write and this is in English. This came to my mind directly. Although they're fighting against, they have to use English even to defend themselves⁸⁷⁵" (I2). Learning such a global language meant working toward being a world citizen: "to learn a language is being a world citizen is and it is a very important thing. I am telling my students, but I still couldn't explain it well⁸⁷⁶" (Zehra Hoca, I1), "The other person has the opportunity to be a better or a global person, a world citizen. It happens or not, I do not know. But English lessons are a chance for students, so it has to be there⁸⁷⁷" (Selim Hoca, I2). In relation to its being a world language, the interconnectedness of the language and culture was also discussed. For instance, Hale Hoca suggested language and culture required one another: "language is a great culture once you learn it. When you learn the language, you inevitably learn their culture too⁸⁷⁸" (I1). Ece Hoca underlined how the two were inseparable and taught together: "I think a language should be given along with its culture, and I don't think we will degenerate when we incorporate another culture into our society. On the contrary, this will add versatility to us⁸⁷⁹" (I2). The coexistence gave people broader perspectives: "There are many points of view in life instead of a single prototype. You get out of your own culture and learn that there are many cultures, which is another thing that I think foreign language brings⁸⁸⁰" (Nalan Hoca, I2). Yet, as English language teachers at state schools, it was argued that the coursebooks would not let any imposition of Western values: "I think that when we use state coursebooks, they will not be exposed to any imposition or negative side of that culture⁸⁸¹" (Selim Hoca, I2). They sometimes got reactions from the administration, parents, or students: "OK, teach, but don't include culture, don't teach Halloween or Christmas. You give culture along with the language, how can you teach some part of the language, how can you separate the two⁸⁸²" (Aysel Hoca, I2). Zehra Hoca outlined her thoughts as follows:

Language cannot be taught without its culture. Sometimes, you cannot find the equivalent of an idiom in the other language, there is definitely the culture in that idiom. For example, this week's topic is parties, there are families against Halloween, pajama parties, even birthdays, but there is not much difference between cultures anymore. We live in a multicultural world, that and this culture are not very different anymore. Learning English is not being English, learning the culture of England is not living it.⁸⁸³ (I2)

Secondly, some early career English language teachers laid emphasis on the features of the English language with regard to the relativity of experience through different languages. For example, Nalan Hoca thought it was like: "it's like experimenting,

taking a formula, expanding it and reaching to a conclusion. I see a text and analyze it, find its main idea etc. These are the same, giving the same satisfaction and outcome⁸⁸⁴” (I1) in an analytical manner. Erdem Hoca, who said to have worked on both the Turkish and English literatures, realized that one was not simpler than the other, yet: “When I dived into the English literature a little, I realized that it has a structure that brings a very different perspective and leads people to think differently⁸⁸⁵” (I2). From his experiences in his previous job on electronics, he found the English language more technical: “English seems to me such that it explains technical expressions better except for long sentences, eliminates secondary meanings. It’s especially a language that is more technical and understandable with the majority of the words⁸⁸⁶” (I2) and grounded this on the presumable word order, having more vocabulary for subtle meaning differences, direct way of saying things instead of implying things: “it’s stronger in the senses that there are more words to express nuanced meanings, everybody understands clearly the same thing from a sentence as there’s no change in the order of the string⁸⁸⁷” (I2). Likewise, Selim Hoca argued: “It’s a very mechanical, unsurprising and predictable language. It’s is not very suitable for culture and art, but it is a very nice language for creating a thinking system, rationalizing and politics⁸⁸⁸” (I2) and added although he read in English, he did not get impressed. Sometimes, it was like mathematics: “It’s more mathematical when they learn the structure or the formula. I guess I’m more inclined to roots, affixes, strings and I sometimes teach children like these if they’re having much trouble⁸⁸⁹” (Ece Hoca, I2). It was the development of cognitive competences: “Learning a language means that a separate cognitive region is formed in your brain, that it develops and works independently. And this is an endless place that expands like space⁸⁹⁰” (Nil Hoca, I2). Nil Hoca exemplified this view’s projection on class: “For example, there is the suffix -tion which forms nouns out of verbs, the prefix -re meaning repetition, I’m trying to teach those so that they analyze words easier and interpret meaning faster⁸⁹¹” (I2). The English language was associated with “science” (Nalan Hoca, I1) and “technic” (Erdem Hoca, I2). Adopting such a perspective, the early career English language teachers such as Erdem Hoca paid attention to cross linguistic awareness in classes:

For example, the fact that the verb comes right after the subject is about foregrounding the action, we put the verb at the end. I want to explain this and give the difference to

the children, but here our aim is not the superiority of a language but actually we teach empathy. I try to explain when they look from their own perspectives, what they say is true for them and what we say is true for us. Does language cause this or did our understanding give birth to language? Am I teaching a language now?⁸⁹² (I2)

Thirdly, English language was a novel way of being for the early career English language teachers: “Maybe I’m attracted to it because it’s something we haven’t seen⁸⁹³” (Aylin Hoca, I1), “I love exploring different things, putting sentences together and mixing them up⁸⁹⁴” (Hale Hoca, I1), “When I met the English language literature, I saw there are literatures other than ours, other countries, other people. It’s learning about their lives and their cultures⁸⁹⁵” (Nalan Hoca, I1).

Then, the early career English language teachers commented on some features of the English language that were attributed to the process of learning and the importance attached to speaking English. First of all, English was not only a class subject: “I want to show that language is a living organism in life⁸⁹⁶” (Hale Hoca, I2), “rather than a class, it is about data scanning, how to be a world person, a door to search different cultures⁸⁹⁷” (Nalan Hoca, I2), and:

I would love to show children that English is something other than any lessons taught in the classroom, something they will encounter throughout life, something they will need if they want to have a job, be respected. A foreign language is actually a vision to be gained.⁸⁹⁸ (Ece Hoca, I1)

After, it was a subject that could melt all other subjects in one pot. For instance, Aylin Hoca commented on her own practice: “We used to do math’s, science experiments with the 1st graders. It was quite fun. It feels like all the lessons are integrated and translated into another language⁸⁹⁹” (I1). Selim Hoca also mentioned this: “Actually, I can teach every lesson in English. This is what is important to me; I see various areas from afar, thanks to English, I can always study a little and teach another lesson⁹⁰⁰” (I1). For Nalan Hoca, English class was a mixture of all other classes: “Within the lesson, you can also talk about a topic related to biology, history, sometimes you can also explain a current topic, it is a little bit of everything. It’s a mix of all lessons in the English lesson⁹⁰¹” (I2). Furthermore, English was not a conventional class subject: “Our question preparation, exams are a bit like practical lessons, but it doesn’t exactly match. It contains both logic and verbal ability. We have to reflect dramatization into the class too much. An interesting lesson not fitting any format⁹⁰²” (Erdem Hoca, I2). Another point raised was that English was easy to learn from the early career English

language teachers' perspectives: "I think it is not as difficult as it seems. It is easy to learn when you love it a little more and if you work on it⁹⁰³" (Aysel Hoca, I2), "In my opinion, it is a very easy, understandable, clear, precise language. Turkish is definitely not so. English isn't a gendered, difficult language but an easier, plainer, more understandable one⁹⁰⁴" (Ece Hoca, I2). Hale Hoca said learning English was both easy and accessible: "it's both very easy and cheap. The language itself is easy, so the learner can be familiar with it very quickly⁹⁰⁵" (Hale Hoca, I2). Nalan Hoca agreed with this argument: "it's easy to learn, the grammar structure is simpler always following a certain logic⁹⁰⁶" (I2). Zehra Hoca compared it to Turkish and Arabic: "Sometimes I tell my students; English is an easier language. We already know it's valid, everyone knows that it's needed more. But sometimes they say English is difficult, Turkish is a harder language, Arabic is much more difficult⁹⁰⁷" (I2). In addition, the early career English language teachers argued it was the earlier the better to learn the language: "I define the age of 5 as the age of foreign language because they are terrific, that is, they absorb the foreign language directly like a sponge, there are no questions, they take what you tell⁹⁰⁸" (Nil Hoca, I1), "I tell my students a lot, it's very difficult for a person encountering with English for the first time after the age of 20-25. The more you learn when you've this chance and the younger the age, the better⁹⁰⁹" (Zehra Hoca, I1). It was also fun to learn and teach this language: "You can learn this by listening to songs, also by watching TV series. I guess I got the fun part of it⁹¹⁰" (Hale Hoca, I1), "Teaching English is enjoyable, I feel like I am much freer and have more fun than other lessons⁹¹¹" (Erdem Hoca, I2). On the contrary to the easiness to learn, some early career English language teachers perceived English as an unattainable goal: "I'll never know enough, I never feel I know enough. I always have a deficiency, I always forget a statement or don't know a proverb, I still feel insufficient. English is like something I have never managed to achieve⁹¹²" (Ece Hoca, I1), "I try to develop my language skills constantly, but it just doesn't happen. I'm not a native in the end⁹¹³" (Nalan Hoca, I2). However, Reyhan Hoca thought this was alright: "No matter how well we learn, we won't be able to speak as well, or we cannot know better than someone born into contextual language. So, I embraced my mistakes, which naturally led me to use the language more⁹¹⁴" (I2). Aylin Hoca brought up native and non-native speaker binary: "We also measure up with the native pronunciation of words, but you know, they have a much better command because they are native

speakers⁹¹⁵” (I2) commenting on the EIN (Educational Informatics Network) content of the MoNE on teaching pronunciation. Ece Hoca focused on this as well: “I need to be as competent as native- speakers so that I can teach this to the other side. I'm never as good as a native exactly, but I can say I'm intermediate⁹¹⁶” (I2).

Lastly, there was great emphasis on the importance of speaking English. For example, Aylin Hoca stated: “teaching languages is like completing shortcomings, because it is everywhere in our daily life. The person should learn it somehow, but what matters to me probably is how s/he learns⁹¹⁷” (I1), “Every person is in a worse situation than the version of himself speaking two languages. First, I try to persuade and then guide. I want them to believe and understand the necessity of it⁹¹⁸” (Selim Hoca, I1). Zehra Hoca similarly reminded her students of: “This is the reality of the world right now, I say you don't have to like the British but one way or the other, you have to learn English. You can't really survive without learning it⁹¹⁹” (I2). Nalan Hoca also told: “I explain why one needs to learn another language for whatever s/he wants to do, underlining that a second language will definitely help her/him⁹²⁰” (I2). The early career English language teachers focused on the wider access to information: “To learn English also means accessing information. Especially by English, it is literally accessing information. Of course, with other languages as well but English provides the opportunity to access works written in that language from their first-source⁹²¹” (Erdem Hoca, I1), “When doing research, you are not limited to one source. It is multiplied. For example, even if I have to do research on another subject, I immediately look for English resources other than Turkish resources⁹²²” (Reyhan Hoca, I1). Likewise, Zehra Hoca underlined: “We have the chance to read an article in English. When you do a research on any subject, 90% of the research comes out in English on the Internet⁹²³” (Zehra Hoca, I2). The improvement in the communication chances and skills was underlined, which necessitated learning the language: “It's a tool for comprehending the world. When you look at the present now, the world is becoming more cosmopolitan. Different people from different countries go everywhere. And you have to communicate with them, and they speak English⁹²⁴” (Nil Hoca, I1), “It's hard to tell this to people who have never left Turkey, but the moment you leave and go to the airport you understand how important it really is. So, I think most importantly, English is a way to communicate with other people⁹²⁵” (Zehra Hoca, I1). Speaking English was argued to be a skill always on demand: “after all, this is a

communication network between people and it never gets old, it is a field which is always useful⁹²⁶” (Aysel Hoca, I1), “I always tell this to my students; if you want to work in the private sector, you will get a pay raise when you only have a certificate showing that you speak English⁹²⁷” (Reyhan Hoca, I2).

In terms of their own language skills, the early career English language teachers both evaluated themselves as competent user or saw room for improvement. Aysel Hoca considered herself as a competent user of the language and further commented:

I feel better about not being native because English is known as the language of the world, as *Lingua Franca*. If I were a native speaker, I would maybe only see a part of English but now because I learned this as a second language, as how all the other people around the world see it, I can communicate both with natives and non-natives.⁹²⁸ (I2)

Nil Hoca evaluated her own language skills: “I cannot say it is my mother tongue, but I can say it’s at a very good level. I have no trouble speaking, problems with pronunciation. There is the fairy-tale language discourse, for example, I know it very well⁹²⁹” (I2). Reyhan Hoca adopted a competency perspective: “If the other side understands, it’s OK, so it doesn’t need to be perfect. I define myself as a language user who is not very perfectionist, can make mistakes, or does not interrupt communication even on making mistakes⁹³⁰” (I2). In a similar manner, Selim Hoca said: “I haven’t been abroad, but I feel lucky to be able to talk about using the Internet and computers. Being able to communicate is enough. Of course, we aim for more, but it should be at least like this⁹³¹” (I2) and evaluated himself as a successful user of the language. Zehra Hoca also thought herself so: “I think my language skills are fine. I’ve never had any problems speaking with native speakers until now. I think I am no different from a native speaker in most aspects⁹³²” (I2). There was also room for improvement on certain points according to the early career English language teachers. Hale Hoca focused on her writing skills: “If you tell me to write something long, maybe I can write a few things, but I cannot make perfect paragraphs. But I wish to be able to do this, I think I am very lacking in this aspect⁹³³” (I1). She also added she might have had problems if she were teaching higher levels since: “Grammar topics are being forgotten over time. For example, I may not be very very good right now. You know about passive vocabulary. I know many words but when I speak, I can’t recall them⁹³⁴” (I2). Onur Hoca too reported similar challenges: “I cannot speak very fluently either.

Actually, I need to add more to it, to improve myself, I still have deficiencies. I forgot too many words, I feel it, I need to complete them⁹³⁵” (I2), yet these might have caused by the fact that: “Maybe I fell behind the language at the high school and university level because we always speak at a certain level where the students are middle school level students. I feel like I slowed down a little⁹³⁶” (I2). Aylin Hoca commented on her own skills: “I don't feel as good as my mother language but I'm trying to improve myself⁹³⁷” (I2). Nalan Hoca kept working on her language skills especially speaking: “I developed speaking very late and now too I'm not very fluent, but I'm better. I'm talking, I'm comfortable. I can have a dialogue, I can chat, I can tell what's in my head⁹³⁸” (I1). Ece Hoca shared the same concern: “Among my skills, I think the worst is my ability to speak because we don't speak actively. Unfortunately, I would say Intermediate. So, I am not that good at it⁹³⁹” (I2) and exemplified several reading and vocabulary websites and applications she continuously followed to develop herself (I2). Erdem Hoca reflected on his language skills improvement in two areas: “In writing and reading, I see that I'll never be able to finish improving myself because I think that I constantly see a new expression in those chats (with foreigners) and that I add that expression to my knowledge⁹⁴⁰” (I2).

4.2.1.5. Students to “Care”

The views the early career English language teachers held about students were analyzed and their comments on the relations with students revealed that those relations were built around “care” about students. The emphasis on the recognition of students as individuals and valuing the uniqueness of them, being able to empathize with them, aiming for open communication, and close relations with them was profound.

First of all, the early career English language teachers underlined the recognition of students individually and suggested that all students should have felt that they were loved for who they were and the way they were: “the most important thing is that students are liked as individuals. I call each student by name and get them participate at least once in every class as I think they should feel valued and that they exist there⁹⁴¹” (Aylin Hoca, I1). Hale Hoca got help from classroom teachers to be able to know more about students: “I should learn everything about the child. On the first day,

I'll memorize all their names because I think it's very important to address them so. I try to learn something about all of them from the classroom teacher⁹⁴²" (I1). Reyhan Hoca emphasized realizing students' individualities and potential: "Every child has something they are successful at. "One hundred per cent." If we aren't able to find it, we're missing it. Each child is an individual, you have to approach each differently. I don't treat them the same⁹⁴³" (I1). Moreover, Selim Hoca underlined the need to respect students' ideas and interests and not to have a judgmental attitude toward them and added: "You know your students, then the rest flows. There is no excuse for not getting to know the students. Young people today are just as they should be in the world, they adapt⁹⁴⁴" (I1). There were several instances signaling the early career English language teachers' embracing students: "I guess it sounds like being a teacher is a little more like being able to embrace the child in all aspects⁹⁴⁵" (Ece Hoca, I2). Several early career English language teachers referred to their students as their own kids: "When I first started working, I developed a very special bond in kindergarten and I always mentioned them as my children, as my daughter or son at home⁹⁴⁶" (Nil Hoca, I1). Hale Hoca also stated she built a relationship based on trust with her students: "They trust me that I love them very much, that I always want their well-being. When I look through their eyes, they would say I'm an interested teacher⁹⁴⁷" (I2). Students were valuable as could be seen in many statements of the early career English language teachers:

For example, when I think of a student, I should never feel that s/he is unimportant. For me, I may be working at XXX's worst school, under any circumstances, but each student is individually valuable for me and I want everyone to see them in the same way.⁹⁴⁸ (Hale Hoca, I1)

Selim Hoca raised a critique: "The teacher makes you feel worthless. That's the teachers' weapon today. S/he does not beat the student but makes a psychological attack on his personality. I wonder which one is worse, it can be thought long and hard⁹⁴⁹" (I1). Aylin Hoca commented on how caring about students would reflect in her teaching practice: "Since I think every student is a gem to be earned, as I mentioned before, when I see that student is a bit behind from the rest of the class, I try to improve that student with support programs⁹⁵⁰" (I2). The early career English language teachers focused on being aware of students' personal interests: "It is very important for us to know the interests of our students first and then to lead them to information⁹⁵¹" (Hale Hoca, I1). Each group of students was unique on its own affecting Selim Hoca's

covering the coursebook: “I don’t follow the book in an order. Because not every book isn’t perfectly prepared or may not be suitable for that class. So, I’m not prepared for all at once. One of those seven classes have fun differently⁹⁵²” (I2). Students wanted to be seen and realized and the teachers were aware of this and acted accordingly: “It made them very happy that I was filming them, that this video was going to be posted on the school page, that they were in the main role. Since they’re adolescents they want to be at the forefront⁹⁵³” (Nil Hoca, I1), “since they’re 9th graders, (...) you think they don’t care much, but they expect it from you. They want appreciation whether the teacher sees them. Even when I say one’s improved, I look at his/her eyes and they’re shining⁹⁵⁴” (Reyhan Hoca, I1). Another example of caring about students was that Hale Hoca kept the track of each and every student:

I have to know the name of the student; I have to observe him/her a little bit. I have to take notes. I definitely have a notebook and I write. I check what they did the previous week and see if they are doing the same thing that week again. This is in a positive sense, not only in a negative sense.⁹⁵⁵ (I2)

The early career English language teachers focused on the need for students to be autonomous and take responsibility for learning: “The student’s effort is so important, and we sometimes overlook this. “The teacher should be like this; the teacher should do this, OK, I agree. But the child’s effort is also very important⁹⁵⁶” (Reyhan Hoca, I1). Selim Hoca also stated that a teacher would never be able to teach more than a student could learn: “I will do my best, but the student may not understand. But at least I will not prevent him from understanding in the future. He can research himself, meet another teacher, checks the Internet⁹⁵⁷” (I1).

Secondly, there was additional focus on empathy and open communication with students. For example, Aylin Hoca stated she had more effective communication with her students: “When I am angry with something, I explain to my students why I am angry; why it is right or wrong. So, when you only go to the board and explain things, you cannot add anything to the student⁹⁵⁸” (I1). Reyhan Hoca said she developed empathy over time: “I’ve lived a very protected life until today, (...) I show much empathy. The children are also aware of this. (...) I used to think they shouldn’t reflect it in class no matter what, I’m not so strict anymore⁹⁵⁹” (I2). Nalan Hoca empathized with her students based on her own learning experiences: “I think my experience as a student allows me to empathize very well. I know I was struggling myself.

Empathizing with them, I say that it is necessary to put in an effort while learning English⁹⁶⁰” (I2). Aysel Hoca understood the intensive study load of her students at a competitive high school: “I consider how busy their minds and lives are, how much time they could set aside time for themselves⁹⁶¹” (I2). Ece Hoca focused on a different area that helped her build an open communication with her students: “I’m trying to leave my ego outside the classroom door. I can say things like, you’ve misunderstood, I wish I didn’t say it, you are right, to students⁹⁶²” (I1).

Finally, the early career English language teachers reported close relations with their students: Aysel Hoca’s students were not happy that she was not to be teaching them anymore: “they are very sad too. They ask why it had to happen this way; ask me if there is no other return or if we can we do it in another way. I felt really upset about it too⁹⁶³” (I2). Similarly, these close relations were not confined to only the classes she taught: “Now the class schedule changed, and I do not teach them any longer. They come and hug me during breaks, so the bond between us continues even though I do not teach them any longer ⁹⁶⁴” (I1). Onur Hoca had difficulties yet his relationship with his students settled:

At first, of course, I also had some problems. There were some problematic children. There were many students that I got angry with. We were a little offended, we stayed a little distant. Then we broke the ice, now there are no children at school with whom I had problems. But this happens over time.⁹⁶⁵ (I1)

The close relations could partly be seen in several aims of the early career English language teachers discussed earlier such as being an accessible teacher, to help students realize themselves, or to discover students’ potentials and so on or in altruism they mostly associated with being a teacher. The commitment to students and caring about them were among major components of the job.

To summarize, teacher cognition in being English language teachers and acting as such was discussed in relation to different constituents that would also inform overall LTIs. The emphasis was on instruction requiring the skillful composition, teaching as a job to be committed to, teachers with altruistic aims and English language teachers adding novelty to all other sides of the job; instruction or aims and roles to teach a language of utmost cruciality to students they do care about.

4.2.2. Teacher Emotions in Feeling as Teachers

Teacher emotions document the early career English language teachers' feelings as they were doing the job. Their early experiences and whether or how they felt as new or novice teachers, as English language teachers at state schools were explored. The ways they felt were grouped under two broad headings: job satisfaction and dissatisfaction. The sources of these were asked and grouped in terms of the things that made the early career English language teachers experience an array of feelings: happiness, satisfaction, joy, likes, achievement, enjoyment, meaningfulness as well as sadness, dissatisfaction, disappointment, unfulfillment, challenges and dilemmas.

4.2.2.1. Early Senses and “New” Teachers

The early career English language teachers were asked about their early experiences and their first days in the job. Most of the time, they had vivid memories marking either a smooth or a bit rough start to teaching. Firstly, some experienced a smooth start with feelings of familiarity, relief or being welcomed. Selim Hoca knew it was his job from day one: “I understood it on the first day that I could do this job very well. I was comfortable. It was obvious that it was my job⁹⁶⁶” (I1) and gave a pretty detailed observation of the school building where the classrooms, teachers' room, administrators' offices were, and the school yard, which made him feel something familiar: “I've never felt like a stranger. It was so ordinary. I had already spent my life at school as any child and I never had a hard time⁹⁶⁷” (I1). Hale Hoca also remembered a good start: “In fact, I still reminisce my first students. It was very, very beautiful. Was I too scared in terms of educating them? In fact, I was rather excited⁹⁶⁸” (I1). Sometimes, they felt feelings of familiarity: “It might be because I've portrayed myself as a teacher for a long time. I would want to say I was very excited or something like that, but that didn't happen. I instantly felt like I belonged there⁹⁶⁹” (Erdem Hoca, I1). It was so fast for Reyhan Hoca to get started with the job that it gave her a sense of belonging: “While I thought there'd be a lot of problems, my schedule was prepared immediately. Everything was all set, and my file was already prepared. I was supposed to bring documents for the file. I felt like I belonged there⁹⁷⁰” (I1). Zehra Hoca got a maternal leave shortly after she was appointed and then came back to teaching: “I was very excited upon returning after two years (...). I thought how I'd explain something.

I was asking how these things were, what was teaching like. But when I went the first day, I felt naturally at home⁹⁷¹” (I2). Feeling welcomed was a part of a smooth start as well: “That my colleagues did not exclude me from the groups they formed and also they took me seriously made me feel like I was always there⁹⁷²” (Reyhan Hoca, I1). Although Aysel Hoca did not think she would possibly have any problems bonding with students, she felt relieved when she met her students: “my students were really respectful. That's why I had no trouble. After meeting them, after doing things together with them, I was so much more relaxed⁹⁷³” (I1). She also commented on how it felt to be in teachers' room for the first time as a teacher:

You say I am a teacher now and you enter the teacher's room with that confidence. Therefore, it was very nice. Of course, when I entered the class as a teacher, I felt good things. I said that, now I have a place here; I am no longer a student. I'm here as a teacher. So it was a very happy moment for me to step in there.⁹⁷⁴ (I1)

On the other hand, the early career English language teachers experienced a bit of a more nervous start as well. Aylin Hoca had many questions and concerns in mind like whether the students would understand her if she spoke only English and said how she felt: “My hands and feet were literally shaking (..). I entered the class; everyone was looking at me. (...) It was very stressful but also very exciting. After getting through that first lesson, I said our story started for real⁹⁷⁵” (I1). Before going to the class, Aylin Hoca met the principal and the meeting went such that she felt questioned for her credentials for the high-achiever school she was appointed to: “s/he interrogated me (...) Telling me I had two-year experience only, s/he said their staff was very good, asked me if I could manage it. I felt bad (...) s/he didn't know me at all. (...) I felt anxious⁹⁷⁶” (I2). She thought whether she should look for ways of changing her school but later as said she was trying to prove herself: “I wouldn't want her/him to see me that way, I still don't want it, and I'm trying to prove myself. We've made a lot of progress though⁹⁷⁷” (I2). Aysel Hoca, having a smooth start with the students, had a few concerns as if she was not the teacher:

I went with hesitations because I look a little younger than my age. I had to buy a gown for the first week and go like that because otherwise it would be a bit of trouble. I was a little nervous on my first teaching day. I couldn't process that I was a teacher on my first day. I mean, how can I say, I felt as if I was still going to ask someone something and do so, as if I was not managing the class. I still felt like someone was going to tell me what to do.⁹⁷⁸ (I1)

Nalan Hoca commented on how she felt on her first day: “I was very excited, but I tried not to show my excitement. My voice would almost tremble if I shouted so much. But it went well, which means I believed I could do it⁹⁷⁹” (I1). Onur Hoca was a bit nervous and went to see the school and submit some official documents to the administration a day before his actual teaching when he was asked to start immediately but instead, he asked to start the following day: “I wandered around the school that day, looked around the students. I was too nervous that I would be alone with them, what I was going to say, how I was going to teach and talk to them⁹⁸⁰” (I1). When he was in class, he took time to meet students and remembered that day: “All on my own. (...) Everyone introduced themselves for a few minutes and the class ended. (...) I wanted to let the kids talk and I talked so that the time was up. It was too stressful for me⁹⁸¹” (I1). Later, his administrator told him that the administration was a bit suspicious of a teacher like Onur Hoca: “he said to me that they asked what to do with a man, an airport staff who is 40 years old and haven’t seen anything in school but added I performed well that they didn’t expect⁹⁸²” (I2). Reyhan Hoca was excited due to the level she was going to teach and said when she first entered the classroom, all she did was to hide her hands since she was too nervous: “I wouldn’t be so nervous if it wasn’t a high school. With elementary school children, you don’t need to do anything (...) But you have to do something for the high school student to accept you⁹⁸³” (I1).

There were also some fears in early experiences. For example, Aysel Hoca stated what she was afraid of the age difference between her and the teachers at her school: “Actually, there are no young teachers in schools in Istanbul now. I feared that I was going to be excluded. All teachers are over a certain age. There aren’t too young teachers. That scared me so much⁹⁸⁴” (I1), yet she said she then had positive relations with her colleagues. Nil Hoca mentioned: “This was my fear of both classroom management and not being able to address students. I was also so much afraid, very worried about a being teacher over-relying on grammar⁹⁸⁵” (I1). When she started to teach at the state school she was appointed to, she said: “I had some doubts. It was about the classes as well because the audience was more crowded and they had serious prejudices against foreign languages and English, they thought they wouldn’t be able to succeed in English⁹⁸⁶” (I2). Furthermore, Onur Hoca brought up the adverse influence of the candidacy exams on him: “this exam put me under a lot of stress. Why would people, my students, colleagues think bad about me? I’m not an unsuccessful

person. Would it affect my teaching because I did not pass this exam?⁹⁸⁷” (I1). Another issue was about the fear of not being taken seriously or accepted as a teacher: “because I was young, I had a lot of fear of not being taken seriously, but I didn't have a lot of issues with it⁹⁸⁸” (Ece Hoca, I1), “I don't know if I am the only one feeling this but I thought what if they don't listen to me as a teacher. You're always with them, have to make them accept you. I was a little stressed⁹⁸⁹” (Aylin Hoca, I1). For some early career English language teachers, it was an unfamiliar feeling to be at school as a teacher: “I don't feel this anymore, but before I felt like standing up when someone came in. This is because it is the teachers' room, and you are a student. How come? Am I a teacher right now?⁹⁹⁰” (Hale Hoca, I1). In a similar manner, Onur Hoca experienced the first few days uneasy:

The first one week to 10 days were very difficult. I didn't know what to do. It's a different job. I didn't know the children; I didn't know how to behave. As the name suggests, it's the Candidate Teacher. Of course, gradually, by getting to know the students, gaining confidence, I started to explain faster, easier and simpler. I think I'm better now.⁹⁹¹ (I1)

Upon being asked whether and how they felt about being a new, novice, an early career English language teacher, the emphasis was on the fact that the early career English language teachers were in the continuous process of becoming teachers: “I know I want to be a good teacher. I'm sincere about it⁹⁹²” (Selim Hoca, I1), “working in educational institutions, unfortunately, does not make everyone a teacher, but I think I am slowly becoming a teacher. I can also see my own mistakes⁹⁹³” (Aysel Hoca, I2). Erdem Hoca commented he was not “a teacher in his final form” (I2). Likewise, Ece Hoca said she was “at the beginning of the road” (I2). She commented on her earlier teaching when she tried to teach the most complex level of the language and added she did not feel distinctively an English language teacher yet felt as a teacher:

I was more of an English teacher and I am more of a teacher now. My only intention was English. I could not consider the level of the child that much. I was giving it in the most complicated way thinking it is what it should be, and later on, I started to learn what and how the child could get, and then I started to be a teacher.⁹⁹⁴ (I1)

Similarly, Selim Hoca thought: “Someone doesn't need to be a teacher to teach you a language. Your language learning ways may not depend on the teacher. Being a teacher is different, I think being an English teacher is a little bit easier⁹⁹⁵” (I2). There was a difference between being a teacher and working as one for Onur Hoca and he

said when he first started the job, he could not call himself as a teacher for the first five to six months: “but now I can say that I’m a teacher. When someone asked, I was saying that I was teaching, not that I was a teacher. But now I’m a teacher. The two are different and I feel it now⁹⁹⁶” (I2). Onur Hoca said he got used to the job and felt “comfortable” (I2). Furthermore, the early career English language teachers mostly underlined they did not feel like new teachers or were not seen so: “Maybe the reason why I adapted to school so much is that I cannot feel like a novice teacher because we are in a constant hustle and bustle⁹⁹⁷” (Aylin Hoca, I2). Erdem Hoca were not seen as a new teacher either and he stated possible reasons for this:

Although there are some mistakes caused by being a novice teacher, some often think that my appearance, attitude, life experiences are reflected in my teaching as if I have been a teacher for a long time, and some even think that I am an experienced teacher since they do not know that I’m a candidate teacher.⁹⁹⁸ (I2)

Zehra Hoca commented on the reason why she did not feel so: “I don't feel like I’ve just started as an English teacher. When you do the job you love, it feels like you’ve always done this or it’s a part of your life. It feels very natural to teach English⁹⁹⁹” (I2). With regard to being new or novice teachers, another point focused on was the natural young appearance of some early career English language teachers. Ece Hoca said this was an advantage: “that I do look close to their age is very helpful for me in having a dialogue with children, I think¹⁰⁰⁰” (I1). Aylin Hoca also said this was the only thing that made her feel as a novice: “Otherwise, I don't feel like a new teacher. It is just when I first meet the teachers, when I tell them my age, they tell me you are very new, you will see a lot of things¹⁰⁰¹” (I2). Aysel Hoca underlined the same issue: “Even when I feel exhausted and feel like I have worked for a long time, someone thinks I’m a student, then I say I am younger, and I just started my job¹⁰⁰²” (I2). The next feeling was enthusiasm shared by the early career English language teachers. Nil Hoca reported this for her delivery in class: “I teach in a very enthusiastic way. For example, sometimes students laugh at me. They say you're teaching in a very funny way. I'm more comfortable especially with the younger ones¹⁰⁰³” (I2). Nalan Hoca said enthusiasm would be something she would carry along all career stages: “I am excited about my job. I see myself an idealist. I would describe myself as an idealist, whether I was in the middle of the profession or just at the beginning or at the end¹⁰⁰⁴” (I2). Zehra Hoca did not want to lose the enthusiasm she had, and if her enthusiasm decreased, she would want to switch to an administrative position: “I’m enthusiastic

and excited right now. I'm excited about teaching something. I don't have much time left to do extra-curricular things, but at least I have such a will and I want it to continue all the time¹⁰⁰⁵" (I2). The early career English language teachers underlined empathy for students: "I think the word would be empathy for me as a beginner teacher because I put myself in students' shoes because I feel what they are going through¹⁰⁰⁶" (Aysel Hoca, I2), "I think I am an understanding teacher, now that I'm young and I could talk with them makes both me and them feel that I'm a new teacher¹⁰⁰⁷" (Ece Hoca, I2). Furthermore, the early career English language teachers were navigating themselves for the MoNE overall structure and functioning: "I'm trying to get used to the MoNE system right now. So, I am trying to get used to what it is like to be a teacher in the MoNE first¹⁰⁰⁸" (Erdem Hoca, I2). For example, Hale Hoca said "I saw in the MoNE, everyone has their own character, preferences as a teacher. For example, while you call it pink, someone calls it red and this isn't right or wrong. Another one does it like that, s/he's right¹⁰⁰⁹" (I1) and added she felt settled after a while. Yet, she overall felt "in the air" (I2): "I don't know exactly what to do. I don't know it officially. I'm not so sure about the process and uncertainty is something I don't like at all¹⁰¹⁰" (I2) or it felt like "carom": "It is very complicated right now. I know what to do as a teacher. But officially and in terms of attitude, I really don't know what to do¹⁰¹¹" (I2). Nil Hoca also commented on this issue:

If I had worked for the state for many years, maybe I would have been calmer. I'd say, conditions are like this and draw a path for yourself accordingly. I will draw a better path next year. I won't worry about the crowd or about taking attendance.¹⁰¹² (I2)

Zehra Hoca told: "It can be a little shocking for a beginner. After understanding this social structure, there is not much problem, but until you understand it might be challenging¹⁰¹³" (I2). Reyhan Hoca had a supportive community with her mentor and vice administrators to navigate herself for the MoNE schools-related issues:

Once you are not involved, it is not enough no matter how much you learn. For example, you learn how to fill in classroom logbook, how to post a grade in e-school, or how to open a project for students who will take project assignments, or a report about a class while doing. They teach you how to fill in the absence form. I learned these from my assistant principals. My supervisor informs about the EIN.¹⁰¹⁴ (I2)

Early experiences were inclined to trial and error. Reyhan Hoca said she did not have very sharp truths due to being new: "I am in favour of applying everything I have learned because I find things out by trying. I check if it works or I get positive

feedback. So, my teaching is a little trial and error¹⁰¹⁵” (Reyhan Hoca, I2). Several other feelings were brought up such as being under scrutiny or like fish out of water: “administrative control, for example, is something specific to novice teachers. (...) When I was appointed to a vocational high school, when I entered the class, I felt like fish out of water¹⁰¹⁶” (Reyhan Hoca, I2), or emotional or callow: “I’m still too emotional (...) When I see a bad attitude from a student, I resent it or take it personally. Maybe I act naively in classroom management. It’s something gained by experience. That might be the only difference¹⁰¹⁷” (Ece Hoca, I2), and “affectionate” (Nil Hoca, I2; Hale Hoca, I2). The first year at state schools and the candidacy process were so important that it would influence one’s later teaching life (Hale Hoca, I2).

4.2.2.2. Job Satisfaction

The early career English language teachers put emphasis on several aspects of their jobs making them feel in ways that could be interpreted as job satisfaction: sources of happiness in the job, things they liked, loved or enjoyed, their most meaningful experiences, their sense of achievement, belonging, or appreciation and so on as seen in the table below:

Table 13. Job satisfaction for English language teachers

Emphasis on	Frequency (f)
(TEMOT) Job satisfaction	
Happiness	104
Like/love/enjoyable	90
Sense of achievement	75
Most meaningful experiences	54
Other sources of job satisfaction	55
Total	378

4.2.2.2.1. Happiness

To start with, happiness was mentioned in the early career English language teachers' accounts greatly. There were different sources of happiness: the student-sourced, the English language-sourced, and the job-sourced. The biggest source of happiness was students. For example, Aysel Hoca was happy that her students could come up to her and ask for her help: "If s/he can come to me and tell me, I feel like I am doing the right thing somewhere. That's why I get happy and I want to continue like this¹⁰¹⁸" (I1). It was the students themselves and their positive feedback making her feel content especially at a time when, in her own words, "people gave up hope on the youth" (I2):

What makes me happiest is to meet students who read things that we do not read, watch things that we do not watch, listen to things that we do not listen to and who attend programs. Despite being two to three months only, I can understand this when I look in the eyes of my students and they greet me with such happiness.¹⁰¹⁹ (I2)

It was "a positive culture shock" for Nil Hoca since: "Because you want to give, and you give it with love. You don't want it to be appreciated financially. There are students who appreciate it spiritually¹⁰²⁰" (I1). The observable improvement in student performances was noteworthy: "Although I get discouraged, I have students that motivate me. I see that it works. Some students succeeded in what they failed. The student who got 02 got 76 now, I didn't give it, he really got it¹⁰²¹" (Selim Hoca, I1). While Aylin Hoca was teaching 1st-graders, the moment she saw one of her students answered all the questions in an activity correctly was critical: "The moment of seeing that I could teach, and they were learning was very nice for me (...) Not only successful students, but also students from whom I never expect formulate a such a sentence¹⁰²²" (I2) since, she said, seeing her students learn makes her very happy. She was also cheerful when her students would speak in English during the break time: "It makes me very happy to see that they can use it. During breaks, they speak English, try to start a conversation, my students want to come to me when they see me. All these make me very happy¹⁰²³" (I2). Erdem Hoca underscored getting students actively involved in the learning process, marking a new chapter in their learning: "There are students that I can say before and after me, (...) both my own observations and their own expressions. Above all, this is a source of great happiness, seeing that they learn, apply methods, and continue learning¹⁰²⁴" (I2).

Happiness was about reaping the harvest of their teaching. That is to say, seeing the real use of the language was rewarding for them such as Ece Hoca in addition to improvement in the grades or correct answers in tests: “Something they learned from me will help them establish a dialogue with a stranger in a different society. I’m very happy when they learn a pattern from me, talk to a friend in the evening in an online game¹⁰²⁵” (I2). Zehra Hoca also told when she felt happy: “

We are very happy when we are rewarded for what we do. Of course, it is sometimes like looking for a needle in a haystack, but even if there are 1-2 students, I feel very happy when I think that I have changed something in their life or that I made them like English.¹⁰²⁶ (I2)

She also added the basic things got her delighted: “If they come to school, sit there, bring their book, I would be very happy. I say at least they have done so. I think it would be useful if I teach even one word¹⁰²⁷” (I2). Nil Hoca was happy if her students got a sense of linguistic differences in languages and used their knowledge, such as on prefixes and suffixes, in the future, which all signaled overcoming some negative presuppositions influencing learning of the language: “Looking into the eyes of students who really want to learn English, feeling that excitement and breaking down that wall makes me very happy¹⁰²⁸” (I2). Furthermore, Nalan Hoca was thrilled when she lighted a candle even for one student who took her as an example and decided to spare more time and resources to learn the language and let Nalan Hoca know about her influence on this decision to enroll at a language course: “I was very happy to arouse sympathy for the language (...) then the child came to me with that feedback. I said to myself, look, I was beneficial for at least 1 person in a 1000-person school¹⁰²⁹” (I2). In a similar manner, Reyhan Hoca stated what made her happy: “What makes me the happiest is that the student who is convinced that s/he cannot learn or maybe even after a while a student I’m convinced that s/he cannot, improves themselves and are there to learn¹⁰³⁰” (I2). It was joyful to see the curiosity for the language on students’ part for her:

The fact that when I ask the next lesson that a past subject, what I teach is remembered, or the children sometimes make a sentence and come with that sentence, this effort makes me feel very good. If they are interested, they ask questions because asking questions means they want to learn more about it, the details. This shows that I was able to arouse curiosity, so they are interested.¹⁰³¹ (I2)

The positive student feedback was one part of the student-sourced happiness for the early career English language teachers. It was sometimes feedback on the early career English language teachers' overall performance and characteristics: "I cannot be humble about it because I feel really loved by my students¹⁰³²" (Ece Hoca, I1), "My students actually think that I am a very understanding teacher right now and they say this often that I'm very understanding¹⁰³³" (Aysel Hoca, I2). The early career English language teachers said they would know they were progressing as teachers on positive student feedback such as: "Of course, I understand from the children's eyes. Seeing the progress that I achieved in students from their reactions and expressions improves me as a teacher¹⁰³⁴" (Erdem Hoca, I2), or "I understand when more students show more admiration or more appreciation and also more success, that's why I can keep going¹⁰³⁵" (Selim Hoca, I2).

The second source for happiness was the English language itself or the opportunities offered by the language. For instance, Aysel Hoca commented on how reading in this language broadened her worldview and added: "As an an English teacher, they read and watch so much, and I can provide them with a new resource. Sharing such things outside the classroom and seeing they read such things and their progress makes me very happy¹⁰³⁶" (I2). Erdem Hoca expanded on things that made him happy in the job and underlined some features building on the language: "the flexibility of the lesson, being able to turn any topic into a class topic and to give a worldview, the comprehensiveness, a wider perspective, ability to empathize, and cultural issues in addition to English make me happy¹⁰³⁷" (I2). Hale Hoca agreed on this issue: "The best thing is for example, if I were a math teacher, I'd only do math. But since I'm an English teacher, I can explain this both in class and understand when I watch a foreign broadcast¹⁰³⁸" (I2). Nalan Hoca was another teacher focusing on the language itself: "To be able to discuss a subject at a very universal level, to be able to explain this and to be a teacher of a lesson allowing children to benefit from many data is like being a locksmith¹⁰³⁹" (I2). Moreover, Nil Hoca emphasized again the critical stance that students could acquire while learning the language and how it would improve other areas in their lives:

English is an important tool to react to a perception (in mass media), to interpret, perhaps to contribute to the change. This is happiness. Seeing that they can convey this. Being a language teacher teaches you to access to all kinds of opportunities and

to use all kinds of resources for your own benefit and for the benefit of other people as well as humanity.¹⁰⁴⁰ (I2)

In addition, all early career English language teachers focused on the happiness that the job itself offered: “For some reason I am extremely interested in teaching. That's why I am very happy in my job too¹⁰⁴¹” (Aylin Hoca, I1), “I go to work very happy; I teach 35 hours, and this makes me happy. For example, at my age, people in the profession complain a lot about their jobs¹⁰⁴²” (Nalan Hoca, I2). Onur Hoca was happy at his school since: “I love school. This is my first place of work. I got used to teachers, got used to school, got used to students¹⁰⁴³” (I1). Nil Hoca was specifically underlined being at her current school: “I am satisfied with my school. I think it is more important for me to serve there and I am more peaceful and happier¹⁰⁴⁴” (I2). The professional environment was emphasized by Aysel Hoca: “I have a good relationship where everyone actually knows their place but doesn't feel nervous, so I'm happy¹⁰⁴⁵” (I2). The school and class environment were additionally marked in terms of happiness at the job in Aylin Hoca's account:

We are such a happy class that I love students very much, students love me very much. I have never seen students fight in my classroom. I did not get any complaints from any teacher. Our class average is above 90, between 90 and 95 in all classes. I never thought of anything negative. I just had a smile on my face, I feel happy when I think of the class.¹⁰⁴⁶ (I2)

4.2.2.2.2. Enjoyment

The early career English language teachers focused on the areas they liked or loved. In this regard, the love for the job was repeatedly noted by them such as Ece Hoca: “After all, I can say that I am doing a job I love at the end of the day¹⁰⁴⁷” (I1), Nil Hoca: “I love my job; I love them asking me different things. I love that when the classroom is noisy, they watch me and listen to me even in that noise¹⁰⁴⁸” (I2), and Onur Hoca: “I also enjoy teaching something. Let's think of any word here on the paper, I want them to know it¹⁰⁴⁹” (I2). Aylin Hoca said she even tried working in different jobs, yet none was like teaching: “I also worked as a translator. I introduced a place somewhere. Since I've tried all of them, I think teaching was the most convenient and the most beautiful one. I saw that the classroom environment made me more satisfied¹⁰⁵⁰” (I1). Some early career English language teachers suggested being able to teach was a natural gift and they had it: “When I entered the class, I realized that these kinds of natural talents and the essential qualities teachers should have are

what I already have as a teacher¹⁰⁵¹” (Ece Hoca, I1). Selim Hoca thought teaching was his strong suit: “I think my main skill was teaching. I realized it, and I was happy too. I thought things meant to be find their way. I better understood this when I became a teacher¹⁰⁵²” (I1). Hale Hoca saw teaching “as a part of one’s personality” (I2) and Nil Hoca thought teaching ability as a trait “not everyone had” (I2). They loved to share: “You share information, but it does not decrease so I love explaining things¹⁰⁵³” (Hale Hoca, I2). In a similar manner, Nalan Hoca stated: “I love to share information because I think it sticks to mind more when you share it with someone else¹⁰⁵⁴” (I2) and remembered how she liked being called “hocam”: “S/he said, Hocam, you will start the first lesson tomorrow. I was so excited. For the first time, someone calls me Hocam. I fell for the word and got very excited. I got very happy hearing that word¹⁰⁵⁵” (I1). In relation to the job-sourced satisfaction, Aylin Hoca said she felt “secure” in the job (I2). The fact that the early career English language teachers loved to be around kids and spend time with them was pointed out: “since I got along well with the kids, it proceeded like this I guess, I don't know¹⁰⁵⁶” (Nil Hoca, I1), “I love children very much; it must be felt by the students. I also love the students we’re angry with the most, the naughtiest. We see them as our children. Of course, it finds its echo¹⁰⁵⁷” (Zehra Hoca, I2). They also felt loved by the students: “I’m a bit strict teacher, but I believe they really love me, seriously. I think I am a beloved teacher; I think they appreciate me as well. They are aware that I want what’s best for them¹⁰⁵⁸” (Hale Hoca, I2). The “passion” (e.g., Aylin Hoca, I1; Nalan Hoca, I2; Onur Hoca, I1; Reyhan Hoca, I1) they had for learning the language was stated several times. Onur Hoca exemplified this: “I like both the spelling and the pronunciation. I can find the long words or expressions as one single word. I don't know, this is more the language of writing, poetry or songs, I don't know it’s beautiful¹⁰⁵⁹” (I2). In the learning process, the early career English language teachers liked the English classes and their teachers as could be traced in their teacher learning. Furthermore, the early career English language teachers dwelled on what they enjoyed in the job: “I’m kidding in English so it's nice when you go back and forth like this and it's so fun to teach this¹⁰⁶⁰” (Aysel Hoca, I2), “of course it is also very nice to teach something you love, but it is much more enjoyable to teach rather than the subject you teach¹⁰⁶¹” (Ece Hoca, I2) and:

It is very enjoyable; I feel really happy conveying things, especially something that they do not know much. For example, the subject is about a city, I collect information

about the city, how do I answer them if they ask questions, I think about this in advance. I give, say, reading technique techniques I have learned, they are surprised. I like it very much.¹⁰⁶² (Hale Hoca, I2)

4.2.2.2.3. Senses of Achievement and Meaningfulness

In addition to happiness and likes, their sense of achievement was explored in their statements. Aylin Hoca believed she could do the job quite well: “They say, you have taught us a lot, even in a very short time. You are very friendly. We loved the lessons very much thanks to you¹⁰⁶³” (I1). She provided a justification for her accomplishment telling her students sent her messages in English instead of Turkish: “Although they’re not necessarily able to use it very well, at least they’re trying to use it. If I could add this, then I think I was able to turn on that learning light¹⁰⁶⁴” (I2). Moreover, Aysel Hoca felt accomplished as she made a change in students’ thinking: “I try to teach the language as a means of communication, as a cultural tool, and to make them love it. I think I have gradually achieved this¹⁰⁶⁵” (I2). Likewise, Ece Hoca stated on her own performance: “I can think as they think and understand what they don't understand. I can adjust my teaching to their level, I'm good at teaching¹⁰⁶⁶” (I1). Erdem Hoca was further recognized at the district level thanks to his outstanding participation in the Republic Day organizations: “I received an achievement certificate even before my candidate status ends. It becomes the high achievement certificate when you get three, I made a good start¹⁰⁶⁷” (I1). This was not directly related to the teaching of English, yet he mentioned this incident contributing him to feel accomplished. He also evaluated himself in terms of contacting students: “I talk to most of them, one by one, as much as I can, whenever we have time. Can I reach my goal? There are definitely students whose lives I have touched. I think I reach my goal ¹⁰⁶⁸” (I1) and added: “If they think like, I got a poor grade, but I would do it if I worked a little harder, and I feel they do so, I think I have achieved this to a large extent¹⁰⁶⁹” (I2). Onur Hoca felt accomplished as well after the unconventional road he took until teaching: “Well, it proceeded in a different way, but eventually I reached to this point again. So, I also achieved what I wanted¹⁰⁷⁰” (I1) and added: “they know that I am still at the beginning of my career, there are a lot of people who think that I have been a teacher for one year but still did well¹⁰⁷¹” (I2). Reyhan Hoca knew she was progressing as a teacher when she was able to “bond better with students” (I2) and she felt to have achieved this goal since her students could share their struggles with her (I1). Zehra Hoca said she was

already able to care about interested learners but there were some students requiring more effort and commented on those: “Even if they learn one word, start being interested in English when you make eye-contact with them, take interest in them, I’ve won such students. I’d three to four in each class, now it dropped to one or two¹⁰⁷²” (I2). Selim Hoca also reported his sense of achievement as he was “doing well” with his unconventional way of instruction and classes including some fruitful semi-controlled free time as “in-class break”: “if it were not for the 12-15 minutes during the in-class break at the end of lesson, I wouldn’t be able to learn what they understood from that lesson, they wouldn’t be able to ask questions¹⁰⁷³” (I2). In relation to their sense of achievement, they felt confident and proud. For example, Nil Hoca said:

I feel that I’m getting stronger, the dilemmas sometimes make you tired, you feel like you cannot do anything, but I definitely feel that I’m getting stronger. In every sense, in terms of personality as well, I feel that I have gained a new stance. I feel like I can take a stronger stance.¹⁰⁷⁴ (I2)

They were proud of themselves in various aspects in their career: “I am so proud to be a teacher because it’s not really everyone’s cup of tea¹⁰⁷⁵” (Aysel Hoca, I2). Likewise, Hale Hoca stated the reason why she felt proud: “I am proud to say that I’m a teacher as it reflects me, is my dream job¹⁰⁷⁶” (I2).

Following happiness, likes, sense of accomplishment, the early career English language teachers were asked to comment on their most meaningful experiences or anything that was important for them as a teacher. Similar to the biggest source of their happiness, their most meaningful moments were also shaped around students. To start with, to create something for students was invaluable even as a pre-service teacher: “in the materials lesson, the topic was organs and I sewed organ models as clothes for 15 days. They were wearable, demountable. It required mental effort too. I care about such things¹⁰⁷⁷” (Aylin Hoca, I2). Nil Hoca remembered the times when she first started teaching and prepared her students for a performance and further shared an example material for this performance as seen in the figure below:

These are about 15 years old, they had to be on a school performance show. Printing all of would be both costly and difficult, so I preferred to draw them. There were animals such as fish, tigers, lions and I asked for combed cotton and felt, and I sewed their costumes on the combs myself. There was a colorful bird in the costumes. I cut leaf-shaped shapes from felt and sewed them together. Actually, my work is not extraordinary, but they turned out to be costumes for a show. I sewed them costing quite cheap and the students were very happy.¹⁰⁷⁸ (I2)

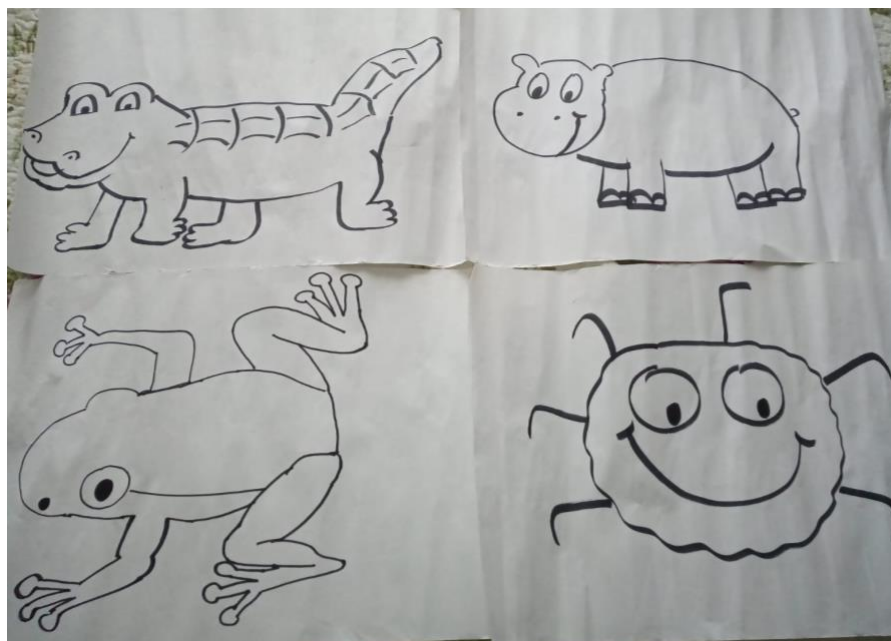


Figure 4. Nil Hoca's drawing for student costumes

The most meaningful moments were also those which showed strong emotional bonding with students. For example, one of Aylin Hoca's students gave her a breakable necklace: "It was very important to me because she divided the whole in half and gave it to me. It is very important for me to think that I can make that student feel such¹⁰⁷⁹" (I2). In addition, Ece Hoca remembered several incidents such as her students' organizing her a farewell or drawing her with the students encircled by flowers and these led her to think: "Not only as a language teacher, but as a teacher in general, it made me happy to be able to touch, take part in the lives of children this way. It means I was able to bond with them¹⁰⁸⁰" (I2). The "feedback cards" (I2) from her students was quite important to Hale Hoca for her "to be able to see herself from students' eyes" (I2). Selim Hoca referred to his own education when he felt he was not discovered or cared for: "Being a student was a meaningful experience for me. No one cared for me. I thought it was unfair and I strive to make sure what I and my students enjoy/benefit are the same¹⁰⁸¹" (I2). For Onur Hoca, it was witnessing students' growth physically:

“This has been my greatest experience to see children grow up, it feels different to see the physical growth of children just around me this year¹⁰⁸²” (I2). And this could be linked to the event he picked as important when he saw students completing another semester and when he had the first feeling of his own class: “These are my first students, and I gave report cards to students for the first time. It was a very exciting and happy day for me. So, it was a special and beautiful day for me¹⁰⁸³” (I2). Zehra Hoca also focused on the feeling of one’s own students and class: “It was nice to have your own room (class), you have your own desk, locker. I miss that. That class was very special to me. Because it was the first step in teaching¹⁰⁸⁴” (I2).

The next things the early career English language teachers brought up were some books or movies they found inspiring. For example, Selim Hoca, who had critical views on schooling as could be seen in the related parts regarding teacher learning and cognition, talked on the “Deschooling Society” book critiquing the role and practice of education by Ivan Illich and explained why the book was so important to him as a teacher:

For example, there is something I like very much, we classify students according to their age. This is criticized via an argument that is supported academically, it is not ideal to classify children according to their ages. It is said this is harmful. Instead, it should be based on students’ interests and abilities. I liked that many things I thought about were written in the book.¹⁰⁸⁵ (I2)

Two movies that related to education were mentioned. The first was “The Dead Poets Society”; influencing Erdem Hoca both as a student and teacher: “it’s to teach the real taste of poetry instead of ready-made patterns and lecture notes, to focus on the main benefit by breaking some rules. What’s important is that the whole group progresses and benefits¹⁰⁸⁶” (I2), an aspiration for Nalan Hoca: “I was very impressed that he taught authentic lessons. I am really such a teacher; I try to be that way. I always look for something original (...) things done through their own research are more valuable, more permanent¹⁰⁸⁷” (I2). Ece Hoca told why she was influenced by the movie “Like Stars on Earth”: “I was very impressed by him. As a teacher, I liked being able to realize when children had special needs, being able to direct them¹⁰⁸⁸” (I2). Additionally, Reyhan Hoca commented on a book that was written by a teacher she personally knew, and the theme was teachers reaching out at the Village Institutes in Turkey; “A teacher: From the Village Institutes to Today”, by Engin Çınar İlker: “I

discovered how special and important Village Institutes were thanks to that book. He signed for me the book he wrote, worked as a teacher in Village Institutes and I was very impressed by the outdoor lessons in photographs¹⁰⁸⁹” (I2). The author of the book also tutored her voluntarily when she was a kid, which made him a teacher aiming beyond limits. The fact that her high school teacher igniting a light for her to be able to study foreign languages was “a turning point” (I2) for her. Both teachers achieved to be agents of change. Aysel Hoca shared a video that she and her peer pre-service teachers prepared for a class and commented on how it related to her teaching practice: “Because I had fun while doing these things. I want my students to be like this, I want them to have fun while learning English¹⁰⁹⁰” (I2). International experiences were emphasized by Nalan Hoca as “one of her challenges she overcame” (I2) and by Zehra Hoca through “showcasing diversity” (I2). The moments Nil Hoca felt she mastered the language were meaningful for her since she had this aim for her students (I2) as well.

4.2.2.2.4. Appreciation and Content

There were other instances of job satisfaction. Nalan Hoca thought the job as “a second spring” (I1) and “an earned prize” (I2) for her as she found her way out thanks to it. Similarly, for Onur Hoca, it was “a second chance” (I1). It was a “success story” (I1) for Erdem Hoca. The early career English language teachers stated they were trying their best: “I define myself as a teacher who strive a lot, who has deficiencies but is aware of this¹⁰⁹¹” (Erdem Hoca, I2). They said they had a clean conscience: “I have a clear conscience, so when I put my head on the pillow, I can say that I have taught something today or I was able to touch a child’s life¹⁰⁹²” (Hale Hoca, I2), or made sure their lessons were worthwhile: “I’ll try to at least reach out, to make sure that children would spend those 80 minutes more productively in class than on their own¹⁰⁹³” (Selim Hoca, I1), or evaluated themselves: “At the end of the day, I want to be able to say yes, I made enough effort for these children, this is important to me¹⁰⁹⁴” (I2). The next comment was that they already became teachers: “Rather than I want to be a teacher, I think I am already a teacher¹⁰⁹⁵” (Aylin Hoca, I2). For example, Erdem Hoca got a reaction from one of his colleagues upon Erdem Hoca’s behavior in treating a cheating incident in an exam: “Then I asked other teachers, did I do it right, did I do it wrong? One of the teachers said, you are a real teacher¹⁰⁹⁶” (I1). Additionally, Hale Hoca said:

“I can say natural and real. if I am angry with a student, s/he will surely understand this. I’m not a person who can pretend. This is definitely reflected in the classroom. I think teaching is our persona¹⁰⁹⁷” (I2). Aysel Hoca stated she was apparently seen as an English language teacher: “They say you are a sheer language teacher. Students sometimes communicate directly in English, sometimes they can communicate in English with some Turkish, but they do not completely choose Turkish¹⁰⁹⁸” (I2). Similarly, Aylin Hoca could tell the same from her students’ messages in English: “They know that I am an English teacher and write accordingly. It’s really important to me that I have them acquire this habit¹⁰⁹⁹” (I2). The early career English language teachers reported their sense of belonging. For Aysel Hoca, this was thanks to the attitudes of her colleagues since they behaved as if she had always been there: “as if I was working there, everyone calls each other as Hocam. Of course, they address me the same way. There is no problem due to age, they don’t make me feel it at all¹¹⁰⁰” (I2). Erdem Hoca said this was due to his relation to the nature of the job: “I didn’t feel different after becoming a teacher. I’ve always been like that. I don’t know if I was a little didactic before I became a teacher, I have a feeling as if it just settled¹¹⁰¹” (I2). Selim Hoca also mentioned this sense of belonging:

It goes very well that I can say "I'm glad I became a teacher". My personality characteristics, that I like talking (...) the happiness of teaching people something, I think my personality largely overlaps with the strategies required here. I don't become a teacher by acting, I'm already myself to a large extent. This also effects it well and I feel like I belong.¹¹⁰² (I2)

Furthermore, he said he felt appreciated by his students and the parents: “It seems to me that students and parents appreciate us to some extent. They come and thank for something which they may consider as our duty¹¹⁰³” (I2) and he heard that his principal had said a new teacher wouldn’t be that good and they were very lucky: “He then said this in front of the students, too. They said that they loved the lesson because of the teacher. It made me very happy. I have received two good feedback at the same time¹¹⁰⁴” (I2). Finally, in relation to their job satisfaction, the early career English language teachers said they felt responsible to teach English and to do it properly: “I think I do this job in a more practical way because I know where people who experience similar difficulties with me will have difficulties. I thought I should do this¹¹⁰⁵” (Nalan Hoca, I1).

4.2.2.3. Job Dissatisfaction

The early career English language teachers focused on some aspects of their jobs making them feel in ways that could be interpreted as job dissatisfaction: lack of fulfillment or satisfaction, experiencing dilemmas or conflicts, areas causing sadness or disappointment and so on as can be seen in the table below:

Table 14. Job dissatisfaction for English language teachers

Emphasis on	Frequency (f)
(TEMOT) Job dissatisfaction	
Not fulfilled/satisfactory	62
Dilemma/conflicts	38
Sadness/disappointment	23
Other sources of job dissatisfaction	41
Total	164

4.2.2.3.1. Dissatisfaction and Unfulfillment

To start with, there were instances of dissatisfaction in their accounts consisting of self-critiques or dissatisfaction teaching either as a job or the way they did it then. For example, Hale Hoca raised her concerns as she was not at a level where she wanted to be as a teacher: “I don't think what I'm doing right now is entirely satisfactory. I don't think I can reflect my character as a teacher because the circumstances are unfortunately very different¹¹⁰⁶” (I1). She even considered taking up translation jobs or working at a private school to improve herself: “I have to prove myself and take a step forward, so I have to let myself know that I'm improving¹¹⁰⁷” (I2). She considered

herself as “skills teacher” (I1) or “a private school teacher” (I2) and added: “This is just the version of me who has kept up with these conditions but still struggles for something, but it’s very limited. I console myself that this is a temporary thing¹¹⁰⁸” (I1). She exemplified how her teaching should look differently by using elicitation techniques, skills-based curriculum, using the literature or technology more in her instruction, being more creative (I2). Erdem Hoca thought a downside for teaching in general, not just in teaching English: “that’s what being a teacher brings: telling the same lesson in replicas to multiple classes in a row. This is overwhelming at times. It’s a bit repeating yourself to explain the same thing to everyone with the same method¹¹⁰⁹” (I2). Nalan Hoca brought up the same issue: “Repeating the teaching process every year, that’s not what I want to do, and I’m not very happy in my place here. Actually, this is not also OK for me¹¹¹⁰” (I1) and added she wanted to continue growing as an English language teacher. Furthermore, Ece Hoca felt the job was a bit under her potential as she could not use her knowledge of Linguistics in teaching: “There are a lot of things I’ve learned, but I’m not using any of them, I’m not using anything about any of my classes right now, unfortunately¹¹¹¹” (I1) or due to the restrictions at state schools:

I used a book called XXX at private school. It was a nice, completely foreign source book and had nothing to do with our curriculum. Because you’re teaching English deeply. I was teaching the present perfect tense to my 6th graders there. Here we teach it to the 8th graders.¹¹¹² (I2)

There were some self-critiques being raised as well: “Can I be very efficient? Maybe I can’t. I also have to criticize myself¹¹¹³” (Onur Hoca, I1). Onur Hoca questioned his teaching practice: “I can’t contribute anything to myself, to my profession these days. I’m really trying to improve myself, do as much as I can. I don’t know if I do it much and how proper it is¹¹¹⁴” (I2) and added: “I can find out different topics, games, visuals and things that will interest children and make my lessons more fun, more efficient, more memorable¹¹¹⁵” (I2). For example, Ece Hoca criticized herself in terms of preparation and materials design:

I’m not making any preparations for the lessons right now (...) we’re doing whatever we are supposed to do in the book. Unfortunately, I’m not preparing extra materials. Actually, I should. I’m not preparing visual materials for the children. I feel inadequate while teaching.¹¹¹⁶ (I2)

Although she felt she would improve: “I’m not used to young learners, I’m a little behind, maybe in two years I’ll be able to create new games, methods¹¹¹⁷” (I2), she underlined the difficulty in addressing young learners and stated:

It is necessary to prepare a lesson plan with plenty of activities to teach young learners. That’s what I lack. Because I worked with the high school group for the first two to three years, so I stayed away from these activities. As a result, I’ve never been able to improve that side of me. Or I didn’t want to improve it. Because I don’t think I would prefer to teach young learners in the first place.¹¹¹⁸ (I2)

In addition, Nil Hoca pointed out the areas she should improve herself: “I know that I need to be more into technology. For example, I still find myself very inadequate in time management¹¹¹⁹” (I2). She said she wanted to catch up with current approaches in English language teaching: “The year I graduated is a little behind, it was in 2001, I would like to go back to an academic study to follow what is happening in English teaching more closely¹¹²⁰” (I2) or to improve how to deal with disruptive behavior: “I’m trying to come up with solutions, I’m a beginner in that respect, I’ve got a lot of work to do. I’d love to reach out to that kid, I’m sure s/he’s a good one at heart but how?¹¹²¹” (I2). Similarly, Nalan Hoca said she lacked related skills in adapting current approaches in her teaching: “new approaches like pair work and drama. Maybe I can do it in a class of 40, someone can show me that. Either I don’t give it enough thought or don’t think I can do it, maybe it’s doable¹¹²²” (I2). Zehra Hoca had her doubts: “It may be my disadvantage that I didn’t learn that way, that as a teacher I don’t understand them or empathize with them. The way I learned was acquisition, but I teach as a second language, there’s a difference¹¹²³” (I2).

4.2.2.3.2. Dilemmas and Conflicts

In addition to the lack of fulfillment and dissatisfaction in certain areas, the early career English language teachers stated the dilemmas and conflicts they experienced. The first dilemma was about aiming at the appropriate level in instruction: “Now, should I follow the curriculum or bring all the students to the same level? This gives trouble because there is so much diversity in the classroom, sometimes it is very difficult to achieve that balance¹¹²⁴” (Aylin Hoca, I2). Erdem Hoca had the same concern: “When the background knowledge of some students is low or when I teach them at a lower level, other students say, we already know that. It’s very difficult to balance these two ends. You search your conscience feeling inadequate¹¹²⁵” (I2). Reyhan Hoca focused

on some areas of her instruction where she had difficulties giving an example when she taught the ‘was/were’ structure along with positive sentence, negative sentence and question forms in the Past Simple tense: “Next lesson, I realized that the kids started putting was/were everywhere, and all of a sudden, I said to myself I wish I hadn't given it all up. I wish I'd noticed this before teaching the subject¹¹²⁶” (I2) or while preparing the performance exams: “Can they do that? I’m trying hard to address to their level, I still have difficulty in doing this. I changed the first practice exam I prepared three times because I chose difficult words for the listening part¹¹²⁷” (I2). The requirement to follow through the syllabus caused dilemmas for Ece Hoca: “sometimes I teach a grammar subject, which is not necessary at all, or a word, a phrase that will not work for the students, they’re never going to use it in daily life. But I still teach it¹¹²⁸” (I2). Likewise, Onur Hoca said he focused mainly on functional language such as giving directions etc. yet still he had question marks: “At least they can talk about a problem they have. That's all I’m teaching to my fifth graders now. I don't know if I'm doing it wrong¹¹²⁹” (I1).

The dilemmas and conflicts were experienced in grading and rewarding processes. For example, Reyhan Hoca made use of “plus/minus charts” to evaluate in-class performance of the students although she disliked the coerced participation in any class. Yet, she still had worries: “They're asking me - I don't know if I used it a little bit wrong or too much- will you give me a plus? After that, I started seeing fingers raised. I think that's too much rewarding¹¹³⁰” (I2). She felt some of her practices contrary to her earlier beliefs in a way contradicting with them: “s/he takes responsibility for that low grade by missing that class, and I shouldn't be following it, but I'm doing the opposite, even though I think I shouldn't¹¹³¹” (I2). Onur Hoca thought he over-graded the students as the grades would influence their school reports, entrance to high schools and so on: “I over-grade. I can’t understand this. Am I not idealistic? I look at all other teachers and they give as students deserve. It’s only me over-grading at school. Do I not know this job? Do I do it wrong?¹¹³²” (I2). Nil Hoca also underlined concerns regarding rewarding student performance: “(on her arranging extra study hours) we always pick good students, but don't less successful students have a right? When I hand out a lot of rewards (like chocolates), I wonder if I'm not doing good¹¹³³” (I2). Another dilemma Selim Hoca felt was that he avoided conflicts not to jeopardize his unusual yet positive classroom environment:

Implementing the exact curriculum means that the children will not learn the language. And if you change it a little bit, then you take responsibility. So, I don't get into this trouble and stay out of the arguments. Maybe I have a chance to tell the right thing, but there's a chance I'm going to be deprived of what I've already done.¹¹³⁴ (I2)

4.2.2.3.3. Disappointment, Sadness, and Unease

There were sadness and disappointment felt by the early career English language teachers: “I know the living conditions of the children. I haven't been able to get over feeling sad for them yet. I'm trying to do something for their benefit. I'm trying to support them¹¹³⁵” (Hale Hoca, I1), “the only thing I'm disappointed with is that when you start your career, you think you will be able to touch everyone's lives. You can't touch everyone's lives, unfortunately¹¹³⁶” (Reyhan Hoca, I1). Hale Hoca another reason why she felt sad that she could not do the right things: “I do some of them wrong, I know the ideal, but I must comply with the conditions, still try to do it in the best way, but maybe I'm not even aware of some of the mistakes I've made¹¹³⁷” (I2). Reyhan Hoca was sad due to student demotivation: “sometimes, they ask if we covered a topic a week later. That makes me really sad, not for myself that I taught it, but I conclude that they didn't learn¹¹³⁸” (I2). Ece Hoca got sad if one of her students felt left out or treated unfair: “when a student says, you are being unfair, you always allow her/him to speak, you don't allow me to speak, I can't say he's just a kid. I feel sorry to make them feel that way¹¹³⁹” (I2). Or she felt demoralized: “we've been learning it for years, yet we can't speak a word; such sentences demoralize me. The hardest part is overcoming that prejudice, or when I confront an attitude that I don't like from a colleague, it demoralizes me¹¹⁴⁰” (Ece Hoca, I2). Nil Hoca found “the practice test results unfortunate” (I2) as her students gave either very few correct answers or did not have time to look at the English questions. Erdem Hoca was “thoughtful”:

It's a very important lesson, but it's insignificant to them. I'm thinking about how to handle it. We go a little bit of our own way and try to teach at least basic grammar, but it is not possible for them to overcome all of those questions with basic grammar.¹¹⁴¹ (I2)

There were other feelings associated with job dissatisfaction reported by the early career English language teachers. Sometimes, it was a shocking experience: “How am I supposed to separate what I'm trying to teach from its culture (restriction on their plans for a Halloween party) I was surprised and felt like what do I do other than teaching a grammar lesson¹¹⁴²” (Ece Hoca, I1), “I was shocked for two days when I

started to work last year (referring to students) no respect, no desire, no thoughts about future, they didn't care¹¹⁴³" (I1), "I was really surprised by this. If it were up to me, I would really keep the students loose (on dress code or other regulatory practices). But when I got into it, I understood why¹¹⁴⁴" (I2). Erdem Hoca felt that the early career English language teachers in their candidature processes were left unsupported: "I feel that we are left to our own devices on how to do this job¹¹⁴⁵" (I2). At other times, Onur Hoca said he did not feel heard since he had just started the job: "they don't take my words into consideration. We sometimes talk and they say, it should be like this, considering that we just started teaching. I may have been working for a year, but I've been in this for years¹¹⁴⁶" (I1). Hale Hoca felt unrecognized and unappreciated:

They know it, but they still think, you may be good, but it's strange that you expect appreciation for it. It's not about waiting for appreciation; they can make my job easier for me. If I am being held on the same level with someone who does not know how to talk to the principal, then I will do that too because this is a punishment for me to equate me to them.¹¹⁴⁷ (I2)

The early career English language teachers felt fears or discouragement: "I didn't have much courage this year (on applying for an Erasmus+ project) because I thought if I did something wrong, there would be a negative reaction to the school¹¹⁴⁸" (Aylin Hoca, I2), and:

Children are very disadvantaged, which does not mean that we should always work with advantaged groups. This is wrong, who's going to teach that disadvantaged children? I don't see it as a negativity, but since I'm just getting started, I fear that it's going to be rooted in me. Never mind, it doesn't matter, nothing serious happens even if you miss it; I don't want this to happen to me.¹¹⁴⁹ (Hale Hoca, I2)

Moreover, Ece Hoca felt uneasy on a specific occasion: "I get very annoyed when my students do this because I give too high grades and I get angry when they ask why. I want to get those five points back¹¹⁵⁰" (I1) or generally: "I have the urge that I should do better as I am new, or the anxiety that I'm doing it less¹¹⁵¹" (I2). Reyhan Hoca wanted more freedom: "I wish I could be a little freer. Too many permissions are required. I need to ask for permission from the school administration if I want to do something with the students¹¹⁵²" (I2). There was a bit distrust in the MoNE or the overall education system:

If I reflect my critical thinking and worldview on my profession, I probably won't be in this job for long. On the paper, it looks like things can be done. I'm trying to find a way for the students to be beneficial to themselves and to society. There's not such a

system and no one cares. It's something maybe a principal can do, so there's no need to set up a whole system.¹¹⁵³ (I2)

There were such instances that some early career English language teachers felt as if they were the only contenders: “Sometimes, I have to fight battles on my own. So, I try to overcome difficulties I face through different methods. I like getting used to the situation I’m in, adapting to it, acting according to students¹¹⁵⁴” (Hale Hoca, I1). Similarly, Nil Hoca stated: “Sometimes I feel like I'm really struggling, I want to do something, but I can only do it to a certain extent¹¹⁵⁵” (I2). Selim Hoca also continued his efforts and said he was used to deal with the challenges in class: “it feels like the part of the struggle. Because if I'm not doing it, it feels like no one else could. The downside is that there is a lot of struggle required¹¹⁵⁶” (I2).

Overall, teacher emotions in feeling as English language teachers were discussed in relation to various emotions that would also influence overall LTIs. The emphasis was paid to early experiences and feeling as new teachers, greatly job satisfaction and job dissatisfaction in a lesser degree.

4.3. Place: Affinity to the Job as Teachers

The patterns and themes in the early career English language teachers’ experiences in terms of their participation in communities of practice and the contextual factors that function both as enablers and constraints are examined following the conceptualization of LTI in the current study. In order to answer the third research question ‘How are social, institutional, political environments integrated in their language teacher identities?’, each of the in-depth interview transcripts was analyzed thoroughly. The interpretation of the contextual factors and the physical realities of the specific contexts the early career English language teachers have been working and their either active participation or lack of participation in the communities of practice are fundamental to understand for this dissertation since their narration of their participation in communities of practice and contextual factors are constituents of their current LTIs as early career teachers in their candidature/induction processes at state schools.

The participation in communities of practice and contextual factors are intricately linked to their overall LTIs since they explain their affinity to the job and relations to

the broader contexts. The participation in communities of practice and contextual factors explain the place out of the three commonplaces in narratives and introduce the affinity and engagement aspect of the Figured Worlds of the early career English language teachers. The analysis revealed the affinity to the job as teachers could be displayed under two broad headings as participation in communities in practice and contextual factors as can be seen in Table 15:

Table 15. Affinity to the job as English language teachers

Participation in Communities of Practice (CoP)	Frequency (f)
Active participation	86
Collegial support	91
Restricted engagement	78
Intended participation	23
Total	278
Contextual Factors (CONTX)	Frequency (f)
Limitations	436
Affordances	97
Status of job	55
Needs	21
Total	609

4.3.1. Participation in Communities of Practice

The participation in the Communities of Practice (CoPs) documents the early career English language teachers' active participation or restricted engagement in CoPs, the degrees of collegial support and future plans for meaningful participation in CoPs. The

participation in CoPs has turned out to be the least explored and commented theme although there was a roughly even balance of interview questions that address each sub-theme under the early career English language teachers' LTIs.

4.3.1.1. Active Participation

The early career English language teachers commented on their active participation in CoPs. To start with, peer observation was one of the areas that hinted their engagement with the CoPs. For example, Aylin Hoca benefited from peer observation; she said she and her mentor teacher at school were observing each other's classes as much as their schedules allowed and further stated she observed other teachers as well: "I see something, say that's what I should do. Or we meet during breaks, talk like what are you doing in this situation. When something happens, I get someone else's opinion. This way I'm trying to complete my deficiencies¹¹⁵⁷" (I1). In addition, Ece Hoca said she and her mentor teacher were observing each other's classes for two hours a week as this was required in the candidacy process and commented on how she utilized these observations that she could see a colleague could do better: "That's how he teaches it, starting by writing on the board, and I start by verbally explaining it. I can see the effect of that different technique on children, and if I like it, I say I should try¹¹⁵⁸" (I2). Reyhan Hoca also stated they had regular observations with her mentor teacher. She said she learned a lot from her mentor such as the use of the Smartboard and some instructional technologies (I2). In terms of peer observation, Zehra Hoca had a more intensive observation schedule when she was first appointed: "We had a six-month internship period in 2016. They abolished it. We were observing nine classes a week. First, we were observing, then we were teaching. I think it was a nice system¹¹⁵⁹" (I2), yet she did not have such chances anymore as she already completed the required observation part before. She argued such observations would prove helpful whether there would be something to transfer from that teacher's practice or not: "I learned some great games, their attitudes. Now I'm applying what I learned. They all help me. You get what you like and discard what you don't¹¹⁶⁰" (I2) and explained a game she learned in her peer observation time:

One game, for example, I get my students play it. it teaches words and makes memorizing words easier. You write the words on the board, divide students into two groups, say Turkish meaning of the word and one student of each group runs, so there's a movement involved as well, the student touches that word. If s/he touches the wrong

word, s/he doesn't score, or if they both touch the true, the first one that touches it scores.¹¹⁶¹ (I2)

The next means of active participation in the CoPs was engagement in teachers' online groups and other Web sources: "there are online groups of English teachers on the Internet and Facebook, everybody shares materials in them, and we could actually find many things from these¹¹⁶²" (Aysel Hoca, I2), "There are teacher groups, there are Innovative English teachers, there are Turkish groups and there are foreigners as well. I'm a member of them, so many good ideas may come from those groups¹¹⁶³" (Reyhan Hoca, I1). Aylin Hoca was an active user of such online teacher communities:

Pinterest, for example, is something that I use a lot, there are a lot of English teachers, I look at the things they share about that subject. I watch videos of how another teacher taught a subject. Or, for example, there are preschool teachers on Instagram, but I can translate that into an English class.¹¹⁶⁴ (I2)

Hale Hoca benefited from such communities for her professional learning: "I follow it on Twitter and it's very easy and accessible. A lot of foreign teachers might share something, or they can summarize some articles themselves and share a short section of them¹¹⁶⁵" (I2). Selim Hoca said he watched examples of success stories in different contexts trying out a new method, or almost all videos of TED-Talks or Ted-X and stated the impact of these: "It makes me a little more creative, a little more uncomfortable with what I'm doing. Okay, I'm teaching a great class, my students love me, so it can go on. No such a thing, it can be done better¹¹⁶⁶" (I2). Zehra Hoca underlined the generosity in sharing materials: "I say English teachers are the most generous teachers, and I always say that. We are the teachers who put the most material on the Internet, we put free material. Others don't, they don't share¹¹⁶⁷" (I2).

The engagement with the relevant and current literature was another means of participation in CoPs. For example, Aysel Hoca read on educational psychology: "Sometimes, I open up to pages on child psychology, look at them so that I can have them available. I really need reminders to consider their psychology or cognitive levels and to remember I should be like that too¹¹⁶⁸" (I2). There were other teachers who were engaged with the literature: "I read not only about English teaching, but sometimes I watch a lot of things on YouTube on teaching¹¹⁶⁹" (Ece Hoca, I2), "once a week at most, I check Google Scholar on CALL- I'm really interested in it- sometimes my university professor shares her/his own articles on her/his webpage and

I read them¹¹⁷⁰” (Hale Hoca, I2). Nil Hoca shared what she learned from the last article she read about vocabulary teaching: “recently, I read a few articles on vocabulary teaching that suggest teaching at most six to seven words in one class and building the class around them and argue that learning will be more permanent¹¹⁷¹” (I2).

The early career English language teachers stated they attended seminars. For Aylin Hoca, the MoNE district seminars were fruitful: “They're working to add to the teachers. I try to participate as much as possible (...) I'm always in it. I also think that we have made a lot of progress in that regard with these trainings¹¹⁷²” (I2). Similarly, Erdem Hoca commented on his participation in the MoNE district seminars: “

Although it is not very interesting, I try to listen in depth and participate because I am a person who likes to receive information wherever it is. when we can choose, I try to choose the subjects that will benefit me the most and that I have the least knowledge on.¹¹⁷³ (I2)

Some of the early career English language teachers said they were attending the must seminars in the candidacy process attentively (e.g., Reyhan Hoca, I2, Nil Hoca, I2, Selim Hoca, I2) at the time of data collection. Zehra Hoca, who completed her seminars and did not have to attend the seminars at the time of data collection, commented on her participation in the candidacy seminars she attended: “I'm not a very, very participatory person, but if there's something different I can share (her comparisons of British and Turkish educational systems in one of the sessions), of course I will participate¹¹⁷⁴” (I2). Nalan Hoca brought up some seminars on the EIN (Educational Informatics Network): “I research it online all the time, and sometimes I look at it at the EIN, and they have professional development content. I watched a seminar called Current Approaches in Education¹¹⁷⁵” (I2). Some of the early career English language teachers told they participated in seminars and training outside the MoNE. Reyhan Hoca referred to the seminars she attended at the private school she worked at: “I try to be updated online or by staying connected with the language teachers I used to work with, learning from them. When we were in college, the department head held many trainings¹¹⁷⁶” (I2). However, the seminars outside the MoNE were not brought up much.

Then, the focus was paid to the subject teacher group meetings at schools: “we discuss what we should apply to which class, what we expect from students. when we have a

problem, we discuss what we can do, whether it's unique or common over the school, how can we solve it¹¹⁷⁷” (Aylin Hoca, I2). Moreover, Aysel Hoca underlined active participation in both English language teachers’ meetings at school and teachers’ room talk: “Since I'm against students’ being educated in such a traditional style in English, I propose things, and even outside of group meetings in the teachers' room, we exchange information with our colleagues¹¹⁷⁸” (I2). Erdem Hoca said also underlined the English language teachers’ meetings when they talked about the content and format of the exams and added he was an active participant in school meetings, yet under certain circumstances: “I attend meetings at school. You’re expected to contribute only on certain necessary topics because they take long. Just as in classes, too much participative people are not much welcomed. I keep it at a certain level¹¹⁷⁹” (I2). Selim Hoca stated: “I'd appreciate it if someone told me If I'm mistaken. I'm even more pleased when what I say is done. I have more faith in what I do¹¹⁸⁰” (I2). Under school meetings, there was another means of the participation in CoPs: “Class Teacher Boards” in which all teachers teaching a specific class came together and shared their views on overall or on certain students’ performance. Aysel Hoca thought those meetings influenced her: “At the class teachers’ board meeting, everyone speaks their mind about the students such as they behave this way this in this class etc., and of course it affects my opinions, and I say the same way, I share my ideas¹¹⁸¹” (I2). Selim Hoca was also an attentive participant in these meetings: “The teacher treats a child in a particular way, which means that this child is used to it, and I have major inferences about student behavior¹¹⁸²” (I2). There were more specific events that fostered active participation in CoPs. Firstly, Nil Hoca mentioned the “Experience Sharing Days”; the participation was on voluntary basis. Several teachers around the city shared sample teaching activities from their daily practices and gave a presentation where other teachers could ask further questions: “Volunteer teachers come together and share their experiences, how they teach, with others. It took three or four days, everyone had a presentation time, you had to be there all day, you could choose and attend any session¹¹⁸³” (I2). It had to be a last-minute decision for her to participate in this event: “Next year is going to be more planned. at the beginning of the year, I’ll determine what to do on Experience Sharing Days. the announcement was made on the same day I had to write down what to present¹¹⁸⁴” (I2). She said to have realized the importance of visual tools after her participation in this event: “I thought I was already doing

something interactive, I didn't need a presentation, and as the turnout was very limited, my presentation ended in 10 minutes, so it has to be more visual¹¹⁸⁵" (I2) since she only presented a game on giving directions and brought her materials that she used in class earlier. Then, Selim Hoca talked about his voluntary participation in the "Design-Activity-Implementation" workshops where teachers, along with teacher educators and education inspectors, collaborated on creating activities that would enhance students' design and practice skills and writing the objectives and goals, methods and techniques, and time and materials for these activities (MoNE, 2019). Selim Hoca said: "I thought I'd contribute less, but I managed to contribute more, they liked the idea that there was a teacher. I liked that they thought so¹¹⁸⁶" (I2). The active participation in CoPs certainly offered some opportunities and gains such as refreshing their knowledge and offering new perspectives (Nil Hoca, I2) or catching up recent developments (Nalan Hoca, I2). Aylin Hoca summarized these: "I realize something I'm missing. I think meetings are very important. They reveal problems, I didn't notice with students. When we solve it, we engage student in class or solve something else we didn't really know about the student¹¹⁸⁷" (I2).

4.3.1.2. Collegial Support

The collegial support the early career English language teachers received was acknowledged. First of all, they were open to learning and criticism from their colleagues: "I like the idea of mentor teacher. If I really think that person could contribute to me, I constantly ask questions. I shouldn't feel that the mentor knows less than me¹¹⁸⁸" (Hale Hoca, I1), "I definitely ask for help from people I trust, whom I'm sure are doing their job really well¹¹⁸⁹" (Ece Hoca, I2). Similarly, Aylin Hoca said she appreciated criticism: "I also like being criticized. I want to be told what I'm missing so I can improve on that. I think people could help me get over my shortcomings¹¹⁹⁰" (I2). Aysel Hoca also made a similar comment: "I want to be a person whom people could say, Here's what you did, but you can also do that, whom they can make suggestions¹¹⁹¹" (I2). Reyhan Hoca was in a supportive environment in this regard:

I don't like to be left completely alone if it's not something I know. If there's something I am still doing wrong, if it's observable, I want them to tell me. sometimes teachers act such that when they talk about a problem, they say, don't get me wrong. I don't take it wrong. Because you've done something like that, and you've got results, and

you're telling me, that's great for me. I am open to suggestions. In fact, I ask my mentor myself, I especially expected fellow teachers' support in my first year.¹¹⁹² (I1)

Collaborative work with colleagues was underlined. Aysel Hoca got collegial support from experienced colleagues in materials preparation:

It's absolutely necessary to take advantage of their experience or the materials they accumulated through the years. We teach the 9th grades together, s/he instantly say, let's do this activity and I see that it is really fun. This is something I don't have, and I want to get it right away.¹¹⁹³ (I2).

