



**PRESERVICE EFL TEACHERS' EARLY TEACHER IDENTITY
CONSTRUCTIONS: REFLECTIVE NARRATIONS DURING PRACTICUM**

Doktora Tezi

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This thesis titled “Preservice EFL Teachers’ Early Teacher Identity Constructions: Reflective Narrations During Practicum” has been prepared and submitted by Nur SÜRÜÇ ŞEN in partial fulfillment of the requirements in “Anadolu University Directive on Graduate Education and Examination” for the Doctor of Philosophy (PhD)/Proficiency in Arts in Department of Foreign Language Education has been examined and approved on/...../.....

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ABSTRACT

PRESERVICE EFL TEACHERS' EARLY TEACHER IDENTITY CONSTRUCTIONS: REFLECTIVE NARRATIONS DURING PRACTICUM

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Department of Foreign Language Education
PhD in English Language Teaching
Anadolu University, Graduate School, May 2024

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This qualitative study is designed to dwell on the emerging teacher identity constructions of Turkish pre-service EFL (i.e., English as a foreign language) teachers during the practicum period. The aim of this research is to examine how they shape their identity, how this emerging identity develops over this process, and the elements that contribute to/impede this construction. To unpack the dynamics of these identities; pre-service teachers' narrations gathered through interviews were used as main sources, while observation of their experiences, reflection reports, focus group discussion, and examination of practicum-related documents were used as complementary sources of data. The analyses have demonstrated the navigation of dynamic identities has been influenced by many elements such as preset images of teachers, past experiences as learners, and motives for teaching, while the critical reflection in the process has reformed their initial and ongoing self-perceptions. The findings provide a detailed framework upon how Turkish pre-service EFL teachers construct, develop, and negotiate their identities during the practicum period, which might help empower pre-service EFL teachers to gain more reflective insight upon themselves as teachers. In turn, the favoring and disfavoring conditions upon constructing a healthy early teacher identity might indicate the necessity of making informed adjustments in the practicum and in the teacher education programs overall.

Keywords: Teacher identity, Preservice EFL teachers, Narratives, Practicum, Reflection

ÖZET

HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN ERKEN ÖĞRETMEN KİMLİĞİ OLUŞTURMALARI: ÖĞRETMENLİK UYGULAMASI SÜRECİNDE YANSITICI ANLATIMLAR

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Danışman: Doç. Dr. Gökhan ÖZTÜRK

Bu nitel çalışma, İngilizce öğretmeni adaylarının öğretmenlik uygulaması sürecinde ortaya çıkan erken öğretmen kimliği inşaları üzerinde durmak üzere tasarlanmıştır. Bu araştırmanın amacı, öğretmen adaylarının kimliklerini nasıl şekillendirdiklerini, ortaya çıkan bu kimliğin bu süreçte nasıl geliştiğini ve bu inşaya katkıda bulunan/engelleyen unsurları incelemektir. Bu kimliklerin dinamiklerini ortaya çıkarmak için; öğretmen adaylarının görüşmeler yoluyla toplanan anlatıları ana veri kaynağı olarak kullanılırken, deneyimlerinin gözlemlenmesi, yansıtma raporları, odak grup tartışması ve mesleki uygulama ile ilgili belgelerin incelenmesi de tamamlayıcı veri kaynakları olarak kullanılmıştır. Çalışmanın bulguları, dinamik kimliklerin seyrinin, önceden belirlenmiş öğretmen imgeleri, öğrenci olarak önceki deneyimler ve öğretme güdülerini gibi birçok unsurdan etkilendiğini; süreçteki eleştirel yansıtmanın ise kendilerine ilişkin başlangıçtaki ve süregelen algılarını yeniden yapılandırıldığını göstermiştir. Buna ek olarak, İngilizce öğretmeni adaylarının öğretmenlik uygulaması sürecinde kimliklerini nasıl inşa ettiklerine, geliştirdiklerine ve müzakere ettiklerine dair detaylı bir çerçeve sunulmuş ve öğretmen adaylarının kendileri hakkında daha yansıtıcı bir içgörü kazanmalarının kimlik gelişimlerine faydalı olabileceği vurgulanmıştır. Buna karşılık, sağlıklı bir erken öğretmen kimliğinin inşasına ilişkin koşullar, uygulamada ve öğretmen eğitimi programlarında bilinçli düzenlemeler yapılması gerekliliğine işaret etmektedir.

Anahtar Kelimeler: Öğretmen kimliği, İngilizce öğretmen adayları, Anlatılar, Mesleki Uygulama, Yansıma



To the visionaries of tomorrow's classes...

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STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

.....
Nur SÜRÜÇ ŞEN

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

.....
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LIST OF ABBREVIATIONS

CI	: Critical Incident
CIR	: Critical Incident Report
CM	: Classroom Management
COVID-19	: Coronavirus Disease of 2019
ECTS	: European Credit Transfer and Accumulation System
EFL	: English as a Foreign Language
ESL	: English as a Second Language
ETI	: Emerging Teacher Identity
FGI	: Focus Group Interview
GPA	: Grade Point Average
GTM	: Grammar Translation Method
L2	: Second Language
MA	: Master of Arts
MoNE	: Ministry of National Education
PhD	: Philosophy of Doctorate
PST	: Preservice Teacher
PT	: Practicum Teacher
SS	: Students
T	: Teacher
TESOL	: Teaching English as a Second Language
UA	: University-based Advisor

1. INTRODUCTION

In the present dissertation, a qualitative expedition into the emerging teacher identity constructions of Turkish preservice EFL (English as a Foreign Language) teachers during the practicum period has been launched. At the core of this inquiry, there lies an intricate and multifold nature of identity, which is considered as a key element in the field of education, regarding the professional development of teachers and teacher candidates. Especially considering the preservice teachers, they embark on a challenging journey of becoming teachers, which triggers self-questioning, a need for confirming their preset beliefs, and scrutinizing their positions through their experiences along the way. The concept of teacher identity fits in this direction as it encompasses the dynamic interplay among factors such as preset beliefs, values, ongoing experiences that form an individual's perception of themselves as teachers. These factors get more intricate with the practicum period since it serves as a critical turning point in teacher education considering that preservice teachers are provided with the opportunity of employing theoretical knowledge into real-world classroom contexts. It is also recognized as a transformative process that preservice teachers go through while negotiating their identities with relation to their teaching experiences. To take a closer look at these teacher identity negotiations, the present study utilizes the framework contextualized with Dialogical Self theory by Akkerman & Meijer (2011) along with social identity theory (Tajfel & Turner, 1978) and positioning theories. With this examination, it is aimed to contribute to the depth of understanding the factors that shape preservice teacher identity negotiation and inform approaches regarding teacher education practices towards professional development in an efficient manner.

Accordingly, this dissertation encompasses several key sections, which serve a particular purpose elaborating on the research elements. Introduction sets the stage with an overview of the subject, research questions, objectives, and justification of the study. The literature review probes into the theoretical underpinnings of preservice teacher identity as a construct and contextualizes this research with the help of previous empirical research upon the subject matter. The methodology section frames the research design, data collection methods, context and participants employed in the study. In the findings section, the data has been demonstrated within the scope of the analyses, which attempt to describe the themes and patterns derived from the data. Finally, the conclusion functions as a synthesis of the findings along with the discussion of implications for

theory and practice that pave the way for future research. Through these correlated sections, it is pursued to provide a comprehensive insight upon the intricate processes of preservice teacher identity construction and its significance for teacher education and professional development overall.

1.1. Background to the Study

“In the social jungle of human existence, there is no feeling of being alive without a sense of identity.” (Erikson, 1968, p. 130). Asking the question “who am I?” is the spark that ignites the whole concept that is tangled inside and outside of our individuality throughout the lifespan. To grapple this conceptualization better, one should consider the fundamental division between “I” and “me”, presented by William James (1890). According to his school of thought, “I” is the “self-as-knower” or “self-as-subject” whereas “me” is associated with “self-as-known” or “self-as-object”. Furthermore, James introduced the progression of me and mine; which he remarked as the belongings of self-as-object including “not only his body and his psychic powers, but his clothes and his house, his wife and children, his ancestors and friends, his reputation and works, his lands and horses, and yacht and bank-account” (James, 1890, p. 291). In this regard, extension of the self being the part of self-as-known is a subject of debate since Cartesian self is encapsulated as a dualistic framework that focuses on the mind and individual consciousness. As compared to the Cartesian self, Jamesian self is associated with being ever-changing and bound to context in general, pioneering the constructs such as multiplicity in identity theory. Along with William James, Mead (1934) concurs with the concept of identity as being relational, social, and a dynamic construct. In this respect, he conceptualized the distinction between “I” and “me” in composing symbolic interactionism framework. While “I” refers to the subjective, instantaneous, agentic dimension of self that is capable of undertaking self-reflection; “me” refers to the objective, adaptive, inspected dimension that is negotiated through incorporation of the social norms. Therefore, the dynamic conversation between these dimensions is claimed to pave the way for identity formation and negotiation overall.

The concept of identity can be comprehended in a more holistic sense if the chronological perspective is taken into consideration. According to Akkerman and Meijer (2011), in the pre-modern era, the individual was thought to be a part of the greater whole, which is bound to be dependent on collective norms of the society. These norms were

often associated with religion or metaphysical phenomena. With the arrival of modern times that resulted from the industrial revolution, the individual has been put in the center. This might be further exemplified with a famous quotation from Rene Descartes: “[Dubito, ergo] cogito, ergo sum” (“[I doubt, therefore] I think, therefore I am”). This statement was an attempt to find something that could not be doubted, and it turned out that doubting in the first place was something that required an existence of the individual. Along with this, the allegory of looking into the mirror is utilized as a vehicle since it encapsulates the co-existence of “I” and “me”, being parallel to the Jamesian concept of self. However, this image is described as disturbing by Bakhtin (1990) since he remarks the existence of “a peculiar emptiness, ghostliness... vaguely oppressive loneliness” (p. 28-29); indicating an urgent need for contextualization to position oneself. This might point to use of the meta-position, which is accomplished through the interplay and dialogue between I-positions overall (Hermans & Gieser, 2012).