Reyhan Hoca exemplified their collaborative work in exam preparation and considered herself “lucky” that there was a really helpful group of teachers, that they were collaborative, not trying to do harm each other: “whoever's available at the time does the work, even when one teaches 9th grade and another teaches the 10th grade, we help each other, we prepare the exam as ours because it's a joint exam¹¹⁹⁴” (I2) and added that they shared all duties. Selim Hoca reported another incident of collaboration while arranging performance exams required in the e-school system: “I talked to the English teachers to see if it could happen, they said it was possible, we talked to the principal, it was actually a good collaboration. I love this side of English teachers¹¹⁹⁵” (I2). As could be inferred, the early career English language teachers consulted their colleagues if possible. Ece Hoca asked for help in discipline issues: “sometimes there's a kid I can't discipline. Sending the child out of the classroom isn't possible, if I keep her/him in the classroom, s/he distracts others. I certainly consult on these¹¹⁹⁶” (I2). Likewise, Nalan Hoca said she consulted her colleagues: “sometimes, you think you don't have authority in a class. You reach a state where you threaten them with low grades. I ask my colleagues what to do instead¹¹⁹⁷” (I2). Furthermore, Onur Hoca stated he had specifically two colleagues of his: “I have two friends at school. I consult them on certain challenges and take their opinions. I care their views. I ask them why that student did such a thing, how they comment on this, what we should do¹¹⁹⁸” (I2). Selim Hoca said he asked genuine questions especially on formal issues at school: “on matters such as how to record performance and project grades, how to assess special-needs students (...) I see it a bit of socialization¹¹⁹⁹” (I2). Zehra Hoca received consultation from different parties at school: “I ask for help from more experienced colleagues and the vice principal. I also ask a fellow teacher who has been working at the school for 18 years that she has become a part of it and knows everything¹²⁰⁰” (I2).

The suggestions from colleagues were too acknowledged: “There are colleagues older than me, I consult them, ask them whether it’d contribute to the students when I plan an activity¹²⁰¹” (Aylin Hoca, I2). Erdem Hoca said he asked for different views: “I do not hesitate to get ideas; I ask for ideas even when I think I know. I can ask fellow teachers and the administrators for their opinions¹²⁰²” (I2). Nalan Hoca further said she thought on various parts in her instruction together with her colleagues: “I ask questions like; they didn’t understand this subject very much in this unit, do we need to focus on them much, how can we explain the subject, is there a technique you developed, where do we start?¹²⁰³” (I2). Onur Hoca also exemplified other areas he benefited from his colleagues’ expertise and experiences: “I also ask about problems with the EİN, e-school systems. we share with the classroom teachers on a problem with some students and classes. We ask what we should do, or say, I can't get along with them¹²⁰⁴” (I2).

A specific focus was paid to the mentors. For example, Hale Hoca said she found her mentor quite competent: “I’m grateful that the head English teacher, my advisor is a really nice person. I also think s/he is knowledgeable maybe not in teaching but in the workplace especially on formal issues and is sharing¹²⁰⁵” (I2). She added they worked on their language skills by discussing questions on sample tests as her mentor was preparing for an exam or asked each other about their certain methodology continuously (I2). Aylin Hoca underlined the constructive feedback her mentor offered: “if s/he sees my deficiencies, s/he tells me them or make recommendations on how to do or improve. I pay attention to the student engagement, attitudes, the teaching methods and think how I could adapt them into my class¹²⁰⁶” (I2). Reyhan Hoca commented on her relationship with her mentor: “I ask help from my advisor because s/he said I can always do so. I would not go so comfortably, but I feel like it's what s/he is assigned. s/he is an advisor, one that give advice¹²⁰⁷” (I2).

In all collaborative work, consulting and taking suggestions from colleagues, sharing knowledge and insights with colleagues was underscored: “I constantly exchange information, I prepare an activity and share it with them, they tell me what to develop (...) Or when they share something with me, I say, wouldn't it be better if we did it like this¹²⁰⁸” (Aylin Hoca, I2). Ece Hoca and her colleagues took break time as opportunities to share insights: “in recess we talk about, how you taught that subject,

or when you started that unit, how are things, whether the children can do it, if this resource is difficult, whether we photocopy something, or question types are good¹²⁰⁹” (I2). Selim Hoca said he discussed with the German language teacher at school and gave an example: “s/he said that s/he taught a German proverb every week. So, I tried that I could teach an English proverb every week. I didn't like it. I asked how s/he motivated students, we discussed¹²¹⁰” (I2) and added he tried out it again. In a similar vein, the cooperation with the guidance and counselling service at schools was emphasized:

I'm the one who's in the guidance counselor's office all the time. In general, teachers are more interested in the class they guide. For every class I teach, I am in touch with the counsellor for every student and I ask if there's anything wrong with them. Is there a lack of attention? Or does the parent have a special situation?¹²¹¹ (Zehra Hoca, I2)

The early career English language teachers reported a positive atmosphere at their schools: “our school environment is really nice¹²¹²” (Nil Hoca, I1), “Fellow teachers at the school have been very helpful to me, and they still are¹²¹³” (Onur Hoca, I1). Erdem Hoca appreciated his colleagues’ positive attitudes and help (I2), or Reyhan Hoca said it was not only other English language teachers but all teachers voluntarily offering support to her (I2). Aylin Hoca asked for help from all teachers including other subject teachers and the administration:

we need to be connected with other classes. For instance, I'm going to start a new topic, I'm consulting with other teachers, and if I need to talk about it, and they are all helpful. I'm already consulting with English teachers when I have a problem with class. When I have an issue with something administrative, when I go to the administration, they solve it right away. There's unity between each other.¹²¹⁴ (I2)

The early career English language teachers were willing to spread their knowledge to their colleagues: “Since they have helped me so much, I would like to be a teacher whom other teachers can get help, exchange information and ideas with easily when I am a more experienced teacher myself¹²¹⁵” (I2). Selim Hoca said he tried to guide his colleagues to learn English: “I always try to convince them to learn English, share free sources and tell them how much they would have to pay normally¹²¹⁶” (I2) and explained his aim while doing this: “I want to show them the ways in which they can teach their lessons in English, I won't teach it, but I'll say you can check it in here and there. I think most of them will be interested¹²¹⁷” (I1). Lastly, the early career English language teachers stated their interaction with other candidate teachers and their peers

at pre-service education: “I have friends who work in other schools, and I ask them, for example, what have you done this year, do you exhibit the works on boards at school, do school theater, study for exams or competitions¹²¹⁸” (Nalan Hoca, I2), “We had a university group; teachers, friends share stuff there, I can follow updates most from there, it could be useful¹²¹⁹” (Hale Hoca, I2). Aysel Hoca similarly underlined her constant communication with her friends at pre-service education: “Since we're English teaching majors, I talk to my friends a lot. I ask for their opinions. I am trying to build on my colleagues' suggestions¹²²⁰” (I2). Aylin Hoca said she was the only candidate teacher at her school and so: “

I have very close friends who graduated from the same department. I call them and ask them, for example, when I started secondary school, my friend had worked in middle school the previous year. I called her/him. I have friends from other departments in Istanbul, in other districts. They are also supportive.¹²²¹ (I2)

4.3.1.3. Restricted Engagement and Imagined Participation

Besides active participation in CoPs and collegial support, the emphasis was paid to restricted engagement in CoPs. To start with, Erdem Hoca brought up meetings with no meaningful participation: “Sometimes there are meetings that are set just for the sake of it. They may organize these meetings just to organize it. This could be related to the participants as well¹²²²” (I2). Ece Hoca said she attended school meetings yet commented on the content of these meetings: “We join them by necessity. Usually, it's about how the school works, I mean it's not about teaching or any situation in the classroom¹²²³” (I2). Hale Hoca stated the frequency of meetings with colleagues: “We only see each other in group meetings, I mean that's the only time we come together, mostly to make things go smoothly¹²²⁴” (I2) but she said she thought they needed to talk about certain things at least once a week: “I think it's wrong. We need to tell each other, ask when are you going to test, how did you teach this, what are you missing? Let's make a billboard, I can count these things¹²²⁵” (I2). Nil Hoca commented on her limited participation through an example:

English teachers in the district have a WhatsApp group, for example, I'm not active in that group, I'd like to be more active in that group. There are friends who share English activities that they do, I use these, get ideas for an activity. I don't know, when we ask for advice on classroom management, it may fuel speculation that this teacher has weaknesses. That is why you're a little shy about that.¹²²⁶ (I2)

Onur Hoca also paid attention to his restricted engagement in CoPs: “There are meetings at school, but not many. There's one group meeting during the semester, and two or three for class teachers, that's all. There's a district meeting, I go there. I just go to the seminars as mandatory¹²²⁷” (I2) and explained the reasons of his restricted engagement along with the time pressure as teachers did not have much time left to spend in the teachers’ room to share and discuss things with colleagues:

I have to do it, actually, I need to add something to myself, but I don't want to deal with it, I'm tired, you know it's training here, it's exams there, the overall candidacy process. I'm a little tired, and I don't want anything these days. I just want to go to school and come home and rest.¹²²⁸ (I2)

There were other teachers who stated the negative impact of the candidacy process requirements on their meaningful participation in CoPs: “I don't have time to follow a lot of seminars this year because of candidate teaching forms, I don't have time to do something about my field¹²²⁹” (Reyhan Hoca, I2), “I normally do (things to develop professionally), I haven't done anything in months because I'm locked into the candidate teacher thing¹²³⁰” (Selim Hoca, I2).

Some early career English language teachers mentioned disbelief in their colleagues at certain points. For example, Hale Hoca thought not all starter-teachers were willing as they should have been: “as newly appointed and not having worked beforehand, in the prime of business, s/he shouldn't be so bored, frustrated or shouldn't have let it all go. I'm sure s/he wouldn't be able to do that in private school¹²³¹” (I1) since the philosophy was much of “laissez faire et laissez passer”: “We don't care about a lot of things. We are like let it go, skip the writing activity. That's what system says, finish anyway¹²³²” (I2). Likewise, Zehra Hoca underlined the need to be more participative: “my colleagues are inadequate. In general, not just English Teachers but we overall are very lazy (...) study an article during seminar periods, make presentations, but no. We don't do it, don't want to or make it very reluctantly¹²³³” (I2). Nil Hoca criticized her peer teachers in the candidacy process who she thought were indifferent and lacked interest and stated: “You're complaining about something, but what's going to change if you don't get your hands on it? That means in 20 years we'll be in the same place again. Try to be a little altruistic, do something, improve¹²³⁴” (I2). Selim Hoca’ criticism was about all teachers who he thought as “taking the easy ways out” (I1), remembered one incident of a fellow teacher’s mean comment on students and added:

“At first, I thought I could trust the other teachers. I thought they knew; they would help me, and I would learn something. I understood from day one that I shouldn't trust them¹²³⁵” (I1).

The lack of peer observation was another reason of restricted engagement in CoPs. Firstly, Hale Hoca said she would appreciate peer observation: “I think they should observe me. Because I might think that they're going to observe me so I can improve a little bit, I can think more, for example, I can try out things differently¹²³⁶” (I1). It was not technically possible to observe each other's classes: “we are all so busy. I already have 30 hours of classes, I don't have such an opportunity to observe while running from one class to another¹²³⁷” (Aysel Hoca, I2), “I can't observe others' classes right now, we don't have such an opportunity¹²³⁸” (Erdem Hoca, I2). Selim Hoca agreed on the unlikeliness of peer observation due to the fact that while he was in class, other teachers were also teaching at the same time and he had 30 hours of classes: “when my class is over, their class is over. (...) Even if I want to go to school on my day off, English teacher colleagues can also be off, I come to the seminar in the afternoon¹²³⁹” (I2), but he was determined to start observations: “But I'll observe, it's something I used to do a lot, but I went in finding a way without disturbing the teachers¹²⁴⁰” (I2). Nalan Hoca was also dissatisfied that she and her mentor were not observing each other's classes: “I'm sure there will be points that I'll add, I'll take, I'll criticize myself, but I didn't. Generally, teachers are not OK with it, but I'd really like to do it¹²⁴¹” (I2). Zehra Hoca asked a colleague to observe her classes yet she was not invited to one: “s/he visited my classes because I was a candidate that s/he should observe, and then I proposed to visit her/his, but s/he didn't say come, probably didn't want to. I'd love to, actually, because everyone has a different style¹²⁴²” (I2). The lack of observation also meant lack of constructive feedback. For example, Hale Hoca said she wished that she would be informed what was missing or wrong or where she made a mistake in a possible demo class observed by a mentor: “If I'm really doing something wrong, I should be told. Whether it's true or wrong, it has to be said. Because accordingly, one must correct himself or proceed in the same way¹²⁴³” (I2).

Although her mentor visited her classes, she said she would need more specific feedback: “they never tell something negative. Is it because they don't want to or there is really nothing negative? It's not an actual feedback¹²⁴⁴” (I2) since she would like to

know the points to change or improve in her teaching. Nil Hoca too suggested: “I wish that such a system would be established, that an experienced teacher would come and criticize me, we mutually do that. But it would not necessarily be subject to a certificate, it should be constructive, not offensive¹²⁴⁵” (I2). In line with these, Onur Hoca brought up the lack of mentoring as outlined in the formal candidacy process: “I have to do it. What have I done? I didn't do any of it. The next day I went to class myself, no one told me what to do¹²⁴⁶” (I1) and added especially for those who had no prior teaching experience:

a candidate teacher should go to classes with a teacher at least for the first five days of work, spend some time with them, check what kind of duties there are. (as such) you don't know what to do. You don't go to classes like a teacher, I was in class the next day and was confused what to do.¹²⁴⁷ (I1)

Another issue raised by Ece Hoca was that she preferred to keep her relationship with colleagues quite formal: “I'm more distant with my fellow teachers. I use much more formal language, I don't like to share something about myself, it's not an environment to handle the slightest adversity, I keep my distance not to take any risks¹²⁴⁸” (I2). Hale Hoca agreed with her: “I'm very distant, I talk to everyone, but I leave a great distance because everything is so shared. Where you teach is shared, where you sit is shared. It's all out in there. Everything you do ultimately affects you¹²⁴⁹” (I2). There were concerns about the MoNE candidacy seminars. For instance, Nalan Hoca was interested in several seminars but her application to attend these was rejected: “I apply to seminars, I'm very interested in drama techniques, class management there are a lot of seminars like this, when they are announced at the school, I immediately sign my name, but I can't get it¹²⁵⁰” (I2) and added there was no way to inquire the reasons why they were not picked to attend those seminars. Instead of the candidacy seminars, Hale Hoca said she would prefer something else: “Instead, I'd rather have something more interactive or a seminar on my field, more meaningful. if a native speaker teaches me something, tell me about an activity, how I could develop materials, I'd be happier¹²⁵¹” (I2). Aylin Hoca also stated she could not attend the seminars she wanted to:

I can't choose the seminar I want. I usually have to stay at my own school because I'm in charge, more often I see the teachers coming to the school, but they are not about my field, but about like the Word, the Excel. I once applied for games in class, but I couldn't attend it.¹²⁵² (I2)

In terms of restricted engagement, some early career English language teachers said that they did not feel as a part of teachers' room: "I don't want to sit idly by. What am I supposed to do in the teachers' room? It's going to be a superficial conversation. photocopying, homework is okay, but I'm already doing them in recess¹²⁵³" (Nil Hoca, I1), "things that are discussed in teachers' room should be different. What we value might be totally different with other teachers, now I don't see myself as a part of teachers' room as I want so¹²⁵⁴" (Hale Hoca, I1).

On the one hand, the early career English language teachers reported their restricted engagement in CoPs. On the other hand, they stated their intentions and plans to be more participative in the broader community. Ece Hoca stated that it was her plan since she had not participated yet, but she planned to in the future: "I'm just getting used to the MoNE system right now, I mean what it's like to be a teacher in it (...) I want to participate later in time, I want to be more active¹²⁵⁵" (I2). Hale Hoca as well told she wanted to participate in more trainings, seminars or workshops: "You say and ask is that how I am teaching? how incomplete I am. It's very important in that respect. I can't follow it right now, but once my candidacy is over, I'll definitely improve myself¹²⁵⁶" (I2). Nil Hoca expresses her intended participation saying that she wanted to be a more active teacher in the district and city: "I want to share what I do more often, enable my students to engage in eTwinning and EU projects, create an English theatre troupe that travels from schools to schools and performs theatre shows¹²⁵⁷" (I2). Nalan Hoca was ready to spend one day a week for that purpose: "I would like to take a personal development or professional development course, a seminar, something that will fill one day a week¹²⁵⁸" (I2). Selim Hoca would like to continue participating in events: "I participated in the writing of the curriculum, if there were any others, I would once more participate in¹²⁵⁹" (I2). Furthermore, Zehra Hoca stated she would like to take part in CoPs since she said she though the MoNE worked hard for teacher development although not directly related to the profession: "I care a lot about this kind of thing because it improves the person. I tried to participate, I signed up, but it didn't come out, but I'd like to participate in extra, out-of-work or professional stuff¹²⁶⁰" (I2). Lastly, the MoNE or the European Union projects were mentioned in intended participation in CoPs (Aylin Hoca, I2; Nil Hoca, I2; Selim Hoca, I2).

To summarize, participation in CoPs in terms of the affinity to the job as teachers was discussed under active participation, the degree of collegial support, restricted engagement and intended participation in CoPs.

4.3.2. Contextual Factors

The contextual factors document the social, institutional, political environments that are integrated in the early career English language teachers' LTIs. The meso and macro contexts were mostly perceived and interpreted as constituting limitations and constraints. To a notable lesser degree, there were affordances and enablers in terms of contextual factors. The status of the job and the needs were also discussed under contextual factors.

4.3.2.1. The Status of the Job and Needs

To start with, the early career English language teachers commented on issues related to the status of the job. For example, teacher selection and credibility issues were raised. Hale Hoca thought there should have been a change in teacher appointment criteria: "hiring via different exams, they could've asked for a demo class, then they'd have employed me. I wish it was like this. It's not that I'm so confident. If I can't do this job, I shouldn't be appointed₁₂₆₁" (I1). Selim Hoca stated his concern on the credibility of teachers: "it's total luck; I could have been a terrible teacher. I could still have this certificate. It's not forbidden for me to teach. No one knows whether I'm committed to it or not. It is fortunate that I am₁₂₆₂" (I1). He further commented on the flawed nature of recognition: "They're getting a reward certificate or something. From what I've seen, that's like collecting papers. I teach perfectly, but I don't have the certification to show it to anyone. (referring to his advanced computer skills)₁₂₆₃" (I2) and questioned whether it would mean that he would be able to do the work if he had got the paperwork done and how much it would affect him (I2). Ece Hoca had also an idea to solve the problem in selection and credibility issues: "if we had a proficiency exam for English teachers to check what our levels still are or we had compulsory teacher trainings on a regular basis each year, the MoNE would have much better staff₁₂₆₄" (I2). Nil Hoca offered another idea that those having worked at private schools could have been transferred to state schools since she thought that a teacher who had already held on to private school for five years is good in the field: "This has

to be evaluated as well. I think they should create a board; teachers should be excited about it in the first place, love their work, be open to innovation¹²⁶⁵” (I2).

Then, it was argued that there was an improvement or change in teachers’ quality or roles: “as recent graduates, I think now we’re a little more creative than previous teachers in terms of activities or relationships¹²⁶⁶” (Aysel Hoca, I2). Erdem Hoca told about the improvement in teachers’ own language skills: “What I see in my practice teaching school, from the English teachers who already graduated is that their English levels were quite low, new teachers have the potential to push the system forward with their high levels of proficiency¹²⁶⁷” (I2). Nalan Hoca said teachers became more approachable and friend-like and reported another area that she thought as an improvement: “current teachers are more active than our own English teachers. And I think the concept of teaching has changed. I think it’s important to listen to the student’s idea in class, whatever they think. That’s how it changed¹²⁶⁸” (I2). Reyhan Hoca stated how teachers advanced from traditional methods and grammar teaching:

We, the new generation of teachers, apply this very well engaging students as much as possible. Because we’re all so helpful to each other, we’re collaborating. I definitely think the teachers who went on the board and lectured all the time are gone, not present anymore.¹²⁶⁹ (I2)

Selim Hoca argued the line between teaching and guidance blurred and gave an example: “I think it has now evolved into guidance¹²⁷⁰” (I2). It was argued that there was more yet insufficient awareness of the importance of the language, hence, English language teachers: “I think people are starting to accept a little bit that English is really necessary. I think the department has drawn attention and is given more importance now¹²⁷¹” (Aylin Hoca, I2), “The more language needs increased, the more solidified or grown our place is now in the society¹²⁷²” (Ece Hoca, I2), “The importance of learning English and teaching it is well understood in recent years I think in society and it is more valued now¹²⁷³” (Reyhan Hoca, I2). Zehra Hoca focused on the status of the language in another area: “After being included in some exams in recent years, the interest in English, its importance increased. It should be more, at the same level as mathematics and Turkish (on the exam) and at least the same number of classes¹²⁷⁴” (I2). Furthermore, it was “a respected job” (Ece Hoca, I2; Hale Hoca, I2; Zehra Hoca, I2). Onur Hoca said the job offered some recognition: “When you’re a teacher, you have a different place in society, I know and get it. No one’s ever looked at me such.

Teaching has a different status. Although it's a little discredited, a teacher is still a teacher¹²⁷⁵” (I2). However, there were also few opinions that teachers were less respected compared to the past: “I'm afraid there's a little less respect for teachers in people's minds, but I think teachers have changed for the better¹²⁷⁶” (Aysel Hoca, I2). Moreover, working at state schools were found more advantageous and prestigious: “There's an assumption that if you don't work in state schools, you're not a teacher. You are seen less as a teacher¹²⁷⁷” (Aylin Hoca, I2), or additionally safer: “I’m just a civil servant, and I think I've secured my social rights better, and I'm just teaching my classes and do student-oriented work. It's so peaceful, it's¹²⁷⁸” (Nalan Hoca, I2).

In addition to the comments on the status of the job, there were several suggestions to further English language teaching practices. Firstly, the materials offered by the MoNE should be improved: “there are no extra materials on English, not that other schools have but we don’t. there is such a source prepared or thought that it could be used, there’s nothing related to my field¹²⁷⁹” (Ece Hoca, I2). Nil Hoca had to find her own listening materials: “I add any listening track suitable to the unit, because I think the MoNE especially needs to work on this¹²⁸⁰” (I2). Aylin Hoca said it was forbidden to use other sources and this prevented her using non-MoNE sourcebooks: “they should motivate us by saying: this is how our coursebook is, but you could do such and such things or should improve their own materials¹²⁸¹” (I2). Another point was the need for extending and betterment of nation-wide projects (Aylin Hoca, I2) and for teachers to guide their students to actively participate in these (Nalan Hoca, I2). Moreover, Zehra Hoca suggested there should be language classrooms: “Every school has to have a language class, or a language lab. We can decorate the classroom a little more like this, make the kids love it more, (...) examples on the Internet, they made a cushioned story corner¹²⁸²” (I2). The need for education “to be free from politics” (Ece Hoca, I2; Onur Hoca, I2) was raised. In addition, Selim Hoca emphasized the necessary connection between academia and schools:

You academics may not be able to think about giving the teacher freedom in the curriculum, how will you know what is happening in the classroom environment, what is in XXX (...) Maybe it would benefit all of us if an inter-agency was established, that could unite the field and academia in the dimension of developing teacher education or adding something new, the teacher has nothing to do his own research, no environment, money, salary. I'm not saying this as an excuse, I'm just saying it so you'll be aware of it and offer something them.¹²⁸³ (I2)

Some other suggestions were “parent and school collaboration” (Ece Hoca, I2), “more reflection” (Nalan Hoca, I2) or student evaluations for teachers: “we have an exam for the candidacy evaluation. Instead of such an exam, I think they should come and ask about us to our students¹²⁸⁴” (Hale Hoca, I2).

4.3.2.2. Limitations and Constraints

The statements on the contexts that the early career English language teachers worked at mainly revealed limitations and constraints such as curriculum-related issues, student demotivation, concerns regarding the candidacy process, large classes, poor facilities and many others.

4.3.2.2.1. Curriculum-related Concerns

To start with, curriculum-related issues were major limitations and constraints in terms of contextual factors. There was a great emphasis on the limited hours of English classes. For example, Ece Hoca argued achieving the course objectives and goals was not possible with these limited class hours: “A method can work in a classroom where I can teach for six hours a day, and after a while, the kids start to take English, too, but four hours a week isn't enough¹²⁸⁵” (I2). At the fifth grade, there were three hours of English classes: “When I saw the schedule for the first time, I was shocked. 3-hour English for the 5th graders, nothing will come of it whatever I do. how to divide it for three hours, we are doing express lessons¹²⁸⁶” (Nil Hoca, I2), “In the 5th grade, what can I teach in three hours? It ends until I get in and out, until I silence the kids anyway, now those pilot schools with preparatory classes might be a little better¹²⁸⁷” (Zehra Hoca, I2). It was even lesser in vocational-technic high schools: “I don't feel like we want kids to learn English anymore. I probably can't teach English to a child in two hours because he questions how much effort to spend for a 2-credit course, is it enough?¹²⁸⁸” (Nalan Hoca, I1). Not surprisingly, this would cause a truly irreducible conundrum:

It's implausible. No matter how hard I try, how many teaching methods I know, it's impossible to apply them. So, I teach compact classes (...) I try to teach the most basics as much as possible. And I think I spend more time to do this. For example, Yes, drama is needed but I can't do even though the coursebook gives it in detail.¹²⁸⁹ (Nalan Hoca, I2)

Making things worse, Reyhan Hoca stated: “at vocational high-schools, 2 hours of classes are definitely not enough; we try to finish a coursebook that is prepared according to the class hours of Anatolian high schools¹²⁹⁰” (I2). Erdem Hoca proposed two possible solutions to overcome the time limitation: “We don't have that much time, so we inevitably study grammar for them to be successful in the exam. they're either going to have to trust us a little bit more, or there should be a preparatory class earlier¹²⁹¹” (I2). Zehra Hoca also agreed on the need for more class hours: “I can't add much extra to four lessons. Very rarely do I play a game, in four or five lessons (...) surely it is necessary to increase the hours a little more¹²⁹²” (I2).

Another big concern being raised in terms of curricular constraints in addition to the limited hours of classes was the adverse impact of the examination structures; both high-stakes and regular semester exams. Aysel Hoca stated she could not fully teach the classes especially in the eleventh and twelfth grades as English would not be on the university-entrance exam for science and mathematics major students, yet she reminded them: “I say, when you go to university, you'll all study English, even if you don't study it, they will ask you for resources, and most of these resources are all in English. English will be in your life¹²⁹³” (I2) but added she could not force the 12th graders due to the university entrance exam. It was the same for Erdem Hoca's classes: “In 12th grade, and if the student will no longer take a language-intensive exam, test-based teaching is delivered in English lessons because other courses are considered important¹²⁹⁴” (I2). He also evaluated the examinations at school: “These students need to be successful in the exams. I can always prefer English lessons to gradually evolve into more understanding via daily life speaking, but there is a test to be taken in for these students¹²⁹⁵” (I2) and commented on a different influence of high-stakes examinations on the students he taught: “There's a big difference between the students, the 9th graders and the others. The school acceptance system affects that, the environment isn't that effective. A good student profile comes up when the acceptance is selective¹²⁹⁶” yet adding that this was not valid for most of his students. Hale Hoca's instruction was affected by high-stakes examinations: “The vocabulary is very prominent in the high school exam now, so I always make them write and memorize the words, I say their meanings in Turkish, and I always give collocations, maybe synonyms and antonyms if I know¹²⁹⁷” (I2), yet this was limiting for her due to the memorization focus and to do in limited class hours when one took her desire to be a

“skills teacher” (I1, I2). Nil Hoca stated her wishes and how it contradicted with the high-school entrance examination: “I want to make videos, do puppet theater, a field trip with the 8th graders and shoot a documentary, but it doesn't seem very possible because there's an exam. My duty is to prepare them for the exam first¹²⁹⁸” (I2). Onur Hoca likewise argued: “Of course, I have to get the kids to do tests. you get them to do a lot of things, but there's very little time to speak the language. They say there's a system that can't teach students a language in 12 years¹²⁹⁹” (I2) and added that was the reason why the students could not learn English. Reyhan Hoca deduced: “I don't think we've quite convinced our students. Or rather, it's not just in English, we haven't convinced them that everything is not all about exams¹³⁰⁰” (I2).

Then, further curricular concerns were raised. For example, Erdem Hoca summarized some of these concerns: “The teachers are in a difficult situation. they're always busy with 30 to 40 students in one class. There might be a student with special needs sometimes swearing (...) the overloaded curriculum, lack of curriculum training, it's always suffocating¹³⁰¹” (I1). He also raised concerns on the EİN (Educational Informatics Network); there were materials for all classes but English and there was a parallelism between other classes' curriculum and the university exams. However, this was not the case for the English class causing confusion for the English class: “the lessons and exams overlap in other courses, but there is a real gap between the curriculum I'll teach in English and what will be presented in the exam. Will I teach to the test or test to teach?¹³⁰²” (I2). There was a conservative syllabus: “now that we have a strict program to follow, the state tells that this is our syllabus and this is what you're expected to do¹³⁰³” (Aylin Hoca, I2). Nalan Hoca disapproved the lack of flexibility: “That rigorous curriculum always puts the same things into the syllabus and actually hinders the development of the child. We do not teach language with fun things they love, or projects for facilitating the child's own research¹³⁰⁴” (I2). The repetitive pattern in the curriculum was criticized by Ece Hoca: “It seems ridiculous to teach the same thing over and over again every year, for example, the simple present tense. It's also sad that the students don't know it as if they learn for the first time every year¹³⁰⁵” (I2). This strictness was found in the high-stakes examinations from Onur Hoca's perspective, he gave an example of a question asking about a recipe but requesting a certain order of adverbs that could normally be used interchangeably: “they get confused here, they try too hard to memorize. I also got confused when the

student asked me. Is it really important which comes after which (after, then, later) it is this much important¹³⁰⁶” (I2) and he added that he understood the students in this sense. In addition, the syllabus was found overloaded. Onur Hoca emphasized this issue:

When I look at the book, I see it's full of irrelevant and useless stuff. Why do they make the children sick of it? This being so, they're uninterested. Instead of forming simple sentences and saying this is the present simple and how it's used or writing down functional sentences to be used in daily life, why do they try to teach such grammar that even the English wouldn't know. There's no reason for the children to learn it. But I teach it too so that I follow the state coursebook and the rules.¹³⁰⁷ (I2)

There were weaknesses in the coursebooks such as the access problems for listening materials as Onur Hoca reported that there are around five pages spared for the listening skill in a 10-page unit on the coursebook: “well, let's do the listening. They publish the book; the listening texts and audios of the book aren't available on the Internet or the EİN. Where am I supposed to get it?¹³⁰⁸” (I1). He said that he was able to find the listening tracks on the Internet forums after two months of trying and he used his mobile phone and a portable Bluetooth speaker (I1) in class for the listening tracks. Likewise, Nil Hoca wanted the listening audios and the coursebooks to be improved: “the songs are not intelligible or fun. Listening tracks are very bad. When I look at the book, I see that they tried to color it but it's still not sufficient¹³⁰⁹” (I2). Reyhan Hoca stated the coursebooks were not the right fit for her students: “After 9th grade, we don't get much positive feedback from the children. the texts are too long, we've few class hours, they say they don't know. I can't get angry with them, at least our books might be different ¹³¹⁰” (I2). Another drawback was the constant change in the coursebooks for Erdem Hoca: “Books change almost every year, and when they change, they are completely different. some have discarded grammar, some have no solid texts, some are highly competent. You say that's nice, but a year later, that book is gone¹³¹¹” (I2). Ece Hoca stated that the coursebooks were missing cultural content: “the MoNE doesn't allow us to teach it with too many cultural elements right now. The sources don't mention it in any way. I don't need to teach culture if I teach the book that the MoNE gave me¹³¹²” (I2). Selim Hoca focused on the mismatch between students' overall proficiency and need and the coursebooks:

I wonder whose needs they base the coursebook on that it suits nobody. I'd expect it'd fit some profile of students for something being prepared for the general. They

prepared it for a quite special group of students, yet I still try to adapt. that it is not better puts some burden on my shoulders.¹³¹³ (I2)

Furthermore, the memorization focus was criticized: “Those who make regulations say that they are against the memorization system, you are so not! you ask these in the tests, you keep people memorizing¹³¹⁴” (Erdem Hoca, I2). Reyhan Hoca said they had a fill-in-the-blanks section in each of their written exams: “The student memorizes the rule before the exam, whatever is needed, or the meaning of the sentence enough to do in the exam. s/he know as much as needed in the exam within the exam hours¹³¹⁵” (I2). Aylin Hoca focused on the limited access to commercial materials: “The EİN is a very good source, but it can be developed much more. They include the books of many publications, but often it is costly to access English resources. I wish this was more various and more accessible¹³¹⁶” (I2).

4.3.2.2.2. Student Demotivation

The next major component of contextual factors in terms of limitations and constraints was student demotivation. Student resistance and prejudices were mentioned by the early career English language teachers: “They come with prejudices that they cannot do it, they already project this to you. While they can learn this free, they say they'll go to the course if necessary. First, children don't believe they can learn a language¹³¹⁷” (Reyhan Hoca, I2). So, it was really hard to engage such learners to classes:

Especially until high school, the kid is convinced that he can't do it somehow. It's hard to break these prejudices, to engage a student who believes that he can't do it. Maybe because they witness that perspective around them (as they were vocational-technic high school students) students are so sure they don't learn it, and secondly, they won't use it in their lives again.¹³¹⁸ (Reyhan Hoca, I2)

Additionally, Aylin Hoca observed the same issue on her students that they always approach English with a bias like: “I'm never going to learn it, or an 8th-grader's going to take the test, but he says, I don't think I can do it. It's very difficult to instill self-confidence; the feeling that he can do into this child¹³¹⁹” (I2). Nalan Hoca brought up a similar fear of failure and disbelief in one's skills to learn a foreign language: “First, you're trying to start by eliminating the prejudices. They say, we have been learning the same thing for years, but we still don't understand it, so we don't have the aptitude for language learning¹³²⁰” (I2). It was unfortunate that the students gave up after trying a little or none: “When the student doesn't know one of the words in the activity, or

two words, he says he can't do it, s/he quits saying it is not about them¹³²¹” (Ece Hoca, I2), “they can give up very quickly saying, I don't understand, they can do it if they try a little harder, but some of them immediately resist it, which can be another challenge for us¹³²²” (Aysel Hoca, I2). Selim Hoca said he realized that he was an English language teacher on his students’ reaction while meeting him in the first classes: “Student attitudes make me realize that I'm an English teacher, when I first go to a school, when I meet them, they look at me reluctantly, this makes me feel I'm an English teacher¹³²³” (I2) and added it took 20 minutes to break that ice in his first class. Aysel Hoca faced prejudices, at the girls’ Imam-Hatip Anatolian high school she worked at, though rarely: “Sometimes we watch a comedy series (...) few of them say it is against religion, and because it goes against what s/he knows and believes, s/he can't accept it, no matter how fictional it is¹³²⁴” (I2). Similarly, Ece Hoca argued: “Obstacles are usually prejudices in children's minds, I think it's most difficult to induce willingness in children, my colleagues have the biggest difficulty in doing so, it is very difficult to trigger that enthusiasm and make students pay attention¹³²⁵” (I2). Nil Hoca said that teaching English was both fun yet required a lot responsibility to break down prejudices: “I know we're doing a tough job. I see people really care about it, expect a lot from us. (...) an expectation to speak English, break their prejudices against the language (...) It's hard to break down that barrier¹³²⁶” (I2). Furthermore, she commented on student demotivation and its negative impact on teacher motivation: “They don't like English. it's hard, requires dedication, they don't want to show it. That's why they've prejudices against the language, me in the first place affecting teachers’ motivation. even if I want to include them, they don't¹³²⁷” (I2). Erdem Hoca said he thought one should first and foremost like the language and learning so that one could achieve and added, in spite of the efforts there would still be students who could not be motivated: “We're dealing with students who think English is unnecessary. We deal with students who deem it necessary but are not easy to learn or lack foundational knowledge, we deal with students who have let it go¹³²⁸” (I2). On student resistance and prejudices, Zehra Hoca stated: “After starting to work in Turkey, I realized how too much we are biased against language. all parents want their children to learn English, they make an effort, but the students shut themselves down, say they can't do¹³²⁹” (I2). She further gave an example from her class on the day of the interview:

Today, I was playing a very simple listening text, and they're going to try to hear where the party's going to be; "hotel" is already something similar to "otel" in Turkish. I play it, they say they don't understand at all. No efforts to hear the word, they look to the whole thing and say they understand nothing, shut themselves down against a foreign language. It's really hard to endear it here and remove that prejudice, at least to open their minds.¹³³⁰ (I2)

In addition to student resistance and prejudices, there was the lack of interest that was limiting. For example, Nalan Hoca explained the overall disinterest in her students: "a vocational high school student only considers vocational classes as the ones s/he should learn due to their higher credits. English is not a lesson that interests them during the school year¹³³¹" (I2) and reflected: "I am given two hours a week to teach English, and it passes oscillating whether to break the prejudice in the student's mind or perceptions or teach the class¹³³²" (I2). Another vocational-technic high school teacher, Reyhan Hoca underlined the same constraint especially in vocational high schools: "students find the elective courses useless (...) if the students don't do it on the test. you can't convince them no matter what, they measure the value of classes this way. There is no desire to learn, but obligation¹³³³" (I2). Ece Hoca focused on the same limitation that it was where she had the most difficulty in: "There is no willingness in children. When it comes to English, students have a bias, they're in a state of reluctance and escape. And we're trying to explain to the kid why we need to teach, why it's necessary¹³³⁴" (I2). Onur Hoca put emphasis on the lack of interest too and added how it influenced teachers:

I want to teach the kids, but they don't want to, so they don't listen. There are one or two students from each class who listen to most of the lessons. The other 16 or 17 do not care at all. Without competition, we don't have that much energy. What am I supposed to do, print out the test questions, take them to class, then I look back and see the materials thrown on the floor.¹³³⁵ (I2)

He further put much emphasis on the degradation: "Children don't care, they're very disrespectful. There's very little value judgment. there are still students who have values, but the vast majority, not just our school. (...) hitting jokes, constantly swearing at each other, constantly pushing each other around¹³³⁶" (I1) and since this was the case, he said he found a massive disinterest toward either learning lessons or moral values (I1, I2).

Another constraint was the students' readiness level either in English: "it's extremely difficult that I try to do English classes with students who maybe don't know more

than two words in English¹³³⁷” (Ece Hoca, I1), or in class: “What I encounter most in this school is students sitting back without books or notebooks and writing nothing. If you really don't make any eye contact with that kid, that kid's sitting there¹³³⁸” (Zehra Hoca, I2). Reyhan Hoca raised a different limitation; peer pressure that she saw when a student was very active in class: “s/he can suddenly stop being engaged in the class for weeks when his/her friend laughs at something s/he says. I don't know if we can eliminate this attitude by lowering the class sizes, I don't know what can work ¹³³⁹” (I2) and added this would make them shy to share their ideas or contribute to the class. The lack of understanding of the concept of language was raised: “They do not know what the concept of language is, what the language is, on its own, regardless of English or Turkish. The greatest issue in children is they lack language awareness¹³⁴⁰” (Ece Hoca, I2). The knowledge of word categories or classes was missing: “I think that the problem with learning a language is that the children do not know the adjective, adverb, verb, or the subject¹³⁴¹” (Nalan Hoca, I2), or a misleading contrastive approach was followed: “S/he wants the same as we do. That's why, looking at it rationally, it's the past tense, it's over, it's what it says (past simple and present perfect tenses) it's meaningless. Until we can explain it, it's very challenging¹³⁴²” (Onur Hoca, I2).

4.3.2.2.3. School-based Concerns

After student demotivation and curricular constraints, there were limitations that were school-based such as large classes, the ratio of refugee and international students and the lack of proper management to addressing to those students' needs, poor facility and so on. The focus being paid to large classes was considerable by almost all the early career English language teachers. For example, Hale Hoca stated how the large number of students hampered her instruction: “A language class cannot have 45 students. That's the most important thing. Besides, these 45 people are as different as chalk and cheese. (some interested, some completely lacking interest), 20 minutes of my class is about exercising the discipline¹³⁴³” (I1), and it would be one of the first things the MoNE bodies, she wished, should do: “I know it's hard, I know it is even impossible, but the class sizes could be reduced from 45 to 25 or 20. It is not too hard to do something and change it¹³⁴⁴” (I1). She also exemplified some other activities she would want to do if the classes were not crowded: “I can make them draw. I can ask them what that means to them and have it drawn (while giving quizzes) I can do

something like taboo but of course, it's not possible to make the students play games¹³⁴⁵” (I2). Similarly, Nalan Hoca talked about large classes’ impact on the interaction style in class: “

I can't do group work or pair work because we are too crowded. In a class of 40 people, there is not enough time to wait for getting feedback. There are expectations regarding teaching materials for the exams. You don't prepare questions for the classes you teach, there's a common assessment, they do not fit.¹³⁴⁶ (I2)

Large classes were intimidating even at first meeting for Nil Hoca, who said she later managed to finish taking attendance quickly:

The first day I got into that class and there were 40 students in my class, and I said, Oh, I can't know any of them. Because we met, but we met fleetingly. Even my perception didn't process that many names. I took attendance one by one, and what do you think happened? After we met and got a quick attendance, the bell rang, and I was so scared, I said to myself, Nil, how's this going to work.¹³⁴⁷ (I2)

It certainly influenced Erdem Hoca’s in-class evaluation: “It's easy to evaluate all these when you observe them in class, but imagine that there are now 8 different classes that you teach, about 300 people, that I forget about the students who are especially quiet¹³⁴⁸” (I2). His delivery of the content was shaped accordingly with the large classes he taught, he said he kept lectures as short as possible and gave as many examples as possible: “when we give examples, the class duration is not adequate. Because there are 35 students (adding the time limitation), but still only a few students engage in the class. there is the risk of not reaching other students¹³⁴⁹” (I2). The same constraint was also stated by Selim Hoca: “I motivate when I have the time. I wish I have only 50 students. I have students between 240 and 280. (his 27-student class as a learner) I was uncomfortable with the crowded classes. Now I teach 40 people¹³⁵⁰” (I1). He stated the way he taught grammar was influenced by this condition: “I'm afraid it is 15 or 20 minutes of presentation because I have to assign presentations. Mostly I have to go for teacher presentations because my class is 40 people¹³⁵¹” (I2). Furthermore, it was Reyhan Hoca’s ideal and “hope”: “What challenges me is that there are 40 of us in the classes. That's my dream, if the classes were less in number, if we could spend more time with those learning differently and do things for everyone¹³⁵²” (I2). She further added, in a class of 40 students, it was impossible to “give corrective feedback”, “to differentiate instruction”, or “keep track of students’ learning and performances” (I2).

In terms of school-based limitations, the ratio of refugee and international students and the lack of proper management to addressing to those students' needs were emphasized. For example, Erdem Hoca gave two extreme examples of behaviors of his Syrian refugee students- one high achiever and another being involved in fights- and commented: "I don't know how much psychological treatment or psychiatrist interviews Syrian students went through to be accepted to school, but they were traumatized. And as a result of that trauma, some turn to success, others turn to gang building¹³⁵³" (I1). Nil Hoca said it could be seen in the limited access to resources: "We have refugee students, of course, they are not students who can achieve much in terms of educational opportunities and financial opportunities in general¹³⁵⁴" (I2). Similarly, Onur Hoca's school hosted a large group of refugee students and he argued:

Since most of them are Syrians, we supervise and monitor the children rather than focusing on academic success. The high number of foreign student population in school affects our children as well. It affects their behavior, and classroom dynamics. Integration still hasn't been achieved yet, it's a very difficult process, not simple at all.
¹³⁵⁵ (I1)

He further focused on how serious this was at schools: "It's a serious problem in schools. They influence each other, they influence each other's developments, they compete with each other, they hate each other, they don't love each other, in such an environment this affects the teacher too¹³⁵⁶" (I2). Likewise, Zehra Hoca focused on the adaptation issues: "Cultural difference is quite deep. (...) but they do not have the respect our kids have for teachers. The kids who do not learn to respect at home is having trouble at school. Such kids are unable to adapt to school culture or school environment¹³⁵⁷" (I2) although her school had "very few (one or two in a class) foreign students" (I2). Reyhan Hoca mentioned one of her students whose name she was mispronouncing -putting the stress over a wrong syllable- and added how upset the student got at school: "here are situations where students can't get used to living with in some way, or maybe because they are in a very different country, the person gets it differently. s/he used to cry a lot, but now it's better¹³⁵⁸" (I2). However, she also underlined the internationality in cases she had three different nationalities (Uzbek, Russian and Syrian) in class and there was a positive atmosphere: "They embraced the situation, they take advantage of it and they try to communicate, (the Russian student who was a native of English too) they try to speak English, ask how to say things especially in that class¹³⁵⁹" (I2). Selim Hoca brought up the internationality in his

classes: “Syrians, Afghans, Iranians, Iraqis. Of course, it's not that much, but 20% is not a small percentage, either¹³⁶⁰” (I2). Hale Hoca interpreted this as an opportunity that was missed: “My children are bilingual of Turkish and Kurdish. It's very good for us that we do not have any common mother tongue to communicate with my Syrian and Palestinian students, so they have to communicate through a second language¹³⁶¹” (I2). but then added they could not have had the advantages of this situation due to the lack of enthusiasm of the students. The statements related the ratio of mostly refugee and international students and the lack of proper management to addressing to those students' needs were hardly relieving except very few statements as above. Yet, even in such cases, the achieving to address these students' needs in large, mixed-ability classes that were highly pressured under demotivation and curricular mandates was a tough goal.

The next limitation was the poor physical facilities at certain schools. For example, Nil Hoca said there were no rooms available for her to do extra-curricular English work as the school building was being used by a high school in the morning and by her school in the afternoon: “High school uses the building until noon. There is no smart board as the students from vocational school have broken down the boards. They also damaged the projectors. We have a few now; one entrusted to me¹³⁶²” (I1) and added she used it although she had to carry the overhead projector with her all the time extending school hours as she would be held responsible if it had gotten stolen or damaged: “I've been strictly warned that the projector would not be seen at the teachers' table, it is always going to be with you, or you're in charge. I carry it in a backpack, take it to every class¹³⁶³” (I1). Another big problem was that the Smartboards were not connected to the Internet: “we don't have an Internet connection on the Smartboards, we need to download anything on our flash drives and bring it to the class. So, we can't integrate it much¹³⁶⁴” (Ece Hoca, I2), “yes, we have a smart board, but we don't have the Internet. So, I only use it for solving questions at points¹³⁶⁵” (Hale Hoca, I2). Reyhan Hoca raised another concern: “We don't have a board, so it's very important for the language to let the kids see their own work, and they've banned it, and we can't stick it on the wall because it's getting paint off the wall¹³⁶⁶” (I2) and further added the lack or poorness of very basic furnishing at her school and more:

The physical conditions affect me a lot. There are no curtains in the classrooms. I prepare some materials and take them to class. When it is sunny, the board glares. Buildings need to be physically renewed because it is something that really affects the class. The classes on higher floors are very hot and the heating system operates in winter, so the door and the windows are open, the motivation vanishes completely. Because the classrooms are so crowded, if someone eats something that smells, that disrupts the concentration in teaching, and my hope and expectation is that we can really stop building and fix the inside of those buildings.¹³⁶⁷ (I2)

Large classes as also seen in the above quote caused logistic concerns: “these are all to our disadvantage that classrooms are of too many students and it’s a double-shifting school¹³⁶⁸” (Selim Hoca, I2). Zehra Hoca also mentioned the adverse effect of the poor physical facilities: at her school since it was a historical building: “Physically, it affects us, too, it’s so small, its garden is inadequate. We don’t have a gym or conference room. We fall behind regarding some facilities like the Internet access, we don’t have a lab, or a library¹³⁶⁹” (I2). Additionally, Reyhan Hoca and Nil Hoca underlined the lack of “a separate teachers’ room for English language teachers” where they could keep their materials and English story books or novels (I2). The double shift schooling system was also criticized: “In the terms of the class size and school population, and morning or afternoon school shifts, the school can be considered below average¹³⁷⁰” (Selim Hoca, I2), “Even multiple school shifts can affect it, there are no breaks in multiple shifts, there is no lunch break, no time for teachers to talk to each other, not much time to communicate with other teachers¹³⁷¹” (Erdem Hoca, I2).

In terms of school-based constraints and limitations, the classification of certain high schools as “quality schools” making some other schools not so was found problematic. The “quality schools” were those accepting students according to their high school entrance exam grades. The schools that were not classified so accepted students based on the physical proximity in the neighborhood like primary schools. Selim Hoca said: “I’m really sorry to say, I don’t want to discriminate like this, but now, the school where I work is called a low-quality school, and I’m upset and I end up asking what is not quality?¹³⁷²” (I1), yet still, he added: “That’s how it is regarded right now, even though I don’t say it. But I think there’s hope in it too, both because of my administrators and the students appreciate it a little more¹³⁷³” (I2). Nalan Hoca commented on the overall profile of the school:

My school is not a successful school, vocational high schools in general are like this in Turkey, if the student’s field is information technologies, s/he’s trying to learn about

IT, does the internship accordingly. The students either turn out to start a very different profession or drop out of school.¹³⁷⁴ (I2)

Onur Hoca focused on his school's less academic success: "The students don't care. I don't know, if it were a school with 700-800 people, a well-known school that follows developments, sends students to exams all the time, maybe I could push myself too hard¹³⁷⁵" (I2). Ece Hoca commented as well: "I can be more devoted, I can try harder, I can make cue cards and ask the students to give an opinion about it, but it's a very advanced level for students, unfortunately, even such a simple activity¹³⁷⁶" (I1). Zehra Hoca too stated: "It's a low-quality school. We also accept this fact as well. 6 students from the 8th grades got into the school that takes students with grade points last year, but we still do our best¹³⁷⁷" (I2). Another constraint was mixed-ability classes according to the early career English language teachers:

For example, I have a student in my class, and because her father is a foreigner, s/he speaks English at home, and now I have nothing to teach her, but on the other hand, her friend next to her in the same class may not know a thing about grammar, or s/he doesn't know any words, and now I'm trying to teach the same subject in the same class.¹³⁷⁸ (Ece Hoca, I1)

Zehra Hoca stated that there should be separated levels in language classes and added: "There are students who know very well and there are students who know nothing. It's really difficult, even in a small class. There are also those in the middle, it's impossible to teach these three groups the same¹³⁷⁹" (I1). Furthermore, Aylin Hoca said she questioned what to do in such mixed-ability classes: "There are students from very good schools, but also those who weren't able to learn English. They are starting a school from scratch. Should I teach the curriculum, or do I get all students to the same level?¹³⁸⁰" (I2) and then added the way she dealt with the situation: "sometimes it's really difficult to find the balance, I first started from scratch, brought them to a common level and then continued¹³⁸¹" (I2). Additionally, there were other early career English language teachers focusing on the same issue: "I wish the classes were structured according to the student levels, at least bringing together those who can learn, and we could give quality education to them¹³⁸²" (Erdem Hoca, I2), "I spend so much time to make it individualized. There is everyone in that class. There are children who cannot count as A, B, C, D yet, who know very well, or who have exactly achieved the learning outcomes¹³⁸³" (Selim Hoca, I2). Lastly, Aylin Hoca mentioned the

parents' prejudices in her school: "We have 15 hours of English with the 5th graders. Parents have this concern that what if children get bored¹³⁸⁴" (I2).

4.3.2.2.4. Candidacy Concerns

In addition, there were concerns that the early career English language teachers raised in relation to the candidacy process itself. The candidacy process consisted of three phases: the training, the performance and the examination. The Provincial and the District Directorates of National Education and the schools were responsible for the training and performance phases. The examination was regulated by the MoNE (MoNE, 2017c). First of all, the processual information about the candidacy process and the lack of it in some cases were focused on. For example, Ece Hoca said she would finish her first year at state schools several months before (in March) the candidacy exam which is given once in a year (in December) and added she would wait to take the exam and her candidate status would remain the same until she passed the exam (I1). She stated:

Nothing goes in a planned way to everybody's knowledge. In fact, you can't get information that should be very clear, a schedule doesn't exist. There is such a problem, but I guess you are getting used to it, I don't know too many things, I don't know the content of the candidacy forms, it's only with my own research.¹³⁸⁵ (I1)

Onur Hoca told about the candidacy seminars that they were organized after the school year ended and he could not follow: "I missed it. The school did not inform me either. The next thing following the exam is the bureaucracy process with the documents being approved. It takes 5 to 6 months, then on completing the seminars, the candidacy's over¹³⁸⁶" (I1). Nil Hoca said her candidacy status back in 2006 was over when there was a different regulation for private school teachers like her. So, she did not have to take the candidacy exam, but she had to attend the seminars in her first year at state schools: "Either the contract terms or something else changed in 2012. The qualifications of the candidacy training have changed. That's why they wanted me to take this training again, but I don't need to take the exam, I'm exempted¹³⁸⁷" (I1). In Reyhan Hoca's summary, the process would continue by the completion of grades by the mentor, the headmaster and the inspector, the participation in the candidacy seminars, and taking the candidacy exam at the end of the first two requirements (I1). She said: "I am currently preparing for the exam on the one hand, I got a book pass

the candidacy exam. On the other hand, I prepare forms and teach 26 hours of classes¹³⁸⁸” (I1). Selim Hoca also commented on the process: “my candidacy status will be removed, the contract will be renewed for four years, then I will transfer to the permanent position. You used to get the permanent contract after the candidacy exam, it's just changed¹³⁸⁹” (I1). Zehra Hoca said she was appointed in March 2016. However, she could not complete the candidacy process as she took both paid and unpaid maternal leave. And when she came back to teaching, she had to start the candidacy process again and she could not take the previous candidacy exam due to some regulations: “I could not take the candidacy exam last year because of my actual working time, I barely missed it¹³⁹⁰” (I1). She said she observed her mentor teacher's classes for six weeks and then started to teach nine hours a week. She explained her candidacy process in her first start when the six-week internship system was newly introduced and strictly followed: “it's now more flexible. We taught classes three days a week, three lessons each, nine lessons. They taught us administrative work at school (...) we were attending an out-of-school activity on separate days. We were also preparing our files¹³⁹¹” (I1).

With regard to the candidacy process, there were criticisms to the paperwork the early career English language teachers were required to complete. For example, Onur Hoca commented on the forms numbered from 1 to 11 and said he had to fill in these forms for every week in the candidacy process: “You're expected to reflect on the movies you watch, the books you read, and the lessons you observed. This lasts about 25 weeks, think of the number multiplying this with the forms. Do you see the waste of time?¹³⁹²” (I1). He said he prepared his dossier for the inspector to check, but added it was “a meaningless workload” (I1). In a similar manner, Ece Hoca said: “Supposedly, I am preparing a weekly program as now I am a candidate teacher. But it is arguable how much I really apply, how much is perfunctory¹³⁹³” (I2). Zehra Hoca also focused on the bureaucratic constraints: “One of my performance scores was missing when I went to the new school (...). I also finished those forms, so I completed my three-week lack. Bureaucratic procedures are very troublesome, I think they shouldn't be so¹³⁹⁴” (I1). It was also linked to their feeling novice: “We understand that we are new teachers only from document works, there is a continuous document load and paperwork thanks to the MoNE¹³⁹⁵” (Aylin Hoca, I2), “There are some paperwork related to the MoNE, I feel more foreign on it, so I'm worried if there is something missing or even a problem

in the paperwork¹³⁹⁶” (Erdem Hoca, I2). Nalan Hoca stated she does not feel that she was in the candidacy process, she had even complaints about it: “For example, we have a lot of paperwork, documents that we need to prepare. I am worried about how much I will prepare, how I do it, I learn most from the internet¹³⁹⁷” (I2).

After the processual information and the paperwork, the emphasis was paid to the candidacy seminars. For example, Hale Hoca stated she would enthusiastically go if they really taught something about the field: “We prepare files, fill out forms. You can finish some of them but not all. There's no chance to do it with 28 hours of lessons. I do not know, it shouldn't be so, this shouldn't measure me¹³⁹⁸” (I1). She further added: “I don't know, maybe they planned it very well when they were planning. I don't think it's a very effective program. It's just tiring me now¹³⁹⁹” (I2). Onur Hoca agreed with her: “Do I have any energy left; do I have time? How can I improve myself and my profession? I am going to these sessions, why? Maybe I'd want to go to another seminar¹⁴⁰⁰” (I2). Another early career English language teacher, Selim Hoca said he got distracted in the seminars: “They give these seminars, one cannot listen to anything for four hours, our friends sleep. I'm also getting distracted. Normally, I think I can understand even someone who explains badly. I'm distracted too, something else comes to mind¹⁴⁰¹” (I1). He gave an example on the direct influence of the candidacy seminars:

For example, we were going to do a project, and participate in Erasmus Plus. You can guess why we couldn't attend; it overlaps with the seminars. We have to wait for the next year. The system has changed next year, and the 2021 Erasmus Plus program will be completely different. This year, I won't be able to benefit from what the school knows and the vice principal's own experience.¹⁴⁰² (I2)

He also verbalized an overall concern on the gap between what was need in real classrooms and what was delivered in seminars giving an example by stating they unfortunately never learn how to evaluate among many other problems: “when the assessment's clear, the students' motivation is accordingly. I don't like the fear of exams, I try to minimize it as much as possible, but if they exist, let them teach me to use it in students' favor¹⁴⁰³” (I2). Finally, in relation to the candidacy process, the pen and paper exam was found to cause too much anxiety. Onur Hoca told about his concerns and the cost of failing the exam, having worked as a teacher for one year: “Investigators evaluated me. Is the principal satisfied with me? As the administrator,

s/he gave my grades. I've done all, finished the paperwork. Why are you changing my school just because I didn't pass this exam? What should I do?¹⁴⁰⁴” (I1). He put much emphasis on what happens next if he had failed the exam: “People here will say that I couldn't pass an exam. There's naturally social anxiety too. Why would my students, other teachers think bad about me? I'm not an unsuccessful person. Would it affect my teaching because I fail?¹⁴⁰⁵” (I1), adversely affecting his motivation. Likewise, Erdem Hoca said there was too much to memorize about the regulations to be asked in the exam, but he added: “(giving an example) How many days are allowed according to the relevant law, I could look this up at Google. The biggest handicap is that information is accessible, but we do not know what to do with it¹⁴⁰⁶” (I1).

4.3.2.2.5. Systemic Disbelief

There were systemic concerns such as the disbelief in the overall education system, having limited room to speak up one's mind, no recognition of failure, the number of teaching hours, high expectations of stakeholders and so on. Firstly, the disbelief in the overall education system was mentioned by the early career English language teachers. Ece Hoca stated: “we unfortunately teach from a totally different side (traditional methods) because this is what our education system wants that I don't know why. But it shouldn't be like this, that's why we fail¹⁴⁰⁷” (I1). Selim Hoca underlined his disbelief in the overall schooling system: “Because it is a place that negatively affects us, where you come with a trust leaving your freedom. You think you will learn; you feel that you are doing your part, and you are wrong¹⁴⁰⁸” (I1). Zehra Hoca thought it also had an impact on prospective teachers: “Recently, there are not many people who study in Turkey and have very good English skills. Looking back, English teachers with good English are always Anatolian high school graduates¹⁴⁰⁹” (I1). Additionally, the high expectations of the stakeholders were underscored. Onur Hoca said that it was mandatory to write an Erasmus project and the principal insisted that he wrote one: “I went to the project writing course. After the course, you're expected to write one within 15 days. There should be some time for it, 2-3 months. (saying somehow completed the project application) Did I write a project now?¹⁴¹⁰” (I2). Zehra Hoca as well commented on the many expectations from the MoNE and the parents: “There are parents who think that the child will speak superb English in four lessons, there is a lot of work to be done since we have a little more expectations

from English teachers in terms of improving themselves¹⁴¹¹” (I2) adding that teachers should meet those expectations. The early career English language teachers said they had many hours of teaching: “I have a lot of hours; I have a lot of classes. It would be OK if I had one or two classes but 30 hours with them, but I have 11 or 12 classes¹⁴¹²” (Aysel Hoca, I2), “I would like very much that I had spare hours- I have 38 hours of class, am busy for the whole day- and I could help and advance those students who lag behind¹⁴¹³” (Aylin Hoca, I2).

The focus was also paid on the lack of recognition of failure: “There’s no such a thing as failing the class or getting low grades. Students need to be a little anxious whether they could pass or that they should study. If not, they won’t care and they already don’t¹⁴¹⁴” (Onur Hoca, I1), “The student will pass the class, there is no other way. The procedure for passing the class is also a bit problematic¹⁴¹⁵” (Erdem Hoca, I2). The lack of “a shared stance” (Hale Hoca, I1; Ece Hoca, I2) on procedural and management of misbehavior and “an institutional culture” (Hale Hoca, I2) were further criticized. There were other systemic constraints. Selim Hoca argued it was possible but not probable to speak one’s mind out in a way to be taken seriously: “Now, they have set up a project called “one million ideas” in our MoNE system, believe me, I am too lazy to log in and type. Because I tried so hard and nothing got through, that’s what discouraged me¹⁴¹⁶” (I1). He further added: “I see that because I do not comply with the general rules, some things can be contradictory. Like I said, it is not my preference to argue, I prefer not to say¹⁴¹⁷” (I2). Aylin Hoca mentioned the unexpected and frequent changes in teachers: “The process of getting used to a new teacher is also very difficult. Parents put pressure on me asking why students still haven’t learned that subject. But I just got into it, I can’t get it together at once¹⁴¹⁸” (I2).

4.3.2.2.6. A “Better East”

The districts the early career English language teachers were working at were found disadvantageous and at risk. Ece Hoca summarized the situation: “I thought where a better East is, and it’s here. It was lucky of me that there are vacancies, people could teach here in their second or third years¹⁴¹⁹” (I1) with the meaningful comparison to the East regions of the country that were mostly associated with limited sources and safety concerns. Hale Hoca also stated: “I’m in İstanbul although it’s also East service,

but I was so intimidated from the East¹⁴²⁰” (I1). These districts that most of the early career English language teachers worked at were socio-economically disadvantaged. For example, Hale Hoca, who worked at a middle school, said: “there are even many differences in one class, I can’t judge them because children work at night and come to school in the morning. It’s really limited what we could do¹⁴²¹” (I1). The precise word summarizing the situation would be child labor: “most of them work in their own places. 8th graders work at factories more. Some parents take their children from school and make them work at a factory. This is the kind of family culture I’m talking about¹⁴²²” (I1). Reyhan Hoca also verbalized this reality: “my school is in XXX district where students are greatly disadvantaged financially. There are those without a coat, boots in the winter. We provide these through our social aid club¹⁴²³” (I1). She said her headmaster at her school explained the situation to her when they met: “s/he told us in detail that the income level was low, the parents were a bit problematic, and the school focused on these a lot and we were expected the same¹⁴²⁴” (I1). Ece Hoca said she thought taking the “low socio-economic background” of the district: “the better finances are, the better education one gets. Better education means more advanced language skills and you could teach more. I’m now in an environment that’s the exact opposite of this, and this troubles me two times more¹⁴²⁵” (I2). Nil Hoca focused on the income gap in the district she worked at and the coexistence of luxury residences and slums further adding: “these influence you a lot. So, you try to reach out to every child. They tell me not to work in such low-level schools, to apply to project schools, but I don’t think so. I’m glad I work here¹⁴²⁶” (I2). Nalan Hoca made a comparison too:

Here is like a developing country. It’s hard for me to teach them English as people think of things like shelter, clothing, food and live with those worries. They’re really smart but have survival issues ahead of being a student. So, we also cope with those.¹⁴²⁷ (I2)

In addition, the sources were sometimes found by the schools: “students wait for their internship allowance to be able to do something. The social aid club at school pays many students’ cafeteria and shuttle expenses with the teachers’ donations¹⁴²⁸” (Reyhan Hoca, I2). Nil Hoca reported her practice: “I give away sample test books to students after I browse through them. I don’t keep them to myself¹⁴²⁹” (I2). Moreover, Onur Hoca had a similar practice to lessen the adverse impact of the socio-economic constraints:

I have a book event every week, I give a book to one student depending her/his behaviors during the week. It makes them excited. I either buy or go to certain bookstores saying that I'm a teacher and give books to our students who can't afford. They have many sample books, for example I ask for five test books and they might give me 10 test books, source books, readers.¹⁴³⁰ (I2)

The early career English language teachers' statements depicted traumatic elements in the students' lives such as illnesses, economic struggles, parted parents and so on. The dropout rate was high in Nalan Hoca's context: "many also quit school. we start with 45 students and now there are classes of 25 students¹⁴³¹" (I2). Hale Hoca commented over a serious problem:

we thought we should see the parent. The classroom teacher met with the mother and the mother says she doesn't care for her child and doesn't want us to care for the child too. How am I supposed to solve this problem? There's no parent support. Most students are deprived of attention, sick, certainly have illnesses.¹⁴³² (I1)

Nil Hoca likewise added: "one can't expect a positive perspective into life or effort, determination and at least a respectful manner from a child having such a problematic family life¹⁴³³" (I2). Reyhan Hoca deduced a lesson out of among these traumatic events thinking that she maybe wouldn't be so strong if she had lived such a life: "That child at least comes to school. Maybe school is a place to get away from problems for a certain hour. Why should I turn this into hell? There are kids we definitely need to focus on¹⁴³⁴" (I1). Lastly, Ece Hoca mentioned the struggles in her own adaptation to the city: "I haven't get used to the city, because I have been living in a small city as long as I can remember, I'm worried about not getting lost here yet, I'm in my adaptation process to Istanbul¹⁴³⁵" (I2).

4.3.2.3. Affordances and Enablers

The statements on the contexts that the early career English language teachers worked at also yielded affordances and enablers such as working at a high-achiever school, having an involved administration body, improved facilities or wider access to various sources.

4.3.2.3.1. High-achiever Schools

To start with, there were two early career English language teachers; Aylin Hoca and Aysel Hoca, who apparently worked at high-achiever schools. Their comments made up almost half of the comments that could be counted as affordances in terms of

contextual factors. For example, Aylin Hoca stated: “I don’t know if exam results are considered but there’s a high demand to enter our school. there’s no proficiency exam but I know that they check students’ grades¹⁴³⁶” (I2). Similarly, Aysel Hoca said: “my school is a project school and English classes are also shaped accordingly. So, it follows the recent, focuses on how we could teach better. We’re advanced both in social projects and English¹⁴³⁷” (I2). Aylin Hoca told it required hard work to work at such a school: “we’re challenged as there’s a perfectionist view at school. Preparing for 32 hours of class, designing activities is sometimes difficult but we have to. I never complain as it contributes a lot as well¹⁴³⁸” (I2) and added her school was also a project school and had an impact on her too: “maybe we work so because we’re a project school. the reason why I adapted so quickly to this school is that I can’t feel myself new in this constant rush¹⁴³⁹” (I2). She further argued that her school held critical importance and set an example: “we’re a school that is taken as an example because we’re pioneering in things like teaching 15 hours of English a week. Whether this is put into overall practice depends on us. So, we somehow have responsibilities¹⁴⁴⁰” (I2). She said there was much support from the MoNE administrative bodies: “when we ask for something, it’s met. They really support us in meeting our needs. For example, they immediately help in any events or projects¹⁴⁴¹” (I2). The neighborhood itself was competitive for schools according to Aylin Hoca: “there are many highly successful schools in XXX, there’s always a comparison, a competition among middle schools to pass the others. We work hard for that¹⁴⁴²” (I2).

Both early career English language teachers said working at those schools were being on a constant rush: “students are highly successful and there are many social projects, which contributes positively to us. But we’re always in a rush or struggling to do everything better. So, it creates some stress¹⁴⁴³” (Aylin Hoca, I2), “there are days with 8 hours or more. On such days, students will come to ask something even in break time, and we rush to the next class without giving a break, it makes us really tired¹⁴⁴⁴” (Aysel Hoca, I2). As can be seen, they additionally said to have diligent students: “I see in class activities there’re fluent students trying to do the best when they take responsibility of something. They participate in the class, even voluntarily asking whether they could do the next question. They don’t get bored¹⁴⁴⁵” (Aylin Hoca, I2). Aysel Hoca too stated that her students were quite interested and attentive learners: “their English is much better than most schools, certainly giving us ease. Those

wanting to learn English come to the school as they know there's a preparatory year. My classes willingly participate in activities, do what I say instantly¹⁴⁴⁶" (I2) and she added how it changed her instruction: "11th graders' English level is very very good. This being the case, I can't tell them to learn things again because unfortunately it's too simple for them¹⁴⁴⁷" resulting in her teaching referencing styles and so on as summarized in the instruction section earlier. They were preparing students for both national and international competitions. Aylin Hoca mentioned a speaking project that the students went through a preselection process and were to represent the school nationwide: "they constantly send us monthly bulletins, study sheets. They are aligned with the syllabus; we teach them in class too. After the speaking exam at school, students take another in the district, the highest performer will be sent abroad¹⁴⁴⁸" (I2). Aysel Hoca also said: "there are a debate team and other project teams. They came in first in the national English debate contest last year¹⁴⁴⁹" (I2). She added that her school was hosting international projects as well: "we have cultural exchange with schools in terms of international collaboration, our school wants to do so, to communicate¹⁴⁵⁰" (I2) and recruiting native-speaker teachers: "we have native-speaking teachers as well, both the school and our group of English teachers follow how to teach best¹⁴⁵¹" (I2).

4.3.2.3.2. Involved Administration

After the high-achiever schools Aylin Hoca and Aysel Hoca described, there were affordances and enablers in the other early career English language teachers' accounts. Firstly, an involved administration was appreciated by all of the early career English language teachers. Reyhan Hoca stated: "the administration has a huge influence at vocational high schools. Here, our administrators are really interested, and their rooms are always busy with both students and parents. They don't leave teachers alone¹⁴⁵²" (I2). Aysel Hoca was comfortable asking for help from the administration: "the administration do care for teachers and students, try to do their best to solve problems and I could easily ask for¹⁴⁵³" (I2). In a similar manner, Nil Hoca saw her administrators as willing to offer help: "if I expect something from them, I go and talk to them and they try to help me. So far, I've never seen an attitude saying they certainly can't do what I want¹⁴⁵⁴" (I2). Positive comments on the administration were frequent: "The administrators generally provide us with necessary facilities, understand the importance of English very well and guide us¹⁴⁵⁵" (Erdem Hoca, I2), "we have a good

environment at school thinking the administration too. Our principal is quite understanding and says that they would defend us for something serious but don't want to deal with trivial (paperwork) things¹⁴⁵⁶" (Zehra Hoca, I2). Hale Hoca added another appreciated feature of the administrators: "I think they're quite fair and care for us. They ask how we're doing, if there're any problems, or do other similar things showing that they value us¹⁴⁵⁷" (I2). For Selim Hoca, it was a blessing to have such administrators: "for the first time, I'm this much lucky regarding the administration. They're really nice, I already feel they could provide opportunities, tolerate things, are open to project. I got more encouraged¹⁴⁵⁸" (I2). It was only Aylin Hoca who found the administration quite stern: "we get on well with the administration, but the rules are too strict. I think it's important that what we do is valued, we're really good and we know that, but this success isn't only thanks to the administration¹⁴⁵⁹" (I2). Ece Hoca emphasized the need for administrative authority: "when the principal honors me by saying that the teacher knows better in the class, the children think that their teacher has a say at school, and they should respect her¹⁴⁶⁰" (I2).

4.3.2.3.3. Facilitators

Then, the wider access to sources in comparison to past was brought up in terms of enabling contextual factors. For example, Nalan Hoca said she always told her students that they had more access to any content to learn English and added: "Now, there are smartboards to do the listening. We could do speaking interactively in class and teach with visuals and audios rather than writing. There are lots of materials and you only become the guide¹⁴⁶¹" (I2). Selim Hoca also agreed that students had quick access as well with their phones (I2). Reyhan Hoca was happy that the classes were tech-friendly, had Smart Boards, active books of the coursebook, audio and video set-up for listening and videos, the EIN (Educational Informatics Network), the whole internet and so on. However, she specifically noted a request: "We should be able to use YouTube, but it's banned. So, I certainly convert videos on YouTube video convertor in my lesson planning¹⁴⁶²" (I2). Zehra Hoca too commented: "there are lots of things if you use the Internet. We're so lucky compared to former teachers, everybody has cellphones, students could reach much content even using a parent's cell for half an hour. They made the EIN free (referring to certain carriers)¹⁴⁶³" (I2). The efforts for the betterment in the teaching of English were acknowledged. Aylin

Hoca based her judgment on her comparison of her students to other international students: “at least, there’s an effort to teach English. I think the quality of education improved a lot by time, we have partner schools, and our students are either equal to or more competent than them¹⁴⁶⁴” (I2). Zehra Hoca focused on changing for the good as well: “There is advancement in Turkey. The MoNE tries really hard especially after the last minister, cares about technology, teachers, teacher development a lot¹⁴⁶⁵” (I2). Yet, there were still a lot to achieve: “I’m aware that the MoNE works hard, tries to do nice things and has projects but I think it’s insufficient for the English teaching¹⁴⁶⁶” (Nil Hoca, I2).

Well-facility schools were emphasized: “we have all these Smartboard technologies, and we use them. Even if I can’t do interactive classes, I could show a sample video¹⁴⁶⁷” (Erdem Hoca, I2). Ece Hoca mentioned some physical facilities likewise: “It’s nice that we have smart boards, my school building is new and warm, so getting cold is not a problem to interrupt the class, classes are spacious, students could comfortably sit¹⁴⁶⁸” (I2) with plus sides such as a big school yard with basketball hoops and a sufficient school canteen on the researcher’s observation on her visits to school. Aylin Hoca focused on the “manageable class size” (I2) as an affordance. Zehra Hoca commented on the boutique school she worked at: “it’s a pretty different school, most of the students go to the Quran course. My current school doesn’t represent Turkey’s general schools¹⁴⁶⁹” (I2). It offered advantages: “it’s like a boutique school with eight classes around 15 students. I couldn’t play some games in 40-student classes, now we could do this. I know everyone’s name even of those I don’t teach, care them individually¹⁴⁷⁰” (I2). High exposure to the language outside the school was underlined by Onur Hoca: “now, children hear English a lot when they get on the bus, go to the market, or constantly at school. It wasn’t once the case, so it’s nice to teach them this¹⁴⁷¹” (I2). Lastly, Hale Hoca similarly said she thought the city itself was an enabling factor: “since we’re in İstanbul, the children are in the middle of many things. As they experience things firsthand, they’re one step ahead¹⁴⁷²” (I2).

To summarize, contextual factors yielded both constraints and enablers. The limitations were curriculum-related issues, student demotivation, school-based problems, candidacy-related concerns, systemic restrictions and the socio-economic background of the districts the early career English language teachers worked in.

However, affordances half of which were related to the two high achiever schools made up a small part of the contextual factors. The importance of an involved administration was underlined along with few contextual facilitators.



CHAPTER 5

DISCUSSION AND CONCLUSION

This dissertation aimed to investigate eleven early career English language teachers' professional identities. In this regard, it explored how the early career English language teachers constructed their LTIs in relation to the processes they went through before becoming a teacher and their learning the job through apprenticeship of observation, everyday classroom practices and teacher education and training. It then focused on the early career English language teachers' understanding of the job, students, teachers, the language and how they shaped their instruction in their teaching. The influences of social and contextual factors on their understanding and construction of their identities were also presented in relation to their participation in job-related communities and contextual limitations and affordances. This chapter, firstly, discusses the findings of the study under the light of the literature on teacher and language teacher identity. The discussion is aligned with the order of the research questions as in the findings connecting them to the commonplaces in narratives and characteristics and dimensions of the Figured Worlds and identities in them. Then, the chapter presents concluding remarks and the implications of the study. It finally states the limitations of the study and offers suggestions for further research.

5.1. Discussion on Becoming: The Early Career English Language Teachers' Construction of Their Identities

The investigation of how the early career English language teachers constructed their LTIs in terms of the processes they went through and the impact of these on their LTI construction revealed two emergent themes grounding on their personal histories and learning to teach. Firstly, the findings have demonstrated the importance of the personal in the professional identities in the early career English language teachers in line with the literature (Beijaard 2019, Bukor, 2015, Leeferink et al., 2019, Mockler,

2011, Ye & Zhao, 2019). Since one of the distinct characteristics of the Figured Worlds is that they are historical phenomenon in which people are recruited into or enter some depending on their personal social history and identities are who they are in one's personal lifetime (Holland et al., 1998) and temporality commonplace of the narrative methodology (Clandinin & Connelly, 2000) needs to be scrutinized, the early career English language teachers' personal histories, biographies are of importance.

Under the category of teacher biographies, the early career English language teachers laid emphasis on their characteristics as students, the pathways they took while deciding on the job, contextual impacts and their future plans regarding their decisions and intentions to stay in the job. In terms of their characteristics as students, the early career English language teachers mostly emphasized being adequate learners and having a genuine interest in the language. Their diligence, ambition to achieve and self-confidence as students or prospective teachers were underlined. Their characteristics as learners guided them to be a teacher. Choosing teaching as a job was a way of proving himself (Erdem Hoca) or a goal to achieve at all costs (Nalan Hoca). Even after there were some pauses in their schooling (e.g., Ece Hoca, Erdem Hoca, Onur Hoca) their "investment" (Norton, 1995; 2000) and commitment in the learning process as well as their L2 identities continued since "investment indexes issues of identity and imagined futures" (Darvin & Norton, 2015, p.39). Self-efforts to succeed even on negative reinforcement from teachers (Aylin Hoca), "over-attention" in the classes (Reyhan Hoca), or active immersion in the language learning (Zehra Hoca) all demonstrated their investment and meaningful participation in a variety of learning communities. Extra-curricular activities (Nalan Hoca, Nil Hoca) further showed extended participation in the communities of practice (Wenger, 1998).

Some of the early career English language teachers, such as Hale Hoca with her quick catch-up of the language, Selim Hoca with his deduction of grammar rules based on limited number of examples, Onur Hoca with his sharp memory on vocabulary memorization felt that they were gifted in this sense. The aptness was pursued in Nil Hoca's and Zehra Hoca's continuous interaction with the languages at home, at school, or in the larger community (German and Arabic as languages of residence, English as the language of schooling and family's facilitation). The interest in and enthusiasm for the language(s), the literature, or verbal skills were foundational. The early career

English language teachers continued their investment and active participation in schooling and learning communities even when they were aware of the prejudices toward English as its being less when compared to natural sciences. Overall, the early career English language teachers were resilient learners. The subject area was one of the identity anchors for the early career English language teachers similar to the teachers in Mockler's (2011) and Avraamidou's (2019) studies. The permanent fascination with the subject similar to the science teacher in the Garner and Kaplan's (2019) and interest in the subject similar to the Findlay's (2006) were underscored in the early career English language teachers' identity construction process. The interaction of the personal with the job was clear: acknowledging own inadequacy at school to detect where her students failed to comprehend (Ece Hoca), emotional intelligence (Nalan Hoca) to lower students' affective filters, valuing a peaceful state of mind to help students to become content in life (Aysel Hoca), connecting to English as an access to cultural and symbolic capital investment (informed by Bourdieu, as cited in Morgan & Clarke, 2011) and aspiring to open up this source of access for students (Selim Hoca) since "if learners invest in a language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power" (p. 17). These showed that not only adequate but also less-adequate learner traits informed the early career English language teachers' practices and identities. Tensions and distance between the personal and the profession as exemplified by these experiences led the early career English language teachers to negotiate their beliefs and practices, informed their teacher identities by their exerting agency (Beijaard, 2019; Meng, 2014). Their interpretation of the alignment of their past role identities as students and current role identities as teachers influenced the way they projected this to their teaching practices (Garner & Kaplan, 2019) and negotiated their LTIs.

With regard to career histories of the early career English language teachers, it was possible to identify four distinctive pathways following Davey (2013): the academic and the practitioner pathway, Garner and Kaplan (2019): the natural-born teachers since the early career English language teachers also perceived either teaching or English language teaching as destiny as the subject teacher, and an uninformed path. The first distinctive route was the natural born, namely, destination pathway which referred to the teachers who did not specifically remember when the exact time was to

decide on the job since they were this way as long as they could remember (Aylin Hoca, Hale Hoca, Reyhan Hoca). Hale Hoca precisely imagined being an English language teacher at a quite young age at the 3rd grade. However, her early “imagination” and “alignment” of the community of practice (Wenger, 1998) in teaching did not directly translate into her “practiced identity” (Holland et al., 1998) as she underlined the tension and discrepancy in her LTI as a state school and private school or skills teacher (see further discussion under 5.2 & 5.3). Additionally, some of the early career English language teachers followed the academic pathway, which meant that they decided on the profession in the course of their teacher education programs (Aysel Hoca, Erdem Hoca, Zehra Hoca) with the engagement and alignment (Wenger, 1998) in the teacher education program. The next distinctive route was the practitioner pathway, which meant the teachers’ reference points for their decisions for the job were their actual teaching experiences without any teaching certification (Ece Hoca, Nalan Hoca, Nil Hoca, Selim Hoca). There were some turning points in these experiences that led them to decide to teach as could be found in the earlier findings section. Finally, there was one teacher, Onur Hoca, who could not be considered to have followed any of these three pathways. His “finding himself as a teacher” in his own words was much unplanned, which was reflected in his significantly overt confusion that would yield in the following discussions on cognition, emotion, and affinity. This pathway was the out the blue one that could be called as the uninformed pathway. As can be inferred, the teachers having taken the academic, the practitioner, or the uninformed pathways considered or worked alternative careers. For the second-career teachers among them (e.g., Erdem Hoca, Nalan Hoca, Onur Hoca) teaching was the practical and pragmatic solution similar to Zehra Hoca after idle years. The aptness for teaching was shared by all the early career English language teachers regardless of the different routes bringing them to the job. In the findings, the teachers were identified as natural-born and nurture-made English language teachers, the latter outnumbering the first as could be seen in the different routes to the job.

Furthermore, the personal domain in the early career English language teachers’ lives such as family influences and critical experiences (Mockler, 2011) was influential in their LTI construction. On the one hand, the family influence on the decision on the job was not much significant (e.g., Ece Hoca, Nalan Hoca, Onur Hoca). On the other

hand, the influence of the family members was quite distinct for their career decisions (e.g., Aylin Hoca, Hale Hoca, Reyhan Hoca). A member of the family, father, triggered the interest in the language and set an example (e.g., Nil Hoca, Zehra Hoca). However, the rugged relationship with the father made the job as one to refrain from (Erdem Hoca) and a way of confrontation (Selim Hoca). The prejudice toward English stemming from the conservative worldview in families were reported (Aysel Hoca, Erdem Hoca). As can be seen the family had an impact on the career choices either directing them to or diverging them from the job in line with Bukor's (2015) findings. Furthermore, education (the teacher education for Erdem Hoca and the language for Selim Hoca) was compensatory to the perceived lack of affective support in the family similar to the teachers in Bukor's (2015) study.

Moreover, the confirmation that came from the school friends on their abilities of teaching or the language was also important since identities are also informed by how others see the individual (Johnson, 2003). Their participation in the social circles signaling their engagement with the community of practice showed that they were personally open and willing to do so. It was only Ece Hoca who did not much receive such confirmation and validation from the peers on her language abilities and considered herself a bit reserved which she thought might have been realized currently by her colleagues too. It could be argued that was a contributing factor for some insecurities Ece Hoca felt (see further discussion under 5.2 & 5.3). The critical incidents as explained as perceived traumatic elements in some of the early career English language teachers influenced their choice of the career (Reyhan Hoca, Selim Hoca) the choice of the subject matter to teach (Zehra Hoca), and the academic and later language confidence (Nalan Hoca). This finding is in line with Mockler (2011) since the critical incidents definitely influenced the early career English language teachers' LTIs in several ways both to reconsider their personal and teacher selves. In addition, the future career plans of the teachers were noteworthy since identities are also about "how the person understands possibilities for the future" (Norton, 2013, p. 45) in relation to temporality in narratives and historical characteristics of the Figured Worlds. The early career English language teachers all planned to continue teaching. However, the intention and deliberate plans to stay in the job did not mean there were no tensions or challenges, it was mainly due to the job security the state teaching offered in Turkey (see further discussion under 5.2 & 5.3).

The second component in the early career English language teachers' becoming teachers was their learning to teach in various learning communities covering their schooling experiences as learners, university education including teacher education and the alternative teacher certification program, and their classroom practices as teachers. To start with, it was found that the most influential category in learning to teach was what they learned from their teachers as former learners in relation to teaching: their apprenticeship of observation (Lortie, 1975). Then, classroom practices as current teachers were underlined. The category of teacher training either through teacher education with the distinct aim to teach the knowledge of how to teach or alternative programs revealed to be the least-emphasized categories in learning to be a teacher. In line with Flores and Day (2006), the early career English language teachers' construction of their teacher identities were influenced by former experiences as students, teacher training and practicum, classroom teaching contexts as their learning to teach was examined under their roles as once-learners, current-teachers, and teacher trainees in the order of impact in this study. The relatively weak influence of teacher education and training on the early career English language teachers' identities was also in line with their findings.

As former learners, there were two emergent categories regarding teacher learning: observation of former teachers and the early career English language teachers' own learning experiences that informed their views, beliefs, practices, values on teaching and teachers. Without exception, the early career English language teachers appreciated a former teacher and her/his commitment to the job. The practical knowledge is constructed as in the form of images for the early career English language teachers as well. These images of former teachers included visual, cognitive, emotional, volitional, and behavioral aspects and they had a tremendous influence on the early career English language teachers' identities (Korthagen, 2004). Positive transfer from previous teachers' practices was underlined and what were learned and perceived necessary regarding teaching depending on their former teachers' characteristics and practices consisted a substantial part of the early career English language teachers' learning through their apprenticeship of observation. Yet, the early career English language teachers also benefited from some less desirable or undesirable traits that they did not associate with a teacher ideally. From those teachers, they later upon critical thinking got an informed view and insights on what

it meant to be a teacher. The early career English language teachers' observation of former teachers was also in line with Xu's (2013) findings that they provided the ground for the teachers' cue-based and exemplar-based identities such as the characteristics that teachers should have or relation of these characteristics to former teachers. Similar to Meng's (2014) findings, former teachers' influences and their relations with students functioned like mirrors that helped the early career English language teachers to construct their LTIs. Mostly, a former language teacher was effective in the early career English language teachers' interest in or decision on the job. They stated to bring together these pieces that they learned about teaching and what it meant and/or required to be a teacher depending on their past teachers. Their learning through observation of former teachers was closely linked to their practices and cognition. For example, Hale Hoca remembered former teachers and identified herself with the novelty in English language teachers' physical appearance. This showed Hale Hoca's relational identity in the figured worlds of English language teachers since the clothing among other things is not arbitrary but indexical of relational identities (Holland et al., 1998). Likewise, Aysel Hoca wore a gown for her first days to claim that she was also a teacher. Similar to the teacher in Costley (2015), clothing was a part of constructing LTIs. Their aims were also parallel to what they perceived of their teachers. Onur Hoca who valued the character education of the students as a teacher underlined his former teachers' being "quality and proper" individuals. Reyhan Hoca stated that her life was changed thanks to many teachers and her aim to "touch students' lives, to make changes in their lives" was clearly inspired by her former teachers since she asked herself whether she could be one of those teachers one day. Her English teacher was such that he reached out providing her the commercial books and her learning to teach was apparently directed from this motive since she emphasized the "social help club" efforts at her school and her appreciation of it many times. From these perspectives, teachers should be pedagogical experts who care for students' social and emotional wellbeing too in line with Beijaard et al. (2000). These learning outcomes were based on the alignment of the personal in the early career English language teachers and the professional represented by their former teachers in formal education contexts and led to continuous learning for the participant teachers following Leeferink et al. (2019). Even the perceived lack of a role-model teacher informed teacher learning (Nalan Hoca, Selim Hoca) with the aim to offer

guidance they once deprived of, to aid students discover their strengths and paths. The discontinuity between the personal and the projection of the profession triggered development in this regard (Leeferink et al., 2019).

Former teachers were further influential in the early career English language teachers' development of didactical expertise (Beijaard et al., 2000). To start with, the early career English language teachers' instruction was guided by their former teachers such as Aylin Hoca's relating her incorporation of games, fun and interactive activities, active engagement of her students in a positive classroom atmosphere with her former English language teacher, Hale Hoca's feeling like one of her former teachers was talking in her mind while she taught in class. For example, Aysel Hoca who had still the aim to achieve the balance between firmness and fun referred to a former teacher who was capable of doing so. Former teachers informed Erdem Hoca's dealing with disruptive behavior, Onur Hoca's grammar instruction, Nil Hoca's aspiration to be a teacher that could bond with student beyond the borders of the class, Selim Hoca's switching between English and Turkish in class and Nalan Hoca's devising her instruction based on the examples that she thought what successful teaching looked like in different contexts. These illustrated an exemplar-based identity of being a learning facilitator instead of a cue-based one in Xu's (2013) study. The early career English language teachers attributed value to these actions over others in their figured worlds of teaching. Ece Hoca's remembrance of her primary school teachers on the need of students' to be cared for, providing clarification when needed as her teacher did and trying to include culture in class also suggested her development in this regard. Ece Hoca further said she tried to encourage her students when she was supported by her English language teacher during her English-intensive repeat year. She also wanted to be as competent as her English language teacher. These were in line with Beijaard et al.'s (2000) findings that Ece Hoca thought teachers should be subject-matter experts. The exemplar-based identity was being a language expert as in Xu's (2013) study. There were areas criticized such as the memorization, high-stakes exam pressure and grammar focus, constant translation to Turkish, disengaging classes, scolding students, tense atmosphere, projecting the dislike for the job onto students. These issues were not valued in the becoming aspect of the figured worlds of the early career English language teachers (Holland et al., 1998) and formed the feared language teacher selves or the basis to them following Hiver (2013) for the early career English language

teachers. To conclude, it was confirmed by the findings of this study that former teachers' both positive and negative features played a crucial role in the early career English language teachers' construction of their LTIs in line with previous research (J. S. Cook, 2009; Findlay, 2006; Flores & Day, 2006).

In addition to the apprenticeship of observation, the early career English language teachers referred to their own learning experiences that informed the way they were as teachers and they taught. Some of them focused on the difficulty to acquire the speaking skill in the language. Onur Hoca said he later overcame this "fear". The next issue was the pronunciation. Reyhan Hoca, pressuring herself on the mastery in pronunciation, decided not to put the same pressure on her students' shoulders similar to Nalan Hoca. Selim Hoca transferred his own acquisition of the listening skill and added this was how he taught his students. Furthermore, using Web sources was Selim Hoca's biggest help as a student parallel to his statements that he relied heavily on instructional technologies in his classes as a teacher. Zehra Hoca underlined her "acquisition" of the language instead of "learning" several times, and it was one of her aims that her students also "acquired" the language. The advocacy for the CLIL or metacognitive strategy teaching were also transferred to their instruction. Hale Hoca's sojourn showed her the importance of the focus on teaching the language skills by real situations. Divergent from the general tendency, Erdem Hoca favored the grammar- and audio-based instruction at the military high-school as it was "ahead of its time" and he utilized his experiences while teaching, there was much parallelism in his view of the language and instruction similar to Nalan Hoca underlining a grammar book a friend of hers lent her. Moreover, there were other areas in their own learning experiences that were emphasized like learner autonomy turning out to be something that a teacher should guide students toward, the use of and exposure to authentic materials, and specific focus on roots, prefixes and suffixes or reading out loud. They all reminded their students of these methods as useful and recommended them. Their didactical expertise was affected by their language learning biographies in line with Beijaard et al. (2000).

In addition, the early career English language teachers' experiences as L2 learners, languaged lives, proved helpful to show their students that language learning was an attainable goal, to guide them anticipate difficulties for the students similar to Ellis

(2016). The perceived feared elements in a teacher's practice in relation to their own experiences as learners such as external motivation driven by low grades or classes lacking fun elements oriented them. The lack of guidance, the competitive climate as if in a race, repetitive content over the levels were informative in the early career English language teachers' LTI construction as areas that were criticized and defined as things that teachers should refrain from. The emphasis on their own language learning experiences in the construction of their LTIs confirmed Avraamidou's (2019) findings that teacher identities were in formation as subject learners in a variety of learning communities since early ages, in addition to experiences as students and university and professional experiences. Overall, experiences as students as a part of the personal domain forming and mediating teacher identities were informative for the early career English language teachers too in line with the literature (Mockler, 2011).

In addition to their learning to teach as former learners, the early career English language teachers commented on the aspects in their teaching showing their learning from everyday practice. For those who had previous teaching experiences of varying durations, these experiences were educative. Overall, their learning to teach in-situ as teachers meant the development of disciplinary knowledge of teaching skills and capabilities and their improved understanding of students. Several early career English language teachers emphasized their continuous learning of the job while teaching. Dealing with disruptive behavior was one of the common areas that the teachers reported to learn or be still learning in teaching. Some mentioned to have learned to use their teacher voice. The development of pedagogic knowledge of how to teach and the ways to address different needs of students was underlined. Instructional technology, online sources and multimedia use, adding fun elements to class via puppets or change in the teaching of vocabulary, not insisting on the incessant use of English as the medium of instruction, the need to relate to real life or the use of end-of-unit tests were some other points raised in the early career English language teachers' learning to teach in-situ as current teachers. Another change was in their views to and assigning and controlling homework. Classroom practice was stated to improve language skills and world knowledge too as the early career English language teachers learned with and from their students. The points listed so far in terms of the early career English language teachers' learning to teach in-situ signaled the improvement in the didactical expertise (Beijaard et al., 2000) of them since the

delivery and evaluation in their instruction were focused. In line with Kanno and Stuart's (2011) findings classroom practices informed teacher identities and shaped their pedagogy. Furthermore, their relations with the students, an awareness of the students' needs, finding a balance in firmness, diagnosing incompetency and choosing the right methodology were improved in terms of teacher learning to teach through classroom practices which constituted the basis for their "identity-in-practice" (Holland et al., 1998; Varghese et al., 2005). The points listed with regard to the knowledge of students showed the development of pedagogical expertise (Beijaard et al., 2000) with the broad aim for students' growth and well-being. The focus was directed toward students' needs and the alignment of instruction to their needs via classroom practices similar to Kanno and Stuart (2011).

Lastly, the early career English language teachers' learning to teach was through their teacher training. In line with earlier research (Karaman et al., 2019; Mockler, 2011), pre-service teacher education as a part of the professional domain forming and mediating teacher identities was effective in the early career English language teachers' LTIs. Five of the early career English language teachers were graduates of a teacher education program and commented on the overall teacher education experience as a positive one. The development of pedagogic knowledge was underlined in different areas such as language teaching methodology, teaching language skills, materials design, teaching young learners, and classroom management. After the knowledge of how to teach, the teacher educators were appreciated due to their knowledgeability, involvement in and care for their job. Practicum was considered to be vital to show them in-class application and actual teaching. The practice-orientation, presentations and micro-teaching were appreciated. The whole person education aim in the teacher education programs was further transferred to these teachers' aims in teaching as teachers. At points, they felt challenged as well. The early career English language teachers who graduated from English Literature or Linguistics departments and got their teaching certificate similarly emphasized the improvement of language teaching methodology, materials design and knowledge of children's development, learning about instructional technologies, classroom management and their literature professors' way of instruction and critical perspectives. Ece Hoca and Nalan Hoca from the practitioner path and Onur Hoca from the uninformed path thought the alternative teacher

education was not fruitful. These teachers were unprepared in their teacher education due to their comments on limited training on English language teaching methodology and practicum experience similar to the teacher in Reeves' (2018) study and this unpreparedness led to some feelings of inadequacies as reported by those teachers (for further discussion under 5.2). This finding also confirmed Kanno and Stuart's (2011) findings that novice teachers did not internalize teacher identity if they lacked substantial classroom practice at the pre-service level depending on Onur Hoca's comments on his feeling after a while as a teacher not "playing the role of a teacher", Ece Hoca's calling herself as a teacher rather than "English-content transmitter" who tried to exemplify the perfect use of the language in the beginning, or Nalan Hoca's "finally" defining herself as a teacher after tensions and struggles especially in terms of language security. Their identification with the job took time. As argued by Kanno and Stuart (2011), their choosing and starting teaching did not immediately lead to adoption of a teacher identity (for further discussion under 5.2 & 5.3). The pedagogic formation training programs was found inadequate to address the complexities and subtleties of teaching in varying degrees; higher for the teachers who emphasized the lack of alignment between the training and the actual work (e.g., Ece Hoca), superficial practicum which was in line with Flores and Day's (2006) findings.

It was clear that the early career English language teachers' identity construction happened in social practice- an important aspect of the Figured Worlds (Holland et al., 1998) since they explained how their participation in different learning communities informed their identities and influenced their LTI construction process. The early career English language teachers' learning to teach via their experiences as former learners and their teacher training consisted the conceptual dimension of the figured worlds of the English language teachers. Materially, as the second aspect of figured worlds, the early career English language teachers enacted these conceptual understandings in their everyday practices since these two components in their learning to teach and identity construction supplied the ground to ascribe meaning to and value certain aspects, practices and behaviors in teaching over others. This formed the space for the early career English language teachers to construct their LTIs.

Similar to Izadinia's (2013) model of identity for pre-service teachers, a substantial part of the early career English language teachers' identities also builds on prior

experiences, educational contexts and learning communities. Their personal histories shaped their LTIs that would be reshaped in the continuing professional context of teaching (Meng, 2014). The ongoing interaction of personal and professional biography was evident in the early career English language teachers' accounts (Davey, 2013). The early career English language teachers' learning experiences and beliefs as EFL learners and pre-service teachers influenced their imagined identities (Xu, 2013) and they referred to these while constructing their practiced identities. It could be concluded that constructing a language teacher identity is about connecting the personal and the professional in individual ways and personal histories, learning experiences, aspirations informed the early career English language teachers' professional identities (Beijaard & Meijer, 2017; Beijaard, 2019).

5.2. Discussion on Being, Acting, and Feeling: The Early Career English Language Teachers' Understanding of Their Identities

The investigation of the early career English language teachers' understanding, perceptions, beliefs, perspectives, assumptions, personal theories and practices on instruction, teaching, teachers, the language, and students, and the affective dimension in the job in order to reveal their understanding of their LTIs revealed two emergent themes on teacher cognition and teacher emotions. It was informed the sociality (Clandinin & Connelly, 2000) and relationality of figured worlds (Holland et al., 1998). Firstly, their statements were examined under planning and preparation, content of the classes, delivery, assessment and classroom management in relation to instruction as a form of "composition" from the early career English language teachers' perspectives. The planning and preparation phase, with constant adaptation and alignment to students' levels, were guided and shaped by the MoNE materials. The content of the English classes was likewise highly bordered by the MoNE materials. The early career English language teachers commented on whether and how they enriched these available materials in their own ways with a specific focus on teaching speaking and listening skills and the inclusion of the culture. Their views on the cultural content in the class was modernist (Kramsch, 2009) predominantly from a "received view" (Atkinson, 1999) and a particular dominant culture as in the literature on EFL classes (Galante, 2014; Taşdemir & Gürbüz, 2021) following a "delivery mode" of education (Sauve, 1996) transmitting cultural knowledge from the teacher

to the student, consisting of cultural information and comparison along with feelings of inadequacy in handling cultural issues (Dytynyshyn & Collins, 2012) as some of the early career English language teachers underlined being a nonnative of the culture too. In line with the literature, the findings revealed that language classes were “much more than sites for acquiring a linguistic code” (Ilieva, 2012, p.99) and intercultural/ sociocultural competence as a major constituent of communicative competence (Celce-Murcia, 2007) should be addressed as well. Yet, these efforts remained limited by the mandated curriculum, pre-determined syllabus and materials (coursebooks) as reported in the literature (Farrell, 2006; Li & De Costa, 2017; Meng, 2014; Xu, 2013).

The context of teaching was apparently informative on teachers’ perceptions on their didactical expertise considering the preparation and planning, content, delivery and evaluation in instruction in align with Beijaard et al. (2000). The mandated curriculum posed limited action possibilities for the early career English language teachers and created tensions between which content to be and should be included and their beliefs and goals as similarly reported in Garner and Kaplan (2019). The gap between what the early career English language teachers wanted to and were required to teach was apparent and some of the early career English language teachers incorporated materials and content they believed to be more meaningful as reported in Farrell (2006). The findings revealed that the early career English language teachers tried to overcome these obstacles by the use of instructional technologies, Web sources and active engagement of the students in class driven by a student-centered mindset. The use of multimedia was also employed by the early career teachers in Meng (2014). However, there were several reasons for the relatively few communicative elements when compared to the traditional parts in their instruction such as their own appreciation of such methods or transfer from their learning as students. It could further be partly explained by the student reactions and resistance as reported in Meng (2014). Yet, it was mainly about failing the responsibility that the students learned to be able to compete in the exam-teared schooling system. So, the early career English language teachers also reported that they were not fully able to adopt a student-centered, and communicative-oriented approach; demonstrated by the use of “presentations” (Nalan Hoca) once or twice, or they switched to traditional methods or combined them similar to the teachers in Meng (2014). It was clear that the early career English language teachers worked to balance these two types of instruction in their teaching to an extent

that they thought doable and aligned with their and students' aims. It was only when the early career English language teachers perceived the curriculum as an experience instead of a plan, they actively shaped it rather than simply delivering it (e.g., Aylin Hoca, Aysel Hoca, Selim Hoca) in line with Song (2016). Yet, most of the early career English language teachers were mainly deliverers of the content. It was due to some contextual constraints, the teachers' insecurity in language and teaching skills or the combination of both. All these teachers; however, were job-crafting in their individual ways, employing their agency sensitive to situational and temporal affordances and constraints as argued in Haneda and Sherman (2016).

The place of L1 was also exemplifying the influence of the context on practice. Except the two teachers who worked at high-achiever schools, the medium of the instruction was mainly bi/translingual. In their cases, the medium of instruction was mainly English (almost no Turkish use reported) and the methodology was mainly communicative (except the requirement posed by the neoliberal agenda of schooling system). The early career English language teachers stated they were constrained by many reasons; the tensions and questions were raised on the use of L1. It was one of the areas that was negotiated between what they or the theory from their perspectives perceived as ideal in this regard and their identity-in-practice (Holland et al., 1998, Varghese et al., 2005). This was in align with Ellis's (2016) proposal of linguistic identity as pedagogy that overlooked clear-cut boundaries between languages and emphasized the teachers' linguistic backgrounds with various linguistic resources. The early career English language teachers reported to utilize their linguistic resources of the L1 they shared with the students and L2 learning experiences.

The assessment was another area where the gap was also apparent between the early career English language teachers' views and practices. They employed different strategies to achieve an assessment and evaluation process that both addresses the need to prepare the students to pass the exams and to contribute to the acquisition of the language skills. Extrinsic motivation was clear. Block (2016) argues that LTIs should be examined in relation to neoliberal trends in education since they make political and economic changes devaluing teachers' work and identities. The findings of this study also exemplified the massive influence of neoliberal trends on teachers' identities and practices. Similar to Li and De Costa (2017), the early career English language

teachers perceived that the schooling system regarded teaching as advancing test performances rather than educating students as independent individuals and they could also be argued to experience deprofessionalization due to the neoliberal agenda at play. In this sense, the alternative assessment efforts and attempts showed that the early career English language teachers were crafting their job in a way to make their students to be able to use the language rather than memorizing answers. The early career English language teachers also made sure to cover the required vocabulary and grammar, the prescribed materials as in the literature (Farrell, 2006; Li & De Costa, 2017). The early career English language teachers also saw their job more than preparing students for the exams though, with their efforts to use materials from other sources as reported in Farrell (2006).

Both in delivery of the instruction and assessment, the interaction between the early career English language teachers' agency and the macro education structure shaped their identities, practices and this was explanatory for the difference in the perceived possibilities for action as also reported in Ye and Zhao (2019). In line with Meng (2014), the enactment of agency was critical in these areas that explain different practices and attitudes of the teachers mostly in similar working conditions and there was a gap between the early career English language teachers' designated identities and actual identities stemming from the tensions between two competing identities: traditional and communicative teacher. The dilemmas between ideal beliefs and teacher-centered traditional teaching and incompatibilities between personal and professional selves were reported in line with research (Flores & Day, 2006; Schaefer & Clandinin, 2019). Like the first-year teacher in Farrell's (2006) study, the early career English language teachers faced complications in relation to the teaching approach. The nonalignment of their views reported on instruction and what they perceived that was required of them (exam-driven instruction) was observable in their statements and the emphasis on constant adaptation in instruction signaled being flexible as a part of multiskilling in teaching as also reported in Ye and Zhao (2019). Lastly, classroom management and teacher voice were constituents of their LTIs as reported in Izadinia (2013).

With regard to their cognitive knowledge on teaching, teachers and English language teachers separately, the early career English language teachers commented on their

identity representations as subject-teaching experts and as professional educators and their learning and efforts to achieve a balance between these two roles were found in line with Ye and Zhao's (2019) study. Teaching was first and foremost commitment for the early career English language teachers. When their comments on the nature of the job and aims in teaching were examined, it was seen that the driving force was the students' development. In line with their views and beliefs on students, the LTIs of the early career English language teachers were shaped around students (Mockler, 2011). Teaching was a way of seeing the world for the early career English language teachers, not a role but a relational and positional identity that positioned the early career English language teachers not only at school but also in the community (Holland et al., 1998). It was a form of art for the two teachers who developed instrumentally oriented selves (Ye & Zhao, 2019). Following Ye and Zhao (2019), the findings suggested that some of the early career English language teachers also saw the job as a means of self-fulfillment (e.g., Erdem Hoca, Selim Hoca) similar to the teacher who developed an instrumentally oriented self, some reported confusion and perplexity (e.g., Onur Hoca, Hale Hoca, Ece Hoca, Nalan Hoca) as the newly recruited teacher in their study. Few early career English language teachers could be argued to develop an inclusive self (e.g., Aylin Hoca, Aysel Hoca, Zehra Hoca) recognizing and appreciating the conditions and the state efforts though to varying degrees. Some were between inclusion and confusion due to the flux of the variables in the macro system of their schools and the socioeconomic limitations in the school community (e.g., Nil Hoca, Reyhan Hoca).

Their aims were grouped under student-precedent and self-precedent ones. The character education, the altruistic motive gaining meaning considering most of the students' disadvantaged socio-economic backgrounds, the transcendental aim to "touch lives" came before the learning of students, their getting a critical perspective, succeeding in future professional life. It could be argued that the student orientation was natural since there were not many organic collegial relationships or much meaning and belief found in the schooling macro system. It was the most available group of actors in the figured world of the early career English language teachers. Students were emphasized more over self-professional development with the student-precedent goals to guide or inspire them. The constant professional development, being accessible and approachable, achieving a good balance of authority were among teacher-precedent

aims. These aims were in align with Flores and Day (2006) study as teachers' being less strict and more flexible. In line with their findings, the early career English language teachers perceived teaching more than instruction, with several other roles such as a guide, entertainer, model, educator, or friend with much emphasis on caring for students. Yet still, some of the early career English language teachers' practiced identities were teachers ready to face challenges with agency and perseverance consistent with the literature (Ruohotie-Lyhty, 2013; Xu, 2013).

The early career English language teachers clearly made a distinction between rest of teachers and English language teachers. This showed their relational identities from the perspective of the Figured Worlds (Holland et al., 1998). Such identities which were indexical of their claims to social relationships with others (grounding on their comments on clothing, physical appearance, the ways and content of speaking, being novel, their claims to belonging to a different imagined world than other teachers and being recognized due to such novelties and characteristics as reported in the findings) were explored. Teachers were those whose most distinctive features were altruism, devotion, perseverance, dedication and diligence from the early career English language teachers' perspective. Some teachers underlined their roles as disciplinarians as reported in the literature (Costley, 2015; Li & De Costa, 2018). The cue-based practiced identities (Xu, 2013) of the early career English language teachers were that teachers should be good communicators, influencers, of constant evolvement, proper and conscientious. The rule and schema-based identities were shaped around being routine performers as in Xu (2013) and attending to the problems' in students' lives to some extent. Competing views on all-knowing teachers were found in the early career English language teachers' statements as the cultural myth reported in Li and De Costa (2018).

With regard to their cognition to the language, it was seen that the subject, English, was a way of seeing the world and learning a language was greatly as a result of deliberate effort rather than talent (e.g., Nalan Hoca, Nil Hoca, Selim Hoca) as in Garner and Kaplan's (2019) study. Some of the early career teachers (e.g., Erdem Hoca, Nalan Hoca, Nil Hoca, Selim Hoca) emphasized the English language's putting more emphasis on digital quality, following a linear discussion style, its other syntax and semantic variations in experiencing the physical and social reality relatively

(Bennett, 1998). The views on language learning could sometimes be traced to Contrastive Analysis (Lado, 1957 as cited in Widdowson, 2009) in some of the early career English language teachers' (e.g., Erdem Hoca, Nalan Hoca), views since there was a clear emphasis on the differences between the differences of the two languages: Turkish and English. However, Widdowson (2009) argues that outcomes and processes should overlap in the language learning process, acquisition is not adding elements of linguistic knowledge and this means for language education that foreign language communication is also genuine considering students as users.

In addition, most of the early career English language teachers adopted translingual dispositions toward the language focusing on the use of the language rather than ethnolinguistic ownership as argued by Lee and Canagarajah (2019). It could be argued that most of the early career English language teachers held English as an international lingua franca (EILF) view since they commented on some key principles of it: examples of English varieties and importance of understanding them, the prospective use in L2-L2 interaction, recognition of other languages with code-switching in class, and taking the local learning culture into account by thinking how Turkish students would learn (Mckay, 2011). It was critical and expected that the early career English language teachers who held the native-nonnative dichotomy were more insecure in their language skills since a native-speaker ideal put an unattainable goal (e.g., Aylin Hoca, Ece Hoca, Nalan Hoca). It was not only these teachers who saw room for improvement in their language skills. The early career English language teachers were to invest in their L2 learner identities (Norton, 1995).

The findings were aligned with Hiver's (2013) study that some of the early career English language teachers' feared selves also included losing their language competency (e.g., Ece Hoca, Hale Hoca, Nalan Hoca, Onur Hoca) and the tension was seen between their imagined (subject expert) and practiced (language attrition sufferer) identities as in Xu (2013). The language insecurity was apparent in their LTIs as reported in Kanno and Stuart (2011). Unlike Hiver (2013), the early career English language teachers' feared selves also included not being able to facilitate student learning. The ideal language teacher selves were the most outstanding elements for some of the early career English language teachers (e.g., Aylin Hoca, Aysel Hoca, Selim Hoca, Zehra Hoca). The feared self for all the early career English language

teachers was becoming a teacher teaching to the book. It is suggested by Hiver (2013) that for those whose ideal selves are dominant, the professional development should aim to enhance the self. There was a clear tension in their statements on instruction taking into their feared self into consideration. The aim should then be to avoid matches of the actual and feared self. The most critical aspect in the early career English language teachers' possible future selves was being like the traditional teachers who taught to the book and were detached from their students. In line with Li and De Costa (2018), the early career English language teachers mostly stated their preference of communicative methodologies (which they mostly were unable to perform), and teachers as not the only source of knowledge but some thought they should be expert and authority in the language.

With regard to their cognition on students, the findings of this study confirmed Mockler's (2011) findings that caring for students' emotional wellbeing, their increased awareness of a critical perspective, and trying to increase the students' access to education by compensating for the disadvantaged socio-economic backgrounds (see 5.3 for further discussion) functioned as an identity anchor connecting their work and aims in teaching. Their relationships with the students were definitely one of the identity mirrors as further argued in Meng (2014). Another identity anchor was experiencing leadership in the job (Mockler, 2011), yet the early career English language teachers were not in a position to have any opportunities to experience leadership. The early career English language teachers were also negotiating power and setting boundaries with students based on their statements on being kind but firm, balancing teacher authority, managing a firmer stance (e.g., Aysel Hoca, Erdem Hoca, Ece Hoca, Onur Hoca, Zehra Hoca) as the first-year teachers in the literature (J. S. Cook, 2009; Kanno & Stuart, 2011). Their relationships with students was a constituent of their LTIs in line with Izadinia (2013).

Overall, teacher cognition as a constituent of the early career English language teachers' LTIs revealed that they based their identities on the three areas of expertise in subject-matter defined by the competency in the language, didactical knowledge defined by the competency in instruction and pedagogy defined by students' social and emotional development and wellbeing as in Beijaard et al. (2000). All of the teachers emphasized didactical expertise, yet they differed in the amount of emphasis

they put on subject-matter and pedagogical expertise. A balanced state was observed as reported in the literature (Beijaard et al., 2000, Ye & Zhao, 2019). Some of the early career English language teachers put more emphasis on being a subject-matter teacher employing perceived best and/or appropriate methods (e.g., Ece Hoca, Erdem Hoca, Nalan Hoca, Onur Hoca, Zehra Hoca) comparing the context and teacher education knowledge against each other, some foregrounded good relationships with students (e.g., Hale Hoca, Nil Hoca) as also stated in Ruohotie-Lyhty (2013), and some emphasized both (e.g., Aylin Hoca, Aysel Hoca, Reyhan Hoca, Selim Hoca). In sum, the influence of the professional domain via the workplace culture and the schooling macro system was apparent as also reported in Mockler (2011). Combined with teacher education and the socialization to the school (see 5.3 for further discussion), the professional domain was the most significant domain aligning with the research (Barkhuizen, 2016; Mockler, 2011). As it was also argued by Meng (2014), the individual and institutional, namely, micro and meso contexts were highly influential in the early career English language teachers' identities.

Emotions, forming a lens through which LTIs are explored, are an integral part of teacher identities (Day, 2018; O'Connor, 2008; Reio, 2005; Zembylas, 2003) since identities are both cognitive and affective. In line with Ruohotie-Lyhty (2013), both easier and doubtful beginnings were reported by the early career English language teachers. They had the belief that they could succeed in the job as seen in their feelings of familiarity. There were fears and emotional stress too. For the participant teachers, being a teacher was a continuing process. The trial-and-error nature was stated helping to achieve confidence and competence and the induction / candidacy process caused uncertainties and the disappointment on not being appreciated, shock on the students' behaviors, guilt on not teaching in the ideal way caused confusion and insecurity for some teachers. The enthusiasm, empathy with the students, being at a younger age (for some early career teachers), trying to figure out the MoNE system, being too emotional, or feeling under scrutiny were indicators of being an early career teacher from their accounts. Similar to Sabar's (2004) arguing novice teachers as immigrants in a new country, the early career English language teachers also went or were going through the stages of fantasy (e.g., Onur Hoca's vivid remembrance of his hasty entrance to the job with a lot of questions in mind- to be partially resolved later), reality (e.g., Hale Hoca's comments on how she still could not get used to the tumultuous

elements in students' lives), and adjustment (e.g., Reyhan Hoca's adjustment in her preference of short-term aims instead of long-term ones). The fantasy stage could be found in the early career English language teachers' statements since some of them remembered their first days "as if it was yesterday" (Sabar, 2004, p.152), what they were wearing, their first words in class which they took time to decide beforehand in line with Sabar's (2004) findings and even the physical structure and arrangement in the first schools and classrooms were reported. These stages were not clearly separated from one another in the early career English language teachers' LTIs since sometimes they were so immersed "in the euphoria of being the 'good teacher' that they believed they would be" (Sabar, 2004, p.152) in the fantasy stage (e.g., Reyhan Hoca's ideal self to change lives, Hale Hoca's constant reference to her imagined, perceived good teaching practices) although they were also facing realities and adjusting to the profession. Then, some of the early career English language teachers also experienced a reality shock and crisis (e.g., Ece Hoca's unbelieving the socioeconomic context of the students and the MoNE contexts). By time, they gained more confidence and felt better (e.g., Aylin Hoca, Aysel Hoca, Nalan Hoca, Onur Hoca) showing the stage of adjustment.

The early career English language teachers reported feelings on a wide array stating their satisfaction and dissatisfaction with the job as experiencing positive and negative feelings reported in Esmaeili et al. (2019). The early career English language teachers highly reported job satisfaction with regard to happiness, likes, sense of achievement, and so on. The relationships with students and feedback similar to Findlay (2006), their successes were the most rewarding aspect of the job. The most meaningful experiences were also shaped around their students. The continuing fascination with the subject as their second source of happiness was underscored in line with research (Garner & Kaplan, 2019; Findlay, 2006). Being at school and not the contextual factors shaping the school (in most of the teachers' cases) was an identity anchor for this study, the early career English language teachers were committed and mostly confident (Findlay, 2006) depending on their comments on self-achievement. They also mentioned some books or movies that could be considered as a part of the political domain "represented in the media and the 'cumulative cultural text' of teachers' work" (Mockler, 2011, p. 132) that informed the participant teachers' LTIs. They stated both they themselves and others saw and regarded them as teachers. This is consistent with

the identities are dialogically and dialectically formed in as if realms, figured worlds (Holland et al., 1998). The findings were also consistent with Esmaeili et al. (2019) study since the early career English language teachers stated dissatisfaction, frustration, disappointment and dilemmas due to large classes, student demotivation and misbehaviors, their lack of say on curriculum, and accountability depending on test results and classroom management. In line with J. S. Cook (2009), the uncertainty and instability were not easy to handle in the MoNE context without comprehensive mentoring.

It was emotionally and psychologically complex to maintain identities for the early career English language teachers (J. S. Cook, 2009) sometimes playing a role rather than internalizing an identity (Kanno & Stuart, 2011). The early career English language teachers reported moderately high level of job satisfaction in line with Alhija and Fresko (2010) in terms of supportive attitudes of the mentors, principals and colleagues. The ethical dilemma whether to follow ideal principles of care or adopt the technicist view of teachers prescribed by the mandated curriculum and lack of comfort were stated as in the literature (Reeves, 2018). Both open (safe to face emotional stress: e.g., Nil Hoca, Onur Hoca, Reyhan Hoca) and protective (avoidance or move away from emotionally threatening situations: e.g., Ece Hoca, Erdem Hoca, Hale Hoca, Nalan Hoca, Selim Hoca) vulnerability (Song, 2016) could be found in the participant teachers' accounts of their dissatisfaction and unfulfillment. Similar to the cover story of grammar and accuracy concentration to conceal the sense of insecurity whereas the secret story of discomfort and anxiety in language competency and all-knowing teacher myth (e.g., Ece Hoca, Onur Hoca, Nalan Hoca, Hale Hoca), and various emotional responses to the demands influenced the early career English language teachers and their practices either fostering or hindering pedagogical and self-transformation as in Song (2016). The feelings of incapability and paralysis (Hiver & Whitehead, 2018) stemmed from the contextual limitations for the early career English language teachers. Lack of desired support to maintain ideal, imagined identities led to frustration and disappointment in align with Li and De Costa (2017). The feelings of isolation and alienation, lack of appreciation and praise were found in line with the literature (Findlay, 2006; Flores & Day, 2006). In sum, the early career English language teachers experienced an amalgam of feelings (Esmaeili et al., 2019) and the

induction process should serve the early career teachers' emotional needs to prevent alienation and isolation (Findlay, 2006).

5.3. Discussion on Affinity to the Job: Social and Contextual Factors' Influences on the Early Career English Language Teachers' Identities

The investigation of the early career English language teachers' experiences in terms of their participation in communities of practice and the contextual factors that function both as enablers and constraints shed light on their affinity to the job. Both narratives and the Figured Worlds framework put emphasis on place since identities are bound to place and time (Holland et al., 1998). Active participation in communities of practice and collegial support were acknowledged. Yet, a substantial focus was paid to restricted engagement and imagined participation. The early career English language teachers' participation in CoPs were clearly limited due to their few comments making this as the least explored area in their LTIs. Few early career English language teachers had ongoing peer/mentor-observation opportunities (e.g., Aylin Hoca, Ece Hoca, Reyhan Hoca). Online communities and Web sources were complementary as they were in instruction, yet again few teachers reported the use of online communities. The engagement with the relevant and current literature was too underlined in limited statements. In terms of seminars as a form of CoP, the MoNE as expected were mostly stated yet not thoroughly explored. The subject teacher group meetings were not conducive to fruitful discussions in relation to the job, except for Aylin Hoca and Aysel Hoca who both worked at higher achiever schools. It could be argued that when the limitations on the context lightened the teachers had more elaborate teachers' room talk. The class teacher boards mostly were shaped around discipline issues. Some teachers also mentioned one-shot events for curriculum development or experience sharing.

Collegial support was acknowledged and appreciated in line with the literature that positive interpersonal relationships enhanced teachers' professional identities, the interrelational in addition to personal and institutional contexts influenced them (Ye & Zhao, 2019). The early career English language teachers were willing to learn from colleagues and/or mentors as long as they trusted their professional expertise and constructive feedback. They received collegial support, some commented on their

helpful induction mentors and their positive traits, and stated a collaborative environment as reported in Findlay (2006). Working with colleagues was helpful for the early career English language teachers to see themselves (Meng, 2014) as relations with colleagues are constituents of LTIs (Izadinia, 2013).

It was apparent that the early career English language teachers' participation in various CoPs was highly limited and rare. The early career English language teachers reported feelings of strangeness and marginality in their comments regarding the teachers' room in terms of how they sit at the edge of the room (Nil Hoca), with other candidate teachers or alone (Hale Hoca), not knowing what to do in the break time (Hale Hoca, Selim Hoca), communication mainly on technical matters (Erdem Hoca, Nalan Hoca) with veterans similar to novice teachers in Sabar's (2004) study. However, social and professional support are crucial for successful adjustment and socialization of novice teachers within the teaching community (Farrell, 2009). The socialization process to the school as a constituent of the professional domain influencing teacher identities, in line with Mockler (2011), or lack of it were effective on the early career English language teachers' identities such as via mentoring and teacher meetings since the teachers also came from others regulating systems with prescribed norms and ideals (such as the teacher education program or own schooling experiences) to their current schools as a cohesive group with established habits and norms that were different and unfamiliar to them creating "the 'hope and despair' situation" (Sabar, 2004, p.147). Furthermore, learning occurs (in)formal workplace communities when novices have the opportunity to interact with the experienced members according to the situated learning theory (Lave & Wenger, 1991). It is without doubt support systems and networks are crucial for the early career teachers' adaptation and socialization to the job. The early career English language teachers could be seen to experience desocialization involving their disillusionment of teacher education and training knowledge (e.g., Ece Hoca, Hale Hoca, Nalan Hoca) as also reported in Sabar (2004), yet they clung onto lofty goals (see discussion under 5.2) to a certain degree such as turning schools where all students were included, eager to participate, lives could be transformed (e.g., Reyhan Hoca, Nil Hoca). The findings clearly pointed out the need for legitimate participation in the professional community as it is "central to identity formation" of teachers (Tsui, 2007a, p. 678) and membership in CoPs is further

acknowledged to be among advanced competences in LTIs (Pennington & Richards, 2016).

The individual, institutional and political, consecutively, micro, meso and macro contexts were important in construction and negotiation of LTIs. The Douglas Fir Group's transdisciplinary framework (2016) underlines three levels of micro level of social activity, meso level of institutions and communities, and macro level of ideological structures and social identities are shaped by investment, agency, and power in contexts such as families, schools, places of work, or social organizations. The political values are found on the macro level of social activity. In line with Meng (2014), the broader political and sociocultural environments influenced the early career English language teachers' identities and practices and further showed the importance of agency to negotiate tensions between personal ideals and meso-political restrictions. Several institutional constraints negatively influenced imagined identities, but imagined identities were transformed too in a way to face challenges as reported in Xu (2013).

In this study, institutional enablers positively influenced imagined identities as well due to several facilitating factors such as sources at "project schools", diligent and motivated students, advanced language skills, participation in national and international competitions at the two project schools. An involved administration, well-facility schools, the MoNE's efforts and focus on the use of instructional technologies acknowledged and appreciated at all schools. In earlier research, the individual and institutional contexts were more important than macro level concerns shaping identities (Meng, 2014) and the political domain was found to have the least impact on teacher identities (Mockler, 2011). However, meso and macro contexts had more impact than micro level concerns on the early career English language teachers' identities and practices. Barkhuizen's (2016) three scales of context, consisting of story, Story, STORY, were relevant to the early career English language teachers' identities as well. It is argued that these scales of context correspond with micro (classroom), meso (school), and macro (society) levels in the Douglas Fir Group's (2016) transdisciplinary perspective (Barkhuizen, 2016). The findings confirmed that meso-political factors played a crucial role in the early career English language teachers' identities and practices and underlined the situated and relational aspects in

constructing, negotiating and maintaining professional identities (Barkhuizen, 2016; Flores, 2004; Flores & Day, 2006; Sabar, 2004; Pennington & Richards, 2016, Ye & Zhao, 2019). The broader sociopolitical, macro level contexts where teachers have less or no power to make decisions included national language and testing policies, imposed curriculums, teacher education and induction standards (Barkhuizen, 2016) were the most influential context affecting the early career English language teachers' practiced identities. The second context was institutional meso contexts including work environment, colleagues, former schooling and teacher education experiences. The degree of influence of institutional meso contexts differed for the teachers who worked at high-achiever schools and the rest of the teachers since there was an observable difference among school communities. In such cases where meso contexts were less accessible, the individual micro contexts involving personal histories, experiences and emotions were consulted more. Overall, the macro and meso contexts were more influential in the early career English language teachers' identities than individual micro level factors.

There were several instances where the early career English language teachers clearly and honestly stated their identity conflicts, how the real practices diverged from their ideal, original plans, and efforts to negotiate these two sets of practices. In terms of positionality (Holland et al., 1998), there were clearly some positions offered to the early career English language teachers (e.g., keeping the order by the administration, organizing international projects in the future, being novel, grammar teacher, a part of the whole not recognizing the individual teacher) and the symbolic capital attributed to them changed. Their differing responses showed the space of authoring where they orchestrated their resources to craft a response (e.g., alternating assessment examples, supplementing coursebooks, the use of instructional technology) in a contested space of struggles (Holland et al., 1998). In some cases, both the teachers' views and the students' need to pass exams were accomplished, in others a major difference was found between a teacher's trajectory and reality as also found in Li and De Costa (2018).

In line with the earlier research, the early career English language teachers considered identity conflicts as a ground to flourish (e.g., their emphasis on learning and getting better day by day, classroom practice). The findings on the contextual factors

underlined the importance of creating conditions to turn dilemmas, tensions or conflicts into learning opportunities for the early career teachers to develop stable identities (Pillen, Beijaard, & den Brok, 2013; Pillen, den Brok, & Beijaard, 2013). It becomes even more critical as the early years in teaching are when novice teachers are most vulnerable while they struggle to construct stable identities (Pearce & Morrison, 2011). It is without doubt that exerting agency to mediate the contextual constraints and limitations was distinctive (Buchanan, 2015; Xu, 2013) in the early career English language teachers' identities and practices. The ideal and practiced LTIs were much in alignment in Aylin Hoca's and Aysel Hoca's cases proving against the adverse influence of contexts. When the gap between these two identities was larger, the early career English language teachers had to bridge this gap by enacting their agencies. Yet, they differed in the extent to which they did so as could be seen in their acceptance of or rejection to overwhelming complications. At points, the early career English language teachers adopted a "survival mode" (Thomas & Beauchamp, 2011) giving up some of their ideals and involuntarily accepting the meso and macro political norms (Shin, 2012). The institutional meso and political macro constraints such as the requirement to cover the same materials across the grade level at the same pace, administering exams that assess linguistic knowledge, excessive content coercing teacher-centered instruction, and school cultures (Shin, 2012) were also pointed out by the early career English language teachers. In line with Xu (2013), the prescribed syllabus and pace pushed the early career English language teachers toward rule-based identities detaching them from their imagined identities. When the early career English language teachers evaluated themselves as teachers, the move from exemplar-based and cue-based identities to rule-based and schema-based identities acting accordingly with MoNE regulations and the school culture was stated.

The literature suggests beginning teachers devise and employ coping strategies in managing challenges (Hong et al., 2018). It could be argued that several coping strategies such as overemphasis of values education in overall statements (Onur Hoca), holding the socioeconomic background of the schools and systemic constraints more accountable for perceived lacks in instruction (Ece Hoca, Nalan Hoca) or imagining an ideal future or over-emotional sympathy for students (Hale Hoca) were also employed by the early career English language teachers. Some adopted more agentic stances ready to exert agency for further development, some adopted a more passive

stance of ideal and forced identities in constant conflict (Ruohotie-Lyhty, 2013). A further example would be that in terms of socioeconomic contexts of the schools, some teachers adopted managing strategies and took agentic stances (e.g., Nil Hoca, Onur Hoca, Reyhan Hoca). However, it should be noted that all the early career English language teachers were willing and ready to take more agency and develop themselves. It was also clear that the ability to cope or manage tensions was not only determined by the relative entrance commitment (e.g., Hale Hoca and Reyhan Hoca who were both natural-born teachers) but the kinds of support at the school-level (Reyhan Hoca's involvement in collaborative work with colleagues and enhanced socialization to school by the administration as well) they received (Hong et al., 2018). After all, the early career English language teachers constructed "positively or negatively stable or unstable" (Hong et al., 2018, p. 261) identities toward managing from coping with challenges. Satisficing, such as passing the problem to something else or emotional engagement and accepting limits (being developed with practice) as reported in Le Maistre and Pare (2010) was observable. It is explained, in Le Maistre and Pare (2010) following Simon (1957), such that the solution to a problem must suffice the requirements and the problem solver, the solution is not the optimal or perfect one but good enough that the person accepts.

In addition to curriculum-based concerns leaving the early career English language teachers with limited action possibilities (Garner & Kaplan, 2019), the student demotivation, student resistance as in Meng (2014), was one of the most urgent constraints that influenced the early career English language teachers in many classroom practices such as the difficulties when using English as the medium of instruction due to several reasons in the literature: "students' inability to understand, lack of student participation, setbacks to progress through coursework, difficulty in preparing for school exams, college entrance exam system, difficulty in classroom control, large class size, disparities in student proficiency levels" (Shin, 2012, p. 551). Some also commented on the high level of flexibility requiring the use of spare hours for the job, carrying it outside the school, complicating actual work hours (Meng, 2014) and maintaining work-life balance was another aspect in teacher identities (Le Maistre & Pare, 2010; Schaefer & Clandinin, 2019) since the early career English language teachers occasionally stated how they could not find time to do any other things. Moreover, novice and early career teachers are reported to experience issues of

security in the literature (Meng, 2014; Schaefer & Clandinin, 2019), yet it was not the case for the participant teachers since they reported feelings of security especially compared to the private schools and temporary contacts.

The excessive workload (Findlay, 2006; Flores & Day, 2006), lack of critical and constructive feedback, praise, communication, reflection and action on experiences, superficial candidacy requirements, lack of access to broader professional community via meaningful seminars and trainings (Findlay, 2006), the nonalignment of policy texts to their goals, lack of recognition (Ye & Zhao, 2019), lack of support and bureaucratic duties, variant tasks, performance assessment of teachers (passing an exam) (Flores & Day, 2006), the inapplicability of former philosophies due to large classes, institutional pressures, students' poor speaking abilities (Li & De Costa, 2018), poor physical facilities at certain schools such as the school buildings, classrooms, libraries, offices (Akomolafe & Adesua, 2016), the lack of proper policy to accommodate refugee students, labelling some schools as "quality" ones were criticized by the early career English language teachers. Another issue was that the teachers' authorities were challenged at points (much noise in class) and they focused on grammar and vocabulary teaching, but the learning load was not manageable for the students (e.g., students' poor performance on Ece Hoca's intensive vocabulary quizzes) in line with Li and De Costa's (2018) findings. The findings are also consistent with Salı and Keçik's (2018) study in the Turkish context that the early career English language teachers suffered classroom management-, foreign language learning and teaching-, and school context-related challenges. Furthermore, the classes and identities of the early career English language teachers were not impervious to larger societal issues such as the socioeconomic background and immigration policies.

Moreover, the early career English language teachers agreed that the early years in the job were very critical in constructing a teacher self and adjustment to the school and the job (Mockler, 2011). Similar to Ye and Zhao's (2019) findings, the early career English language teachers also found the state policy unclear and symbolic especially documented by their confusion over the candidacy process and their comments on some practices' being done to pay the lip service. The findings on contextual factors were further consistent with Schaefer and Clandinin's (2019) study. The induction seminars were found generic, decontextualized and demanding. Although some of the

early career English language teachers were pedagogically ready for the job, they were not prepared to handle several requirements outside the class. Many questioned their belonging to the school and state teaching. The exhaustion, fatigue and being overwhelmed by the candidacy paperwork and intensive seminars were noted. It could be argued that it was complicated to balance a life as a teacher within and outside the school. Likewise, Korthagen (2004) outlines in the onion model of level of change that there are many levels of mission, identity, beliefs, competencies, behavior and environment in relation to the discussion of what makes a good teacher. The outer levels are considered to influence and inform the inner levels in this model such that the environment shapes behaviors and behaviors affect competencies over time. The influence from the inner levels to the outer levels also exist. The findings also showed the ongoing interaction- both negotiable and contradictory- between these levels in the participant early career English language teachers' identities. In terms of identities and mission in Korthagen's (2004) model, the findings presented how the early career English language teachers perceived their professional roles (see 4.2), what inspired them to choose teaching as a job, the transpersonal level mission (see 4.1 & 4.2) and also the influence of the environment (see 4.3) on the behaviors, competencies and beliefs (see 4.2 & 4.3). In sum, what it meant to be a teacher and the ideal teacher the early career English language teachers aspired to become were either challenged or facilitated by the workplace conditions informing LTIs and relative stability of these identities (Flores & Day, 2006).

Under the light of the findings of this study and the literature, the following framework in Figure 4 is suggested to understand in-service, early career LTIs:

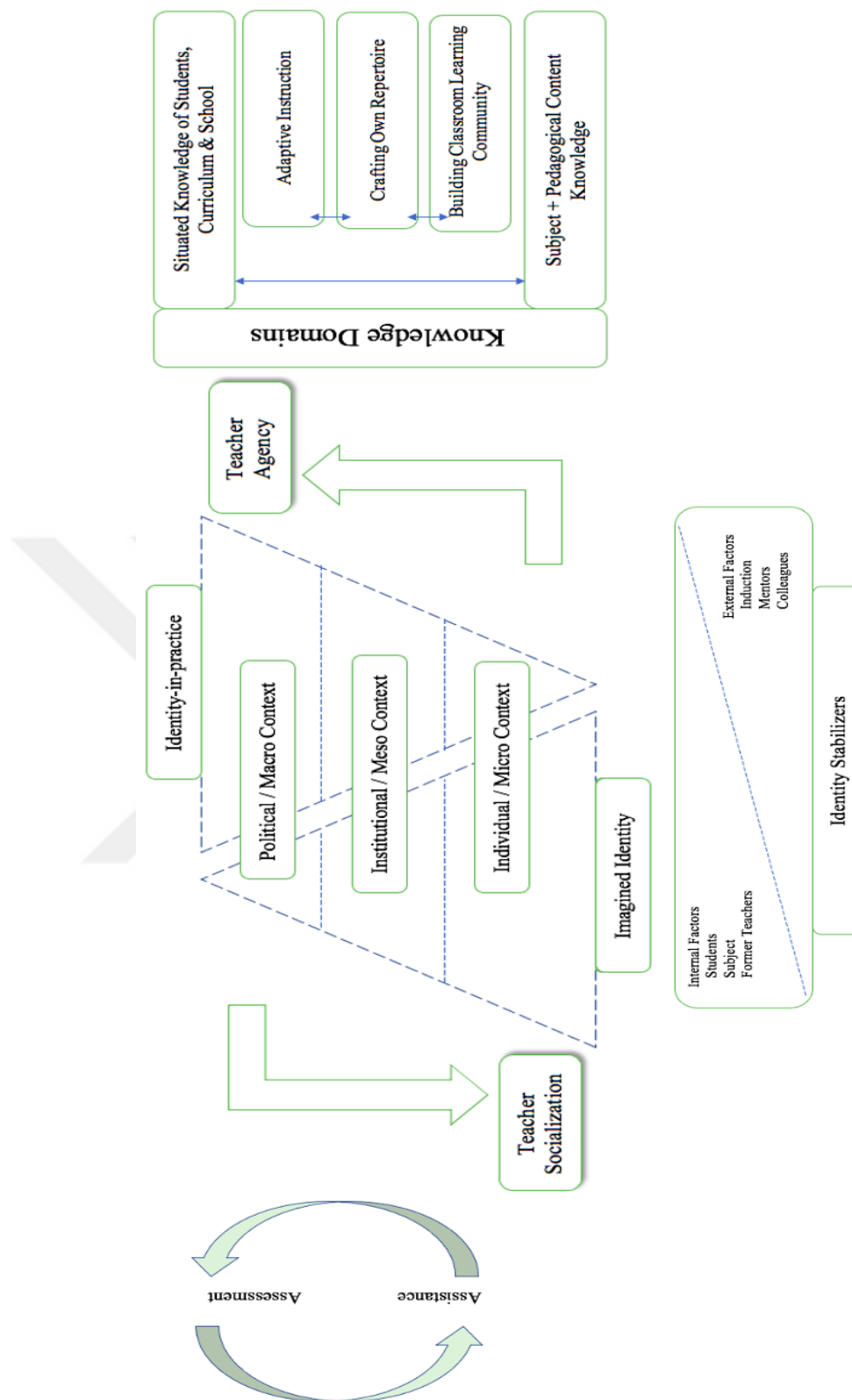


Figure 5. Suggested framework for early career LTIs

5.4. Conclusion

The current PhD dissertation examined the early career English language teachers' understanding and construction of LTIs and further explored the influence of social, institutional, and political environments on their LTIs. The study presented and discussed foundational elements in constructing, maintaining, and negotiating LTIs. The following points emerged as the building blocks and distinctive characteristics in the process of constructing LTIs in the context of the study.

Personal histories inform LTIs: A holistic and integrative approach requires an understanding of personal and professional experiences together. The early career English language teachers' identities were influenced by their personal histories. The first area was their adequate and inadequate characteristics as students, both of which informed their identities, practices, aims and goals in teaching. The inherent tensions between the personal and the professional were negotiated and transformed. Constant fascination with the language enhanced by continuing investment as an L2 learner was an identity anchor for the early career English language teachers. There were four distinctive pathways to start teaching for the early career English language teachers: the destination, the academic, the practitioner, and the uninformed pathways. All interpreted their earlier experiences as having teaching talents before they were titled as teachers. Family influences, critical experiences and perceived lack of confirmation of the skills were effective in several ways: views on teaching and English, choosing teaching as a career, following the subject in terms of willingness to invest in an L2, or their confidence levels in the subject.

Teacher learning is mainly shaped around practice: With regard to pedagogy of second language teacher education; how teaching is taught and how teachers are prepared (Freeman, 2020) for teaching, the early career English language teachers' learning to teach was examined under three categories: learning to teach depending on their experiences as learners, learning to teach via their own classroom practices, and learning to teach via teacher education and training. Although the early career English language teachers graduated from teacher education programs or completed alternative training for a teaching certificate, both aiming directly to teach the knowledge of how to teach, the study has shown that teacher learning is mainly shaped

around either one's own practice or consciously or unintentionally observing others' practices. As once learners, observation of former teachers and one's own learning experiences as an L2 learner greatly influenced the early career English language teachers' views, beliefs, practices, perceptions, values regarding teaching and teachers. As current teachers, disciplinary knowledge and knowledge of students were improved. LTIs were shaped by everyday classroom practices. As teacher trainees, the early career English language teachers differed in their comments on the relatively weak influence of the teacher education and training. Teacher education was mostly valued with the practice orientation by micro teachings, presentations, and the practicum as well as language teaching methodology, teaching language skills, materials design or teaching young learners. Pedagogic formation training programs specifically fell short in this regard, causing the teacher trainees' unpreparedness if they only relied on the practice in the program. The study showed that substantial level classroom practice and experimentation at the pre-service level was vital in constructing LTIs. When one's own practice was not accessible, the focus was inherently paid to other elements foregrounding practice and / or a direct observable link to it in different learning to teach communities.

Teacher agency is determinant in applying teacher cognitive knowledge: The early career English language teachers' statements on instruction, teaching, teachers, the language and students revealed that cognitive knowledge is put into practice according to varying degrees of teacher agency. As the Figured Worlds suggests, the early career English language teachers as the members in the state-school teachers induction/candidacy group were actors engaging in social acts with a degree of agency. The districts for most of the teachers were similar in terms of contextual limitations and affordances, yet their practices were not necessarily the same. There was room for individual interpretation, reaction and response to the vast array of factors at play. It was seen that teacher agency was enacted in two broad orientations. First, the imagined identities could be mostly maintained, and the actual identities were in much alignment with the designated identities at the schools, which was sustained by the early career English language teachers' agentic stances with their readiness to exert their agency to keep up with the perceived ideal. Second, the early career English language teachers developed competing identities and tried to negotiate the tensions and conflicts between actual/ideal and designated/forced identities. They employed different

strategies to overcome the perceived lacks in the curriculum, syllabus, and the educational goals at schools. Or they unwillingly accepted some of the contextual norms. The instruction was a form of composition, mainly building on the existent and compulsory MoNE materials, characterized by the use of instructional technology, efforts to enrich content and engage students via traditional and communicative elements and their L1 in addition to various practices in assessment and classroom management. In all these areas, their individual way of composition was linked to the extent they chose to enact teacher agency. It should be noted that agency was closely linked to personal features (available sources to employ), understanding of self (sense of self as failing or meeting responsibilities) and the context. The early career English language teachers were in a complex and constant negotiation process in terms of agency. The collective memories of teachers as people who were committed and altruistic were valued in this world. LTIs included sub-roles and sub-selves/identities (see 5.2 for further discussion). If these required perfect mastery of language skills rather than use, it caused some of the teachers suffer from language insecurity. In such cases, they were again enacting their agency to address this or worrying or planning to do so. Students to care formed an identity stabilizer for the early career English language teachers. Their identities and aims were mostly shaped for and around them. There were aspects in one's identity and practice to be sustained along or refrained from and both options were to be shaped by one's agency as well.

Maintaining LTIs is emotionally complex and includes vulnerability: The complexity lied in the array of feelings to be managed upon being a teacher. LTIs did not only operate in cognitive dimension but also affective dimension, which could be seen in the dilemmas and competing features in constructing and maintaining LTIs in the early career English language teachers' practices explored under teacher cognitive knowledge. Both easier and doubtful beginnings with hopes and emotional stress were reported. They reported a high amount of job satisfaction in their statements and much of this satisfaction was shaped around students and then the subject, both of which emerged as the two identity stabilizers for the participant teachers. The job itself was a source of satisfaction but mostly with its altruistic and transcendental aims shaped around students just like their most meaningful experiences included an emotional bonding with students or examples of such teachers. The sense of achievement or the fact that they already "became" teachers was underlined along with tensions,

frustrations and dilemmas. The candidacy process caused an uncertain language teacher identity. The early career English language teachers were feeling much at once, shock, realization and adjustment. There were several reasons to raise job dissatisfaction and unfulfillment, most of which were characterized by contextual factors. Both open and protective vulnerability could be seen in the early career English language teachers' accounts regarding the affective side of their work. Several early career English language teachers stated lack of desired support, recognition, appreciation and praise. Then, emotional satisfaction was automatically shaped around one's commitment and students. This study underlined the importance of serving emotional needs of the early career teachers via the induction program to prevent or provide ways to manage feelings of isolation, alienation, incapability, paralysis and exhaustion.

Identities happen in social practice; informed teacher socialization is urgent: The early career English language teachers' feelings of isolation and alienation could be linked to the limited opportunities to participate in CoPs. Collegial support was acknowledged; however, this remained on a personal level rather than an organizational level. Likewise, individual efforts could not compensate for the organizational socialization process. It is suggested that novice teachers as legitimate peripheral participants (Lave & Wenger, 1991; Wenger, 1998) go through a socialization process (Alhija & Fresko, 2010), which provides the opportunity to understand the contextual realities and how they could navigate among them facing "the clash between expectations and reality" (Le Maistre & Pare, 2010, p.560). When the school culture was conducive to teacher socialization via meetings addressing instructional betterment besides technical matters, structured and constructive peer/mentor observation and feedback, the early career English language teachers' imagined/ideal identities were supported. Unfortunately, the promotion of active collaboration was exceptional (Feiman-Nemser, 2001). When they were not socialized into the school community, strangeness and marginality were inevitable. Social and inter-relational support is critical upon entering an existent normative group to create "(in)formal workplace communities" (Lave & Wenger, 1991) for the early career English language teachers to turn to when they face challenges or need confirmation. Otherwise, desocialization becomes an unavoidable endpoint.

The macro and meso contexts supersede ideals: The macro level concerns where the early career English language teachers had no impact on the policy planning and change and meso level concerns where they were granted limited access to alter the nature of institutions were more dominant than the micro level individual differences as teachers. In the figured worlds of the early career English language teachers, they were socially identifiable both from their and others' points of views. Furthermore, positionality with the positions offered to the participant teachers with the varying value and importance attached to some actions over others and authoring with the crafting a response to the contextual factors greatly consisting of limitations for some of the participant teachers. It was also emphasized that facilitative contextual factors were needed to sustain positively stable LTIs. The lack of such affordances could either put teachers in a survival mode or trigger teacher agency. The context necessitated coping or managing strategies, which was not only shaped by an early career teacher's commitment at the beginning but also by the support via socialization. The resource kit of the early career English language teachers was not fully fledged to combat the complicated nature of the contexts in which they work and to address the complexities and subtleties of the work that was not aligned with the training. The outstanding variation in the LTIs and practices- even in the cases of the same pathway to the job, similar teacher education and ideals- proved the intensity of the impact that macro and meso level contexts had. The generic candidacy trainings and procedures for some of the early career English language teachers were complicating issues.

5.5. Implications of the Study

Investigating the professional teacher identities of the early career English language teachers at state schools, this study offers multiple implications for teacher education and the induction / candidature process in Turkey. First of all, the way this study is designed is aligned with the sociocultural turn in second language teacher education particularly in two dimensions: the legitimization of teacher knowledge, one of the ways of which is narrative, and located L2 teacher education in a way to recognize how teachers are positioned in macro contexts (Johnson, 2006). The need for bringing forward the internal identity conflicts of teachers in relation to temporal, contextual, cultural circumstances is evident since teachers' well-being and being able to identify with the profession has an ineluctable impact on students (Bullough, 2015). In this

regard, professional development practices should focus on the kind of teacher it is possible to be as well as what to do (Mockler, 2011; Özbilgin et al., 2016) and mentoring and coaching practices could be shaped in a way to create meditational spaces for the early career and/or induction year in-service English language teachers to probe identity tensions, solve possible crisis, and designate an action agenda with a fresh mindset on the self, context, and pedagogy. The following practical implications are suggested:

An identity-oriented, needs-based and sustainable induction program should be devised: First and foremost, the early career teachers should be informed about the procedural, organizational, legal dimensions of working at state schools. Then, they should be scaffolded to reflect on the factors that shape teachers' developmental path such as apprenticeship of observation, work context, teaching and personal life experience and professional training (Tsui, 2007b) with a move from deficit views of trainability and vernacular pedagogies toward exploratory practice where teachers are seen as integrated individuals, community members and responsible for their development (Breen, 2007).

In-service professional development programs and the induction program should address several instructional, practical concerns and daily dilemmas the early career English language teachers experience such as how to implement Form-focused instruction by incidental and planned Focus on Form (Ellis, 2001 as cited in Loewen, 2011) informing how explicit, how intense, when and who to do so, then how to give graduated, contingent, dialogic corrective feedback as a complex social activity (Sheen & Ellis, 2011), or the possible ways of benefiting from strategy instruction via language-learning and language-use strategies (Cohen, 2011), how to assess language ability (Shoonen, 2011) or ways of validating the assessment (Chapelle, 2011), questioning and changing misconceptions about the Communicative Language Teaching view (Spada, 2007), how to do productive activities in large classes or manage those and many other issues that would not be generic and decontextualized for them since teacher learning is mainly shaped around practice. A needs-based approach to induction program content is needed. However, these efforts should not be prescriptive or normative but rather provide options for the early career English language teachers' practices. The aim should be to develop their "adaptive expertise"

(Darling-Hammond, 2016) by which they respond to student diversity and contextual issues. Different domains of teacher knowledge (content, general pedagogical, curriculum, pedagogical-content knowledge and knowledge of students, educational contexts, aims, purposes and values in Shulman, 1987) need to be considered. A multiyear program (two to three years of varying intensity) is needed instead of summative assessments and intensive weeks.

Another area that needs to be addressed is that teachers' language skills should be enhanced continuously drawing on a needs-based approach while raising awareness in multicompetence and L2 users (V. Cook, 2007), a critical view into the state of being nonnative speaker (V. Cook, 2016; Llurda, 2009), their L2 learner and user identities (Block, 2009; Morgan, 2007; Norton, 2006; Pavlenko & Norton, 2007), and updated trans- perspectives (Hawkins & Mori, 2018).

The findings support located, goal-directed teacher education via structural mediational spaces, expert mediation and self-inquiry (Johnson & Golombek, 2020). The teachers need to be supported to individualize the textbook, curriculum and teach English as a communication tool. It is without doubt that these firstly require macro-level changes in curriculum planning and enactment, but in-service identity-oriented induction programs would be foundational for early career teachers to address these concrete tensions that they face and provide them a ground build their agency on.

Support networks for socialization into school and profession should be considered: As shown by the findings of this study, early career teachers might be well-prepared or underprepared. Yet, in both cases, they experience tensions and conflicts that require an agentic stance to face and manage them. This is where early career teachers should be provided support networks at schools. In order to prevent alienation, mentoring should be utilized and put into practice rather than an ideal on the policy papers. This would enhance teacher socialization, which in turn would inform LTIs. Firstly, the socialization into school should be structured taking several mentor roles into account (Malderez, 2009). The administrators and mentor teachers at schools are the first group of professionals to scaffold the socialization process. The mentoring process should be replanned and executed in a way that early career teachers get constructive feedback in a secure environment. Yet, there should be transparent

quality criteria for the selection and appointment of mentor teachers rather than sole teaching experience. An intensive training should be given to mentor teachers at school. The induction process needs to create a reflective professional space for both early career and mentor teachers. The role of the mentor as local guides, educational companions or agents of change (Feiman-Nemser & Parker, 1993), collaborative conversations in mentoring, effective lesson observations, online mentoring or the use of video could be some areas to focus on in the intensive training for an informed mentoring process. Second, teachers' own and experienced colleagues' personal practical knowledge (Clandinin, 1992 as cited in Golombek, 2009) should also be utilized via alternative structures in inquiry-based models (Johnson, 2009) especially lesson study or peer coaching working with other early career teachers. Third, partnerships with teacher educators and the MoNE-based teacher trainers (once-teachers) should be developed since mentoring is apparently hard to manage in full-time teaching if it is aimed to be a means of educational transformation. Another implication could be the reduced teaching load for mentee and mentor teachers. The assistance and assessment could be done by different mentors. As in teaching, formative assessment should be introduced to the induction process since high stakes assessment in its current form causes a global long-lasting problem: "states and district will adopt new assessments and licensing standards without providing adequate resources to help new teachers learn to meet those standards in practice" (Feiman-Nemser, 2001, p.1033).

The emotional dimension in teaching should be explored via narratives. There should be room allocated for teachers' own acknowledgment of their emotional responses to the job and the context and their critical reflection on these feelings. However, ensuring a safe space through informal modes must be a priority.

Hybrid induction programs should be offered: In all efforts, technology-enhanced programs should be considered. This might be in several forms such as designing an equal balance of face-to-face and online content in induction programs allowing teachers to structure and plan the timing for the online part. Online communities upon shared interests could be created as the early teachers are also members in such communities.

Pre-service level preparation should be enhanced taking teacher identities / identity negotiation into consideration: The criticism toward teacher education programs has been that they fall short to offer relevant knowledge base for prospective teachers to meet the complicated demands of the language learning classroom (Feiman-Nemser, 2001; Schocker et al., 2006). Thus, the need for pre-service teacher education programs to introduce specific courses to prepare prospective teachers for the reality they will meet in their early years addressing the gap between teacher preparation at the pre-service level and teacher development at the in-service level (Farrell, 2006; 2009; 2012). There will be no one single course to account for any type of difficulty or one-size-fits-all course, but the early career teachers should be prepared to enact their agencies and read macro and meso level concerns informing their work. Then, early career teachers would be only aided to negotiate tensions between idealized and practiced identities since the gap between training and reality is bridged (Farrell, 2012). Purposeful and integrated field experiences are much needed since teachers learn in and from practice. Pre-service level preparation should be enhanced taking teacher identities into consideration.

5.6. Suggestions for Further Research

The current study aimed to explore LTIs of the early career English language teacher who were working at state schools and in the candidacy process. To achieve this aim, a narrative study based on semi-structured qualitative interviews was conducted. One of the limitations of the current PhD dissertation is that it solely grounded on interview data as typical of narrative studies. Yet, it would be insightful to employ field trips and observations of classroom teachings, the teacher's room, and the candidacy seminars to corroborate the interview findings.

A longitudinal study could be conducted to achieve a broader perspective. The examination of identities in a follow-up study of the current early career (English) teachers would illuminate the prospective novice teachers' induction processes. Such studies would inform the aspects in the early career LTIs for a sustainable identity-in-practice.

In this study, the voices of the early career English language teachers were reported. However, the students', the colleagues', the mentor teachers' and the administrators'

views could be incorporated to enhance the understanding of early career LTIs. The perspectives of these stakeholders would be valuable.

Since identities are never finished, maintenance and sustainability of identities, and ways of establishing legitimacy and credibility on different levels; classroom, school, state school, Turkish educational system, should be scrutinized. The context for this study exemplified one city and one type of schools. Future studies could be conducted in different contexts to see how macro and meso level concerns shape teacher identities and early career LTIs.

Additionally, the (early career) teacher identity research is not only limited to English language teaching. The investigation of teacher identity construction and negotiation in other subjects would contribute to the existing literature and offer insights and implications for LTI as well. Lastly, future research could also employ the suggested framework to investigate early career teacher identities.

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APPENDICES

A. THE INVITATION E-MAIL

Dear ...,

My name is Hanife Taşdemir, a PhD candidate in the English Language Teaching Department at the Faculty of Education, Middle East Technical University. I am under the supervision of Prof. Dr. Gölge Seferoğlu. I am delighted to invite you to participate in my research that is titled “A narrative inquiry into early career English language teacher identities” which will record the processes the novice English teachers who work at state schools in İstanbul go through in coming to identify themselves as professionals, language teachers. The main aim of the study is to reveal in the Turkish context, how English teachers at the beginning of their careers construct, maintain and develop their professional identities.

Participation will involve two audio-recorded interviews of no more than 90 minutes duration. The interview questions will focus on motivations for becoming a teacher, early life and schooling, pre-service teacher education experiences, perspectives on teaching and learning, influence of school and system contexts, experiences of professional learning and development, attitudes towards images of teachers in public discourse/s, changes in professional self-image and perceived influences and effects upon those changes. The participants will be given the interview questions prior to the meeting, and the interviews will be conducted in Turkish. The time and place for the interviews will be arranged upon the participants’ convenience. At the end of the data collection process, the participants will be given the transcription and the analysis of their own interviews. In case of any disagreements, there might be a follow-up discussion. Participation is entirely voluntary, and you may withdraw from the research at any time you want.

The data obtained will be only used in my research. The original data will be in Turkish, I will only translate some parts of it into English. I will report the findings in my PhD dissertation, and I may also report the findings in publications of various types, including conference papers, presentations, journal articles and books.

An information sheet is attached. If you wish to ask questions to clarify the information provided, please contact me on telephone -----.

If you decide to participate in the research study, please contact me by email within two weeks of receipt of this e-mail. I will then send you a participant consent form to sign and return.

Yours sincerely

Hanife Taşdemir

Telephone: -----

Email: hnftasdemir@gmail.com

B. PARTICIPANT INFORMATION SHEET

Research Title: A narrative inquiry into early career English language teacher identity

Who is carrying out the study?

You are invited to participate in a study conducted by Hanife Taşdemir, a PhD candidate, in the English Language Teaching Department at the Faculty of Education, Middle East Technical University.

What is the study about?

The study will investigate the processes the novice English teachers who work at state schools in İstanbul go through in coming to identify themselves as professionals, language teachers. The main aim of the study is to reveal in the Turkish context, how English teachers at the beginning of their careers construct, maintain and develop their professional identities. It seeks to describe the world of English language teachers in a particular city: İstanbul, Turkey and a particular type of schools: state as a figured world and show how teachers are involved in this particular world with the particular actions and decisions they make, the connection between their identity negotiation and their environments in the figured world of English teaching.

What does the study involve?

The study involves two audio-recorded interviews. The interview questions will focus on motivations for becoming a teacher, early life and schooling, pre-service teacher education experiences, perspectives on teaching and learning, influence of school and system contexts, experiences of professional learning and development, attitudes towards images of teachers in public discourse/s, changes in professional self-image and perceived influences and effects upon those changes. The participants will be given the interview questions prior to the meeting, and the interviews will be conducted in Turkish.

All interviews will be audio-recorded with prior consent of interviewees. Information gathered will be stored confidentially without any identification linking it to interviewees.

How much time will the study take?

Interviews will each take no more than 90 minutes. The time and place for the interviews will be arranged upon the participants' convenience. At the end of the data collection process, the participants will be given the transcription and the analysis of their own interviews. In case of any disagreements, there might be a follow-up discussion.

Will the study involve any discomfort for me?

No.

Will anyone else know the results? How will the results be disseminated?

The results of the study will be disseminated in the researcher's doctoral dissertation. The final dissertation will be a publicly available document. In the dissertation, interview data will be reported anonymously, without any reference to information which could reveal the identity of informants.

Raw data from interviews will be transcribed, analyzed and stored separately from participant consent forms. Raw data will only be available to the researcher. The final reports will not include any references that identify individual participants.

Can I withdraw from the study?

Yes. Participation is entirely voluntary. You are not obliged to be involved and, if you do participate, you may withdraw at any time without giving any reason and without any consequences.

What if I require further information?

When you have read this information, Hanife Taşdemir will be available to discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Hanife Taşdemir, on telephone ----- or by email on hnftasdemir@gmail.com.

This study has been approved by the Middle East Technical University Human Subjects Ethics Committee. The Approval number is 367 ODTU 2019.

For further information contact Hanife Taşdemir on ----- or email: hnftasdemir@gmail.com



C. FIRST INTERVIEW QUESTIONS IN ENGLISH

In this interview I'd like to ask you about your early life and schooling experiences, perspectives on teaching and learning a language.

- 1) What was your image of who you should be when you grew up? What did you want to be when you grew up? What kind of experiences contributed to these images?
- 2) What were people's reactions when you told about your future image? How did this make you feel? Do you remember an experience you had with family, friends or others that contributed or conflicted that image of yourself? How did it make you feel?
- 3) Do you remember a time when you told someone about your interest in English language? How did they react? How did this make you feel about yourself and your ability to teach a language?
- 4) How would you describe the messages that you received from your immediate environment about being a language teacher? Could you think of something your friends, family members or others told you that either contributed to your belief in your language and teaching abilities or discouraged you from pursuing your interests?
- 5) Was there someone affecting your perception of who you should be when you grew up? How did you connect with this person? How did (or not) s/he influence your decision to be a language teacher? Did you have any role models when you were growing up?
- 6) How were your schooling years? From elementary school to college, how would you describe yourself as a student, a language learner? What experiences contributed to this? Would you like to share a critical story about your school years? What do you remember about the way you were taught English?
- 7) From elementary school to college, did you have any teachers that could have influenced your decision to be a language teacher? Can you tell about their characteristics? In what ways did they influence you?
- 8) Could you please tell me about how you became a language teacher? Why did you choose to be an English language teacher? Have you always wanted to be a teacher? What were your initial aims? Do they still exist? Which? Why?
- 9) What helped you to prepare for being a language teacher? Were there any aspects that instead represented a challenge in this regard? What parts of your teacher education program/training had the prominent impact on you as a teacher now?
- 10) What is learning and teaching a language in the broadest terms? What are your purposes and goals? What skills and experiences did you bring to teaching at the beginning?
- 11) What was the experience like for you when you started teaching? How about now? Do you remember your first day of teaching? Can you describe it in detail? What sources of assistance and problems were you expecting before you started teaching, if any?
- 12) Do you have anything else to add? Thank you for your participation in this interview.

D. FIRST INTERVIEW QUESTIONS IN TURKISH

Bu görüşmede erken yaşam ve okul tecrübeleri, öğretim ve dil öğrenimi üzerine olan bakış açılarınız hakkında konuşmak istiyorum. Öncelikle biraz kendinizden bahseder misiniz?

- 1) Yetişkin olduğunuzda kim olmanız gerektiğine dair imgeniz neydi/ düşünceleriniz nelerdi?
Yetişkin olduğunuzda- Büyüyünce ne olmak isterdiniz?
Ne tür tecrübeler bu imgelere katkıda bulundu?
- 2) Gelecek imgenizi insanlara söylediğinizde tepkileri nelerdi? Bu size nasıl hissettirdi? Aileniz, arkadaşlarınız ya da başkalarıyla olan bu imgeye katkıda bulunan ya da onunla çelişen bir anınızı/ tecrübe-hatıranızı hatırlıyor musunuz? Bu size nasıl hissettirdi?
- 3) İngilizceye olan ilginizi birine söylediğiniz bir zaman hatırlıyor musunuz? Nasıl tepki verdiler?
Bu size kendiniz ve dil öğretme yeteneğiniz hakkında ne hissettirdi?
- 4) Dil öğretmeni olma üzerine yakın çevrenizden aldığınız mesajları nasıl tanımlarsınız? Aileniz arkadaşlarınız ya da başkalarının dil ve öğretim becerilerinize olan inancınıza katkıda bulunan ya da bu alandaki ilginizi takip etmekte cesaretinizi kıran söylediği bir şey aklınıza geliyor mu?
- 5) Yetişkin olduğunuzda- Büyüdüğünüzde kim olmanız gerektiğinize dair algınızı etkileyen biri var mıydı? Bu kişiyle nasıl bağlantılıydınız- ilişkiliydiniz? Dil öğretmeni olma kararınızı nasıl etkiledi (etkilemedi)? Bir rol modeliniz var mıydı?
- 6) Okul yıllarınız nasıldı?
İlkokuldan üniversiteye kendinizi öğrenci ve dil öğrencisi olarak nasıl tanımlarsınız?
Hangi tecrübeler buna katkıda bulunmuştur?
Okul yıllarınız hakkında kritik bir anı paylaşmak ister misiniz?
İngilizce öğretilme şekliniz hakkında ne hatırlıyorsunuz?
- 7) İlkokuldan üniversiteye dil öğretmeni olma kararınızı etkileyen öğretmenleriniz oldu mu?
Özellikleri hakkında bilgi verebilir misiniz? Sizi hangi açılardan etkilediler?
- 8) İngilizce öğretmeni olma süreciniz hakkında bilgi verir misiniz?
Neden İngilizce öğretmeni olmayı seçtiniz? Hep öğretmen mi olmak istemişsinizdir? Başlangıç amaçlarınız nelerdi? Bu amaçlar hala geçerli mi- var mı? Hangileri? Neden?
- 9) Dil öğretmeni olmaya hazırlanmanızda size ne yardımcı olmuştur?
Bu anlamda sizi zorlayan yönler var mıydı?
Öğretmen eğitiminizin hangi kısımları şu an öğretmen olarak üzerinizde önemli etkiye sahiptir?
- 10) En genel anlamıyla dil öğrenmek ve öğretmek nedir?
Amaç ve hedefleriniz nelerdir?
Başlangıçta öğretime hangi beceri ve tecrübelerinizi getirdiniz, yararlandınız?
- 11) Öğretmenliğe başladığınızdaki tecrübeleriniz nasıldı? Şimdi nasıl?
İlk gününüzü hatırlıyor musunuz? Detaylı bir şekilde anlatır mısınız?
Öğretmenliğe başlamadan önce ne tür problem ve yardım kaynakları bekliyordunuz?
- 12) Ekleme istediğiniz başka bir şey var mı? Katılımınız için teşekkürler.

E. SECOND INTERVIEW QUESTIONS IN ENGLISH

In this interview I'd like to ask you about the professional context, your experiences in professional learning and future projections.

- 1) What does it mean to be a teacher? What is it like to be an English language teacher? What is the public image of being an English language teacher? How do you relate to it? Are you similar to that kind of a teacher? What are the differences? What kind of teacher do you want to become?
- 2) How would you comment on the nature of the language you teach, English? Do you adopt a critical perspective (not only the subject matter but also the linguistic and cultural medium) on the English language? How would you comment on your status as a language user (nativeness-nonnativeness)?
- 3) How do you feel about teaching English? What have you learned from being a language teacher so far? How do you see yourself as an (novice) English language teacher? Is there a word, phrase or concept that you would relate to your experience of being a novice English language teacher?
- 4) Could you tell me about the planning, preparation, delivery of lessons, and assessment in your teaching? What helps you in lesson planning, activity development, selecting sources, in the course of delivering a class, and assessing students?
- 5) What makes you realize that you are an (novice) English language teacher? What makes you feel that you are seen as such? Do you like being seen as an English language teacher? Do you tell people that you are a teacher when you introduce yourself? How would you like to be seen as a teacher by others: students, colleagues, and administrators?
- 6) How would you comment on the relationships that you have with your students, colleagues, administrators, and other personal and institutional networks? Do they influence you as a teacher? If yes, how?
- 7) Do you actively participate in profession-related events (such as staff meetings at school, teacher meetings in the district, curriculum planning at the Ministry etc.)? Do they influence you as a teacher? If yes, how?
- 8) What were the most meaningful experiences you had? Why were they so meaningful? How do these experiences relate to you as a language teacher? Can you think of other experiences that were meaningful, perhaps in a different way?
- 9) What provides you most satisfaction as an English language teacher? What are the best things about being a language teacher?
- 10) What are the challenging aspects of being a language teacher? Do you face any dilemmas and barriers? Which of them are unique to novice language teachers, if any? How do they make you feel?
- 11) How would you describe your classroom, school environments? To what extent are they influenced by the broader social, political, educational contexts of language teaching in general, and Turkey in particular?
- 12) Do you ask for help when you face difficulties, from whom? Do you share and discuss things with your colleagues? Do you and your colleagues observe each other's classes? How do all these influence you as a teacher?
- 13) What do you do for your professional learning? Do you read on teaching English? Do you attend conferences, seminars, webinars, online trainings, workshops or so? How do all these influence you as a teacher?

- 14) How do your personal characteristics, your beliefs and purposes in teaching, your classroom practices, and the particular teaching strategies you employ interact with each other and influence you as a teacher?
- 15) How do you know how well you are progressing as a teacher? How do you evaluate yourself as a teacher? How do you think others evaluate you as a teacher?
- 16) What are your responsibilities as an English language teacher? How well do you think you accomplish these? What are your hopes and expectations from your job as a language teacher?
- 17) Do you think the role of the English language teacher has changed and how do you relate to it?
- 18) What's your view of your future career? Do you see yourself still teaching for the following years or the rest of your life? If so, where do you think you will be teaching and what do you plan to do? If not, is there something that you would rather be doing?
- 19) Could you bring something (photographs, books, students' work, or lesson plans) that is important to you as a teacher? Why are they important to you? How do they make you feel? What are the stories behind these things?
- 20) Do you have anything else to add? Thank you for your participation in this interview.



F. SECOND INTERVIEW QUESTIONS IN TURKISH

Bu görüşmede mesleki bağlam, mesleki öğrenme tecrübeleri ve gelecek öngörüleriniz hakkında konuşmak istiyorum.

- 1) Öğretmen olmak ne anlama gelmektedir?
İngilizce öğretmeni olmak nasıl bir şeydir?
İngilizce öğretmeni olmanın kamusal imgesi nedir?
Siz bununla nasıl bağlantılı kuruyorsunuz? Böyle bir öğretmene benziyor musunuz?
Farklılıklar nelerdir?
Nasıl bir öğretmen olmak istiyorsunuz?
- 2) Öğrettiğiniz dilin, İngilizcenin, doğası üzerine yorumlarınız nelerdir?
İngilizce dili üzerine eleştirel bir bakış açısı (sadece öğretilen ders değil ayrıca dilsel ve kültürel araç) mı benimsiyorsunuz?
Dil kullanıcısı olarak durumunuzu (anadil-yabancı dil konuşan) nasıl yorumlarsınız?
- 3) İngilizce öğretmek konusunda nasıl hissediyorsunuz?
Şu ana kadar dil öğretmeni olmaktan neler öğrendiniz?
Mesleğe yeni başlayan bir İngilizce öğretmeni olarak kendinizi nasıl görüyorsunuz?
Mesleğe yeni başlayan İngilizce öğretmeni olma tecrübenizle ilişkilendirebileceğiniz bir kelime, ifade ya da kavram var mı?
- 4) Öğretiminizde planlama, hazırlama, ders anlatımı ve değerlendirme hakkında bilgi verebilir misiniz?
Ders hazırlama, aktivite geliştirme, kaynak seçme, ders anlatma sürecinde ve öğrencileri değerlendirmede size ne yardımcı olur?
- 5) (Mesleğe yeni başlayan) bir İngilizce öğretmeni olduğunuzu size ne fark ettirir? Böyle görüldüğünüzü size ne / hangi şeyler hissettirir?
İngilizce öğretmeni olarak görülmekten memnun musunuz? Kendinizi tanıtırken öğretmen olduğunuzu söylüyor musunuz?
Başkaları (öğrenciler, meslektaşlar, yöneticiler) tarafından öğretmen olarak nasıl görülmek istersiniz?
- 6) Öğrencileriniz, meslektaşlarınız, yöneticileriniz, diğer kişisel ve kurumsal çevrelerinizle olan ilişkinizi nasıl yorumlarsınız?
Bunlar sizi öğretmen olarak etkiliyor mu? Evetse, nasıl?
- 7) Mesleğinizle ilintili etkinliklere (örneğin okuldaki toplantılar, il/ilçedeki öğretmen toplantıları, Bakanlık'ta müfredat geliştirme faaliyetleri) aktif olarak katılır mısınız?
Bunlar sizi bir öğretmen olarak etkiler mi? Evetse, nasıl?
- 8) Sizin için en anlamlı tecrübeleriniz nelerdi? Neden bu kadar anlamlıydılar?
Dil öğretmeni olarak bunlarla nasıl bir bağlantı kuruyorsunuz?
Belki farklı bir açıdan anlamlı başka tecrübeler aklınıza geliyor mu?
- 9) İngilizce öğretmeni olarak size en çok ne memnuniyet verir/mutlu eden şey nedir?
Dil öğretmeni olmanın en iyi yönleri nelerdir?
- 10) Dil öğretmeni olmanın zorlayıcı yönleri nelerdir? İkilem ve engellerle karşılaşıyor musunuz?
Varsa, bunlardan hangileri mesleğe yeni başlayan dil öğretmenlerine özgüdür? Size nasıl hissettiriyorlar?
- 11) Sınıf ve okul çevrelerinizi nasıl tanımlarsınız? Bunlar ne oranda, genel ve Türkiye özelinde, dil öğretiminde daha geniş sosyal, politik, eğitimsel bağlamlardan etkilenmektedir?
- 12) Zorluklarla karşılaştığınızda yardım istiyor musunuz, kimden?

- Meslektaşlarınızla bir şeyler paylaşıyor ve tartışıyor musunuz?
- 13) Mesleki öğrenmeniz için ne yapıyorsunuz? İngilizce öğretimi üzerine okur musunuz? Konferans, seminer, webinar, internet üzerinden eğitim, atölye çalışmaları vb. ye katılır mısınız?
- Meslektaşlarınızla birbirinizin derslerini gözlemler misiniz?
- Bunların hepsi öğretmen olarak sizi nasıl etkiler?
- 14) Kişisel özellikleriniz, öğretimde inanç ve amaçlarınız, sınıf-içi pratikleriniz, izlediğiniz belirli öğretim stratejileri birbirleriyle nasıl bir etkileşim içindedir ve sizi öğretmen olarak nasıl etkiler?
- 15) Öğretmen olarak ilerleme kaydettiğinizi nasıl anlıyorsunuz?
- Öğretmen olarak kendinizi nasıl değerlendiriyorsunuz?
- Başkalarının öğretmen olarak sizi nasıl değerlendirdiklerini düşünüyorsunuz?
- 16) İngilizce öğretmeni olarak sorumluluklarınız nelerdir? Bunları ne ölçüde başardığınızı düşünüyorsunuz? Dil öğretmeni olarak mesleğinize dair umutlarınız ve beklentileriniz nelerdir?
- 17) İngilizce öğretmeni rolünün değiştiğini düşünüyor musunuz, bununla nasıl bir bağlantı kuruyorsunuz?
- 18) Gelecek kariyeriniz üzerine bakışınız nedir?
- İlerleyen yıllarda ya da hayatınızın kalanında kendinizi hala öğretmen olarak görüyor musunuz? Öyleyse, nerede öğretmenlik yapacağınızı ve ne yapacağınızı düşünüyorsunuz? Değilse, yapmayı tercih edeceğiniz başka bir iş var mı?
- 19) Öğretmen olarak sizin için önemli olan bir (fotoğraf, kitap, öğrenci çalışması, ya da ders planı) getirebilir misiniz? Bunların arkasındaki hikayeler nelerdir?
- 20) Eklemek istediğiniz başka bir şey var mı? Katılımınız için teşekkürler.