All in all, the concept of self emerged as a dominating topic for the research fields such as sociology and psychology. In this era, identity was conceptualized as being one-of-a-kind, having a unique worldview, and functioning in a particular style (Jameson, 1988). This shift was parallel to the change in the definition of identity after “the social turn” in the 1990s (Block, 2003). Before the social turn, identity was recognized as a close set of properties of particular groups that can be traced “by reference to cultural and/or biological characteristics believed to be inherent to the group” (Bucholtz, 2003, p. 400). This conceptualization reflected the essentialist point of view (Block, 2007; Norton Peirce, 1995; Ricento, 2005), thus scholars adapting such a view tended to evaluate the individuals identical to one another, neutralizing the effects of their distinctive identities on their decisions.

As a result of questioning the subordination of a greater whole and focusing on individualization, post-modern notion of identity has contradicted pre-modern and modern conceptualizations of identity (Hermans, 2006). Instead, the individual is seen as functioning in multiple social contexts that s/he is engaged in; thus, there might be multiple identities across different contexts. In this respect, Gergen (1991) coined the term “multiphrenia”, which refers to the sense of self that is multiple and dynamic, rather than having a center. Likewise, Gee (1999) delineates the term identity in a similar perspective by stating that “the “kind of person” one is recognized as “being” at a given time and place, can change from moment to moment in the interaction, can change from

context to context, and, of course, can be ambiguous or unstable... all people have multiple identities connected not to their “internal state” but to their performances in society.” (p. 99).

Upon the arrival of the post structural framework, the definitions of identity have become mostly non-essentialist in nature (Ricento, 2005), which can be regarded as a fundamental change in perspective. In this vein, “identity is not a fixed, stable, unitary, and internally coherent phenomenon but is multiple, shifting, and in conflict” (Varghese, Morgan, Johnston, & Johnson, 2005, p. 22). The fluid texture of the term identity indexes that it is bounded by the context and individuals negotiate their identities through use of language and discourse (Varghese, et al., 2005). In this regard, Norton (2010) argues that “every time we speak, we are negotiating and renegotiating our sense of self in relation to the larger social world and reorganizing that relationship across time and space” (p. 350). The relation to “other” has also been regarded as crucial for investigating identity by Miller (2009) considering the ways that individuals are viewed by other individuals within the community. In addition to being regarded as “relational”, Tsui (2007, p. 33) adds that it is also “experiential” in that it might be constructed as a result of experience. Therefore, multiple identities emerge by means of negotiation and (re)construction via contextualized language use. The multiplicity and the intricateness of the identity might be appreciated more prominently with the following quote from Alan W. Watts (2013):

“If you awaken from this illusion and you understand that black implies white, self implies other, life implies death (or shall I say death implies life?), you can feel yourself – not as a stranger in the world, not as something here on probation, not as something that has arrived here by fluke - but you can begin to feel your own existence as absolutely fundamental.”

The excerpt emphasizes the seemingly opposite positions that induce the association with one another are actually connected at a deeper level that it points to a holistic angle that everything is constitutionally intertwined and exists together. By encapsulating the inherent relation of the contrary concepts, the quote indicates that an individual could be capable of understanding their places within the world, instead of feeling out of place; they could feel the belonging of themselves to their surrounding worlds. In this vein, the dialogue is essential for validating or developing the constructions in the self so that one could “reach a cross-fertilization of the mini-society of the self and the macro-society at large.” (Hermans & Gieser, 2012, p. 18)

To conclude, the way of conceptualizing the term “identity” has faced a fundamental change and evolved over time. Considering the postmodern acknowledgement of identity, it has a potential to display a substantial contribution to the literature by conceptualizing it as a flexible, dynamic, and negotiable entity. It also provides a lens that empowers us to get a closer look on how individuals function across identities and how they pose themselves in the communities of practice. However, fixating on only postmodern notions of identity might be accompanied with some drawbacks. Accordingly, Akkerman and Meijer (2011) brings up the question of how an individual preserves a sense of self over time, and how s/he can be acknowledged as one if they are regarded as having multiple identities over different contexts and social communities. In this regard, Akkerman and Meijer (2011) asserts that denying modern approaches and embracing only postmodern notions of identity seem to be insufficient for providing a comprehensive lens on understanding identity. Therefore, extension of postmodern approach to identity by considering the modern notion of “core identity” (Gee, 1999) has been pointed out. On this matter, a broad-minded perspective might be put together as maintaining a somewhat more steady sense of self across contexts and performing multiple identities. In this respect, the following chapter includes a review of the related theoretical background assigned to the term “identity” to get a better grasp, eventually building on it as “teacher identity”, “preservice identity”, and “language teacher identity” in the forthcoming sections, respectively.

1.2. Statement of the Problem

According to Varghese et al. (2005), the teacher is not viewed as a “neutral player in the classroom but on the contrary, her positionality in relation to her students, and to the broader context... [is] vital” (p.34). In this respect, teachers are regarded as having a crucial role in the educational contexts. Parallel to this argument, the essentiality of conducting investigations upon teacher identity is stated as that “we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim, or which are assigned to them.” (Varghese et al., 2005, p. 34). Consequently, a growing mass of research in the field of teacher education emphasizes that teacher identity construction is fundamental in professional teacher development (Freese, 2006; Lasky,

2005; Olsen, 2008; Sachs, 2005; Nguyen & Yang, 2018), since identity has been referred as “an emerging field” (Miller, 2009, p. 172).

Defined by Gee (2000) as potentially being “an analytic tool for studying important issues of theory and practice in education” (p. 100), identity is seen as a vehicle that might contribute to the theoretical and practical dimensions of teaching. In this regard, deeper consideration upon teacher identity might be beneficial in developing teacher education programs and understanding this type of identity in general (Beauchamp & Thomas, 2009). It is also advocated as a framework, which can be used as a foundation for decision and meaning-making processes related to teaching (Bullough, 1997). From this perspective, teacher identity is seen as an integral element related to the profession itself and engagement into it (Day & Kington 2008; Izadinia, 2015). This construct is perceived to emerge before starting the profession, blossoming especially during the teacher training education. This stage might constitute as a basis for teacher candidates to enhance their knowledge, beliefs, theories upon teaching, and to question their role, proficiency, and preparedness for challenges that come alongside (Beauchamp & Thomas, 2009; Beijaard, et al., 2004; Izadinia, 2015; Timošćuk & Ugaste, 2010).

Teacher identity is also interpreted as being a core part of the teaching profession because it provides a framework for teachers to mold their conceptions upon “how to be”, “how to act” and “how to understand” their role and position in the community (Sachs, 2005, p.15). This concept is found to be sensitive to the surrounding components such as educational policies, social positioning, perceptions upon self-efficacy, which emerge before embarking on a journey as a teacher (Kavrayıcı & Ağaoğlu, 2020). Therefore, the teacher education process is found to be cultivating in terms of exploring the emerging bits and pieces upon teacher identities of preservice teachers. Since teacher education process is emphasized as being crucial in the formation of identity in the related literature (Trent, 2013), preservice teachers have the opportunity to embody their future selves as teachers (Beijaard, Meijer & Verloop, 2004; Izadinia, 2015). Particularly, this meaning-making process might be seen as a period of time, in which preservice teachers reflect on their emotions, experiences, prior beliefs, and approach towards teaching and learning (Grudnoff, 2011).

As underlined by Bullough (1997), “what beginning teachers believe about teaching and learning and self-as-a-teacher is a vital concern to teacher education; it is the basis for meaning making and decision making” (p. 21). This might be reflected in

the need for doing further research upon investigating preservice teachers' perceptions about themselves as teachers. In this vein, the need for examination of novice teacher identity development has been emphasized in the related literature (Beauchamp & Thomas, 2009; Johnson & Golombek, 2016; Kanno & Stuart, 2011; Tsui, 2007), which paves the way to investigate preservice teacher identity during professional involvement period such as practicum since it might influence the professional development of teachers along the way. Scholars such as Trent (2013) express the need for more longitudinal research with denser contextualization with regards to preservice teachers before, during, and after a practicum. The necessity for investigating teacher identities among preservice teachers is further indicated by Boote (2003) accordingly: "To learn to teach, student-teachers need to develop their capacity to balance and understand the competing demands of their desires, consciences, other people and reality" (p. 258). This requires a deep reflection into their emotions, aspirations, fears, how they position themselves and others individually and socially with regards to their emerging teacher selves. Likewise, development of teacher identities is prone to the surrounding context, which is elaborated by Miller (2009) as "the negotiation of teachers' professional identities is...powerfully influenced by contextual factors outside of the teachers themselves and their preservice education.... [T]he identity resources of the teachers may be tested against conditions that challenge and conflict with their backgrounds, skills, social memberships, use of language, beliefs, values, knowledge, attitudes, and so on. Negotiating those challenges forms part of the dynamic of professional identity development (p. 175).

However, recent literature shows that preservice teacher identities, especially in EFL context, have not been dwelled on much (Himmaman, Dumlao, & Chun-Fong, 2019). Therefore, the research upon how preservice EFL teachers negotiate, construct, enact their identities, and position themselves in their communities of practice is found to be insufficient. As for EFL contexts, diverse factors come into play considering the construction of teacher identity. In this respect, Ortaçtepe (2015) brings up the diversity of perceived roles and identities by highlighting that "...the issue of teacher identity plays a major role in describing the many identities adopted by these nonnative speaker teachers, who need to juggle at least 3 identities—L2 user, L2 learner, and L2 teacher—along with various sociocultural and political identities..." (p. 97). In this respect, narratives of the individuals are seen as a way of examining their ownership of their

identities as teachers (James & Bathmaker, 2010); thus, the stories they tell constitute crucial experiences that contribute to their identity construction and negotiation (Burns & Bell, 2011; Smith & Squire, 2007).

Nevertheless, it has been regarded that language teacher identity is a blossoming field of research in the Turkish context with a growing number of studies recently. Thus, the need for teacher identity research in the Turkish context has been emphasized by the recent studies (Balban, 2015; Aslan, 2016; Kavrayıcı, 2020). In this respect, preservice language teacher identity is advocated to be research-worthy in terms of many reasons. To start with, it has a crucial role in understanding the building blocks of future teacher identities. That's why, it might constitute a basis for meaning-making and decision-making processes ahead of starting the profession. In this vein, it might guide preservice teachers to build their affective skills, which might prosper their educational competences such as curriculum development (Kavrayıcı, 2020). Regarding the urgency of the context, teacher identity has been extensively studied in ESL contexts (Akkerman & Meijer, 2011, Arvaja & Sarja, 2021; Menon & Azam, 2021) as compared to EFL contexts (Trent, 2013, Riyanti, 2017; Kavrayıcı, 2020). Therefore, there is a need for investigating teacher identity in EFL contexts, which might be exemplified in a Turkish context. From this perspective, non-native teachers of English might better understand their construction of identities and dynamics underneath leading to such construction.

According to Trent (2010), teacher education programs should seek out opportunities for preservice teachers to equip them with necessary skills to examine local contexts and teaching practices, along with how these practices might be reflected in their own journeys of becoming a teacher. One way to achieve such a goal is regarded as critical reflection (Varghese et al., 2005), which might be used as a vehicle for investigating the contextual factors as well as identity-related factors affecting the context itself. In this respect, Reeves (2018) highlights the significance of raising awareness of the emerging nature of identity construction with regards to teaching during the preservice teacher period, along with induction years and also for experienced teachers. This can be exemplified by activities such as reflecting upon identity through teachers' oral or written narratives (Park, 2012) so that the "cultural resources and constraints that arise from their personal and social histories" (Menard-Warwick, 2008, p. 636) would be unearthed. Additionally, preservice teachers might consider alternative teacher selves, through

which they can find their own paths to constructing their identity and test their hypotheses upon certain type of identities (Reeves, 2018).

To evaluate their remarks upon the classroom reality, their aspirations, working theories on teaching, roles of a teacher and so on, preservice teachers can take on an individual reflection on identity to prosper in their profession (Pennington, 2015). With the help of such reflective activity or attention, they can grow a deeper understanding of their competencies and develop their emerging identities, which are to be executed in the classroom and in the community of practice (Pennington & Richards, 2016). Furthermore, the substantial assumptions underlying learning and teaching might be unpacked as a result of this internal critical attention to the pre-professional identity (Sarja & Arvaja, 2021; Arvaja, 2016). This, in turn, empowers them to become a reflective practitioner, who can evaluate and evolve their thinking and actions with regards to the context (Tiainen, Korkeamäki, & Dreher, 2018), and to take the tensions among their emerging teacher identity, the context of schools, and the dynamics of teacher education into consideration (Flores & Day, 2006). In this way, the emerging identities can be explored through examination of preservice teachers' "being, thinking and acting" as a teacher (Akkerman & Meijer, 2011; Gee, 2010), which can be executed by taking a closer look into their experiences to this end. According to Arvaja and Sarja (2021), this is also a sign of a need for encouraging preservice teachers to grow personally and to focus on their individual properties as a teacher rather than other areas of competency in teaching. This view was also supported by some earlier scholars such as Johnston (2005) in that he regarded "teacher orientations in the field of knowledge not as an isolated set of cognitive abilities but as fundamentally linked to matters such as teacher identity and teacher development" (p. 54). From this perspective, it is seen as vital to examine preservice teachers' identity negotiations to help their personal and professional growth as teachers (Yazan, 2018; Kavrayıcı, 2020). According to Beuchamp (2009), teacher education programs must take on the responsibility by setting the ground to flourish the investigation of emerging teacher identities.

Identity construction of preservice teachers is also seen as a delicate entity, which can be transformed into identity crises (Reeves, 2018), which emerge out of a conflicting experience in their sense of selves and cause alterations in their roles as teachers. "These conflicts could lead to new forms of engagement in practice, new relations with members of the community, and new ownership of meanings. Or they could lead to identities of

marginality, disengagement, and nonparticipation” (Tsui, 2007, p. 678). In this respect, Pillen, Beijgaard, and den Brok (2013) argue that stronger identities would be incorporated in the cases where teachers are persistent in exploring functioning formulas for their professional and personal issues regarding teaching. All in all, these remarks demonstrate that resilient and efficient teacher identity constructions eventually pave the way for the thriving initiation of teaching as a profession (Reeves, 2018). It is also of great importance that preservice teachers’ expectations upon their roles would be aligned with the actual dynamics of the context; otherwise, it might be concluded as leaving the profession after the initiation (Urmston & Pennington, 2008).

In addition to helping preservice teachers’ personal and professional growth and supporting them to embark on their profession in a healthy way, dwelling on their identity is also a matter of legitimization. Considering the nature of the contexts where English is taught as a foreign language, there seems to be certain teacher identities that are legitimized such as native speaker teachers of English, while other teacher identities are marginalized (Taner & Karaman, 2013). The illusion of the “native speaker as a superior teacher” (Golombek & Jordan, 2005; Tsui, 2007; Park, 2012) triggers non-native teachers of English to be marginalized. In a similar vein, how English language teaching can be decolonized and decentralized has been pointed out as a field of investigation (Morgan & Ramanathan, 2005), which gives rise to the recognition of local modes of teaching in the EFL contexts (e.g., Liu & Xu, 2011). Considering the thriving number of non-native teachers of English, Kumaravadivelu (2012) indicates a need for reformation of teacher identities across the globe by redirecting the dependency on center-based methods.

1.3. Purpose and Significance of the Problem

Regarding the preservice teachers’ growth as future teachers, the practicum has been recognized by the literature as a crucial medium that promotes professional development as a teacher (Horvath, Goodell, & Kostea, 2018; Thomson & Palermo, 2014). Flores and Day (2006) suggest that preservice teachers maintain a pre-professional identity that is shaped by the diverse portraits of teachers, emerging beliefs, and notions about being a good teacher, implicit theories upon learning and teaching. It is also noted that they rely on different collective anecdotes (Uitto, Jokikokko, & Estola, 2015) besides categorizations based on cultural aspects of teachers and teaching itself (Akkerman & Meijer, 2011).

In line with the postmodern views of identity, the present study aims to investigate the development of emerging teacher identity of Turkish preservice teachers of English as a foreign language (i.e., EFL) during the practicum period. That is, how they make sense of their selves in relation to this teaching context and how their construction of identity changes over time and what kind of elements are seen as fostering or hampering this development are among the concerns of the present study. This way of thinking is in line with the Trent's (2013) perspective in that "school-based learning to teach" is recognized as an experiential and interpretational process for preservice teachers. That is why, the operational definition of emerging teacher identities of preservice EFL teachers is associated with their sense of becoming a teacher in the practicum period (Pennington & Richards, 2016). Therefore, the following research questions are generated in line with the aim of the present study:

RQ1. How do Turkish preservice EFL teachers identify themselves as a teacher?

RQ2. How do their constructions of emerging teacher identities evolve over the practicum period?

RQ3. What are the perceived factors affecting the construction of emerging teacher identities?

Considering the scope of this research, it might contribute to the related literature in numerous ways. Firstly, the conditions and experiences that are recognized as obstacles to and opportunities for the construction of preservice teacher identity can be taken into consideration to make necessary adjustments in the teacher education program and in the practicum. Therefore, a sample framework upon how Turkish preservice EFL teachers construct, develop, negotiate their identities might be beneficial for the practitioners and researchers who are interested in investigating and understanding the dynamics of emerging teacher identities in an EFL context. Similarly, the findings can be considered in relation to the studies carried out in other unique contexts and discussed accordingly. Finally, it might empower preservice EFL teachers in that they would be legitimized in a global perspective, and their reflections upon their selves might contribute to the discoveries upon themselves as teachers and also as individuals.

1.4. Definition of Key Terms

Making sense of the complex procedure of preservice teacher identity construction in the field of teacher education is fundamental for unearthing the elements

that impact such transformation. In the process of embarking on their journeys of becoming teachers, preservice teachers confront a myriad of sociocultural, personal, and institutional factors in the meantime. Within the context of the present qualitative research that employs poststructuralist approach, this introduction aims to demonstrate a nuanced operational definitions of the key concepts that play a crucial role in shaping the negotiation of preservice teacher identity in the practicum context. By understanding the dynamic interplay among these constructs and how they might translate in discursive practices, power relations, social encounters, and positioning, researchers might gain an in-depth vision regarding the nature of teacher identity construction with regards to the unique characteristics that the present educational context provides.

Identity: Within the boundaries of this research, identity refers to the multiple and dynamic construction of an individual's understanding of self that is constantly negotiated and transformed by means of diverse interactions, contexts, and relations (Akkerman & Meijer, 2011). It is made up of a myriad of intersecting layers including personal, cultural, professional, and social identities.

Teacher identity: Teacher identity is framed as an intricate and evolving perception of self that an individual gathers in the context of teaching. It entails their beliefs, attitudes, theories, and perceptions about teaching and learning (Bullough, 1997; Beauchamp & Thomas, 2009), besides their commitment and engagement within the educational contexts.