G. PARTICIPANT QUOTATIONS IN TURKISH

1. ilkokulda bütün derslerde başarılıydım, zaten okul 2.si olarak bitirdim. Aramızda da böyle %0.10, %0.20 puanlık bir farkla herhalde. Ortalamam zaten hep 90'ın üstündeydi o yüzden ilkokul hep çok başarılıydı. (...) 461 ortalamaıyla sanırım liseye yerleştim. (...) Genel olarak başarılı olduğumu düşünüyorum.¹
2. Dekanımız bölüm başkanımızdı aynı zamanda ve hiç başarısızlığa tahammülü yoktu. Buradan hiç kimse konuşmadan yazmadan mezun olamayacaktı. Gerçekten de etmiyorlardı. Ben tam zamanında bitirdim.²
3. özellikle askeri lisede almış olduğum dil eğitimi nedeniyle iyi bir dil öğrencisiydim³
4. çok başarılıydım pekiyiden hariç başka bir notum yoktu ama 5. sınıfta okul değiştirdiğimde öğretmenimin şivesini anlayamadığım için bir anda bir düşüklük oldu ama yine toparlayıp iyi not almayı başardım⁴
5. en top kişi bendim alanımla ilgili olan her şeyde kendimi yeterli görüyordum⁵
6. Ben İngilizce edebiyat okuyana kadarki alt yapımı 5,6 ve 7 o üç yılda kazanmışım hayretle fark ettim. Çok sağlam bir temel almışım çünkü edebiyat okumama yetti. Üzerine ne ekledim? Akademik İngilizce ekledim, özellikle yüksek lisansla birlikte⁶
7. okul benim hayatımda çok önemli bir yere sahipti. Ve okulda olduğum zamanı da değerlendirmeye yani orada ders için olduğumu bilirdim hep öyle oldu, üniversitede de, not tutan, dersi dinleyen, gerçekten 1 saniye konsantrasyonumu kaybetmek istemezdim çünkü bir şey kaçırıyor muyum acaba? vardı. Çok çalışkan bir öğrenciydim.⁷
8. acaba haklılar mı? dedim, Acaba ben gerçekten matematikte falan mı yetenekliyim? ve bu tarz şeyleri yapabilmek yetenek midir? diye. Etrafımda sadece 2 arkadaşım vardı o derslerden 100 alabilen benimle beraber. Okulun 1. siydim falan da hiç gözümde değildi⁸
9. ikinci dönemin sonunda ben sınıf beşincisi oldum çok başarılı bir öğrenciydim. ondan önce çok başarılı bir öğrenci olduğum için oradaki anlamamada biraz zorlanmışım ben nasıl bu dili anlamıyorum diye ama daha sonra, belki o zaman çok fark etmedim on yaşımdayım, başkalarında gördükten sonra aynı durumda olanları gerçekten ben çok hızlı öğrenmişim İngilizceyi.⁹
10. Sen yapamazsın dediklerinde de asıl ben yapabilirim demek için daha çok çalıştım¹⁰
11. Ama biz bir şekilde çalıştık, yaptık. Zorlu bir süreçti. Yaptığım şeyin en iyisi olmaya çalışıyordum eskiden beri¹¹
12. Böyle bir hürs var. Bitirme sabrı var bir şekilde bitiriyorum yani o İngilizce bölümü bitmeliydi. Amaçlarımdan biri de bu aparsa da, köprüse de, çatlasa da bitirdim onu bir şekilde. Ve puan yükselterek, başarılı olarak bitirdim¹²
13. bütün derslere gireceğim dedim, 3. Sınıftan biraz var 4ün hepsi duruyor. Yapabilecek misin? dedi, bölüm başkanına güveniyorum yaparım dedim. Çalıştım ama gerçekten çalıştım¹³
14. ben biraz şeyimdir hatalarımdan çok ders çıkaran bir insanımdır ve hırslıyım. Yani atıyorum düşük almak beni yenmemeli ben onu yenmeliyim diye düşünen bir insanım¹⁴
15. en sonunda dedim ki benim bu yabancı dili öğrenmem lazım¹⁵
16. Çünkü Almanca zaten vakıf olduğum bir dildi çok iyi seviyede. İngilizceyi de bunun yanına kattığımız zaman ilerde insanlığa dokunan güzel şeyler yapabileceğime inanmışım¹⁶
17. Kendime güvenim vardı. Çünkü ben kendim çalışıp kendim öğrendiğim için o şeyi gerçekten bildiğimi düşünüyordum. Mesela soru yapıyoruz, hepsini biliyorum. Kriterimiz soru çözüp doğru yaparsa bunu zaten yaptığımızı görüyordum¹⁷
18. Ben 21 sene erteledim ama imkanın yoktu ondan sonrasında 3,5 senede okulu bitirdim. Ben atanırım, iyi de bir öğretmen olurum, akademik anlamda da başarılar gösterebilecek bir insanım ve bundan da birçok öğretmen, öğrenci faydalanabilir¹⁸
19. lisede İngilizce ile bağımlı kopartmamıştım. Sürekli kütüphaneden ödünç alır, İngilizce okumaya devam ediyordum. Almanca da aynı şekilde¹⁹
20. Lisede de mesela, ortaokulda başlayarak kitap okumayı çok seviyorum. edebiyatın daha şiir kısmına girdim. Mesela o süreçte de inanılmaz kitaplara boğulduğumu hatırlıyorum ve edebiyatı çok sevdiğimi biliyorum²⁰
21. Bilgiyi çok seviyordum. Dolayısıyla okulda dersleri dinlemek çok keyifli geliyordu bana. Topografya dersimiz vardı mesela Harp Okulu'nda. Topografya dersinde araziye çıkıyorduk. Haritadan gördüğümüz şeyleri orada canlı görüyorduk. Ben bir şey gördükçe keyif alıyordum²¹
22. Hocanın anlattığı şey bana hiçbir zaman yetmedi. Ben eve gider bulurdum internetten bir şey izlerdim. Merak ettiysem ama her şeyi de değil. (...) Şuraya kadar bir şey anlattı, ben derdim ki bu niye böyle. ya da biz bunu niye öğrendik, benim ne işime yarayabilir gibi sorgularım vardı.²²
23. çevirmeye çalışıyorum (...) her kelimeyi merak ediyordum. şimdiki gibi sosyal medya yoktu öğrendiğim süreçte e materyal da yoktu kaynak da yoktu (...) Zorlu ama eğlenceli bir süreçti benim için. Bir de okul ortamını çok seviyordum. Çalışkan değildim ama okulda vakit geçiren bir öğrenciydim. Kütüphaneye giderdim, okul etkinliklerinde yer alırdım.²³
24. Liseye, Anadolu Lisesi'ne gidince sayısal verilerle aramın iyi olmadığını anladım, yabancı dile yatkınlığım daha iyiydi. Bir kelimeyi 1 kere gördüm mü unutmuyordum, hala öyle yani mesela 1 kere göreyim bitti. Onun yetenek olduğunu gördüm²⁴
25. İnsanlar şundan çok emindi, Ece'nin İngilizcesi iyi²⁵
26. biraz da yetenek dediğim gibi başka hiçbir alana yeteneğim ve ilgim yoktu. Hala da yok. Sadece İngilizce, belki başka yabancı dil belki verilmiş olsaydı ona da çok ilgilim olacaktı. Üniversitede Fransızca aldım. O zaman keşfettim ben dili kolay öğrenebiliyorum. Sanırım dil olarak kendimi biraz yetenekli buluyorum. Çok kolay öğreniyorum ve çokukken de böyleydi. şarkılara çok ilgilim vardır hemen hemen çalan tüm İngilizce şarkıları bilirim, sürekli ezberlerim.²⁶
27. İngiliz Dili Edebiyatı bölümünü seçtim edebiyata ve okumaya çok istekli ve meraklı olduğum için. bölümü çok zevkle hatta dereceyle bitirdim. Daha sonra yüksek lisansımı da tamamladım²⁷

28. Almanya'da 5. sınıfta İngilizce, 7. sınıfta Fransızca başlamıştı benim için hani orda yabancı dile olan yatkınlığımı da fark etmiş oldum²⁸
29. İngilizceye olan ilgi tamamen aileden gelen bir şey ben hatırlamıyorum bile İngilizceye olan ilgimin başladığı anı²⁹
30. kendi kendine öğrenen çocuklar yapar ya yabancı dil konuşur gibi, farklı dilleri konuşayım üç dört dili konuşayım böyle bir hevesim vardı dile karşı³⁰
31. dile kabiliyetim olduğunu okula giderken (*in Saudi Arabia*) ikinci dil olarak Arapça alıyorduk buradaki imam hatip gibi günde birkaç saat çok ileri derecede öğretilmiyor ama tabii sokakta duyuyorsun arkadaşlarım konuşurken, Arapçayı da kendi kendime öğrendim³¹
32. kadar güzel geldi ki böyle, ben bir sempati beslemeye başladım dile meslekten soğudum³²
33. öğrenebildiğimi fark ettim, algımın İngilizceye çok açık olduğunu fark ettim³³
34. İngilizce öğrenmenin ayrı bir yetenek olduğunu, diğer dersleri de anlamamın bir beceri olduğunu bilmiyordum. Bir sürecin sonucunda doğal bir ürün zannediyordum³⁴
35. Türkçe'de, size bir soru sorarlar, kendinizi birkaç şeyden örnek bulursunuz kendinize, dersiniz ki; işte "gelmişim" "miş" var "tim" var, işte mişli zamanın hikayesi gibi kendinize bir şey uydurursunuz ya, ben İngilizce sorularını öyle çözüyordum³⁵
36. Türkçe olsun, sözel, kitaplar, daha çok öyle dil üzerine meyilim vardı benim. Hani kendi dilim olsun, başka bir dil olsun o yüzden onun üstüne gitmek istedim ve neden sevdiğim bir şeyi yapmayayım dedim³⁶
37. Evet hep sözele yatkındım zaten yani beni hiç dil olarak okuyacağım ya da yabancı dil öğreneceğim aklıma gelmezdi ama her zaman ilk okuldan itibaren Türkçe dersini çok severdim, edebiyat dersini. çok aktiftim hani çalışırdım çalışmasam da merak ederdim ders olarak görmezdim hiçbir zaman. hala da öyle. eğer dil seçmeseydim muhtemelen şu an ya Türkçe öğretmiyordum ya da edebiyat öğretmiyordum.³⁷
38. Liseye geldiğimde de edebiyatla tanıştım. edebiyat diyorum ya benim için çok önemli bir nokta, hassas nokta³⁸
39. belki edebiyat okurum şunu yaparım, çok kafası karıştıktım çok daha hayalperesttim. Onlar da benim çok kitap okuduğum, için böyle küçük yazılar yazardım, kesin Nalan yazar olursun derdi³⁹
40. edebiyata çok meraklıydım. Hatta böyle yazar olmak istediğim bir dönem bile olmuştu yazdığım hikayeler falan⁴⁰
41. Biliyorsunuz Türkiye'de biraz sayısala eğim vardır liselerde ve daha öncesinde. İnsanlar işsiz kalacağını düşünerek hep o yöne giderler ama ben onu sanırım yapamazdım⁴¹
42. hepimizin ailesinde olan sayısal okuyan çocuk zekidir, sayısal okuyan çocuk iş bulur, okul hayatım boyunca yabancı dil okuyorum deyince 'olsun' diyenler oldu⁴²
43. Üzdü beni önce bu kadar gereksiz bir şeye yeteneğimin olması ama ondan sonra biraz da hırs etmeme neden olan şey (...) mesela bir şey okuduğum zaman, bir fikir düşünüyorum, "bence böyle olmalı, bu haksızlık" diyorum, bakıyorum internete bir şey yazdığında Türkçe hiç sonuç yok, yabancı dilde yazıyorsun, neler neler.⁴³
44. Zaten liseye giriş sınavında da sorulmadığı için hiç kimsenin önemsemediği, muhtemelen hoca hasta olsa milletin sevinip matematik dersi isteyeceği bir dersti İngilizce⁴⁴
45. bütün bir üç yıl boyunca kendimi yetersiz ve başarısız hissettirdi belki değildim⁴⁵
46. öğrenci olarak hep orta şekerli bir öğrenciydim yani çok çalışmadan beklenilenden fazla başarı gösteren bir öğrenciydim (...) çok az eforla en iyisini yapmaya çalışanlardandım, çok okulu seven biri değildim açıkçası okul sevdam hırslım hiç yoktu⁴⁶
47. Dedğim gibi ortalama bir öğrenciydim⁴⁷
48. ben öyle çok da çalışkan biri değildim aslında⁴⁸
49. Ama bence duygusal zekâsı yüksek bir insanım, Yani IQ yüksek değil de EQ yüksek bence bende. O yüzden de mesela bulunduğum ortamı sevme, yani okulu çok seviyorum ama işte çok böyle zeki bir çocuk olmadığım için beni dış çevre çok etkiliyordu. benim de belki daha bireyselleştirilmiş, eğitim sistemindeki BEP dedikleri bir öğrenci olmaya da yatkın olabilirim.⁴⁹
50. ne tam birinciydim ne de çok sonlardaydım. belki hep ilk on içerisindeydim ama o benim için yeterliydi her zaman. ders çalışma konusunda hırslı değilim. Beni mutlu edecek kadar yapabilmek bana yetiyor. Yabancı dilde ben mutluydum zaten ve bunu benim hayatımı şekillendirecek kadar yapmam benim için yeterliydi.⁵⁰
51. ben okulu hiç sevmezdim. Bunun da bir sürü sebebi var. Hatta nefrete yakındı diyebilirim. okulda olmak istemezdim. Yanlış bir kurum olduğunu düşünüyordum⁵¹
52. sahte bir bir şey öğrenme mekanizması var ve sizin içiniz rahatlatıyor birden. okula yazdırdığınız için "tamam, ben üstüme düşeni yaptım" diyorsunuz. İşte burada bizi en çok yanıltıyor okullar. Yapmıyor, (...) Hatta tersi yönde çalışıyor çünkü siz yaptığınızı zannettiğiniz için duruyorsunuz, hocayı dinliyorsunuz, önündeki kaynaklara, müfredatta ne var ne yok ona bakıyorsunuz.⁵²
53. çok girişken bir öğrenci değildim, daha sonradan oluştu bir yanımda çok çok utangaçtı onu çok sonraları hatta üniversite yıllarında yavaş yavaş aştım diyebilirim⁵³
54. Çok farklı da bir öğrenci değil, çok kötü de bir öğrenci değil, orta⁵⁴
55. Benim için kötü bitti. Çünkü düşünün yani ne idealle girmişsiniz, sonra o okulla ilişkiniz kesiliyor⁵⁵
56. küçüklüğümde beri bunu yapmak istemişim. Tabii meslek olarak direkt olarak İngilizce öğretmeni olacağım değildi. İngilizce ile uğraşayım ama biraz daha mütercim tercümanlık olur kafamda o istek vardı. Sonrasında yavaş yavaş değişti diyebilirim⁵⁶
57. Öğretmen olmaya üniversite bittiğinde karar verdim" (Ece Hoca, II), "dil öğretmeni olma kararım üniversitenin ortalarına kadar, 2. Sınıfın, 3. Sınıfın başlarına kadar netleşmemişti⁵⁷
58. dil öğreteyim diye bir şey gerçekten aklımda yoktu üniversiteye kadar (...) üniversiteyi kazandıktan sonra ama gerçekten çok sevdim (...) evet ben dil öğretmeni olayım dedim⁵⁸
59. sınıfta bu ders yoktu. Farklıydı çünkü benim onu öğreniyor olmam beni farklı kılıyordu matematik herkes biliyordu, fen herkes biliyordu ama İngilizce yoktu olmayan bir şeyi o sınıfa ben getiriyordum farklı oluyordum galiba o yüzden orada çıkmış olabilir bu ilgi aslında⁵⁹
60. Bu diploma sayesinde üniversite mezunu olarak yaptığım elektronik işinde daha iyi maaşlar alarak, yönetici pozisyonuna gelebilirdim. Çünkü uzun yıllar bu noktada çalışmışım⁶⁰
61. üniversite yıllarında fikrim değişti ve artık ben insanlara bir şey katayım ki en azından bir şeyleri yavaş yavaş değiştirebileyim. aslında bana üniversitedeki hocalarım sevdirtti öğretmenliği İngilizceyi demeyeyim de ben zaten İngilizceyle uğraşacaktım ama öğretmenliği onlar sevdirdi⁶¹

62. gerçekten orada olmak için orada olan. ben buraya geldim, bunu yapayım değil, yeni insanlar, kaliteli insan yetiştirmek tamamen amacı o yüzden onu görünce de insan çekemiyor kendini geriye. evet ben böyle bir insan olmak istiyordum deyip peşinden gidiyor⁶²
63. Bu tersine yönlendirmeyi üniversitedeki hocalarım kırdı⁶³
64. İşte o ücretli öğretmenliği yaparken İngilizce Öğretmeni olmaya karar verdim. Çünkü İngilizceden hiç haberi olmayan ve 8. sınıftan bitmesine 3-4 ay kalmış o çocuklardan birinin dil seçip dil okuduğunu sağladığım için, ki o zaman biliyordum böyle de olacağını⁶⁴
65. projeden sonra zaten ben tamam artık formasyon alacağım bu bölümden sonra, öğretmenlik yapacağım dedim⁶⁵
66. anaokulundan teklif almış olmamı ve anaokulu kabul etme sebebim de çocuklarla çok yakın olmamı. Ve anaokuluna başladıktan sonra da aslında evet ben bu işi yapabilirim ve iyi yapıyorum dememdi⁶⁶
67. beni işe aldılar, orada başladım ve ikinci haftamda dedim ki çok keyifliyim keşke formasyon alsaydım çok güzel bir işmiş öğretmenlik yapmak⁶⁷
68. hiçbir zaman böyle bir mesleği sevip sevmeyeceğimi bilemeyecektim⁶⁸
69. Kendimi öğretmen olarak buldum⁶⁹
70. çünkü 38 yaşındayım ben, bu yaştan sonra kalkıp okullara gitmek, “yapabilir miyim yapamaz mıyım” 1-2 gün düşündüm⁷⁰
71. Her şey çok hızlı oldu, bir baktım kendimi Milli Eğitim’in içindeyim. Evrakları topluyorum, öğretmen olmuşum. “Ben” yani. Benim öğretmenlik hikayem böyle başladı⁷¹
72. Sürekli etraftan bir talep olunca ben de dedim ki herhalde bu işi yapabiliyorum⁷²
73. Aslında öğretmenlik benim çocuklara olan ilgimi fark etmemle başladı⁷³
74. Ben çocuklara evet bir şeyler katabilirim ama sadece girdiğim sınıflara katarım dedi. Burada sizi yetiştirince ben belki tüm Türkiye’ye yayılıyor, tüm Türkiye’yi etkiliyorum sizi etkileyerek dedi. Çok güzel bir anıydı. Ondan sonra dedim, tamam onların hakkını vermeliyim aldığım eğitimin, bu hocamın diye düşünerek biraz sonradan değiştirdim yönümü. Ve öğretmenliğe karar verdim.⁷⁴
75. Ben o anda çok etkilenmişim yani yabancı dilin özel bir bağ olduğunu ve doğal ortamda kullanıldığında karşı tarafın anladığını anlamıştım. Ve bu işe devam edebileceğimi anlamıştım⁷⁵
76. kendimi keşfettiğimi hissettim tamam işte bu dedim. O zaman okuyordum bu işi kabul ettiğimde. Gerçekten dedim bu olacak bir şey yani ben bunu çok seviyorum anlatmayı, öğretmeyi⁷⁶
77. birilerine bir şeyler anlatmayı seviyordum. Bir şeyler öğretmeyi seviyordum⁷⁷
78. bir şeyler anlatırım, okuduğum kitapları anlatırım çok seviyorum (...) muhabbet etmek benim için çok önemli. Ve bir şeyler sunmak insanlara bildiğim şeyleri anlatmak çok önemli⁷⁸
79. bu birazcık da fitratıma uygun bir şeydi⁷⁹
80. lisedeyken de biraz öğretme şeyim vardı yani yeğenlerime öğretiyordum, üniversitedeyken de bana sordukları zaman bir konuyla ilgili biliyor, yapabiliyorsam, onu iyi anlatabiliyordum, onu fark ettim⁸⁰
81. böyle bir his var bende. Karşımdaki beni nereye kadar anladı onu anlayabiliyorum bendeki bu bir yetenek mi doğal bir sonuç mu bilmiyorum ama ben yapmayı sevdiğim şeyi biliyorum, izah etmek, anlatmak, yol açmak⁸¹
82. bir öğretmen tanıdığımız varsa çok hayran olurum⁸²
83. Öğretmen olmak, hakikatten hayatımın mesleğini bulduğumu düşündüm, mesleğe kendim isteyerek karar verdim, hasbelkader işte bu kadar puan kazandım işte üniversiteye böyle girdim bir süreç değildi. Hakikatten kendi isteyerek keşfettiğim bir süreç⁸³
84. Öğretmen olmayabilirim ama dediğim gibi kitaplarla uğraşırım, çeviri yapayım belki simultane çeviri olabilir⁸⁴
85. bir film yönetmeni olayım. Yönetmenlik hayalim var hâlâ da var bu arada. (...) sanatın hepsini birleştiren film alanında çok eser vermek istedim⁸⁵
86. hayalim çocuk doktoru olmaktı⁸⁶
87. Psikolog olmak çok istiyordum⁸⁷
88. Sporcu, özellikle de takım kaptanı, belki bir hakemlik belki bir takım hocalığı, (...) Böyle bir kariyerim olacağını düşünüyordum. birilerine bir şeyler açıklayan, izah eden, daha iyi yapılmasını sağlayabilecek bir takım oyuncusu olarak görüyordum⁸⁸
89. fen bölümündeydim hiç İngilizce öğretmenliğiyle alakalı bir şeyim yoktu böyle bir düşüncem yoktu daha çok böyle biraz ailemin de yönlendirmesi eczacılık o tarz bir meslek düşünüyordum⁸⁹
90. ben bu işi daha önce akademisyenlik olarak düşünmeye başlamıştım⁹⁰
91. Edebiyat seçeyim bu işin akademik kısmını yapayım uzmanı olayım, O yüzden sadece Edebiyat seçtim hiç öğretmenlik tercih etmedim öğretmenlikten ziyade üniversite boyutunu istiyordum. Çocuklardan ziyade biraz daha bir üst büyüklerle anlatmak, paylaşmak belki öğretmek istiyordum.⁹¹
92. çok fazla sürekli geleceğimi planlayan şöyle olmak istiyordum böyle olmak istiyordum tarzında biri hiç olmadım. öğretmenlerime çok özenirdim ama hiçbir zaman öğretmen olacağımı düşünmemiştim⁹²
93. kesin bir meslek seçimim yoktu⁹³
94. spesifik bir hayalim de yoktu zaten dediğim gibi çok böyle kararsızdım⁹⁴
95. Dediğim gibi hep öğretmen olmak istemedim aslında öncesinde. Çünkü insanlarla çok içli dışlı olmanız gerekiyor öğretmenlikte. Yani hep insanlarla uğraşmanız gerekiyor ve bu önceden bana çok zor gelirdi⁹⁵
96. aslında dil bilimi seçerken içeriğiyle ilgili çok bir fikrim yoktu öğretmenlik gibi bir hayalim de çok fazla yoktu o yüzden hani şey mantığındaydım İngilizce bir şeyler okuyayım ne olduğu çok önemli değil⁹⁶
97. Öğretmenliğin iyi bir meslek olabileceğini, benim yeteneklerimi biraz ön plana koymaya başladılar. Senin bu yaptıkların hepsi öğretmenliğin içine çok oturur. Sanatçı ruhun var. Bunlar öğrencilere çok iyi geçer⁹⁷
98. Biraz beni hayat o tarafa sürükledi ama çok memnunum sürüklediği için⁹⁸
99. Öyle bir meylim vardı ama Türkiye’deki eğitim sistemi farkından dolayı ve sayısal alanda başarılı olamamandan dolayı edebiyattan sonra, önce biraz yayıncılık denedim olmadı. Sonra formasyon aldım ve süreç beni öğretmenliğe götürdü. Ama bu aslında beni üzmedi zoraki bir gidişat da olmadı.⁹⁹
100. Ben tekrar öğrenci olmak istedim, hayatımın akışını değiştirmek istedim İngilizce ile birlikte. Sonra çevirmenlik bölümüne girdim. adım adım böyle aşk gibi devam etti¹⁰⁰
101. Yoksa planlanmış, gerçekten ciddi olarak hazırlanmış bir şey değil. İnsanlar bunun için ne kadar çalışıyor, KPSS için uğraşıyor benim engel durumum bana şans, yardımcı oldu¹⁰¹
102. yapabildiğim için bölümü kolay okurum diye, seçeceğim en doğru bölümlerden biriymiş meğerse¹⁰²

103. ondan sonra İngilizce öğretmenliği kamuda yapma fikri ise çocukla birlikte oluştu, akademisyen olamam galiba dedim¹⁰³
104. işimi kaybettim. sağlık açısından da beni yormaz, öğretmenlik de güzel, saygınlığı pek eskisi kadar kalmasa da, eskiden de aklımda vardı niye olmasın dedim¹⁰⁴
105. bir üniversiteye gireyim diye başladığım bir bölüm oldu¹⁰⁵
106. Çünkü ben nedense gerçekten İngilizce öğretmeni olmam gerektiğini düşünüyorum. küçüklükten beri hep istediğim şey, şimdi başarmışım¹⁰⁶
107. Çok klişe gelecek belki ama gerçekten öğretmen olmak istiyordum¹⁰⁷
108. hep İngilizce öğretmeni olmak istemişim çocukluğumdan beri yani kendimi bildim bileli, hep İngilizce öğretmeni olmak istemişim ve oldum da¹⁰⁸
109. Gerçekten çocukluk hayaliydi, İngilizce öğretmeni olmayı ama yönlendirmeye seçtim¹⁰⁹
110. hayalim öğretmen olmaktı zaten, İngilizce öğretmeni olmasam belki öğretmen olmak istemezdim¹¹⁰
111. şu an deyin Atomu mu parçaladın Hale? Hayır. Ama sadece istediğim şeyi olmamda, benim için bu çok değerli en büyük rol kesinlikle ailemindir. Onlar hep desteklemişlerdir beni¹¹¹
112. Onlar beni her zaman teşvik ettiler¹¹²
113. Ailemin desteği vardı, aslında öğretmenlik hani tabii her ailenin hayali¹¹³
114. Çok istedikleri bir meslekti¹¹⁴
115. Öğretmen olmama sevindiler ama İngilizce öğretmeni olmama da sevindiler çünkü yani bölümüm bu. Okuluna da gittim, yıllarca bu işle uğraştım. Sonunda da bunun öğretmeni olmam hoşlarına gitti¹¹⁵
116. Öğretmenlik, babam için çok geçerli bir meslek türü var¹¹⁶
117. babam dile çok önem veren birisiydi ve İngilizceyi Arapçayı kendi kendine öğrenmiş bir insandı zorlanmış yurt dışında çalışmış. Libya'da hem Arapça hem İngilizceyi hatırlıyorum bir sürü kitapları vardı, devamlı çalışırdı¹¹⁷
118. Bütün Almanca resmi yazışmaları babamdan geçiyordu en son olarak. Almanca'ya dair, dil öğretimine dair bir sürü kitabı vardı¹¹⁸
119. babam şey derdi, Bence böyle izleme kelimelerini falan ezberlemeye çalış çıkıtsını falan al¹¹⁹
120. Annem de bu konuda çok destekçiydi hatta ben İngilizce bölümünü seçtiğimde, çok bilgisi olmadığı için ilk yaptığı şey şu olmuştu. Evin her yerinde bütün şeylerin İngilizcelerini yazdırmıştı. Ama onun o ilk başta gösterdiği tepki benim zaten o mesleği o bölümü daha çok sevmeme etki etti.¹²⁰
121. dil seçeceğim diyorum yok, hayır, neyse tamam, sayısal seçiyorum, eşit ağırlık seçiyorum dedim (but did not)¹²¹
122. dil sınıfı açıldı, ama ailem hiç sıcak bakmamıştı. Yani çoğu kişi bunu yaşamıştır, onlar Anadolu lisesine gönderirken sayısal okusun, daha böyle bilinmeyen bir bölümdü bir de¹²²
123. ailemi de o ikna etikten sonra gerçekten nasıl teşekkür etsem az, yabancı dil bölümüne gittim¹²³
124. ağabeyim karşı çıktı, sen İngiliz Dili ve Edebiyatı okuyacaksın ne olacaksın? hani sorusu var ya ne olacaksın?, işte şöyle şöyle dedim, aklımı başına al bari git öğretmenlik bir tane yaz da öğretmen olursun dedi¹²⁴
125. kendilerine gösterdim zaten bu bende bir farklılık yaratmayacak, ben bunu seviyorum Evet Ama dillerini, tamam kültürlerini ben bunları öğrenmeyi seviyorum. kendi tabii ki dinimdir, kendi kültüründen vazgeçmiş değilim bunu öğrendiğimde, Onu da sonradan anladılar¹²⁵
126. Okuduğumuz bölge Beyazıt bölgesiydi. Bol miktarda turist vardı ben o sıralar abimin yanında çalışıyordum. Abim biraz tutucu birisiydi. Neden o sözünü dinledim hâlâ bilmem. ben okul çıkışı hemen işe gelmesem, biraz turistlerle konuşsam pratik yapsam. Sakın konuşma çok zararlı olur dedi.¹²⁶
127. çok ailemle paylaşmadım zaten çok böyle o konuda iletişimde değildik idealleri hayalleri planları onları konuşabileceğim bir şeyde değildik¹²⁷
128. Sadece benim İstanbul'da İngilizce okuduğumu biliyorlar, bölüm bilen yok¹²⁸
129. ailemin bana herhangi bir desteği olmadığı için, Harp Okulu'ndan ayrıldığımdan dolayı bana biraz tepkiliydiler¹²⁹
130. en yakınımın babamdan böyle bir olumsuz örnek görünce bir şey yapabileceğime inanmıyordum. Başarabileceğimi bilmiyordum¹³⁰
131. babam bir ilköğretim müfettişiydi, olumsuz bir öğretmen idolüydü. Dedim ki baba okulda öğretmenimiz böyle yapıyor. Babam hiç ilgilenmedi (*ignoring his teacher's wrong behavior to be inspected*), öğretmen olursam babam gibi kimseye bir faydam olmayacak gibi bir algı vardı.¹³¹
132. Daha farklı olmak, daha cool olmak, gerçekten öyle algılandı sanırım. O da hoşumuza gidiyordu tabii o yaşlarda¹³²
133. kitapları seven, okuyan sürekli, o tavrımı gören arkadaşlar bir şeyler yapacağımı biliyordu¹³³
134. benim İngilizceye sanırım yeteneğim var diye önce kendim kabul edip sonra arkadaşlara söyledim Yani dediler, zaten farkındalarmış¹³⁴
135. orta okuldaki arkadaşlarım şimdi görüştüğümde, o dönemde de İngilizceye yeteneğim olduğunu söylüyorlar. sen evet böyle bir öğretmen olmakla mantıklı bir şey tercih etmişsin diyorlar¹³⁵
136. matematiğin çok kötü olduğu için İngilizceyi seçtin değil mi, herkes aynı şeyi söyledi çok uzun bir süre yabancı dili sevdiğim sevmiş olabileceğimden ziyade¹³⁶
137. yabancı dile olan ilgi insanlarda özentilikmiş gibi¹³⁷
138. arkadaş edindiğim, sosyal olduğum, kendi sevdiğim şeyi yaptığım bir dönemdi¹³⁸
139. daha kaliteli bir insan olarak çıktım üniversiteden ve dolu dolu üniversite yılları Hem etkinlik olarak, arkadaşlık olarak¹³⁹
140. Popüler bir kişiliğim¹⁴⁰
141. arkadaş ilişkilerim iyiydi¹⁴¹
142. Koro çalışmalarımız olurdu ve yerel gazetelere çıkıyorduk, gezilerimiz oluyordu¹⁴²
143. bizim anlamadı mesela diğerimiz anlatırdı. 3.senede sınıfta mesela İngilizce film izledik. Oradan kendimiz aktiviteler yapardık, güzel bir grubumuz da vardı¹⁴³
144. ben atıyorum işte metotları çok iyi biliyorum onu anlatıyordum, öbürü başka bir şey biliyor, anlattığımızda da çok kalıcı oluyor çünkü¹⁴⁴
145. İngilizce olarak, böyle biraz daha dediğim gibi kültürlü uğraştığımız için daha farklı oluyordu. konuştuğumuz şeyler her arkadaş grubunda farklı şeyler konuşabiliyorduk. Onlar bana bir şey katıyordu, ben onlara bir şey katıyordum¹⁴⁵
146. arkadaşlarım çok, Alman dahil birçok farklı ülkedendi¹⁴⁶
147. yurtdışında büyümüş olmamdan dolayı zaten Türkiye'de biraz daha farklıyım, toplum genelinden işte yetiştirme tarzı, farklı bir kültürde büyüdüm falan biraz şey gibiyim yani ikisinden de biraz doğu-batı karışımı gibiyim¹⁴⁷

148. çok fazla konuşacağım arkadaşım bir ortamım hiç olmadı evde tek başıma büyüyen bir çocuktum (...) hep görünmeden nasıl okulu bitirebilirim derindeydim¹⁴⁸
149. içe kapanık biri diyebilirim öyle görüyorlar belki buradaki öğretmen arkadaşlarım bile öyle düşünüyor olabilirler¹⁴⁹
150. bir dönüm noktası yaşadım, kolum kırıldı. Ben de biraz daha spor antrenman gibi şeylerden ziyade okulda oturup sınıf defteri okuyan bir çocuk haline geldim. 8. Sınıfta, tam sınava girecekken. Yani ben lise sınavına zaten yazamayarak girdim.¹⁵⁰
151. Dil de öyle sonradan yani. Ondan önceki ilkokul sürecimde duygusal bir çocuktum, benim bu travmatik yaşadığım süreç daha beni duygusal yaptı. Duygularla çok hareket ettiğim için konsantrasyon bozukluğu oluyordu. dersleri çok seviyorum okulu çok seviyorum, dersi dinlemeye çalışıyorum ama en ufak bir şey benim konsantrasyonumu bozup, benim toparlanma sürecimi etkilediği için derslerimi inişli çıkışlı yapıyordum.¹⁵¹
152. dile çok geç başlamış biri olarak sıkıntıları çok yaşadım. Yani kişisel sıkıntıları. Bir kere özgüven eksikliği oluyor. Genç yaşta başlamış biriyle benim aramda çok fark vardı¹⁵²
153. ben ne kadar geç kalmışım dedim, bazı şeyler karşıma çıkmamış fırsat eşitliği mi diyeyim, eşitsizliği mi, böyle bir fırsatım olmamış onu tanımak için¹⁵³
154. benim daha önce bir meseleğim vardı. Mesleki olarak bana yardım eder dış ticaret gibi işler yaparım diye düşünüyordum¹⁵⁴
155. işte çalışıyordum, hem sınava çalışıyordum. o zaman LYS'den yüksek puan aldığım için baya yüksek aldım 495 puanla XXX'i kazandım, lys 5ten işte bir soru kaçırmıştım galiba¹⁵⁵
156. Engel durumu hep cesaretimi kıran bir şey oldu. çocuklar sana sorar sana söyler sen yapamazsın, uğraşamazsın, olmaz diyenler çok oldu. hatta çeviriye bile itiraf edeyim onun için kaydım. Evden yaparım çünkü görmek istemiyorlar ya sizi bir şekilde. Ama şu an geldiğim noktada iyi ki de tamamen vazgeçmemişim. bu engel öğretmeye engel teşkil etmiyor.¹⁵⁶
157. Ben hep öğretmen olarak görüyorum. Sınıfta olmak istiyorum¹⁵⁷
158. kendimi bundan daha farklı bir yerde düşünmüyorum. belki akademik olarak belki geliştirebilirim ama evet İngilizce öğretmeni olarak kalmayı istiyorum¹⁵⁸
159. hep bu işi yapmak istiyorum alıştım da. Çocukları da seviyorum¹⁵⁹
160. Ben öğretmen, öğretmen öğretmeni olurum. benim işim bu öyle söyleyeyim. Ben de öğrenirim, daha iyi şeyler öğretirim o olur. Kendimi geliştireceğim yöntem bu¹⁶⁰
161. kendi dil sınıfını oluşturup onları mezun etmeyi çok istiyorum, daha çok uzmanlık gerektirecek bir öğrenci kitlesiyle çalışmak istiyorum¹⁶¹
162. belki ilerde okutman da olabilirim diye düşünüyorum¹⁶²
163. Ortaokulda çalışmayı düşünürüm. Ne lise öğrencileri kadar ileri ya da ilkokul kadar düşük konular var, lisede öğrenciler bize altyapı olarak zayıf geldikleri için ortaokulda onları alırsam belki de seviyelerine dokunma şansım olabilir¹⁶³
164. bir Anadolu Lisesi'ne geçme hedefim var. Hazırlık sınıfı, Proje okulları olabilir¹⁶⁴
165. Anadolu'da öğretmenlik yapmak istiyorum, herkese daha çok zamanın düşeceği bir az sınıfla. ben öğretmenliği yapacaksam eğer gerçekten bir 5 yıl en az ilkokul tecrübem olsun¹⁶⁵
166. İlkokulda mutlaka biraz çalışmak isterim, lisede biraz çalışmak isterim. Her kademedede az da olsa, Lisede dil sınıfı mutlaka isterim¹⁶⁶
167. belki idari işlerde olmak isterim¹⁶⁷
168. yaş olarak da yorulur, öğrenciye çok fazla her istediğini veremez duruma gelince de daha çok idari bir şey yapabilirim¹⁶⁸
169. idareciliği istiyorum fakat keyif alır mıyım onu bilmiyorum çünkü öğrenciler ile iç içe olmak işin çok keyifli bir boyutu¹⁶⁹
170. yurtdışına çıkmadığımız zaman eksik kalıyoruz benim hedeflerim arasında Türkiye'de beş yıl görevimi tamamladıktan sonra bir yurtdışında görev yapma var. Tekrar buraya dönüp öğretmenliğe devam etmek istiyorum¹⁷⁰
171. Böyle bir fikrim var ama bilmiyorum ne kadar olabilir¹⁷¹
172. ARGE'yi istiyorum, yurtdışı ayağını bu konuda çalışmalar yapmayı, okullarla görüşmeyi çok istiyorum. dönemsel olarak işin ARGE kısmına, proje kısmına girebilirim ama en nihayetinde sınıftan emekli olacağımı düşünüyorum¹⁷²
173. doktora da yapabilmek çok istiyorum¹⁷³
174. yüksek lisansa da başlarsam tekraröğrenciliğe geri dönmek istiyorum bir şeyler öğrenmeyi her zaman severim¹⁷⁴
175. yüksek lisans için bir başvuruda bulunmak istiyorum¹⁷⁵
176. anaokulundan üniversiteye bir okulum olsun istiyorum. yetkililerini benim yazdığım, belli başlı özgürlükler tanınmış, sistemini kurabildiğim¹⁷⁶
177. öyle bir hayalim var ana okulu açıp bilingual bir okul¹⁷⁷
178. kendi kurumumu açıp küçük çocuklara İngilizce öğretim diye düşünüyorum¹⁷⁸
179. olumlu etkiler de vardı olumsuz etkiler de vardı. Genel olarak öğretmen profili oluşturdu bende diyorum¹⁷⁹
180. Olumlu katkıyı da olumsuz katkıyı da bugün öğrencilerimde kendimde bir rol model olarak alıyorum. Yani olumsuz şeyleri de ben öğrencilerimde nasıl olumlu uygulamam diye feyzini almaya çalışıyorum, öğretmenliğimde yön gösterecek noktalar olarak ele almaya çalıştım¹⁸⁰
181. bu tecrübeler, bence sadece üniversitede başlamıyor. Okula ilk başladığınız andan itibaren başlıyor. Çünkü biz gözlemciyiz zaten. Ya da ben şimdi öğrenci olup dersi izlemem, şimdi öğretmen olup derse giriyorum o da aynı şey, Zaten biliyoruz ortamı. Belki o yüzden öğretmenliğin kolay yanı olabilir.¹⁸¹
182. şu niyetle yapmadım ya öğretmenim fark etsin çalıştığımı ama fark etmiş bu beni çok mutlu etmişti demek ki fark ediliyormuş olmuştum o hoşuma gitmişti belki o yüzden aklımda hep o kalmıştır¹⁸²
183. bütün hocalarımdan birer parça alarak hani olması gerekeni kendime kendim oluşturarak¹⁸³
184. ilkokul öğretmenim Sedat Hoca, çok seviyordum çünkü dersi çok farklı işliyordu yani sıkılmıyordum derste. Çok farklı aktiviteler vardı Diğer derslerde mesela şu vardır şu bilgiyi öğrenmen gerekir ama İngilizce öğretmenimiz o bilgiyi hani nasıl kullanmamız gerektiğini öğretiyordu¹⁸⁴
185. İngilizceden İngilizceye, kelime terimlerini yazmasına hayran kalmıştım hocanın. kelime gruplarını veriyorlardı, kalıp kalıp öğrenin diyorlardı. bana çok eğlenceli gelmişti. Ben onu alıp gün içinde kullanmaya çalışıyordum¹⁸⁵
186. Lisedeki İngilizce öğretmenim gibi öğretmenler bana rol model aslında olmuşlar. Ve şimdi hala o öğretmeni örnek alırım¹⁸⁶

187. Esra Hoca, İngilizce öğretmenimdi, ilkokuldaydım dövmesi vardı bir de çok güzel İngilizce konuşurdu sanırım İngilizce konuşmasından dolayı rol modelim olduğunu düşündüm¹⁸⁷
188. İngilizce öğretmenimi çok seviyordum orta okulda, XXX Morgan, İngiliz bir hocamdı. ben zaten çok seviyorum dili ama yazmayı bana sevdiren kişi oydu çok güzel kompozisyon yazdırırdı. İngilizce öğretmeni olmayı düşünmedim ama düşünseydim o rol modelim olurdu, Mrs. Morgan¹⁸⁸
189. ben de dile bu kadar hakim olmak istiyordum dedim çünkü çok hakimdi dile, çok iyiydi, işinde çok başarılıydı ben de işimi bu kadar seyerek yapmak, bu kadar başarılı olmak istiyordum¹⁸⁹
190. çok kaliteli ve düzgün insanlardı. Belki onların karakter yapısı da etkili bende bu işi yapabilmemde¹⁹⁰
191. baktığım zaman hayattaki benim en büyük şu an ki işim dışındaki tutkumu, hobimi bir öğretmen bulmama yardımcı oldu¹⁹¹
192. benim hayatıma hep bir öğretmen dokunmuş. Yani benim için, öğrenciler için, vaktini harcayan öğretmenler¹⁹²
193. Sorun şuydu, öyle (mentor) bir kişi yoktu¹⁹³
194. mesela bize Vocabulary öğretiminde hep bingo oynardık ya da başka oyunlar oynardık sınıf içerisinde¹⁹⁴
195. Hepsi biz hiç öyle bir şeyler yapmadık, çok sıkıcıydı öğretmenimiz, şöyleydi böyleydi. O da biraz üzücüydü aslında ve sonradan öğretmen olmama karar verdiren şey de buydu biraz¹⁹⁵
196. bize de çok şey kattı. Biz sunumlar falan da yapardık lisede¹⁹⁶
197. Dolayısıyla oradaki İngilizce öğretmenimin bana tavrı farklı olsaydı eğitim hayatım hiç devam etmeyebilirdi. Tavrı şuydu: En son söylediğim cümleyi söyle. Bunun yerine kalk deyip ceza da verebilirdi. Öyle demedi. Bana bir şans verdi¹⁹⁷
198. Şu anda bildiğim her şeyi de Mahmut hocama borçluyum diye düşünüyorum çünkü çok iyi bir temel attı¹⁹⁸
199. hocalarımı da hatırlıyorum mesela isimlerini, kıyafetlerini hep onlar gibi olmak istemiştım hep böyle marjinal, kıyafet olarak bile İngilizce hocaları hep farklıydı. herhalde hayatta altın kelimelerimden birisi farklı olmaktır hani aynılıktan çok hoşlanmam¹⁹⁹
200. gerçekten nasıl teşekkür etsem az, yabancı dil bölümüne gittim. Annemi konuşup ikna etmese zaten bu bölümü okuyamayacaktım. Birinci krediyi ona veriyordum o yüzden kesinlikle²⁰⁰
201. ileride başka bir çocuk da benden böyle bahseder. Belki ben de onun hayatına dokunurum. Evet ya bende böyle olmak istiyordum²⁰¹
202. Şu an her öğrencimde kendimi görüyorum onlara da mesela İngilizce çok karmaşık geliyor gün başında ama yolun sonuna geldiğimizde aa evet aslında öyle değilmiş dedirebiliyorum, bu benim için önemli şey. aynı şeyi ben lisede tekrar tekrar ederken yaşadım İngilizce öğretmenim vardı o bir gün bana dedi ki sen çok iyisin bu konuda o ana kadar bu konuda iyi olduğumu bile bilmiyordum.²⁰²
203. Hale sen bunu yapabilirsin ve yapabileceğine ben inanıyorum. Ben bile inanmıyordum²⁰³
204. 5. sınıfta ingilizce öğretmenimizi biz İngiliz zannediyorduk aslında Alman olduğunu birkaç ay sonra öğrendik. Bize İngilizce isimler takmıştı. Çok sevgi doluydu, çok espriliydi, rengarenk giyinirdi²⁰⁴
205. Hikayelerle öğrettiğini hatırlıyorum. Evet kitabı da işliyorduk ama tahtaya hikayeler yazıyordu onların üzerinden kelimeleri ve kalıpları veriyordu²⁰⁵
206. Dil öğretmeni olmama 7. sınıftaki bahsettiğim hoca çünkü hayata dokunan ve bizimle hayatı da paylaşan bir yönü vardı²⁰⁶
207. derslerimiz çok eğlenceli geçiyordu, o yüzden ben de kendi derslerimde konuları anlatıyorum ama daha böyle eğlenceli hale getirip anlatmayı tercih ediyorum, bu şekilde gördüğüm için. Mesela yeni bir kelime öğreneceğiz ama o kelimeyi asla kendi söylemezdi mesela sözlük yarışmaları yaptırırdı. İlk bilen kazanırdı. Hep böyle bir aktivite eğlence içindeydik.²⁰⁷
208. Derste en çok yaptığı şey her öğrenciyi derse katmaktı. Herkes aktif olarak, isteyerek derse katılıyordu²⁰⁸
209. çok güler yüzlü. bize kızdığı zaman sebebini söylerdi. Bak bunun böyle olması lazım diye²⁰⁹
210. Ben de onu kendime biraz hedef aldım, gerçekten onun gibi olmak istiyordum ki olabildiğimi, umarım olabildiğimdir, düşünüyordum²¹⁰
211. şu an öğretmenlik yaparken yaptıklarını hatırlayıp böyle bende yapıyorum/ yapmalıyım dediğim iki öğretmenim var biri İngilizce öğretmenim biri de ilkokul öğretmenimdi ondaki sabrı, şefkati, sarıp sarmalamanın da öğrenciye öğretmede etkili olduğunu ilkokul öğretmenimden öğrendim.²¹¹
212. bir de anlamadığım şeyde eğilip soruyordu ben bunu mesela kendi öğrencilerimde de yapıyorum anlamadığım dediği ya da kafa karışıklığı yaşadığını anladığım her öğrencinin mutlaka yanına kay deyip oturuyordum²¹²
213. ama çocuk onu kendisine birebir söylediğin için daha çok alıyor öğretmenimin bana yaptığı şey buydu ekstra ilgilenmekti değer vermektı belki önemsemektı²¹³
214. ben de sevmiyordum ama sevdiren biri çıktı belki ben de ona sevdirebilirim bu şekilde elimden geleni yapmaya çalışıyorum²¹⁴
215. biraz disiplinliydi ama aynı zaman da öğrenciler ilişkisi çok iyiydi hani ikisinin ortasını bulmuştu ben öyle bir öğretmen olmak istiyordum²¹⁵
216. öğrencilerimden biri olumsuzluk yaptığında, önce ne yapmaya çalıştığını veya ailesinde bir sorun olup olmadığını veya belki de gerçekten dinleyip dinlemediğini ya da dinleme metodunu farklı olup olmadığını anlamaya çalışırdım. Çünkü bana öyle davranıldı²¹⁶
217. Bu hala bende de geçerli. Onlara önem veriyorum. Böyle olsun ama çok başarılı olmasın sorun değil, yeter ki saygılı, efendi olsun²¹⁷
218. Genel kültür çok vermeye çalışıyorum. İnanmayabilirsin, sana ters gelebilir ama saygı duyacaksın²¹⁸
219. ilk tanıştığımız gün demişti ki sıradan bir öğretmen olmak istemiyorum. Herhangi bir sıkıntınız olduğuna, üzüntünüz olduğunda çok özel değilse eğer bir kakao içeriz siz de bana sıkıntınızı anlatırsınız²¹⁹
220. İngilizce öğretmenleri tarafından sevilmek, saygılık görmek, başardığının bana gösterilmesi bunların çok büyük etkisinin olduğunu düşünüyorum. Aynı şekilde ben de şu an çevremdeki insanlara ve öğrencilerime bunu yaymaya çalışıyorum. elimden geldiğince en azından²²⁰
221. her öğretmenimden veya her hocamdan beğendiğim şeyleri aldım ben. Mesela bazen konuşuyorum, bir an duruyorum şu an ben konuşmuyorum diyorum kelimeler bile ona ait. mesela işte öğrenci yanlısı konuşan bir hocamın cümlesini söylüyorum o an o aklıma geliyor. Tahtaya yazı yazarken mesela birinin Bakın böyle yazmalısınız deyip öyle yazdığı şekilde yazıyorum.²²¹
222. Her şeyin genel olduğunu görüyorsunuz, izlem yolu bir. Orda da bir öğretmen geliyor derste, öğreteceği konunun grammarini veriyor, size sorular sorular soruyor, etkileşimde bırakıyor sizi ve mesela grup çalışması yaptırıyor. Aynı

- şeyleri düşünüyorum, dünyanın neresine giderseniz bu teknikte gidiyormuş galiba derslerde ben de onu yapıyorum, o metotta gidiyorum.²²²
223. Aslında belki de onun tekniğini kullanıyorum o bir şeyleri birleştirmeyi, üstüne koymayı, kelimeyi cümle yapmayı, cümleyi işte artık bir paragraf haline getirmeyi, onunla kendini ifade etmeyi öğretiyoruz²²³
224. Düşen heceler yükselen heceler ve ben şimdi o müziğin aynısını çocuklara anlatıyorum²²⁴
225. dilin kültürünü de vermeye çalışıyordu bence en olması gereken şey o. ben ondan öğrendiğim şu an ne var mesela o bir şeyin hem Türkçesini hem İngilizcesini söylüyordu önce İngilizcesini sonra anlamayanlar için Türkçesini aynı şeyi bende yapıyorum²²⁵
226. İngilizce anlatılırdı derslerimiz ama bazen vazgeçerdi. Sonra yine de çevirme ihtiyacı hissedirdi. Öyle bir metot kattı bana. son zamanlardan örnek vereyim; bir problem ve onun tavsiyesi üzerine bakıyorum söz alınmıyorsa tamam Türkçe söyleyin beraber İngilizce yaparız diyorum. Aslında sevmediğim halde biraz buraya da gidilebileceğini bana gösterdi.²²⁶
227. gelen kişi notu daha yüksek alıyordu. Yani benim dersime katılmasının farkı olmalı bir öğrencide²²⁷
228. ben hala da onun gibi bazen anlattığımı fark ediyorum yani çok sıkıyorum çocukları, bir şey olduğu zaman bazen hoşuma gidiyor onun gibi davranmak. O da çok rahat davranırdı²²⁸
229. Çok detaya girmezdi. Biraz daha basit. Arada Türkçe söylerdi. Şu şundan dolayıdır. Onun anlattıklarını kolay anlıyordum²²⁹
230. Bir kalem kağıt var mı göstereyim nasıl anlattığını hemen kısaca, en çok niye hoşuma gidiyordu²³⁰
231. Şuan Ali Abbas Hoca size anlattı. Gerçekten aynısı. Bu benim aklımda kalıyordu işte. Detay yok. Ben de böyle anlatıyorum okulda. Ve böyle anlıyorlar²³¹
232. Almanca hocamız vardı. Onun da dersleri çok özel geçirdi. Yani sıradan bir dersten ziyade bize çok farklı eserler okuturdu. İşte dünyayı, insanlığı düşünmemizi teşvik ederdi²³²
233. önünde bir dünya var senin bu dünyada yapman gereken şeylerin var²³³
234. inanılmaz yetenekliydi ve ilgiliydi, çok ilgilenirdi bizimle. Onunla geçen dersler çok daha eğlenceliydi. Onun huyundan dolayı belki de daha çok bu işi sevdim²³⁴
235. her konu hakkında böyle saatlerce konuşabilirsiniz derler ya bazıları okyanustur, bir de kitap hediye etmesi, e nereden alabileceğini de bir yandan sana gösteriyor. Kitaplardan gelmiş belli ki²³⁵
236. dil bilmek ne kadar güzel bir şey²³⁶
237. çok öğretmen merkezli bir eğitimdi Türk eğitim sisteminin kötü bir yanı olarak sınav olduğu için sürekli soru çözme, soruyu anlamadıysan, bak bu böyle şu şöyle. Hiç öyle eğlenceli bir şey hatırlamıyorum²³⁷
238. Direkt grammar-based bir eğitim vardı. grammar vereyim, şunu yapın. Sadece öyle. Onun dışında context olayı yoktu ne yazık ki bir kitabımız vardı, o kitaptan öyle geç git olarak ilerliyorduk²³⁸
239. Madem böyle kural var bize neden böyle öğretildi? bize her zaman şey derlerdi ilkokul orta okulda, 'was' dan sonra 'ing' getiremezsiniz fiile, fiil gelmez, was were'e. sonrasında biz tabii öğrendik Past Continuousu. Yani kullanırken ileride bunu bilmediğim için kullanamayacak mıyım eğer dil sınıfına gitmeseydim? hep böyle öğretildi ne yazık ki.²³⁹
240. çok fazla sınıf içerisinde İngilizce konuşan öğretmenlerim olmadı hep yazdım grameri yazdım eki belirterek -s takısı altını çizerek yazdım. Maalesef Türkçesini de yazarak. hem İngilizce definitionu yazıyorum ve ardından Türkçesi iki başlık definition İngilizce, tanımı Türkçe²⁴⁰
241. işte çeviriyoruz daha sonra sorulara geçiyoruz işte burada böyle derse bu olur, bu olmaz gibi öğretti şu an hocamı eleştiriyorum²⁴¹
242. dil sınıfında sınava yönelik hazırlanıyorduk, dil sınıfındayım diye açıkçası çok fazla dinleme, konuşma ve uygulamalı şeyler yapmadık. çünkü niye, sınavı kazanmamız için çok iyi gramer yapabiliyor olmamız gerekiyordu. Tabi dil sınıfına giderken hayalim bu değildi²⁴²
243. sınıftakini, hatırlıyorum hoca çok gramer odaklı anlatıyordu o yüzden belki biraz sevmiyordum²⁴³
244. I have got, you have got onlardan tek tük hatırlıyorum²⁴⁴
245. Teypten dinletirdi, biz takip ederdik. Listening, çok fazla diyalog olmazdı. Yani pek fazla açıkçası konuşmuyorduk. Daha çok yazım. Bir şey üzerine fazla duruyorduk okuma ve yazma üzerine²⁴⁵
246. Hocamızın (middle school) böyle flash kartları vardı. Umbrella'yı hiç unutmuyorum. Kartlarla öğretiyordu. Ama sadece flaş kartları hatırlıyorum mesela. Tahtaya yazıp gramer kısmını hiç hatırlamıyorum. bize bir şeyler anlatmaya çalışmıştır Belki de onu (high school) da çok net hatırlamıyorum nasıl öğretti nasıl yaptı ben o sınavları nasıl geçtim ezberledim de geçtim herhalde. Ezberliyordum (university-engineering) 10 tane kelime, geçiyordum.²⁴⁶
247. Bana öğretilen şekilde değil de belki daha iyisini vererek öğretmeye çalışıyorum²⁴⁷
248. görsel, duyuşal gibi şeyler yaparak ve güncel şeyler getirerek kalıcılığı oluşturmaya çalışıyorum. Çünkü benim öğrenme metodum demek ki bu. ortaokul, lise, onlar gibi gördüm az saatlerde. Hiçbir kalıcılığı yok, hiçbir şey hatırlamıyorum²⁴⁸
249. kendi öğretmenliğimde ben neden rahatsız olduysam çocuklara bunları yapmamaya çalışıyorum. bu olumsuzluklardan beslenerek iyi hale geldiğimi düşünüyorum mesela şu an öğrencilere sunum yaptırıyorum. Benim öğrencim 5. sınıf ama ben üniversitede de en çok yaptıkları şey o olduğu için, şimdiden başlatıyorum. biz öyle şeyler yapmadık, çok klasik gidiyorduk.²⁴⁹
250. yanında rahat değildik mesela. Yani diken üstünde duruyordum. Ben böyle olmamaya çalışıyorum. Çocukları çok sıkılamaya çalışıyorum. Sıkımayım deyip de serbest değil. Yani iyice serbest bırakmıyorum ama çok da boğmak da istemiyorum gerçekten²⁵⁰
251. Ben bir çocuğun dinlenilmediği zaman ileride de anlatmayacağını düşünüyorum. Ben bence bu konuda bir istisnaım. ama ben öyle olmamayı kendim seçtiğimi düşünüyorum²⁵¹
252. sen yapamazsın sen edemezsin²⁵²
253. hayatımda yemediğim azarı yemişimdir²⁵³
254. Kim ödevini yapmadı diye sorduğunda ben parmağımı kaldırdım ve çok fena bir azar işitiştim onu hiç unutmuyorum²⁵⁴
255. İngilizce dersine bir hanım giriyordu ama İngilizce'ye çok vakıf değildi maalesef²⁵⁵
256. işini severek yapmayan ve bunu bize yansıtıyordu beni de sevmediğini düşünürdüm²⁵⁶
257. lisedeki öğrencilerim özellikle biliyoruz ama işte bunu söyleyecek özgüveni, bir araya getirecek yeterliliğe sahip değiliz diyorlardı aynı eksiklik bende de vardı, ki hala olabilir çünkü kimseyle konuşamıyoruz²⁵⁷
258. ben konuşmayı üniversitede öğrendim aslında. yani tam anlamıyla ne söyleyeceğimi, ne yapacağımı veya işte nasıl çalışılır speaking derslerine ya da ne bileyim konuşmamı nasıl geliştirebilirim²⁵⁸

259. Ama konuşurken güvenemiyorum, benimle aynı kulvarda giden bir arkadaşımın daha geri planda hissediyordum çünkü bende bu eksiklik vardı. Fakat meslekte bu işi yaparak yaparak aştım tabii ama²⁵⁹
260. Ben konuşmak istiyordum dedim, yani hani bunu da konuşulan bir ülkede görmek istiyordum²⁶⁰
261. Ama ben kendimden nedense bir böyle native gibi herhalde beklemişim. Speaking beni en yoran kısım oldu²⁶¹
262. yabancı dili konuşmaktan utanır, biraz çekinir değil mi? Yani bende de ilk başlarda o vardı, yani toplum içinde İngilizce konuşmak. Onu aştım, şimdi rahat rahat konuşuyordum²⁶²
263. Her dilin bir müziği var²⁶³
264. kuralını bilmeden bir şeyi taklit etmekle hocamızın anlattığı kuralları öğrenmek çok önemliydi. Mesela ben schwa sesini niye ı'ya dönüştürüyor bazı heceler bunu çözemiyordum²⁶⁴
265. Ve sonrasında İngilizce konuşmamda ciddi anlamda bir telafuz farkı oldu²⁶⁵
266. yaptığım işi iyi yapmak adına derslere ağırlık verip telafuzlar vs. tercüme konusunda kendimi geliştirdim²⁶⁶
267. hangi harften sonra ne gelirse nasıl okunacak? Ezberimde yok ama gördüğümde okuyabiliyorum onu çok iyi almışım²⁶⁷
268. telaffuzumla alakalı çok özgüvensizdim. Çok, uzun yıllar boyu. mükemmel olmasına zorluyoruz. Bu kendime yaptığım baskı²⁶⁸
269. öğrencilerime ilk başta bunu söylüyordum. mükemmel İngilizce konuşmak zorunda değilsiniz. Keşke zamanında biri de bana bunu söyleseydi. Çünkü dil uygulama yapılarak öğrenilecek bir şey. Bende daha cesur olurum belki üniversiteye kadar beklemezdim daha çok konuşurdum²⁶⁹
270. pronunciation konusunda çok yetenekli değilim. ben bu dili 2. öğreniyordum bir native değilim. sen de bir de onu yapmak için uğraşma, sadece öğren diyordum²⁷⁰
271. Listeningde bayağı aktiftim. Hırs ediyordum. Anlamıyordum, gerçekten anlamıyordum, zoruma gidiyordu. Ya nasıl anlamam diyordum. Bilmediğim hiçbir şey yok. Bütün kelimelerini biliyorum, niye anlamıyorum²⁷¹
272. Sonra bunu da şöyle yendiğimi düşünüyordum. Konsepti düşündüm. Ya ben o kelimeye bakmayayım. Ben bir yerden sonra boşluklara bakmadım ilk dinlememde, ikincide bakmaya başladım. Kendimce o sıra bir strateji geliştirdim. Ben şimdi öğrencilerime böyle anlatıyorum²⁷²
273. 10 yaşında ilk defa yurt dışında bir okula başladığımda sınıf arkadaşlarım zar zor kendimi ifade etmeye çalıştığım zaman sen niye çok yavaş konuşuyorsun demişlerdi. kendimi kötü hissetmişim, ben ne zaman onlar gibi konuşacağım diye²⁷³
274. iyi ki de öyle oldu diyordum yani hani oraya maruz kalarak kullanarak öğrendim²⁷⁴
275. Bilgisayar, internet, oyun oynama isteği. Bunlar bana yardımcı olan şeylerdi²⁷⁵
276. Ben internet sayesinde orada yaşayanlardan çok uzak kalmadım. Birkaç kablo bizi birbirimiz ile alakalı hale getirmişti. Yani dil öğretmeni olmaya beni en çok hazırlayan şey internettir, başka bir şey değildir. İnternetteki belli bir yer de değildir. İnsanın kişisel araştırma hissi, hevesi, merakı ile birleşen şeydir. Eğer bunu destekleyen bir hocam olsaydı, o hocanın ismi ile beraber internet derdim. Öyle bir şey de olmadı.²⁷⁶
277. Duolingo var. kendim de kullanıyorum Üniversitede Fransızca öğrenmiştik unutmamak için. İki dil arası aktarımla çok daha güzel öğrenildiğini düşünüyordum²⁷⁷
278. çok güzeldi, çok büyük bir şanstı benim için. Sonra orada mesela ben bizim ne kadar farklı yansıtıldığımızı gördüm²⁷⁸
279. 15 gün Hollanda'da kaldım. O 15 günde öğrendiğimi belki 3 yıl da öğrenmemişimdir. çok dolu bir programdı. Yani her ülkeden öğrenciler vardı kültür olarak da dil olarak da en iyi tecrübelerimden birisi bu diyebilirim²⁷⁹
280. Konuşma kısmına aslında geçişim biraz orada oldu diyebilirim. bakış açım genişledi bir kere en önemlisi dile bakış açım çok farklı bir duruma geldi. sadece ezberlediğimde öğrendiğimi sanıyordum ama öyle değilmiş²⁸⁰
281. Bildiğim birçok şeyi orada konuşurken ben problem yaşadım mesela telaffuzun ne kadar önemli olduğunu orada anladım²⁸¹
282. Yaşayarak öğrenmek her zaman daha önemli²⁸²
283. İngilizce öğretme şeklimiz Lado Serisi diye bir kitap vardı gramer ağırlıklıydı. Ben gramer ağırlıklı eğitimin de çok güzel olduğunu düşünüyordum²⁸³
284. Okulumuz bize ses laboratuvarı imkanı sunuyordu Askeri lisede olmamızın imkânıydı ve orijinal İngilizce sesinden dinleyebiliyorduk. askeriye de vardı diğer okullarda yoktu²⁸⁴
285. zaman için çok ileri bir teknoloji. Diğer okullarda kitapta motomot bizde fazlası evet vardı o döneme göre çok fazlası vardı. şanslılardan sayılırız o konuda²⁸⁵
286. Kendi eğitimimizde çok kuralcı bir şekilde öğrendikten sonra iki sene de diğer dersleri yabancı dilde görmüştük. Doğru yanlışlığı tartışılır ama çok faydasını gördüm²⁸⁶
287. Bir arkadaşım bana bir kitap verdi: İngilizce gramer kitabı. 1 hafta hiç evden çıkmadan bitirdim ben gramer kitabını. ne kadar güzel bir şey bu dedim her şey oturdu kafamda²⁸⁷
288. Hazırlık dönemi olması, benim için çok büyük etkiliydi. Ben heyecan duydum. Yani listening diye bir ders var. O sistem çok güzeldi. Öğrenci birden bire burst yani hemen hiçbir şey bilmeyene bile öğretecek bir sistemdi²⁸⁸
289. Dil öğrencisi olarak çok çalıştığımı hatırlıyorum. kendi başıma çalışarak çabalayarak öğrendiğimi düşünüyordum²⁸⁹
290. çalıştıkça, yaptığımı gördükçe a demek ki öğrenilebilen bir şeymiş. Yapılabilen bir şeymiş diyerek ilerlemeye devam ettim²⁹⁰
291. dil öğrenirken de işte nasıl öğrenirsiniz bunu işin içinde olmanız lazım, ben o yüzden hep kulak aşinalığı olsun, bir input olsun. Hep dizilerden, kitaplardan, şarkılardan faydalanırdım²⁹¹
292. Bütün şarkı sözlerini Almanca'ya tercüme ediyordum ve bu bana gerçekten çok ciddi bir kelime hazinesi kazandırdığını fark ettim sonraki yıllarda özellikle üniversitede²⁹²
293. üniversitede hazırlıkta şöyle bir tavsiye gelmişti. Hiç anlamasanız bile günde 10 dk 20 dk İngilizce bir şey dinleyin. Kulak aşinalığı olsun. Onu mesela hiç bilmeden ben yapmaya çalışıyordum. Ve çok faydasını gördüm²⁹³
294. subtitle yaptığım günleri hatırlıyorum. Bir filmi 3 kere 5 kere izleyip dur ben bunu kendim yapıcam deyip böyle ya da işte bir makaleyi alıp saatlerce üzerinde belki 1-2 satır bile ilerlediğim anlar oldu²⁹⁴
295. maruz kalmak çok önemli. Sürekli bir şey o dille ilgili bir şeyle ilgilenmek lazım²⁹⁵
296. şimdi kendi öğrencilerimde de görüyorum, konuşma korkusunu ben de uzun zaman atamadım. o yüzden ben biraz okul dışında bu dinleme, okuma, çalışmalarını kendim yaptım²⁹⁶
297. ben gerçekten öğrenmek istedim²⁹⁷
298. kendimi zorladığımı biliyorum, ben de onlara empati kurarak Evet İngilizce öğrenirken bir emek vermek lazım diyordum. Özellikle belli bir yaştan sonra²⁹⁸
299. en çok kendi tecrübelerim okuldaki öğrencilik tecrübelerim yardımcı oldu ben hep şunu söylerim ben nasıl anladım²⁹⁹

300. ben hep bu şekilde öğrendim present perfect tense şöyle olur bundan sonra bu gelir falan bu bence dil değil matematik. Contextle, resimlerle. speaking mi yaptırmak istiyorsun atıyorum bir resim açarsın onu anlatmasını istersin³⁰⁰
301. Korku olsun istemiyorum. Acaba düşük alacak mıyım değil de, ben onların öğrenmesini istiyorum. Çünkü ben böyle öğreniyorum. Mesela korkmamalıyım çünkü korktuğum şey benim için etkili olmuyor³⁰¹
302. böyle eğlendiğim için ben bunları yaparken aslında tamamen İngilizce ile uğraştık öğrencilerimin de böyle olmasını istiyorum, eğlensinler istiyorum İngilizceyi öğrenirken³⁰²
303. Ben şu anda 8. sınıflara diyorum mesela olumsuzluk ekleri var in-,un- gibi onları veriyorum³⁰³
304. öğrencime diyorum; yaptığınız ödevleri sesli okuyun, çok katkısı var. Ben o şarkıları ezberleyip, söylüyordum³⁰⁴
305. ben biraz böyle deneme yanılma yaşadım, deneysel yaşıyorum biraz geç bulmamı sağladı sevdiğim ve seveceğim mesleği, aslında geçmişte benim kafamın karışıklığını düzeltecek bir sürece bir guide'a ihtiyacım vardı³⁰⁵
306. benim böyle bir süreçten haberim yoktu. Beni bir yönlendiren insan yok³⁰⁶
307. öğretmenlerimin katı tutumluydu, çok sevecen bir öğretmene hiç denk gelmedim³⁰⁷
308. Bir tane Rehberlik Öğretmeni vardı. Benim okulum iyi bir okul olduğu halde, Rehberlik Öğretmeni hiç yani "şunu seçin, bunu seçin" kısa kısa şeyler söylerdi biterdi. Şimdi okullarda Rehberlik Servisi inanılmaz. Çocuğun "a"sından "b"sine kadar ilgileniyorlar. O zaman o yoktu. Emin olun kolejde bile yoktu yani o bakış açısı yoktu.³⁰⁸
309. 3 tane öğretmen değişmesi çok kötü bir şeymiş dilde ben onu anladım³⁰⁹
310. burdaki eğitim sistemi Almanya'dakinden çok farklıydı, çok farklı olduğu için uyum sürecinde sıkıntı çektim ve dil bölümünü tercih ettim³¹⁰
311. Benim için bir anlam ifade etmiyordu çünkü o seviyenin çok üstündeydi benim İngilizcem³¹¹
312. burslu olduğum için oradaki kişilerle uyum sağlayamadım. okulla bir türlü barışamadım. Ondan sonra okula gitmemeye başladım³¹²
313. buradaki uyum sürecini falan düşünmüyorum. İşte asıl hatayı ben orada yapmışım³¹³
314. biraz böyle dershane gibiydi, hoşuma gitmedi işte o zaman okulda bulamadığım şeyi yurtta buldum. Yurt arkadaşları, farklı insanlarla tanıştım, farklı arkadaş çevreleri derken ben daha çok zamanımı yurtta geçirmeye başladım. Sonra okulu bitiremedim. Sürem doldu³¹⁴
315. sürekli böyle daha iyi olacağız daha iyi olacağız. şu kadar puan yapmamız lazım, şurayı kazanmamız lazım³¹⁵
316. Stajdayken bile o kadar çok şey yapmamız gerekiyordu ki, materyaller, hiç hata yapmamamız gerekiyordu. biz bu kadar sıkı bir eğitimden geçmişken ve notlarımız onlar kadar iyi değilken; diğerleri böyle bir eğitimden geçmeyip bol bol not alıp bizim önümüze geçtiler³¹⁶
317. belki sınava yönelik hazırlanmanın tek olumlu yanı oydu. takdir etmiyorum ama bir şekilde bir yarış halindesin³¹⁷
318. biz de biraz zorladık öğrenci bulalım diye. On kişiyi bulup sınıf açtık. Bu gerçekten şansım mı diyeyim³¹⁸
319. Anadolu liselerinde talep olmuyor çok fazla o yüzden sözel bölümü açılmıyor. İngilizcem iyiydi ama bölüm yoktu okul değiştirecektim³¹⁹
320. "(the administration) seçersen eğer sadece sen seçersen bir arkadaşın daha var seni düz liseye yazarız dediler³²⁰
321. Aynı şeyi bir daha, bir daha ve bir daha tekrarlıyordu. Okulda mı öğrenecektim? Tabii ki okulda da bir şeyler öğrendim ama okulda öğrendim diyen gerçekten bravo. Ayrıca yanlış öğrenilir³²¹
322. ortamı görmek, çok etkiliydi bence. benim lisede öğrendiğim, anlat, test çöz yöntemini onlarda uygulamış olabilirim³²²
323. bütün derslerimizi İngilizce görmek durumunda kalmamız, bir çok öğrencide başarılı olabileceğini gördüm³²³
324. orada bir okulda, yurt dışında olmanın verdiği bir avantaj var Türkiye'de bunu bu kadar hızlı yapamazsın bütün dersleri İngilizce görme, CLIL sistemi yani³²⁴
325. Almanca eğitim veren, hocalarının bir kısmı da Alman olan, derslerin bir kısmının Almanca okutulduğu bir okul³²⁵
326. bunların hepsi bize bir tecrübe kazandırıyor yani çok ileri, hızlandırılmış bir sınıfa nasıl öğreteceğine dair gibi³²⁶
327. Bunların hepsi tecrübe çünkü daha önce klasik anlattığınızda sınıfın modunun düştüğünü fark ediyorsunuz, farklı yöntemleri serpiştirdiğinizde motivasyonların müthiş yükseldiğini bir anda ivme kazandığını görürsünüz³²⁷
328. başka okullarda çalışmanın başka öğrenci yaş gruplarıyla onlar da bana baya katkı sağladı³²⁸
329. benim ana okulu tecrübem vardı onun faydası oldu³²⁹
330. ana okulunda öğretmenliğine başladım ilk öğretmenlik tecrübem bu şekilde, iki sene kadar orada çalıştım ana okulu öğretmenliğini çok seviyordum meslek olarak yapmak devam etmek istediğim bir şeydi³³⁰
331. hazırlıklı bir şey değil al şu kitabı şuradayız diyorlar falan burayı öğret tam öğretmenlik sınıf tecrübesi orada olmuştu³³¹
332. kreşte İngilizce öğretmeni olarak başladım üç subesi olan bir okuldu haftanın birer günü³³²
333. şöyle daha büyük etkilerim olduğuna inanıyorum ben, kişiyi gerçekten tanımaya vakit bulup onun neler yapabileceği, onun yetenekleriyle neler yapabileceğini hayal edebilmem gerekiyor³³³
334. şu an mesela bu düşüncelerimi oluşturan ne dersiniz, çalışma hayatım. Yani ilk yıl çalıştığım kurumda biraz bir şeyler oluştu³³⁴
335. Bu yıl yaşadığım kadar problem hiç yaşamamıştım. Bu yıl karşılaştığım problemlerle geçen yıl veya önceki yıl hiç karşılaşmamıştım ama çok garip bir şekilde bunlar karşısında verdiğim tepkilerin biraz daha etkili oluşunun sebebini bu geçen 2 yıla bağlıyorum³³⁵
336. çocukların bazı acımasız yönlerinden dolayı çok üzüldüğümü, çok yıprandığımı hatırlıyorum³³⁶
337. öğretmenlik tecrübesiyle ve formasyonda olan öğretim tekniklerini kazandıkça artık beni etkilemesine izin vermiyorum³³⁷
338. 2. Sınıflara giriyoruz mesela, karşıdaki öğretmen Türkçe bilmiyor, çocuk İngilizce bilmiyor ama çok güzel bir şekilde yürüttüklerini gördüm. Belki de bizde eksik olan şeylerin biri budur. Daha çok İngilizce kullanmamız lazım³³⁸
339. Düşükse mesela aldığı not söylediğinden kağıdını gösteririm eğer değilse göstermem. Çünkü bu biraz daha ucu açık bir konu hepsine göstersem farklı problemler çıkabiliyor³³⁹
340. Yine ilk yıldan öğrendiğim gibi yazılı sorularının benzerlerinin bence çocuklara gösterilmesi gerek³⁴⁰
341. öğretmenin ilk izlenimi bence çok önemli böyle icebreaker larla falan yani benim için atmosfer çok önemli³⁴¹
342. XXX Koleji'nde çalışırken yine öyle dil yeteneği çok iyi olan bir öğrencim vardı. Biz onla chat üzerinden Yüzüklerin Efendisi'ni tartıştık³⁴²
343. romanı İngilizce'sinden oku. Ama işte anlamam, hayır anlarsın çok net hatırlıyorum hani öğretmenliğime heyecan katan bir öğrenci olarak³⁴³
344. bize yurtdışından hocalar geliyordu. Yine bu metodlarla ilgili eğitimler de alıyorduk onun öncesinde bilmiyordum öğrenme metodları nelerdir³⁴⁴
345. tam oturmamış konu aklıma mesela, ben anlatırken daha güzel anlatıyordum öğrendiğimi hissediyordum konuyu³⁴⁵
346. kendinizi utanacak duruma sokmamayı öğreniyorsunuz bilmediğinizi de o kadar güzel saklıyorsunuz ki³⁴⁶

347. Adı üstünde Aday Öğretmen” Tabi yavaş yavaş, öğrencileri tanıyarak, kendime güvenim gelerek, daha hızlı, daha kolay, daha basit anlatmaya başladım. 1 yıl geçti, Şimdi daha iyi olduğumu düşünüyorum³⁴⁷
348. Tam bulamadım (the balance) ama daha öğreniyorum³⁴⁸
349. Öğretmenliği de sana öğrencilerin öğretiyor, sen istediğin kadar oku çalış hazırlan³⁴⁹
350. insan öğretirken öğreniyor³⁵⁰
351. Ne yapmam gerektiğini zamanla öğrendim Baktınız writing yazdınız hemen arkasından speakinge geçin ki hani böyle alçalıp inen dinamikler oluşturmak lazım derste³⁵¹
352. her sene kendime yeni bir şey kattığımı düşünüyorum, aynı yaş grubuyla çalıştığımda bir önceki sene o yolu kullanmamla bir sonraki sene üzerine kattıklarım bile çok farklı, ki ilerledikçe seneler çok daha üzerine ekleme yapacağımı düşünüyorum³⁵²
353. Hiç sorun yaşamadım son zamanlarda³⁵³
354. Aslında çok şey öğrendim çünkü dünümle bugünüm bile aynı değil. Yani mesela ilk öğretmenliğe başladığımda ki tavrımla, tutumumla şu an bir değil³⁵⁴
355. daha çabuk bir şeyleri yapmayı öğreniyorsunuz³⁵⁵
356. Bunların hepsi bana bir sonraki aşamada hep katkı sağladı³⁵⁶
357. Bunlar zaman içerisinde öğreneceğim şeylermiş gibi geliyor ve parça parça öğreniyorum³⁵⁷
358. Bir süre sonra deneye deneye çocuğun ilgisini çeken konuşma tarzını, cümle yapılarını buluyoruz. Onu kullandıktan sonra en azından o ders için günü kurtarıyoruz aslında bu ders için ilgi uyandırdım, güzel en azından bugün işleyebildim, yarın başka bir şey yapacağız³⁵⁸
359. Çok naifti. formasyonda öğretilen çocuğa şöyle yaklaşırsan şu tepkiyi alırım, böyle yaklaşırsam bu tepkiyi alırım, öyle keskin doğrular yok yani siyahla beyaz kesinlikle yok³⁵⁹
360. Ve o çocuk cümle kurdu yani. Yani böyle birazcık onları yaşayarak öğreniyorsunuz o yönden beni zorlayan kısım o oldu³⁶⁰
361. çok idareye gönderiyordum itiraf edeyim³⁶¹
362. Çok sert başladım çünkü bir tek onunla halledebileceğimi düşünüyordum Başka yollarını buldum mesela öğrencinin bana karşı bir tepkisini fark ettiğimde hemen çağırıp görüşüyorum. Şimdi fark ettiğim bu, tecrübesizken tek bir yöntemle, şimdi aynı an içinde birkaç farklı yöntem bulabiliyorum.³⁶²
363. geçen sene idarecilerime sorsaydınız %100 derlerdi otorite problemi var. Ben de bunu kabul ederdim yapamadım yani olmadı, bir şeyler eksik gitti. Ama bu sene sorsanız onu çözdüğümü söylerler³⁶³
364. ne olabileceğine dair somut bir şey görmek istiyor çocuk çünkü. Bu noktada biraz zorlanıyoruz bana kalırsa belki de işimizin en zor kısmı bu³⁶⁴
365. benim yaşadığım zorluklardan, öğrenci profilini iyi oturtmak öğrencinin hangi noktada doğru söylediği hangi noktada yanlışlığı, öğrenci nereye kadar sizi yanıltmaz ne kadar yanıltır o konuda beni zorluyor³⁶⁵
366. ben yıllardan sonra gelmişim, çocuk davranışını anlamıyorum. kızdığım çok öğrenci oldu³⁶⁶
367. susmuyorlar, saygı sıkıntısı var, ders anlatma problemi var. tam konuya başladığınız anda tam anlatıyorsunuz alakasız bir şey soruyorlar³⁶⁷
368. Gürültü oluyor okullarda biliyorsunuz. Anlatabilmek için ya da kendinizi dinletebilmek için sesli konuşuyorum³⁶⁸
369. telefonda evde sesli konuşuyorum bazen yadırgıyorum³⁶⁹
370. Bağırmağa başladım yani şöyle ama çocuklara agresiflikten değil, sesim yükselmeye başladı. Yani konuşmam değişti. çocuklara sürekli bir şey anlatmak için sesini yükseltmen gerekiyor³⁷⁰
371. İlk başlarda çok bağıriyordum, işe yaramıyordu. Şimdi mesela bağırmağayı öğrendim³⁷¹
372. Diyafram nefesimi kullanamıyorum ama ses tonumu çok iyi kullanıyorum. konuyu anlatmaya devam ederken bir anda çıkıp bir anda inme dediğim gibi sınıf içinde öğrendim³⁷²
373. neyi öğretebilirimden ziyade nasıl öğretim'i anlamaya başladım cümleyi öğreteceğimi biliyorum ana nasıl öğreteceğimi bile ne kadar yaparsam yapayım her farklı öğrenci de farklı bir şey öğrenmem gerekiyor³⁷³
374. öğrenme devam ediyor bir şekilde, dil öğrenme değil ama mesela yöntemleri öğrenme. mesela bir yöntemi deniyoruz o yöntem o sınıfa uygun değil diğer yöntem çok daha etkili. sınıfa girdiğim an o sınıfın neye uygun olduğunu zamanla daha iyi çözüyoruz³⁷⁴
375. Fen-Edebiyat olduğu için a, b nasıl öğretilir de öğretmek öğrendim³⁷⁵
376. onlara sınav hazırlarken benim kafamda hep klasik bir şablon vardı şimdiye kadar ama o şablona bazı öğrencilerin oturmadığını görüyorum Mesela seneye bunu bilirim o öğrenciyle alakalı³⁷⁶
377. her zaman benim anlatış tarzım doğru olmayabiliyor. Doğruları bula bula gidiyorum henüz. Henüz her şeyin en doğrusunu bilmiyorum. Tecrübelerimden yola çıkarak yöntemler geliştirmeye çalışıyorum³⁷⁷
378. irregular verblerle ilgili bir rap parçası var onu dinletiyorum. çizgi filmlerden kesitler alıyorum, Bunların hepsi öğrenme çünkü daha önce klasik anlattığınızda sınıfın modunun düştüğünü fark ediyorsunuz³⁷⁸
379. slayt yapmayı, resimleri kesmeyi, izlediğiniz her film daha işte evet bu karede atıyorum simple past var bunun kullanıldığı yeri kesip kenara koymayı ve bunları verimli bir şekilde kullanıp derse aktarmayı öğrendim³⁷⁹
380. kuralları tahtaya yazıp sonra alıştırma yapan bir öğretmenden ilk başta, sonra bu işin bazen çok sıkıcılaştığını gördüm sınıfa kukla getirdiğimde çok büyük bir heyecan kattığını fark ettim³⁸⁰
381. Google’a konunun sonuna nokta ppt yazınca PowerPointler görüntüyor. İşte bunlar mesleğim içinde öğrendiğim şeylerden³⁸¹
382. çok sıkıyoruz çocukları İngilizce konuşun İngilizce konuşun ve bu onlarda ters tepebiliyor bazen bunun ne zaman hangi durumlarda ters teptiğini İngilizce öğretmeni olunca anladım³⁸²
383. Çocuklardan da gözlemlediğim bu, ne kadar çok somut olarak kullanabilip gösterebiliyorsam çocuk onu o kadar çok alıyor. Kesinlikle kağıt üzerinden öğretilebilecek bir ders değil. Aslında bunun bir ders olmadığını öğrendim³⁸³
384. çocuklara kelimeleri siz kendiniz bulup getirin diyordum. Baktım bir süre sonra alakasız kelimeler bulmaya başlıyorlar bu sefer ben vermeye başlıyorum³⁸⁴
385. artık testleri vermek yerine onların hepsini derste çözüp, gerekirse dersi ona ayırmayı doğru buluyorum³⁸⁵
386. daha çok kullanmak üzerine, daha çok görmek üzerine, daha çok algılamak üzerinde duruyorum şu anda³⁸⁶
387. Öğrenci tamamen hazırlıksız geldiğinde sen o dersi yapamıyorsun. ben hep şey derdim, öğretmen olduğumda hiç ödev vermeyeceğim hiç öyle değilmiş³⁸⁷
388. ne kadar söylerseniz söyleyin ödev olunca sonuçta bir artı eksi karşılığı yine oraya geliyoruz. E dolayısıyla ben çok karşı olduğum halde ödev veriyorum³⁸⁸

389. artık sınıf içerisinde yaptırmayı tercih ediyorum. Çocuğu öğrenme konusunda tek başına bırakmamak gerektiğini öğrendim. Kendi haline bıraktığında öğrenmediğini, başından savdığını çünkü bu bilinçte olmadıklarını, daha çocuk olduğunu yeni anladım³⁸⁹
390. kontrol etmediğim bir şey. writing ödevini vermiş olmak için vermemeli bir öğretmen bence. Ben mesela hiç kullanmıyorum bunları uygulayarak gördüm³⁹⁰
391. öğretmenlik ne öğretiyor size bunları da öğretiyor insan ilişkilerini, aslında en başta dik durmayı öğretiyor, bir şeye inandıysam sonuna kadar bunu takip etmem gerektiğini³⁹¹
392. Dil öğretirken ben de öğreniyorum, bu çok önemli bir şey. (referring to her earlier teaching) anlatırken kendimde daha kalıcı olduğunu görüyordum. şimdi bile mesela 11. sınıflara mesela readingler geliyor, hikaye, kitaplar vs. Ben oradan hala kelime haznemi geliştiren kelimeler çıkarıyorum, Aslında çocuğa öğretirken ben her aşamada öğreniyorum. Listening getiriyorum, ben o listeningi diniliyorum. Ben öğreniyorum öğretme sürecinde.³⁹²
393. mesela şey çok önemli derste bilmediğimiz çok şey öğreniyoruz biz de öğrencilerle hala öğrenmeye devam ediyoruz o açıdan ben de aslında şu an hala bir dil öğrencisiyim belki de³⁹³
394. Mesela daha önce hiç düşünmediğim bir konuda bir paragraf çıkıyor çok farklı bir konuyla alakalı genel kültürümüz de artıyor. metinler okuyoruz. yeni bir kültür öğreniyoruz³⁹⁴
395. Bunu o an anlamasam bile tenefüste çıkıp mutlaka internete yazıp, doğrusunu bulup ertesi derste yanıma çağırıp, bak bunu böyle böyle buldum, bu buymuş, bu anlama geliyormuş diyebiliyorum³⁹⁵
396. Aslında ben çok dikkat ederim asla öğrencilerin karşısında daha önce pratiğini yapmadığım, nasıl okunduğuna bakmadığım hiçbir şey söylemem öyleyse bile ben bunun nasıl söylendiğini bilmiyorum hadi beraber bakıyoruz deyip bakarm³⁹⁶
397. Çocuk bazen bir şey söylüyor, hani onu söylemesinden bir kapı açılıyor, farklı bir şey ben de öğrenmiş oluyorum ya da beraber araştırıyoruz. “voscreen” mesela az önce söylediğim³⁹⁷
398. öğrencilerle nasıl bir şekilde iletişim kurabileceğimi öğrendim³⁹⁸
399. Yeni başlarken bu zor, yeni başladığımızda her sınıfa aynı muameleyi yapmaya çalışıyoruz ama her sınıfın farklı bir dinamiğinin olduğunu zamanla fark ediyoruz³⁹⁹
400. bir öğrencinin ne kadar şey ifade ettiğini öğrendim mesela o gün okula gelmemişse sınıfın o atmosferin ne kadar değiştiğini anlıyorsun⁴⁰⁰
401. İnsan içindeki sıcaklığı, o heyecanı samimi olarak içinde yaşarsa bunun çok çok kolay ve çok hızlı bir şekilde öğrencilerinin mutluluğuna sevk ettiğine ve o dersi sevmelerini sağladığını gördüm⁴⁰¹
402. öğrencilerle sadece ders anlamında değil hayatı da paylaşmak gerektiğini öğrendim yani sadece dersi işlemek ve çıkmak değil, ona dokunmak gerektiğini öğrendim⁴⁰²
403. Ağzımdan çıkan sözlerin olumsuz bir etki bırakmaması için elimden geleni yapmayı, etkin dinlemek çok önemli bunu öğrendim⁴⁰³
404. duvarı yıkmamanın kolay olmadığını ama imkansız olmadığını da öğrendim⁴⁰⁴
405. biraz mesafeli kaldık. Sonra aralarımızı düzelttik, şimdi okulda hiç yaşadığım sıkıntı yaşadığım çocuk yok. Başta çok problem yaşadığım öğrencilerle şimdi aramız çok iyi. Ama bu da zamanla oluyor⁴⁰⁵
406. Onların içinde onların yaşayışları, davranışları, hareketleri, gelişim süreçleri tecrübe oldu. Çocukları anlayabiliyorum, niye böyle davrandığını çıkarabiliyorum artık⁴⁰⁶
407. tarzı öğretmenin bu mesela konuşma şekli, davranışı bu ona alıştığı için daha kolay öğrenebilir. Onu oturttuğumu artık düşünüyorum⁴⁰⁷
408. Her şeyi kararında yaptığımı, yapmaya çalıştığımı düşünüyorum ve bunun bir karşılıklı süreç olduğunu düşünüyorum, a karakterini veriseniz çocuk da bir süre sonra a karakterine uyum sağlamanın yollarını buluyor⁴⁰⁸
409. bu sene daha iyiyiz, öğrencileri de daha iyi anlıyorum, onlar da beni daha iyi anlıyor gelişmekte olan bir ilişkim var öğrencilerle⁴⁰⁹
410. öğrencilere karşı olan davranışınız, velilere karşı; bir şeyler öğreniyoruz öğrenciye çok iyi davranıyorsun, sonra anlıyorsun ki tatlı sert olmak gerekiyor öğrenciye karşı⁴¹⁰
411. öğrenci ilişkileri çok farklı. Çünkü bir anda mesela kötü niyetli bir şey söylemiyorsunuz ama öğrenci ona alınıp ağlamaya başlıyor, kendini çekiyor. Hiç konuşmuyor. Ders anlatmak değil, zaten alanımız o biliyoruz. Ama o ilişkileri kurmak zordu bence. Ama sonra onu aştım. Yani müdahale etmeyi biliyorum, nasıl, nerde ne yapmam gerektiğini biliyorum.⁴¹¹
412. Çocuğun seviyesini çok göz önünde bulunduramıyordum bunu vermem gerekiyor o zaman en güzel cümleyle vermeliyim en komplike şekilde veriyordum en böyle olması gerektiği gibi daha sonra zaman içerisinde çocuğun neyi alabildiğini öğrenmeye başladım ve o zaman öğretmen olmaya başladım.⁴¹²
413. kendilerini tatınmalarını istiyorum çünkü bu bana aslında onların seviyelerini görebilme fırsatı veriyor. tanıştıktan sonra az çok öğrenciler hakkında kafamda bir şeyler belirliyor⁴¹³
414. ilginçtir ben bunu 9. sınıflarda yapabiliyorum, daha üst seviye olması gereken 10. sınıflarda bu yöntemde gidemiyorum. eğer ki seviye kaldırıyorsa ona göre uygulayabiliyorum⁴¹⁴
415. ben ortaokulda olduğum için çocuk dilini belli bir seviyeye kadar öğrenmiş, gramerini az çok bildiği zaman onun üzerine inşa ediyorsun⁴¹⁵
416. İngilizce öğretmek öğretti diyebilirim. Her çocuk aynı değil. Bazısı bir tekrarda anlıyor bazısı iki kerede, bazısı illa onu yazıp kendi defterinden görüp kendi çalışıp anlamak istiyor, bazısı o an hiç yazmadan görsel hafızası daha iyi etkinliklerle anlamak istiyor. O yüzden o dengeyi çok iyi kurmaya çalışıyorum.⁴¹⁶
417. bazen vazgeçebiliyorlar konuşmaktan çünkü yeterli hissetmiyorlar bu durumda onlara nasıl yardımcı olabileceğimi İngilizce öğretmeni olunca öğrendim⁴¹⁷
418. her zaman farklı bir yaş kitlesiyle karşılaşıyorsunuz, her yaştan çocuğu farklı⁴¹⁸
419. Her sınıfa her öğrenciye hatta uygulaman gereken öğretme tekniği farklı, her çocuk da farklı. Bunu öğrendim İngilizce öğretmenliğinde⁴¹⁹
420. çocukların sorabileceği soruları öğreniyorsun. Şimdi onları düşünerek hareket ediyorum⁴²⁰
421. İngilizce öğretmenin bana öğrettiği şeylerden biri de gerçekten şu, kişisel tatmin. çocuklar meslek derslerine daha çok önem veriyor. Ama çocuk gerçekten onu yapabildiğinde o kişisel tatmini yaşıyor⁴²¹
422. Ben dil öğretmeni olmaktan insanların ne kadar farklı olabileceğini öğrendim. Bu kadar benzer bir biyolojiye sahip olup bu kadar farklı bir dünya görüşü. Şimdiye kadar İngilizceden bunu öğrendim. Öğretmenlik yapmadan önce bu kadar net görmüyordum⁴²²
423. zaman içinde tanıdığın zaman 500 tane çocuk olduğunda gittikçe o profil oluşuyor⁴²³

424. Üniversitede daha çok uygulama yöntemiyle geliştiği için daha oturdu diye düşünüyorum. her zaman uygulama daha iyidir. Çok katkısı, en çok katkısı olan üniversitedir diye düşünüyorum⁴²⁴
425. yine kaliteli olarak, hocalarımızın da sayesinde, üniversiteden çıktığımızı düşünüyorum. O yönden çok güzel etkiledi diyebilirim⁴²⁵
426. öğretme kısmını üniversitede keşfettim⁴²⁶
427. mesleği nasıl öğreteceğimi öğrenmek çok daha zevkliydi⁴²⁷
428. öğretmenlerimin yönlendirmesi müthişti⁴²⁸
429. günlere tekrar dönebilirim çünkü şunu biliyorum onları farklı dinleyeceğim. Şu an tekrar gitsem benim için bir şans. o zaman yaşamamıştım öğrencilerim olmamıştı sadece bir öğrenciydim ama şimdi bir öğretmen öğrenci olarak orada bulunsam eminim çok daha faydalı olacaktır⁴²⁹
430. eğitim fakültesinde okumuş olmanın çok önemli olduğunu düşünüyorum başka fakülteden formasyon alıp böyle bir iki ay ile öğretmen olmaması gerektiğini düşünüyorum⁴³⁰
431. İngilizce bilmek bir yerde tamam ama o kadar çok yöntem var ki. Bu yöntemleri keşfetmek, öğrenmek, a evet bunu böyle öğretmek çok daha faydalı⁴³¹
432. üniversitenin çok İngilizceye katkısı yok bence. Çünkü İngilizceyi artık öğrenmişiz sadece yöntemlerini değiştiriyorsun. İngilizceyi nasıl öğretmemiz gerektiğini öğreniyoruz⁴³²
433. 30 öğrenciniz var. 30 kişi aynı kişi aynı kişi değil. Bunun farkına üniversitede vardık. hepsi farklı bireyler, farklı bireylerin farklı öğrenme stilleri farklı ihtiyaçları olabilir. Biraz bu psikoloji, algı konusunda aydınlanmamızı sağladı üniversite⁴³³
434. Davranış şekillerimiz öğrencilere karşı değişti⁴³⁴
435. grammer dersimiz grammer nasıl öğretilirdi işte edebiyat dersimiz edebiyat nasıl öğretilirdi hiçbir şeyi sadece ders olarak almadık hep öğretme üzerinden aldık⁴³⁵
436. Üniversitede bu algı biraz daha oluştu. öğretmen olmak istiyorsun ama bilmiyorsun aşamalarını nasıldır nasıl öğretilir⁴³⁶
437. Materyal vardı mesela kitap değiştiriyorduk. Devlet kitabının 2 ünitesini düzenlemiştik mesela. O da benim için çok çok etkili olmuştu. Onun dışında çocuklara yabancı dil vardı mesela. Geçen yıl kullandım onu, öğretmenlik hayatımda çok etkili olmuştu⁴³⁷
438. Hep bir beyin fırtınası olurdu sınıf içerisinde. O da tabii ki bizim düşünce şeklimizi yani materyal tasarlarken onu eleştirme şeklimizi, geliştirme şeklimizi değiştirdi⁴³⁸
439. dışarı çıktığımda ben bir şey gördüm, bundan şunu yapabilirim diyerek materyal gözüyle bakardım o şeylere bir dönem üniversite hayatım boyunca⁴³⁹
440. ders anlatım şeklim her ne kadar değişmiş olsa da üniversitede öğrendiğim şekli devam ettirmeye çalışıyorum ve bu 2 yılda edindiğim tecrübelerle, metotlarla ya da oradan hatırladım oyunlarla, bir şeyleri ilerletmeye çalışıyorum⁴⁴⁰
441. üniversitede dil öğretmenin 1001 tonunu gördükten sonra tabi mesela devlet okulundaki birtakım öğrencilerin, çoğunluğunun, yetersizliğini gördüğümüzde normalde bir şoka uğramanız lazım ama biz şoku zaten önceden biliyorduk böyle olacağını⁴⁴¹
442. sınıf yönetimine dair teorik bilgiler elde etmiştik. Bununla ilgili sınıflarda da uygulama yapmıştık ama bu oldukça kısıtlı bir süredeydi sadece son sınıfın belli bir dönemi, bu bize bazı teorik bilgileri verdi o teorik bilgiler de gerçek hayatta çok işimize yaradı⁴⁴²
443. Mesela bir öğretim tekniği anlatacak, sınıfta uygulardı. Oyun mu öğreteceğiz, sınıfta oynatırdı. Onu yani bize gösterirdi canlı olarak o konuda bayağı iyiydi⁴⁴³
444. en önemli kısım dil öğretmeni olmaya hazırlanmamızda XXX Üniversitesindeki hocalarımızın harika eğitimleri⁴⁴⁴
445. çok iyi çok değerli hocalarımız vardı⁴⁴⁵
446. diyordu ki Ben hiç sevmediğim bir metni sınıfa getirmek istemiyorum çünkü ben eğlenmiyorum ki okuduğum şeyden sizi nasıl mutlu edebilirim⁴⁴⁶
447. biliyorum ki, bu bence anahtar kelime zaten, bu işini gerçekten severek yapmak. Bunu o zaman keşfettim⁴⁴⁷
448. staj da çok önemli, hem gözlem kısmı hem yapma kısmı onlar en önemli kısımlar bence⁴⁴⁸
449. staj dönemimde etkinlik yapıp giderdik. Derse gidiyorum ben bunu biliyorum zaten her türlü anlatırım değil de, yani ben derse gidiyorum, benim bir şeyleri farklı bir şekilde yapmam lazım deyip, çalışırdık, hazırlanırdık. Onu kendimize bir görev bilirdik⁴⁴⁹
450. lisedeki stajda normal bir prosedürdü belki bilmiyorum. O dönem çok iyi değildik ama üniversiteden sonra bayağı iyileştikimi düşünüyorum⁴⁵⁰
451. neyi nasıl yapmamız gerektiğini uygulamada görüyoruz. kazanımları daha çok oluyor bence. Yani o ortamda görmek, bir de öğretmenlerimizin bize verdiği değerlendirme formları orda mesela bunu yaptı mı? E ona dikkat ediyoruz, yapıyor mu acaba işte o kriterleri derste görmek çok daha etkiliydi.⁴⁵¹
452. stajda yaptığım gözlemler ya da ondan öncesinde okulları ziyaretlerimizde yaptığım gözlemlerden çok yararlandım. öğrenci bir şekilde davranıyorsa mutlaka bunun bir nedeni vardır. Bu gözlemimi buraya getirdim ve bu da benim öğrencilere karşı daha sabırlı olmamı sağladı⁴⁵²
453. stajı yaparken üniversitede öğretilenlerin çok sahada uygulanmadığını da görmüş oldum⁴⁵³
454. ben severek giderdim. Her şey çok planlı, düzenli Hocanın ne istediğini biliyorsun ne yapman gerektiğini çok iyi biliyorsun çıkıyorsun orada anlatıyorsun⁴⁵⁴
455. Bunu nasıl düzeltebilirim? Ben eleştirilmeyi çok severim aslında. Tabii eleştirinin düzeyine ve yapan kişiye de çok bağlı hoşuma giderdi. Sen bunu böyle anlattın ama çocukların anladığına emin misin, Concept check questionlarda şunu sordun ama ben bile bir düşündüm acaba doğru mu yaptın? Bu da önemli gelişim açısından.⁴⁵⁵
456. alacak bir şeyini bulamadım mesela atıyorum bir öğrenciye diyelim çok istemediğimiz hoş olmayan bir kelime kullandı diyelim, somut olsun diye bunu söylüyorum. Onu kullanmamalısın diye kendime ters dönütler vererek ilerliyordum⁴⁵⁶
457. Bizim üniversitemizde her şey uygulamalı anlatılıyordu. Tek farkı oydu sanırım. neyi nasıl yapacağımızı görerek öğrendik. staj haricinde de mesela bazı derslerimizde biz anlatırdık konuyu⁴⁵⁷
458. young learnersda micro dersleri yaparken mesela sınıf içerisinde hocamız bunu uzaktan izlemezdi, katılırdı. Ben bu davranışı yaptım sınıfta ama sen böyle bir tepki vermedin. Ama eğer böyle bir tepki verseydin böyle böyle olurdu, hazırladı herkesi⁴⁵⁸
459. her dönem mutlaka öğretim mikro derslerimiz olurdu. pratik kısmı çok çok iyiydi. Biz çok şey öğrendik o kısımda, materyaller hazırladık, çok şey ürettik⁴⁵⁹

460. İlginç var teknolojik şeylere ama onları nasıl kullanmam gerektiğini üniversitede öğrendim⁴⁶⁰
461. derslerimizde hep sunum vardı. Zaten o sunumları da kendimiz hazırladığımız için benim sunumlarım hep böyle herkesin güldüğü, çok eğlendiği sunumlar olurdu. çok kendimizi geliştiriyoruz diye düşünüyorum⁴⁶¹
462. Çünkü diğer öğrencileri dışarı çıkarıp herkese görev verirdi: Siz şunu yapacaksınız, siz sınıfta sessiz olacaksınız tamamen. Siz de en yaramaz kısım olacaksınız, biz de bunu yapacağız. Bakalım herkese nasıl tepki verecek⁴⁶²
463. okulda seni ne şekillendirdi dersiniz yaptığımız sunumlar. presentation skills benim için çok önemlidir⁴⁶³
464. sık sık sunum yaptırılmaları sınıfın önüne çıkıp utanma vardır ya nasıl konuşacağım şeyleri onu aşmamıza çok faydası oldu⁴⁶⁴
465. nasıl öğretmen olunur evet tabii ki ama ondan önce nasıl bir insan olman gerekir diye öğretiler. İnsana yaklaşımını öğretiler aslında⁴⁶⁵
466. genel hayat olarak da çok şey öğrendik. mesela ben drama yapmayı tiyatro kulübüne gidiyordum yine üniversitede gördüm⁴⁶⁶
467. rol model olmaları, öğretmen olmaları, çok iyi bir İngilizce öğretmeni olmaları böyle bir öğretmen olunabilir, insanlara böyle faydalı olunabilir gibi bir ışık doğurdu kafamızda⁴⁶⁷
468. Dersten sonra da bizi tanırdı. bazı üniversite hocaları ders biter, benim işim biter modundaydı. Ama bir işimiz olduğu zaman hep yardımımıza koşardı. Öyle öğretmenler her zaman daha etkiliydi bence⁴⁶⁸
469. ikinci olarak üniversiteye devam ettiğim af döneminde İngilizce hayatımın başladığı noktadır, olumsuz konuşmalar yapsalardı herhalde cesaret edemeyecektim⁴⁶⁹
470. üniversitede okuyan arkadaşlarımın da etkisi oldu hayata bakışımı değiştirme konusunda, bana çok bilmediğim şey öğretiler⁴⁷⁰
471. Devlette kadro almak biraz zor ama görüntülü görüşerek, birbirimize anlatarak oldu bu⁴⁷¹
472. Üniversite mesleğimi en çok sevmeye başladığım dönemdi öğrendikçe detaylarını Evet, öğretmenimiz şunu yaptığında demek ki bunu kastederek yapıyormuş diyerek, orada biraz daha anlamlandırma sürecine girmiş olduk⁴⁷²
473. olumlu olumsuz öğretmen olmaya karar verdikten sonra kafa geriye doğru o yaşadığı tüm şeyleri toplamaya başladı⁴⁷³
474. şu çok güzeldi hani bir şey yapıyoruz ama neden yapıyoruz? O nedenleriyle açıklama olayı bizi gerçekten etkiledi⁴⁷⁴
475. Kendi kendimize de öğrendik çünkü konuyu veriyor ama kitapta yazmıyor ki. araştırmamız lazım, o kadar makalelerden⁴⁷⁵
476. Acaba bana uygun değil mi? Dediğim zamanlar oldu üniversitede. Çok zor dersler de vardı yani acaba yapamayacak mıyım diye düşündüğüm⁴⁷⁶
477. Çünkü her hafta benim için o kadar çok şey yazmak, o kadar çok şey doldurmak artık pratiğin, stajın önüne geçmişti. bu kısımda çok zorlandım, gerçekten pratik üzerine de gittik ama kağıt üzerine olan kısmı bizi yoran kısım oldu⁴⁷⁷
478. İngilizce olmayan dersler beni çok zorlamıştı⁴⁷⁸
479. formasyon alırken gördüğüm methodlar çok yardımcı olmuştu hiçbir öğretmenin hayatı boyunca ya da hiçbir dili öğrenecek grubun tek bir method üzerinden başarılı olabileceğini düşünmedim. ve hepsinden bir şeyler almaya çalışıyorum⁴⁷⁹
480. renkli kağıtlar hazırlarken ya da role playing yaptırmam fikri oradan geliyor ya da net olarak anlamadıklarımı öğrendiğimde değiştir Ece başka bir şekilde anlatıyordum⁴⁸⁰
481. İngilizce etkinlikleri nasıl yapılır, grammer nasıl anlatılır. Onlarla ilgili güzeldi derslerimiz, nitelikliydi yani⁴⁸¹
482. hangi dönemde hangi öğrenme becerilerinin ortaya çıktığını, nasıl öğrendikleriyle ilgili bir ders almıştık. O bana önemli katkı sağladı⁴⁸²
483. İngilizce oyun kartları neler yapılıyor materyali ne amacı ne kaç dakika ayırırsınız, nasıl renklendirirsiniz gibi. Bunu kartlarla hazırlamıştık. çok ciddi hazırlanmıştım. Ve öğrenmiştim ve onları sonra öğretmenliğe başladığımda uygulamaya başladım⁴⁸³
484. kültürün etkisini hiç unutmamalısınız burada biz size anlatıyoruz ama Türk öğrencisi çok farklı. Yani bazen burada öğrettiğimiz şeyler işlemeyecek. Her çocuk çok farklı. ben gerçekten onu çok tecrübe ettim⁴⁸⁴
485. kendi kültürümüzdeki şeyleri dil öğretimine nasıl katabiliriz. Nasıl öğresek Türk çocuğu daha iyi anlar. günlük hayatından nasıl örnek verebiliriz⁴⁸⁵
486. bence nasıl anlatacağımı öğrenmek daha önemliymiş. Gerçekten nasıl anlatacağım, ne zaman anlatacağım o psikolojik durumu gözlemleyebilmek öğretmenlikte daha önemli⁴⁸⁶
487. Formasyon eğitiminde bazı öğrencilerin aslında kullanılabilen öğrenci olabileceğini söylemişlerdi. (...) ne ben onu idareye gönderdim ne başka sıkıntı da yaşadım. sınıf öğretmenine söyleyip yerlerini değiştirttim mesela. doğru davranamayabilirdim⁴⁸⁷
488. yine formasyonda öğrendiğim bir şey, yaptığı davranıştan gösterdiğiniz tavır bütün sınıfa mesaj veriyor. çok tolere eden bir tipim, o beni biraz zorluyor⁴⁸⁸
489. özellikle İngilizce öğretilirken oynanabilecek oyunlar. Bir dersimizde sürekli öğretmenlerin İngilizce dersi ile alakalı videolarını izliyorduk. Ve gerçekten formasyon sayesinde hiç araştırma yapmadan bir sürü şu konuyu şöyle öğretebilirim, bu konuda bu oyunu oynatabilirim diyordum⁴⁸⁹
490. iletişim üzerine, bilgisayar ve uygulamalar üzerine şeyler anlatıyordu. Ondan bir şeyler öğrendim, farklı sınavlar hazırlamayı, yapay zekadan, uygulamalardan, internette, bilişimden bahsedirdi⁴⁹⁰
491. Öğretmenlerin çoğu bunu beğenmez ya saçma gelir metodoloji mi bizi kurtaracak derler. Hayır, metodoloji bizi kurtaracak. ki zaten hiç kimse şu metodu uygula demiyor ki. post metodu uygula diyor, eklektik uygula⁴⁹¹
492. hep şey düşünülür ya teknik, kitabi bilgi kullanmayacağım. Ama kullanıyorsunuz gayet de⁴⁹²
493. i+1 en çok uyguladığım şey. Uyguluyorum derken; düşünüyorum, aklımda bulunduruyorum. Öğrenci ne biliyor? Ben bir şey anlatıyorum da o ne biliyordu⁴⁹³
494. bazı şeyleri benimsemesem de acaba şu an bu sınıf bu anlatılana benziyor mu diye düşünüyorum. Şu duruma benziyor mu, acaba burada bunu mu uygulamak lazım, çok örnek ilkesi mi acaba bugün sorunu çözecek diyorum⁴⁹⁴
495. Formasyon aldım ama sağlam aldım. güzel yanı benim zihnimde gerçekleşenler ile örtüşen şeyler buluyordum⁴⁹⁵
496. yaklaşık 300 kişi falan vardı. İnanın hiç de bir şey anlamadım. pek verimli geçmedi. Çünkü verimli geçecek bir şey yok. fotokopi alıyordum, sınavdan 2 gün önce oturup çalışıyordum geçiyordum, bu kadar. Formasyonum öyle bitti⁴⁹⁶
497. formasyon benim için çok basitti⁴⁹⁷
498. tek zorlayan şey ölçme değerlendirme derslerimiz ve gelişim psikolojisi çok sevdiğim bir ders⁴⁹⁸

499. kesinlikle şuna inanıyorum hiçbir öğretmen dört yıllık eğitimden daha azıyla o sınıfa gönderilmemeli. şu an daha iyi biliyorum ama ilk yılımda bilmiyordum gerçekten. biliyorum ama nasıl öğreteceğimi bilmiyorum bu başlı başına apayrı bir şey bir insana bir yıllık formasyon ile verilebilecek bir şey olduğunu düşünmüyorum.⁴⁹⁹
500. öğrenciler farklı bakıyor, lise öğrencileri. sınıfta başka bir öğretmen var. Öğretmenin de kendine göre planı programı var. üniversiteden bir hoca gelip işte not verecekti, o gün kalktım anlattım stajım bitti⁵⁰⁰
501. İngiliz edebiyatı sadece Shakespeare'den ibaret değil. Postkolonyal dedğimiz sömürge sonrası edebiyattır. Onun bize kattığı çok özeldir ben bir şeyler yapmalıyım zihniyeti oluştu bende⁵⁰¹
502. bambaşka bir ülkedeki kişiyle aynı toplumsal sorunlara sahip olduğumuzu, olabileceğimizi. insanlara bu şekilde biraz bakış açısı kazandırmak isteyen birisiydi. O benim çok hoşuma gitti mesela⁵⁰²
503. bölümümüzün hocaları gerçekten iyiydi. Mesela edebi eleştiri dersinde biz çok güzel kitaplar okuyup çok güzel filmler izleyip çok güzel tartışmalar yürüttük⁵⁰³
504. Daha interaktif daha öğrencinin katıldığı, öğrencinin ne düşündüğünü, öğretmenin öğrenebildiği⁵⁰⁴
505. öğrenciler kendi fikirlerini söylemeye çok böyle katılmaya sıcak bakmıyorlar. Bunu da değiştirmemiz lazım⁵⁰⁵
506. Onun ders anlatış şeklinde tahtayı o kadar bağlantılandırarak kadar yani tahtayı dolduracak kadar bağlantı yapabilmek bilgisi, yetkinliği⁵⁰⁶
507. çok bilgiliydi, inanılmaz. bir bakıyordum ders bitmiş hiç anlamamışsınız bile⁵⁰⁷
508. Pek öğrencilere yakın samimi durmazdı kim olursan ol kurallara uyacaksın neyse ya da ders işleme şeklim benim bu diyor⁵⁰⁸
509. siz hiç yeterli değilsiniz size bir şey öğretmekten keyif almıyoruz çok net veriyorlardı hiçbirleriyle bir bağ kuramadım⁵⁰⁹
510. benim üniversitedeki öğretmenlerim şu an bu mesleğimi yaptığımı bilseler ki belki de o zaman bize o kadar soğuk ve mesafeli yaklaşımlarında, hepimizin mezun olduğumuzda öğretmenlik yapacağını düşünmeleri idi⁵¹⁰
511. herhangi bir dersimle ilgili hiçbir şeyi şu an kullanmıyorum⁵¹¹
512. hazırlık okuduğuma çok memnun oldum. dinlemeyi, konuşmayı, yazmayı hepsini hazırlıkta öğrendim⁵¹²
513. Yüksek lisansta asıl ben çok şey öğrendim dil ile ilgili. Yani dilin boyutuyla ilgili, daha derinliğiyle ilgili. Benim o kadar çok eksikim vardı ki, bir yandan gramer yapısını düzeltmeye çalışıyorum. Bir yandan yazı yazmaya çalışıyorum. Makale yazarken sıkıntılarım var onları düzeltmeye çalışıyorum yazdığımı anlatabilmek sunum kısmında eksiklerim var. Aslında ben sıfırdan başlayıp öğretmen olma yoluna girdim.⁵¹³
514. edebiyat daha kapsamlıydı öğretmenliğe göre. Dil öğretmeni olmaya hazırlanmamda okuduklarım, edebiyat yardımcı oldu. Çünkü edebiyat çok zengin ve geniş bir araç⁵¹⁴
515. dil edebiyata geçtiğimde, İngiliz edebiyatı tabii ki ve Amerikan edebiyatı görüyorsunuz. dünya edebiyatı görüyorsunuz, ne kadar zengin bir şey⁵¹⁵
516. Comparative Literature dersi almıştım yüksek lisansta, çok etkilenmişim. asimile olmuş kültürlerin kendi edebiyatlarına sahip çıkma savaşı, onu yaşatma çabası, eleştirme uğraşı bunların hepsini İngilizce'den dolayı öğrenmişim⁵¹⁶
517. daha iyi, kaliteli işler üniversite mezunu arıyor. Ben bunu da öğrencilerime vererek iş sektöründen gelen birisi olarak onların iş hayatında başarılı olmalarına çalışıyorum⁵¹⁷
518. dış hatlarda çalışıyordum. Evet bütün dünyadaki ülkelere gitmedim ama bütün dünyadaki ülkedeki insanları tanıyorum. bu da benim de davranışlarıma yansıyor. Onlar da benim farklı şeyden bahsettiğimi gördüğü zaman hoşlarına gidiyor, ilgilerini çekiyor⁵¹⁸
519. programımı geliştiriyorum önümüzde belli bir program var üzerine ekliyoruz daha çok. Çünkü uymamız gereken bir müfredat var. Ben orada denilen çoğu şeyi yapmıyorum ama kendi tarzımla birleştirerek değiştiriyorum. Ama kalıp şeylerimiz var tabii ki devlet okulunda olduğumuz için⁵¹⁹
520. müfredatın dışına çıkıyor değil hangisi oranda alıştırma hangi oranda konu anlatımına karar veriyoruz⁵²⁰
521. bütün o dört yeteneği ölçebilecek bir şekilde, okuma parçasından soru sorma, bunu sözel ifade etme, yazarak ifade etme bunların hepsini belli bir oranda verebildiysem planlamayı yapmış diye sayıyorum kendimi⁵²¹
522. başka kaynaklardan da alıp listening ekliyorsunuz ve speaking de ekleyerek hani o dört şeyi de tamamlayacak bir planlama hazırlıyorum⁵²²
523. planlıyorum mutlaka notlar alıyorum. ders kitabının üzerinde öncesinde ne sorsam daha iyi bu metni kavrarlar ya da ne sorsam onların hayatından olur⁵²³
524. en azından bir göz gezdirip bu saatlerce bir hazırlık değil bir 15 dakika bile yeterli olabiliyor bazen hazırlık için⁵²⁴
525. Çocuklarım o gelişmiş readingleri okuyabilecek kapasitede mi, Değil aslında, ama ben okuyorum, özümşüyorum. Onu daha basite nasıl indirgeyeceğimi düşünüp çocuklara öyle anlatıyorum⁵²⁵
526. ne yapayım hepsi lazım. ne zaman lazım onu bilmiyorum yani ders sizi nereye götürüyor hiç bilmiyorum⁵²⁶
527. mesela hafta sonu bir ödev vereceğiz, benim kağıtlarım genelde fotokopi çektilir. Bir şeyler farklı olsun istiyorum ve internette gerçekten bunu çıkarabileceğimiz çok kaynak var. O yüzden benim kaynaklarım daha çok kullanılıyor⁵²⁷
528. Derse hazırlanmayı ben 3'e ayırıyorum. Birincisi benim yaptığım hazırlıklar, ikincisi öğrencinin yaptığı hazırlıklar, üçüncü kısım da herhangi bir hazırlık olmayıp o anda gelişen durumlar, Bu birinci hazırlık zaten konu anlatımıyla ilgili daha önceden kendim özümsemediğim özetlediğim ve bir tabiri caizse hap haline getirdiğim, çok detaylandırmadığım kısım.⁵²⁸
529. benim bununla ilgili bir hazırlığım var kafamda da anlatımı hazır gerekli metinler de hazır akıllı tahtaya yansıtacak şekilde. aynı konuyu, bir önceki sınıfta olanlar bir diğer sınıfın hazırlığı oluyor bir taraftan⁵²⁹
530. görsel veya reading bulacaksam internetten yardım alıyorum. aktiviteye de bağlı ne bileyim bir dergiden bir gazeteden bile yardım alabilirim. mesela bir konu anlatacaksam mutlaka bir gramer kitabından destek alıyorum işte o konuyla ilgili başka hangi kelimeleri verebilirim⁵³⁰
531. Farklı yayın evlerinden kaynaklarım var, arşivimde olan kaynaklarım var. Tabi ilk önce kazanım testlerini ve beceri odaklı testler. o kaynakları ilk önce inceliyorum daha sonra zaten bir İngilizce öğretmeni için dediğim gibi her şey kaynak⁵³¹
532. Ders kitabı ve internet kullanıyorum. Bir de başka kaynaklar da var elimde Grammar kaynakları daha farklı kitaplar. Bazen fotokopi hazırlıyorum pekiştirmesi açısından grammar olarak soru çözümünü genelde işte örneklerin olduğu. Ya da bir okuma parçası hazırlayıp derse gidiyorum⁵³²
533. öyle bir şey olsa hani sınıfa mı soracağım, ya da kendim mi hazırlayacağım buna dair bir yedeğim olur. Yedek bir çalışma kağıdım, yedek bir konum, yedek bir planım⁵³³

534. müfredatı çok iyi bilirim. Benden ne öğretilmesinin beklendiğini, ben onlara ne katabileceğimi düşünmekle başlarım. farklılaştırılmış eğitimle alakalı düşünürüm ilk başta bireyselleştirilmiş olarak düşünürüm sınıfımın 40 kişi olacağını bilirim ama maalesef yine de düşünürüm yani⁵³⁴
535. Bir etkinlik hazırlıyorum mesela, bir sınıfta uyguluyorum. Orada eksiklikler görüyorum. 2. sınıfta uyguluyorum, o eksikleri tamamlamış şekilde orada başka bir sonuç çıkıyor⁵³⁵
536. öğrencilerin tepkisinden ya da anlama süreleri de değişiyor otomatikman bireysel farklılık olduğu için o eksiklikleri görerek tamamlayarak diğer sınıfa uyguluyorum o da benim gelişmemi sağladığını düşünüyorum⁵³⁶
537. Bir de zengin tutmaya çalışıyorum, sosyal medyayı çok baz alıyorum. güncel kişilerin hikayelerini alıyorum çocuğun ilgisini çeksin tanıdık bir isim gelir ya o tanıdık isimden yola çıkıyorum. Konuyu öyle anlatıyorum. Mesela konu environment, çevreyi bana önce tanımla diyorum mesela. Türkçe konuşuyorum, sonra bunu İngilizce konuşalım biraz da ortama ve duruma göre hareket ediyorum.⁵³⁷
538. her sınıfın durumu farklı, inat etmemek gerekiyor, değiştirmek gerekiyor. Başka bir şey bulmak gerekiyor Yani takiple alakalıymış öğretmenlik çok⁵³⁸
539. planlamayı biraz ister istemez esnek yapmak durumundayız yani şu dakika şunu yapacağım şu dakika şunu vereceğim, şimdi şu izleteceğim o videonun arkasından da şunu yapacağım gibi çok sabit bir planlama sahanın doğası gereği olmuyor⁵³⁹
540. bazen planladığımızdan daha uzun sürebiliyor ya da planladığımızdan daha kısa sürebiliyor. İşte o anda devreye arşivde olan dinleme parçaları ya da bir şarkı, video o konuyla alakalı⁵⁴⁰
541. atıyorum mesela işte bir konu gramer konusunu anlattım. Onu aslında biraz daha sınıf yönlendiriyor her sınıfa aynı şeyi anlatıyorum ama aynı teknikle anlatıyorum. aslında uygulama kısmı çok değişiyor bazen işte araya bir şey giriyor. o atmosferi anlatamıyorum ama atmosfere göre anlattığım şey çok değişiyor bambaşka bir şey olabiliyor bazen.⁵⁴¹
542. Milli Eğitimin verdiği çok çok mu kötü hayır değil siz zaten iyi bir öğretmensiniz bunun üstüne bir çok şey ekleyip çocuklara verebiliyorsunuz ama tabii bizim çocuklarımız çok daha fazlasını istediği için biz fazla fazla materyal etkinlikler üretilip sunabiliyoruz⁵⁴²
543. devlet okulunda olduğumuz için ekstra materyal yasak dolayısıyla materyal seçmede sadece devlet yardımcı oluyor⁵⁴³
544. müfredatı verdikten sonra kitaba çok bağlı kalmayı tercih etmeyebiliyoruz. kitapta yer almayan bazı ön bilgileri yani kitabın daha önceki sınıflarda öğrenmiş olduğu varsayımıyla oraya yazmış olduğu ama çocukların hazır olmadığı ön bilgileri bazen tahtada veriyoruz illa alıştırma yazmak zorunda değilim. Elimdeki materyali ben çok farklı bir şekilde canlandırabiliyorum.⁵⁴⁴
545. Milli Eğitim'in kazanım testlerini, kitabın kendi listeninglerini, akıllı tahtada direkt kitap var onu kullanıyorum. Onun dışına pek çıkmıyorum⁵⁴⁵
546. mümkün olduğu kadar sınıfta ekstra kelimeler veriyorum. Ne kadar kaynak kitap kullanmasak da kaynak kitaptaki kelimeleri çocuklara veriyorum, onlarla ilgili bir şeyler yapıyorum⁵⁴⁶
547. edebiyat okurken sinematografi dersleri aldık ve Filmleri okumayı öğrendik. o dönemde çok yoğun olarak filmler izlediğimiz için oradan örnek verebiliyorum ya da aklıma hemen edebi bir eser geliyor, kitaplardan kesitler kullanabiliyorum⁵⁴⁷
548. bir müfredat var milli eğitiminin verdiği. Paralel giderek ekstra mesela videolar eklerim öğrenciye. Dinlemeler getiririm. çeviri yaparım. MEB'in verdiği o klasik 3 5 materyalin dışında, kendim bir şeyler katıyorum⁵⁴⁸
549. Yeni öğrendiğiniz, yeni okuduğunuz, yeni izlediğiniz bir şey hemen derste onu paylaşıyorsunuz⁵⁴⁹
550. siteden okuduğum ilginç bir şeyi ertesi gün çocuklarla paylaşabiliyorum⁵⁵⁰
551. Eğer kitabın hikayesini beğenirsem onu, o sınıfa uygunsu onu işliyorum. Eğer ona uygun değilse şu konuyu şunla anlatayım, film izlerken aklıma gelir, izlediğim filmin şu kısmını kesip buraya koyabilirim diye⁵⁵¹
552. İngilizce konuşmayı öğrenmeyi bu kültürü öğrenmeyi bunu kullanmayı öğretiyorum öğretmek istiyorum⁵⁵²
553. evet bir kültür aktarımı mutlaka oluyor olmasa bile metinler üzerinden bizim bu aktarımı yapmamız gerekiyor ki bu dili kullandığı zaman otomatikman farklı kültürlerle ister istemez karşı karşıya gelecek⁵⁵³
554. İstenmeyen nedense o yüzden ben kendim anlattığım kadarıyla söyleyebiliyorum çocuklara böyle bir etkinlik var, böyle bir gelenek var, böyle bir atasözleri ya da böyle bir deyimleri var onların da diye⁵⁵⁴
555. çocuklar okuldan çıktığında da internet kullanırken, bu dile maruz kaldıkları her durumda her izledikleri görsele, videoda, oyunda zaten karşı tarafın kültürünü de görüyor aslında⁵⁵⁵
556. Bazen başka kültürlerle ilgili bir şey öğrendiğinde daha ufku genişleyecekmiş gibi hissediyorum⁵⁵⁶
557. Onların dini inanışları, bayramları işte yeme içme kültürü falan asla bunun altını çizerek de eğitim yapmıyorum sadece bunun dünyaya açılmak için bir anahtar olduğunu söylüyorum⁵⁵⁷
558. seviyeleri de gerçekten hazırlığın vermiş olduğu etkiyle çok iyi, şu an üniversiteye yakınlar üniversitede kullanabilecekler mi diye düşünüp ona göre hazırladım 11ler için programımı⁵⁵⁸
559. nasıl makale yazılır, kuralları nedir, alıntı nasıl yapılır, bir insana nasıl credit verilir, böyle şeyleri şu anda 11lerde işliyorum, APA MLA onları işliyoruz⁵⁵⁹
560. 5. Sınıflara sadece konuşma yapmaya çalışıyorum. Çocuklar birisine merhaba demeyi, nasılsın demeyi öğrensin. Kendi durumunu ifade etmeyi öğrensin. Kendisine birisi bir yön sorduğu zaman tarif edebilsin. Ya da kendi yaşadığı bir problemi anlatabilsin⁵⁶⁰
561. her ünitenin akıllı tahtaya uygun halini usbye atıp çok rahat bir şekilde çocuklara dinletebiliyorum⁵⁶¹
562. İngilizce kitaplar farklı yayın evlerinden. Onların listening trackleri var mp3 olarak. Onları saklıyorum. Onları dinliyorum mesela hangi üniteye uygun bir listening parçası varsa onu derse katıyorum⁵⁶²
563. müfredatta çok üzerinde duruluyor listening, ben de önemsiyorum çünkü çocuklar kağıt üzerinde öğreniyorlar ama dil olarak bir işe yaramıyor. speakingleri de yaptırmaya çalışıyorum daha çok bazen tahtaya çıkıp birbirleriyle konuşma gibi⁵⁶³
564. yine mi dinleme parçasını açacağız? Ama ben onu farklı açıyorum. Kitapta yazan soruları sormuyorum diyorum⁵⁶⁴
565. Yazmayacak, dersi dinlemeye vakit ayıracak, daha fazla eğlenecek⁵⁶⁵
566. kendi kullandığım siteler var bir de İngilizce alanında bazı mobil uygulamalar, EIN (Educational Informatics Network), ulaşabildiğim tüm interaktif kaynakları ekliyorum dersime⁵⁶⁶
567. Mesela yazılıya hazırlık yapacağım ben onu test vermektense 1 saatte onu hazırlayıp, çok eğlenceli şekilde soru cevap yapıyorum⁵⁶⁷. Aslında test çözmek ama çocuklara eğlenceli geliyor⁵⁶⁷
568. Derste özellikle geçen sene hazır akıllı tahta uygulamasını indirdiğimde orada bütün listeningleri yaptırıyordum. Ama bu sene EIN'da bütün dersler var bir tek İngilizce yok⁵⁶⁸

569. İngilizce içerikler, konu anlatımları, kitaplar var indirilmiş yabancı kaynaklar. Orda bazı içerikleri izlettiriyorum. Ödev veriyorum dinledikleri bir konu hakkında⁵⁶⁹
570. internetten araştırdığım İngilizceyi anlatan videolar var. Bunların bir kısmını kullanıyorum. Bir kısmını sadece mp3 olarak alıyorum⁵⁷⁰
571. derslerimde teknolojiyi gerçekten çok fazla kullanıyorum. USBye istediğiniz kadar İngilizce öğretimi ile ilgili oyunu, konuyu hatta yeni kitaplarımızın akıllı tahta sunumları var çok güzel, o sunumlarda işte ders kitaplarındaki dinleme metinleri var, videolar var ve internetten buna ulaşabiliyoruz⁵⁷¹
572. Kahoot, Voscreen, Quizlet, Jeopardy oyunları, YouTube video dönüştürücü, Google, PPT, gramer kelime öğretimi için material paylaşan websiteleri ve EBAYı kullanırım⁵⁷²
573. belki de tersine mecbur olmadığım için çok fazla teknolojiyi kullanıyorum⁵⁷³
574. 1 yıllık, ünite bazlı olarak zaman geçtikçe yayınlıyor. o sunumda dediğim gibi hem kitabı yansıtmış oluyor ama mesela kitapta bir aktivite varsa çok sıkıcı çocuk için sadece yazı, her bir sorunun yanına onunla ilgili bir resim koyarak ya da bazen videoalara tıklıyorsun o video açılıyor aralarda. Mesela bir konuyu anlatırken geçen şey konusu vardı, hayvanlarla, wild animals falan, mesela orada arada belgeseller eklemişler.⁵⁷⁴
575. kısa videolar var, dinlemeler... Reading tarzı var işte, metin verip soru sorma, true-false var, her türlü şeyi koymuşlar. Orada mesela kitabın üstüne fazla kelimeler de var⁵⁷⁵
576. Eğlenerek, sıkıcı olmadan İngilizce'yi, bir dersi öğretmek istiyorum⁵⁷⁶
577. bunun haricinde biraz daha yaratıcı olmak gerekiyor. Ben şimdi kendim sıkılıyorsam öğrenci de sıkılacak bundan mutlaka. Kendim istemediğim şeyi öğrencilerime de yapmamaya çalışıyorum⁵⁷⁷
578. onları videoya çekiyor olmam ve bu videonun okulun sayfasında yayınlanacak olması ve onların orda ana rolde olmaları onları çok mutlu etti⁵⁷⁸
579. Dersi anlatırken farklı örnekler vermeye çalışıyorum, izlediğim filmlerden kesitler, bir şarkıyı vermeye çalışıyorum, görseller kullanıyorum. mesela in the kitchen ünitesindeyiz, mutfakta kullandığım araç gereçleri getirebilirim, yemek yapılan bir video mesela kullandım⁵⁷⁹
580. Filmle algılayacak o kelimeleri, e kimi reading yaparak algılayacak, işte kimi de listeningden oradan duyacak algılayacak, yani birilerine ulaşmaya çalışıp çok öğrenme metodu ile yaklaşıyorum⁵⁸⁰
581. Aktif ders işleyebiliyorum, etkileşimde ders işliyorum. soru çözümü odaklı değil çocuklarla konu üzerinden gidip konuyu öğrendiklerinde daha geniş bakmalarını sağlıyorum⁵⁸¹
582. birazcık heyecanlısınlar İngilizceden önce istiyorum acaba ne yapacağız bugün diye ama. Amaçlarımdan birisi bu. Bir gün benim sınavım olmasa da benim dersime gelmeye devam etsinler bir gün yoklama alınmasa da⁵⁸²
583. eğlenceli geçsin dersler gülelim aynı zamanda ders yapalım öyle bir ortam var o yüzden derslerimi biraz daha eğlendirirken öğreten dersler olarak tanımlayabilirim⁵⁸³
584. zor ağır bir şey haline getirmeden en basitiyle gösterip, sevecen sevimli bir ders haline getirmek esprilerle olsun, anlatımın güzelliği ile olsun, hedeflerin kolaylığı ile olsun yavaş yavaş zorluğu arttırmak yönüyle olsun⁵⁸⁴
585. Genelde oyunlarla öğretmeye çalışıyorum ya da ilgilerini çekebilecek konulardan bir şeyler bulmaya çalışıyorum⁵⁸⁵
586. 40 dakika öğrenci enerjik başlıyor ve bu giderek düşüyor. O enerjiyi nasıl maksimumda tutabilirim, ilk ilgisini çekecek bir şeyle başlayayım, görsel bir şey vereyim, bol etkinlik bol örnek yani⁵⁸⁶
587. doğal akışı bozduğum anda ben rahatsız hissederim ve bir kuralım var bir derste çocuklar hiç eğlenmemişse berbat bir ders olduğunu düşünürüm, mutsuz olurum. Hiç öğrenmemişlerse sadece eğlenmişler de zaten evvah. İkinin eşit gitmesiyle alakalı bir takıttım var⁵⁸⁷
588. konu anlatırken ya da bir etkinlik yaptırdığımda bütün öğrencilerimi katmaya çalışıyorum. Yani asla benim öğrencim bir dersten hiç konuşmadan çıkmamıştır şimdiye kadar⁵⁸⁸
589. diyalog var mesela ben bunu asla çocuklar oturmuyorlar İllaki tahtaya kaldırırm, drama şeklinde yaparız. Orada o jest ve mimikleri kullanarak sanki o karakterler kendileriymiş gibi yapıyoruz⁵⁸⁹
590. Lado Serisi diye bir kitap vardı gramer ağırlıklıydı. Ben gramer ağırlıklı eğitimin de çok güzel olduğunu düşünüyorum. Gramer, deneme- yanılma yoluyla da gayet iyi öğretiliyor⁵⁹⁰
591. şimdilerin bazı öğördüğü bir şekilde direk cümleler üzerinden sadece örnekleri duyarak kendileri onları kopyalaması şeklinde değil de temelini anlayabilecek kadar, temel hani şu kadar bir formülünüz var⁵⁹¹
592. aynı cümleyi past tense kur, şimdi bunun geniş zamanını kur, aralarındaki geçişleri çok kolay yapıp, alıştırmaya yapıp kafalarına yerleştirmelerini sağlamak istiyorum⁵⁹²
593. Analiz üzerinden reading yaptırıyorum, oradaki cümlelerin tercümesi değil o cümle neden o şekilde kurulmuş yani yardımcı fiil, hem konusu hem grametik yapısı cümlelerin⁵⁹³
594. Türkçe nasıl, hangi durumlarda veriyoruz diye konuya giriyorum. Sonra İngilizce bunu nasıl anlatırız giriyorum. Öyle bağdaştırarak hem ana diliyle hem hedef dille ilgili bağlantıyı kurarak gidiyorum⁵⁹⁴
595. Dolayısıyla ben sürekli çeviriyorum. çevirmemek için de o ünite başındaki kelime listesinin yanına Türkçe'lerini yazdırıyorum ki sormak istediğinde önce oraya bak diyorum, orda var mı⁵⁹⁵
596. ben şöyle öğretildim maalesef ben de öğrencilerime bunu öğretiyorum. ama benim en onaylamadığım şeydir aslında bu GTM maalesef bende aynısını kullanıyorum. formasyon öğretmenimiz en çok kullanılan method bu dediğinde ya ne saçma demiştim niye bunu kullanırlar ki şu an en çok kullandığım o bende öyle öğretildim.⁵⁹⁶
597. ben doğru konuşsam, doğru cümleler kurarsam onlar da bunu taklit edecektir, doğuştan itibaren dil taklit yoluyla yapılabilen bir şey olduğu için, benim doğru yapıyor olmam lazım. (referring to exams) Sadece puzzle gibi cümleyi biraz daha değiştirip cevaplar verilebiliyor, bu da bir taklit.⁵⁹⁷
598. geriden alarak phrase phrase çoğaltarak gidiyorum ve aynı bir cümleyi belki 6-7 kere seslendiriyorum⁵⁹⁸
599. en çok göreceği cümle içerisinde kuruyorum bunu hep bu cümlelerin içerisinde görürsünüz diyorum hadi sen de yüksek sesle söyle diyorum bir duy onu nasıl söylenildiğini⁵⁹⁹
600. Önce söylüyorum, yazmayı biraz geciktiriyorum. Önce duysunlar bazen de role playing yaptırıyorum Grammar neredeyse hiç yok, hep böyle diyalog üzerinden diyaloglar nasıl kurulur, soru, response işte hep bu şekilde gidiyor⁶⁰⁰
601. bu şey bir speaking değil hani oturup da biriyle diyalog kurma şansı yok, uzun uzadıya gitmiyor ama en azından mesela şöyle söylediğimde cevap işte bir sonraki söylüyor ben bir şey soruyorum diğer cevaplıyor⁶⁰¹
602. Mutlaka biri soran biri cevap veren ondan sonra değiştiriyorum onları öbürü soruyor diğeri cevap veriyor o şekilde diyaloglar yapıyoruz⁶⁰²
603. 10 ünitenin her bir ünitenin başındaki kelimeleri renkli kartonlara yazdırdım, minik minik kestik. Cam fanusa koyduk. Onun içinden çekiyoruz, bir tarafında Türkçe'si, bir tarafında İngilizce'si yazıyor. Birbirimizle yarışıyoruz. En çok söyleyen kazanıyor⁶⁰³

604. Kelime yarışması şöyle 50 kelimelik listeler hazırladım. listeleri dağıttım öğrencilere ve zaman verdim. (...) tahtada önce Türkçeden İngilizceye, İngilizceden Türkçeye ve sonra telaffuzlarını sorarak derste elemeler yaptık ve her sınıfta en iyi 3 öğrenciyi belirledik⁶⁰⁴
605. Öğrenciye sunum yaptırıyorum. Çünkü öğrencinin bir kendini ifade etmesi lazım, İki teknolojiyle artık bir yerde buluşması lazım, kalabalık bir ortamda kendini ifade edebilme yeteneğinin gelişmesi lazım ve sorumluluk bilinci oluşuyor bu şekilde ve o öğretme tadını hissetmesini istiyorum⁶⁰⁵
606. Çok eğlenceliydi, çok keyifliydi çünkü kendileri power point hazırladılar, cümlelerini yorumladık, yaptıkları konuyu yorumladık⁶⁰⁶
607. 3 haftamı aldı sunum yapmaları ve müfredatta geri kalmama sebep oldu. aslında gelişim için daha faydalı ama bu sefer de benden istenilen şeyi yapamıyor oluyorum⁶⁰⁷
608. değişik projelerle, ödevlerle renklendirmeye çalışıyorum. Mesela işte 6. sınıflarda weather ünitesinde yine aynı şekilde video çektiler, hepsi birer hava durumu sunucusu oldu anlattılar⁶⁰⁸
609. bazen bir film izleyip onun üstüne yarışma yapabiliyoruz sahnelerle alakalı. İngilizce alt yazılı oluyor, bu hem onlara bir input oluyor çünkü pronunciation açısından duymalarının çok önemli olduğunu düşünüyorum⁶⁰⁹
610. tamamen tartışmaya dayalı konuşmaya dayalı bir oyun, sınıfta moderatörleri de öğrencilerden seçiyorum oyunu yönlendiren de oynayan da öğrenciler sınıfta iki grup yapıyoruz o grup içerisinde oynuyorlar eğleniyorlar⁶¹⁰
611. zaten belli bir seviyede geldikleri için biz daha çok etkinlik bazlı gidiyoruz hani şu kural şöyle şu kural şöyle tarzlı tekrardan bir anlatım olmuyor beni sınıfta⁶¹¹
612. dersin sonunda 5-10 dk onu yaptığın zaman film izlemiş gibi oluyorlar bir yandan da İngilizce dinlemiş oluyorlar, katılmış oluyorlar⁶¹²
613. ilgisini çekmesi, çok ders olduğunu düşünmemesi lazım. Do or Die bu şey için ideal mesela What would You Do. conditionals işlerken bence çok gerekli. Zaten what would you do'yu o kadar çok söylüyor ki bu çocuk bir yerde duyduğu zaman ne yapardın sen onu zaten algılayacak. Benim anlamını söylemem bile gerek yok.⁶¹³
614. sınıfta tamamen İngilizce konuşuyorum zaten hiçbir şekilde Türkçeye dönmüyoruz. O biraz da tabii öğrencilerimin de seviyesinden kaynaklı. Hazırlık olduğu için okulda zaten anlayabiliyorlar, o yüzden hiç Türkçeye dönme gereksinimi duymuyorum⁶¹⁴
615. 1 ay boyunca hiç Türkçe konuşmadan anlattığımda çocuğun gerçekten onu anlayıp yaptığını gördüğüm an benim için çok önemliydi⁶¹⁵
616. ilkokuldan beri İngilizce öğretmenlerimiz hep Türkçe kullanıyor, yeri geldiğinde ben de kullanıyorum ama mümkün oldukça İngilizce kullanmaya çalışıyorum, Türkçeyi hani böyle aşırı zor konularda belki dönüyorum⁶¹⁶
617. Bu okulda İngilizce'yi çok az kullanıyorum. çok az kullanmak zorundayım sadece konu anlatırken kullanıyorum, onun dışında birçok metni çevirmek zorunda kalıyoruz Türkçe kullanıyoruz. yarı yarıyadan daha az kullanıyorum diyebilirim. biraz konuştuktan sonra çocuklar kopuyor sende. kalabalık bir sınıf olduğu için.⁶¹⁷
618. hiç Türkçe konuşmadan geçirdiğim ders de oldu ama çıktığımda çocuklara ne anladınız diye sorduğumda hiçbir şey yanıtını aldım çünkü çocuk maalesef onun Türkçesini de anlamak istiyor⁶¹⁸
619. Türkçe konuşuyorum, sonra bunu gelin isterseniz İngilizce konuşalım birbiriyle böyle benzerlikler kurarak, İngilizce kullanıyorum ama Türkçe açıklama yapıyorum⁶¹⁹
620. bugün şunu öğrenmiş olacaksınız, Türkçede şunu söyleyebiliyorsun ya işte şimdi onu İngilizcede de söyleyebilmenin yoluna giriyorsun diyorum⁶²⁰
621. bir problem ve onun tavsiyesi üzerine bakıyorum söz alınmıyorsa "tamam Türkçe söyleyin beraber İngilizce yaparız" diyorum. Aslında sevmediğim halde biraz buraya da gidilebiliyor⁶²¹
622. Şimdilik %70 İngilizce, %30 Türkçe seviyorum. Daha iyi anlıyorlar çünkü. Belki bir müddet sonra maruz kalmak için sürekli İngilizce konuşurum ama şimdilik bunu daha uygun görüyorum⁶²²
623. Belki de bizde eksik olan şeylerin biri budur. Daha çok İngilizce kullanmamız lazım⁶²³
624. Belki başka bir noktada çocukların İngilizce'ye alışkın olduğu, öğrenmeye açık olduğunda sadece İngilizce ders işlenebilirdi. Benim eleştirim bu⁶²⁴
625. ilk başlarda derslerde İngilizce anlayabilen öğrencileri tespit etmek için önce İngilizce ile başlıyorum, anlayabilenler el kaldırıp ifade etmelerini istiyorum. Ama bakıyoruz ki burada 30-35 öğrenciden 3 tanesi bir şey söyleyebiliyor. 1 tanesi tam anlıyor 2 tanesi de yarım yamalak aradan kelimeler kapmış. Şimdi kalan 30 öğrenciyi ben ne yapacağım? bu şekilde ders işlemeye devam edersem mecburen öğretmen kurallarının hatta belki etişin dışına çıkmak zorunda kalıyorsunuz ister istemez.⁶²⁵
626. İngilizceyi öğretmekten çok İngilizceyi öğrenmeyi öğretiyorum onlara. Yani bilmedikleri kelimelere nasıl bakarlar, bunları nasıl ezberlerler, bilmedikleri kalıpları nasıl analiz ederler ve cümlelerin tercümesini nasıl yaparlar, nerden başlamalılar, bağlaçları nerden çıkarmalılar⁶²⁶
627. keywordleri buldursaydı. Bu kelimeyi bilmiyorsun ama çok önemli değil o kelime, onu cümlelerin anlamından hatta paragrafın anlamından işte skimming ve scanning gibi kelimelerle yaklaşıyaydı belki biraz daha iyi olabilirdi⁶²⁷
628. önce kelimelere çalışın. 2 hafta öncesinden başlayın. Sonra soru kalıpları, cevap kalıplarına çalışın⁶²⁸
629. maruz kalma bize uygulandığı için askeri lisede ben bunun çok faydalı olduğunu düşünüyorum. Ve sonrasında da (...) bütün derslerimizi İngilizce görmek durumunda kalmamız⁶²⁹
630. CLIL sistemine çok inanıyorum (...) en azından bir iki ders çünkü çocuk hayatı fen dersi ya da matematik dersi anlatırken öğreniyor, metalanguage a dır b dir gramer bu demekle, ben akşama kadar anlatıyorum öğrenmiyorlar çocuk o ilgilendiği konuyu İngilizce olarak öğrenirse o kalıcı oluyor.⁶³⁰
631. bütün teknikleri kullanmaya çalışıyorum her metodu kullanmaya çalışın, belli plan dahilinde kalmayan bir plan diyebilirim⁶³¹
632. ben biraz daha böyle keşfetmelerini istiyorum. Yani direkt benim, evet bu budur. Buradan sonra bu kullanılır. Hani biraz daha böyle context lerle biraz daha böyle communicative diyebilirim aslında. Ve bu arada şeye de inanıyorum Audio-Lingual Method'un Türkiye'de hâlâ en geçerli yöntemlerden biri olduğuna da inanıyorum. ikisini de harmanlamak gibi bir amacım vardı. ama şu an maalesef ki bu şekilde yürümüyor yürütemiyorum.⁶³²
633. uygulama sınavı yapabiliyorsunuz. Yani dinleme, konuşma sınavı ama sınavın ikisini birden böyle yapamıyorsunuz. Bir tane klasik sınavınız olacak bir tane de isterseniz uygulamalı sınav yapıp, uygulama notu olarak girebiliyorsunuz⁶³³
634. Değerlendirme kısmında bizim ülkemiz sınav ülkesi olduğu için genelde yazılı sınavlarla değerlendiriliyor⁶³⁴
635. Her ünite başında bir kelime quizi yapıyorum mutlaka. Önce ünite kelimelerini yazdırıyorum ezberletiyorum. (...) her kelime 2 puan, 50 kelime soruyorum. (...) siz öğretmezseniz de o lise geçiş sınavında o çocuğa sorulacak⁶³⁵

636. Bir tanesi eşleştirme olur genelde, bir tanesi reading vardır, bir tane grammar vardır. İşte mesela how aboutla why don't we kalıbını kullanmışımdır. Boşluğa atıyorum why don't we mi koysun how about mu koysun? Onun dışında resimli oluyor mutlaka, resmin altına yazıyor ya da işte tourist attraction olan şeyleri eşleştiriyor örnek veriyorum işte mosque, palace, castle diye resimle kelime eşleştiriyor.⁶³⁶
637. kazanım testlerinden, beceri (skills) testlerinden soracağım diyorum. Test sormuyorum da testin cevaplarını klasik soruya dönüştürüyorum aslında yaptığım şey bu.⁶³⁷
638. bazen ünitelerin arasında kelime sınavı yapıbiliyorum.⁶³⁸
639. Reading konusunda dağıttığım fotokopilerde ya da MEB kitabındaki okuma parçaları üzerinden görebiliyorum. ders içerisinde hani aktifliklerinde bir konu işledikten sonra tahtaya geçip diyalog yaptıklarında fark ediyorum.⁶³⁹
640. kelime quizleri çok yapıyorum. Çocuklar kelime ezberlemiyor. Ben ezbere karşı bir insanım ama kelime ezberlemeden de olmuyor ama çok vermiyorum her üniteden 20 kelime.⁶⁴⁰
641. Çok çok sözlü yapıyorum. Bazen Türkçe anlamını soruyorum bazen mesela ben okuyorum o yazıyor.⁶⁴¹
642. Birinci performans notu vermek için çeviri. maalesef meslek lisesi sorunsalı paragraf çevirtirirken şimdi cümle çevirtiriyoruz, sözlük serbest çeviriyorlar.⁶⁴²
643. nasıl kitaptaki metinleri alıp kullanıyorsam çocukların yazdığı yanlış metinleri de bir sınav hazırlığı olarak, Bak böyle yazarsanız burada hatalı olmuş olursunuz.⁶⁴³
644. ne anlatmak istediğini burda anlamadım diye altını çizerim mutlaka yazı vermişsem eğer. Ödevleri çok detaylı inceliyorum. Öğrenmenin nerde kaldığını, nerde eksik olduğunu sonra kendini tamamlaman gerektiğini öğreneceksin diyorum.⁶⁴⁴
645. öğretmen kitabımda evet bu konuyu önceden hazırlansalar daha iyi olur tarzı hafta sonu özellikle etkinlikleri yaptırmaya çalışıyorum.⁶⁴⁵
646. zaten sürekli speaking, listening çok kullandığımız için öğrenci konuşabiliyor mu, okuduğunu anlayabiliyor mu, bir şey duyduğunda o duruma hakim olabiliyor mu onları da bireysel kendi gözlemlerimizle ölçüyorum.⁶⁴⁶
647. Tiyatro gösterilerimiz oluyor birkaç farklı, sınıf ortamında geçen oluyor ya da öğrenciler kendi karakter oluşturunlar, şir oluyor öğrencilerin kendi yarattığı varsa ekliyoruz. O da bir değerlendirme bana göre.⁶⁴⁷
648. e-okula öğrencilerin uygulama notlarını girmemiz gerekiyor onları girerken yaptığımız etkinliklerden yardım alıyoruz mesela speakingi oynadığımız oyunda gözlemliyorum. yazmada hikaye yazma olsun birilerini tanıtmaya olsun, sunum yapma olsun bunların hepsini değerlendirmeye alıyoruz. Listeningde orijinal sesleri dinletip onun üzerinden sınav yapmayı tercih ediyorum.⁶⁴⁸
649. sınav yaparken çocuğu düzeltip orada bir eğitim yapmaya çalıştığımız bir durum var yani o konu en zayıf olunan konu olduğu için sınavın kendisini de hem not verme hem de eğitim olarak kullanma durumunda kalıyorum.⁶⁴⁹
650. uygulama sınavımız var. O da listening oluyor. Çok kalabalık bir okulda olduğumuz için sadece listening yapıyoruz. writingi verdiğimiz ödevlerle tamamlamaya çalışıyoruz. Speaking de ders içindeki etkileşimde değerlendiriyorum.⁶⁵⁰
651. Derste yapmanın da bir faydası olsun istedim. konuşabilenlere sorduğum sorularla az konuşacaklarını düşünenler cesaretlensin istedim. Yani inanın yanlış biliyorum ama devlette böyle bir imkanınız yok. Başka bir sınıfa alayım, sessiz bir ortam bulayım, tek tek çağırayım. Öğrencinin vakti yok ben kendi vaktimi feda ediyorum diyelim. sabah öğle eğitim olduğu için benim boşalttığım sınıf 5 dakika sonra öğrenciler tarafından dolduruluyor. Yani böyle imkansız bir şey bu.⁶⁵¹
652. 10 ünite var, 10 quiz yapıyorum. Dönem sonunda 10 quizinizin toplamının ortalamasını alacağımı, sözlü notunuzun birini bu oluşturacak diyorum o zaman çalışıyorlar.⁶⁵²
653. Bazen şöyle yapıyorum 3 tane kelime soruyorum 2 tane bilirse hiçbir şey almıyor. Hiçbir şey bilemezse ya da 1 tane bilirse eksik alıyor. 3 tane bilirse de 3 tane artı veriyorum. en azından teşvik edici olsun diye.⁶⁵³
654. quiz deyince çalışıyor çocuk, yüksek puanlar da alıyorlar, sınavda çok iyi puan alamadıkları için genelde biraz daha yorum istediği için quizlerde aldıklarıyla biraz notları yükselmiş oluyor.⁶⁵⁴
655. kitabın kapağını bile kaldırmak istemiyorum moduna getirmek istemiyorum o yüzden notlarımı genellikle düşük seviye tutmamaya çalışıyorum.⁶⁵⁵
656. ben baktığım için defter tutuyorlar. Artı eksi karşılığı var yapıyor ama ödev vermezsen asla bir dahaki derse kadar yüzünü açmıyor. mesela 9'larda 5 saat dolayısıyla ortalamalarında önemli bir etkisi var. bunları yapmadığımız zaman öğrenci de dersi önemli olarak görmüyor.⁶⁵⁶
657. artı verdiğimiz 5-6 kategori var, derse katılım, derste o anda sorduğum bir soruyu bildiye, brainstorming yöntemiyle doğru bir cevabı bulduysa, speaking yaptığında katıldıysa onun artısı ayrı. aynı şekilde olumsuzluk da ayrı, derste uyuyorsa, gürültü yapıyorsa başkalarını da rahatsız ediyorsa, kitap getirmediyse, defter getirmediyse başka bir eksi. dolayısıyla ben süreci tamamıyla değerlendirdiğimi görüyorum.⁶⁵⁷
658. cümle kurarken bakıyorum kim rahat kuruyor kim kuramıyor kendime göre ajandam var orada notlarımı alıyorum. Bazı öğrencilerim mesela çok heyecanlı gayretli derste aktif bir şekilde yıla başlıyor ama 1 yıl, 1 ay sonra hiç ondan eser kalmamış kenara çekip konuşuyorum sen en iyi olabilecek öğrencilerin arasındasın gibi.⁶⁵⁸
659. Değerlendirme kısmı için, anlatmadığım hiçbir şeyi sormam sormayacağım hiçbir şeyi de anlatmam. mesela bir kelime Önemli altını çizim, sınavda çıkabilir demişimdir. Kelime olarak sormam, readingin içinde sorarım mesela. o yüzden kapsam geçerliliğini sağlamaya çok dikkat ediyorum.⁶⁵⁹
660. susmasını gerektirecek bir meşgale vermeye çalışırım. Her zaman işe yaramaz, kabul ediyorum ben de mükemmel yapmıyorum bu işi, her zaman olmasa da çoğu zaman işe yarıyor.⁶⁶⁰
661. çocuklar beni sevdiği için otomatikman dediğim her şeyi de yapıyorlar. Ya da gösterdiğim bir şeyi mesela keyifle yapıyorlar.⁶⁶¹
662. kendi sınıfın olunca öyle olmuyor kontrolü birinci günden sağlayabiliyorsun o kadar zor gelmiyor.⁶⁶²
663. sert olmayı deniyorsunuz, yumuşak olmayı deniyorsunuz, arkadaş olmayı deniyorsunuz, otoriter olmayı deniyorsunuz her denediğinizin bazı çocukta işe yaradığını öbüründe yaramadığını görüyorsunuz. Sadece dürüst olmak gerekiyor aslında. onların bir parçası olmayı başarmışsanız Sınıf yönetimi de kendi kendine oluşmaya başlıyor.⁶⁶³
664. öfkelenen öğretmen olmak istemiyorum. O yüzden de sürekli dersi böyle bir dolu dolu geçirmeye çalışıyorum.⁶⁶⁴
665. Belki sınıf içi yönetimde toy bir hareket yapıyor olabilirim. Onu da 20 yıllık öğretmen benden daha iyi yapıyor. Çünkü o tecrübeyle kazanılan bir şey. Tek fark bu olabilir.⁶⁶⁵
666. sınıf yönetiminde işte haylaz öğrenciyi yönlendirmek, tahtada flash kart tutsun, fotokopi dağıtsın falan ama ben bunları onlarda denedim. Tahtaya çıkarıyorum daha beterini yapıyorlar, bu sefer tahtadan yönetiyorlar yani değil A,B,C bunlara Z planı lazım. O açıdan kendimi yetersiz buluyorum. sınıf yönetimi hakkında tavsiye istediğimizde demek ki bu hoca zayıf öyle bir şeyi de beraberinde getiriyor. Biraz da çekiniyorsunuz o yüzden.⁶⁶⁶

667. sınıf yönetimini iyiye, ikincisi derste çabuk ilerliyorsam tecrübeli hissediyorsam, tedirginlik yoksa. Girer girmez hemen bildiğim şeyi yapıyorsam, hemen başlıyorsam derse, hemen hızlıca yoklamayı alıp hemen hızlıca defteri doldurup hemen hadi başlıyoruz yapıyorsam ilerlediğimi fark ediyorum⁶⁶⁷
668. kişilik özelliklerimden birinin bana çok faydası olduğunu düşünüyorum o da sakinliğim. Öğrenciler onu çünkü fark etti. bir öğrencim hocam ne güzel siz hiç kızmıyorsunuz dedi⁶⁶⁸
669. öğrencinin olumsuzluk yaşasa bile devam etmesini ve diğerlerinin de derse katılmalarını öğrenmeye devam etmeleri açısından öğrenciye kin beslemem bunu asla davranışında belli etmem hatta onun bilebileceğini tahmin ettiğim bir şeyi hemen sorup ona artı veririm⁶⁶⁹
670. Sesimi doğru kullanamıyorum. Biraz ince bir sesim var. İlk başlarda çok bağırıyordum, işe yaramıyordu Şimdi bağırmadan anlatmaya çalışıyorum⁶⁷⁰
671. Farkındayım hatalıyım çünkü bir noktada evet çok sinirleniyorum ve azarlıyorum yani o andaki şeyim çok sert oluyor. Ama etkili miyim? Zannetmiyorum yani ben kendimi yıpratmış oluyorum⁶⁷¹
672. öğrenmek isteyen engelliyor. problem çıkıyor, saygısız davranıyor. Ben bu çocuğa bir ceza veremiyorum. bağıriyorum mesela çocuklara ama yoruyorlar insanı bağırıdıktan sonra bir de hemen gülüyorum yani aramızın bozulmasını istemiyorum⁶⁷²
673. nasıl rencide etmeden ayırım yapmadan eşit bir şekilde davranabilirsin ve o 40 dakikayı nasıl en vicdanın rahat bir şekilde geçirebilirsin⁶⁷³
674. burada tek yapmaya çalıştığım şey hak geçirmemeye çalışmak benim için burada çok ön planda. çok çok yaramaz çocuklar var, onları toparlayıp, en azından susturup çalışkan olanlarla en azından yoluma devam etmek, bu süreçte onların hakkını yememek benim için çok önemli. Onu sağlıyorum. Bu yüzden vicdanım gerçekten rahat.⁶⁷⁴
675. notlamada adil cezalandırmada adil ders anlatımında hepsinin dersi dinleyebilmesinde adil olmaya çalışırım⁶⁷⁵
676. adalet benim anahtarım. Adaleti o ortamda ben sağlıyorum, o yüzden de iyi bir şey. bu da haksızlık demek hoşuma gidiyor. Öğretmenlikte de öyle⁶⁷⁶
677. böyle durumu iyi olan öğrencileri katmaya çalışırız ya bu tür çalışmalara bu sefer diyorum orta seviyedeki çocukları katayım, onlar bir adım öteye geçsinler zaten öbürleri öndeler gibi⁶⁷⁷
678. İngilizce öğretmek bana sanki hani böyle su içmek, yemek yemek gibi. o artık benim doğamda olan bir şey. Hani onu öğretmediğim zaman böyle kendimi eksik hissediyorum⁶⁷⁸
679. onlara odaklı yaşadığın bir meslek hani doktorluk gibi, mühendislik gibi orada kalmıyor yani bütün hayatımızı kapsayan bir şey⁶⁷⁹
680. bu kimlik bizim üzerimize yapıştığı için. Öğretmen yırtık pantolon giyemez. ben okuldayken öğretmenim evet öğrencilerime yansıtırken öğretmenim ama normal hayatımda ben benim. Yani o biraz beni çok kısıtlıyor. Ya öğretmenim ama ben de insanım⁶⁸⁰
681. en önemli anahtar kelime biraz önce de söylemişim kişilik. Bence öğretmenlik bir kişilik⁶⁸¹
682. öğretmen olunca hayatınız boyunca öğretmen oluyorsunuz 7/24 ve bir ömür boyu öğretmen oluyorsunuz o yüzden öğretmenlik benim için en başta bir hayat yani hayatın belli bir şekil alması demek⁶⁸²
683. Çünkü öğretmen olunca bütün tarzınız değişiyor yani hani toplumsal duyarlılığınız da artıyor, insanlık duyarlılığınız da artıyor⁶⁸³
684. herhangi bir meslek değil, öğretmenlik sadece sevgiyle yapılacak, çocukları seven, gerçekten bir şeyler öğretmek isteyen birinin yapabileceği bir şey⁶⁸⁴
685. Ben okulda da rol yapmıyorum yine kendim öğretmen de benim, evdeki de benim. Yani ikisi ayrı olursa yorulacağımı düşünüyorum. Bir rol takınırsam işte okulda bıraktım, geldim okulumda öyle bir şey yok ben hep iç içeyim yani⁶⁸⁵
686. öğretmenlik de aslında her gün bir tiyatro oyunu değil mi? Yani dersin kendisini tiyatroyla anlattığımız gibi aslında o gün hayatınızdan kopmuş ve sürekli bir şey anlatan bir tiyatro oyuncusunuz⁶⁸⁶
687. Seviyorum onların önünde her gün oyun sergilemeyi seviyorum. İngilizce de buna çok müsait. Birçok dersi canlandırma şeklinde yapıyorum yani. Yani o kelimeleri bir tiyatro tarzında anlatım yapıyorum. tam doğru şekilde ilgi çekici bir şekilde anlatmaya çalışıyorsunuz. Aslında bu da bir sanat eseri⁶⁸⁷
688. sahne gösterisini yapmayı o performans, ister spor, ister tiyatro, ister müzik olsun sahne gösterisini sergileyen bir insan olmak istemişim daha önce de. Ben biraz o şov yapabilen bir öğretmen olduğum şekilde görülmesini istiyorum⁶⁸⁸
689. Dersimi şu an öyle görüyorum açıkçası. Gideceğim, performansımı sergileyeceğim, bu sadece benim anlatmam değil sınıfa bir şey de yaptırabilirim ki tercihim de odur, sonra geri geleceğim. insanların anlamakta zorlandığı bir şeyin aslında ne kadar kolay aaa! yaptırmışım, o aaa! Anını, aa zil mi çaldı? çok seviyorum.⁶⁸⁹
690. 9' da geliyorsunuz 3'te çıkıyorsunuz (...) ama çok şey yapıyoruz. çocuğu her alanda geliştiriyoruz, sadece dil, matematik değil, sosyal olarak da gelişmiş, kendine güvenen bireyler çıkarıyoruz⁶⁹⁰
691. hiçbir şey olamazsan öğretmen olursun böyle bir algı var. 40 dk hiçbir şey yapmadan orada kalmazsın⁶⁹¹
692. belli başlı zorlukları var ama abartıldığı kadar atla deve değil⁶⁹²
693. Önemli olan bir şeyi sevmek yani insan sevince her şeyi yapabilir⁶⁹³
694. abartıldığı kadar kutsal bir meslek olduğunu da düşünmüyorum nasıl icra ettiğinize göre değişiyor daha doğrusu kutsal olması. benim öğrencime gösterdiğim koşulsuz sevgi evet kutsal ama bunu veremeyen öğretmen arkadaşlarım da var⁶⁹⁴
695. iyilik meleği şeklinde yapmıyorum bu işi. öğrenciler beni takdir ettiği zaman, öğretmen arkadaşlarımla tevaccühünü kazandığım zaman doğru işi yapıyorum diyorum⁶⁹⁵
696. İngilizce öğretmeniyim. Yani bunu kendimi çok farklı, özelmış gibi de söylemiyorum. seçilmiş değil yani. Öğretmenlik mesleğinde İngilizce branşında çalışıyorum⁶⁹⁶
697. Ben önce çocuğa nasıl bir insan olması gerektiğini öğretmeye çalışıyorum. öğretmenlik sadece bir ders öğretmek değildir. çocuğa ekstra o ahlaki, değerleri katmaktır⁶⁹⁷
698. öğrencilerimi önce saygılı birer insan olarak yetiştirmek istiyorum. dil öğreneceksiniz bu kuralı böyle uygulayacaksınız' dan önce insanlarla iletişiminiz bu şekilde olmalıy öğretmek istiyorum dil eğitimiyle⁶⁹⁸
699. bazı hoş olmayan davranışları oluyor çocukların çoğunun, onlar hakkında konuşuyorum. ahlaki değerini öğretsin, milli değerini öğretsin, sosyal şeylerini öğretsin, toplumun kültür geleneğini öğretsin bunu hissetsin bu kadar. Şu an ben bir öğrenciye vermem gereken en önemli şey bu⁶⁹⁹
700. Öğretmen şu an bence bunu yapmalı ya bu toplumda, bu düzende başka bir şeye ihtiyacı yok çocuğun⁷⁰⁰
701. Bütün diğer öğrenciler hayatlarına bir referans noktası olarak alabilmişlerse benim için en büyük kazanç bu olacaktır. O 3-5 dakika bütün hayatı boyunca olumlu bir davranış olarak geri dönecekse o zaman sadece öğretmen değil eğitmen olduğumu da hissetmiş olurum⁷⁰¹

702. öğrencilerin gerçekten okul dışında da aktif olmasını önemsiyorum, spor müsabakası varsa spor müsabakasına gitsin. bilgi yarışması varsa ona gitsin. Belki münazara yeteneği var gözümünden kaçıyor. Belki başka bir yeteneği var⁷⁰²
703. dersinde çok başarılı olabilirsin. ama önemli olan iyi insan olmaktır. Bunu gerçekten sadece söylemek değil de çocuklarının her alanda içlerine oturtan bir öğretmen olmak istiyorum. Yani benim dersimde başarılı olmanın yanında, işte başarılıysan mesela arkadaşına yardım ediyor olabilmek en çok istediğim o, iyi insan yetiştiren bir öğretmen olmak istiyorum.⁷⁰³
704. hep işin öğretme kısmını biliyorduk aslında. Fakat şimdi diyorum ki eğitim kısmı daha ağır basıyormuş, neyi öğrettiğinden ziyade çocukları eğitebilmek önemliymiş⁷⁰⁴
705. kazanımları kazandırmak bir yana onlara ufuk açan ve onları bir adım öteye taşıyan, milli manevi değerlerini de bir yandan öğreten bir öğretmen olarak görülmek isterim⁷⁰⁵
706. bu eğitim imkanına kendi maddi imkanlarıyla ulaşamayacak olan insanlara ulaşmak çok ayrı bir manevi bir duygu⁷⁰⁶
707. kalıpsal şekilde düşünen öğrenciler değil de hayata bakışı duyarlılık anlamında açık olan, ufkı olan, dünyayı kucaklamaya hazır olan öğrenciler yetiştirmek istiyorum ve İngilizceyi de buna yönelik kullanmalarını istiyorum⁷⁰⁷
708. insanlara fırsat verildiğinde neler yapabildiğini ben görüyorum. O yüzden bütün insanlara bu fırsatı vermek için elimden ne geliyorsa onu yapmaya çalışıyorum⁷⁰⁸
709. öğrencilere hayatlarına dokunabilen bir öğretmen olmayı isterim olumlu manada. İngilizce bilgilerinde değil sadece hayatlarında olumlu bir değişiklik yapmış bir öğretmen olmak isterim⁷⁰⁹
710. çok klişe gelecek belki ben duyarken bana çok klişe geliyordu ama şimdi yaşarken evet hakikaten öyleymiş diyorum, o size duydukları koşulsuz sevgi birilerinin hayatına dokunabilmek⁷¹⁰
711. Ben böyle bir şey fark ediyorum ve senin bunu aşabileceğine inanıyorum dedim. Halbuki öyle bir incancım yok, çünkü bilmiyorum. Sana şimdi 10 tane ş ile kelime vereceğim, tamamen Türkçe alanımla bir ilgisi yok. bunları evde ezberleyeceksin, yapabildiğini de göreceksin⁷¹¹
712. onun hayatına dokunmuşum ben çok farklı bir bağ kurmuşum onunla benimki de öyle (referring to her teachers), ben her şeyin sevgi ile halledilmesi gerektiğine inanıyorum⁷¹²
713. ileride başka bir çocuk da benden böyle hani bahseder. Belki ben de onun hayatına dokunurum. Ulaşamadığım amacım da her öğrenciye ulaşmak⁷¹³
714. Çünkü geçmişte başka öğretmenlerim bana bunu yaptı⁷¹⁴
715. Bu tamamen o zaman gördüğüm ilgi ile alakalı ben de aynı şeyi bu iyilik gibi Yani birisi sana yaptığında sende bunu üzerinde borç görüp o kişiye değil ama başka kişiye yapmaktır⁷¹⁵
716. ben de devam etmek istiyorum. Çünkü bana öğretiler beni şekillendirdiler⁷¹⁶
717. Hayata kazandırmak. Genelde şanssız çocuklar devlet okulunda. belki yitip gidecekler. Hiç bilmedikleri bir yetenekleri olabiliyor bazen İngilizce öğrenmek gibi. Ben de hayata kazandırdığımı daha önce gördüm bence benim için önemli bir şey bu⁷¹⁷
718. hedefim severek öğrenmeleriydi. Öyle de ilerlediğimi düşünüyorum. Yani hedefim değişmedi hala. İngilizceyi zaten istemeyen bir insana öğretemem, istemesini sağlayabilirim sadece⁷¹⁸
719. İngilizce'yi öğretme hedefim yabancı dili sevdirmek⁷¹⁹
720. bir dersi sevmeden o derste başarılı olunmaz. Benim şu ana kadar hiçbir öğrencim, Öf 15 saat İngilizce dersi, yine mi İngilizce dediğini duymadım⁷²⁰
721. Ben biraz daha çocukların lehine. şu korku olsun istemiyorum. Acaba düşük alacak mıyım değil de, ben onların öğrenmesini istiyorum⁷²¹
722. ilk sorumluluğum bence bunu onlara sevdirmek yani yabancı dili onlara ders olarak değil de daha farklı bir şekilde onlara sevdirmek dil olarak iletişim aracı olarak kültürel bir araç olarak bunu onlara anlatabilmek ve sevdirmek bunu da yavaş yavaş başardığımı düşünüyorum.⁷²²
723. öğrenciler de benim dersime girdiklerinde keyif alsınlar istiyorum En azından dile karşı o sempatiyi uyandırmak, sadece ders değil genel olarak bilginin kendisini öğrenmek için siz de çabalayın⁷²³
724. Öğrenciyi kazanmak İngilizceyi sevdirmek, İngilizcenin önemini anlatmak İngilizceyi öğrenmeyi öğrenmesi çok önemli İngilizceye karşı ilgi duymasını sağlamak, onu da yapabildiğim sürece ben iyi öğretmen olduğumu düşünüyorum⁷²⁴
725. nasıl anlaşabileceğinizi, nasıl iletişim kurmanız gerektiğini, nasıl başka birine saygılı olmanız gerektiğini; nasıl bir context içinde, nasıl hitap etmeniz gerektiğini. nasıl iletişim kurmanız gerektiğini öğreniyorsunuz. Ben de bunu öğretmek öncelikle insanların iletişimi kuvvetlendirmek birbirlerine karşı olan saygısını kazandırmak istiyorum⁷²⁵
726. iletişim yani hepsinin sebebi bu. Şimdi şurada sokaktaki bir insan size bir şey sorduğu zaman cevap verebilmektir⁷²⁶
727. Dil iletişim aracı. Ben diyorum ki; siz de Türk gibi İngilizce konuşun, hem aksan olarak hem de gramer olarak da çok doğru öğretmeye çalışıyoruz. beni öğrencilik hayatım boyunca çok zorladı, kendi öğrencilerimi etkilememesi için çabam⁷²⁷
728. dil öğrenmek o dilde insanın ihtiyaç duyabileceği her şeyi yapabiliyor olmak demektir, sadece o dille yaşasaydım neyim eksik kalırdı noktasında evet ciddi bir şey eksik kalmazdı demek⁷²⁸
729. bence en önemlisi en azından çocukların kendini ifade edebilecek kadar bir şeyler öğretebilmek. Ama bence tenseleri öğretmek, kendilerini ifade edebilecek kadar kelime vermek en azından general service listteki kelimeleri mesela⁷²⁹
730. dil öğretmek değil de dil edinmek bence anahtar kelimemiz olmalı⁷³⁰
731. az bilsin az öğrensin ama doğru öğrensin tam öğrensin yani böyle çeviriyle, bir etkinlikte değil de keşfederek, çıkarım yaparak yani daha doğal bir şekilde öğrenebilirler⁷³¹
732. biz İngilizce neden öğreniyoruz sorusuyla girdim ve hepsinin verdiği ortak cevaplar vardı geleceğimiz için, dersimiz için, mesleğimiz için para kazanmak için gibi. (...) asıl hedefimiz dilimizi, inançlarımızı ve güzelliklerimizi insanlara ulaştırmak için öğrenmeliyiz.⁷³²
733. İngilizce denilince Batı dünyası akla geliyor, Batı dünyasının medya üzerinden bize empoze etmeye çalıştığı şeylerin çocukların farkında olmasını sağlamak⁷³³
734. yani bizim okul İmam Hatip, yılbaşı ile ilgili ön yargıları var. Bununla ilgili tartışıyorlardı. ben biraz şöyle konuştum, İnanmayabilirsin, sana ters gelebilir ama saygı duyacaksın⁷³⁴
735. CNN International'ı açtığım zaman anlasın, dinlesin demiyorum ama en azından altyazıyı okuyabilsin, dünyada neler olduğundan haberi olsun⁷³⁵
736. benim hocam bana şöyle bir fikir vermişti belki çok yanlış bir fikirdi belki çok doğru bir fikirdi ama sonuçta bir insana sordurmak önemli ya o soru işaretini bırakmak güzel bir şey⁷³⁶

737. Hiç alakasız bir konu bazen dini bir konu oluyor, çocuklar soruyorlar. Bazen toplumsal bir şey oluyor, kültürel bir şey oluyor, aile ilişkileriyle ilgili bir şeyler oluyor, konusu açıldığı zaman ben es geçmem mutlaka onunla ilgili bir şeyler söylerim⁷³⁷
738. iş sektöründen gelen birisi olarak onların iş hayatında başarılı olmalarına çalışıyorum⁷³⁸
739. meslek lisesindeyim. Ve onlarda kendimi görüyorum. Bakın öyle yapmayın böyle yapın sonra kursa gitmek zorunda kalıyorsunuz diyor⁷³⁹
740. insanlar işlerinde yükselmek için dil kurslarına gidiyor. Öğrencilere bunu gerçekten kullanacaklarına, lazım olduğuna ikna etmek⁷⁴⁰
741. dil öğretiminde en önemli şey kişinin neye ihtiyacı var, hangi açıdan kullanacak, onu belirleyebilmek gerekiyor. dil ancak hayata adapte edildiğinde öğrenilebilen bir şey diye ve bu yöntem ile öğretilmesi gerektiğini düşünüyorum⁷⁴¹
742. bence hiçbir öğrenciye kullanmayacağı hiçbir şey verilmemeli. ne için kullanacak günlük hayatında mı o zaman Passive Voice'u bilmesine gerek yok⁷⁴²
743. bu çocukların hiçbirinin önünde kısa vadede bir hedef yok ve dili de öğrenmek için de bir neden yok. İşine yarayan kısımda dil öğrenmesi gerektiğini düşünüyorum⁷⁴³
744. daha fazla test çözmem gerekiyor artık. bu haftadan sonra biraz fazla testlerle uğraşacağım. Dinleme metinleriyle uğraşmayacağız, zaman kaybı olacak. Bu saatten sonra ben çocuğa bir şey anlatamam. Onun şu anda hedefi sınavı⁷⁴⁴
745. daha çok rehberlik etmek yönlendirmeye çalışıyorum⁷⁴⁵
746. İngilizce öğretmenin daha iyi yol göstermeyi bilen hale döndü bence. Önceden yol göstermekle beraber her şeyi göstermek lazımdı⁷⁴⁶
747. Şu an öğrencilerin ben onlara doğru yolu gösterdiğimde telaffuzlarını benden öğrenmeyecekleri için bir problem yaşamayacaklarını düşünüyorum⁷⁴⁷
748. rehber olmak güzel, benim en büyük eksiğim hayatımda rehber bulamamak olmuştu. Ben birilerine olacağım için de öğretmek o süreçte kendimi tamamlamak oluyor⁷⁴⁸
749. Öğrencilerin de hayatta vakit kaybetmeyip nasıl kendilerini o boyuta getirebilirler? Hangi yönlerini ön plana çıkarabiliriz? Bir şekilde kendini eğitmeye devam etsinler⁷⁴⁹
750. benim için önemli olan öğrencilere, en azından kendim gibi veya benden daha iyi şeyler yapabilecek öğrenciler gördüğüm zaman ben onlara bir şeyler vermek istiyorum⁷⁵⁰
751. Ben beni gören olmadı için onları görmeye çalışıyorum kişiyi gerçekten tanımaya vakit bulup onun yetenekleriyle neler yapabileceğini topluma, kendisine faydalı olabileceği bir yol bulmaya çalışıyorum⁷⁵¹
752. En azından birkaç öğrencinin bir şeyler öğrenmesini sağlayabilmek Onları kaybetmemek yani şu an tek açıkçası amacım bu olabilir⁷⁵²
753. önce mutlu olmaları gerekiyor bence. çünkü kendi yollarını bulamadıkları zaman kayboldukları zaman hiçbir konuda başarılı olamıyorlar⁷⁵³
754. kendini daha iyi ifade eden insan daha mutlu bir insandır Çünkü anlaşılır İngilizcenin de bunun bir aracı olduğunu düşünüyorum⁷⁵⁴
755. çok güzel bir şey oldu. Öğrencim dil okumak istiyorum dedi. hem yapıyor hem çok seviyor mesela şuan hiç kaçırmak istemiyorum, görevim de o merakı devam ettirebilmek⁷⁵⁵
756. İngilizceden hiç haberi olmayan ve 8. sınıfın bitmesine 3 ay kalmış o çocuklardan bir tanesinin dil seçip dil okuduğunu sağladığım için. Bu tarz şeyleri görebileceğimi düşündüm⁷⁵⁶
757. hedefimiz var ama hiçbir zaman bitmiyor. Sınıf uygulamaların gelişimi sürekli devam ediyor. Sadece eksiklerimi görmeye ve tamamlamaya çalışıyorum, hedefim de çok daha iyi olmak Sürekli böyle bir araştırma içindeyim yani kendimi geliştirmeye çalışıyorum⁷⁵⁷
758. branşım da bunu gerektiriyor çünkü dil sürekli değişen yenilenen üzerinde bir şeyler eklenen bir şey onun için ben de sürekli böyle bir değişim dönüşüm halinde olmam lazım⁷⁵⁸
759. Beklentilerim de sürekli kendimle ilgili gelişimi tamamlayabilmek işte adım adım. Genel öğretmenlikte gelişim ve branşsal gelişimimle ilgili kendimi daha geliştirmem çok şey var⁷⁵⁹
760. biraz daha kendimi geliştirebilirim, yöntem de geliştirebilirim, kitaba bağlı kalmak istemiyorum, Yeni bir şeyler ekliyorsunuz, yeni bir şeyler görüyorsunuz, bunu daha iyi anlatmak için bu daha iyi olabilir diye düşünüyorsunuz⁷⁶⁰
761. devlette kendimi bir çaylak olarak gördüm. Şu anda birazcık daha iyiyim. Daha da iyi olmayı düşünüyorum. grafik programı öğrenmek istiyorum mesela. Bu daha da işimi kolaylaştırır daha çok hitap edebilirim. bir süredir etrafta seminer kolluyorum⁷⁶¹
762. Öğrencinin korkmadan her zaman ulaşabileceği bir öğretmen olmak, her zaman. bir şeyleri çözüm sunabiliyorsam çözüm bulmak. Şu an onu başardığımı düşünüyorum⁷⁶²
763. Ben mesela benden çekinmemelerini istiyorum. Ki diyorlar zaten Ece Hoca kızmaz, bence ona sorabilirsin⁷⁶³
764. Onların dertlerini dinleyebilen, konuştukları zaman bana güvenmelerini de istiyorum, aramızdaki ilişkinin iyi olduğunu hissetmek istiyorum⁷⁶⁴
765. konuşurken de yanıma gelip sorular sorabiliyorlar ya da bir çok şekilde konuşabiliyoruz iletişim kurabiliyoruz iyi bence onlar için bu, çok anlayışlısınız işte teşekkür ederiz ve çok karıştım daha yeni öğretmen olmama rağmen⁷⁶⁵
766. çekinilmeyen bir öğretmen olmak isterim Ya da birbirimizden bir talebimiz olduğunda Bir konu anlatacağım mesela bu derste ne yapmak istersiniz sorarım⁷⁶⁶
767. beni bir öğretmen olarak görmeli hani tatlı sert dediğimiz bir tiptemeyimdir⁷⁶⁷
768. hem böyle ilişkim çok iyi olsun onlarla anlayışlı olabileyim onlarla iyi iletişim kurabileyim ama aynı zamanda derste de bir disiplinimiz olabilsin istiyorum şu anda iletişim konusu çok iyi ama daha disiplinli olmam gerekiyor⁷⁶⁸
769. onların bir takım arkadaşları olarak bir sorunu olduğunda yardımcı olan dertlerini dinleyen bir pozisyondayım ama olumsuz davranışlarını da müsamaha göstermediğimi genellikle göstermeye çalışıyorum⁷⁶⁹
770. Tabi ki saygılı olmalarını istiyorum ama ben sınıftayken çocuklar rahat olsun istiyorum⁷⁷⁰
771. benim görüşüme göre önce öğrenci öğretmeni sever, ondan sonra dersi sever benim amacım öğrencinin beni sevmesi. Çünkü önce beni sevecek ki dersimi sevsin⁷⁷¹
772. iyi bir öğretmen desin isterim ya da benim dersime severek gelmek istesin⁷⁷²
773. örnek olan, olmak isteyeceği bir kişi olmak. öyle bir öğretmen olmak isterim. işini hakkıyla yapan birisi olmak önemli. Çünkü onlara da örnek oluyor, onlar da hayatlarında ona göre davranacaklar büyüdüklerinde⁷⁷³
774. öğretmenlik, artı İngilizce öğretmenliği diye bir şey olması gerekiyor. Mesela etkinlikler, yaptığımız etkinlikler farklı, öğretmen yapısı olarak da farklı. Bizim zümremiz de mesela çok eğlenceli bir zümredir⁷⁷⁴