Language teacher identity: Language teacher identity particularly encompasses the professional identity of individuals who teach languages in specific contexts such as English as a Foreign Language (EFL) or English as a Second Language (ESL). The intersection of linguistic, pedagogical, cultural, and personal layers of identities are incorporated to their attained roles as language teachers (Barkhuizen, 2017).

Emerging teacher identity: Emerging teacher identity embraces the dynamic nature of identity negotiation faced by preservice teachers in the course of the potential transition from students to teachers (Britzman, 1991). It embodies the processes of exploration, negotiation, construction, deconstruction, and reconstruction of their professional identities during the teacher training programs while they engage in with their preliminary teaching experiences.

Narration: Narration indicates the storytelling and reflecting on the personal experiences in a verbal or written form. This research has incorporated the notion of narration with

the function of a methodological lens to understand the storied experiences of preservice teachers as they embed their beliefs, attitudes, relations, and perceptions (Vásquez, 2009; Riordan & Farr, 2015) with regards to their emerging teacher identities.

Positioning: Positioning refers to the ways preservice teachers position themselves and get positioned by other individuals in the educational contexts such as classrooms or teachers' room in practicum institutions (Lay et al., 2005). It encompasses the power dynamics, interactions, and attitudes that might frame the negotiation of emerging teacher identities with regards to the sociocultural and educational contexts.

Practicum: Practicum entails the experience of supervised teaching that the preservice teachers undertake to complete their compulsory element of teacher training programs in the final year of education. The procedure is mostly framed as being placed in an authentic classroom setting in a real-life local educational institution, where preservice teachers gain their preliminary teaching experience under the guidance from practicum teachers and university based advisors for two academic semesters.

University-based advisor: University-based advisor or mentor teacher refers to the academic staff that are associated with the preservice teachers' practicum training procedure, and provide support, guidance, and interval supervision in the course of the practicum period. This individual might offer feedback, pedagogy-based support and mentorship as preservice teachers grapple with their practicum experience.

Practicum teacher: Practicum teacher refers to the individual that is affiliated with the practicum institution as a teacher and is intensely involved in the supervised teaching practices of the preservice teachers. As the preservice teachers navigate through their dynamic roles in the practicum context, they might offer feedback, supervision, pedagogical support, and mentorship during this process.

Students: Students refer to the individuals who are enrolled in classrooms of the practicum institution where the preservice teachers are affiliated with. They might represent the diversity of learners that the preservice teachers engage within their preliminary teaching experiences during the practicum period.

2. REVIEW OF LITERATURE

2.1. “Identity” in the Current Era

To explain such a deep, personal phenomenon as identity is not without complications, especially considering its dynamically evolving, constantly negotiated (Beijaard, Meijer, & Verloop, 2004; Farrell, 2018; Trent & Shroff, 2013) and multifaceted nature (Gee, 2000). In this regard, there are various definitions of identity in the literature, which have diverse theoretical underpinnings attached to them. Since it is a concept with many dimensions, some scholars examined it by focusing on nature, component(s), factor(s), and so on. To have a broader conceptualization upon the subject, previous literature might be referred to. For this purpose, some definitions and theorizations upon the term identity are presented in Table 1.

Table 1. *Definitions and theorizations of the term “identity”*

Authors	Definitions
Lave & Wenger (1991, p. 53)	“...long-term, living relations between persons and their place and participation in communities of practice.”
MacLure (1993, p. 312)	“... a resource that people use to explain, justify and make sense of themselves in relation to others, and to the world at large.”
Palmer (1997, p.17)	“Identity is a moving intersection of the inner and outer forces that make me who I am.”
Norton (2000, p. 5)	“... 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.”
Hall (2000, p.--- xi)	“... not already ‘there’; rather, it is a production, emergent, in process. It is situational— it shifts from context to context.”
Wenger (2000, p.239)	“... what we know, what is foreign and what we choose to know, as well as how we know it. Our identities determine with whom we will interact in a knowledge sharing activity, and our willingness and capacity to engage in boundary interactions.”
Danielewicz (2001, p. 10)	“... our understanding of who we are and who we think other people are.”
MacLure (2003, p. 131)	“... is always deferred and in the process of becoming—never really, never yet, never absolutely “there”.”
Beijaard, Meijer, & Verloop (2004, p. 108)	“...is shifting, unstable, and continually changing in response to the question: Who am I at this moment?”
Sfard & Prusak (2005, p. 15)	“... features prominently whenever one addresses the question of how collective discourses shape personal worlds and how individual voices combine into the voice of a community.”
Flores & Day (2006, p.220)	“... an ongoing and dynamic process which entails the making sense and (re)interpretation of one’s own values and experiences that may be influenced by personal, social and cognitive factors.”
Davis (2006, p. 4)	“...must be conceptualized as complex, multifaceted, and socially constructed through the process of situated interpretation.”
Block (2008, p. 27)	“... socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project in dress, bodily movements, actions and language.”

Table 1. *Definitions and theorizations of the term “identity” (continued)*

Johnstone (2008, p. 151)	"... the outcome of processes by which people index their similarity to and difference from others, sometimes self- consciously and strategically and sometimes as a matter of habit."
Beauchamp & Thomas (2009, p. 177-178)	"...dynamic rather than stable, a constantly evolving phenomenon... involves that self within an outside context..."
Arnett (2006, p. 16)	"... is thinking about whom you are, where your life is going, what you believe in and how your life fits into the world around you."
Cummins (2011, p. 191)	"...not singular or unitary but plural; a person has multiple identities, or identity facets within a composite identity."
Heisey (2011, p. 81)	"... situated within the mind but also exists within a social context."
Lee (2013, p. 343)	"... is a multifaceted and dynamic concept that should be defined according to context and purpose."

As seen in the Table 1, the term "identity" has been defined and characterized in various ways throughout the literature using different theoretical lenses. Whereas some definitions such as Lave & Wenger's (1991) bring out the importance of how a person relates to others and how this relationship affects their identity; some definitions like MacLure's (1993) consider this term as an inner capital that we can employ for various functions. In the meantime, the distinction that whether identity is to be characterized by internal or external forces has slowly faded away and it started to be regarded as a "moving intersection" of these dynamics (Palmer, 1997, p.17).

After the turn of the century, the definitions and the characterizations included a dynamic and multidimensional perspective (Davis, 2006; Cummins, 2011) that considers internal and external forces together (Heisey, 2011), realizing that identity might be much more than what had been assumed to be by then. In this vein, contextual factors were emphasized, and identity was described as a way of becoming in that it is emergent and situational (Hall, 2000; Davis, 2006). The process of becoming and not having a final version of identities were highlighted in the descriptions of MacLure (2003), Beijaard, Meijer, and Verloop (2004), Beauchamp and Thomas (2009) and Lee (2013) besides underlining the importance of context and purpose. Specifically, Beijaard (1995) asserted that there were plentiful meanings that individuals associate their identities with, which were drawn from others. In a similar vein, being selective in the nature of composing an identity and its role in establishing interaction with others were highlighted in some conceptualizations (Wenger, 2000; Danielewicz, 2001; Johnstone, 2008; Arnett, 2009).

A considerable amount of literature has scrutinized whether identity is a property of an individual or community, whether it is manifested in the mind or through interaction, whether it is personal or situational (De Fina, Schiffrrin, & Bamberg, 2006). In this respect, identity has been revealed to have the potential to be formed as a result of

both individual and co-construction processes (Clarke, 2008). Similarly, Johnstone (2008) argues that identity is something that is projected in the mind and executed through social interaction; thus, it shapes and is shaped by the context of the interaction in particular.

As explained by Pennington (2015), a self-concept goes beyond individuals' perception of their own presence at a point in time or an array of specific attributes, it is rather pictured as a "mental model that incorporates abstract images of the self as a person together with projections of what the person aspires to be and to have as desirable characteristics, relative to specific criteria of what is valued (e.g., kindness, wealth, academic success)" (p. 17). In this sense, identity has been introduced as individuals' performing, positioning, and executing certain facets of identities according to contexts and communities (Hall, 1997).

As defined by Watson (2006), identity is "an ongoing and performative process in which individuals draw on diverse resources to construct selves. This process is seen as emerging in and through narratives of practice." (p. 509). From this perspective, perceptions upon surrounding forces have a great role in molding the sense of self through (re)negotiation, (counter)positioning with regards to others. This is parallel to Norton's (2000) definition of identity, since perceptions, aspirations, possibilities, and sense of belonging to the surrounding social community matter in the construction of the identity. At this point, it should also be noted that in most cases, narratives are commonly examined with regards to one another and there is a salient consistency regarding the presentation of the identity (Ricoeur, 1991; Carr, 1986). However, due to (re)negotiation of lived stories, narratives do not usually indicate "a stable or unchanging identity or linear identity development" (Ruohotie-Lyhty, 2013, p. 122).

Considering narratives as a way of creating, shaping, and making sense of the identities, Block (2008) asserted that language is among the ways to achieve such functions. It is also viewed as a significant channel for delivery and interpretation of identities (De Fina et al., 2006; Johnstone, 2008). Similarly, Goffman (1959) stated that aforementioned analyses might be relevant when interaction with others prevailed so that social co-construction of identities would not be ignored. Taking individuals as active agents who have the resources to enact certain activities and interactions, Sfard and Prusak (2005) underlined the importance of identities in discourse and the way such identities relate to the surrounding community, since it is "situated within the mind" and

it is also maintained “within a social context” (Heisey, 2011, p. 81). This factor was echoed among the elements determining the sense-making and shaping of identity as social factors, along with personal and cognitive factors (Flores & Day, 2006).