775. Öğretmen olmak ve İngilizce öğretmeni olmayı aslında gerçekten de ikiye ayırabiliriz. Çünkü görev yaptığım okullarda görebildiğim kadarıyla İngilizce öğretmenliği biraz daha değişik bir portrenin içinde⁷⁷⁵
776. bir İngilizceci olarak bazen diğer insanlardan çok farklı oluyorsunuz. Hani tam bir yere ait olamıyorsunuz. Bazen arada kalıyorsunuz⁷⁷⁶
777. ekstra bir dil bilmenin verdiği de bir avantajla sıra dışı olarak görülüyor bence. kaynağımız çok fazla yani şöyle ben bilgisayar oyunlarını telefon oyunlarını video games kitap çizgi romanları okumayı çok severim ama bunları işte kaynağından yapabildiğim için sanırım o farklılık bence bunla bağlantılı olabilir.⁷⁷⁷
778. sanırım biraz farklı ve marjinal olmak bir İngilizce öğretmeni böyle olur diye düşündüm ve gerçekten böyle de oldum diye düşünüyorum Kıyafetleri, konuşma şekilleri, işte bu çok beğendiğim o yabancı hayata, o kültüre aitler gibi hissetmem⁷⁷⁸
779. Biraz tarz olarak ilginç bir İngilizce öğretmeni olduğumu düşünüyorum, zaten İngilizce öğretmenleri genel olarak öyle bilinirler⁷⁷⁹
780. daha farklı Tarih öğretmeninden ya da bir işte herhangi bir branş öğretmenliğinden daha farklı bir his veriyordu bana İngilizce öğretmenliği⁷⁸⁰
781. Yani farklı, İngilizce öğretmenleri daha farklı gözüktüyor okulda. Daha bilmiyorum girişken mi gözüktüyor? Çok girişken olmasam da illa daha farklı bakıyorlar yani. Çünkü bir yabancı dil yani farkı bu sadece⁷⁸¹
782. Hocalarımın ve hoca arkadaşlarımın çoğunluğu bence böyle. ya dövmedir ya bir ne bileyim biraz farklıdır görüntüde de öyle biraz süslüdür. Ne bileyim farklıdır ya mutlaka farklıdır⁷⁸²
783. Biraz daha mı özenli diyelim, şıkır şıkır. İngilizce konuşurken hareketlerimizle de gösteriyoruz bence daha farklı daha modern mi diyelim tabi diğer öğretmenlerimiz de öyle ama İngilizce bölümünü üzerimizde taşıyoruz gibi hissediyorum⁷⁸³
784. Ne öğrettiğimizden daha çok nasıl görüldüğümüzle ilgili bir merak uyanıyor insanlarda. toplumdaki imaj maalesef hep böyle bakımlı, şık⁷⁸⁴
785. Bence saygınlık duyulan bir alan çünkü ben öğretmenim dediğimde ne öğretmenisin sorusuna İngilizce öğretmeni dediğimde herkes aa İngilizce öğretmeni mi diye saygın bir bakış açısı var⁷⁸⁵
786. belki başka kültürlerle uğraştığımız için kültürel anlamda daha çok şey kazanıyoruz sanırım, onun da verdiği bir bilgi birikimi ve genel kültür oluyor bu da insanlara çok güzel geliyor⁷⁸⁶
787. İngilizce olduğu zaman biraz daha insanların dikkatini çekiyor. Çünkü İngilizce ya kendisi öğrenmek istiyordur ya biraz biliyordur ilgisini çekiyordur. Başka bir dil de olsa bir dil bilen insan her zaman ilgi çekiyor, merak uyandırıyor⁷⁸⁷
788. İngilizce Öğretmeni hep lazım, mesela internete girmiş yabancı bir site hocam bir yardım et... arkadaşlardan, müdürden her zaman bir şey gelebiliyor, biraz daha prestijli diğer branşlardan⁷⁸⁸
789. birçok insanın sorun yaşadığı bir şey. birçoğunun başaramadığı şeyi başarmış gibi mi görüyor bilmiyorum, olumlu bir etki yapıyor en çok hoşuma giden bu oluyor⁷⁸⁹
790. ben de İngilizce öğrenmeye çalışıyorum ya da Çok uğraştım ama öğrenemedim ne yapmalıyım gibi daha çok bir şeyler danışılan biri. öğrenmesi İngilizce bir tabu gibi bizim ülkemizde ve sen o tabuyu aşmışsın çok büyük bir şeyi başarmışsın gibi görünüyor⁷⁹⁰
791. sohbet açılıyor bu noktayla ilgili ne yapmam gerekli, şey gibi bir doktor gibi oluyorsunuz o anda bir doktor noktasına geliyorsunuz aynı dil öğrenmem için ne yapmam lazım⁷⁹¹
792. İngilizce öğretmenlerinin daha havalı olduklarını düşünüyorlar, daha mesafeli olduklarını düşünüyorlar⁷⁹²
793. Biraz daha sosyal, bizim okulda da var mesela biraz daha entellektüel konuşuyorlar, edebiyat, tiyatro, sanat çok konuşuyorlar⁷⁹³
794. bir şeyler görmeye, öğrenmeye yurtdışını falan anlamaya devam ettikçe sadece İngilizce konuşan ülkelerden bahsetmiyorum birçok yerden haberdar oluyorsunuz⁷⁹⁴
795. Dünyayı göstermektir, kim gösterecek yoksa? En azından dünyayı göstermenin yolunu açıyoruz⁷⁹⁵
796. biraz daha dünyadan haberimiz oluyor belki biraz daha İngilizce bir haber izliyorsun, belki her konuda olmasa da daha dünyayla ilgili şeyler de soruluyor, bazen alakasız şeyler soruyorlar öğrenciler, sadece İngilizce Öğretmeni olduğu için biliyordur diye⁷⁹⁶
797. bir bilgi birikimi ve genel kültür oluyor bu da insanlara çok güzel geliyor İngilizce öğretmeni olmak da bu konuda benim için çok bilgili olmak⁷⁹⁷
798. yozlaşmış olduğumuzu düşünüyorlar ama öyle değil aslında. yani sizi başka bir kültüre ait görüyorlar. Sanki yabancı sempaticanlığı yaptığımızı düşünüyorlar zaman zaman ya da bizden en ufak bir İngilizce kelime duyduklarında tepki veriyorlar⁷⁹⁸
799. daha çağa ayak uydurabildikleri, değişen her şeyi takip edebildikleri için bence global oldukları için diye düşünüyorum⁷⁹⁹
800. kendi ülkemiz haricinde de başka bir ülkenin kültürünü, dilini öğrenmek ve bunu öğrencilere öğretebilmek çok güzel bir şey⁸⁰⁰
801. dış dünyayı anlamada ya da kendinin dışındaki kültürü anlamada ona yardımcı olmak benim sorumluluğum⁸⁰¹
802. gençlik değil ama güncellik diyebilirim birlikte çalıştığım İngilizce öğretmenlerinin çoğunda bunu görüyorum Mutlaka bir şeylerden daha çok haberdar oluyor kendilerini geliştirmek için en azından teknoloji alanında ve çocuklara yetebilme açısından daha güncel oluyorlar⁸⁰²
803. Benim de yeni çıkan her şeye uyum sağlamam gerekiyormuş, sürekli yakalamam gereken bir şey var toplumda, hareket eden bir süreç var ben de hep ona dahil olmak zorundaymışım gibi hissediyorum. Dil öğretmeni olmak bana böyle hissettiriyor⁸⁰³
804. Güncel olabilecek her şeyi takip etmesi lazım bence İngilizce öğretmenlerinin⁸⁰⁴
805. derste yaptığın bir şeyi gerçek yaşamla ilişkilendirmek. bir mekan oluşturmanızı istiyor. Atıyorum bir ev oluşturuyor, değişik bölümleri var, İngilizceyle nasıl bağlantı kurabilirim, aynı mutfakta kek yaptırırmı ama İngilizce yönerge ile⁸⁰⁵
806. Türkiye'de aslında genel olarak belli bir klasik yaşanması gereken şeyler vardır ama nedense ben tanıştığım İngilizce öğretmenleriyle de gördüğüm kadarıyla biraz daha onun dışında düşünüyoruz⁸⁰⁶
807. diğer şeylerden çok fazla etkilenmemiş öğretmenlerle karşılaşacaklarını düşünüyorum veya onlardan biraz sıyrılmaya başlayabilmiş öğretmenlerle karşılaşacaklarını düşünüyorum İngilizce derslerinde⁸⁰⁷
808. Diğer öğretmenlerden mesela şu yorumu duyuyorum: Bu enerjiyi nereden buluyorsun bu kadar? sürekli koşturma, sürekli elimde bir materyal var bu bölümde⁸⁰⁸
809. içsel olarak aslında bence çoğu İngilizce öğretmenleri biraz kıpır kıpır sanırım hani o enerji farklılığı var ben de gerçekten benzediğim⁸⁰⁹

810. İngilizce öğretmenleri enerjik en başta onu söyleyebilirim, çocukların keyif aldığı enerji dolu bir anlatım diyebilirim kendim için de⁸¹⁰
811. İngilizce öğretmeni arkadaşlarıma bakıyorum onlar da o şekillerde kafasında bir sürü proje olan ya da heyecanlı olan, işini çok severek yapan⁸¹¹
812. bence karakter olarak İngilizce öğretmenin daha sempatik, neşeli bir tavır var diğer öğretmenlerden ziyade. kendi okulundan da bakıyorum herkes çok ciddi ama biz çocuklarla koşuyoruz eğleniyoruz, gülüyoruz. Bizim bölüm biraz daha böyle farkını belli ediyor⁸¹²
813. insanlar hep böyle bakıyor isterse çok para kazanabilir, işte kurs açabilir, ilk akla gelen ek dersin var kesin, özel ders verirsın gibi⁸¹³
814. fedakarlıkla doğru orantılı gibi geliyor, öğretmen kelimesi bana. Böyle bir öğretmen olmak istiyorum. Bunu olmak için de elimden geleni yaptığımı düşünüyorum⁸¹⁴
815. Fedakâr olduğumu düşününler isterim yani gerçekten öğretmenliğin hakkını verdiğimi, bunu severek yaptığımı hani para kazanma aracından ziyade hakikatten bunun benim sevdiğim, hayal ettiğim, kurguladığım bir iş olduğunu onlara hissettirmek isterim⁸¹⁵
816. öğretmen olmak ya belki çok klasik ama gerçekten fedakarlık demek. Yani çocukların olmadan çocuğunun olması demek yani benim çocuğum yok ama hep çocuklarım diye hitap ediyorum⁸¹⁶
817. özveri bence öğretmenlik. Çünkü bir yazılının görsellerini hazırlamak bazen saatlerinizi alıyor. internetten zaten hazırlanmış bir yazılıyı çıktısını alıp ne öğrenirlerse öğrensinler diyebilirdim ama daha dikkat çekici olsun, renkli olmasın fotokopi çekerken görüntü karışmasını görüntü net olsun⁸¹⁷
818. bunu kullanmam demek fedakarlık demek benim 12 de gelip onun provasını almam lazım başka dersten alamam. Çünkü hep bir yerden geri kalacak e bunların hepsi fedakarlık. Ben bunu yapmazsam? 20 yıl sonra Mr. and Mrs. Brown devam edecek⁸¹⁸
819. çocukların yararına olacak herhangi bir şey için ekstra mesai yapmak benim hoşuma gidiyor, rahatsız olmuyorum bundan⁸¹⁹
820. çalışkan, işini iyi yapan, başarılı ve alanında yeterli. Böyle görünmek isterim, ve gördüklerine eminim çaba sarf ettiğimi ve bir şeyleri gerçekten iyi niyetle yaptığımı ve çalıştığımı görüyorlar⁸²⁰
821. İşini hakkıyla yapan, işinin hakkını veren, özverili bir öğretmen olmak isterim öyle de görülmek isterim⁸²¹
822. Neysem o yani bir öğretmenin olması gerektiği gibi aktif, çalışkan, sürekli bir şeyler araştıran, yenilikçi bir insan olarak görsünler onu bilsinler isterim⁸²²
823. kendi mesleğimde de fark edilebileceğime hala inancım devam ediyor. bir şeylere yarayabileceğimi hem benim mutlu olabileceğimi hem de etrafıma fayda sağlayabileceğimi düşünüyorum⁸²³
824. Zamanımdan fedakarlık yapıyorum erken geliyorum onlarla etüt yapıyoruz haftada 2 gün. bunun ücretsel bir karşılığı da yok, MEBle hiçbir alakası yok⁸²⁴
825. yüzden sürekli ekstra çalışmalar hazırlamam, öğrenciyi onunla çalıştırmam gerekiyor. Mesela şunu çok isterdim boş saatim olsaydı (38 hours of teaching load) o eksik olan öğrenciyi alırsın. Bir şekilde ilerletirsin ama o imkanım da yok. Akşam ya da okuldan sonra öğrenciye kal da diyemezsin. O yüzden onu farklı bir şekilde telafi etmek gerekiyor⁸²⁵
826. Yani aşamalı bir şey, zor bir şey, sabırlı bir şey. benim önceden yaptığım elektronik işi böyle değil bakıyorsun tamir ediyorsun çalışıyor ya da çalışmıyor, bu öyle değil⁸²⁶
827. Sevmiyorum cebimde var ama öğretmenlik yapayım demezdim. Çünkü kesinlikle öğretmenlik böyle bir meslek değil. çok sabır isteyen bu işi sevmeniz gereken bir meslek⁸²⁷
828. istemeden yapan var mıdır bilmiyorum. Sevmiyorsanız zor bir meslek. Çünkü sevmiyorsanız gerçekten ilgilenmezsiniz. Sevmeyen birinin yapamayacağı bir iş bence⁸²⁸
829. Daha vicdani yapabiliyorum bu işi. Boş vaktimde bile öğrenciyle vakit geçirebiliyorum ya da soru çezebiliyorsun, onlarla iletişime geçebiliyorsun daha gönülden yapıyorsun her şeyi⁸²⁹
830. eğitimde ortaya çıkardığınız ürünle bir şey kanıtlayıp yükselmiyorsanız; insanlar sizin fikirlerinizin değerli olduğunu belki hiç anlamayacak, çok riskli, kendini kanıtlamanın neredeyse imkansız olduğu bir iş öğretmen olmak⁸³⁰
831. çocuklar bile kural istiyor, disiplin istiyor. mesela şikayet ediyor biliyor musunuz sınıf teneffüstekinden bile daha gürültülü oluyor (referring to other classes) çünkü hiç kuralları yok çocuklar bile bundan rahatsız o yüzden en önemli kuralı disiplini öğretmenin, hitabeti, yönetebilmeli bence sınıfı çok çok önemli. Bilgisi de önemli evet ama bunların daha önemli olduğunu düşünüyorum.⁸³¹
832. Dinleyemez ki çocuk derdi başka. Sonra ilgisiz doğal olarak, veli ilgilenmiyor. Bitse de gitsek derdinde ve dinleyen çocuğu çok etkiliyor. Dolayısıyla sen çok otoriter bir öğretmen olmak zorunda kalıyorsun⁸³²
833. olumsuz bir davranış yaptıklarında, Hoca duyarsa çok kızar diyorlardır. Yani onları önemsemediğimin ve biraz strict olduğumun bu konuda farkındadırlar. Ben burada biraz sert disiplinli bir öğretmenim⁸³³
834. çocuklarla iyi anlaşıyor olmak iyi bir öğretmensiniz anlamına gelmiyor. Öğretmenlik niteliklerini kazanmanız sınıfa hakimiyetinize bağlı. Sınıfa hakim değilseniz öğretmen değilsiniz⁸³⁴
835. belki akademik anlamda muhteşem bir ders verebilirsiniz ama öğrenciye hakim değilseniz, derste yoksa, kendi arasında konuşuyorsa, birbirlerine kağıt atıyorsa bir anlamı yok öğretmen o zaman değil yani⁸³⁵
836. bu benim sana hiç kıyamayacağım anlamına gelmiyor ya da benim çok lakayt olabileceğim bir öğretmen anlamına gelmiyor ve şu an en çok korkulan öğretmenlerden biriyim⁸³⁶
837. artık seninle aramda bir bağ kalmaz seni görmezden gelirim bunun korkusu onu biraz daha derste tutuyor⁸³⁷
838. bütün olarak hem sosyal olarak, hem karakter olarak düzgün görünmeye çalışıyorum düzgün giyinmeye çalışıyorum. Düzgünlük kavramı da değişir. Nasıl; düzgün konuşursun, doğru konuşursun, ahlaklı davranırsın, işini yapmaya çalışırsın, samimi olursun⁸³⁸
839. öğretmene benzemek demek istediğim şey çok sık olmak değil ama yataktan kalktığın gibi gitmemek gerek bence. Yani öğretmenin bir duruşu olmalı, bir görüntüsü var olmalı diye düşünüyorum⁸³⁹
840. zamanında dersine girmek, zamanında öğrencilerin dersine girmesi, notların zamanında girilmesi, sınavın zamanında hazırlanması gibi evrak işi bile olsa çok önemsiz bir iş bile olsa vaktinde yapılması gerekli olduğunu düşünüyorum⁸⁴⁰
841. Kural neyse kurala uyuyorum, talimat mı vermiş yapıyorum. uyulması gereken nöbete vaktinde mi gelmek nöbete vaktinde geliyorum, dersime vaktinde girip çıkıyorum. Yani benden istenen şeylerin hepsini yapıyorum. Bunu yapmam gerekiyor böyle bir meslek çünkü⁸⁴¹
842. vaktinde gelmek, görevlerini yerine getirmek, bunlar da önemli bence. Bunların hepsi iyi bir öğretmen olmanın bir parçası⁸⁴²

843. Öğretmenlik böyle bir şey ya herhalde, sürekli yeni bir şeyler ekliyorsunuz, yeni bir şeyler görüyorsunuz, bunu daha iyi yapabilmek için bu daha iyi olabilir diye düşünüyorsunuz⁸⁴³
844. Sürekli gelişmek demek bence. Ben sürekli geliştiğimi hissediyorum yani olduğun yerde kalmamak belki bir meslek dalında sadece mesleki olarak gelişirsiniz ama bence öğretmenlikte insan olarak da geliyorsunuz⁸⁴⁴
845. Öğretmen dendiğinde sınıfı koordine eden, yöneten, liderlik eden gibi vasıflar var. Tabi ki bunları yapmamak mümkün değil, ama ben daha çok sınıfın bir parçası olarak kendimi görmeyi tercih ediyorum⁸⁴⁵
846. Sınıfta birçok yöntem onu deniyorsunuz hepsine bir itiraz eden oluyor ama onlardan biri gibi yaşıyorsunuz o anda beraber çözümlüyorsunuz olayı ve bir süre sonra bir bakıyorsunuz ki gerçekten işte onların bir parçası olmayı başarmışsınız⁸⁴⁶
847. bir öğretmenin iletişimi hitabeti çok kuvvetli olmalı, yani çok şey biliyor bazen öğretmenler ama benimle konuşurken öğretmen arkadaşım bana istediği şeyi aktarmıyorken çocuğun seviyesine inip onu bir şeyler aktarmasını beklemek çok yanlış olur⁸⁴⁷
848. adaylık sürecimde öğrendim uyum çok önemli bu arkadaşlarınla, idarecinle⁸⁴⁸
849. bazı şeyler var ki, jest mimikler de aslında öyle, gerçekten mesleğinizin önüne geçiyor, konuşmam akıcı değilse, kendine çekmiyorsa, karşındakinin ne anladığını o sırada sezmiyorsa hiçbir işe yaramayacak⁸⁴⁹
850. hayatımızda bir izi var öğretmenlerin. Ona karar vermek lazım. Nasıl bir iz bırakacaksınız diye⁸⁵⁰
851. Ben insanların aklında kalan bir öğretmen olmak istiyorum yani kendi aklımda kalan öğretmenlerim gibi olmak istiyorum. Yani sadece İngilizce açısından değil herhangi bir konuda bir çocuğun işine yarayan bir şey yapmış olmak istiyorum⁸⁵¹
852. kitabı düzeltibilirim ben. Olay öğretmen de aslında. Ben müfredata bakıyorum mesela işte Students will be able to talk about comprasions...diyor atıyorum. Ama biz hiç konuşma ile ilgili bir şey öğretmiyoruz. Yani sistemde bence çok büyük bir sıkıntı yok⁸⁵²
853. öğretmen ne kadar iyiye öğrenci o kadar iyidir eğitsel kısmı öğrencide değil öğretmende biten bir şey. Yani o materyali sınıfa götürmezsem çocuğun onu keşfetme şansı yok. Ben bu yüzden varım. O yüzden birçok şey eksikse bence öğretmenden dolayıdır⁸⁵³
854. Çok fazla konuşarak, neden böyle neyi düzeltibiliriz, belki iki - üç derste bir konuşarak bir dönem sürdü ama şu anda o değişimi gösteriyor⁸⁵⁴
855. Yoğun bakımdaki hastanın serumuna ne kattığına benziyor biraz da bizim mesleğimiz yani. Haberi değil, seçme şansı yok⁸⁵⁵
856. Tam tersi, okulda olmak istemezdim. Yanlış bir kurum olduğunu düşünüyordum. ama en azından ben orada olayım belki 1 kişiye müdahale ederim, belki fark edilir, 1-2 fikir sunarım diye öğretmenim⁸⁵⁶
857. öğrencinin ne öğrenmeye ihtiyaç duyacağını, onun hayat boyu ihtiyacı olacak öğrenme yöntemlerini öğretebilen bir öğretmen olmak istiyorum. Biraz yol gösterici olmak istiyorum açıkçası. sosyal medyadaki infuencer mantığı, ilham verici olabilen⁸⁵⁷
858. yabancı dili yanlış öğreten çok fazla öğretmen var. bir öğrencim öğretmenlerle yaşadığımız sorunlardan dolayı nefret ettim ve İngilizce kelime dahi görmek istemiyordum dedi. Böyle bir şeyi tam tersini yapmak için aslında öğretmen olmaya karar verdim⁸⁵⁸
859. mesela bazen bunu söylüyorum Bu kelimenin anlamını bilmiyorum birlikte bakalım, ben de öğreneyim. bunu da söyleyebilmeli bence bir öğretmen⁸⁵⁹
860. bilge değil de ben de sizin gibi aynı yolculukta olduğumu hissettiriyorum öğrencilerime, ben bilirkişi değilim, benim de bilmediklerim var. diğeri çok klasik bir yaklaşım oluyor. Otorite, bilen kişi sizsiniz. Öğretmen rolünün değiştiğini gösteriyor en bilen ben değilim⁸⁶⁰
861. Bazen öğretmenler kendileri de yapamazdı getirdiği materyali hazırlıksız geldiyse ama ben bunu hiç aşağılık olarak görmedim. Çok doğal olarak karşılıyorum⁸⁶¹
862. çünkü çocuğa bilmiyorum kelimesini söylediğiniz an orada büyük bir imaj sarsılması yaşıyorsunuz çocuğun gözünde. Çocuğun sorularına cevap vermeyi de bir sorumluluk görüyorum. Bir kelimayı bilmediğinde, bana sorduğunda bilmemek benim için çok büyük bir ayıpmış gibi geliyor. Halbuki çok normal ama bilmem gerekiyormuş gibi hissediyorum.⁸⁶²
863. yeni bilgi veren herkesi ben öğretmen olarak görüyorum kendi açımdan, belli bir kalıpta düşünmüyorum⁸⁶³
864. eskiden çıkış noktası aydın kişi olup da diğerlerine bir şey anlatma Bir işin erbabı var onu öğretiyor biraz devam ediyor gibi aslında⁸⁶⁴
865. Öğretmen olarak dediğim gibi çocuğun okulda olduğu saatler içinde eğer biz onun dersine giriyorsak, her şeyinden sorumluyuz o öğrencinin. Okuldaki mevcut düşük olduğu için ben çoğunu başardığımı düşünüyorum⁸⁶⁵
866. ben çocuklara söz verdim ve söz verdiğem yaparım. yapmak o benim zorunluluğum oluyor artık çünkü en önemsedığım şey çocuğun bana güvenmesi⁸⁶⁶
867. mesela onlara quiz yapacağım demişsem ve eğer hazırlayamamışsam sözümü asla yemem. O yüzden ders planlamamın en önemli noktası bu, yapacağım dediğim şeyleri yapmak⁸⁶⁷
868. Hiçbir şey yapmadığımız algısını yıkıyoruz. Ben de mesleğin içine girince bunu daha çok anladım. bir şekilde her şeyin suçu öğretmene yıkılıyor⁸⁶⁸
869. Ama eğitimde sen en iyi öğrenciyi de yetiştir, niye daha iyi yetiştirmedin gibi bir şey olabilir veya senin sisteminden değil öğrencinin yeteneğinden olduğu düşünülür. Yapamadığın zaman da ya işte hoca yapamıyor, öğrenci iyiydi gibi düşünülür⁸⁶⁹
870. dünya dili şu anda İngilizce çok materyal var önünüzde ulaşabileceğiniz çok fazla şey var. Filmler diziler, bir de arkadaşlarınızla ortak konuşabilecek mesela işte çok fazla olanağınız var⁸⁷⁰
871. Tabi bir de evrensel bir dil olmuş artık uluslararası olduğu için sokakta da yabancı uyrukluluklar çok fazla olduğu için çocuklar artık çok fazla duyuyor⁸⁷¹
872. İngilizce dünyanın en çok konuşulan dili, bir milyar insan konuşuyor sanırım. Birçok ülkenin anadili, biraz da böyle evrensel bir dil olduğu için benim açımdan çok iyi⁸⁷²
873. dünya İngilizce dilini konuştuğu için bence şu an öğretmenliklerin en lüzumlusu İngilizce globalleştikçe aslında İngilizcede olmayan birçok şey ortaya çıkıyor. Yani belki bir gün bir İngiliz'in anlamadığı ama dünyanın anladığı İngilizce cümlelerle de karşılaşacağız gibi geliyor⁸⁷³
874. İngilizcede mesela do-does tamam çok önemli bir şeydir, öğretiyoruz ama she do desen de sorun yok yani anlıyor, öyle konuşan ülkeler var. işte Jamaika'da şurada burada. Hint İngilizcesi, Malezya İngilizcesi diye bir şey var artık dünyada⁸⁷⁴

875. Bugün mülteciler sınırdalar ve birkaçı bir şeyler yazıyorlar, kendi seslerini duyurmak istiyorlar ve bu İngilizce. Hani bu konuyu söylediğinizde aklıma direkt o geldi. Ya kendini savunmak için bile onla savaşıyor onun dilini kullanmak zorunda⁸⁷⁵
876. dünya vatandaşı olmaktır dil öğrenmek bence ve çok önemli bir şeydir ben öğrencilerime anlatıyorum, anlatamıyorum bu konuyu hala⁸⁷⁶
877. karşısındakinin iyi bir insan olma fırsatı var veya global bir insan, dünya vatandaşı dediğimiz kişi olma fırsatı var. Olmuştur olmamıştır onu bilemiyorum ama öğrencilere İngilizce dersi bir şans yani bu mutlaka olmalı⁸⁷⁷
878. dil bir kere çok büyük bir kültür demek yani onu öğrendiğin zaman ister istemez onların kültürlerini de öğreniyorsun⁸⁷⁸
879. Bir dilin kültürüyle birlikte verilmesi gerektiğini düşünüyorum ve başka bir kültürü toplumumuza dahil ettiğimizde yozlaşacağımızı düşünmüyorum. Aksine bu bize çok yönlülük katacaktır⁸⁷⁹
880. Tek bir prototip olmadığımızı, birçok bakış açısı var hayatta. Kendi kültüründen çıkıp birçok kültürünüz olduğunu öğreniyorsunuz bu da bence yabancı dilin getirdiği başka bir şey⁸⁸⁰
881. devletin kitaplarını eğer kullanıyorsa devlette bir öğretmen olarak kesinlikle o kültürün herhangi bir dayatmasına veya olumsuz bir yanına maruz kalmaz diye düşünüyorum öğrenciler⁸⁸¹
882. Tamam öğret ama işte kültürü bu işe karıştırma. Ne bileyim bir 'Halloween' i karıştırma, öğretme. İşte Christmas' ı öğretme. dille birlikte kültür de veriyorsunuz nasıl dilin bir kısmını öğretebilirsiniz ki yani ikisini nasıl birbirinden ayırabilirsiniz⁸⁸²
883. Kültür olmadan bir dil verilmez. Çünkü bazen bir deyimın karşılığını bulamıyorsun diğer dilde, mutlaka o deyimde o dilin kültürü var Mesela bu haftaki konumuz, partiler konusu e tabi onun içerisinde Halloween, pajama party, hatta birthday bile karşı olan aileler var ama artık kültürler arasında da çok bir fark kalmadı, multicultural bir dünyada yaşıyoruz yani artık, o kültür bu kültür çok da ayrı değil İngilizce öğrenmek İngiliz olmak değil, İngiltere'nin kültürünü öğrenmek de onu yaşamak değil.⁸⁸³
884. deney yapmak, formülü alıp açıyorsunuz ya bir soru veriyorlar formül yazıp bir sonuca varıyorsunuz. bir metin çıkıyor karşıma onu analiz yapıyorum onun işte main ideasını buluyorsun Ben o şeyi yapmakla aynı eşdeğer hazza ulaşıyorum yani sonuca ulaşıyorum⁸⁸⁴
885. İngilizcenin edebiyatına da biraz daldığımda bunun çok farklı bakış açısı getiren, insanı başka türlü düşünmeye sevk eden bir yapısı olduğunu fark ettim⁸⁸⁵
886. İngilizce ikincil anlamları ortadan kaldıracak şekilde uzun cümleler hariç teknik ifadeleri sanki daha iyi anlatan bir dil gibi karşıma çıkıyor özellikle kelime çoğunluğuyla daha teknik daha anlaşılır hataya mahal vermeyen bir dil⁸⁸⁶
887. şey yönü daha kuvvetli gibi fazla kelimelerle arada nüans olan anlamları daha iyi ifade edebilmemiz, cümlelerin dizilişinde herhangi bir değişiklik olmadığından dolayı tam net neyi nasıl ifade ediyorsan o şekilde ortaya koyup herkesin aynı şeyi anlamasını sağlayabiliyoruz⁸⁸⁷
888. Çok mekanik, sürprizsiz ve tahmin edilebilir bir dil İngilizce kültür- sanata pek uygun bir dil değil bence yani çok kuru kalıyor ama düşünce sistemi oluşturmak, mantık kurmak ve siyaset için çok güzel bir dil⁸⁸⁸
889. Bana biraz matematiksel geliyor yapısını ya da formülünü öğrendiğinde galiba ben biraz daha ek kök, dizilime daha yatkın olduğumu düşünüyorum. Bazen çocuklara da öyle öğretiyorum, çok zorlandıkları noktada⁸⁸⁹
890. Dil öğrenmek demek, bilişsel olarak beyninizde ayrı bir bölgenin oluşması, gelişmesi ve bağımsız olarak çalışıyor olması demek. Ve bu uzay gibi gittikçe büyüyen sonsuz bir yer⁸⁹⁰
891. fiili isim yapan -tion mesela öyle eklerden -re ön eki var mesela tekrar anlamına geliyor falan onları vermeye çalışıyorum. kelime analizini daha kolay öğreneceksiniz ve anlamlandırmanız daha hızlı olacak⁸⁹¹
892. mesela fiilin hemen öznenen sonra gelmesi işi önceye almakla ilgili, biz yüklemi en sonuna koyuyoruz. Bunu anlatıp farklılığı çocuklara vermek istiyorum ama burada amacımız hani bir dilin üstüne üstünlüğü değil aslında empati kurmayı öğretmiş oluyoruz. onların kendi açısından baktığında onların söylediğinde kendine göre doğru olduğunu, bizim söylediğimiz de bize göre doğru olduğunu anlatmaya çalışıyorum. acaba dil mi buna yol açıyor yoksa bizim anlayışımız mı dili doğurdu? Şimdi ben dil mi öğretiyorum?⁸⁹²
893. Belki de o görmediğimiz bir şey olduğu için beni çekmiş olabilir⁸⁹³
894. farklı şeyler keşfetmeyi, cümleleri bir araya getirmeyi işte onları böyle karıştırmayı falan çok seviyorum⁸⁹⁴
895. İngiliz dili edebiyatını gördüğümde bizim edebiyatımız dışında başka edebiyatlar var başka ülkeler var, başka insanlar var yani onların yaşayışları kültürleri bunları öğrenmek⁸⁹⁵
896. dilin gerçek hayatta yaşayan bir şey olduğunu göstermek istiyorum⁸⁹⁶
897. dersten ziyade çocukları dediğim gibi bunu bir veri tarama, işte böyle dünya insanı olma, işte değişik kültürleri araştırmak için bir kapı⁸⁹⁷
898. Şunu çocuklara göstermeyi çok istiyorum İngilizcenin sınıfta okutulan herhangi bir ders dışında başka bir şey olduğunu, bir dersten ziyade hayatı boyunca karşılaşabileceği, meslek sahibi olabilmek, saygı görmek istiyorsa ihtiyaç duyacağı şey. yabancı dil kazandırılması gereken bir vizyon aslında.⁸⁹⁸
899. Birinci sınıfla matematik de yapıyordum, Çok eğlenceli bir şekilde. Fen de yapıyorduk, deney de yapıyorduk ya. Bilmiyorum sanki bütün derslerin entegre edilip başka bir dile çevirme dersi⁸⁹⁹
900. Aslında ben her dersi İngilizce işleyebilirim Benim için önemli olan şey de bu; çeşitli alanları uzaktan görüyorum, İngilizce olduğu için her dersi her zaman biraz çalışıp anlatabilirim⁹⁰⁰
901. dersin içerisinde biyolojiyle ilgili bir konuyu da anlattığımız oluyor, bazen tarih anlatıyorsunuz bazen güncel bir konuyu da anlatabiliyorsunuz, her şeyden biraz oluyor. Bence bütün derslerin bir karışımı İngilizce⁹⁰¹
902. bizim soru hazırlamamız, sınav sistemimiz biraz uygulamalı derslere benziyor ama tam örtüşmüyor. Hem mantık içeriyor hem sözel kabiliyet içeriyor. Dramatizasyonu sınıfa fazlasıyla yansıtma durumunda kalıyoruz bu ders değişik bir ders. Hiçbir formata uymuyor⁹⁰²
903. bence aslında düşünüldüğü kadar zor değil hani biraz daha sevince biraz daha üzerine uğraşınca kolay öğrenilen kolay benimsenen bir şey⁹⁰³
904. Bana kalırsa çok kolay, anlaşılır, açık, net bir dil. Türkçe değil asla, gender ağırlıklı zor bir dil değil. Daha kolay, daha düz, daha anlaşılabilir bir dil⁹⁰⁴
905. hem çok kolay hem de ucuz dilin kendisi zaten kolay olduğu için çok çabuk aşına olabilir öğrenen kişi⁹⁰⁵
906. Şu noktada kolay; hani öğrenmesi ve grammar dil yapısı olarak daha basit şeyler üzerine kurulu, bir dil yapısı üzerine kurulu. Hep bir mantıkla gidiyor⁹⁰⁶
907. bazen öğrencilerime de söylüyorum, İngilizce daha kolay bir dil geçerli olduğunu zaten biliyoruz, daha çok lazım olduğunu herkes biliyor ama bazen İngilizce zor diyorlar, Türkçe daha zor bir dil, Arapça çok daha zor⁹⁰⁷

908. 5 yaşı yabancı dil yaşı diye tanımlıyorum çünkü müthişler yani yabancı dili direkt sünger gibi emiyorlar, hiçbir sorğu sual yok ne anlatıyosanız alıyorlar⁹⁰⁸
909. çok söylüyorum öğrencilerime 20-25 yaşından sonra ilk defa İngilizceyle karşılaşmış bir insan çok zor bir şey doğal olarak siz bu şansınız varken ne kadar öğrenirseniz iyidir. Yaş ne kadar küçükse o kadar iyidir⁹⁰⁹
910. şarkı dinleyerek de bu işi çözebiliyorsunuz. Dizi izleyerek de çözebiliyorsunuz hani işin eğlenceli kısmını sanırım ben kaptım⁹¹⁰
911. İngilizce öğretmek keyifli, diğer derslerden çok daha özgür daha keyifli olduğumu hissediyorum⁹¹¹
912. yeteri kadar bilemeyeceğim hiçbir zaman yeteri kadar bilmiş hissetmiyorum kendimi hep bir eksiklik hep bir ifadeyi unutuyorum ya da bir atasözünü bilmiyorum hala yetersiz hissediyorum İngilizce benim için bi türlü elde etmeyi başaramadığım bir şey gibi⁹¹²
913. sürekli gelişmeye çalışıyorum ama yani olmuyor yani, bir native değilim ama sonuçta⁹¹³
914. ne kadar iyi öğrenirsek öğrenelim o kadar iyi konuşamayacağız, ya da konteksti dilin içine doğmuş birinden daha iyi bilme imkanımız yok dolayısıyla hatalarımı kucakladım. Bu da doğal olarak dili daha çok kullanmama yol açtı⁹¹⁴
915. native olarak kelimelerin telaffuzu olarak biz de yeterliyiz ama hani onlar anadili olduğu için çok daha hâkimler⁹¹⁵
916. native kadar yeterliliğimin olması gerekiyor ki hani ben bunu karşı tarafa öğretebilirim. Birebir bir native kadar asla değilim ama orta olduğumu söyleyebilirim⁹¹⁶
917. dil öğretmek eksiklikleri tamamlamak gibi bir şey, çünkü günlük hayatımızda her yerde. Onu bir şekilde o kişinin öğrenmesi lazım ama benim için önemli olan herhalde nasıl öğrendiği⁹¹⁷
918. Her insan kendi 2. Bir dil bilen halinden daha kötü durumdadır. Önce ikna edip sonra yol göstermeye çalışıyorum. İnanmalarını istiyorum ve bunun gerekliliğini anlamalarını istiyorum⁹¹⁸
919. şu andaki dünyanın gerçeği bu, öyle veya böyle İngilizleri sevmek zorunda değilsiniz diyorum İngilizceyi öğrenmek zorundasınız ama. Öğrenmeden hayatınızı gerçekten idame edemezsiniz⁹¹⁹
920. başka bir dili işte neden öğrendiğini açıklıyorum mesela. Ne yapmak istersen iste ama mutlaka sana ikinci bir dilin çok faydası olacağını altını çizerek⁹²⁰
921. İngilizce öğrenmek bir yandan da bilgiye ulaşmak. Özellikle İngilizce dediğimiz zaman evet tam anlamıyla bilgiye ulaşma oluyor. Başka dillerde de tabi, o dillerde yazılmış eserlerde kaynağından ulaşma imkanı tanıyor⁹²¹
922. araştırma yaparken tek kaynakla sınırlı değilsin. Önünde, onu ikiye çıkarıyorsun. Mesela başka bir konu için bile araştırma yapmam gerekse Türkçe kaynaklar dışında hemen İngilizce kaynaklara da bakıyorum⁹²²
923. İngilizce bir makale okuma şansımız oluyor herhangi bir konuda bir araştırma yaptığınız zaman internette %90 falan İngilizce çıkıyor araştırmaların sonucu, onun avantajını yaşıyoruz tabi ki baya⁹²³
924. dünyayı kavramak için bir araç. Ve şu anda günümüze baktığınız zaman artık dünya kozmopolitleşiyor. Farklı ülkelerden farklı insanlar her yere gidiyorlar. Ve onlarla iletişim kurmak zorundasınız ve onlar İngilizce konuşuyorlar⁹²⁴
925. Türkiye dışına çıkmamış insanlara bunu anlatmak zor oluyor ama çıktığın anda ve havaalanına gittiğin anda bile gerçekten ne kadar önemli olduğunu anlıyorsun en önemlisi o bence yani bir başka insanlarla iletişim kurabilmenin yolu İngilizce⁹²⁵
926. sonuçta bu insanlar arası bir iletişim ağı ve bu asla eskimiyor hani bunu hep her her zaman işe yarayacak bir alan⁹²⁶
927. genelde hep bunu söylüyorum Eğer özel sektörde çalışmayı düşünüyorsanız dil bildiğinize dair bir belgeniz dahi olsa o maaşınıza yansıtacak⁹²⁷
928. daha iyi hissediyorum native olmamak durumunu çünkü İngilizce Lingua Franca olarak, dünyanın dili olarak geçiyor eğer native olsaydım belki İngilizcenin sadece bir kısmını görebilecektim ama ben şimdi bunu dışarıdan ikinci bir dil olarak öğrendiğim için tüm dünyadaki insanlar nasıl görüyorsa o şekilde öğreniyorum hem nativeelerle iletişim kurabiliyorum hem nonnativeelerle iletişim kurabiliyorum.⁹²⁸
929. ana dilim diyemem ama çok iyi seviyede diyebilirim yani. Konuşurken de bir sıkıntı yok telaffuz konusunda da sıkıntı yok yani çok iyi diyebilirim masal dili anlatımı vardır mesela ona vakıf olduğumu düşünüyorum⁹²⁹
930. karşı taraf anlıyorsa tamamıdır yani mükemmel olmasına gerek yok yani böyle düşünüyorum. Kendimi çok mükemmeliyetçi olmayan, hatalar yapabilen, ya da yapabile de iletişimi kesmeyen bir dil kullanıcısı olarak tanımlarım⁹³⁰
931. Yurtdışına falan çıkmadım ama bilgisayarla interneti kullanmakla alakalı konuşabildiğim için şanslı hissediyorum kendimi. İletişim sağlayabiliyor olmak yeterli. Tabi ki biz fazlasını hedefliyoruz ama en az böyle olmalı⁹³¹
932. yeterli olduğunu düşünüyorum dilimin yani bu zamana karşı hiç yabancı anadili olan kişilerle hiç sıkıntı yaşamadım. Bir native speaker'dan bir farkım yok çoğu açıdan diye düşünüyorum⁹³²
933. bana deseniz ki uzun uzun bir şey yaz, bilirim belki ya da bir kaç şey yazabilirim ama böyle hani mükemmel paragraflar çıkaramam ama isterdim böyle yapmayı bu konuda çok eksik olduğumu düşünüyorum⁹³³
934. gramer konuları zamanla unutuluyor mesela şu an belki çok çok iyi olmayabilirim. Passive vocab diyoruz ya var birçok kelimeyi biliyorum ama konuşacağım zaman aklıma gelmiyor⁹³⁴
935. çok akıcı da konuşmıyorum. Aslında eklemem, kendimi geliştirmem de gerekiyor hala eksiklerim var. Çok kelime unutmuşum, onu hissediyorum, Bunları tamamlamak lazım⁹³⁵
936. öğrenciler ortaokul seviyesi olduğu sürekli o seviyede konuştuğumuz için belki lise ve üniversite seviyesindeki dili biraz geride kaldım. Sanki biraz yavaşladım gibi hissediyorum⁹³⁶
937. Anadilim kadar iyi hissetmiyorum ama kendimi geliştirmeye çalışıyorum⁹³⁷
938. çok geç gelişti bende speaking şimdi de çok fluent değilim ama daha iyiyim. Konuşuyorum rahatım. Diyalog kurabilirim, sohbet edebilirim, kafamdakileri anlatabilirim⁹³⁸
939. Becerilerim arasında bence en kötüsü bence konuşma yeteneğim olabilir çünkü aktif olarak konuşmuyoruz maalesef, Orta derim⁹³⁹
940. writing ve reading burada hiçbir zaman kendimi geliştirmeyi bitiremeyeceğimi görmüş oluyorum çünkü sürekli o yazışmalarda (with foreigners) yeni bir kalıp gördüğümü ve o kalıbı da kendime kattığımı düşünüyorum⁹⁴⁰
941. en çok önemli şey bütün öğrencilerin birey olarak sevilmesi. Ben her öğrenciye ismiyle hitap eder, ders içinde bütün öğrencilerimi en az bir kere kaldırırım ki orada olduğunu, evet ben buradayım bana değer veriliyor, bunu hissetmesi gerektiğini düşünüyorum⁹⁴¹
942. çocukla ilgili her şeyi ben öğrenmeliyim. Mesela ilk gün hepsini ismini ezberlerim. Çünkü bence isimle hitap etmek çok daha farklı bir durum oluyor. Hepsinin bir şeylerini öğrenmeye çalışırım sınıf öğretmeninden⁹⁴²
943. Her çocuğun başarılı olduğu bir şey vardır. Yüzde yüz. Bulamıyorsak biz gözden geçiriyoruzdur. Her çocuk bireysel, her çocuğa farklı yaklaşman gerekiyor. Hepsine aynı davranmıyorum⁹⁴³

944. öğrencilerinizi tanıyorsunuz ondan sonra gerisi akıp gidiyor. Öğrencinin tanımamanın bir bahanesi yok. Şimdiki gençler de nasıl dünyada olması gerektiği ise aynen öyleler, adapte oluyolarlar⁹⁴⁴
945. Bu galiba yani öğretmen olmak birazcık daha her yönüyle çocuğu sarıp sarmalayabilmek gibi geliyor⁹⁴⁵
946. ilk çalışmaya başladığımda anaokulunda çok özel bir bağ geliştirmiştim ve evde sürekli çocuklarım kızım, oğlum diye bahsetmem⁹⁴⁶
947. onları çok sevdiğime, onların hep iyiliğini istediğime dair bana güvenirlir. Onların gözünden baktığımda ilgili diyorlardır⁹⁴⁷
948. mesela bir öğrenciyi düşündüğüm zaman onun önemsiz olduğunu asla hissetmemeliyim çevremden, benim için öğrenci hangi şartta olursa olsun şu an belki XXX'un en kötü okulunda çalışıyor olabilirim ama her bir öğrenci benim için ayrı ayrı değerli ve herkesin de aynı şekilde onu öyle görmesini istiyorum.⁹⁴⁸
949. Değersiz hissettirir öğretmen. Artık günümüzdeki silahı o öğretmenlerin. Öğrenciyi dövmüyor ama bu kez de kişiliğine yönelik bir psikolojik saldırıda bulunuyor. Hangisi daha kötü acaba, uzun uzun düşünülebilir⁹⁴⁹
950. her öğrencinin kazanılması gereken bir cevher olduğunu düşündüğüm için zaten biraz önce de bahsettiğim gibi o öğrencinin sınıftan bir tık geri kaldığını görünce destek programlarla ilerletiyorum⁹⁵⁰
951. öğrencilerimizin önce ilgilerini bilip bence bilgiye ulaştırmamız çok önemli⁹⁵¹
952. Benim kitap da öyle sırasıyla falan gitmez. Çünkü her kitap profesyoneller tarafından sırasıyla mükemmel hazırlanmıyor veya o sınıfa uygun olmayabiliyor. Yani 7'sine birden hazırlanmış olmuyorum. 7 sınıftan biri farklı eğleniyor⁹⁵²
953. onları videoya çekiyor olmam ve bu videonun okulun sayfasında yayınlanacak olması ve onların orda ana rolde olmaları onları çok mutlu etti. Çünkü ergenler ve ön planda olmak istiyorlar⁹⁵³
954. 9.Sınıf öğrencisi 15-16 yaşında, çok önemsemez gibi düşünüyorsunuz ama çocuk sizden onu bekliyor Öğretmen beni görüyor mu, o takdiri bekliyor. Sende gelişme var dediğimde bile bakıyorum gözleri parlıyor⁹⁵⁴
955. öğrencinin adını bilmeliyim onu biraz gözlemlmeliyim not almalıyım mutlaka defterim vardır ve yazarım bir önceki hafta kim neler yapmış bakarım o hafta aynı şeyleri yapıyor mu takip ederim. Bu olumlu anlamda da sadece olumsuz anlamda değil⁹⁵⁵
956. öğrencinin çabası çok önemli onu bazen gözden geçiriyoruz. 'öğretmen şöyle olsun, öğretmen bunu yapsın, öğretmen'' tamam katılıyorum. Ama gerçekten çocuğun çabası da çok önemli⁹⁵⁶
957. asla bir öğretmen bir öğrencinin öğreneceğinden daha çoğunu öğretmeyecek. Ben elimden geleni yaparım ama anlamıyor olabilir. Ama en azından yarın anlamasına ben engel olmayayım. Yarın gider kendisi araştırır, başka hoca ile karşılaşır, internette bakar⁹⁵⁷
958. Bir şeye kızdığım zaman neden kızdığımı, neden doğru yanlış öğrencilerime açıklarım. O şekilde daha başarılı bir iletişim olduğunu düşünüyorum. Yani tahtaya geçip de şu şöyle, bu böyle dediğin an öğrenciye bir şey katamıyorsun⁹⁵⁸
959. çok steril yaşamışım bu yaşına kadar o yüzden şu an çok fazla empati kuruyorum diye düşünüyorum. Çocuklar da bunun farkına varıyor diye düşünüyorum. Çok katmışım ne olursa olsun bana yansıtılmamalı ama artık o kadar katı değilim⁹⁵⁹
960. öğrencilik sürecim bence çok iyi empati kurmamı sağlıyor. Kendimi zorladığımı biliyorum yani ben de onlara empati kurarak evet diyorum. Evet İngilizce öğrenirken bir emek vermek lazım⁹⁶⁰
961. çocuğun kafasının ne kadar yoğun olduğunu hayatının ne kadar yoğun olduğunu kendine ne kadar vakit ayırabileceğini⁹⁶¹
962. kendi egomu sınıf kapısının dışarısına bırakmaya çalışıyorum sen de beni yanlış anladın ya da keşke böyle demeseydim haklısın bence diyebiliyorum⁹⁶²
963. onlar da çok üzgün sürekli yanıma gelip neden böyle oldu başka dönüşü yok mu bunun başka bir şekilde yapamaz mıyız diyorlar ben de o konuda çok üzüldüm⁹⁶³
964. şimdi sınıf ders programı değişti mesela onların derslerine girmiyorum kızlar tenefüslerde gelir, sarılır yani aramızdaki bağ devam ediyor derslerine girmedığım halde⁹⁶⁴
965. İlk zamanlar tabi şöyle problemlerim de oldu; problemli çocuklar vardı, kızdığım çok öğrenci oldu. Biraz küstük, biraz mesafeli kaldık. Sonra aralarımızı düzelttik, şimdi okulda hiç yaşadığım sıkıntı yaşadığım çocuk yok. Ama bu da zamanla oluyor⁹⁶⁵
966. İlk gün anladım ben bu işi çok iyi yaparım diye. Rahattı. Benim işim olduğu belliydi⁹⁶⁶
967. hiç yabancılık çekmedim. O kadar klasikti ki. Ömrüm okulda geçmiş zaten her çocuk gibi ve hiç zorlanmadım⁹⁶⁷
968. Hatta böyle ilk öğrencilerim şu an gözümün önünde. Çok çok güzeldi. Eğitim anlamında çok korktum mu daha çok heyecanlıydım ben⁹⁶⁸
969. önceden beri kendimi öğretmen olarak hissettiğimden midir, nedir? Çok heyecanlandım falan demek isterdim ama öyle olmadı. Sanki oraya aitmişim gibi hissettim bir anda⁹⁶⁹
970. o kadar hızlı oldu ki, bir sürü problem çıkacağını düşünürken hemen programım yapıldı Her şeyin belli olması ve ertesi gün dosyam ordaydı. Dosyayı zaten yapmışlar ben içine evrak getirecektim. Öyle hani şey gibi hissettim, oraya aitmişim gibi⁹⁷⁰
971. 2 yıl doğum izninden sonra gideceğim zaman çok heyecanlanmışım, ben nasıl tahtaya çıkacağım bir şey anlatacağım, nasıl oluyordu bu işler hani öğretmenlik nasıl bir şeydi? ama ilk gün gittiğim zaman kendimi doğal, evde gibi hissettim⁹⁷¹
972. iş arkadaşlarımda da böyle kendi kurdukları gruplarının dışında hani beni de nasıl diyeyim muhatap olarak almaları mı diyeyim onun dışında tutmamaları da hep oradaymışım gibi hissettirdi⁹⁷²
973. öğrencilerim gerçekten çok saygılılardı. O yüzden hiç sıkıntı çekmedim. Onlarla tanıştıktan sonra, bir şeyler yaptıktan sonra, artık çok daha rahatladım⁹⁷³
974. artık ben de öğretmenim deyip o confidence ile giriyorsunuz içeri. Böyle olunca da tabii çok hoştu. Tabii öğretmen olarak girdiğimde güzel şeyler hissettim artık dedim hani öğrenci olarak değil burada benim de bir yerim var. Ben de öğretmen olarak buradayım o yüzden çok mutlu edici bir andı benim için oraya girmek.⁹⁷⁴
975. ilk işe başladığım gün gerçekten elim ayağım titriyordu. Derse girdim herkes bana bakıyor. Çok stresliydi. Onu hatırlıyorum. Ama çok da böyle heyecanlıydı. O ilk dersi atlattıktan sonra, dedim evet başladı gerçek hikâyemiz diye⁹⁷⁵
976. ilk şaşkınlıkla beni sorguya aldı müdürümüz kaç yıl çalıştın, nerede çalıştın İki senelik öğretmensin bizim okulda kadromuz çok iyi nasıl yapacaksın. kendimi kötü hissettim çünkü beni hiç tanımıyor belki ondan dolayı o yorumları yapıyor ama tedirgin hissettim⁹⁷⁶
977. Beni öyle görmesini istemezdim hala da istemem ve kendimi kanıtlamaya çalışıyorum o konuda da baya ilerledik⁹⁷⁷

978. çekinerek gittim çünkü ben biraz yaşımdan daha küçük gösteriyorum Ben o yüzden hatta ilk hafta böyle önlük alıp giyip öyle gitmem lazım çünkü öbür türlü biraz sıkıntı olacaktı. Öyle yaptım. Biraz gergindim ilk gün ben şeyi böyle tam oturmamı öğretmen olduğum. Yani nasıl diyeyim sanki hala birine bir şey soracaktım da öyle yapacaktım, hani sanki ben sınıfın başında değilmişim; hala biri bana ne yapmam gerektiğini söyleyecekmiş gibi hissettim.⁹⁷⁸
979. çok heyecanlanmıştım ama heyecanımı göstermemeye çalıştım sesim nerdeyse çok bağırsam titreyecek yani Ama ben bunu yapabileceğime inanmışım demek ki iyi geçmişti⁹⁷⁹
980. o gün okulda dolaştım, sağını solunu gezdim, öğrencilere baktım, çok gergindim, yarın baş başa kalacağız, çocuklara ne diyeceğim, nasıl anlatacağım dedim, konuşmamız nasıl olacak⁹⁸⁰
981. Tek başıma. Neler yapabiliriz? Kitap hakkında konuştuk konularımız şunlar herkes kendini birkaç dakika tanıttığı için zaten ders bitiyor ki o gün zamanı harcamak için kullandım. Çocuklar konuşsun, ben de konuşayım ama zamanı bitireyim, benim için çok strestir⁹⁸¹
982. biz bu adamı ne yapacağız dedik, 40 yaşına gelmiş havalımanı personeli. Okula görmemiş bir şey görmemiş ama beklemediğimiz şeyi sen bize gösterdin dedi⁹⁸²
983. sınıfa ilk girdiğimde tek yaptığım şey ellerimi saklamaktı. Çünkü çok heyecanlandım. lise olmasa o kadar heyecanlanmazdım ilkokul çocuğu hiçbir şey yapmanıza gerek yok sizi çok seviyorlar. Çok ilginç. Ama lise öğrencisinin sizi kabul etmesi için bir şeyler yapmanız gerekiyor⁹⁸³
984. öğretmenler arasında yaş farkı aslında şu anda İstanbul'daki okullarda genç öğretmen yok Ben de gidince acaba dedim böyle dışarıda kalır mıyım? Bütün öğretmenler belli bir yaşın üzerinde. çok genç öğretmen yok. Bu beni çok korkutmuştu⁹⁸⁴
985. Bu korkum da hem sınıf hakimiyeti hem hitap edememe korkusu Ve şeyden çok korkuyordum, grammar odaklı bir kaymaya, kaymaktan çok endişe ediyordum⁹⁸⁵
986. tedirginliklerim vardı ders açısından da oluştu çünkü karşımdaki kitle daha kalabalıktı ciddi önyargıları vardı dile karşı İngilizceye karşı işte yapamam edemem gibi benim için yeni bir başlangıçtı⁹⁸⁶
987. Bu sınav beni çok strese soktu Niye insanlar benim hakkımda öğrencilerim öğretmenler kötü düşünsün ki? Ben başarısız bir insan değilim ki. Ben şu sınavı geçemedim diye benim öğretmenliğimi etkiler mi⁹⁸⁷
988. genç olmamdan ötürü, ciddiye alınmama korkusunu çok yaşadım ama bunla ilgili çok sıkıntı yaşamadım⁹⁸⁸
989. bilmiyorum ben mi hissediyorum sadece ama ya öğretmen olarak dinlemezlerse (unlike practicum) öğretmen olduğunda sen hep onlarlasın, kendini kabullendirmen lazım, biraz stres yapmıştım⁹⁸⁹
990. Yani şu an ait hissetmiyorum ama (at a private school) birisi içeri girdiğinde ayağa kalkasın geliyordu. Çünkü orası öğretmenler odası ve sen bir öğrencisin. Hatta nasıl oldu ya Ben şu an öğretmen miyim⁹⁹⁰
991. 1 hafta 10 gün çok zordu. Ne yapacağımı bilmiyordum. Farklı bir meslek. Çocukları tanımiyorum, nasıl davranacağımı bilmiyorum. Adı üstünde, Aday Öğretmen. Tabi yavaş yavaş, öğrencileri tanıyarak, kendime güvenim gelerek, daha hızlı, daha kolay, daha basit anlatmaya başladım. Şimdi daha iyi olduğumu düşünüyorum.⁹⁹¹
992. iyi öğretmen olmayı istediğimi biliyorum, bu konuda samimiyim⁹⁹²
993. eğitim kurumlarında çalışmak ne yazık ki herkesi öğretmen yapmıyor ama ben yavaş yavaş öğretmen olduğumu düşünüyorum kendi hatalarımı da görebilirim⁹⁹³
994. daha İngilizce öğretmeniydim şimdi daha öğretmenim yani tek niyetim İngilizceydi çocuğun seviyesini çok göz önünde bulunduramıyordum en komplike şekilde veriyordum en böyle olması gerektiği gibi daha sonra zaman içerisinde çocuğun neyi alabildiğini, nasıl olduğunu öğrenmeye başladım ve o zaman öğretmen olmaya başladım.⁹⁹⁴
995. size birisi dil öğretmek için öğretmen olmasına gerek olmayabilir yani. Sizin dil öğrenme yollarınız öğretmene bağlı kalmayabilir. Öğretmen olmak başka bence İngilizce öğretmeni olmak biraz daha hafifi sanki⁹⁹⁵
996. ilk başladığım zamanlarda ilk 5-6 ay diyemiyordum hissedemiyordum ama artık kendi kendime ben öğretmenim diyebiliyorum, birisi sorduğu zaman öğretmenlik yapıyorum diyordum öğretmenim değil. Ama şimdi öğretmenim. İkisi farklı ve ben hissediyorum artık⁹⁹⁶
997. Benim belki okula bu kadar adapte olma nedenim de sürekli bir koşuşturma içinde olduğumuz için ben kendimi yeni hissedemiyordum⁹⁹⁷
998. acemi olmanın getirdiği birtakım hatalar olmakla beraber çoğunlukla sanki eskiden beri öğretmenmiş gibi hem görünüşümün hem de tutumumun davranışlarımın hayattaki tecrübelerimin öğretmenliğe yansıdığını, hatta bazıları aday olduğumu bilmedikleri için beni eskiden beri öğretmen zannedebiliyorlar⁹⁹⁸
999. İngilizce öğretmeni olarak çok yeni başladığımı hissetmiyorum. Biraz da insan sevdiği işi yaptığı zaman sanki hep bunu yapıyormuşum ya da bu benim hayatımın bir parçasıymış, çok doğal geliyor bana yani İngilizce öğretmek⁹⁹⁹
1000. onların yaşına yakın görünmem, bu bence çocuklarla diyalog kurmamda benim için çok büyük yararı oluyor¹⁰⁰⁰
1001. Yoksa hissetmiyorum yeni öğretmenmiş gibi sadece öğretmenlerle ilk tanıştığımız zaman işte yaşımlı söyledim aa daha çok yenisin çok şey göreceksin o şekilde tepkiler oluyor¹⁰⁰¹
1002. bazen kendimi artık yorulmuş çok uzun çalışmış gibi hissetsem de o zamanlarda bile biri gelip sizi öğrenci sanabiliyor o zaman diyorsunuz ki daha gencim ve göreve yeni başladım¹⁰⁰²
1003. heyecanlı ders anlatıyorum. Mesela bazen öğrenciler bana gülüyorlar. çok komik ders anlatıyorsunuz diyorlar. Özellikle küçüklerde daha rahatım¹⁰⁰³
1004. Heyecanlıyım mesela işe karşı, idealist görüyorum yeni başlayan da olsam hani mesleğin ortasında ya da henüz başında da, sonunda da olsam idealist olduğumu tanımlardım yani olacağımı da¹⁰⁰⁴
1005. şu an istekliyim, heyecanlıyım bu konuda bir şeyler öğretmek konusunda bir heyecanım var. ekstra, müfredat dışı şeyler yapsam çok da fazla vaktim olmuyor ama en azından öyle bir isteğim var onun da her zaman devam etmesini isterim¹⁰⁰⁵
1006. empati diyebilirim daha çok onların neler yaşadığını hissettiğim için kendimi onların yerine koyduğum için yeni başlamış bir öğretmen olarak o kavram benim için sanırım empati olurdu¹⁰⁰⁶
1007. çocukların halinden anlayan bir öğretmen olduğumu düşünüyorum şu an genç olmam, onlarla sohbet edebilmem bana da öyle hissettiriyor, onlara da öyle hissettiriyor¹⁰⁰⁷
1008. Henüz şu an Milli Eğitim formatına alışmaya çalışıyorum yani Milli Eğitim'de öğretmen olmak nasıl bir şey, önce buna alışmaya çalışıyorum¹⁰⁰⁸
1009. MEB'de şöyle bir şey gördüm. Herkesin kendi karakteri, öğretmen olarak tercihleri var. mesela siz buna pembe derken başkası kırmızı diyor ve bu doğru yanlış değil yani o böyle uyguluyor, doğru oluyor. Diğerleri öyle uyguluyor, o da doğru oluyor¹⁰⁰⁹
1010. Tam olarak ne yapmam gerektiğini bilmiyorum, resmi olarak bilmiyorum, süreçten çok emin değilim ve belirsizlik hiç sevmediğim bir şeydir¹⁰¹⁰

- 1011.karambol şu an yani. Çok kompleks öğretmen olarak ne yapmam gerektiğini biliyorum. Ama resmi olarak ve tutum olarak ne yapmam gerektiğini gerçekten bilmiyorum¹⁰¹¹
- 1012.devlette uzun yıllar çalıştım belki daha soğukkanlı olurdum. derdim ki Evet şartlar bu ona göre bir yol çiz kendine Seneye daha güzel bir yol çizerim işte kalabalık kaygım olmaz işte yoklama nasıl alınır kaygım olmaz¹⁰¹²
- 1013.yeni başlayan bir insan için biraz şok edici olabilir. bu sosyal yapıyı anladıktan sonra çok fazla sorun kalmıyor ama anlayana kadar belki zorlayıcı¹⁰¹³
- 1014.işin içine girmeyince ne kadar öğrenmiş olursanız olun yetmiyor. mesela o defter nasıl doldurulur, e-okulda not nasıl girilir, ya da bu sene sınıfım var proje alacak öğrencilere o nasıl açılır, ya da sınıfla ilgili karne görüşü onları hep o anda öğreniyorsunuz Bize de öğretiyorlar devamsızlık fişi girmek bunları müdür yardımcılarından öğrendim. Danışmanımın Ebadan bahsetmesi.¹⁰¹⁴
- 1015.Yeni olmamdan kaynaklı çok keskin doğrularım yok deneyerek bulduğum için öğrendiğim her şeyi uygulama taraftarıyım. bakayım oluyor mu, olumlu geri dönüş alıyor muyum? O yüzden benim öğretmenliğim biraz deneme yanılma¹⁰¹⁵
- 1016.idare kontrolü mesela bence yeni başlayan öğretmenlere özgü bir şey. (...) Meslek lisesine atandığımda sınıfa girdiğimde gerçekten sudan çıkmış balık¹⁰¹⁶
- 1017.halen bazı konularda çok gereksiz duygusal davranıyorum. Bir öğrencimden kötü bir tavır gördüğümde, bununla çok içerliyorum ya da kişisel algılıyorum Belki sınıf içi yönetimde toy bir hareket yapıyor olabilirim o tecrübeyle kazanılan bir şey. Tek fark bu olabilir¹⁰¹⁷
- 1018.bana gelip söyleyebiliyorsa ben artık bir yerlerde doğru şey yapıyor olduğum hissi canlanıyor bende de. Bu yüzden de mutlu oluyorum ve böyle de devam etmek istiyorum¹⁰¹⁸
- 1019.bizim okumadığımız izlemediğimiz dinlemediğimiz şeyleri yapıp okuyup dinleyip programlara gidiyorlar sürekli bir şeyler yapma çabasındalar beni en çok mutlu eden şey böyle öğrencilerle karşılaşmak. daha 2,5-3 olmasına rağmen öğrencilerimle göz göze gelip böyle mutluluk içinde bana selam verdikleri zaman bunu anlayabiliyorum.¹⁰¹⁹
- 1020.Çünkü vermek istiyorsunuz ve sevgiyle veriyorsunuz karşınızda bunun kıymetini maddi olarak bilmesi gerekmiyor. Manevi olarak bilen öğrenciler var¹⁰²⁰
- 1021.cesaretim kırılrsa da beni motive eden öğrencilerim var, işe yaradığını görüyorum, net öğrenci başardı yapmadığını yaptı, 02 alan öğrencim şimdi 76 aldı, ben vermedim gerçekten o aldı¹⁰²¹
- 1022.öğretebildiğimi görme anı çok güzeldi benim için (...) gerçekten o an öğrendiğini hissettim. Öğrencilerimin öğrendiğini görmek beni çok mutlu ediyor. sadece değerlendirme, sınavlarda başarılı olduğu değil de hiç beklemediğim bir öğrenci beklemediğim bir anda öyle bir cümle kuruyor ki¹⁰²²
- 1023.İngilizceyi kullanabildiklerine göre öğreniyorlar demek ki. Onu görebilmek, teneffüste gelip yanıma İngilizce konuşuyorlar sohbet açmaya çalışıyorlar onu görmek, öğrencilerimin beni gördüğünde yanıma gelmek istemesi beni çok mutlu ediyor¹⁰²³
- 1024.benden önce ve benden sonra diyebileceğim öğrenciler var, hem kendi gözlemlerimle hem kendi ifadeleriyle bunu görebiliyorum bu bir kere büyük bir mutluluk kaynağı. Çocuklardaki öğrenmeyi, yöntemleri uyguladıklarını yani ilerde öğrenebileceklerini görmek¹⁰²⁴
- 1025.benden öğrendikleri bir şey onlara dışardaki hayatlarında, farklı bir toplumla yabancı biriyle diyalog kurması için yardımcı olacak. Yani benden bir kalıp öğrenip, akşam online oyunda bir arkadaşıyla konuşup bunu anlayıp gelip bana söylediklerinde ben çok mutlu oluyorum mesela¹⁰²⁵
- 1026.Yaptığımızın karşılığını aldığımız zaman çok mutlu oluyoruz tabi o bazen ıgneye kuyu kazmak oluyor, ama 1-2 öğrenci de olsa bir şeyler öğretmenin hissi hayatında bir şey değiştirmiştir ya da İngilizceyi sevdirmiştir diye düşündüğüm zaman çok mutlu oluyorum¹⁰²⁶
- 1027.Okula geliyorsa orada oturuyorsa, kitabını da getirmişse ben çok mutlu oluyorum. En azından o kadarını yapmış diyorum bugün bir kelime öğretsem kar kardır¹⁰²⁷
- 1028.gerçekten İngilizce öğrenmek isteyen öğrencilerin gözüne bakıp o heyecanı hissedip o duvarı yıkmış olmaları beni çok mutlu ediyor¹⁰²⁸
- 1029.Dile sempati uyandırmak (...) çok mutlu olmuştum sonra çocuğun bana o dönütle gelmesi. Aaa dedim bak işte 1000 kişilik bir okulda 1 kişiye faydam olmuş¹⁰²⁹
- 1030.en çok mutlu eden şey kendi öğrenemeyeceğine ikna olan ya da belki de bir süre sonra benim bile öğrenemeyeceğine ikna olduğum öğrencinin kendini geliştirmesi, öğrenmek için gelmiş olması¹⁰³⁰
- 1031.ertesi ders sorduğumda o konunun, öğrettiğim şeyin hatırlanıyor olması, ya da çocuklar bazen bir cümle kurup o cümleyle geliyor o çabası beni çok iyi hissettiriyor eğer ilgini çekmişse soru sorar çünkü soru sormak bir bakıma ben bunun daha ilerisini, detayını öğrenmek istiyorum demek. Demek ki merak uyandırabilmişim, demek ki ilgileniyor. ¹⁰³¹
- 1032.bu konuda mütevazı olamayacağım çünkü öğrencilerim tarafından hakikaten çok sevildiğimi hissediyorum¹⁰³²
- 1033.öğrencilerim aslında şu an benim çok anlayışlı bir öğretmen olduğumu düşünüyorlar kendileri de bunu sık sık dile getiriyorlar hocam çok anlayışlısınız¹⁰³³
- 1034.tabii ki çocukların gözlerinden anlıyorum yani onların tepkilerinden ifadelerinden öğrencilerde yaptığım ilerlemeyi gelişmeyi görmem benim de öğretmen olarak ilerlediğimi sağlıyor¹⁰³⁴
- 1035.Daha fazla öğrencim, daha fazla hayranlık veya daha fazla takdir getirip aynı zamanda daha fazla başarı getirdiği zaman anlarım, zaten bu yüzden devam edebiliyorum işe¹⁰³⁵
- 1036.İngilizce öğretmeni olunca bu kadar çok şey okuyorlar izliyorlar onlara yeni bir kaynak sağlayabiliyorum sınıf dışında böyle şeyleri paylaşmak ve onların böyle şeyleri okuyup bunun üstüne gitmesi beni çok mutlu ediyor¹⁰³⁶
- 1037.dersin esnekliği, çocuklarla her konuyu bir ders konusu haline getirebilmek ve bir de tabi ki kültür konuları İngilizcenin yanında dünya görüşü verebiliyor olmak, o kapsayıcılığı, geniş bakışı, empati kurma eğitimin içinde verebiliyor olmak beni mutlu eden kısımları¹⁰³⁷
- 1038.en iyi yönleri yani mesela matematik öğretmeni olsam sadece matematik yapardım. Ama İngilizce öğretmeni olduğum için bunu hem derste anlatabiliyorum hem de mesela yabancı bir yayın izlediğimde anlayabiliyorum¹⁰³⁸
- 1039.bir konuyu çok evrensel boyutta tartışıyor olabilmek, konuşuyor olabilmek, bunu anlatıyor olabilmek ve bir çocuğun birçok veriden faydalanmasına olanak sağlayacak bir dersin öğretmeni olmak, çilingir gibi¹⁰³⁹
- 1040.İngilizce de algıya tepki vermek (in mass media), yorum katmak, belki de değişimine katkıda bulunmak için önemli bir araç. İşte bu mutluluk. bunu aktarabileceklerini görmek ve dil öğretmeni olmak da her türlü imkana erişmek ve her türlü kaynağı kendi faydanız ve başka insanların da insanlığını da yararına kullanabilmeyi öğrenmeyi sağlıyor.¹⁰⁴⁰
- 1041.nedense çok aşırı derecede ilgilim var yani öğretmenliğe. O yüzden çok mutluyum mesleğimde de¹⁰⁴¹

1042. Ben mesela çok mutlu giderim işe 35 saat ders veriyorum, mutlu oluyorum. mesela benim yaşında meslekte insanlar çok şikayet ediyorlar işleriyle ilgili¹⁰⁴²
1043. Okulu seviyorum Benim ilk görev yerim. Öğretmenlere alıştım, okula alıştım, öğrencilere alıştım¹⁰⁴³
1044. Okulumdan memnunum. Orada görev yapmamın daha önemli olduğunu düşünüyorum ve daha huzurlu ve mutluyum¹⁰⁴⁴
1045. herkesin aslında yerini bildiği ama gergin de hissetmediği çerçevede güzel bir ilişkim var o yüzden mutluyum¹⁰⁴⁵
1046. o kadar mutlu bir sınıfta ki ben öğrencileri çok seviyorum öğrenciler beni çok seviyor, ben hiç sınıfta öğrencilerin kavga ettiğini görmedim. hiçbir öğretmenenden şikâyet almadım. sınıf ortalamamız 90'ın üstünde 90-95 arası bütün derslerde hiç aklıma olumsuz bir şey gelmedi Sadece yüzümde oluşan bir gülümseme vardı, sınıfı düşününce direkt mutlu oluyorum.¹⁰⁴⁶
1047. nihayetinde gün sonunda sevdiğim bir işi yapıyorum diyebiliyorum¹⁰⁴⁷
1048. İşimi severek yapıyorum farklı şeyler sormalarını seviyorum, böyle sınıf gürültülü olduğunda onların hani o gürültüde bile silkilip sizi dinlediğini beni izlemelerini seviyorum¹⁰⁴⁸
1049. bir şeyler öğretmek de hoşuma gidiyor. Diyelim şurdaki bir tane kelimeyi diyelim bunu bilmesini istiyorum¹⁰⁴⁹
1050. Ben çevirmenlik de yaptım. gidip bir yerde o mekânı da tanıttım. O yüzden hepsini denediğim için en uyumlu, en güzel olanın öğretmenlik olduğunu düşündüm, sınıf ortamının beni daha çok tatmin ettiğini mutlu ettiğini gördüm¹⁰⁵⁰
1051. bu tarz doğal yetenekler ile kişide olması gereken şeyler öğretmenlik sıfatında olması gerekenler bunların bende olduğunu derse girdiğimde fark ettim¹⁰⁵¹
1052. Bence benim ana yeteneğim Öğretmenlikmiş. Sonra iyice fark ettim, ve mutlu da oldum. Zorla yolunu buluyor bir şeyler diye düşündüm. Öğretmenlik yapınca da daha iyi anladım¹⁰⁵²
1053. Bilgi paylaşırsun ama azalmıyor o yüzden çok seviyorum bir şeyler anlatmayı çok seviyorum¹⁰⁵³
1054. ben paylaşmayı seviyorum bilgiyi çünkü bana bilgi paylaşınca daha akılda kalıcı olduğunu düşünüyorum¹⁰⁵⁴
1055. hocam şöyle yapacaksınız, yarın ilk derse başlayacaksınız demişti. Çok heyecanlanmıştım. ilk defa biri bana hocam diyor. Ben bir kelimedem tav olup girdim işin içine çok güzel çok heyecanlandım çok mutlu oldum o kelimeyi duyunca¹⁰⁵⁵
1056. Çocuklarla aram iyi olduğu için de böyle bir süreç geliştirdi herhalde, bilmem¹⁰⁵⁶
1057. Ben çok seviyorum çocukları, o herhalde hissediliyor öğrenciler tarafından. En kızdığımız, en yaramaz öğrenciyi de seviyorum yani. İnsan evlat gibi görüyor onları. O da yansıyor tabi çocuklara¹⁰⁵⁷
1058. biraz sert bir öğretmenim ama onların beni gerçekten sevdiğine inanıyorum, ciddi anlamda. Sevilen bir öğretmen olduğumu düşünüyorum, beni beğendiklerini de düşünüyorum onların iyiliğini düşündüğümün farkındalar¹⁰⁵⁸
1059. hem yazılışı hem okunuşu bir kere hoşuma gidiyor. İkincisi bizdeki uzun kelimeleri ya da anlatabileceğin ifadeyi orda tek kelime bulabiliyorum. bilmiyorum bu daha çok yazım, şiir dili ya da ne bileyim şarkı dili güzel bir dil¹⁰⁵⁹
1060. İngilizce şaka yapıyorum o yüzden böyle git gel yapınca çok hoş oluyor ve bunu öğretmek çok zevkli¹⁰⁶⁰
1061. Ne öğrettiğinizden ziyade, tabi sevdiğiniz bir şeyi öğretmek de çok güzel ama ne öğrettiğinizden ziyade öğretmek çok çok keyifli¹⁰⁶¹
1062. Çok zevkli ya, gerçekten çok çok mutlu hissediyorum. bir şeyleri aktarmayı özellikle onların çok bilmediği bir şey. mesela konu bir şehri anlatıyor şehirle ilgili bilgi topluyorum, soru sorarlarsa nasıl cevap veririm, bununla ilgili bir şeyler düşünüyor. öğrendiğim teknikleri veriyorum şaşıyorlar işte reading teknikleri, o çok hoşuma gidiyor.¹⁰⁶²
1063. çok kısa sürede olsanız da bize bir sürü şey öğrettiniz. Çok güler yüzlünüz. Dersleri çok sevdik sayenizde¹⁰⁶³
1064. öğrencim bana mesaj attığında Türkçe mesaj atmıyor İngilizce yazıyor illaki çok iyi kullanamıyorsa da en azından kullanmaya çalışıyor. Ben eğer bu çocuğa bu değeri katabildiysem demek ki başarılı olmuşumdur o öğrenme işını yakabildiğimi düşünüyorum¹⁰⁶⁴
1065. iletişim aracı olarak kültürel bir araç olarak bunu onlara anlatabilmek ve sevdirmek bunu da yavaş yavaş başardığımı düşünüyorum¹⁰⁶⁵
1066. onların düşündüğü gibi düşünüp onların neyi anlamadığını anlayabiliyorum ben de anlamıyordum çünkü onların seviyesine inebiliyorum öğretme konusunda iyiyim¹⁰⁶⁶
1067. daha aday öğretmenliğim kalkmadan başarı belgesi aldım. 3 tane alınca üstün başarı belgesi oluyormuş. İyi bir başlangıç yapmış oldum¹⁰⁶⁷
1068. Tek tek çoğunla konusurum elimden geldiğince, zamanımız olduğunca hedefe ulaşabiliyor muyum? Mutlaka dokunduklarım var, ulaştığımı düşünüyorum¹⁰⁶⁸
1069. zayıf aldım ama biraz daha çalışsam yapardım diye düşünüyorsan ki öyle düşündüğünü hissediyorum tamama yakın oranda bunu sağlayabildiğimi düşünüyorum¹⁰⁶⁹
1070. tamam süreç biraz farklı yerlerden geldi ama sonuçta ben buraya çıktım tekrar. Demek ki istediğim şeye de ulaşmış oldum¹⁰⁷⁰
1071. Henüz daha işin başında olduğumu biliyorlar, 1 yıllık öğretmen olduğumu ama yine de buna rağmen iyi götürdüğümü düşünen çok fazla¹⁰⁷¹
1072. 1 kelime öğrense ya da İngilizceye karşı ilgi duymaya başlasa, bazen o çocukla göz teması kurduğum, özel ilgi gösterdiğin zaman mesela bu sene içinde benim böyle kazandığım çok öğrenci oldu. Her sınıfta 3-4 tane vardı şimdi 1-2'ye düştü¹⁰⁷²
1073. dersin sonunda bıraktığım ders içi teneffüs olan o 12-15 dakika olmasa bunların hiçbirini öğrenemeyeceğim, çocuk o dersten ne anladı öğrenemeyeceğim, soru soramayacak 40 kişinin içinde¹⁰⁷³
1074. güçlendiğimi hissediyorum ikilemler insanı bazen yoruyor hani bazen hiçbir şey yapamayacak şekilde hissediyorsun ama ben kesinlikle güçlendiğimi hissediyorum. Her anlamda kişilik olarak da yani duruş kazandığımı hissediyorum. Daha dik durabildiğimi hissediyorum¹⁰⁷⁴
1075. çok gurur duyduğum bir şey öğretmen olmak çünkü gerçekten herkesin harcı değil¹⁰⁷⁵
1076. beni yansıttığı için ve istediğim, hayalim olan bir meslek olduğu için söylerken gururlanıyorum¹⁰⁷⁶
1077. Materyal hazırlama dersinde mesela organlar konusuydu ellerimle böbrek, kalp bunları dikip kıyafet olarak giyiliyordu onlar yapıp çıkıyordu böyle 15 gün boyunca onları diktim. Düşünce olarak da gerçekten uğraşmam gereken bir şeydi. Mesela o tür şeylere önem gösteririm¹⁰⁷⁷
1078. Yaklaşık 15 yıllık ve bir şekilde gösteriye gerekiyordu baskı alsam hepsi hem maliyetli hem de sıkıntılıydı. Ben de çizmeyi tercih ettim. balık, Kaplan, aslan gibi hayvanlar geçiyor ve ben onlardan penye ve keçe istedim ve kostümlerini kendim penyelerinin üzerine diktim. İşte rengarenk bir kuş oluştu. Keçeden yaprak şeklinde şekiller kestim ve birbirine diktim. Aslında yaptığım iş çok olağanüstü değil ama ortaya bir kostüm çıktı. onlara 5-10 lira maliyetli kostüm diktim ve çok mutlu oldular.¹⁰⁷⁸

- 1079.benim için çok önemli bir şeydi çünkü bütünü ikiye böldü ve bana verdi Öğrenciye o duyguyu katabildiğimi düşünmek benim için çok önemli¹⁰⁷⁹
- 1080.sadece dil öğretmeni olarak değil genel olarak bir öğretmen olarak çocuklara bu şekilde hayatlarına dokunabilmiş, yer edebilmiş olmam beni mutlu etmişti. demek ki onlarla bir bağ kurabilmişim¹⁰⁸⁰
- 1081.Benim için öğrenciliğim anlamlı bir tecrübeydi. Hiç kimsenin umurunda olmadım Ben bunun haksızlık olduğunu düşünüyordum ve benimkiyle öğrencilerininkinin (what they enjoyed) aynı olması için uğraşıyorum¹⁰⁸¹
- 1082.Çocukların büyüdüğünü görmek en büyük tecrübem bu oldu, bu sene çocukların fiziksel görünümünün benim yanımda büyüdüğünü görmek farklı hissettiriyor¹⁰⁸²
- 1083.ilk öğrencilerim ve ilk defa öğrencilere karne verdim.cok heyecanlı ve mutlu olduğum bir gündü. o yüzden benim için özel ve güzel bir gündü¹⁰⁸³
- 1084.güzeldi bir sınıfa sahip olmak, orayı benimsemek, kendi masan dolabın var. O ortamı onu özlüyorum. o sınıf benim için çok özeldi. İlk olduğu için de öğretmenlikteki ilk adım olduğu için¹⁰⁸⁴
- 1085.mesela çok beğendiğim bir şey var yaşına göre tasnif ediyoruz ya onun eleştirilmesi, akademik anlamda da destekli altı boş olmayan bir argüman, çocukları yaşına göre tasnif etmemiz ideal değil demiş. bunun zararlı olduğunu söylüyor. Bunun yerine ilgi ve yeteneklerine göre. benim de düşündüğüm birçok şeyin orda yazılması hoşuma gitti. ¹⁰⁸⁵
- 1086.yönlendirmeyi yapan bir takım kuralları yıkıp esas fayda üzerine giden orda ders notu yerine hazır kalıplar yerine şiirin gerçek tadını almayı öğreten bütün bu dersleri anlatmamızın sebebi aslında bütün o grup ilerleyip aslında ondan edinilecek fayda olduğunu¹⁰⁸⁶
- 1087.özgün ders işleyen bir öğretmen oluşu beni çok etkilemişti. Hakikatten ben öyle bir öğretmen olduğumu, öyle olmaya çalıştığımı görüyorum. sürekli özgün bir şeyler arıyorum çocuklardan Biliyorum ki çocuğun kendi araştırmasıyla yapılan şeylerin daha değerli daha kalıcı¹⁰⁸⁷
- 1088.Ondan çok etkilenmiştim. Bir öğretmen olarak hani o çocuğun ekstra ihtiyacı olduğunu fark edebilmek, onu yönlendirebilmek çok hoşuma giti¹⁰⁸⁸
- 1089.o kitap sayesinde Köy Enstitülerinin ne kadar özel ve önemli olduğunu keşfettim diyebilirim Benim için kendi yazdığı kitabı imzalamış köy enstitülerinde öğretmenlik yapmış ve orada yaşadığı deneyimler mesela fotoğraflarda açık hava dersleri çok etkilendiğimi hatırlıyorum¹⁰⁸⁹
- 1090.böyle eğlendiğim için öğrencilerimin de böyle olmasını istiyorum eğlenirler istiyorum İngilizceyi öğrenirken¹⁰⁹⁰
- 1091.kendimi çabalayan gayret içerisinde henüz eksikleri olan ama bunun farkında olan bir öğretmen olarak tanımlıyorum¹⁰⁹¹
- 1092.Bu yüzden vicdanım gerçekten rahat yani başımı yastığa koyduğumda diyebiliyorum ki bugün bir şeyler öğrettim ya da evet bir çocuğa dokunabildim diyebiliyorum¹⁰⁹²
- 1093.Ben en azından erişmeye çalışayım, bu çocuk bu 80 dakikayı kendi başına, şundan verimli geçiremezdi havasındayım¹⁰⁹³
- 1094.Günün sonunda evet ben bu çocuklar için yeterli çaba sarf ettim diyebilmek istiyorum, bu benim için önemli¹⁰⁹⁴
- 1095.Öğretmen olmak istiyordumdan ziyade zaten olduğumu düşünüyorum¹⁰⁹⁵
- 1096.Sonra hocalarıma sordum doğru mu yaptım, yanlış mı yaptım? Hocanın bir tanesi dedi ki Hocam gerçek öğretmensin¹⁰⁹⁶
- 1097.Doğal diyebilirim. Gerçek diyebilirim. Yani mesela bir öğrenciye kızmışsam mutlaka bunu anlar. Yani -mış gibi yapabilen bir insan değilim. Bu da mutlaka sınıfa yansıyor. Dedğim gibi karakterimiz bence öğretmenlik¹⁰⁹⁷
- 1098.tam bir İngilizceciisin diyorlar. Öğrenciler de bazen direkt İngilizce iletişim kuruyorlar bazen Türkçe ile karışık İngilizce iletişim kurabiliyorlar ama tamamen Türkçe seçmiyorlar¹⁰⁹⁸
- 1099.benim İngilizce öğretmeni olduğumu biliyor ve ona göre yazıyor mesela benim için çok önemli bir şey mesela o alışkanlığı kazandırabilmişim¹⁰⁹⁹
- 1100.sanki hep oradaymışım gibi orada çalışıyormuşum gibi davranıyorlar herkes birbirine hocam diye hitap eder tabii bana da aynı şekilde yaştan gereği hiçbir sıkıntı olmuyor onu da hiç hissettirmiyorlar¹¹⁰⁰
- 1101.öğretmen olduktan sonra farklı hissetmedim. ben zaten öyleydim baştan beri. Öğretmen olmadan önce de biraz didaktik miydim bilmiyorum sanki hep böyleymiş de yeni oturmuş gibi de bir his var içimde¹¹⁰¹
- 1102.İyi ki öğretmen olmuşum diyeceğim şekilde gayet güzel gidiyor. kişisel özelliklerim, konuşmayı sevmemin (...) insanlara bir şey öğretmenin mutluluğu, benim kişiliğimin buradaki gereken stratejilerle büyük ölçüde örtüştüğünü düşünüyorum. Ben rol yaparak öğretmen olmuyorum, ben zaten kendim oluyorum büyük ölçüde. bu da iyi etkiliyor kendimi ait hissediyorum.¹¹⁰²
- 1103.öğrenci ve veli biraz kadir kıymet biliyor gibi geliyor bana. Yani o takdiri sağlıyorlar belki görevi canım diyebileceği bir şey için sağ olsun gelip teşekkür ediyor¹¹⁰³
- 1104.müdürümüz demiş ki yeni gelen öğretmen böyle olmaz çok şanslıyız. Sonra bunu öğrencilerin önünde de söyledi. Çocuklar da Hoca sayesinde dersi de sevdik diye söylediler. Bu beni çok mutlu etti. aynı anda iki değerlendirme almış oldum¹¹⁰⁴
- 1105.Benim gibi zorlanan insanların nerelerde zorlanacağını bildiğim için ben bu işi daha pratik yaptığımı düşünüyorum. Ve bunu yapmam gerektiğini düşündüm¹¹⁰⁵
- 1106.şu an yaptığım şeyin ben tam olarak tatmin ettiğini düşünmüyorum. Yani öğretmen olarak karakterimi yansıtabildiğimi düşünmüyorum çünkü gerçekten şartlar maalesef ki çok farklı¹¹⁰⁶
- 1107.Kendimi böyle kanıtlayıp bir adım öne atmalıyım yani kendi içimde bunu kendimi geliştiriyorumu vermem lazım¹¹⁰⁷
- 1108.Bu sadece şartlara ayak uydurmuş ama yine bir şeyler için uğraşan, çabalayan birisin ama çok kısıtlı bu geçici bir şey diye kendimi biraz kendimi avutuyorum¹¹⁰⁸
- 1109.sadece İngilizce öğretmek değil ama öğretmen olmanın verdiği bir şey aynı dersi birçok sınıfa arka arkaya kopya şeklinde anlatmak, bunun bunaltıcı olduğu taraflar var aynı şeyi sürekli aynı yöntemlerle herkese anlatmak biraz tekrara kendi içinizde düşmek oluyor¹¹⁰⁹
- 1110.öğretme sürecini her yıl tekrarlamaya başladığımda, asıl bu değil yani yapmak istediğim şey, buradaki yerimde de çok da mutlu olmuyorum. aslında bu da tam değil¹¹¹⁰
- 1111.bir sürü şey var öğrendim ama hiçbirini kullanmıyorum herhangi bir dersimle ilgili hiçbir şeyi şu an kullanmıyorum maalesef¹¹¹¹
- 1112.özel okulda XXX diye bir kitap kullanıyordum. Çok güzel, tamamen yabancı kaynaklı bir kitaptı ve müfredatımızla hiç bir alakası yoktu. Çünkü orda daha deep English veriyorsunuz. 6ya giden çocuğuma ben Present Perfect anlatıyordum. Burda 8'de anlatıyoruz¹¹¹²
- 1113.Yani çok fazla verimli olabiliyor muyum? Belki olamıyorum. öz eleştiri de yapmam gerekiyor¹¹¹³