Furthermore, types of identities have been classified in various ways in the related literature. For instance, Richardson and Watt (2018) bring up personal and social identities. While personal identities refer to the distinctiveness, habits, principles, and the notions that belong to self; social identities refer to the sense of belonging, relationship with others, how individuals pose themselves in the surrounding community. That aside, Cummins (2011) emphasizes multiple identities or identity facets amalgamated in one’s compound identity. In this regard, some elements in these facets are inherited, while some evolve in time through interaction with others. That is why it is not considered as a close set of characteristics that one perceives to have. Complementary to this, Gee (2001) views that individuals might have a “core identity” (p. 99) and also different versions of it might apply for different contexts, which are specified as Discourses in that they set the ground for diversified “ways of being” (p. 110). In this respect, his classification is designed with respect to the factors related to nature (essential characteristics), institution (attitudes towards authority), discourse (interaction with others about oneself), and affinity (experience with surrounding community). Those identities are in perpetual process of getting executed, managed, recreated mostly through language and discourse (Gee, 1996). According to Sutherland, Howard, and Markauskaite (2010), professional identity is a member of the multiple dimensions of a person’s identity, while Sammons, Day, Stobart, Kington, Gu, Stobart, and Smees (2007) recognize the components of identity as professional, situated, and personal. In another theorization upon identity, Wenger (1998) argues that it is reflective and collaborative in that the process is essentially sensitive to social factors such as communities of practice. Furthermore, Wenger (1998) asserts that “issues of identity are an integral aspect of a social theory of learning and are thus inseparable from issues of practice, community, and meaning” (p. 145). That is, identity might be regarded as a resource for maintaining interaction in the world, and there are various internal and external elements that affect such kind of reciprocal actions.

Overall, identity is an abstraction in a way that it is similar to a multipurpose fabric, which has a great potential to be utilized variously by different tailors with different combinations. In this respect, some research fields such as psychology (Erikson, 1968), philosophy (Mead, 1934), anthropology (Holland, Lachicotte, Skinner, & Cain,

1998), sociology (Côté & Levine, 2014) have dwelled upon this concept, considering its dimensions with diverse theoretical backgrounds. In the recent past, teacher education literature has gained interest in the identity studies (Freese, 2006; Hoban, 2007; Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001; Olsen, 2008; Riopel, 2006; Sachs, 2005). In the upcoming section, the term “teacher identity” will be analyzed in the literature and how it is conceptualized for the present study will be provided.

2.2. Describing “Teacher Identity”

The role of identity in teaching strikes one as being more prominent when compared to other fields of work (Singh & Richards, 2006; Sachs, 2005). This might be linked to the dynamic environment of teaching that is open to interpretation and being regarded as a process with various elements alongside. According to Johnson (1996), teaching is “a socially constructed activity that requires the interpretation and negotiation of meanings embedded within the context of the classroom” (p. 24). Therefore, it stands to reason that teaching as a profession allows for practices that can be interpreted through making sense of the context and the concept of identity embedded within.

In the literature, there have been many attempts to conceptualize the term “teacher identity”, although no single definition seems to be satisfactory in terms of covering all the dimensions. This is because it is a term that is difficult to define by its dynamic nature since it might evolve over time and includes various elements such as perception of self, emotion, role of narratives, discourses, reflective thinking, context, and so on (Beauchamp & Thomas, 2009). Therefore, it is considered as multifaceted (Gee, 2001), which corroborates with the similar issue regarding the aforementioned term “identity”. Therefore, there is a need to take a look at various clarification attempts to better comprehend this term. To summarize the definitions and conceptualizations that are introduced in this paper, Table 2 has been provided hereunder.

Table 2. *Definitions and theorizations of the term “teacher identity”*

Authors	Definitions
MacLure (1993, p. 311).	“...use to explain, justify, and make sense of themselves in relation to others, and to the world at large.”
Bullough (1997, p. 21).	“...teacher identity—what beginning teachers believe about teaching and learning as self-as-teacher—is of vital concern to teacher education.”

Table 2. *Definitions and theorizations of the term “teacher identity” (continued)*

Mayer (1999, p. 6–7)	“A teaching role encapsulates the things the teacher does in performing the functions required of her/him as a teacher, whereas a teaching identity is a more personal thing and indicates how one identifies with being a teacher and how one feels as a teacher.”
Beijaard, Meijer, & Verloop (2004, p. 111, 112, 123)	“... an on-going process, and therefore it is a constantly evolving phenomenon.” “... the active pursuit of professional development and learning in accordance with a teacher’s goals.” “... is a process of practical knowledge-building characterized by an ongoing integration of what is individually and collectively seen as relevant to teaching.” “...professional identity is not something teachers have, but something they use to make sense of themselves.”
Sachs (2005, p. 15)	“...not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience.” “...provides a framework for teachers to construct their own ideas of ‘how to be’, ‘how to act’ and ‘how to understand’ their work and their place in society.”
Hammerness, Darling-Hammond, & Bransford (2005, p. 384).	“...their dispositions, where they place their effort, whether and how they seek out professional development opportunities, and what obligations they see as intrinsic to their role.”
Lasky (2005, p. 901)	“...how teachers define themselves to themselves and to others.”
Flores & Day (2006, p.220)	“...the collection of influences and effects from immediate contexts, prior constructs of self, social positioning, and meaning systems (each itself a fluid influence and all together an ever- changing construct) that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments.”
Beauchamp & Thomas (2009, p.175)	“...an organizing element in teachers’ professional lives.”
Akkerman & Meijer (2011, p. 315)	“...an ongoing process of negotiating 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.”
Morgan & Clarke (2011, p. 825)	“...a potential site of pedagogical intervention and an area of explicit focus in teacher preparation.”
Mockler (2011, p. 519)	“...the way that teachers, both individually and collectively, view and understand themselves as teachers [and it] is thus understood to be formed within, but then also out of, the narratives and stories that form the ‘fabric’ of teachers’ lives.”
Brok, Want, Beijaard, & Wubbels (2013, p. 143)	“... refers to questions that teachers may ask themselves, like ‘who am I as a teacher?’ and ‘what kind of teacher do I want to become?’”
Bukor (2015, p. 323)	“...an intricate and tangled web of influences and imprints rooted in personal and professional life experiences... and it reflects not only the professional, educational, and pedagogical aspects of being a teacher but – more importantly – the imprints of the complex interconnectedness of one’s cumulative life experiences as a human being.”
Pennington (2015, p. 17)	“...a construct, mental image, or model of what “being a teacher” means that guides teachers' practices as they aim to enact “being a teacher” through specific acts of teacher identity.”
Reeves (2018, p. 4)	“...the practice of becoming and being a teacher.”

When defining this term, Sachs (2005) asserts 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

that experience” (p. 15). In this respect, it is seen as a constantly developing process, which depends on various elements including (re)interpretation of meanings, roles, positions that occur in the classroom. According to Pennington (2015), teacher identity is regarded as a mental representation of what it means to be a teacher and how this image gets accompanied by certain practices.

As stated by Olsen (2008), teacher identity is prone to the accumulations of multiple constructs, and it shapes the practices of the teacher but also is shaped by the immediate context of teaching. Agreeing upon the value of continuous interpretation and its potential to become directed by the experience, Sachs (2005) and Beijaard et al., (2004) also emphasize that it can only be made sense through that particular experience and interpretation of it. Besides, Sachs (2005) also recognizes several facets of teacher identity such as “how to be”, “how to act”, and “how to understand”, which constitute a concrete way of potentially examining this entity. On the other hand, Beauchamp and Thomas (2009) summarizes this intricate term as “an organizing element” (p.175) that guides teachers’ professional practices. Similarly, it is also seen as a vehicle that teachers can utilize for recognizing and interpreting their positions with regards to their communities of practice.

Through the lens of sociocultural theory, teacher identity is seen as both a product and a process (Olsen, 2008; Sfard & Prusak, 2005). While product refers to the outcome of inner and outer impacts on teacher identity, process refers to the continuous negotiation considering the formation of teacher identity, which ultimately calls for a special emphasis on context and purpose while investigating this concept. Accordingly, Olsen (2008) argues that he views identity as a “a label, really, for the collection of influences and effects from immediate contexts, prior constructs of self, social positioning, and meaning systems (each itself a fluid influence and all together an ever-changing construct) that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments” (p. 139). As for the dynamic dimension, it is considered to be affected by alternating educational developments and teachers’ changing beliefs upon practice (Yalçın Arslan, 2019), among many other variables.

The evolving dimension of teacher identity construction is further emphasized by Britzman (2003), who viewed this journey as a “process of becoming”. Similarly, Millar Marsh (2002) agrees upon the statement that teachers are perpetually engaged in

“fashioning and refashioning” (p. 8) their identity constructions. Considering the dynamic nature of the discourses, identity formation is seen to be associated with ‘how collective discourses shape personal worlds and how individual voices combine into the voice of a community’ (Sfard & Prusak, 2005, p. 15). In this light, it should be noted that both individual and collective dimensions matter in the course of interpretation of teacher identity (Beijaard, et al., 2004; Mockler, 2011).

Teacher identity is also associated with self-concepts that are affected by individual desires and vision (Mahmoudi- Gahrouei, Tavakoli, & Hamman, 2016), which might be unearthed through questioning one’s own self-image and desired image at a particular point in time and place (Beijaard, et al., 2004). In this sense, the perceptions upon their self-image become recognizable if they reflect upon how they commit to their profession, what kind of things they feel obliged to do essentially, and so on (Hammerness, Darling-Hammond, & Bransford, 2005). This image is also linked to teachers’ theories, conceptualizations upon teaching and learning, and “personal practical knowledge” (Connelly & Clandinin, 1987, p. 296; Yazan, 2018).