- 1114.Kendime, mesleğime bir şeyler ekleyemiyorum bu günlerde kendimi geliştirecek, yapabildiğim kadar yapmaya çalışıyorum gerçekten. Çok yapıyor muyum, ne kadar düzgün onu bilemem¹¹¹⁴
- 1115.çocukların ilgisini çekecek başka konular, başka oyunlar, başka görseller, başka şeyler toparlayıp hani derslerimi daha eğlenceli, daha verimli, daha akılda kalıcı işleyebilirim¹¹¹⁵
- 1116.şu an hazırlıklı gitmiyorum (...) kitapta neredeyse oradan devam ediyoruz. maalesef ekstra materyal hazırlığına çok girmiyorum. Aslında girmek gerekiyor. çocuklara görsel bir materyal hazırlamıyorum öğretme konusunda kendimi eksik hissediyorum¹¹¹⁶
- 1117.Çünkü young learnerlara alışık olmadığım için biraz gerideyim ama belki 2 yıl sonra yeni yeni oyunlar, yöntemler türetebileceğim¹¹¹⁷
- 1118.young learnerlara öğretmek için bol aktiviteli ders planı hazırlamak gerekiyor. Benim en büyük eksikim bu zaten. Çünkü dediğim gibi ilk 2-3 sene lise grubuyla çalıştığım için bu aktivitelerden çok uzaktım. Böyle olunca da bu yönümü hiçbir zaman geliştiremedim. Ya da geliştirmek istemedim. Çünkü ben çok young learnera uygun bir öğretmen olmadığımı düşünüyorum.¹¹¹⁸
- 1119.daha teknoloji ile daha içli dışlı olmam gerektiğinin farkındayım, mesela zaman yönetimi konusunda kendimi hala çok yetersiz görüyorum¹¹¹⁹
- 1120.mezun olduğum yıl biraz çok geride 2001, neler olup bitiyor İngilizce öğretiminde takip etmek daha yakından yine tekrar akademik bir çalışmaya girmek isterim¹¹²⁰
- 1121.çözümler üretmeye çalışıyorum ve bu açıdan acemiyim ve çok yol almam gerekiyor. O çocuğu da mesela el uzatmak çok isterim ve eminim özünde çok iyi bir çocuk var görüyorum ama nasıl¹¹²¹
- 1122.eğitimde yeni yaklaşımlar var, pair work, drama teknikleri falan. Belki ben 40 kişilik sınıfta da bunu başarabilirimi biri bana aslında gösterebilir. Ben mi acaba çok yeterince düşünüp de bunu başaramıyorum, yapamayacağımı düşünüyorum belki de yapılabilir bir şey¹¹²²
- 1123.o şekilde öğrenmemem benim dezavantajım olabilir öğretmen olarak onları anlamamam, empati kuramamam açısından. öğrenme şeklim acquisition şeklinde oldu ama öğretmem second language olarak oluyor orada bir fark var¹¹²³
- 1124.Şimdi ben bu müfredatı mı işleyeyim, yoksa bütün öğrencileri aynı seviyeye mi getireyim? Şimdi bu da sıkıntılı bir durum bizim için sınıfta çok fazla çeşitlilik olduğu için o dengeyi sağlamak bazen çok zor geliyor¹¹²⁴
- 1125.altıyı düşük olunca ya da başka bir şey olunca onlara yönelik düşük seviyede de ders anlattığımda başka öğrenciler hocam bunları zaten biliyoruz bunların arasındaki dengeyi kurmak bazılarına çok ağır bazılarına hafif gelmesi. yeterli olamamanın verdiği vicdan muhasebenizi yaşıyorsunuz¹¹²⁵
- 1126.olumlu cümle, olumsuz soru cümleleriyle birlikte was were de verdim. Dolayısıyla sonraki derste fark ettim ki çocuklar was were ü her yere koymaya başladılar bir anda hepsini tak diye vermeseymişim daha iyi olurmuş keşke bunu konuyu anlatmadan fark etseydim¹¹²⁶
- 1127.Bunu yapabilirler mi? bunu çok yakalamaya çalışıyorum, bunun acemiliği var üzerimde. Yani şöyle ilk hazırladığım uygulama sınavını üç kere değiştirdim çünkü listening de kelimeleri çok zor seçmişim¹¹²⁷
- 1128.mesela bazı noktalarda belli bir grammar veriyorum ki hiç gerek yok aslında ya da çocuğun işine yaramayacak bir kelime, phrase, ama bunu normal hayatında hiç kullanmayacak bu üniteye ne gerek var işine hiç yaramayacak. Ama yine de veriyorum¹¹²⁸
- 1129.kendi yaşadığı bir problemi anlatabilsin. Ben şu an sadece 5lere bunu anlatıyorum. Belki yanlış mı yapıyorum, bilmiyorum¹¹²⁹
- 1130.hemen şeyi soruyorlar bunu biraz yanlış mı ya da çok mu kullandım bilmiyorum. Hocam artı verecek misiniz? Ondan sonra parmakları havada görmeye başladım. Bu sanırım ödülü çok fazla vermek oluyor¹¹³⁰
- 1131.o sorumluluğu alıyor o dersi kaçırarak o düşük notun sorumluluğunu alıyor bunu ben takip ediyor olmamalıyım ama mesela çok farklı düşüncem olmamasına rağmen tam tersini yapıyorum¹¹³¹
- 1132.çok fazla not veriyorum, bol veriyorum bunu anlamıyorum acaba diyorum ben mi idealist değilim diyorum. Hepsine bakıyorum hak ettiğini veriyor. Bir tek ben fazla veriyorum okulda en çok. Acaba diyorum bu işi bilmiyor muyum, yanlış mı yapıyorum¹¹³²
- 1133.“(on her arranging extra study hours) iyi öğrencileri sürekli seçiyorsun ama zayıf öğrencilerin hakkı yok mu? çok ödül (like chocolates) falan dağıttığım zaman acaba ben iyi bir şey yapmıyor muyum¹¹³³
- 1134.tam olarak tamamen müfredatın aynısını işlemek o çocuğun dil öğrenmeyeceği anlamına geliyor. Biraz değiştirirsen de bu kez sen değiştirdi oluyorsun Ben işte o taranmaya girmemek için tartışmalardan uzak duruyorum, tartışırsam belki doğruyu anlatma şansım var ama zaten yaptığım şeylerden mahrum kalma ihtimalim de var.¹¹³⁴
- 1135.şartlarını biliyorum çocukların. Ben onlara üzülme kısmını atlatamadım henüz zaten. Onların biraz daha yararına bir şeyler yapmaya çalışıyorum kendimce. Onlara destek olmaya çalışıyorum¹¹³⁵
- 1136.hayal kırıklığına uğradığım tek nokta mesleğe başlarken zannediyorsunuz ki herkese dokunabileceksiniz. Herkese dokunamıyorsunuz. Maalesef¹¹³⁶
- 1137.doğru şeyler yapamıyor olmak da beni üzüyor. Bazılarını yanlış yani doğrusunu bilip mecburen şartlara uygulayıp ama yine de en iyi şekilde yapmaya çalışıyor olabilirim ama belki bazı yaptığım yanlışların farkında bile değilim¹¹³⁷
- 1138.bazen ertesi hafta biz bunu gördük mü diyorlar. O beni çok üzüyor. kendim içind değil ben boşuna anlatmışım diye değil de demek ki öğrenememişler diye bir çıkarım yapıyorum¹¹³⁸
- 1139.Mesela bir öğrencim şey dediğinde; haksızlık yapıyorsunuz, hep onu kaldırıyorunuz, beni hiç kaldırmıyorsunuz dediğinde çocuktur öyle der diyemiyorum. Böyle hissettirdiğim için üzülüyorum¹¹³⁹
- 1140.yıllardır yapıyoruz yapıyoruz bir kelime konuşamıyoruz. Bu tarz cümleler tabi ki beni demoralize ediyor. En zor kısmı o önyargıyı yıkmak ya da okulda herhangi bir meslektaşından sevmediğim bir tavır gördüğümde bu beni demoralize ediyor¹¹⁴⁰
- 1141.çok önemli bir ders ama önemsiz de onlara göre. üstesinden nasıl geleceğime dair düşünceliyim. biraz kendi bildiğimiz yoldan gidip en azından temel gramer vermeye çalışıyoruz ama temel gramerle de o soruların hepsinin üstelerinden gelmeleri mümkün değil¹¹⁴¹
- 1142.Ben öğretmeye çalıştığım şeyi nasıl kültüründen ayıracağım (restriction on their plans for a Halloween party) o zaman benim dil bilgisi dersinden ne farkım kalıyor olmuştum benim için çok şaşırmıştım¹¹⁴²
- 1143.geçen yıl göreve başladığımda 2 gün şok oldum (referring to students) saygı yok, bir istek yok, bir ne olacağım düşüncesi yok, umurunda değil¹¹⁴³
- 1144.Gerçekten buna çok şaşırdım yani bana kalsa ben biraz daha ben gerçekten rahat bırakırdım (on dress code or other regulatory practices). Ama içine girince nedenini anladım¹¹⁴⁴

- 1145.Hani bunu nasıl yapacağımıza dair, işlerin biraz üzerimize kaldığına dair bir hisse kapılıyorum¹¹⁴⁵
- 1146.mesleğe başladığımız için ben söylesem de beni kaale de almıyorlar. Mesela okulda bazen konuşuyoruz yeni başlamışız ya diyor hocam böyle olması lazım bu işin. 1 yıllık çalışıyor olabilirim ama ben de bu işin içinde yıllardır varım¹¹⁴⁶
- 1147.farkındalar ama hala şunu düşünüyorlar: İyi olabilirsin, ama bunun için takdir beklemen tuhaf yani takdir beklemek değil, işimi kolaylaştırabilirsin. idarecisi ile nasıl konuşması gerektiğini bilmeyen biriyle ben aynı kefedede tutuluyorsam o zaman ben de öyle yapayım derim. Çünkü bu benim için bir cezadır beni onunla aynı kefedede tutması. ¹¹⁴⁷
- 1148.Bir şeyi yanlış yaparsam okula da olumsuz bir tepki geleceğini düşündüğüm için bu sene (on applying for an Erasmus+ project) çok cesaret edemedim açıkçası¹¹⁴⁸
- 1149.çocuklar çok dezavantajlı bir grup, bu şu demek değil, Hep avantajlı gruplarla çalışmak. bu da yanlış yani o çocuğa kim ders verecek. bunu bir olumsuzluk olarak görmüyorum ama yeni başladığım için bu bende bir kültür olur diye çok korkuyorum. Boşver hocam, önemli değil hocam eksik yapsan da bir şey olmaz bunun kendimde oluşmasını istemiyorum.¹¹⁴⁹
- 1150.öğrencilerim bunu yaptığında çok rahatsız oluyorum çünkü fazla fazla veriyorum ve niye dediklerinde sinirleniyorum beş puanı geri almak istiyorum¹¹⁵⁰
- 1151.yeni olduğum için daha iyisini yapmalıyım dürtüsü var içimde ya da eksik yapıyordumşum tedirginliği var¹¹⁵¹
- 1152.biraz daha özgür olmayı isterdim. Çok fazla izinlerle dönüyor. Mesela öğrenciyle bir şey yapmak istiyorsun hocam şimdi siz bir yazın, biz bir yazalım bu yazışmalar çok uzun¹¹⁵²
- 1153.mesela ben şimdi eleştirel düşüncemle, dünyaya bakışımı mesleğime yansıtırsam tahminen uzun süre bu işte kalamam. resmi olarak bir şeylerin yolu çıkmış gibi duruyor ama. Öğrencilerin o yetenekleriyle, topluma, kendisine faydalı olabileceği bir yol bulmaya çalışıyorum. Böyle ne bir sistem var ne kimsenin umurunda. Bu belki bir müdürün yapabileceği bir şey bunun için bir sistem kurulmasına hiç gerek yok.¹¹⁵³
- 1154.Yani tek başıma bazen bir şeylerle savaşmak zorunda kalıyorum O yüzden bazen karşılaştığım zorlukları farklı yöntemlerle aşmaya çalışıyorum ben içinde bulunduğum duruma alışmayı, buna uyum sağlamayı ve işte çocuklara göre yönelenmeyi seviyorum¹¹⁵⁴
- 1155.bazen gerçekten böyle çırpındığımı hissediyorum yani bir şeyler yapmak istiyorum ama bir yere kadar yapabiliyorum¹¹⁵⁵
- 1156.Dersle alakalı olanlar artık alıştım mücadelenin bir parçası olarak gelmeye başladı. Çünkü bunu ben yapmıyorsam başkası yapamayacağı gibi geliyor Olumsuz yani da mücadele çok gerekiyor¹¹⁵⁶
- 1157.bazen öğretmenlerimizin dersine giriyorum. Onları da gözlemliyorum. Onlar bir şeyi yapıyorsa evet ben de bunu yapmalıyım diyorum. Ya da teneffüste mesela görüşüyoruz. Siz ne yapıyorsunuz bu durumda? Bir olay olduğunda birinden fikir alıyorum. O şekilde kendi eksiklerimi tamamlamaya çalışıyorum¹¹⁵⁷
- 1158.benim yapmadığım bir şeyi başkasının yapabildiğini görebiliyorum. bunu böyle mi öğretiyormuş ilk başta yazarak başlıyormuş ben söyleyerek başlıyordum. O farklı tekniğin çocuğun üzerindeki etkisini görebiliyorum eğer hoşuma gidiyorsa ben de bunu denemeliyim diyorum¹¹⁵⁸
- 1159.6 aylık staj dönemi vardı 2016'da. Onu kaldırdılar. 9 derse giriyorduk haftada. Önce gözlem daha sonra ders anlatıyorduk. Bence çok güzel bir sistemdi¹¹⁵⁹
- 1160.çok güzel oyunlar öğrenmişim şimdi onları uyguluyorum gördüğüm şeyleri. Bazı tutumlarını, hep faydası oldu. Zararı olmaz zaten öyle bir şeyin, beğenmediğini atarsın beğendiğini alırsın¹¹⁶⁰
- 1161.Bir tane oyun mesela ben de oynatıyorum, kelime öğretme, ezberleme kelimeleri tahtaya yazıp, iki gruba ayırıyor öğrencileri, Türkçesini söyleyip o gruptan birisi koşup, yani bir hareket de var işin içerisinde, o kelimeye dokunuyor öğrenci. İşte yanlış bir şey dokunursa puan alamıyor ya da ikisi de doğruya dokunduyorsa ilk dokunan alıyor.¹¹⁶¹
- 1162.internette de Facebookta da İngilizce öğretmenlerinin olduğu gruplar var oradan herkes bir şeyler paylaşıyor oralardan birçok şey bulabiliyoruz aslında¹¹⁶²
- 1163.öğretmen grupları var Innovative English teachers, Türk grupları da yabancı da var. Onlara üyeyim. o kadar güzel fikirler geliyor ki¹¹⁶³
- 1164.Mesela Pinterest yine çok kullandığım bir yer bir sürü İngilizce öğretmeni var, O konuyla ilgili paylaştıkları şeylere bakıyorum. internette açıp o dersi başka öğretmen nasıl işlemiş diye de izliyorum. Ya da mesela Instagramda şey var okul öncesi öğretmenler var onlar okul öncesi ama ben bunu İngilizce dersine çevirebiliyorum. ¹¹⁶⁴
- 1165.Twitter dan takip ediyorum çok da kolay, ulaşılabilir de oluyor. Birçok yabancı öğretmen teachers tips falan oluyor mesela ya da makalelerin kendileri özetleyip kısa bir bölümünü paylaşabiliyorlar¹¹⁶⁵
- 1166.Biraz daha yaratıcı olmama, biraz daha rahatsız olmama sebep oluyor yaptığım şeyden. tamam çok güzel ders anlatıyorum, öğrencilerim de beni seviyor böyle devam, öyle bir şey yok yani daha iyi yapılabilir¹¹⁶⁶
- 1167.İngilizce öğretmenleri en cömert öğretmenler diyorum, her zaman da söylüyorum. İnternete en fazla materyal koyan, ücretsiz materyal koyan öğretmenler biziz. Diğerleri öyle değilmiş, paylaşmıyorlarmış¹¹⁶⁷
- 1168.çocuk psikolojisi ile alakalı sürekli elimin altında olsun diye bazen o sayfalara açıp bakıyorum benim için gerçekten bazen hatırlatıcılar onların psikolojilerini hatırlayacağım seviyelerini ya da kendimin o şekilde olması gerektiğini hatırlayacağım şeyler gerekiyor¹¹⁶⁸
- 1169.Okuyorum sadece İngilizce öğretmenliği değil bazen öğretim üzerine Youtube'dan bir sürü şey izliyorum¹¹⁶⁹
- 1170.Bazen Google Akademik'ten falan bakıyorum haftada bir ancak CALL'la ilgili, çok ilgileniyorum Bazen üniversite hocam kendi sayfasında paylaşıyor kendi makalelerini falan okuyorum¹¹⁷⁰
- 1171.en son vocabulary teaching ile ilgili birkaç makale okudum en fazla diyor 6-7 kelime üzerinde durun onun çerçevesinde dersi işleyin daha kalıcı olduğunu göreceksiniz¹¹⁷¹
- 1172.öğretmenleri tamamlamak için çalışmalar yapıyorlar. Ben de mümkün oldukça katılmaya çalışıyorum. Yani hep olayın içinde oluyorum zaten. O konuda çok gelişme sağladığımızı da düşünüyorum bu etkinliklerle¹¹⁷²
- 1173.çok da ilgi çekici olmasa da derinlemesine dinleyip katılım yapmaya çalışıyorum çünkü bilgi nerede olsa almayı seven bir insanım ve belirli konular arasından seçebildiğimizde de en az bilgiye sahip olduğum en çok bana fayda sağlayacak olan konuları seçmeye çalışıyorum¹¹⁷³
- 1174.öyle çok çok katılımcı bir insan değilim ama eğer farklı bir şey paylaşabileceğim bir şey varsa (on her comparison of British and Turkish educational systems in one of the sessions) tabii ki katılırım¹¹⁷⁴
- 1175.Internette de sürekli araştırıyorum, EBA'da da bazen bakıyorum mesleki olarak eğitimleri var. Eğitimdeki Son Yaklaşımlar diye bir şey izledim mesela bir seminer izledim¹¹⁷⁵
- 1176.online bu şekilde kapatmaya çalışıyorum. Ya da eskiden çalıştığım kişilerle, dil öğretmenleriyle bağlantılı kalarak, onlardan yeni şeyler öğrenerek kolejdeyken bölüm başkanımızın çok bu tarz eğitimleri oluyordu¹¹⁷⁶

- 1177.Zümre toplantısında hangi sınıfa ne uygulamamız gerektiğini, nasıl beklentilerde olduğumuzu tartışıyoruz. Bu konu hakkında ne yapabileceğimizi, genelde bir sorun yaşadığımızda bu sorun sadece bize mi özgü yoksa hani okulun genelinde var mı, bunu nasıl çözebiliriz¹¹⁷⁷
- 1178.ben öğrencilerin bu kadar klasik tarzda bir İngilizceyle eğitim almasına karşı olduğum için bence şunu yapmalıyız diye evet konuşuyorum hatta zümre toplantıları dışında öğretmenler odasında sık sık şu sınıfta şunu yapayım mı meslektaşlarımız ile bilgi alışverişi oluyor¹¹⁷⁸
- 1179.okullardaki toplantılarda katılıyorum. tabii çok gerekli ve çok önemli noktalarda bir şey sağlamak gerekiyor çünkü toplantılar genelde uzun sürüyor çok fazla katılımcılar da aynı sınıfta olduğu gibi hoş karşılanmayabiliyor bu katılımı bir düzeyde yapıyorum¹¹⁷⁹
- 1180.fikrimi belirtince önce yanlış bir şey düşünüyorsam birisi söylerse ben memnun olurum. Dedğim yapılıncı daha da memnun oluyorum Yaptığım işe inancım artıyor¹¹⁸⁰
- 1181.şube öğretmenler kurulu toplantısında herkes öğrenciler hakkında fikrini söyler şu derste şöyle gibi ve tabi ki benim fikirlerimi de etkiliyor ben de söylüyorum aynı şekilde paylaşıyorum¹¹⁸¹
- 1182.Hoca bir çocuğa şöyle davranıyor ha diyorum demek ki bu çocuk böyle alışmış, bunun sebebi buymuş deyip öğrenci davranışlarıyla alakalı belli başlı çıkarımlarım oluyor¹¹⁸²
- 1183.gönüllü olan öğretmenler bir araya geliyorlar ve derisi nasıl anlatıyorlar bu deneyimlerini diğer öğretmenlerle paylaşıyorlar. 3 ya da 4 gün sürmüştü o günlerde herkesin bir sunum saati var Bütün günlerde orada olmak zorundasın ve istediğin dersi seçip katılıyorsun¹¹⁸³
- 1184.önümüzdeki yıl daha planlı mesela sene başında belirlerim deneyim paylaşım gününde ne yapacağımı. O gün gelmişti duyuru ve ben o gün bilgisayara ne yapmak istediğimi yazmak durumunda kaldım¹¹⁸⁴
- 1185.Ben kendimce şunu düşünmüştüm ben zaten interaktif bir şey yapıyorum slayta gerek yok diye düşünmüştüm katılım da az olduğu için benim sunumum 10 dakikada bitti yani daha görsel olmak lazım¹¹⁸⁵
- 1186.Ben az katkım olacağını düşünüyordum daha fazla katkım oldu orda bir öğretmen var, hoşlarına gitti. Benim de hoşuma gitti böyle düşünmeleri¹¹⁸⁶
- 1187.Eksiklerimi fark ediyorum. O yüzden bence çok önemli toplantılar. öğrencilerde mesela fark etmediğim sorunu ortaya çıkarıyor. Onu tamamladığımızda öğrenciyi derse katıyoruz ya da gerçekten bizim bilmediğimiz bir sıkıntısı oluyor, çözebiliyoruz¹¹⁸⁷
- 1188.mentor teacher muhabbetini çok severim. Karşımdaki insanın gerçekten bir şeyler katabileceğini düşünüyorsam hep soru sorarım mentor olarak kabul ettiysem benden az şey bildiğini hissetmemeliyim¹¹⁸⁸
- 1189.gerçekten meseleğini iyi yaptığından emin olduğum, güvendiğim insanlardan mutlaka yardım istiyorum¹¹⁸⁹
- 1190.eleştirmeyi de severim. eksiklerimin de söylenmesini istiyorum ki kendimi o konuda da geliştirebileyim. Yani insanların da eksik yönlerini tamamlamaları gerektiğini düşünüyorum¹¹⁹⁰
- 1191.şöyle yapmışım ama hani şöyle de yapabilirsiniz deyip öneri verebilecekleri bir insan olmak istiyorum¹¹⁹¹
- 1192.bildiğim bir şey değilse tamamen kendi haline bırakılmayı sevmem. hala yanlış yaptığım bir şey varsa, görüyorsa bana söylesin, mesela bazen öğretmenler şöyle davran böyle davran konuşunca aman yanlış anlama falan diyorlar. Hiç yanlış anlamam. Çünkü sen demek ki öyle bir şey uyguladın sonuç aldın bana da söylüyorsun bu benim için çok güzel. Açığım. Hatta ben kendim sorarım, mesela danışmanım da ilk senemde özellikle yardım beklediğim öğretmen arkadaşlarımdı.¹¹⁹²
- 1193.yılların vermiş olduğu tecrübe ve biriktirmiş olduğu o materyallerden faydalanmak kesinlikle gerekli şu anda mesela dokuzuncu sınıflarla biz onla birlikte girdiğimiz için direkt şunu yapalım diyor gerçekten bakıyorum çok zevkli. bende olmayan bir şey hemen onu almak istiyorum¹¹⁹³
- 1194.şanslıyım. Gerçekten çok yardımsever bir öğretmen grubu var çok paylaşımcı, birbirine iş yıkmaya çalışmayan bir zümreyiz o an kim boşsa, her şeyi paylaşan mesela kademeleri bile 9ları birimiz hazırlar ortak sınav olduğu için, 10ları birimiz gibi hazırlıyoruz¹¹⁹⁴
- 1195.e-okul modelinde vardı böyle bir şey. Ya bu (on performance exams) dedim olabiliyor mu falan diye İngilizce öğretmenleriyle görüştüm, oluyor dediler Beraber konuştuk müdürle, güzel iş birliği oldu aslında. İngilizce öğretmenlerinin bu yönünü seviyorum¹¹⁹⁵
- 1196.mesela asla disipline edemediğim bir çocuk oluyor bazen. Çocuğu atmak sınıftan olmuyor, sınıfta tutsam diğerlerinin hakkını yiyor bu konuda yardım mutlaka alıyorum¹¹⁹⁶
- 1197.bazen bir sınıftaki otoritenizin olmadığını düşünüyorsunuz. Artık şu noktaya geliyorsunuz; notunuzu düşürüyorum Mesela bazen bunu yapmadan nasıl yapabilirim diye soruyorum arkadaşlarıma¹¹⁹⁷
- 1198.2 tane arkadaşım var okulda bazı zorluklarda onlara danışıyorum, onlardan fikir alıyorum, görüşlerine de önem veriyorum öğrencilerle ilgili bazen bir şey olduğu zaman diyorum ya bu niye böyle yaptı ne diyorsun diyorum, nasıl yapalım¹¹⁹⁸
- 1199.mesela proje ya da performans ödevi notu girilecek hocam diyorum bu çocuk BEPLi bunu nasıl yapıyorsunuz,. (...) sosyalleşmek olarak görüyorum biraz da¹¹⁹⁹
- 1200.Öğretmenlikle alakalı daha tecrübeli meslektaşlardan isterim. Bir de idareden sağ olsun Müdür Yardımcımız var ya da 18 yıldır aynı okulda çalışan bir arkadaş var ona soruyorum çünkü artık her şeyini biliyor okulun bir parçası olmuş¹²⁰⁰
- 1201.benden yaşça büyük öğretmenlerimiz var onlara danışıyorum mesela bir etkinlik yapacağım zaman öğrenciye katkı sağlar mı deyip görüş alıyorum¹²⁰¹
- 1202.Fikir almaktan çekinmem, bildiğimi düşündüğüm noktalarda dahi fikir sorarım. öğretmen arkadaşlardan yöneticilerimden görüş sorabilirim¹²⁰²
- 1203.Soruyorum mesela bu ünite de bu konuyu çok anlayamadılar, bunların çok üzerinde durmamıza gerek var mı, konuyu nasıl anlatalım, ya da geliştirdiğin bir teknik var mı, nereden yola çıksak?¹²⁰³
- 1204.Sistemlerle ilgili sorunlar da soruyorum. MEBBİS, EBA gibi. Bazı öğrencilerle, sınıflarla ilgili sıkıntı olduğunda sınıf öğretmenleriyle paylaşıyoruz, nasıl yapalım bunlarla iyi geçinemiyoruz¹²⁰⁴
- 1205.Özellikle Zümre başkanımız danışmanım çok çok memnunum yani aşırı memnunum çok iyi birisi gerçekten. Bilgili de olduğunu düşünüyorum öğretmenlik olarak çok olmayabilir bu bilgi ama Hem meslekte çok bilgili, resmi olarak çok bilgili, hem de şey paylaşımcı¹²⁰⁵
- 1206.benim eksikliklerimi görüyorsa onları söylüyor ya da şunu yapabilirsin, şu şekilde farklılaştırabilirsin şeklinde öneride bulunuyor. öğrencilerin derse katılımı, tutumu, öğretmen hangi yöntemle anlatıyor? Bunlara dikkat ediyorum, bunları dersime nasıl uygulayabilirim ona bakıyorum¹²⁰⁶

1207. Ben danışmanımdan istiyorum çünkü o zaten bana her zaman gelebilirsin dedi, o kadar rahat gidemezdim belki ama sanki şey gibi de hissediyorum onun için görevlendirilmiş çünkü “danışman” danışabileceğim¹²⁰⁷
1208. sürekli bilgi alışverişi yaparım mesela ben bir etkinlik hazırlıyorum onlarla da paylaşıyorum, onlar şunu geliştir (...) Ya da onlar benle bir şey paylaştığında ben bakarım hocam şöyle yapsak böyle yapsak daha iyi olmaz mı şeklinde¹²⁰⁸
1209. tenefüste sen nasıl öğrettin o konuyu ya da o üniteye geçtin mi, çocuklar nasıl, yapıyorlar mı ya da bu kaynak zor mudur bundan fotokopi çekip versek ya da bunun soru tipleri iyi mi gibi diyaloglarımız oluyor¹²⁰⁹
1210. ben her hafta bir Almanca atasözü öğretiyorum dedi. Ben de denedim, her hafta İngilizce bir atasözü öğreteyim diye. Benim hoşuma gitmedi. Hocama dedim sen nasıl motive ediyorsun falan tartıştık¹²¹⁰
1211. Devamlı Rehberlik Hocasının odasında olan benimdir. Genelde öğretmenler kendi rehberlik yaptığı sınıfla daha çok ilgilenir. Ben her girdiğim sınıf için her öğrencimizin en ufak bir şeyde gidip sorarım bir sıkıntısı var mı? Dikkat eksikliği var mı? Ya da velisinin özel bir durumu var mı?¹²¹¹
1212. okulumuzun ortamı gerçekten çok güzel¹²¹²
1213. Okuldaki öğretmen arkadaşlar da çok yardımcı oldular bana, hala da ediyorlar¹²¹³
1214. diğer derslerle de ilişkili olmamız gerekiyor bir şey anlatacağım mesela öğretmene danışıyorum bu konuyu anlatmam gerekiyor hepsi yardımcı oluyor. dersle ilgili bir sorunun olduğunda İngilizce öğretmenlerine danışıyorum zaten. idari bir şeyle sıkıntım olduğunda idareye gittiğimde onlar da hemen çözüyorlar. birbirimiz arasında birlik bütünlük var.¹²¹⁴
1215. Bana çok yardım ettikleri için ben de ilerde kendim daha tecrübeli bir öğretmen olduğumda yardım alabilecekleri, bilgi alışverişinde, fikir alışverişinde bulunabilecekleri bir öğretmen olmak isterim¹²¹⁵
1216. İngilizce öğrenmeleri için sürekli yanlarına gidiyorum bedava kaynaklar, aslında ne kadar para harcayacağını da gösteriyorum¹²¹⁶
1217. Ve kendilerine şey göstermek istiyorum, kendi alanlarındaki dersleri İngilizce anlatacağı yollar Tabii ki ben anlatmayacağım ama şuraya bakabilirsin diyeceğim. Merak edeceğini düşünüyorum çoğunun¹²¹⁷
1218. diğer okullarda çalışan arkadaşlarım var, onlara da soruyorum mesela bu yıl neler yaptınız siz diyorum, okuldaki pano mu yapıyorsunuz, okul tiyatrosu mu yapıyorsunuz, sınav mı yarışma mı yapıyorsunuz¹²¹⁸
1219. en çok üniversite grubumuz vardı bizim, yine orada paylaşıyor hocalar arkadaşlar oradan takip edebiliyorum mesela güzel bir şey olabiliyor¹²¹⁹
1220. direkt İngilizce öğretmenliğinden çıktığımız için arkadaşlarımla da çok konuşurum fikirlerini alırım sizce bu konuda nasıl bir şey yapabilirim şöyle bir şey yapacağım üstüne bir şey ekleyebilir miyim¹²²⁰
1221. çok yakın arkadaşlarım var aynı bölümden onları arayıp soruyorum mesela ortaokula başlayacağım zaman arkadaşım bir önceki sene ortaokulda çalışmıştı. Onu arıyorum. başka bölümden arkadaşlarım var İstanbul'da başka illerde onlar destek oluyor¹²²¹
1222. yapalım da olsun aradan çıksın tarzında bazen katılımcılardan kaynaklanan bazen de toplantıyı düzenleyen öğretmenlerimize bunu da verdik tarzında olan toplantılar da olabiliyor¹²²²
1223. Onlara zorunlu olarak katılıyoruz. genelde ama okulun işleyişiyle alakalı oluyor yani öğretmenlikle alakalı ya da sınıf içindeki herhangi bir durumla alakalı olmuyor¹²²³
1224. Birbirimizi sadece zümre toplantılarında görüyoruz yani bir araya anca o zaman geliyoruz daha çok durumu sorunsuz bir şekilde ilerletmek için¹²²⁴
1225. Bence çok yanlış şimdi birbirimize; ne zaman sınav yapacaksın, neredesin, nasıl anlattın, ne eksik var, pano yapalım mı şu bu bir sürü sayabiliriz bunları en azından haftada bir konuşmamız gerekiyor¹²²⁵
1226. ilçedeki İngilizce öğretmenlerinin bir WhatsApp grubu var mesela ben bu grupta aktif değilim o grupta daha aktif olmayı isterim. Orada arkadaşlar yaptıkları İngilizce aktiviteleri paylaşıyorlar etkinlik olarak fikir aldığım şeyler var. ne bileyim sınıf yönetimi hakkında tavsiye istediğimizde demek ki bu hoca zavıf gibi bir şeyi de beraberinde getiriyor. Biraz da çekiniyorsunuz o yönden.¹²²⁶
1227. Okuldaki toplantılar oluyor ama çok toplantı yok. Dönemlerde bir zümre toplantısı oluyor, sınıf öğretmenleri toplantısı, konu başlığı 2 3 tane toplantı o kadar. İlçe toplantısı var oraya gidiyorum sadece seminere gidiyorum o da bana zorunlu olduğu için¹²²⁷
1228. yapmam gerekiyor aslında kendime bir şeyler katmam gerekiyor Uğraşmak istemiyorum, yorulmuş bu aralar eğitilmiş, sınavmış işte adaylık falan biraz yorulmuş bu aralar hiçbir şey istemiyorum. Sadece okula gidip eve gelip dinlenmek istiyorum¹²²⁸
1229. aday öğretmenlik formlarından dolayı bu sene çok seminer takip etmeye kendi alanımla alakalı çok fazla bir şey yapmaya vaktim yok¹²²⁹
1230. ben normalde yaparım (things to develop professionally), aday öğretmenlik şeyine kilitlendiğim için aylardır hiçbir şey yapmıyorum¹²³⁰
1231. Mesela yeni atanmış ve hiçbir yerde çalışmamış. Yani daha iş hayatının baharında, bu kadar sıkın, bıkmın olmamalı bence. Bu kadar her şeyi boş vermiş olmamalı. Bence eminim özel okulda olsa bunu yapamaz¹²³¹
1232. birçok şeyi önemsemiyorum a burayı geç gitsin, writing mi tamam ya atla gitsin. bitirme sistem de böyle diyor zaten bitir¹²³²
1233. meslektaşlarımın yetersiz olduğunu düşünüyorum. Genel olarak sadece İngilizce Öğretmenleri değil çok tembeliz (...) seminer dönemlerinde 1 hafta bir makale çalış, sunum yap gibi onlar bile yapılmıyor, yapmak istenmiyor ya da çok isteksiz yapıyor¹²³³
1234. Bundan bundan şikayetçisin ama sen elini taşın altına koymazsan ne değişecek? 20 yıl sonra yine aynı yerde sayacağız demektir. Ama sen biraz fedakarca davran, sen bir şeyler yap geliştir¹²³⁴
1235. Ben ilk başta diğer hocalara güvenebileceğim düşündüm. Onlar biliyordur yardım eder bir şeyler öğrenirim diye düşünüyorum. Daha ilk günden anladım güvenmemem gerektiğini¹²³⁵
1236. Bence onlar beni izlemeliler. Çünkü onlar beni izleyecek diye düşünüp biraz daha geliştirebilirim, daha çok düşünebilirim mesela, bir şeyleri daha farklı uygulayabilirim¹²³⁶
1237. çünkü hepimiz çok yoğunuz benim zaten 30 saat dersim var o sınıftan o sınıfa koşarken öyle bir fırsatımız olmuyor açıkçası¹²³⁷
1238. şu an gözlemleyemiyorum böyle bir şansımız yok¹²³⁸
1239. Ben derste öğretmenler derste, benim dersim bitince öğretmenlerin dersi bitiyor. 30 saat derse giriyorum. Boş günde okula gitmek istesem de İngilizce öğretmeni arkadaşlar da boş olabiliyor, öğleden sonra gözlemleyeceğim desem seminere geliyorum¹²³⁹

- 1240.Ama gözlemleyeceğim, çok yaptığım bir şey eskiden ama öğretmenleri rahatsız etmeden girmenin yolunu bularak girdim¹²⁴⁰
- 1241.Mutlaka katacağım, alacağım, kendimi de eleştireceğim noktalar çıkacaktır ama yapmadım Genelde çok yaklaşıyor hocalar da bu noktada ama aslında yapmak çok isterim¹²⁴¹
- 1242.o bana geldi aday olduğum için gerekiyordu onun gelip gözlemlemesi Sonra ben teklif ettim ama o gel demedi. Muhtemelen çok da istememiştir. Çok isterdim aslında çünkü herkesin farklı bir tarzı var¹²⁴²
- 1243.Benim karşıma geçip demo ders gibi mesela anlattım desin ki şurada hata yaptın bu eksik, bu yanlış. gerçekten bir yanlış yapıyorsam bu bana söylenmeli. Doğruysa da yanlışsa da söylenmeli. Çünkü ona göre insan kendini düzeltmeli veya aynı şekilde ilerlemeli¹²⁴³
- 1244.hiç olumsuz bir şey söylemiyor. Yani olumsuz bir şey söylememek için mi söylemiyor yoksa gerçekten olumsuz bir şey yok mu bilmiyorum. Tam bir feedback değil¹²⁴⁴
- 1245.keşke alanında iyi olan, böyle bir sistem kurulsaydı, gelse beni eleştirse, karşılıklı olarak (observation) Ama bu illa da bir sertifikaya bağlı olmasa yani yapıcı olsa, kırıcı olmasa¹²⁴⁵
- 1246.Yapmam gerekiyor. Ne yaptım ben peki? Hiç birisini yapmadım. Ertesi gün ben kendim derse girdim, hiç kimse bana ne yapmam gerektiğini söylemedi¹²⁴⁶
- 1247.Bence bir aday öğretmen başladığı zaman en az 5 gün bir öğretmenle beraber derslere girmeli. Biraz onunla zaman geçirmeli. Okuldaki işlere biraz bakmalı. ne yapacağınızı bilmiyorsunuz. Öğretmen gibi gitmiyorsunuz ki işe. ben ertesi gün derse girdim, ne yapacağımı şaşırdım¹²⁴⁷
- 1248.Öğretmen arkadaşlarımla daha mesafeliyimdir. Çok daha resmi bir dil kullanırım daha kendimle ilgili bir şey paylaşmaktan hoşlanmam en ufak bir sıkıntıyı kaldırabilecek bir ortam değil O yüzden hiç risk almamak adına mesafemi koruyorum¹²⁴⁸
- 1249.çok mesafeliyim herkesle konuşurum ama çok da büyük bir mesafe bırakırım aramda çünkü her şey çok ortak. Oturduğum yer ortak sınıflar ortak. Her şey ortak. Mecburen yaptığın her şey seni etkiliyor¹²⁴⁹
- 1250.seminerlere baş vuruyorum çok ilgimi çekiyor drama teknikleri sınıf yönetimi böyle bir sürü seminer var, okula da geliyor hemen isim yazdırıyorum ama alamıyorum¹²⁵⁰
- 1251.Bunun yerine daha interaktif bir şey ya da alanımla ilgili bir seminer tercih ederim. Mesela bir native gelse bana bir şeyler anlatsana aktiviteden bahsetse nasıl materyal geliştirebilirim bunlardan bahsetse daha mutlu olurum¹²⁵¹
- 1252.kendi istediğim semineri seçemiyorum. ben görevli olduğum için genelde kendi okulumda kalmam gerekiyor oraya gelen öğretmenleri daha çok görüyorum ama daha çok kendi alanımla ilgili, word excel gibi ya da derste oyunlarla öğretim onu seçmişim ama gidemedim¹²⁵²
- 1253.Boş oturmak istemiyorum. Öğretmenler odasında ne yapayım yani. Ya yüzeysel bir muhabbet olacak. Tamam fotokopi, ödev falan ama onları zaten tenefüslerde hallediyorum¹²⁵³
- 1254.Bence öğretmenler odasında konuşulan şeyler farklı olmalı, değerli gördüğümüz şeyler çok farklı olabiliyor diğer öğretmenlerle. şu an kendimi kendim istediğim için oraya ait hissetmiyorum¹²⁵⁴
- 1255.Henüz katılmıyorum ama ilerde katılmayı planlıyorum. Henüz şu an Milli Eğitim formatına alışmaya çalışıyorum yani Milli Eğitim'de öğretmen olmak nasıl bir şey, Somrasında katılmayı, daha aktif olmayı istiyorum¹²⁵⁵
- 1256.ben böyle mi anlatıyormuşum, ne kadar eksikmişim diyorsun. O açıdan çok önemli. Şu an kovalayamıyorum ama adaylığım kalktıktan sonra mutlaka geliştiririm kendimi¹²⁵⁶
- 1257.ilde ve ilçede daha aktif bir öğretmen olmak istiyorum. Yaptıklarını daha çok paylaşan, öğrencileri ETwinning ve AB projeleri yapan, İngilizce tiyatro topluluğu oluşturup öğrencilerden diğer bütün okulları gezip tiyatro gösterileri yapmak istiyorum¹²⁵⁷
- 1258.haftada bir günü dolduracağım bir şey kişisel gelişim ya da mesleki gelişim kursu, semineri almak isterim¹²⁵⁸
- 1259.müfredat yazımına katıldım, başka olsa yine katılırım¹²⁵⁹
- 1260.Öğretmeni geliştirme üzerine çok çalışıyor MEB bizim mesleğimize direkt alakalı olmasa da kişiyi geliştirdiği için ben çok önemsiyorum bu tarz şeyleri. Katılmaya çalıştım, yazıldım ama çıkmadı ama ekstra, meslek dışı veya meslekle ilgili şeylere katılmak isterim¹²⁶⁰
- 1261.Milli Eğitim'de belki farklı sınavlarla alınabiliriz yani bu ben de olsam atıyorum mesela demo ders yaptırırsalardı öyle alsalardı yani. Ben böyle olmasını çok isterdim. Bu kendime çok güvendiğimden değil. Bu işi yapamıyorsam alınmayayım¹²⁶¹
- 1262.Benimki de şans, ben çok kötü bir öğretmen de olabilirdim. Bu sertifikaya hala sahip olabilirdim. Yasak değil ki benim öğretmenlik yapmam. Kimse bilmiyor, benim mesela buna aşkla bağlı mıyım değil miyim haberi yok. Şansına bağlıyım ben¹²⁶²
- 1263.ödü belgesi falan alıyorlarmış. Gördüğüm kadarıyla o da evrak toplamak işte. Ben öğretmenlik yapıyorum belki mükemmel öğretiyorum ama bunu kimseye gösterecek evrakım yok. (referring to his advanced computer skills) ¹²⁶³
- 1264.proficiency levelimizi ölçecek hala nasıl diye bakacak bir sınav olsaydı ya da yıl içerisinde her yıl düzenli olarak öğretmen eğitimlerimiz olsaydı Milli Eğitim'in zorunlu koştuğu çok daha iyi bir kadrosu olurdu şu an Milli Eğitimin¹²⁶⁴
- 1265.özel okulda zaten 5 yıl tutunabilmiş bir hoca alanındadır. bunun da değerlendirmesi yapılmalı. Bir kurul oluşturulmalı bence bunun için en başta heyecanlı olmalı, işini sevmeli, yeniliklere açık olmalı¹²⁶⁵
- 1266.bence artık yeni mezunlar olarak hatta öyle değerlendireyim etkinlikler ya da ilişkiler açısından bence önceki öğretmenlerden biraz daha yaratıcıyız diyebilirim¹²⁶⁶
- 1267.Staj yaptığım okullarda ve daha önceden mezun olan İngilizce öğretmenlerinden gördüğüm İngilizce seviyelerinin epeyce düşük oldukları Yeni öğretmenler yüksek seviyeleriyle sistemi ileriye doğru itebilme potansiyeli sahip¹²⁶⁷
- 1268.bizim kendi İngilizce öğretmenlerimizden şimdiki öğretmenler daha aktif. Bir de öğretmenlik kavramı da değişti bence. Öğrencinin de ders içinde fikri ne olursa olsun dinlemekmiş bence. böyle değiştiğini düşünüyorum¹²⁶⁸
- 1269.mümkün olduğu kadar öğrencinin katıldığı yeni nesil öğretmenler de bunu çok güzel uyguluyoruz. Çünkü hepimiz birbirimize de çok yardımcı oluyoruz, paslaşıyoruz. Kesinlikle gelip tahtaya yazıp giden öğretmenler bence artık kalmadı¹²⁶⁹
- 1270.daha iyi yol göstermeyi bilen hale döndü bence¹²⁷⁰
- 1271.İngilizcenin gerçekten gerekli olduğunu insanlar birazcık kabul etmeye başladı diye düşünüyorum biraz daha önem gördüğünü düşünüyorum bölümün¹²⁷¹
- 1272.dil ihtiyacı ne kadar arttıysa bizim de yerimiz o kadar sağlamlaştı ya da büyüdü şu an toplumda¹²⁷²
- 1273.İngilizce öğrenmek ve öğretmenin önemi çok iyi anlaşıldı son yıllarda toplumda diye düşünüyorum ve önem veriliyor¹²⁷³

- 1274.son yıllarda biraz sınavlara dahil edildikten sonra ilgi ve önem arttı daha da artmasını isterim Türkçe, Matematik dersiyse aynı seviyede olması lazım (on the exam). Ve aynı sayıda da dersi olması lazım en az¹²⁷⁴
- 1275.öğretmen olduğunuz zaman toplumda farklı bir yeriniz oluyor, onu biliyorum, anladım. Daha önce kimse böyle şeyle bakmıyordu bana. Öğretmenliğin farklı bir statüsü var. Her ne kadar biraz itibarsızlaşsa da yine de öğretmen öğretmen yani¹²⁷⁵
- 1276.belki insanların kafasında öğretmenlere karşı biraz saygı azaldı ne yazık ki ama öğretmenler bence daha iyi bir yönde değiştiler¹²⁷⁶
- 1277.devlette çalışmıyorsan öğretmen değilsin gibi bir mantık var devlette olmayınca birazcık eksiklik görülüyor¹²⁷⁷
- 1278.Ben memur oldum sadece hani sosyal ve haklarımı daha güvence altına aldığımı düşünüyorum sadece ders ve öğrenci odaklı iş yapıyorum. O kadar huzurlu bir şey ki bu¹²⁷⁸
- 1279.dille alakalı materyal eksik. Ama bu başka okullarda var da bizde yok değil. Böyle bir ekstra kaynak üretilmemiş ya da bu da kullanılabilir denmiş hiçbir şey yok alanımla ilgili¹²⁷⁹
- 1280.hangi üniteye uygun bir listening parçası varsa onu derse katıyorum çünkü Meb'in bence özellikle bu konuda çalışma yapması lazım¹²⁸⁰
- 1281.bizim kitabımız böyle ama şunları da yapabilirsiniz diye bizi motive etmeleri gerekiyor ya da kendi kaynaklarını geliştirmeleri lazım¹²⁸¹
- 1282.Her okulda bir dil sınıfı olması lazım, bir dil laboratuvarı ya da. Sınıfı biraz daha böyle süsleyebileceğimiz, çocuklara biraz daha sevdireceğimiz hatta işte bazen internette örneklerini görüyoruz, minderli bir bölge hikaye köşesi yapmışlar¹²⁸²
- 1283.Öğretmene müfredatta özgürlük tanımayı mesela siz Akademisyenler düşünemeyebiliyorsunuz, sınıf ortamında ne yaşadığını, XXX'ta ne olduğunu nereden bileceksiniz (...) Belki ara kurum kurulsaydı hepimizin faydasına olur, Saha ile akademiye birleştirebilen. öğretmen eğitim geliştirme veya yeni bir şey katma boyutunda öğretmen kendi araştırmasını kendi yapabilecek ortama, paraya, maaşa hiçbir şeye sahip değil. Ben bunu bahane diye söylemiyorum, siz bunu farkında olup da onların ayağına bir şey götürün diye söylüyorum.¹²⁸³
- 1284.adaylık değerlendirme diye bizim bir sınavımız var, böyle bir sınav yerine okula gelip öğrencilere bence bizi sormalılar¹²⁸⁴
- 1285.günde altı saat ders yapabileceğim bir sınıfta işe yarayacak bir yöntem bir süre sonra çocuk onun İngilizcesini de almaya başlıyor duyarsız kalmıyor ama haftada dört saatte bu mümkün değil yetmiyor¹²⁸⁵
- 1286.Ders programını gördüm zaten kalakaldım. 3 saat İngilizce, 5. sınıflara, ne yapayım 3 saat bölssem parçalasam bir şey çıkmaz ortaya3 saat express ders işlemeye çalışıyorsun¹²⁸⁶
- 1287.beşinci sınıfta üç derste ben ne öğreteyim girip yoklama alana kadar bitiyor zaten çocukları susturana kadar çok az yani şimdi o pilot okullar beşinci sınıf hazırlık onlar biraz daha iyi olabilirler¹²⁸⁷
- 1288.İngilizceyi çocukların öğrenmesini istemiyoruz gibi geliyor bana artık. herhalde 2 saatte bir çocuğa İngilizce öğretemem çünkü 2 kredilik ders için enerji harcamam ne kadar gerekli diye soruyor çocuk, yeterli mi¹²⁸⁸
- 1289.Olacak bir şey de değil yani ben çok fazla çaba da sarf etsem öğrenme metodu da bilsem, uygulamam mümkün değil. o yüzden sıkıştırılmış ders anlatıyorum. (...) olabilecek en özü anlatmaya çalışıyorum. Hatta bunun için daha çok zaman harcadığımı düşünüyorum. evet drama da lazım oluyor ama yapamıyorum, aslında var detaylı bir şekilde kitapta da veriyor.¹²⁸⁹
- 1290.meslek liselerinde ders saati 2 yani kesinlikle yetmiyor, çok güzel uzun metinler akademik bir kitabı Anadolu lisesi için ve onun ders saatine göre hazırlanmış bir kitabı bitirmeye çalışıyor¹²⁹⁰
- 1291.bu kadar zamanımız yok o yüzden sınavda başarılı olacağı gramer üzerine gidiyoruz ister istemez böyle olunca ya bize biraz daha güvenmeleri lazım, ya hazırlık sınıfı okuması lazım öğrencinin çok erken zamanlarda¹²⁹¹
- 1292.4 derse ekstra çok fazla da bir şey ekleyemiyorum. Çok nadiren böyle 4-5 derste bir oyun falan oynatıyorum (...) mutlaka ders saatlerinin biraz daha arttırılması¹²⁹²
- 1293.üniversiteye gittiğiniz de hepiniz İngilizce göreceksiniz görmesiniz bile sizden kaynak isteyecekler ve bu kaynakların çoğu İngilizce hayatınızın her yerinde ama 12lerde zorlayamıyorum çünkü sınav var¹²⁹³
- 1294.12. sınıflarda biraz sınavlar şey artık 12. sınıfa kadar gelmiş bir öğrenciye dil ağırlıklı bir sınava girmeyecekse diğer dersler ağırlıklı olduğu için İngilizce derslerinde daha çok test yapıp geçiliyor öyle bir durum var maalesef¹²⁹⁴
- 1295.yapacağımız sınavda başarılı olması gerekiyor bu öğrencilerin. günlük hayattaki speaking üzerinden sürekli maruz kalması yoluyla başlarda anlamayıp sonra anlamaya yavaş yavaş dönüşecek şekilde hep İngilizce tercih edebilirim ama gireceği bir sınav var¹²⁹⁵
- 1296.öğrenciler arasında büyük bir fark var 9lar ve diğerleri mesela. Okula puanla alım sistemi bunu etkiliyor, çevre o kadar etkili değil. Puanlamayla yapıp sınavla aldığınızda iyi bir öğrenci profili karşımıza geliyor¹²⁹⁶
- 1297.lise sınavında da şu an kelime çok ön planda, O yüzden ben mesela sürekli böyle ünite kelimelerini yazdırıp, ezberletip anlamlarını söyleyip mutlaka onunla ilgili bir collacation biliyorsam onu söylerim. belki synonym antonymini veriyorum¹²⁹⁷
- 1298.hem video çekmek istiyorum hem kukla tiyatrosu yapmak istiyorum hem 8lerle turistik bir gezi yapıp belgesel çekmek istiyorum ama 8lerin çok mümkün görünmüyor çünkü LGS gibi bir gerçek var. sorumluluklarımız ilk başta öğrencileri sınavla hazırlamak¹²⁹⁸
- 1299.Mecburen tabi ki çocuklara test çözdürmem gerekiyor. Çocuklara hem test çözdürüyorsunuz bir sürü şey yaptırıyorsunuz ama konuşmaya çok az vakit kalıyor. Diyorlar ya 12 yılda çocuğa dil öğretemeyen bir sistem var. Var evet, bundan dolayı öğretemiyor¹²⁹⁹
- 1300.Bence öğrencilerimizi tam olarak ikna edemedik. daha doğrusu bir tek İngilizce konusunda da değil, her şey sınavlar değil¹³⁰⁰
- 1301.öğretmenlerimizin durumu zor. Yani derse giriyorlar sürekli 30 -40 öğrenci ile meşguller.Orada bir kaynaştırma var arada küfür ediyord müfredat yoğunluğu, müfredat yetiştirme sıkıntısı bunlar hep insanı boğuyor¹³⁰¹
- 1302.Şimdi dersler ve sınavlar örtüşüyor diğer derslerde ama benim İngilizcede anlatacağım müfredatla sınavda karşısına çıkacak olan şey arasında gerçekten uçurum var sınavına göre mi İngilizce verecek yoksa benim derslerde anlatmam gereken müfredatımı verecek¹³⁰²
- 1303.Şimdi bizim uygulamamız gereken bir program var. Devlet diyor ki: Bu programı alacaksınız müfredatımız bu, bunu yapman gerekiyor¹³⁰³
- 1304.müfredatın vermiş olduğu o katı süreç, hep aynı şeyleri müfredata koyup aslında çocuğun gelişimini engelliyor. proje yönü, çocuğun kendi araştırmasına yönelik, sevdiği noktalarla daha eğlenceli dil öğretimi yapmıyoruz¹³⁰⁴

1305. her yıl aynı şeyi tekrar tekrar vermek yani mesela simple present tense i her yıl yeniden anlatmak zorunda kalmak bana çok saçma geliyor. Çocuğun onu her yıl ilk defa dinliyormuş gibi bilmiyor olması da üzücü¹³⁰⁵
1306. Burda kafası karışıyor, ezberlemek için ne kadar uğraşıyor Çocuk bana söyledi benim kafam karıştı. then, after çok mu önemli yani after olsa önde ne olur then şurda olsa ne olur, sonra later kullanmak istiyorum bu çok mu önemli diyor¹³⁰⁶
1307. Kitaba bakıyorum bizim müfredatta ne kadar alakasız ne kadar gereksiz şey varsa yığmışlar. Niye çocuğu baktırıyorsun? Baktığı için çocuk ilgilenmiyor. Basit cümleleri kur. Geniş zaman, Kullanış budur. Altına pratik kullanacağı şeyleri yaz günlük hayatta Sen İngilizlerin bilmediği şeyi çocuğa okulda öğretmeye çalışıyorsun gramerini. Niye öğreysin ki çocuk. Anlatıyorum, devletin verdiği kitaba uymuş oluyoruz, kurala uymuş oluyoruz. ¹³⁰⁷
1308. Diyelim ünite 10 sayfa ya 5 sayfası listening. Tamam güzel listening yapalım, kitabı sen yayınlıyorsun, kitabın dinleme metinleri internette yok. EBA’da yok. Nereden bulacağım ben? ¹³⁰⁸
1309. Şarkılar, anlaşılıyor ve hiç eğlenceli değil. Dinleme parçaları çok kötü. Kitaba bakıyorum evet yani, renklendirmeye çalışmışlar ama hala yetersiz diye düşünüyorum¹³⁰⁹
1310. 9. Sınıftan sonra çocuklardan çok da olumlu geri dönüş almıyoruz. metinler çok uzun geliyor, ders saati çok az geliyor çocuklar bilmediklerini söylüyorlar ve kıyamıyorum da, en azından bizim kitaplarımız daha farklı olabilir diye düşünüyorum¹³¹⁰
1311. kitaplar neredeyse her sene değişiyor ve değiştiğinde tamamen farklı kimisinde grammer kısmı atılmış oluyor, kimisinde elle tutulabilir bir metin yok kimisi oldukça yetkin kitaplar. diyorsunuz tamam bu güzel oldu ama bir sene sonra bir bakıyorsunuz o kitap gitmiş¹³¹¹
1312. Milli Eğitim şu an çok fazla kültürle birlikte vermemize izin vermiyor. Bütün kaynaklar da o yönde, herhangi bir şekilde kültürene dair bir cümle dahi geçmiyor. Milli Eğitim’in bana verdiği kitap üzerinden öğretirsem kültür öğretmeme gerek yok¹³¹²
1313. Acaba kimi baz alıyorlar da niye bu kadar az kişiye uyuyor bilmiyorum. genele göre hesaplanmış şeylerin biraz genele uymasını beklerdim açıkçası. Çok özel bir öğrenci için hazırlamışlar, yine de uydurmaya çalışıyorum. Biraz omzuma sorumluluk bindiriyor kitapların daha iyi olmaması¹³¹³
1314. Aynı yönetmeliği üretenler diyor ki ezberci sisteme karşıyız, Çok da güzel karşı değilsin testlerde bunları soruyorsun sürekli ezberletiyorsun¹³¹⁴
1315. Her bizim klasik sınavda mesela boşluk doldurma var çocuk kendi söylüyor sınavdan önce kuralını ezberliyor. ne cümlenin anlamını bilmesine gerek var. sınavda yapacak kadar, sınavda çıkacak konuyu, sınavın olduğu saatler içinde biliyor¹³¹⁵
1316. Eba var mesela çok güzel bir kaynak ama çok daha geliştirilebilir mesela birçok yayının kitaplarını ekliyorlar ama genelde İngilizce kaynaklara ulaşmak maliyetli oluyor. Keşke bu biraz daha çeşitlense daha kolay erişime açık olsa¹³¹⁶
1317. yapamayacaklarına dair, çok büyük ön yargılarla geliyorlar bunu zaten size aktarıyorlar da. Ücretsiz eğitim hakkı varken ileride lazım olursa kursa giderim diyen öğrencilerim var. Yani çocuklar bir dil öğrenebileceklerine inanmıyorlar önce¹³¹⁷
1318. Özellikle liseye kadar çocuk bir şekilde yapamayacağına ikna olmuş oluyor. bu önyargıları kırmak, yapamayacağına inanan öğrenciyi derse katmak çok zor. belki çevrelerinde de bu bakış açısı olduğundan (as they were Vocational-technic high school students) çocuklar çok eminler yapamayacaklarına, bir bu ikincisi de işte bir daha hayatımda kullanmayacağım. ¹³¹⁸
1319. çocuklar hep İngilizce’ye bir önyargıyla bakıyorlar, Ben hiç öğrenemeyeceğim ya da sekizinci sınıfa gelmiş bir öğrenci sınava girecek ama diyor ki Ben yapamayacağım galiba. bu çocuğa özgüveni, yapabileceği duygusunu aşmak çok zor¹³¹⁹
1320. Bir kere bunları kırarak başlamaya çalışıyorsunuz derse. Biz senelerdir aynı şeyi öğreniyoruz ama hala anlamadık demek ki bizim dil yeteneğimiz yoklarla da karşılaşıyorsunuz¹³²⁰
1321. verdiğim aktivitedeki kelimelerin birini bilmediğinde iki kelime bilmesin atıyor, yani bu benimle alakalı değil, bunu ben yapamıyorum diyor, bırakıyor¹³²¹
1322. çok çabuk vazgeçebiliyor ben anlamıyorum zaten deyip vazgeçebiliyorlar biraz daha uğraşsalar yapabilecekler ama bazıları hemen kestirip atabiliyor o bizim için başka bir zorlayıcı olabiliyor¹³²²
1323. İngilizce öğretmeni olduğumu bana öğrencilerin tavrı fark ettiriyor bir okula ilk gittiğim zaman, tanıştığım zaman istemeyerek bakıyorlar, diyorlar ben İngilizce öğretmeniyim. Ama o 20 dakikayı geçmez, onu ben delerim. Zaten ilk dersime o önyargı açılın diye gidiyorum¹³²³
1324. bazen komedi dizisi izliyoruz bir kaç ama bu dinimize çok ters deyip izleyemeyebiliyor onun bildiklerine ve inandıklarına ters geldiği için komedi de olsa ne kadar kurgu da olsa bunu kabullenemiyor¹³²⁴
1325. engeller genelde çocukların kafasındaki önyargılar oluyor, çocuklarda istek uyandırmak bence en zoru (also commenting on weakness in materials) Meslektaşlarım da en çok bunda zorlanıyorlardır diye düşünüyorum, o hevesi uyandırıp, dinletebilmek bu nokta çok zor¹³²⁵
1326. zor bir işi yaptığımızın farkındayım. aslında buna çok önem verdiklerini ve bizden çok şey beklediklerini görüyorum. (...) İngilizce konuşma, dili kullanmaya karşı olan önyargılarını kırmaya yönelik bir beklenti (...) O duvarı kırmak zor oluyor¹³²⁶
1327. İngilizceyi sevmiyorlar. Çünkü zor, özveri gerektiren bir şey ve özveri göstermek istemiyorlar. O yüzden en başta dile ve bana karşı önyargıları olabiliyor tabi bunlar motivasyonunuzu etkiliyor, Derse katmak istesem bile yapmak istemiyor¹³²⁷
1328. İngilizceyi gereksiz gören öğrencilerle uğraşıyoruz. Gerekli görüp de öğrenme konusunda yetkili olmayan veya temeli eksik olan öğrencilerle uğraşıyoruz, boş vermiş öğrencilerle uğraşıyoruz¹³²⁸
1329. Türkiye’de çalışmaya başladıktan sonra şeyi fark ettim ne kadar çok bizim dile karşı çok önyargılı olduğumuzu toplum olarak. Mesela bütün veliler çocuklarının İngilizce öğrenmesini istiyor, çaba gösteriyor ama öğrenciler bir o kadar kendini kapatıp ben bilmiyorum ben anlamam¹³²⁹
1330. Listeningle mesela bugün çok basit bir metin dinletiyordum, parti nerede olacak onu duymaya çalışacaklar; “hotel” zaten otel benzer bir şey. Dinletiyorum, yok anlamadık diyorlar, kelimeyi duymaya çalışmak yok bütününe bakıyor ve ben anlamıyorum diyor, kendini yabancı dile kapatıyor. Gerçekten burada sevdirmek ve o önyargıyı kaldırmak, en azından zihnini açabilmek çok zor. ¹³³⁰
1331. Meslek liseli bir çocuk tek öğrenmesi gereken meslek dersi olarak görüyor, kredisi yüksek olduğu için onu önemsiyor. yıl içerisinde ilgisini çeken bir ders olmuyor¹³³¹

- 1332.yani haftada 2 saat verdiğin için önce beynindeki ya da o algısındaki süreci mi kapatayım çocuğun yoksa dersi mi anlatayım¹³³²
- 1333.meslek liselerinde özellikle öğrenciler benim ne işime yarayacak, branş derslerine böyle bir bakış açıları var. Sınavda yapmıyorsam önemsiz. bu şekilde kesinlikle çocuğa ne dersin ikna edemezsin, değerini onunla ölçüyorlar. öğrenme isteği yok, mecburiyeti var¹³³³
- 1334.Çocuklarda istek yok Söz konusu İngilizce olunca bir önyargı bir isteksizlik bir kaçma hali. Ekstra bir de neden öğretme ihtiyacı duyduğunu anlatmaya çalışıyoruz çocuğa, neden gerekli olduğunu. en çok zorlandığım kısım bu¹³³⁴
- 1335.öğretmek istiyorum çocuklara ama şey yok, istemiyorlar yani dinlemiyorlar. her sınıftan 1 ya da 2 tane öğrenci var en çok, ders dinleyen başka da yok. Geri kalan 16-17 kişi hiç umurlarında bile değil. Onlarda o rekabet olmayınca bizde de o kadar enerji çıkmıyor. Ben ne yapayım, test soruları çıkarıyorum götürüyorum arkadan bakıyorum yere atmış. ¹³³⁵
- 1336.çocuklar çok umursamaz, çok saygısızlar. Değer yargısı çok az. genel söylemeyeyim, hala bunu hisseden öğrenciler de var ama büyük bir çoğunluğu, sadece bizim okul değil. (...) şakaları vurma, sürekli birbirlerine küfürlü konuşma, sürekli birbirleriyle itişip kakışma¹³³⁶
- 1337.belki İngilizce ile ilgili iki kelimeden fazlasını bilmeyen öğrencilerle ders yapmaya çalışıyorum çok zor oluyor açıkçası¹³³⁷
- 1338.benim bu okulda en çok karşılaştığım şey kitap defter getirmeme ve hiçbir şey yazmama arkada oturup. Gerçekten o çocukla hiç göz teması kurmazsan o çocuk orada oturuyor. ¹³³⁸
- 1339.mesela çocuk çok güzel derse katılıyorken bir anda söylediği bir şeye arkadaşı güldüğü zaman haftalarca bırakabiliyor derse katılmayı. Bilmiyorum bunun sınıf mevcudunu düşürerek mi önüne geçeriz nasıl önüne geçeriz bilmiyorum¹³³⁹
- 1340.Çocuk dil kavramının ne olduğunu bilmiyor. Dil kavramı ne, dil neye yarar, dil nedir kendi başına, İngilizce'den bağımsız ya da Türkçe'den bağımsız dil nedir bunu bilmiyorlar. bir bilinç yok çocuklarda en büyük sıkıntı¹³⁴⁰
- 1341.sıfatı, zarfı, yüklemi, özneyi bilmediği için de biraz dil öğrenimindeki sıkıntısının bu olduğunu düşünüyorum¹³⁴¹
- 1342.bizdekiyle aynıısını istiyor. Bizde böyle niye burada böyle zaten mantıklı baktığın zaman da diyor geçmiş zaman yaşanmış bitmiş, bu ne diyor (referring to past simple and present perfect tenses) anlamsız. Anlatana kadar işte akla karayı seçiyoruz¹³⁴²
- 1343.45 kişilik bir dil sınıfı olmaz. En önemlisi bu. Ayrıca bu 45 kişi birbirinden milyonlarca karakter olarak uzak. (explaining some interested, some completely lacking interest in class) O yüzden mesela benim dersimin 20 dakikası disiplini kurmakla geçiyor¹³⁴³
- 1344.Biliyorum çok zor biliyorum imkansız ama 45 kişilik sınıfı 25'e veya 20'ye düşürebilir. Bir şey yapıp bunu değiştirebilir çok zor bir şey değil¹³⁴⁴
- 1345.çok kalabalık sınıflar yoksa mesela çizim yaptırabilirim. Bu sana ne ifade ediyor, deyip onu çizdirebilirim (while giving an oral quiz) tabi gibi bir şey yaptırabilirim ama mümkün değil tabii ki, oyun oynatmak mümkün değil¹³⁴⁵
- 1346.pair work, group work yapamıyorum çünkü çok kalabalık 40 kişilik bir sınıfta o pair work yaptırcaz dönütünü alıp bekleme süreci de yetmez yani mümkün değil sınav beklentisi var siz girdiğiniz sınıflara soru hazırlamıyorsunuz, ortak değerlendirme var, uymuyor¹³⁴⁶
- 1347.İlk gün o sınıfa girdim ve 40 kişi var karşımda tanıştık, eyvah dedim hiçbirinin ismini bilmiyorum. Çünkü tanıştık ama yüzeyse tanıştık. Alıcılarım bile o kadar ismi almadı. teker teker yoklama aldım ve ne oldu dersiniz? Tanışıp hızlı bir şekilde yoklama aldıktan sonra zil çaldı ve ben o kadar korktum ki, Nil dedim bu iş nasıl olacak. ¹³⁴⁷
- 1348.bütün bunları sınıf ortamında çocuğu gördüğünüzde değerlendirmek kolay da şimdi girdiğiniz 8 tane sınıf olduğunu düşünün 300 kişi kadar oluyor, arada özellikle sessiz sakin olan öğrencileri unuttuğumu ya nasıldı ya bu öğrenci de dediğim olabiliyor¹³⁴⁸
- 1349.konu anlatımını olabildiğince kısa yapıp olabildiğince örneklendirme yapıyoruz. Örneklendirme yaptığımızda da bu sefer süre yetmiyor. Çünkü 35 öğrenci (adding the limitation on time) birkaç öğrenci üzerinden gitme durumunda kalıyor yine başka öğrencilere ulaşamama durumu var¹³⁴⁹
- 1350.Vaktim kalınca motive de ediyorum. Keşke bana 50 tane öğrenci verseler. Benim 240-280 arası bir öğrencim var. (referring to his class of 27 students as a learner) Sınıfların kalabalık olmasından rahatsızdım. şimdi 40 kişiye ders veriyorum¹³⁵⁰
- 1351.15-20 dakikalık maalesef sunum yöntemiyle hazırlanmış maalesef diyorum çünkü buna mecbur kalmak istemiyorum. Çoğunlukla sunum yöntemi olmak zorunda sınıfım 40 kişi çünkü¹³⁵¹
- 1352.beni zorlayan, hepimizi de sınıfların kırk kişi olması. benim çok hayalim bu, sınıflar daha az olsa biz o farklı öğrenen öğrencilere daha çok zaman ayırabilsek ve herkesin tarzına göre bir şeyler yapabilesek¹³⁵²
- 1353.Suriyeli öğrenciler ne kadar psikolojik tedaviden veya psikiyatr görüşmesinden geçerek okula alındı bilmiyorum ama bunlar travma yaşadılar. Ve bu travmamın sonucunda kimileri onun gibi başarıya yönelse de kimileri de çete kurmaya yöneliyor¹³⁵³
- 1354.mülteci öğrencilerimiz de var o açıdan bakıldığında tabi bunlar eğitim imkanı açısından ve genel olarak maddi imkanlar açısından çok şeye ulaşabilen öğrenciler değil¹³⁵⁴
- 1355.Zaten çoğu Suriyeli olduğu için, daha çok akademik başarıdan ziyade çocukların başında duruyoruz. okulda yabancı uyrukluların çok olması bizim çocukları da etkiliyor. Davranışlarını etkiliyor yani, sınıf içi uyumunu etkiliyor. Entegrasyon hala olmadı, çok zor, basit bir süreç değil¹³⁵⁵
- 1356.okullarda ciddi bir problem. Birbirlerini etkiliyorlar, birbirlerinin gelişmeleri etkiliyorlar, birbirleriyle rekabet ediyorlar, birbirlerinden nefret ediyorlar, birbirlerini sevmiyorlar ve böyle bir ortamın içinde bu ne oluyor öğretmene yansıyor¹³⁵⁶
- 1357.gerçekten kültür farkı çok var. (...) ama bizdeki öğretmene olan o saygı onlarda yok mesela. O verilmediği için evde çocuk okulda sıkıntı yaşıyor. Okul ortamına okul kültürüne uyum sağlayamıyor¹³⁵⁷
- 1358.öğrencilerin bir şekilde birlikte yaşamaya alışmadığı durumlar var ya da o çok ya da farklı bir ülkede olduğu için kişi belki farklı alıyor. çünkü mesela çok fazla ağlıyordu onu hatırlıyorum ama şimdi durum daha iyi¹³⁵⁸
- 1359.hem kabullenmişler hem yararlanıyorlar hem de iletişim kurmaya çalışıyorlar, onunla (the Russian student who was a native of English too) İngilizce konuşmaya çalışıyor, şöyle desem, şöyle sorsam soruları o sınıftan özellikle çok geliyor¹³⁵⁹
- 1360.Suriyeliler, Afganistanlılar, İranlılar, Iraklılar çeşitli yerlerden var. Tabi ki o kadar da çok değil onu da söyleyeyim ama %20 falan az değil yani onu da söyleyeyim hiç az değil¹³⁶⁰
- 1361.benim çocuklar çift ana dilliler. Birisi Türkçe birisi Kürtçe. veya Suriyeli, Filistinli öğrencilerimle hiçbir ortak ana dilimizin olmaması bizim için çok iyi, mecburen ikinci dil üzerinden anlaşmak zorundasın. Yani bunun avantajlarını yaşayabildik ama bizimkiler çok ilgisiz olduğu için¹³⁶¹

1362. Lise kullanıyor öğlene kadar binayı. akıllı tahta da yok, var olan tahtaları, meslek okulu kullanıyor öğlene kadar okulu, bozmuşlar. Projeksiyon cihazlarına da zarar vermişler. Şu anda birkaç tane var zimmetli bir tane bende var¹³⁶²
1363. sıkı sıkı uyuldu, öğretmenler masasında falan görülmeyecek, hep yanınızda olacak yoksa sorumluluk size ait. Onu da bir sırt çantasında taşıyorum, her sınıfa götürüyorum¹³⁶³
1364. akıllı tahtalarımızda internet yok flashınıza atıp getirmeye uğraşıyorsunuz O yüzden çok entegre edemiyoruz maalesef¹³⁶⁴
1365. Evet var ama internet yok o yüzden sadece soru çözerken bazen kullanıyorum o kadar¹³⁶⁵
1366. Panomuz yok, yani dil için çok önemli bir şey çocukların kendi çalışmalarını görmesi, şeyi de yasaklamışlar duvardan boya kalkıyor diye duvara da yapıştıramıyoruz¹³⁶⁶
1367. fiziki şartlar beni çok etkiliyor. sınıflarda perde yok. Tahtaya bir şey hazırlayıp geliyorum, güneşli olduğu gün tahta yansıyor. binaların bir fiziki durumlarının düzeltilmesi gerek çünkü bu gerçekten dersi çok etkileyen bir şey. üst sınıflar çok sıcak oluyor kışın da kalorifer yakıldığı için kapı, cam açık motivasyon tamamen gidiyor. Sınıflar çok kalabalık olduğu için koku biri yemek yese bütün her şey bunlar öğretimde konsantrasyonu bozan şeyler benim umudum ve beklentim gerçekten artık bina yapmayı bırakıp, o binaların içini düzeltmek.¹³⁶⁷
1368. Sınıfların tıklım tıklım dolu olması, sabahçı öğrenci grupların peş peşe gelmesi bunların hepsi dezavantaj¹³⁶⁸
1369. tarihi bir bina okulumuz. Fiziksel olarak da bizi etkiliyor çok küçük olduğundan dolayı bahçesi yetersiz. spor kompleksi konferans salonu gibi şeylerimiz yok. internet erişimi olsun, bazı şeylerde daha geriyiz, laboratuvarımız yok, kütüphanemiz yok¹³⁶⁹
1370. ortalamamızın altında sayılır sınıf nüfusu ve okul nüfusu bağlamında işte sabahçı-öğrenci çift eğitim yapılması bağlamında¹³⁷⁰
1371. ikili eğitim olması bile etkileyebiliyor etkiliyor, ikili eğitimde teneffüs araları yok arada öğlen tatili yok öğretmenlerin aralarında konuşabilecekleri bir zaman yok öğretmenler ile çok fazla iletişime geçebileceğim zaman olmuyor¹³⁷¹
1372. Gerçekten üzülerken söylüyorum, ben böyle ayırt etmek istemem ama şu anda da mesela benim çalıştığım okula da niteliksiz okul diyorlar, ben üzülüyorum "nesi niteliksiz? diyorum¹³⁷²
1373. Şu anda böyle kabul ediliyor ben söylemesem de çevreler böyle kabul ediyor. Ama ben bir ümit olduğunu bir umut olduğunu düşünüyorum. Hem idarecimden dolayı hem işte öğrencilerin biraz daha kıymet bilmesinden dolayı¹³⁷³
1374. okulum başarılı bir okul değil, genel olarak meslek liseleri Türkiye'deki bu şekilde yani bunu biliyorum. İşte çocuk bilişimse bilişimle ilgili şeyi öğrenmeye çalışıyor, stajını zaten ona göre ayarlıyor. çok farklı bir mesleğe yöneliyor ya da okulu bırakıyor¹³⁷⁴
1375. bizim okul akademik olarak çok başarılı bir okul değil. Öğrencilerin umrunda da değil. Ne bileyim 700-800 kişi belki, bilinen, tanınmış bir okul gelişmeleri takip eden, sınavlara sürekli öğrenciler gönderen bir okul olsa belki kendimi çok zorlayabilirdim¹³⁷⁵
1376. daha özverili davranabilirim daha çok çabalayabilirim atıyorum kartlar hazırlayıp bunla ilgili fikir belirtmelerini isteyebilirim ama bu öğrenciler için çok ileri bir seviye maalesef bu kadar basit bir etkinlik bile¹³⁷⁶
1377. okul yani seviyesi düşük bir okul. Onu artık biz de kabul ediyoruz. 8. Sınıflarda geçen sene 6 tane öğrenci puanla alan okula yerleşmiş ama yine de elimizden geleni yapıyoruz¹³⁷⁷
1378. mesela az önce çıktığım sınıfta bir öğrencim var babası yabancı olduğu için kız evde İngilizce konuşuyor sürekli şimdi benim ona verebileceğim hiçbir şey yok ama diğer taraftan aynı sınıfta yan sıradaki arkadaşları herhangi bir gramer ile ilgili tek bir şey bilmiyor olabilir ya da onu geçtim herhangi bir kelime bilmiyor şimdi bu ikisini aynı sınıf içerisinde aynı konuyu anlatmaya çalışıyorum.¹³⁷⁸
1379. Dil dersinde mutlaka çocuklara seviye ayrımı olması lazım. Gerçekten zor oluyor yani biz, az kişilik sınıf da olsa 2 tane öğrenci var süper biliyor, 2 tane de var hiçbir şey bilmiyor, e bir de ortadakiler var, yani bir öğretmenin aynı anda üçüne aynı dersi öğretmesi mümkün değil¹³⁷⁹
1380. çok iyi okullardan gelen öğrenci de var. Yani hiç İngilizce tam oturmamış öğrenci de var. Sıfırdan bir okula başlıyorlar. Şimdi ben bu müfredatı mı işleyeyim, yoksa bütün öğrencileri aynı seviyeye mi getireyim¹³⁸⁰
1381. dengeli sağlamak bazen çok zor geliyor ve ben müfredatı harici ilk başta sıfırdan başlıyormuş gibi anlatıp, öğrencileri bir ortak seviyede toplayıp ondan sonra dersime devam ettim¹³⁸¹
1382. Sınıflar İngilizce seviyesine göre en azından öğrenen öğrenciler bir araya gelmiş olsa onlara güzel bir eğitim verebilsek¹³⁸²
1383. bireyselleştirilmiş yapacağım diye o kadar vakit harcıyorum dedim ya. Yani o sınıfta herkes var. daha A,B,C,D diye sayamayacak çocuk da, çok iyi bilen de, veya tam bilmesi gereken o hedeflenen kazanımlara ulaşmış da var¹³⁸³
1384. 15 saat İngilizce var mesela bizim 5. Sınıflarda. Velilerden de gelen şey 15 saatte ya çocuklar sıkılırsa¹³⁸⁴
1385. hiçbir şey hiç kimsenin bildiği şekilde planlı ilerlemiyor yani aslında çok net olması gereken bir bilgiyi kimseden edinemediğiniz schedule dediğimiz o, o yok. öyle bir sıkıntı var ama alıyorsunuz herhalde ben de bilmiyorum şuan birçok şeyi adaylık formları adaylık dosyaları içeriğini bilmiyorum çok fazla, kendi araştırmam ile.¹³⁸⁵
1386. Geçen yıl okuldan sonra olmuş, ben takip edemedim kaçırdım. Okul da bana bilgi vermedi. Bundan (the exam) sonraki de bürokrasi süreci. yazı oraya gidecek, onaylanacak falan. Bir 5-6 ay sürüyormuş, sonra adaylığın, seminerlerin de biterse kalkıyor¹³⁸⁶
1387. Özellikle 2012'de sözleşme mi değişmiş, bir şey değişmiş. Eğitimin nitelikleri değişmiş. O yüzden bu eğitimi tekrar almasını istiyoruz ama sınava girmesine gerek yok, muaf dediler¹³⁸⁷
1388. Şu anda bir yandan da sınava hazırlanıyorum, şu an kitap edindim aday kaldırma sınavı ile alakalı bilgilerin olduğu kitabı. Bir yandan ders çalışıyorum, bir yandan formları hazırlıyorum, bir yandan 26 saat dersim var¹³⁸⁸
1389. adaylık kalkacak, 4 yıl sözleşmem yenilenecek, kadroya geçeceğim. sınavı kazanınca kadroya geçiyordunuz. Şimdi bu yeni çıktı¹³⁸⁹
1390. fiilen çalışma süremizin yüzünden geçen yıl adaylık sınavına giremedim mesela ucu ucuna kaçırdım¹³⁹⁰
1391. altı haftalık staj sistemi ilk defa gelmişti sonra biraz hafifletildi ama o zaman harfiyen uyuluyordu. haftanın üç günü derslere giriyoruz üçer ders dokuz ders. bir gün okulda idari işler öğretiliyorlar (...) aslında dosyalarımızı hazırlıyorduk bir gün okul dışı faaliyet¹³⁹¹
1392. Form-1, Form-2, Form-3, (...) 11'e kadar gidiyor izlediğiniz filmler, okuduğunuz kitapların tanımlaması. Girdiğiniz derslerin anlatımı. Bu tam yaklaşık 25 hafta. 25 çarpı Form-1, Form-2, bir de 5-6 tane var. Kaç yapıyor? Her hafta hazırlıyorsunuz. Zaman kaybını görüyor musunuz¹³⁹²
1393. sözde kağıt üzerinde haftalık program hazırlıyorum. Şu an aday öğretmen olduğum için. Ama ne kadarını uyguluyorum ne kadarı formalite orası tartışılır¹³⁹³