While defining this loaded concept, researchers such as Akkerman and Meijer (2011) have reiterated the argument that it includes perplexing multifaceted processes of identity formation, a perpetual negotiation, and a social dimension. In a similar perspective, Yazan (2018) pinpoints five common characteristics regarding the theorization upon what is covered in the formation of teacher identity in the literature as following:

- 1- Conceptualizations and beliefs about the self as a teacher (Bullough, 1997; Cohen, 2010; Kelchtermans, 1993; Lasky, 2005; Mockler, 2011),
- 2- Outsider expectations and self/other-positioning (Akkerman & Meijer, 2011; Beijaard et al., 2004; Olsen, 2008; Urzúa & Vásquez, 2008),
- 3- Ongoing negotiation and being in a dynamic state (Akkerman & Meijer, 2011; Olsen, 2008),
- 4- Being (re)shaped through social interactions and the force of the context (Cohen, 2010; Lasky, 2005; Olsen, 2008),
- 5- Having the potential to progress via commitment to, investment, and engagement in the teaching profession (Akkerman & Meijer, 2011; Hsieh, 2010).

In the literature, there are various conceptualizations upon how scholars define sub identities within the construct of teacher identity. These conceptualizations support

the notion of multiple identities applied to the formation of teacher identity and attempt to classify distinct dimensions of teacher identity by considering the variations embedded within. Researchers mainly recognized two types of sub-identities as personal and professional identity. While personal identity is relevant to teachers' roles outside the teaching context, which includes positioning to friends and family, individual relationships, emotions, and beliefs (Day & Kington, 2008); professional identity is associated with teachers' knowledge on teaching and practices, which include their aspirations about ideal teacher, elements of professional development, their perceptions of their role as a teacher, and so on (Day & Kington, 2008). The relationship between personal and professional identity of a teacher can further be comprehended by attending to Wenger's (1998) theory of community of practice. In this sense, these two types of self are "mirror images of one another", and the same five properties relate to both: "identity is the negotiated experience of self, involves community membership, has a learning trajectory, combines different forms of membership within an identity, and presumes involvement in local and global contexts" (p. 149). On the other hand, Beijaard et al. (2000) specify three sub-identities of teacher identity as a subject matter expert, pedagogical expert, and didactical expert, which has been deduced eventually as that teachers' professional identities encompass sub-identities depending on diverse relations and contexts (Beijaard et al., 2004).

All in all, there seems to be a lack of clarification on how to define identity, teacher identity, and professional identity in the related publications. According to Lasky (2005), teacher professional identity is associated with the way each teacher depicts their own perceptions of themselves. In addition to these perceptions, Beijaard et al. (2004) point out that there are also perceptions of teachers as being a part of a professional community, which are to be taken into consideration in the course of shaping a teacher identity. Based on the dynamic nature of teacher identity construction, Beijaard, Verloop, and Vermunt (2000) assert that such construction is shaped through situated social interactions. That is, accumulation of prior experiences gained by living in a special culture or setting have a role in molding the pieces that lead up to teacher identities. However, it should be noted that teachers do not compose their identities from scratch since they have emerging theories and beliefs upon teaching and learning, which mostly depend on prior experiences (Gabrys-Barker, 2010). In addition, how teachers mold their relationship with the students, the materials, methods with their educational and teaching experiences

might shape particular dimensions of the teacher identity (Pennington, 2015). Consequently, the mental image that is created out of negotiation of teacher identity has the potential to determine classroom-based decisions and the positioning with regards to the surrounding community.

On the other hand, the integration of personal and professional dimensions of identity to form a teacher identity is something that is mostly agreed upon (Arvaja, 2016). Viewed in this way, Volkmann and Anderson (1998) argue for a sense of balance between personal self-image and the social attributes that teachers undertake. This alignment is further highlighted by Akkerman and Meijer (2011) that whatever a teacher feels correspondent with teaching has also a role in the personal self by stating that it should not be limited to the boundaries of “where a teacher begins and where the teacher ends” (Akkerman & Meijer, 2011, p. 317). Similarly, individual narratives, experiences, and interactions are considered to be influencing the composition of the professional self. Highlighting the changing nature of beginning teachers, Danielewicz (2001) establishes that “every person is composed of multiple, often conflicting, identities, which exist in volatile states of construction or reconstruction, reformation or erosion, addition, or expansion” (p.10).

2.2.1. Preservice teacher identity

In the literature, it is often stated that preservice teachers bring their beliefs, values, and emerging theories upon learning and teaching upon arriving at the teacher education programs (McDiarmid, 1990; Mahlios & Maxson, 1995). Towards becoming a teacher, preservice teachers’ prior conceptualizations upon learning and teaching affect their blossoming teacher identities. As for the subtle difference between teacher and preservice teacher identity is explained by Miller (2006) as following:

“A preservice teacher identity is similar to a teacher identity with the exception that the individual is taking on the demands of what it is to be a teacher and the individual is marginally situated in two worlds—that of the inchoate educator who is making meaning of what a teacher is and does and that of student (Britzman, 1991).” (p. 165)

Taking a closer look at preservice teachers and how they construct their identities as teachers-to-be, prior experiences constitute a tool for reflection, which is to be used for making sense of the emerging experiences and molding their teacher identities (Lee & Schallert, 2016). In this regard, Gee (1990) characterizes the professional identity as

“person narrativization of what consists of his or her (never fully formed or always potentially changing) core identity as a teacher” (Sutherland, Howard, & Markauskaite, 2010), which overall features the shifting nature of the identities at work. At this point, personal and contextual factors have the potential to frame how they conceptualize themselves as future teachers (Flores & Day, 2006; Meijer, Korthagen, & Vasalos, 2009). The embroidery of their potential teacher selves is thought to be arisen from the teacher education process and also their own experiences about teaching and learning (Sutherland et al., 2010). Especially during the preservice education period, the teacher candidates maintain an emerging teacher identity that incorporates various figures of teachers, preliminary beliefs upon what makes a good teacher, theories in the making related to teaching and learning, etc. (Flores & Day, 2006). In a similar vein, Britzman (1986) claims that “Prospective teachers, then, bring to their teacher education more than their desire to teach. They bring their implicit institutional biographies—the cumulative experience of school lives ... which in turn, inform their knowledge of the student’s world, of school structure, and of curriculum. All this contributes to well-worn and commonsense images of the teachers’ work and serves as the frame of reference for prospective teachers’ self-images.” (p. 443). In this respect, the context of teacher education programs is thought to influence the composition of a teacher identity (Jackson, 2018) in a way that the teacher candidates’ beliefs about their future self as a teacher might be affected to some extent.

Considering preservice teachers as active agents, the perceptions upon themselves as teachers might be interpreted through narratives, which typically include a sense of time and place within the experiences and anticipations (Ritella & Ligorio, 2016). In this respect, Britzman (2003) highlights that preservice teachers’ narratives upon their accumulated instances related to school life might function as a refined perspective, allowing them to reflect upon their ‘persistency of particular worldviews, orientations, dispositions, and cultural myths’ (p. 27). Interestingly, several research shows that preservice teachers mostly adopt a straightforward identity that conforms to the context (Alsup, 2006; Hinchman & Oyler, 2000); unlike the general notion of dynamic teacher identity. Similarly, Richardson (2003) argues for a lack of flexibility considering preservice teachers’ favored forms of teaching in a way that they maintain robust notions of teaching and learning. In this respect, Knowles (1992, cited in Franzak, 2002) indicates four main sources that affect preservice teachers’ identity construction: role models,

especially positive ones; previous teaching experiences; significantly positive or negative education classes; and remembered childhood experiences about learning and family activities. This is further recognized by Zembylas (2003) since it is stated that the formation of teacher identity is never asocial. That is, it is not just a reflection of the self, rather it is intertwined with social factors alongside.

To conclude, prior studies claim that aforementioned elements have the potential to influence the formation of preservice teacher's emerging identities, which evolves over time since it is highly context-sensitive and interpretive by nature. Earlier conceptualizations upon composing their teacher identity, in turn, might possibly affect the way they teach in the long run. To get a better understanding upon a specified type of teacher identity, the next section is allocated for discussing second language (i.e., L2) teacher identity.

2.2.2. Language teacher identity

Defined by Gee (2000), identity is viewed as “being recognized as a certain ‘kind of person’, in a given context” (p. 99); thus, language teacher identity can be regarded as relating certain individuals to their professions as language teachers. To investigate their perceptions upon themselves as language teachers and how they position themselves in their own communities of practice is of importance for the professionalization of language teaching. According to Varghese et al. (2005), “In order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim, or which are assigned to them” (p. 22).

To have a deeper and multifaceted insight into the definition of language teacher identity, Barkhuizen (2017) provides an elaborated interpretation as following:

“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)

This composite definition of Barkhuizen (2017) demonstrates a lot of dimensions of language teacher identity. In this respect, language teachers cognitively make an effort to reflect on themselves, who they aspire or fear to become. Therefore, this concept is influenced by other members of the community, since it is displayed, negotiated, and co-constructed via interaction. That is, individual and social dimensions are both reflected in the construction of the identity. Moreover, it is emphasized that such identities are not possessions, rather they are enacted depending on the context. In this sense, multiple identities exist in accordance or in conflict with one another, which have varying relations with the self. The definition also highlights the dynamic nature of the identity and argues that it is also a subject to material interaction. This might include how teachers use similar materials in distinct ways, which have the potential to be parallel to the perceived identities and underlying principles that support such a view of the selves.

Stemming from the increasing tendency towards sociocultural perspective in the second language teacher education (Johnson, 2006), there has been a shift considering how teachers are viewed. Instead of a group of passive technicians applying methods prescribed by SLA research, they are now beginning to be regarded as individuals who have their own beliefs, theories, past experiences as learners and pre-service teachers upon language teaching and learning. Accompanying this change of perspective, “over the past 15 years, there has been an explosion of interest in identity and language learning, and “identity” now features in most encyclopedias and handbooks of language learning and teaching” (Norton & Toohey, 2011, p. 413). Consequently, most scholars have turned to teachers, inquiring about their learning processes, which has sparked interest in investigation of L2 teacher identity construction overall.

As for the factors affecting language teacher identity, there are various arguments in the related literature. According to Beijaard, Verloop and Vermunt (2000), context of teaching, experience in teaching, and the personal life history of the teacher affect the perceived language teacher identity construction. That is, the dynamic nature of the surrounding atmosphere, accumulated encounters during teaching, and the personal filter that emerged out of past life might affect the decision-making processes of a teacher, thus potentially shaping the identity-related constructs. Similarly, Pennington and Richards (2016) outline such elements in the name of “foundational competencies of language teacher identity” as following:

1. Language-related identity: This specifies the background and the proficiency that a language teacher attains for being able to teach specific linguistic competences and to use language as a vehicle to promote learning. Here, especially for second language teachers, the feeling of being an insider or outsider comes into play, considering how teachers identify themselves.
2. Disciplinary identity: This contains the possession of necessary formal education, which offers the required expertise in the field to become licensed as a language teacher. These areas of knowledge, such as psycholinguistics, might not be directly transferable to the practice but still recognized as building blocks of professionalism in language teaching.
3. Context-related identity: Teaching contexts might have some factors that influence the composition of language teacher identity; therefore, they might be regarded as opportunities (e.g., ideal class size) or obstacles (e.g., malfunctioning hardware) depending on their effects on teaching.
4. Self-knowledge and awareness: This highlights one's own awareness on his/her own competencies, strengths, and weaknesses, and how these can be utilized for promoting teaching. These might be unearthed via narratives and reflections, which indicate language teachers' self-awareness and how they relate to their own characteristics.
5. Student-related identity: The focus on learners and the interactional dimension of teaching is emphasized under this dimension. The way of relating to their students and reflecting upon how this reciprocal relation is being reflected in the formation of language teacher identity are viewed as a path towards producing more skilled behavior as a teacher.

Upon investigating each type of foundational competencies that bring about the language teacher identity, it further solidifies that this construct is multifaceted, developing perpetually, and it can be interpreted out of narratives and biographies (Beijaard, et al., 2004). This investigation might apply to pre-service teachers to be able to better understand their aspirations, fears, emerging theories about teaching and learning, how they position themselves in relation with their communities of practice, and so on. To sum up, the terms such as identity, teacher identity, and language teacher identity have been scrutinized earlier so that such descriptions and ways of looking into those concepts might serve as a groundwork to the present study. Accordingly, several

definitions have been found to be reflecting the philosophy underneath, such as Palmer's (1998) since identity is acknowledged as a "moving intersection of the inner and outer forces" (p.13). Additionally, it should also be noted that it is an unfinished construct as in Hall's (2000) description that it is "not already 'there'; rather, it is a production, emergent, in process." (p. 11). This is also in line with Beijaard, Meijer, and Verloop's (2004) description and the dynamicity is accompanied by the question "Who am I at this moment?" (p. 108). Being multifaceted and dynamic, identity is not viewed as a construct that is completely unstable (Akkerman & Meijer, 2011). Therefore, Cummins's (2011) definition of identity is relevant here since identity is "not singular or unitary but plural; a person has multiple identities, or identity facets within a composite identity" (p. 191).

As for the basis for teacher identity as a construct, Sachs's (2005) definition fits well in this study because it is assumed that it is "negotiated through experience and the sense that is made of that experience" (p. 15). Additionally, Pennington's (2015) perspective of it being "a construct, mental image, or model of what "being a teacher" means that guides teachers' practices as they aim to enact "being a teacher" through specific acts of teacher identity" (p. 17) comes across as compatible for the present study. In this sense, researching upon teacher identity is considered as "a potential site of pedagogical intervention and an area of explicit focus in teacher preparation" (Morgan & Clarke, 2011, p. 825). Further details about the theoretical underpinnings of the present study will be elaborated in the subsequent sections.

Overall, the conceptualization of identity has been a concern of several sub-fields within social sciences (Goffman, 1973; Mead, 1934). In fact, the rising interest regarding this subject matter has signaled the vitality of the meaning-making of the identity in an ever-changing global world (Buckingham, 2008). For this particular reason, the studies focusing on the teacher identity have flourished as a distinctive set of inquiry that is multilayered (Beijaard, Meijer, & Verloop, 2004). There is also a basis of an inference that it might be among the compelling elements guiding teacher perceptions with regards to their efficacy, motivation, job commitment and satisfaction, therefore constitutes an indispensable part of their work (Day, Kington, Stobart, & Sammons, 2006). The research suggests that the preservice teachers with a robust perception of teacher identity have been associated with higher amounts of reflection and engagement in their teaching practices (Ruohotie-Lyhty & Moate, 2016; Yuan & Mak, 2018); which, in turn, translates as obtaining greater teacher retention rates (Izadinia, 2015; Noonan, 2019). In this vein,

some studies have correlated the increased proportions of teacher withdrawals with the emotional load in the making of early teacher identities (Schutz & Zembylas, 2009; Nichols, Schutz, Rodgers, & Bilica, 2017).

Especially during the periods of being preservice teachers and initial teachers, the journey is mostly described as unstable and also full of discomfort (Flores & Day, 2006; Pillen, Beijaard, & Brok, 2013); where they start having internal battles regarding their personal and professional positioning upon their becoming a teacher (Beijaard et al., 2004). Therefore, it is claimed that the activeness of the teachers in the process of identity construction is crucial since they can shape their working theories under the impact of several elements such as close family and personal relations, observation, teaching experiences, cultural background, policy, and so on (Sugrue, 1997). In this regard, although teachers' identity reflections and struggles have been the focus of many studies, the intricate processes of transformation and the dynamics of these fluctuations have been constituted as rather like a "black box" (Van Rijwijk, Akkerman, & Koster, 2013, p. 56).

While similar studies have elaborated the understanding of teacher identity construction in general, there is a paucity of studies regarding the emerging teacher identity of EFL preservice teachers during the practicum process and how the variations and the changes occur in the negotiation of these identities through situated narratives that might uncover the positionings of the preservice teachers and their perspectives upon their "becoming of teacher" journeys. In the present study, the language teacher identity is taken as a socially and dialogically constructed process that has intricate dimensions and positionings embedded within. Therefore, in the making of the emerging teacher identity, these elements are negotiated and positioned accordingly by the preservice teachers in the socio educational contexts (Barkhuizen, 2017) such as the practicum. In the pursuit of responding to the aforementioned research gap, the present study scrutinizes the identity transformations of the preservice teachers during the practicum period based on the assumption that "'being someone who teaches' or 'teacher identity', cannot be seen as an end point, but instead should be defined 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." (Akkerman & Meijer, 2011, p. 317, 318) and that the practicum is a process that the emerging identities become the most unstable (Beauchamp & Thomas, 2011). During this specific time of turmoil, the preservice

teachers have been ascribed as involved in an exhaustive identity labor, which they tend to construct and reconstruct, build and rebuild their emerging teacher identities (Beauchamp & Thomas, 2011; Trent, 2013). That's why, it is needless to mention that the practicum is a timeline when the preservice teachers confront an emotionally-loaded experience that is destabilizing overall (Beauchamp & Thomas, 2011; Bloomfield, 2010) and causing them to feel left alone and marginalized (Bloomfield, 2010, p. 232).

2.3. Theoretical Background

2.3.1. Dialogical self theory

Socrates was delayed upon arriving at Agathon's house due to his own thoughts in the atrium. With his entrance, Agathon solicits Socrates to take a seat next to him so that he could contact him and become wiser through knowledge transmission of some kind. Consequently, Socrates replies:

“How I wish, taking his place as he was desired, that wisdom could be infused by touch, out of the fuller into the emptier man, as water runs through wool out of a fuller cup into an emptier one.”
(Plato, 1999, p. 175)

With this brief composition, the understanding of transmissive mindset and the nature of constructing a knowledge based on a dialogical way might be scrutinized since a load of knowledge transportation is cherished to happen with a mere act of touch in a paradoxical manner. In this vein, it should be considered that Marsico (2017) remarks in the preface of the book titled as “Dialogical self theory in education: An introduction” (Meijers & Hermans, 2018) that there is a crucial amount of standardization regarding the teaching practices via the exposition of exhaustive recipes upon the expected way of learning, teaching, and so on. Therefore, this anecdote sits at a particular place in this debate in that it might help us realize the challenging journey of learning and teaching; and that it is rather accomplished with negotiation of the preset knowledge and beliefs; which is indubitably, by means of a dialogue. In this regard, the dialogue has been associated with being an effective and also a reframing tool to become conscious of the world around and inside our Self essentially (Marsico, 2015; Hermans, Konopka, Oosterwegel, & Zomer, 2017).

This viewpoint was born in Europe (Hermans, 1996) at the intersection of American pragmatism and Russian dialogism (Hermans & Hermans-Konopka, 2010).

Integrating the fundamental theories of self (James, 1890; Mead, 1934) and dialogical theories (Bakhtin, 1981, 1986), it attempts to establish equal weight to individual and social perspectives upon the composition of identity. Diagnosed as inherently “social”; the concept of identity is regarded as being a rich and dynamic abstraction throughout the related literature (Gee, 2001; Alsup, 2006; Beijgaard, et al., 2004; Farrell, 2018). This perspective of being subjected to others while reflecting upon oneself originated from Mikhail Bakhtin’s (1981) conceptualization of the reciprocal relationship of “self” and “other”. Labeled as a dialogic approach, it considers that all remarks upon self are constructed as a response to a particular other. Therefore, the Bakhtinian perspective regards the correspondence among interlocutors, texts, intended audience, etc. in order to grasp the tangled and fluctuating disposition that identities have. According to Bakhtin (1981), “all words have the ‘taste’ of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour” (p. 293), which constitutes the “voice” of self. In this respect, a particular voice indicates “using words that index some social position(s) because these words are characteristically used by members of certain group(s)” (Wortham, 2001, p. 38). In a similar vein, Ritella and Ligorio (2016) regards voice as a concept that enables surveilling multiple identities in progress; thus, negotiation among such identities gives rise to unearthing the narration of selves.