- 1394.performans notumun biri eksikti yeni okula gittiğim zaman (...) bu arada o kağıtları da bitirdim yani üç haftalık eksikliği tamamladım bürokratik işlemler çok sıkıntılı yani onlar öyle olmaması lazım gerektiğini düşünüyorum¹³⁹⁴
- 1395.sadece yeni öğretmen olduğumuzu belge işlerinden anlıyoruz daha çok sürekli bir belge bir çalışma var Milli Eğitim'in sağ olsun¹³⁹⁵
- 1396.devlete dair birtakım evrak işleri var daha çok onun üzerinde kendimi yabancı hissediyorum yani evrak işlerinde hatta bir eksik var mı olursa hatta sıkıntı olur diye insan endişe ediyor¹³⁹⁶
- 1397.Adaylık sürecinde olduğumu hissetmiyorum hatta bununla ilgili şikayetlerim bile var hani mesela hazırlamamız gereken bir sürü kağıt, evrak vs var. Bunlarda mesela şeyim, tedirginim hani ne kadar ne hazırlayacağım, nasıl yapacağım hani internette öğreniyorum çoğunu¹³⁹⁷
- 1398.Gerçekten alanımla ilgili bir şey anlatsalar ben kendim koşarak giderim Dosya dolduruyoruz, form dolduruyoruz bir kısmını yapıyorsun bir kısmını yapamıyorsun. Yapma şansın yok 28 saat dersin var. Ne bileyim bu değil yani beni bu ölçmemeli¹³⁹⁸
- 1399.Bilmiyorum belki onlar planlarken çok güzel planlanmış olabilirler. Hani bence benim fikrim çok etkili bir program olduğunu düşünmüyorum. Beni sadece yoruyor şu an¹³⁹⁹
- 1400.Benim enerjim kalıyor mu, vaktim kalıyor mu ki? Nasıl kendime, mesleğime gelişim katabilirim. eğitime gidiyorum niye ben belki bir başka seminere gitmek isterim, kendi istediğim bir yere gitmek isterim¹⁴⁰⁰
- 1401.Bu seminerleri veriyorlar, insan 4 saat hiçbir şey dinleyemez, uyuyor arkadaşlarımız. Benim de dikkatim dağılıyor. Normalde kötü anlatan birisini bile anlayabildiğimi düşünüyorum halbuki. Benim de dikkatim dağılıyor, aklıma başka bir şey geliyor¹⁴⁰¹
- 1402.Mesela biz bir proje yapacaktık, bir de Erasmus Plus'a katılacaktık falan. Niye katılamadığımızı tahmin edersiniz herhalde öğretmen seminerleriyle saatleri çakışıyor, seneye kaldı. Seneye sistem değişti 2021 Erasmus Plus programı bambaşka olacak. Bu sene okulun bildikleri müdür yardımcısının kendi tecrübesinden hiçbir şeyden yararlanamayacağım¹⁴⁰²
- 1403.seminerlerin hiçbirinde şöyle değerlendirme yapabiliriz denmiyor. daha başka bir sürü problem var ama maalesef ölçme değerlendirmesi belli olunca çocukların motivasyonu ona göre oluyor. sevmiyorum sınav korkusunu, mümkün mertebe aza indirmeye çalışıyorum ama madem var bana bunu lehine kullanmayı öğretsinler¹⁴⁰³
- 1404.1 yıl ben öğretmenlik yapmışım. Müfettişler gelip benim değerlendirmemi yapmış. Okul müdürü benden memnun mu idareci olarak, notlarımı vermiş. bütün işlemlerimi yapmışım. Evrakı bitirmişim. Sırf sen ben bu sınavı geçemedim diye benim okulumu niye değiştiriyorsun? Ne yapacağım ben¹⁴⁰⁴
- 1405.Buradaki insanlar diyecek ki bir sınavı geçemedi, sosyal kaygı da var yani niye olmasın ki? Niye benim hakkımda öğrencilerim öğretmenler kötü düşünsün ki? Ben başarısız bir insan değilim ki. Ben şu sınavı geçemedim diye benim öğretmenliğimi etkiler mi¹⁴⁰⁵
- 1406.kaçıncı kanununa göre kaç gün izin verilir açarım Googleden bakarım. en büyük handicap bilgilere erişiliyor ama bunlarla ne yapacağımızı bilmiyoruz¹⁴⁰⁶
- 1407.biz biraz çok bambaşka yönünden öğretiyoruz çocuklara (traditional methods) maalesef çünkü eğitim sistemimiz bunu istiyor sebebini bilmiyorum ama bu değil aslında o yüzden başarısızız¹⁴⁰⁷
- 1408.Çünkü özgürlüğü bırakıp güvencere gelip bizi olumsuz etkileyen bir yer. Siz öğreneceğinizi düşünüp geliyorsunuz, üstünüze düşeni yaptığımızı hissediyorsunuz ve yanıyorsunuz¹⁴⁰⁸
- 1409.son zamanlarda Türkiye'de okuyup da çok iyi İngilizcesi olan insan fazla yok geriye doğru baktığımızda İngilizce öğretmenleri iyi İngilizceleri olanlar hep Anadolu lisesi mezunları¹⁴⁰⁹
- 1410.zorunlu olarak çıkarmışlar erasmus projesi. Okul müdürü ısrar etti. Tamam dedim, gittim. kursa geldiniz, 15 gün içerisinde proje yazacaksınız yani bunun bir zamanı olmalı 2, 3 ay. (saying somehow completed the project application) Proje mi yaptım ben şimdi¹⁴¹⁰
- 1411.çok beklenti var Milli Eğitim tarafından, veliler tarafından. 4 derste çocuğun süper İngilizce konuşacağını düşünen veliler var çok iş düşüyor İngilizce öğretmenlerine kendilerini geliştirme açısından bizde beklenti biraz daha fazla olduğu için o beklentiye karşılamak lazım¹⁴¹¹
- 1412.çok saatim var, çok sınıfım var mesela bir iki sınıfım olsa da onlarla 30 saatim olsa tamam ama bende 11-12 tane sınıf var¹⁴¹²
- 1413.Mesela şunu çok isterdim, boş saatim olsaydı benim otuz sekiz saat dersim var bütün günün dolu, boş saatim olsa mesela o eksik olan öğrenciyi iletirsin¹⁴¹³
- 1414.sınıf geçme serbest, kalmak yok, düşük vermek yok biraz tedirgin olacaksın sınavımı geçebilir miyim? Ya ben kalırsam? Buna çalışmam gerekiyor. Sen bunu o çocuğa vermezsen, umurunda olmaz, ki değil¹⁴¹⁴
- 1415.sınıfı geçecek yani başka yolu yok bunun hani sınıfta kalma geçme prosedürü de biraz problemli¹⁴¹⁵
- 1416.şimdi 1 milyon fikir diye bir sistem koymuşlar MEBBİS'imize, inanın şu an girip yazmaya üşeniyorum. Çünkü o kadar çok uğraştım ve elime hiçbir şey geçmedi ki, işte cesaretimi kıran buydu benim¹⁴¹⁶
- 1417.görüyorum ki genel geçere pek uymadığımız için şey oluyor biraz, ters düşebiliyor bir şeyler. Dediğim gibi tartışmak tercihim değil, söylememeyi tercih ediyorum¹⁴¹⁷
- 1418.yeni bir öğretmene alışma süreci de çok zor. Şimdi, veli bir yandan baskılıyor niye öğrenciler hala o konuyu geçmedi. Ama ben daha yeni girmişim bir anda o konuyu toparlayamam¹⁴¹⁸
- 1419.daha iyi doğu neresi var burası var buraya insanlar ikinci üçüncü yılında gelebiliyorlar benim için bir şanstı burada açığın olması¹⁴¹⁹
- 1420.İstanbul'dayım evet. Gerçi burası da doğu görevi olarak geçiyor ama ondan da çok çekiniyordum¹⁴²⁰
- 1421.Yani bir sınıfta bile çok farklılıklar söz konusu oluyor ama şimdi şuna da bir şey diyemiyorum. Çocuk gece çalışıyor sabah okula geliyor Şimdi ben bu çocuğa bir şey söyleyemiyorum anlatabiliyor muyum? gerçekten yapacağımız şeyler kısıtlı¹⁴²¹
- 1422.birçoğu kendi yerlerinde. 8'ler daha çok çalışıyor mesela fabrikada çalışıyor. Fabrikada çalışıp okuldan alanlar var mesela çocuğunu. Yani böyle bir aile kültüründen bahsediyorum¹⁴²²
- 1423.okulum maddi olarak, X district, çok zor durumda öğrencilerin bulunduğu bir bölge. İnanın kışlık montu olmayan botu olmayan öğrenciler var. Ve biz onu sosyal yardımlaşma ve dayanışma kulübü temin ediyoruz¹⁴²³
- 1424.gelir durumlarının biraz düşük olduğunu, ailelerinin biraz problemli olduğunu, biraz okul olarak üzerine çok eğildiklerini bizden de aynı şeyi beklediğini, ayrıntılı bir şekilde anlattı¹⁴²⁴
- 1425.Ekonomi ne kadar iyiye o kadar iyi bir eğitim alınıyor. Eğitim ne kadar iyi olursa dil o kadar gelişmiş oluyor ve sen daha fazlasını verebiliyorsun. Ben şu an bunun tam tersi bir çevredeyim, bu 2 katı zorlanmama sebep oluyor¹⁴²⁵

- 1426.Bunlar sizi çok etkiliyor. O yüzden öğrencinin her yönden elinden tutmaya çalışıyorsunuz. böyle düşük seviyeli okullarda öğretmenlik yapma proje okuluna başvuruyorlar ama ben öyle düşünmüyorum. Okulumdan memnunum¹⁴²⁶
- 1427.developing country gibi burası. sığınak, barınak hani giyinip içip, yeme içme aşamasını düşündükleri, o kaygılarla yaşadıkları için belki de bu aşamada benim onlara İngilizce öğretmem biraz zor oluyor. Gayet zeki, gayet akıllı ama hayat kaygıları var. Bunlar önüne geçmiş yani öğrenci olmanın o yüzden de bir de bunlarla da baş ediyorsunuz.¹⁴²⁷
- 1428.çocuklar herhangi bir şey yapabilmek için staj paralarının yatmasını bekliyorlar. Bir sürü öğrencinin kantin ihtiyacını servis ihtiyacını yine okul sosyal dayanışma kulübü karşılıyor öğretmenlerin gönderdiği bağışlarla¹⁴²⁸
- 1429.Numune gelen test kitapları, onları da inceleyip öğrencilere dağıtıyorum kendimde de tutmuyorum¹⁴²⁹
- 1430.her hafta kitap etkinliğim var, bir hafta içindeki davranışlarından dolayı bir öğrenciye kitap veriyorum, onları heyecanlandırıyor. Alıyorum ya da birkaç kitapçıya var gidiyorum ben öğretmenim diyorum okulumuzda durumu olmayan öğrenciler var. Ücretsiz kitap çok geliyor onlara. Bana 5. sınıf kitabı verin diyorum. Bir bakıyorum 10 tane bana test kitabı, kaynak kitabı, okuma kitabı vermiş.¹⁴³⁰
- 1431.Çoğu da okulu bırakıyor. 45 kişi başlıyorsunuz, şu anda 25 kişi olan sınıflar bile oldu artık bu dönem¹⁴³¹
- 1432.Velisi ile görüşülmesi gerektiğini düşündük. Sınıf öğretmeni görüştü. Kadın ne demiş: Ben çocuğumla ilgilenmiyorum sizin de ilgilenmenizi istemiyorum. Şimdi ben bu problemi nasıl çözeceğim? Yani velinin desteği yok. çoğu ilgisiz kalmış, çoğu hasta, mutlaka bir rahatsızlıkları var¹⁴³²
- 1433.öyle sıkıntılı bir aile hayatı olan bir çocuktan zaten olumlu, mutlu bir hayat bakış açısına sahip olan ve bu mutluluğun getirdiği bir gayret veya azim ve en azından saygıyla karşılık veren bir öğrenci beklenilmez¹⁴³³
- 1434.ben belki öyle bir hayat yaşasam o kadar güçlü olamazdım. O çocuk en azından okuluna geliyor. Belki de okul belli bir saat problemlerden uzaklaşmanın bir yeri. Ben niye bunu cehenneme çevireyim. Kesinlikle çok üzerine eğilmemiz gereken çocuklar var¹⁴³⁴
- 1435.kendimi toparlayıp da şehre almış değilim çünkü kendimi bildim bileli küçük bir şehirde yaşayım şu an burada henüz kaybolmama derindeyim, biraz İstanbul'a adaptasyon durumundaydım¹⁴³⁵
- 1436.Puana bakılıyor mu bir bilgin yok ama bizim okula girmek için baya sıra oluşuyor. Sınav yapılmıyor bir seviye tespit sınavı ama notlarına bakılıyor diye biliyorum¹⁴³⁶
- 1437.benim okulum proje okulu, İngilizce öğretimi de projeye ait durum böyle olunca güncel takip edelim dil öğretiminde, nasıl daha iyi bir dil öğretebiliriz okul bunu çok takip ediyor o yüzden sosyal olarak da İngilizce politika olarak da gayet ileride¹⁴³⁷
- 1438.her şey mükemmel olacak algısı olduğu için biraz zorlanıyoruz açıkçası. 32 saate de (her teaching load) hazırlanmak, etkinlik yapmak bazen zor geliyor Ama yapmak durumundayız, koşturmaya rağmen çok şey kattığını düşünüyorum, o yüzden hiç şikâyet etmem¹⁴³⁸
- 1439.Proje okulu olduğumuz için belki biz de biraz böyle şey çalışıyoruz. Benim belki okula bu kadar adapte olma nedenim de sürekli bir koşturma içinde olduğumuz için ben kendimi yeni hissedemiyorum¹⁴³⁹
- 1440.örnek gösterilen bir okuluz çünkü her şeyde yeniyiz, mesela dediğim gibi o 15 saat uygulaması çoğu okulda yok bu uygulamanın hayata geçip geçmeyeceği de bize bağlı. O yüzden biraz da şey sorumluluk sahibi bir okuluz, önder bir okul¹⁴⁴⁰
- 1441.bir şey istediğimizde o eksik tamamlanıyor o konuda da bizi bayağı destekliyorlar Mesela bir etkinlik yapacağız ya da projelerde hemen bize yardımcı oluyorlar¹⁴⁴¹
- 1442.XXXde çok başarılı okullar var, bir mukayese var okullar arasında ortaokul olarak sürekli kim kimi geçecek yarışması var. Onun için de baya çalışıyoruz zaten¹⁴⁴²
- 1443.öğrencilerin başarı durumu yüksek ama sosyal projeler de çok olduğu için gerçi bunlar bize çok olumlu şeyler katıyor ama sürekli bir koşturma bir mücadele her şeyi iyi yapma o yüzden birazcık stres oluşturuyor¹⁴⁴³
- 1444.belki sekiz saat daha fazla olduğu günler oluyor. o sekiz saat derslerde bazen teneffüse çıkmadan çocuklar peşimizde koşuyor bir şey soruyorlar teneffüste bile direkt derse koştur koştur bazen çok yoruyor¹⁴⁴⁴
- 1445.mesela İngilizceyi de çok takır takır konuşabilen öğrenciler yaptığımız etkinliklerden görüyoruz. bir sorumluluk aldığında en iyisini yapmaya çalışan öğrenciler. Derse katılıyorlar, severek hatta hocam ben yapabilir miyim bu sefer diye. Sıkılmıyorlar¹⁴⁴⁵
- 1446.İngilizceleri bir çok okuldaki daha iyi ve bu da tabii bize çok daha rahatlık veriyor. İngilizce öğrenmek isteyen öğrenciler geliyor okula çünkü hazırlık olduğunu biliyorlar. genel olarak sınıflarım gayet iyi etkinliklere katılan, katılmak isteyen, dediğimi yapan, ikiletmeyen öğrencilerim var¹⁴⁴⁶
- 1447.11.sınıfların İngilizcesi çok çok iyi, durum bu olunca tekrardan alın bunu öğrenin diyemiyorum ne yazık ki çünkü zaten o onlara basit geliyor¹⁴⁴⁷
- 1448.sürekli bize aylık olarak çalışma kağıtları geliyor bülten hazırlıyorlar. Bu bülten Milli eğitim Müfredatıyla da uyumlu gidiyor o şekilde o bültenleri de derste işliyoruz. Okuldaki speaking sınavından ilçeye gidecekler ilçeden tekrar bir sınav olacak, birinci seçip yurtdışına yollayacaklar¹⁴⁴⁸
- 1449.münazara takımı zaten var okulun aynı şekilde başka proje takımı da var İngilizce münazarada daha geçen sene Türkiye birincisi oldular¹⁴⁴⁹
- 1450.okullarla kültürel alışverişler var international açıdan, kendileri de yapmak istiyor, kendileri de iletişim halinde bulunmak istiyorlar¹⁴⁵⁰
- 1451.native hocamız da var hocalarımız da var en iyi nasıl öğretilir hem okul takip ediyor hem bizim zümremiz takip ediyor İngilizce zümremiz¹⁴⁵¹
- 1452.meslek liselerinde idarenin kesinlikle çok büyük etkisi var. Burada gerçekten idarecilerimiz çok ilgili ve hepsinin odası her daim dolu. Hem velilerle hem öğrencilerle, gerçekten öğretmen tek başına bırakmayan bir idare var¹⁴⁵²
- 1453.okulda idare gerçekten öğretmenine değer veren öğrencisine de değer veren ve aslında sorunun çözülmesi için elinden geleni yapan bir idare rahatça destek alabileceğim bir idaresi var¹⁴⁵³
- 1454.onlardan bir beklentim varsa gider görüşürüm, onlar da bana yardımcı olmaya çalışıyorlar. Şimdiye kadar hayır asla istediğinizi yapamayız diyen bir tutumla hiç karşılaşmadım¹⁴⁵⁴
- 1455.yöneticilerimiz bize gerekli imkanları genellikle sağlama yolunda İngilizcenin önemini çünkü çok kavramış insanlar olarak hepsi yönlendirme yapıyorlar¹⁴⁵⁵
- 1456.İdare açıdan da güzel bir ortamımız var okulda. müdürümüz de sağ olsun çok anlayışlı bir insan. ciddi bir şey için ben sizi korurum ama basit bir şey (paperwork) için beni uğraştırmayın diyorum¹⁴⁵⁶
- 1457.gayet adil olduklarını ya da bizi önemsediklerini düşünüyorum. Yeri geliyor işte; hocam nasılsın iyi misin, bir problem var mı gibi yani seni düşündüğünü seni önemsediklerini gösteren mutlaka bir şeyler oluyor¹⁴⁵⁷

- 1458.Ben ilk kez idareci konusunda bu kadar şanslıyım. Çok iyiler yani bir şeyler, fırsatlar verebileceklerini veya bazı müsamahaları gösterebileceklerini hissediyorum şimdiden. Projelere açıklar, daha da cesaretlendim¹⁴⁵⁸
- 1459.İdareyle çok iyi anlaşıyoruz ama kurallar çok sıkı, yaptığımız şeyin değer görmesi önemli bence. Çok iyiyiz bunu biliyoruz, okul olarak da çok başarılıyız ama bu başarı sadece bir idarecinin ortaya çıkardığı bir şey değil¹⁴⁵⁹
- 1460.müdür beni sınıf içerisinde öğretmeniniz daha iyi bilir diye onure ettiği an, çocuk evet benim öğretmenim söz sahibi bu okulda. o zaman ona saygı duymam lazım diyebiliyorum¹⁴⁶⁰
- 1461.Şimdi akıllı tahtalar var listeningini de orda yapıyorsun. Çocuklarla interaktif speaking de ders içinde yapıyorsun. Çok fazla yazarak değil de daha fazla görsel ve işitsel olarak dersler. eskiden materyal çok azdı, şimdi çok fazla. Siz sadece rehber oluyorsunuz¹⁴⁶¹
- 1462.YouTube'u kullanabiliyor olmalıyız bence Ama engelli sitelerden birisi o yüzden kendi ders planlamamda mutlaka YouTube dönüştürücüden video dönüştürüyorum¹⁴⁶²
- 1463.Çok şey var interneti kullandıktan sonra biz çok şanslıyız eski öğretmenlere göre ya da cep telefonları herkesin elinde var, annesinin babasının telefonunu yarım saat kullansa çok şeye ulaşabiliyor. EBA'yı ücretsiz yaptılar (referring to certain carriers)¹⁴⁶³
- 1464.en azından bir çaba var İngilizce öğretmeye dair. Ben zamanla bu öğretim kalitesinin çok daha yükseldiğini düşünüyorum mesela kardeş okullarımız var bizim onlar geldiğinde İngilizcelerine bakıyorum seviye olarak bizim öğrencilerimiz daha yüksek mesela bazılarından, bazılarıyla eşitiz¹⁴⁶⁴
- 1465.Türkiye özelinde bir gelişme bir ilerleme var. Milli Eğitim çok uğraşıyor son yıllarda özellikle son Bakandan sonra, teknolojiye çok önem veriyor, öğretmenlere çok önem veriyor, öğretmenleri geliştirmeye çok önem veriyor¹⁴⁶⁵
- 1466.Meb'in güzel çalıştığının farkındayım. Güzel şeyler yapmaya çalışıyor ve önemli projeleri var ama İngilizce adına bunun yetersiz olduğunu düşünüyorum¹⁴⁶⁶
- 1467.bütün akıllı tahta teknolojileri mevcut ve hepimiz kullanıyoruz. İnteraktif ders yapmasam bile bir videodan örnek gösterebiliyorum¹⁴⁶⁷
- 1468.akıllı tahtaların olması, okulunun yeni ve sıcak olması, ısınma, üşüme gibi herhangi bir faktörün dersi bölmemesi güzel bir şey benim için. sınıflarımız geniş, çocuklar rahatça oturabiliyorlar okulum o konuda iyi¹⁴⁶⁸
- 1469.çok farklı bir okul dediğim gibi çoğu Kuran kursuna gidiyor falan. Türkiye genelini yansıtmıyor şu anki okulum¹⁴⁶⁹
- 1470.8 derslikli butik okul gibi. Bazı sınıflarda 15-16 öğrenci var (...) Mesela ben bazı oyunları 40 kişilik sınıflarda oynatabiliyordum. 15 kişi olunca çok rahatlıkla oynatabiliyoruz. herkesin adını biliyorum. çok rahat bireysel ilgilenilebiliyorsun çocuklarla Girmediğim sınıftaki çocukları bile tanıyorum¹⁴⁷⁰
- 1471.çocuklar artık çok fazla duyuyor bu dili daha önce uymuyorlardı. çocuklar otobüse biniyor duyuyor, markete gidiyor duyuyor, okula geliyor zaten okulda sürekli. İşte bunu onlara öğretmek güzel¹⁴⁷¹
- 1472.İstanbul'da olduğumuz için çocuklar birçok şeyin içindeler O yüzden yaşayarak bir şeyleri tecrübe ettikleri için şehirden dolayı biraz daha o konuda bir adım öndeler¹⁴⁷²

H. LIST OF CODES USED IN THE STUDY

BECOMING AN ENGLISH LANGUAGE TEACHER			
Teacher Biographies			
Characteristics as Students	Job decision	Contextual issues	Future plans
Adequate learners Successful school life Ambition to achieve Self-confidence Extra-curricular activities Well-mannered Love for school	Decision on profession Discovery moment for future job Skill/interest for teaching Informed decision Admiration for the job Future job other than teaching Not a specific aim	Immediate family Support (Language role model) Skeptical Indifference Rugged relations (Lack of access to sources Non-admirer of the job)	Intention to stay in job/MoNE Permanent stay in job MoNE R&D duties Administrative duties Abroad service of MoNE Teaching at a different level/context
Verbal/Language Aptitude Skill/interest for languages Skillful in language class Skill/interest for verbal/literature Less prestigious than quantitative	Nurture-made teachers Practical solution Natural-born teachers Resilient dream	Social circle Confirmation from friends Connected Co-learning with friends Multicultural environment Reserved	Graduate study Initiatives Opening own school Writing a book Adding arts
Less-adequate learners Average/less success Average/sufficient study Not fond of school Not an active participant Shyness Failure		Personal traumatic experiences Injury Accident Hijab ban Disability Late start to English Urgent need	
Teacher Learning			
As learners	As current teachers	As teacher trainees	
Apprenticeship of observation Observation of Ts Role model Ts No role-model Ts Appreciation Positive transfer Active/fun engagement Desire to be like them Influence of a T on job choice Influence of instructor on job choice Former German/French T Ts' trust Criticizing Informative approaches Learning from Ts' mistakes Negative traits	Former teaching experience Disciplinary knowledge Learning to teach by time Dealing w/disruptive behavior Delivery Pedagogic knowledge Homework T voice Firmness	Teacher Education How to teach Fruitful TE/pleasure Teacher educators Practicum Practice orientation Challenges Presentations Whole person education The rationale Other PSTs Extra-curricular activities Technology integration Constructive feedback Self-inquiry based	

LIST OF CODES USED IN THE STUDY (Continued)

Learning experiences Language learning Speaking skills Pronunciation Abroad training Lado/ALM Prep. year Web sources Acquisition Listening skills Self-efforts/study Own learning style Schooling Lack of guidance Adaptation issues English-medium instruction Competition Struggle for lang. class High school practicum Lack of meaningful syllabus German-medium instruction	Knowledge of sts Relations w/sts Readiness level Individual needs St diversity St sense of achievement	Alternative certification Methodology Technology integration Games Not sufficient (Uncooperative attitudes Meaningless practicum Too simple) Classroom management Solid training Other uni. education Inspiring professors Language mastery Comprehensive (LIT) Not a good fit for teaching Critical perspective Interactive classes		
BEING, ACTING, FEELING AS AN ENGLISH LANGUAGE TEACHER				
Teacher Cognition				
Instruction-Composition	Teaching-Commitment	Teachers-Conversant	Language-Cruciality	Students-Care
Planning – Preparation Preparation Adaption Planning	Nature of the job As fair play Not only a job As form of art Easiness Divineness	Eng. Ts.- Novel Kind of their own (Physical appearance Clothing) Recognition (Achieving sth that others don't, Cool) More world knowledge (Wannabe International Acculturators) Updated/innovative Energetic/in-motion Thinking out of the box Lucrative job More sympathetic	Inherent nature Global lang. (Culture& lang. dialogism World citizen) Linear style (Analytical Cross-ling awareness Lag. of science &technic Cognitive abilities) Novelty A way of being	Recognition of sts as individuals Embracing sts Value Sts' personal interests Uniqueness of each class To be seen Keeping track of sts St autonomy
Content Enriched content (Cultural content Academic lang.) Existent MoNE materials S/L skills	Student-precendent aims Character education Transcendental aim (To reach out To touch lives To return favors) Getting sts like classes/learning Sts' successful communication Sts' succeeding in professional life To guide Sts self-realization (to discover sts To get sts content w/life) To follow Eng.			

LIST OF CODES USED IN THE STUDY (Continued)

Delivery Instructional tech./Web sources Engaging classes (Active sts) Traditional elements (GTM ALM) Memorization-based games) L1 Communicative elements Strategies teaching CLIL supportive Eclectic approach	Self-precedent aims Constant PD To be accessible/approachable Kind but firm stance To be liked To set an example	Ts- Altruistic Diligent/devoted Dedication Perseverance Disciplinarians Properness Conscientious Evolvement Part of the class Good communicators Game changers Influencers Undoing faults Not all-knowing All-knowing Knowledge transmitter Caregivers Promise-keepers Scapegoats	Attributed features Not only a class subject (Melting all in one pot Unlike mainstream classes Easy to learn Unattainable goal (Nateness binary) Earlier- better Fun to learn/teach Importance of speaking Eng. (Access to info. Improved communication A skill on demand	Empathy Open communication Close relationships
Assessment Traditional (Assignment) Alternative-skills Extrinsic motivation (Charts Content validity)			Own language skills Competent user Room for improvement	
Classroom management Dealing w/ anger misbehavior				
Teacher Emotions				
Early experiences	New teachers	Job Satisfaction	Job Dissatisfaction	
Smooth start Familiarity Relief Welcomed	Becoming a T Not feeling/seen like new Not distinctively Eng. T Getting used to the job Young appearance Enthusiasm Empathy Navigating oneself for MoNE (In the air Carom) Trial-error Under scrutiny Fish out of water Beginning of a road Emotional Affectionate Long-lasting impacts Callow	Happiness Student-sourced Positive st feedback Eng.-sourced Job-sourced School-class environment	Unfulfillment Dissatisfaction Self-critique A job under potential Not reflecting	
Rough start Anxiety (Questioned for credentials) Fears Unfamiliarity As if not a T		Like/love Love for the job Talented by nature Love to share/tell The word “hocam” Love for kids/sts Passion for Eng. Loved Eng. classes Loved former Ts	Dilemma/Conflicts Aiming appropriate level Grading/rewarding Contrary to earlier beliefs Avoiding conflict	
		Sense of achievement Not mainstream Confidence Proud	Sadness Disappointment Demoralized Thoughtful/concerned	

LIST OF CODES USED IN THE STUDY (Continued)

		Most meaningful experiences Creating sth for&w/ sts Bonding w/sts Inspiring books Movies Ts' reaching out T education videos International experiences Ideal lang. competency St feedback Sts' growing St performances First feeling of own sts Appreciation Enjoyable Secure Second spring An earned prize Finding her way out Trying one's best Clean conscience A real T Seen as a T Belonging Appreciated Responsible	Unease Untrusted/supported Unrecognized Undervalued Unappreciated Lack of freedom Unengaged Fearful Distrust Contender Shocked
AFFINITY AS AN ENGLISH LANGUAGE TEACHER			
Community of Practice			
Active participation	Collegial support	Restricted engagement	Imagined participation
Peer observation Online groups/Web sources Gains Relevant literature MoNE seminars Non-MoNE seminars/trainings School meetings (Zümre ŞÖK) EIN-based PD Specific events (Experience Sharing Days) Teachers Day board DAI workshops	Openness to criticism Collaborative work w/colleagues Consulting colleagues Positive relations Suggestions from colleagues Mentors Sharing knowledge/insights Other candidate Ts Willingness to spread the knowledge Guidance Unit	Disbelief in colleagues Not active participation Lack of peer observation Keeping it formal Lack of constructive feedback Generic seminars Lack of mentoring Not a part of Ts room	Plans to participate Follower of MoNE projects

LIST OF CODES USED IN THE STUDY (Continued)

Contextual Factors			
Limitations	Affordances	Status of job	Needs
Curriculum-related Examinations Limited hours of Eng. Strict/overloaded syllabus Weaknesses in coursebook Memorization-focus Limited access to commercial materials	High achiever school Requiring hard work Constant rush Diligent sts Critical importance Preparing sts for competitions Competitive neighborhood for schools	T selection/credibility (certificate hunters) Improvement in Ts' quality/role Change in Ts' quality/role Respected job Less respect compared to past Better to work at state No change in Eng. Ts	Quality MoNE materials Nation-wide projects/competitions Special rooms for langs. Free from politics Connection between academia and schools Sts' evaluation of Ts Parent-school collaboration Reflection
Student Demotivation Resistance/Prejudice Lack of interest Degradation Lack of readiness Shyness/Peer pressure Sts' giving up Lack of understanding of lang.	MoNE-bodies support Hosting international projects Recruiting native Ts		
School-based Large classes Refugee/international sts Poor facility Lack of Eng. Ts' room Double shift schooling Less academic success Mixed ability classes Prejudices of parents	Involved administration Stern administration Need for administrative authority		
Candidacy-based Processual info. Paperwork Generic seminars Exams & costs			
Systemic Disbelief in the system High expectations Many class hours Unrecognized failure Lack of institutional culture No room for speaking mind out	Facilitators Wider access to sources Improvement to past Well-facility school High exposure to lang. Manageable class size The city itself Plurilingual sts		
A better East Disadvantaged/at-risk Finding sources for sts Trauma in sts' lives			

I. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ APPLIED ETHICS RESEARCH CENTER DUMLUPINAR BULVARI 06800 ÇANKAYA ANKARA/TÜRKİYİ T: +90 312 210 22 51 F: +90 312 210 79 59 Sayı: 28620816 / 287	 ORTA DOĞU TEKNİK ÜNİVERSİTESİ MIDDLE EAST TECHNICAL UNIVERSITY
	22 EKİM 2019
Konu: Değerlendirme Sonucu	
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)	
İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu	
Sayın Prof.Dr. Gölge SEFEROĞLU Danışmanlığını yaptığınız Hanife TAŞDEMİR'in "Mesleğe Yeni Başlayan İngilizce Öğretmeni Kimliği Üzerine Anlatısal Bir Yaşamöyküsü Araştırması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 367 ODTU 2019 protokol numarası ile onaylanmıştır. Saygılarımızla bilgilerinize sunarız.	 Prof. Dr. Tülin GENÇÖZ Başkan
 Prof. Dr. Tolga ÇAN Üye	Doç.Dr. Pınar KAYGAN Üye
 Dr. Öğr. Üyesi Ali Emre TURGUT Üye	 Dr. Öğr. Üyesi Şerife SEVİNÇ Üye
 Dr. Öğr. Üyesi Müge GÜNDÜZ Üye	Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL Üye 

J. CURRICULUM VITAE

PERSONAL INFORMATION

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Place of birth : Turgutlu, Turkey
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EDUCATION BACKGROUND

Degree	Institution	
Graduation		
Ph.D.	Middle East Technical University, <i>English Language Teaching</i>	2021
M.A.	Middle East Technical University, <i>English Language Teaching</i>	2016
B.A.	İstanbul University, <i>English Language Teaching</i>	2012
High School	Turgutlu Anatolian High School	2008

RESEARCH INTERESTS

English language teacher education, pre-service teacher education, professional identity development, in-service teacher training, English language teaching, and qualitative research

FOREIGN LANGUAGES

English (C2)

WORK EXPERIENCE

Duration	Institution	Job Title
May 2018 - ongoing	İstanbul University-Cerrahpaşa, Hasan Ali Yücel Faculty of Education, Department of Foreign Language Education	Research Assistant
June 2015 - May 2018	İstanbul University, Hasan Ali Yücel Faculty of Education, Department of Foreign Language Education	Research Assistant
August 2013 - April 2014	University of Richmond, Global Studio	FLTA
September 2012 - June 2015	FSM University, School of Foreign Languages	English Instructor

PUBLICATIONS & OTHER ACADEMIC WORK

Articles

Taşdemir, H., & Gürbüz, N. (2021). An investigation into the cultural dimension in EFL classes: Turkish instructors' views and practices. *Canadian Journal of Applied Linguistics* 24(1), 54-74.

Taşdemir, H., & Yıldırım, T. (2017). Collaborative teaching from English language instructors' perspectives. *Journal of Language and Linguistics Studies*, 13(2), 632-642.

MA Thesis

Taşdemir, H. (2016). *The perceptions of pre-service EFL teachers on their professional identity formation throughout practice teaching*. Unpublished master's thesis, Middle East Technical University, Ankara.

Conference Papers

Çetin-Kırış, P., & Taşdemir, H. (2019). EFL learners' perceptions on the effects of their own Vidcasts on their speaking skills. Paper Presentation at the *Towards Higher Education (THE) Conference*, İstanbul, Turkey, 27-28 September 2019.

- Taşdemir, H., & Gürbüz, N. (2018). What is the place of culture in English classes? EFL instructors' opinions and practices. Paper Presentation at the *International Conference on Research in Education*, Manisa, Turkey, 9-11 May 2018.
- Taşdemir, H., & Seferoğlu, G. (2017). A case study on professional identity development during practice teaching. Paper Presentation at *ECER-European Conference on Educational Research*, Copenhagen, Denmark, 22-25 August 2017.
- Taşdemir, H., & Yıldırım, T. (2017). Exploring collaborative teaching practice of EFL instructors. Paper Presentation at *ECER-European Conference on Educational Research*, Copenhagen, Denmark, 22-25 August 2017.
- Taşdemir, H. (2013). The World's Language: English as a lingua franca. Paper Presentation at the *1st International ELT Symposium*, İstanbul, Turkey, 26-27 April 2013.

Awards

- TÜBİTAK (The Scientific and Technological Research Council of Turkey), Scholarship for Ph.D. degree (2016-2021)
- METU, Graduate Courses Performance Award, (September 2018)
- FULBRIGHT, The Fulbright Foreign Language Teaching Assistant Program (2013-2014)

K. TURKISH SUMMARY / TRKE ZET

ERKEN KARIYER İNGİLİZCE RETMENİ KİMLİKLERİ ZERİNE BİR ANLATI ARAŞTIRMASI

1. GİRİŞ

Ana akım retmen eęitimi ve ikinci dil retmeni eęitimi literatrnde ne ıkan bir tema olarak retmen kimlięine ynelik artan bir ilgi vardır (Barkhuizen, 2017b; Beijaard vd., 2004; De Costa ve Norton, 2017; Varghese, 2018, Yazan, 2018; Yazan ve Lindahl, 2020). retmen kimlięinin eşitli tanımları, zellikleri, bileşenleri ve sreleriyle ilgi ekici bir belirsizlięi vardır. Sosyal ęrenme teorisinde kimlik, “sadece bir beceri ve bilgi birikimi deęil, aynı zamanda belirli bir kiři olmak veya tersine belirli bir kiři olmaktan kaınmak iin bir oluř sreci” olarak tanımlanmaktadır (Wenger, 1998, s. 215). Bařka bir tanıma gre, retmen kimlięinin “sabit olan veya dayatılan bir řey olmadıęı; daha ziyade deneyim ve deneyimden kaynaklanan anlam yoluyla mzakere edilen” (Sachs, 2001, s. 15) yn vurgulanmıřtır. Chong vd. (2011) bunu “hem retmen zerindeki etkilerin bir sonucu olan bir rn, hem de sabit olmayan ancak retmen geliřimi iinde devam eden dinamik bir etkileřim sreci” olarak tanımlamaktadır (s. 51). retmen kimlięinin kesin bir tanımı olmasa da (Beijaard vd., 2004), nemi ortaya konmuřtur. retmen kimlięi, retmenin ęretim, ierik ve ęrencilerle iliřkileri hakkındaki kararlarını bilgilendirir (Beijaard vd., 2004) ve bir retmenin eylemlerine aracılık eder (Chong vd., 2011). Bir arařtırma alanı olarak retmen kimlięi, retmen eęitimi alan yazınında 90'ların son on yılında ortaya ıkmıřtır (Beijaard vd., 2004; Varghese, 2018). Byyen bir arařtırma alanı olarak, bireysel, kiřilerarası ve kurumsal dzeylerde eęitim ve pedagoji baęlamında yapı ve eylemlilik konularını incelemeyi amalamaktadır. Son yıllarda, retmen kimlięi byk ilgi grmeye bařlamıřtır (Akkerman ve Meijer, 2011; Beauchamp ve Thomas, 2009; Beijaard vd., 2004; Bullough, 2015; Rodgers ve Scott, 2008).

İlgili alan yazına göre öğretmen kimliğinin bireysel ve sosyal olarak oluştuğu (Akkerman ve Meijer, 2011; Coldron ve Smith, 1999), ilişkisel ve konumlandırılmış, akıcı, çoklu ve sürekli gelişen (Morgan, 2004; Rodgers ve Scott, 2008), günlük sınıf uygulamalarında veya diğer eğitim ortamlarında etkin olan ve (yeniden) inşa edilen (Burns ve Richards, 2009; Kanno ve Stuart, 2011) değerleri ve duyguları (Barcelos, 2016; Farrell, 2011; Rodgers ve Scott, 2008) içeren bir olgudur, ve “iyi” bir öğretmenin (Borg, 2006; Farrell, 2011) ve alt kimliklerin (Beijaard ve diğerleri, 2000) belirli rolleri ve özellikleriyle ilişkilendirilmiştir. Alan yazın açıkça öğretmen kimliği üzerine bütünleştirici bir görüşe doğru kaymıştır (Akkerman ve Meijer, 2011; Kaplan ve Garner, 2017; Yazan, 2018). Douglas Fir Group'un (2016) dil öğrenme ve öğretme modelindeki temel temalardan ve sonuçlardan yararlanarak, De Costa ve Norton (2017), modelin öğretmen kimlikleriyle ilgili etkilerini öğretimin yerleşik ve çok boyutlu olduğu, duygular ve ideolojilerin öğretimin tüm düzeylerine nüfuz ettiği, öğretmen eylemliliği ve dönüştürücü gücünün dil öğretimi öğretmenlerin kimlikleriyle ilintili olarak öğretim için hem araç hem de amaç olduğunu ortaya koymaktadır. Öğretmen kimliği gelişimi, öğrenci olarak erken yaşlarda başlayan ve ardından öğretmen eğitimi ve günlük sınıf öğretimi ile devam eden ömür boyu süren bir süreçtir (Beauchamp ve Thomas, 2009; Flores ve Day, 2006, Trent, 2011a). Öğretmeyi öğrenmek, hizmet öncesi öğretmen hazırlığı, öğretmen yetiştirmeye başlama ve öğretmen olarak sürekli mesleki gelişimi içeren "karmaşık, uzun bir girişimdir" (Feiman-Nemser, 2001, s.1048). Bu bağlamda Yazan (2018), öğretmenlerin kimlik inşasını incelemenin, dil öğretmenlerinin öğrencilikten öğretmenliğe geçerken nasıl geliştiklerini aydınlattığını öne sürmektedir. Şüphesiz işe geçiş yılları çok önemlidir. Öğretimle güçlü bir özdeşleşme, sadece sorunsuz bir başlangıç sağlamakla kalmaz, aynı zamanda öğretmenlerin eylemliliğinin temelini de oluşturur (Ruohotie-Lyhty, 2013). Öyleyse, hem öğretmenleri mesleğe alışma sürecine hazırlamak, hem de ilk yıllarda "hizmet öncesi hazırlıktan uygulamaya, öğretim öğrencisinden öğrencilerin öğretmenliğine geçiş olarak" (Feiman-Nemser, 2001, s.1027) anlamak ve onları bu süreçte desteklemek son derece önemlidir.

Öğretmen kimliğinin kavramsallaştırılması, tanımları ve özelliklerine ilişkin yukarıda bahsedilen tartışmalar ışığında, mevcut çalışma dil öğretmeni kimliğinin bireylerin

kendi ve diğerlerinin beklentilerini müzakere ettiği bir süreç olduğunu, dil öğretmeni kimliği şekillendiren süreçlerin karmaşık olduğunu (Morgan, 2016) kabul etmektedir. Kimlik, bir bireyin sahip olduğu bir şey değildir; daha ziyade kişinin tüm yaşamı boyunca gelişmiştir ve bir bireyin sabit bir özelliğinden çok ilişkisel bir olgudur. Deneyimleri yorumlamanın sürekli ve dinamik bir süreci olarak hem kişiyi hem de bağlamı ifade eder, eylemlilik içerir ve alt kimliklerden oluşur. İç ve dış yeteneklerden ve sınırlamalardan oluşan karmaşık bir ağda yer alır, çeşitli Betimlenmiş Dünyalar arasında bulunur ve birey ile onu çevreleyen bağlamlar arasında ilişkisel olarak gelişir. Bu çalışma kimliğe sosyokültürel bir bakış açısı benimsemektedir.

Alan yazın, öğretmen kimliğinin karmaşık, gelişen, dinamik ve gelişmekte olduğunu göstermektedir (Beauchamp ve Thomas, 2011; Beijaard vd., 2004). Öğretmen kimlikleri her zaman (yeniden) inşa edildiğinden ve (yeniden) yapılandırıldığından, öğretmenler “kendilerinin çok yönlü, sürekli değişen ve istikrarsız tanımlamalarını” tecrübe ederler (Trent, 2014, s. 58). Meslekte erken dönemler, öğretmen kimliklerinin en değişken olduğu ve öğretmenlerin mesleğin ne içerdiğine ve ne anlama geldiğine dair kişisel inançlarını sorguladıkları, öğretimlerini bilgilendiren kişisel ve profesyonel boyutlar arasında arabulucu oldukları ilk aşamalar olarak değerlendirilir (Beijaard vd., 2004; Flores ve Day, 2006). Genel olarak, dil öğretmeni kimlikleri ile ilgili çalışmalar birkaç tema etrafında şekillenmiştir: eylemlilik (Buchanan, 2015; Hiver ve Whitehead, 2018; Varghese ve Snyder, 2018), duygular (O'Connor, 2008; Song, 2016; Timoštšuk ve Ugaste, 2012; Zembylas, 2003), dil öğretmeni kimliğine anlatı araştırması (Barkhuizen, 2016; Ruohotie-Lyhty, 2013; Tsui, 2007a), İngilizceyi anadil/ikinci dil olarak konuşan öğretmenler (Aneja, 2016; Ellis, 2016; Farrell, 2011; Lee ve Canagarajah, 2019; Pavlenko, 2003) ve bağlamsal faktörler (Alsup 2006; Costley, 2015, Findlay, 2006; Flores ve Day, 2006; Meng, 2014; Trent, 2014). Dil öğretmeni kimlik alan yazınının çoğu öğretmen adaylarına odaklanmaktadır (Abednia; 2012; Henry, 2016; Sexton, 2008; Sugrue, 1997; Timoštšuk ve Ugaste, 2010, 2012; Trent, 2010, 2011a, 2011b, 2013; Varghese ve Snyder, 2018; Yazan, 2014). Alan yazın, erken kariyer öğretmenlerinin kimliklerini (Avraamidou, 2019; J.S. Cook, 2009; Findlay, 2006; Pillen, Brok ve Beijaard, 2013; Pillen, Beijaard & Brok, 2013; Schaefer ve Clandinin, 2019) ve ilk yılında olan İngilizce öğretmenleri veya erken kariyer dil öğretmenleri (Barahona & Ibaceta-Quijanes, 2019; Farrell, 2006, 2012; Li

ve De Costa, 2018; Liu ve Fisher, 2006; Ruohotie-Lyhty, 2011, 2013; Tsui, 2007a; Urzua ve Vasquez, 2008; Xu, 2012; Varghese, 2006) de incelenmiştir. Türkiye bağlamında İngilizce öğretmeni kimlikleri ile ilgili çok az sayıda lisansüstü çalışma vardır. İngilizce öğretmen adaylarının mesleki kimliklerine (Esen, 2019; Bekereci, 2016; Taşdemir, 2016) ek olarak hizmet içi İngilizce öğretmenlerine odaklanan tezler de bulunmaktadır (Balban, 2015; Baltacı, 2019; Elmas, 2020; Kocabaş-Gedik, 2016; Sayar, 2014; Yavuz, 2010). Yavuz (2010) dışındaki tüm bu çalışmalar, hizmet içi İngilizce öğretmenleri ile yüksek öğretim düzeyinde yürütülmüştür.

1.1. Çalışmanın Önemi

Johnson ve Golombek (2020), hepsi dil öğretmeni kimliğine bağlı olarak; dil öğretmeni eğitiminin öğretmenin kim olduğunu ve olmak istediğini tanıması, öğretmen olmak için gelişebileceği bir alan yaratması, anlatılar yoluyla kendi kendine sorgulama boyutu içermesi gerektiğini savunmaktadır. Dil öğretmeni kimliğinin doğası ve karmaşıklığı, bu nedenle daha fazla dikkat gerektiren yeni bir araştırma alanıdır (Miller, 2009). Öğretmenlerin inançlarını, algılarını ve deneyimlerini araştırmanın önemli olmasının nedenlerinden biri, diğer birçok faktörle birlikte öğrenmelerini ve kimliklerini neyin şekillendirdiğini daha iyi anlamamızı sağlamasıdır. Ayrıca, öğretmenlerinin mesleki kimliklerinde kendilerini rahat hissetmelerine neyin yardımcı olabileceği konusunda ipucu verebilir. Edwards ve Burns'e (2016) göre, öğretmenlerin karşılaştıkları çevresel, ekonomik ve politik kısıtlamaların farkında olma ve bunlara yanıt olarak yardımcı faktörleri geliştirme ihtiyacı bulunmaktadır. Alan yazın, kimlik kategorilerinin kesişimleri, bunların nasıl sürdürüldüklerini ve müzakere edildiğini anlama, yansıtıcı düşünme ve anlatı yoluyla kimliği sadece hizmet öncesi için değil, aynı zamanda meslek boyunca farklı öğretmen eylemlilik ve kimliklerini barındıran hizmet içi eğitim ile de ilişkilendirme ihtiyacını göstermektedir. Tüm bu tartışmaların pedagojik uygulamaları şekillendireceği önem taşımaktadır. Ayrıca, uzun vadede bu alanda bulunan yeni dil öğretmenleri ile yapılacak çalışmalarının önemi ve aciliyeti (Morgan, 2016) açıktır ve hizmet içi dil öğretmeni kimlik müzakeresi üzerine az sayıda çalışma vardır (Edwards ve Burns, 2016). Öğretimde ilk yıllar geniş çapta çalışılsa da yeni öğretmenlerin kimlik inşası çok az incelenmiştir (Ruohotie-Lyhty, 2013). Başlangıç ve erken kariyer İngilizce

öğretmenlerinin, kendi kavramsallaştırmaları ve kendi konumlandırmalarını belirlemeleri açısından dil öğretmeni kimliklerini nasıl müzakere ettiklerinin yanı sıra, dil öğretmeni kimlikleriyle uyumlu veya çatışan diğerleri için nasıl özne pozisyonları oluşturduklarının araştırılması gerekir. Öğretmenlerin mesleki kimlikleri ile ilgili yaşadıkları gerilimler ilgili alan yazında araştırılmaktadır. Öğrenciden öğretmene doğru olan rol geçişi, öğrencilere verilen gerçek ve istenen destek arasındaki uyumsuzluk ve öğretmeyi öğrenmeye ilişkin çelişkili anlayışlar, yeni başlayan öğretmenlerin mesleki kimliklerini şekillendirmede ve hatta müzakere edilmemişse mesleği bırakmaya yol açacak derecede etkili bulunmuştur. (Pillen, Beijaard ve den Brok, 2013; Pillen, den Brok ve Beijaard, 2013). Meslekteki ilk yıllardaki deneyimlerin sadece mevcut öğretmen öğrenimini şekillendirmekle kalmayıp, aynı zamanda kariyer planlamalarını da etkileyebileceği görülmektedir.

Dolayısıyla, alan yazında (i) dil öğretmeni kimliğinin yeterince araştırılmadığı, (ii) hizmet içi öğretmenlerin çok az ilgi gördüğü, (iii) yüksek öğretim kurumları dışındaki bağlamların pek fazla odaklanılmadığı, (iv) nitel araştırma tasarımları sayıca az olduğu ve (v) devlet okullarında görev yapan acemi/başlangıç (0-5 yıl, Avraamidou, 2019) öğretmenleri öğretmen kimlikleriyle bağlantılı olarak incelenmemektedir. Bu nedenle, İstanbul'daki devlet okullarındaki erken kariyer İngilizce öğretmenlerinin dil öğretmeni kimliklerini nitel bir tasarımla incelemeyi amaçlayan bu çalışma, alan yazındaki bu boşlukları gidermeyi amaçlamaktadır. Erken kariyer İngilizce öğretmenlerinin nasıl ve hangi bağlamlarda öğretmen olmayı öğrendikleri ve öğrendiklerini uygulamaya koydukları, başarıları ve başarısızlıklara ev sahipliği yapan öğrenmenin sosyal bağlamı nedeniyle yatırım ve eylemlilik seviyelerinde nasıl farklılaştıkları daha fazla araştırma gerektirmektedir.

1.2. Çalışmanın Amacı ve Araştırma Soruları

Bu tartışmalar doğrultusunda, mevcut çalışma, Türkiye'de devlet okulu adaylığı bağlamında, erken kariyer İngilizce öğretmenlerinin dil öğretmeni kimliklerini incelemeyi amaçlamaktadır. Özellikle, kendilerini öğretmen olarak tanımlamada geçtikleri süreçleri ve önceki deneyimlerin ve öğrenmelerinin kimlik inşası üzerindeki etkisini inceleyerek bu öğretmenlerin dil öğretmeni kimlik inşasına odaklanmaktadır.

Ayrıca, İngilizce öğretmeni olmanın doğasını, neleri içerdiğini ve ne anlama geldiğini, katılımcı öğretmenlerin meslek, öğretmenler, öğrenciler, dilin kendisine ilişkin algıları ve bunlara göre öğretiminin nasıl şekillendiğine odaklanarak analiz etmektedir. Dil öğretmeni kimliklerinin anlaşılması duyguların fark edilmesini de içerdiğinden, mesleğin duygusal yönünü de vurgulamayı amaçlamaktadır. Daha geniş bağlamsal faktörlerin erken kariyer İngilizce öğretmenlerinin kimlik oluşturma ve dil öğretmeni kimliklerinin müzakere edilmesi ve sürdürülmesi süreci üzerindeki etkilerini araştırmaktadır. Bu bağlamda, mevcut çalışma nitel, anlatı araştırma tasarımı yoluyla İstanbul'da devlet okullarında İngilizce öğretmeni olmanın kapsamlı bir analizini sunmayı amaçlamaktadır. Bu amaçlara ulaşmak için aşağıdaki araştırma soruları yöneltilmiştir:

- 1) Erken kariyer İngilizce öğretmenleri dil öğretmeni kimliklerini nasıl oluştururlar?
 - a) Kendilerini dil öğretmeni olarak tanımlarken hangi süreçlerden geçerler?
 - b) Bu süreçler kimlik oluşumlarını nasıl etkiler?
- 2) Erken kariyer İngilizce öğretmenleri, dil öğretmeni kimliklerini nasıl anlamlandırır?
- 3) Sosyal, kurumsal ve politik çevreler, dil öğretmeni kimliği inşası ve anlayışıyla nasıl ilişkilendirilmektedir?

2. YÖNTEM

Nitel araştırma türlerinde anlatı araştırması olan bu tez, sosyal yapılandırmacı araştırma paradigmasında yer almaktadır. Başkalarıyla etkileşim yoluyla anlamın inşası veya kültürel ve tarihsel bağlamların etkileri ve bireylerin deneyimleri üzerine kurulu düşünme biçimleri gibi çeşitli faktörlere bağlı olarak çoklu, öznel ve bireysel gerçeklerin varlığını kabul eder (Creswell, 2013). Metodoloji ile ilgili olarak, böyle bir görüş, araştırmacının söz konusu olguyu doğal ortamında incelemesini ve odak altındaki belirli olguya atfedilen anlamı çoklu, dinamik ve karmaşık gerçeklikleri, epistemolojik temeller üzerine çizilen öznel durumlar aracılığıyla ortaya çıkarmayı amaçlamayan yorumlamasını gerektirir (Denzin ve Lincoln, 2005). Sosyal yapılandırmacılık, aynı zamanda yorumculuk ile birleştiğinde, araştırmacıların çeşitli yerleşik gerçekliklerde konumlandırıldıkları için yorumlarının geçmişlerinden ve

deneyimlerinden de etkilendiğinin altını çizmektedir (Creswell, 2013). Genel olarak, nitel araştırma, insanların anlamı inşa etme yollarını inceler ve nitel yorumlama da bir anlam oluşturmaktır (Patton, 2015).

2.1. Örnekleme, Katılımcılar ve Bağlam

Nitel araştırma, örnekleme, örneklem büyüklüğü, analiz birimi olarak katılımcılar hakkında bilinçli kararlar gerektirmektedir (Creswell, 2013; Merriam ve Tisdell, 2016; Patton, 2015). Anlatı araştırması olarak tasarlanan bu tez, amaçlı örnekleme yöntemini kullanmıştır (Creswell, 2013; Patton, 2015). Tüm katılımcılar araştırma yapıldığında İstanbul'da devlet okullarında çalışmakta ve adaylık süreçlerindedirler. Bu çalışmada 11 katılımcı öğretmen yer almıştır. Aday Öğretmen Yetiştirme Programı kapsamındaki Öğretmen Yetiştirme ve Öğretmen Uyum Programları, Öğretmen Strateji Belgesinde (MEB, 2017a) altı hedeften birinde belirtilmiştir. Bu bağlamda, Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü (MEB, 2018a), öğretmenlik mesleğini en iyi şekilde temsil etmek için gerekli bilgi ve becerileri kazandırmak, öğretmenlerin mesleki yaşamı, temel haklarını, görevlerini, yetkilerini ve sorumluluklarını öğrenmesi amacıyla aday statüsündeki öğretmenlere yönelik olanlar da dahil olmak üzere mesleki gelişim faaliyetlerini düzenlemektedir.

2.2. Veri Toplama ve Analizi

Patton'u (2015) takiben, bu çalışmada, yaşayanların anlattığı yaşam deneyimleri etrafında şekillenen ve mülakat kılavuzu kullanılan, hikâyeyi analizin nesnesi olarak alan anlatı araştırması mülakatları kullanılmıştır. Bu tez için, anlatıları ortaya çıkarmak için araştırma aracı olarak deneyim odaklı bireysel, yüz yüze, yarı yapılandırılmış nitel mülakatlar (Brinkmann, 2013) kullanılmıştır. Veri toplama süreci toplam 22 mülakatla sona ermiştir. Veriler kelimesi kelimesine yazılmıştır ve araştırmacı tarafından doğruluğu kontrol edilmiştir. 1. görüşmelerin toplam süresi 22 saat 23 dakikadır. 2. görüşmelerin toplam süresi 25 saat 42 dakikadır. Bu veri kümesinin tamamı veri analizinin ilk döngüsü olarak not almak için okunmuştur. Veri analizine başlamak için araştırmacı önce kimlik, öğretmen ve dil öğretmeni kimliği üzerine ilgili literatürü ve ardından çalışmanın teorik çerçevesini (Holland, Lachiotte, Skinner ve Cain, 1998)

incelemiştir. Çerçevenin özellikleri, boyutları, türleri ve bağlamları not edilmiştir. Bunu takiben, aynı teorik çerçeveyi veya metodolojiyi kullanan örnek çalışmaların analiz prosedürleri incelenmiştir. Bu genel bakış, verileri temsil ettikleri için inceleme sürecinde geçici kodlar geliştirmenin temeli olarak işlev görmüştür ve daha sonra katılımcıların kendi sözlerinden alınan, satır satır kodlar yazılırken dikkate alınması gereken bir ilk kod listesi geliştirilmiştir (Corbin ve Strauss, 2008). Benzer kodlar daha sonra analiz sürecinde daraltılmıştır. İlk ve ikinci döngü kodlaması kullanılmıştır.

Nitel veri analizi veya anlatı araştırması analizinin pek çok yöntem bulunmaktadır. Bu amaçla; veri yoğunlaştırma, veri görüntüleme ve sonuçları yordama/doğrulama (Miles vd., 2014) adımları dikkate alınarak etkileşimli, yinelemeli bir veri analizi modeli izlenmiştir. Bu sınıflandırmalarla ilgili olarak, mevcut tez üç boyutlu anlatı yaklaşımını (Clandinin ve Connelly, 2000; Connelly ve Clandinin, 2006), kategorik içerik analizini (Lieblich vd., 1998, Riessman, 2016) kullanmıştır. Keşifsel (bütünsel ve geçici) ve temel (tanımlayıcı ve in-vivo) kodlar (Miles vd., 2014) verilerin birinci döngü kodlamasında kullanılmıştır. İkinci aşama kodlama yöntemi olarak kategoriler veya temalar şeklinde desen kodları kullanılmıştır.

3. BULGULAR

Bulgular sırasıyla anlatı araştırmasının üç yönüyle uyumludur: zamansallık, sosyallik ve yer. Zamansallık açısından öğretmen olma süreci öğretmen biyografileri ve öğrenmesi, sosyallik açısından öğretmen olarak davranma ve hissetme öğretmen bilişsel bilgisi ve duyguları, yer açısından hayali topluluklar ve bağlamsal etkenler açısından irdelenmiştir.

3.1. Zamansallık: Öğretmen Olma Süreci

Erken kariyer İngilizce öğretmenlerinin öğretmen eğitimi ya da sertifikası ve öğretim süreçleri öncesinde ve boyunca yaşadıkları deneyimler ile mevcut çalışma dünyasındaki ortak yönler, bu çalışmanın benimsediği dil öğretmeni kimliği kavramsallaştırması doğrultusunda incelenmiştir. Devlet okullarında adaylık/işe başlama süreçlerinde olan erken kariyer öğretmenlerinin dil öğretmeni kimliği

oluştururken geçtikleri süreçler ve bu süreçlerin etkileri, biyografileri ve öğrenme deneyimlerinin anlatımı mevcut dil öğretmeni kimliklerinin bir parçası olduğundan önem arz etmektedir. Öğretmenliği bir meslek olarak seçmeye giden yollar ve öğretmeyi öğrenmedeki otantik deneyimler anlatılardaki üç yön açısından zamansallığı açıklamaktadır erken kariyer İngilizce öğretmenlerinin Betimlenmiş Dünyalarında öğretmen olma sürecini anlatmaktadır. Öğretmen biyografileri, erken kariyer İngilizce öğretmenlerinin öğrenci olarak özelliklerini, mesleğe karar vermelerini, bağlamsal sorunları ve gelecek planlarını incelemektedir. Zamansallık, her zaman geçiş halinde olan geçmişi, bugünü ve geleceği de kapsadığından öğretmen biyografileri incelenmiştir.

Öğretmen öğrenimi önceki öğrenciler ve mevcut öğretmenler olarak deneyimlerini ve bu deneyimlerin ve öğretmen eğitiminin şu anki öğretim uygulamaları üzerindeki etkilerini incelemektedir. Bu bölümde en çok vurgulanan kategori, önceki öğrenciler olarak öğretmenlerinden öğrendikleri: gözlem çıraklığı (Lortie, 1975) ve öğrenci olarak kendilerinin nasıl öğrendikleri: kendi öğrenme deneyimleridir. İkinci kategori, katılımcıların öğretmen olmaktan öğrendikleri, günlük sınıflarında öğretmeyi yerinde öğrenmeleridir. Son kategori, resmi öğretmen yetiştirme süreçleri aracılığıyla; yani öğretmen eğitimi ve pedagojik formasyon sertifikası ile öğretmeyi öğrenmektir. Öğretmen olurken nasıl öğretilceğinin öğrenilmesi, öncelikle bu öğretmenlerin kendi öğrenme deneyimlerinden etkilenmiştir. Buradaki en büyük etkinin, çoğunlukla olumlu anlamda önceki öğretmenler olduğu görülmüştür. Mevcut öğretmenler olarak kendi öğretmenlik deneyimleri de kullanılmaktadır. Ayrıca, mevcut öğretim süreçlerinde öğretmenlerin alan öğretimi ve öğrencileri anlamaya dair bilgilerini geliştirdikleri belirtilmiştir. Son olarak, erken kariyer İngilizce öğretmenleri, öğretmen eğitimlerinin etkisini eğitim fakültelerinde öğretmen eğitimi ya da İngiliz Edebiyatı ya da Dilbilim bölümlerinden mezun olduktan sonra tamamladıkları sertifika programı açılarından yorumlamışlardır.

3.2. Sosyallik: Öğretmen Olma, Davranma ve Hissetme

Erken kariyer İngilizce öğretmenlerinin anlatım, öğretim, öğretmenler, dil ve öğrencilerle ilgili anlayışları, algıları, inançları, bakış açıları, varsayımları, atfedilen

veya gönüllü rolleri, kişisel kuram ve uygulamaları bu çalışmada dil öğretmeni kimliği kavramsallaştırması göz önünde tutularak incelenmiştir. Ayrıca, İngilizce öğretmenleri olarak veya İngilizce öğretirken hissettikleri, sevdikleri ve hoşlanmadıkları şeyler, değerleri, başarıları, kaygıları, zorlukları, bir İngilizce öğretmeni olarak davranma ve hissetme açılarından odaklanılmıştır. Mesleğin anlamlandırılması, öğretmenlik mesleği ve öğretmenlere ilişkin algı ve varsayımlar, öğrenciler, mesleğin niteliği, amacı yani öğretmenlik bilişsel bilgisini, dil öğretmeni kimliğini oluşturan ve bu anlam oluşturma süreçlerinin öğretmenler üzerindeki belirli duyguları tetikleyen etkilerini araştırmak adaylık/mesleğe başlangıç süreçlerinde erken kariyer öğretmenlerin kimliklerin bir parçasıdır. Öğretmenlerin bilişi ve duyguları, dil öğretmeni kimliklerinin geri kalan bileşenleriyle oldukça iç içe geçmiştir çünkü öğretmen öğreniminden bir unsur, hedefler roller ve benzeri konularda öğretmen bilişinde izlenerek iş tatmini ile ilişkilendirilebilir.

Anlatım, öğretme, öğretmenler, dil ve öğrenciler üzerine olan bilişsel anlayış ve öğretmenlik mesleğinin duyusal boyutu, anlatı araştırmalarındaki sosyallik yönünü açıklamaktadır. İngilizce öğretmeni olma ve bu şekilde davranma konusundaki öğretmen bilişi, dil öğretmeni kimliklerini de etkileyecek olan farklı bileşenlerle ilişkili olarak tartışılmıştır. Yetenekli bir kompozisyon gerektiren anlatım, kendini adama gereken bir iş olarak öğretme, özgecil amaçları olan öğretmenler ve mesleğin diğer tüm yönlerine farklılık katan İngilizce öğretmenleri; öğrencilerin önemsenmesi, son derece önemli bir dilin öğretilmesi erken kariyer İngilizce öğretmenlerinin bilişsel bilgilerini oluşturmaktadır. Öğretmen duyguları, erken kariyer İngilizce öğretmenlerinin öğretmenlik mesleğinde deneyimledikleri duygularını betimlemektedir. Devlet okullarında İngilizce öğretmenleri olarak ilk deneyimleri ve yeni veya acemi öğretmenler olarak kendilerini nasıl hissettikleri bulgulara incelenmiştir. Mesleki tatmini ve tatminsizlik birlikte gözlemlenmiştir. Bu duruma yol açan sebepler, erken kariyer İngilizce öğretmenlerinin mutluluk, memnuniyet, neşe, beğeniler, başarı, keyif, anlamlılık, üzüntü, tatminsizlik, hayal kırıklığı, tatmin olmama, zorluklar ve ikilemler gibi bir dizi duyguyu deneyimlemesine neden olan etkenler tartışılmıştır.

3.3. Yer: Mesleki Bağlılık

Erken kariyer İngilizce öğretmenlerinin uygulama topluluklarına katılımları, kolaylaştırıcı ve kısıtlayıcı olarak işlev gören bağlamsal faktörler, ilgili dil öğretmeni kimliği kavramsallaştırması açısından incelenmiştir. Erken kariyer İngilizce öğretmenlerinin içinde çalışmakta oldukları bağlamsal faktörlerinin ve fiziksel gerçekliklerinin yorumlanması ve uygulama topluluklarına aktif katılımları veya katılımlarının olmaması dil öğretmeni kimliklerini anlamada oldukça önemlidir. Uygulama topluluklarına katılım ve bağlamsal faktörler, devlet okullarındaki adaylık/mesleğe başlama süreçlerinde olan erken kariyer İngilizce öğretmenlerinin dil öğretmeni kimliklerinin bileşenleri arasında yer almaktadır.

Uygulama topluluklarına katılım ve bağlamsal faktörler, mesleğe olan yakınlıklarını ve daha geniş bağlamlarla ilişkilerini açıkladıklarından, dil öğretmeni kimlikleri ile karmaşık bir şekilde ilişkilidir. Uygulama topluluklarına katılım ve bağlamsal faktörler, anlatı araştırmalarında yer yönünü açıklamakta ve erken kariyer İngilizce öğretmenlerinin Betimlenmiş Dünyalarının yakınlık ve katılım yönünü ortaya koymaktadır. Bulgular, öğretmenlerin mesleğe yakınlıklarının uygulama topluluklarına katılım ve bağlamsal faktörler olarak iki geniş başlık altında incelenebileceğini ortaya koymuştur.

Uygulama topluluklarına katılım, erken kariyer İngilizce öğretmenlerinin bu topluluklara aktif veya sınırlı katılımını, meslektaş desteğinin derecelerini ve anlamlı katılım için gelecek planlarını açığa çıkarmıştır. Uygulama topluluklarına katılım, erken kariyer İngilizce öğretmenlerinin dil öğretmeni kimliklerine yönelik her bir alt temada eşit mülakat soruları olmasına rağmen, en az odaklanılan ve yorumlanan tema olarak bulunmuştur. Bağlamsal faktörler, erken kariyer İngilizce öğretmenlerinin dil öğretmeni kimliklerine ilintili sosyal, kurumsal, politik koşulları incelemektedir. Mezo ve makro bağlamlar çoğunlukla, sınırlamalar ve kısıtlamalar olarak algılanmış ve yorumlanmıştır. Mesleğe yardımcı olan bağlamsal faktörler, mesleğin statüsü ve yapılması gerekenler bağlamsal faktörler altında tartışılmıştır. Devlet okullarındaki erken kariyer İngilizce öğretmenlerinin profesyonel öğretmen kimliklerini araştıran bu çalışma, Türkiye'deki öğretmen eğitimi ve mesleğe başlama/adaylık süreci için birçok çıkarım sunmaktadır. Her şeyden önce, bu çalışmanın tasarlanma şekli, özellikle iki boyutta ikinci dil öğretmeni eğitiminde sosyokültürel dönüş ile uyumludur: anlatı

araştırması yoluyla öğretmen bilgisinin tanınması ve ikinci dil öğretmen eğitiminin makro bağlamlarda öğretmenlerin nasıl konumlandıklarını göstermesi (Johnson, 2006). Geçici, bağlamsal, kültürel koşullarla ilişkili olarak öğretmenlerin iç kimlik çatışmalarını öne çıkarma ihtiyacı ortadadır, çünkü öğretmenlerin meslekle özdeşleşmesi öğrenciler üzerinde kaçınılmaz bir etkiye sahiptir (Bullough, 2015). Bu bağlamda mesleki gelişim uygulamaları, ne yapabileceğinin yanı sıra olmanın mümkün olduğu öğretmen türüne odaklanmalı (Mockler, 2011) ve mentorluk ve koçluk uygulamaları, erken kariyer İngilizce öğretmenleri için gelişim alanları yaratacak şekilde şekillendirilmelidir.

4. TARTIŞMA ve SONUÇ

Bu çalışma, erken kariyer İngilizce öğretmenlerinin dil öğretmeni kimliklerini nasıl anlamlandırdıklarını, inşa ettiklerini ve sosyal, kurumsal ve politik ortamların dil öğretmeni kimlikleri üzerindeki etkilerini incelemiştir. Dil öğretmeni kimliklerinin oluşturulması, sürdürülmesi ve müzakere edilmesindeki temel unsurları incelenmiş ve tartışılmıştır. Aşağıdaki noktalar, çalışma bağlamında dil öğretmeni kimliklerinin oluşturulması sürecinde yapı taşları ve ayırt edici özellikler olarak ortaya çıkmıştır:

Kişisel geçmişler dil öğretmeni kimliklerini etkiler: Bütünsel ve bütünleştirici bir yaklaşım, kişisel ve profesyonel deneyimlerin birlikte anlaşılmasını gerektirir. Erken kariyer İngilizce öğretmenlerinin kimlikleri kişisel geçmişlerinden etkilenmiştir. Öncelikle, her ikisi de öğretimde kimliklerini, uygulamalarını, amaçlarını ve hedeflerini şekillendiren önceki öğrenciler olarak yetkin ve daha az yetkin öğrencilik özellikleri önem arz etmektedir. Kişisel ve profesyonel yönler arasındaki içsel gerilimler müzakere edilmiştir. İkinci dil öğrencisi olarak sürekli yatırımla geliştirilen, dile duyulan sürekli hayranlık, erken kariyer İngilizce öğretmenleri için bir kimlik sabitleyicisidir. Erken kariyer İngilizce öğretmenleri için öğretime başlamak için dört farklı yol bulunmuştur: gaye, akademik, uygulayıcı ve bilgisiz yollar. Tüm katılımcılar daha önceki deneyimlerini, öğretmen unvanına sahip olmadan önce de öğretmenlik yeteneklerine sahip oldukları şeklinde yorumlamıştır. Ailenin etkileri, kritik deneyimler ve algılanan becerilerin onaylanmamasının eksikliği, öğretim ve İngilizce üzerine görüşler, öğretmenliği bir kariyer olarak seçmek, alanı ikinci dile yatırım

yapma istekliliği açısından takip etmek veya alandaki kendine güven gibi alanlar etkili olmuştur.

Öğretmen öğrenimi esas olarak uygulama etrafında şekillenir: İkinci dil öğretmeni eğitiminin pedagojisi; öğretmenin nasıl öğretildiği ve öğretmenlerin öğretim için nasıl hazırlandığı (Freeman, 2020) ile ilgili olarak, erken kariyer İngilizce öğretmenlerinin öğretmeyi öğrenmeleri üç kategori altında incelenmiştir: öğrenenler olarak deneyimlerine bağlı olarak öğretmeyi öğrenme, kendi sınıf uygulamaları yoluyla öğretmeyi öğrenme ve öğretmen eğitimi ve sertifikası yoluyla öğretmeyi öğrenme. Erken kariyer İngilizce öğretmenleri, öğretmen eğitim programlarından mezun olmuş veya öğretmenlik sertifika programında eğitimlerini tamamlamışlardır. Her ikisi program da nasıl öğretileceğine ilişkin bilgileri doğrudan öğretmeyi amaçlasa da çalışma öğretmen öğreniminin esas olarak kişinin kendi pratiği veya bilinçli veya farkında olmadan başkalarının uygulamalarını gözlemlemek yoluyla şekillendiğini göstermiştir. Önceki öğrenciler olarak, eski öğretmenlerin gözlemlenmesi ve ikinci dil öğrencisi olarak kişinin kendi öğrenme deneyimleri, erken kariyer İngilizce öğretmenlerinin öğretme ve öğretmenlerle ilgili görüşlerini, inançlarını, uygulamalarını, algılarını, değerlerini büyük ölçüde etkilemiştir. Mevcut öğretmenler olarak, alan eğitimi ve öğrencilere dair olan bilgilerinin geliştiği bulunmuştur. Dil öğretmeni kimlikleri günlük sınıf uygulamaları tarafından şekillendirilmiştir. Öğretmen adayları olarak, erken kariyer İngilizce öğretmenleri, öğretmen eğitimi ve nispeten zayıf etkisi hakkındaki yorumlarında farklılık göstermişlerdir. Öğretmen eğitiminde çoğunlukla mikro öğretimler, sunumlar, staj ve uygulama yöneliminin yanı sıra dil öğretim metodolojisi, dil becerilerini öğretme, materyal tasarımı veya çocuklara yabancı dil öğretme bilgilerini geliştirmesi açısından faydalı bulunmuştur. Sertifika programı bu bakımdan özellikle yetersiz kalmış ve öğretmen adaylarının yalnızca sertifika programındaki staj uygulamasına güvenmeleri halinde mesleğe hazırlıksız olmalarına neden olduğu görülmüştür. Çalışma, hizmet öncesi düzeyde önemli düzeyde sınıf içi staj ve uygulama yapmanın dil öğretmeni kimliklerinin oluşturulmasında hayati önem taşıdığını göstermiştir. Öğretmenler kendi uygulamalarına erişemediğinde, doğal olarak uygulamanın ön plana çıkaran diğer öğeler veya doğrudan gözlemlenebilir bir bağlantı olan uygulamalara odaklanılmıştır.

Öğretmen eylemliliği, öğretmen bilişsel bilgisinin uygulanmasında belirleyicidir:

Erken kariyer İngilizce öğretmenlerinin anlatım, öğretim, öğretmenler, dil ve öğrencilerle ilgili açıklamaları, bilişsel bilginin öğretmen eylemliliğinin değişen derecelerine göre uygulamaya konulduğunu ortaya koymuştur. Betimlenmiş Dünyaların önerdiği gibi, devlet okulunda mesleğe başlama/adaylık grubundaki üyeler olarak erken kariyer İngilizce öğretmenleri, belirli düzeylerde eylemlilik ile sosyal eylemlerde bulunan aktörlerdir. Öğretmenlerin çoğu için çalıştıkları bölgeler, bağlamsal sınırlamalar ve yeterlilikler açısından benzer olmasına rağmen uygulamalarında farklılık görülmüştür. Çok çeşitli faktörlere karşı bireysel yorumlama, tepki ve cevap verme alanı bulunmaktadır. Öğretmenlik eylemliliğini iki geniş açıdan incelemek mümkündür. İlk olarak, hayali kimlikler çoğunlukla korunabilmiş ve gerçek kimlikler, okullardaki belirlenmiş kimliklerle büyük ölçüde uyumlu bulunmuştur; bu erken kariyer İngilizce öğretmenlerinin algılanan ideal kimliklerini sürdürebilmek için eylemliliklerini açısından hazır olmaları ile şekillenmiştir. İkinci olarak, erken kariyer İngilizce öğretmenleri birbiriyle yarışan kimlikler geliştirmişler ve gerçek / ideal ve belirlenmiş / zorunlu kimlikler arasındaki gerilimleri ve çatışmaları müzakere etmeye çalışmışlardır. Okullarda müfredat, izlen ve eğitim hedeflerinde algılanan eksikliklerin üstesinden gelmek için farklı stratejiler kullanmışlar ya da istemeden de olsa bazı bağlamsal normları kabul etmişlerdir. Anlatım, büyük oranda mevcut ve zorunlu MEB materyallerini temel alan, öğretim teknolojisinin kullanımı, içeriği zenginleştirme çabaları ve geleneksel ve iletişimsel unsurlar aracılığıyla öğrencileri derse katma çabalarını içeren, değerlendirme ve sınıftaki çeşitli uygulamalara ek olarak Türkçe kullanımı ile şekillene bir kompozisyon biçimi olarak bulunmuştur. Tüm bu alanlarda, bireysel kompozisyon biçimleri öğretmenlik eylemliliğini hayata geçirmeyi seçtikleri ölçüyle bağlantılı bulunmuştur. Öğretmen eylemliliği kişisel özellikler (kullanılabilecek mevcut kaynaklar), benlik anlayışı (başarısızlık veya sorumlulukları yerine getirme/getirmeme olarak benlik duygusu) ve bağlamla yakından ilintili olduğu ortaya konmuştur. Erken kariyer İngilizce öğretmenleri, eylemlilik açısından karmaşık ve sürekli bir müzakere sürecinde olmuşlardır. Kendini adanmış ve fedakâr insanlar olarak öğretmenler üzerine toplu anılar öğretmenlerin Betimlenmiş Dünyalarında değerli görülmüştür. Dil öğretmeni kimlikleri alt roller ve alt benlikler/kimlikler içermektedir. Bunlar kullanımdan ziyade dil becerilerinde mükemmel bilgi gerektiriyorsa, bazı

öğretmenlerin dil güvensizliği yaşamasına neden olmuştur. Bu gibi durumlarda, eylemliliklerini kullanmışlar veya kendilerini geliştirmeyi planladıklarını belirtmişlerdir. İlgi odağı olarak öğrenciler erken kariyer İngilizce öğretmenleri için bir kimlik sabitleyici oluşturmuştur. Kimlikleri ve amaçları çoğunlukla onlar için ve onların etrafında şekillenmiştir. Öğretmen kimliğinde ve öğretmenlerin uygulamalarında sürdürülmesi veya kaçınılması gereken yönler vardır ve her iki grup da öğretmen eylemliliği tarafından şekillendirilmektedir.

Dil öğretmeni kimliklerini sürdürmek duygusal olarak karmaşıktır ve savunmasızlığı da içerir: Karmaşıklık, öğretmen olmanın ardından yönetilmesi gereken duygular dizisinde yatmaktadır. Dil öğretmeni kimlikleri sadece bilişsel boyutta değil, aynı zamanda duygusal boyutta da faaliyet göstermektedir ve bu dil öğretmeni kimliklerinin inşası ve sürdürülmesindeki ikilemlerde ve birbiriyle rekabet eden özelliklerde, öğretmenlerin bilişsel bilgisi altında incelenen kariyerinin ilk dönemlerinde İngilizce öğretmenlerinin uygulamalarında görülebilmektedir. Umutlarla ve duygusal stresle hem daha kolay hem de şüpheli başlangıçlar bildirilmiştir. Öğretmenler yüksek oranda mesleki tatminleri üzerine yorumlar yapmışlar ve bu tatminin çoğu öğrenciler ve ardından İngilizce branşı üzerine şekillenmiş ve her ikisi de katılımcı öğretmenler için kimlik sabitleyiciler olarak görülmüştür. Mesleğin kendisi bir tatmin kaynağı olarak görülmüş, ancak bu çoğunlukla en anlamlı deneyimleri gibi öğrencilerin etrafında şekillenen özgecil ve aşkın amaçlarını, öğrencilerle duygusal bir bağ veya bu tür öğretmenlerin örneklerini içermektedir. Gerilimler, hayal kırıklıkları ve ikilemlerle yanı sıra başarı duygusu ve çoktan “öğretmen olmuş” oldukları gerçeğinin altı çizilmiştir. Adaylık süreci belirsiz bir dil öğretmeni kimliğine neden olmuştur. Erken kariyer İngilizce öğretmenleri aynı anda şok, farkındalık ve uyum gibi birçok duyguyu deneyimlemişlerdir. İş tatminsizliği ve kendini gerçekleştirememenin arkasında çoğu bağlamsal faktörlerle şekillenen birçok sebep bulunmaktadır. Hem açık hem de koruyucu kırılganlık, erken kariyer İngilizce öğretmenlerinin işlerinin duygusal yönüyle ilgili açıklamalarında görülebilir. Erken kariyer İngilizce öğretmenleri istenen destek, tanınma, takdir ve övgü eksikliğini hissettiklerini belirtmişlerdir. Bu durumda, mesleki duygusal tatmin otomatik olarak kişinin bağlılığı ve öğrenciler etrafında şekillenmiştir. Bu çalışma, izolasyon, yabancılaşma, yetersizlik, eli kolu bağlanmış ve bitkinlik duygularını

önleme veya yönetme yolları sağlamak için erken kariyer öğretmenlerinin duygusal gereksinimlerine mesleğe başlangıç programı aracılığıyla hizmet etmenin önemini vurgulamıştır.

Kimlikler sosyal uygulamalarda oluşur; bilgiye dayalı öğretmen sosyalleşmesi önem taşımaktadır: Erken kariyer İngilizce öğretmenlerinin izolasyon ve yabancılaşma duyguları, uygulama topluluklarına katılma konusundaki sınırlı fırsatlarla bağlantılıdır. Meslektaş desteği belirtilmesine rağmen, bu örgütsel düzeyden ziyade kişisel düzeyde bulunmuştur. Aynı şekilde, bireysel çabaların da örgütsel sosyalleşme sürecini telafi edemediği belirtilmiştir. Meşru çevresel katılımcılar olarak acemi öğretmenlerin (Lave ve Wenger, 1991; Wenger, 1998), bağlamsal gerçekleri anlama ve “beklentiler ve gerçeklik arasındaki çatışma” ile yüzleşmelerinde (Le Maistre ve Pare, 2010, s.560) bunları nasıl yönetebileceklerini anlama fırsatı sağlayan bir sosyalleşme sürecinden geçmeleri (Alhija ve Fresko, 2010) önerilmektedir. Okul kültürü, teknik konuların yanı sıra öğretimsel iyileştirmeye yönelik toplantılar, yapılandırılmış ve yapıcı akran / mentor gözlemi ve geribildirimi ile öğretmenlerin sosyalleşmesine yardımcı olduğunda, erken kariyer İngilizce öğretmenlerinin hayali / ideal kimlikleri desteklenmiştir. Ne yazık ki, aktif iş birliğinin teşviki kısıtlı bulunmuştur (Feiman-Nemser, 2001). Öğretmenler okul topluluğu içinde sosyalleşmedikleri zaman, yabancılık ve marjinalite duyguları ortaya çıkmaktadır. Sosyal ve ilişkiler arası destek, mevcut bir normatif gruba girildiğinde “resmi olmayan iş yeri toplulukları” (Lave & Wenger, 1991) oluşturmada kritik öneme sahiptir ve erken kariyer İngilizce öğretmenlerinin zorluklarla karşılaştıklarında veya onaylanmaları gerektiğinde başvurabilecekleri yerler olarak görülmüştür. Aksi takdirde, meslekte asosyalleşme kaçınılmaz bir sorun haline gelebilmektedir.

Makro ve mezo bağlamlar ideallerin yerini alır: Erken kariyer İngilizce öğretmenlerinin politika planlaması ve değişikliği üzerinde hiçbir etkisinin olmadığı makro düzey ve kurumların doğasını değiştirmek için sınırlı erişime sahip oldukları orta düzeydeki endişelerin öğretmen olarak bireysel farklılıkları içeren mikro düzeyden daha baskın bulunmuştur. Erken kariyer İngilizce öğretmenlerinin Betimlenmiş Dünyalarında hem kendilerinin hem de diğerlerinin bakış açılarından sosyal olarak tanımlanabilir aktörlerdir. Olumlu sabit dil öğretmeni kimliklerinin

sürdürülebilmesi ve oluşturulabilmesi için kolaylaştırıcı bağlamsal faktörlere ihtiyaç duyulduğu da vurgulanmıştır. Bu tür kolaylaştırıcıların eksikliği öğretmenleri hayatta kalma durumuna sokabilir ya da öğretmen eylemliliğini harekete geçirebilir. Bağlamsal faktörler başa çıkma veya yönetme stratejilerini gerektirmektedir fakat bu sadece kariyerinin başındaki bir öğretmenin adanmışlığıyla değil, aynı zamanda sosyalleşme yoluyla sağlanan destekle de şekillenmiştir. Erken kariyer İngilizce öğretmenlerinin kaynak kiti, çalıştıkları bağlamların karmaşık doğasıyla mücadele etmek ve eğitimle uyumlu olmayan işin karmaşıklıklarını ve inceliklerini ele almak için tam anlamıyla yeterli değildir. Dil öğretmeni kimliklerinde ve uygulamalardaki farklılıklar- benzer mesleğe karar verme, öğretmen eğitimi ve idealler durumunda bile- makro ve orta düzey bağlamların sahip olduğu etkinin yoğunluğunu kanıtlamıştır. Erken kariyer İngilizce öğretmenleri için genel adaylık eğitimleri ve prosedürleri bağlamsal faktörleri karmaşıklaştırmıştır. Aşağıdaki pratik çıkarımlar önerilmektedir:

Hizmet öncesi düzeyde hazırlık, öğretmen kimlikleri / kimlik müzakereleri dikkate alınarak geliştirilmelidir: Öğretmen eğitimi programlarına yönelik eleştiri, dil öğrenme sınıfının karmaşık taleplerini karşılamak için öğretmen adaylarına uygun bilgi tabanı sunmada yetersiz kalmaları olmuştur (Feiman- Nemser, 2001; Schocker, Dittfurth & Legutke, 2006). Bu nedenle, öğretmen adaylarını hizmet öncesi düzeyde öğretmen yetiştirme ile hizmet içi düzeyde öğretmen gelişimi arasındaki boşluğu ele alan öğretmen adaylarını ilk yıllarında karşılaştıkları gerçekliğe hazırlamak için belirli kursları tanıtmak için hizmet öncesi öğretmen eğitimi programlarına duyulan ihtiyaç. (Farrell, 2006; 2009; 2012). Öğretmenler pratikte ve uygulamadan öğrendikleri için, amaçlı ve entegre alan deneyimlerine çok ihtiyaç vardır. Kimlik odaklı, ihtiyaç temelli ve sürdürülebilir bir başlangıç programı tasarlanmalıdır: Kariyerinin başındaki öğretmenler devlet okullarında çalışmanın prosedürel, örgütsel ve yasal boyutları hakkında bilgilendirilmelidir. Hizmet içi mesleki gelişim programları ve mesleğe başlama programı, öğretmen öğrenimi esas olarak uygulama etrafında şekillendiğinden, erken kariyer İngilizce öğretmenleri için aşırı genel ve bağlamdan arındırılmış olmayan çeşitli eğitici, sınıf uygulamasındaki endişeleri ve günlük ikilemleri ele almalıdır. Başlangıç programı içeriğine yönelik ihtiyaç temelli bir yaklaşıma ihtiyaç vardır. Bununla birlikte, bu çabalar kuralcı veya normatif olmamalı, daha ziyade erken kariyer İngilizce öğretmenlerinin uygulamaları için

seenekler saęlamalıdır. Ama, ęrencilerin eřitlilięine ve baęlamsal sorunlara yanıt verebilecekleri "uyarlanabilir uzmanlıklarını" (Darling-Hammond, 2016) geliřtirmek olmalıdır. ęretmen bilgisinin farklı alanları (ierik, genel pedagojik, mfredat, pedagojik alan bilgisi, ęrenci, eęitim baęlamları, amalar, amalar ve deęerler bilgisi (Shulman, 1987)) dikkate alınmalıdır. zetleyici deęerlendirmeler ve yoęun haftalar yerine ok yıllık bir programa (iki ila  yıllık deęiřen yoęunlukta) ihtiya vardır. Dil becerilerinde oklu yeterlilik konusunda farkındalık yaratılırken ęretmenlerin dil becerileri ihtiya temelli bir yaklařımla srekli olarak geliřtirilmelidir. Bulgular, yapılandırılmıř geliřim alanları, uzman yardımı ve kendi kendine sorgulama yoluyla yerleřik, hedefe ynelik ęretmen eęitimini desteklemektedir (Johnson ve Golombek, 2020). Okul ve mesleęe sosyalleřme iin destek aęları dikkate alınmalıdır: Bu arařtırmanın bulgularının gsterdięi gibi, erken kariyer ęretmenleri iyi hazırlanmıř veya yeterince hazırlıksız olabilirler. Yine de her iki durumda da yzleřmek ve onları ynetmek iin eylemlilik gerektiren gerginlikler ve atıřmalar yařarlar. Erken kariyer ęretmenlerine okullarda destek aęları saęlanmalıdır. Yabancılařmayı nlemek iin, mentorluk politika belgelerinde bir idealden teye gidip yararlanılmalı ve uygulamaya konulmalıdır. Mentorluk sreci, kariyerinin bařındaki ęretmenlerin gvenli bir ortamda yapıcı geribildirim alacakları řekilde yeniden planlanmalı ve yrtlmelidir. Bařlangı sreci hem erken kariyer hem de mentor ęretmenler iin yansıtıcı bir profesyonel alan yaratmalıdır. Mentorun yerel rehberler, eęitim arkadařları veya deęiřim aktrler olarak rolleri (Feiman-Nemser ve Parker, 1993), mentorlukta iř birlięine dayalı sohbetler, etkili ders gzlemleri, evrimii mentorluk veya video kullanımı odaklanılması gereken alanlar arasındadır. Bilgiye dayalı bir mentorluk sreci iin yoęun eęitim gerekmektedir. ęretmenlerin kendi ve tecrbeli meslektařlarının kiřisel pratik bilgileri (Clandinin, 1992'den aktaran Golombek, 2009), ders alıřması ya da akran koluęu gibi sorgulamaya dayalı mesleki geliřim modelleri ierisinde (Johnson, 2009) dięer erken kariyer ęretmenleri ierecek řekilde tasarlanmalıdır. ęretmen eęitimcileri ve MEB temelli ęretmen eęitmenleri ile ortaklıklar geliřtirilmelidir. ęretimde olduęu gibi, biimlendirici deęerlendirme, mesleęe bařlangı srecine dahil edilmelidir. ęretimde duygusal boyut, anlatılar yoluyla arařtırılmalıdır. Tm alanlarda, teknoloji destekli programlar dikkate alınmalı ve hibrid programlar sunulmalıdır.

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