Considering the present study, the main focus is on how Turkish pre-service EFL teachers mediate among different voices internally, which builds up to the construction of narrations upon their identities as teachers. In this sense, teacher identity is also advocated to be considered as in a mutual association with others such as students, administrators, faculty members of teacher training programs, and so on (Hallman, 2014). Through examining the positionality of language, Bakhtin (1986) argues that “the single utterance, with all its individuality and creativity, can in no way be regarded as a completely free combination of forms of language” (p. 81). From this perspective, pre-service teachers are held as active agents who shape and negotiate their identities through dialogic use of language. This indicates that such conceptual framework enables us to remark teacher identity as a “text in process”, which is in constant evaluation and interpretation (Hallman, 2014), which is parallel to the aforementioned definition of identity that it is something which is “not already ‘there’; rather, . . . a production, emergent in process. It is situational – it shifts from context to context” (Hall, 2000, p.

xi). In this light, it is assumed that transforming pre-service teacher identities into texts authorize them as the owners and others as the readers of the text, which overall contributes to the emerging teacher identity development (Hallman, 2014).

Overall, expanding the dialogic remarks upon identity, *Dialogical Self Theory* attempts to deliver a theoretical composition of identity by acknowledging both modern and postmodern stances. That is, it assumes that identity is multiple, discontinuous, and social in nature while at the same time being unitary, continuous, and individual (Akkerman & Meijer, 2011). The multiplicity and dynamic nature of the self is also found to be having specific movements such as decentring or in other words, centrifugal movements that enlarge the viewpoint and open new perspectives in the self; whereas this movement might also trigger situations such as diversion and confusion, which ultimately lead the way to identity crisis (Arnett, 2002). Thus, the balance and harmony is associated with centering/centripetal movements in the self. Viewed in this way, emerging teacher identities might be subjected to diverse mobility in the self and internal negotiations regarding the significant others, various institutions, and contexts such as their teacher education programs and the practicum. In this respect, the meta-position is exemplified as having a moment of self-reflection after having been exposed to the experience at hand. Therefore, Meijers and Hermans (2018) remarks this positioning as higher level, which allows the individuals to look at their encounter and move forward accordingly. In this vein, Meijers and Hermans (2018) have listed the properties of having a meta-position as the following:

“(a) it creates an optimal distance toward other positions...; (b) it allows one to take an overarching view of a multiplicity of positions, both internal and external ones, so that they are considered simultaneously and in their patterns (helicopter view); (c) it enables one to see the linkages between positions as part of one’s personal history and the collective history of one’s group or culture; (d) it allows a long-term view of the self when past, present, and future positions are seen in their interconnections; (e) it leads to an evaluation of the several positions and their organization; (f) it stimulates awareness of the accessibility of positions. Each position has an entrance and an exit. When the entrance is closed, the meta-position is prevented from knowing the specific needs, wishes and values of this position. In contrast, a well-developed meta-position creates an open entrance to a broad variety of specific positions that can then share their experiences and stories with the meta-position; and (g) they stimulate awareness of the direction of change and of the importance of particular specific positions for the future development of the self. In summary, the development of a meta-position with a broad scope and long-

term perspective, contributes, more than most other positions, to the cohesion, continuity, and organization of the self (Hermans & Hermans-Konopka, 2010).” (p 10-11)

From this perspective, meta-position might be practiced via dialogic work by the preservice teachers in order to facilitate and comprehend better their negotiation of their emerging identities across diverse timelines. In this vein, dialogical self theory integrates the micro and macro analytical approaches (Henry, 2016). While micro level indexes examining shorter time periods that in this case, a preservice teacher “takes on and shifts between I-positions in response to relevant others,”; macro level indicates examining longer durations of time such as “past, local and future stories, as well as the socio-cultural conditions of the teacher’s environment” (Akkerman & Meijer, 2011, p. 316). Therefore, each respective level of analyses will be given room in interpreting the multiple layers of early teacher identities and the embedded positionings that are constructed by Turkish preservice EFL teachers in the current study.

2.3.2. Narrative positioning

Schiffrin (1996) defines a narrative as “a linguistic lens through which to discover people’s own (somewhat idealized) views of themselves as situated in social structure” (p. 197). In this light, they can be a record of happenings referring to past, present, future, or imaginary timeline, and typically the narrator takes longer time within the conversation, compared to other interlocutors (Labov, 2001), which might induce their positionings. Although the aim is to get the story across from the narrator’s own perspective, the listener is also a part of the conversation. That is, narratives are mostly co-constructed since the listeners might reflect on and relate to the stories. From this perspective, a narration “is not only a genre, [but] it is also a social activity involving different participant roles” (Ochs, 2006, p. 77), which contributes to the construction of identities through such process (Benwell & Stokoe, 2006; Riordan & Farr, 2015). It is argued that narratives are told “...in order to entertain, to resolve tensions, to justify or explain their actions, to demystify and make sense of life events, to complain, to instruct...” (Vásquez, 2009, p. 260) and so on. Thus, the construction and reconstruction of emerging teacher identities might be unearthed through preservice teachers’ narratives and through these narratives, their positionality might also be uncovered. In this regard, positions are seen as multiple, ever-changing, and dynamic; which are theoretically conceptualized as “the discursive construction of personal stories that [make] a person's

actions intelligible and relatively determinate as social act and within which members of the conversation have specific locations” (Harre & Van Langenhove, 1999, p. 395)

The role of narratives in indicating teacher identities has also been underlined through previous literature (de Fina, et al., 2006; Johnstone, 2008; Liu & Xu, 2011, Riordan & Farr, 2015). “If we wish to take seriously the study of situated social identities of language teachers and learners – the time has come for the field to also recognize and value the potential that sociolinguistic small story narrative analysis can contribute to TESOL” (Vásquez, 2011, p. 536). In a similar vein, Sfard and Prusak (2005) index the conduciveness of narratives for examining the emerging identities: “As stories, identities are human-made and not God-given, they have authors and recipients, they are collectively shaped even if individually told, and they can change according to the authors’ and recipient’ perceptions and needs. As discursive constructs, they are also reasonably accessible and investigable” (p.13). From this perspective, narrative analysis has been found convenient for setting the ground for investigating emerging identities of preservice teachers.

Furthermore, having a narrative angle to examining teacher identities holds power in a way that it might be used as a support for personal growth. “To see teachers’ professional identities as narrative constructions and to view them from the social constructionist point of view where one’s identity is constantly constructed and reconstructed in interaction with others offers a way for the teachers to empower themselves and overcome the feeling of personal inadequacy in teaching” (p. 958). In a similar vein, Sfard and Prusak (2005) indicate that considering “...their tendency to act as self-fulfilling prophecies, identities are likely to play a critical role in determining whether the process of learning will end with what counts as success or with what is regarded as failure” (p.19).

Being defined as an analytic tool for comprehending teachers’ development as a person and a professional (Beauchamp and Thomas, 2011), teacher identity has been a growing research topic that includes a narrative point of view recently, especially regarding the field of teacher education (Barkhuizen, 2010; Johnson & Golombek, 2011; Norton & Early, 2011; Tsui, 2007; Liu & Xu, 2011; Akkerman & Meijer, 2011; Riordan & Farr, 2015; Arvaja & Sarja, 2021). In this regard, positioning theory might also accompany this perspective since while examining the discourse, the articulations might reveal the patterns of narrative positionings (Lay et al., 2005). This might be associated

with narratives displaying “rich insider accounts of the complex day-to-day work for educational practice as well as how practitioners theorize and understand their work from the inside” (Cochran-Smith & Lytle, 2009, x). As indicated earlier, understanding better how identity by itself and as a teacher is negotiated through narratives might open doors for complementing the ways that teacher education programs are delivered (Beauchamp & Thomas, 2009); whereas positioning theory promotes a basis for analysis regarding how they portray their dynamic emerging teacher identities (Glazier, 2009). In this regard, previous studies such as Yazan (2017) have acknowledged that negotiation of teacher identity is aligned with discursive positionings in a given context.

2.3.3. Social identity theory

Framed by the scholars from social psychology Tajfel and Turner around the 1970s with the studies conducted on minimal-groups, social identity theory dwells on the examination of behavior among social groups regarding their perceptions of status, legitimacy, mobility, etc. The preliminary studies demonstrated that even a simple act of assigning groups to the participants was sufficient to provoke certain patterns of behaviors such as in-group favoritism and out-group discrimination, although it should also be noted that they are not described as the predictors of one another. At the heart of this theory, social identity is simply defined as an “individual’s knowledge that he belongs to certain social groups together with some emotional and value significance to him of this group membership” (Tajfel, 1972 , p. 292); whereas social identity theory is conceptualized as “...that part of an individual's self-concept which derives from his knowledge of his membership in a social group (or groups) together with the value or emotional significance attached to that membership” (Tajfel, 1978, p. 63). These groups, theoretically, are ascribed with a common identity that has potential to guide the behaviors, attitudes, or perceptions of the members in a general sense (Hogg, 2005). In this light, it attempts to depict the internal processes upon social identity and how this identity gets translated to intergroup behavior. By means of analyzing the phenomena called “ingroup” and “outgroup” behaviors, it theorizes that such groups might have an effect on the way individuals perceive themselves and the way they relate to themselves to the ingroup and the outgroup. Therefore, the members of the ingroup might perceive a critical distinction from the outgroup in a specific context. As depicted much earlier in the literature by elaborating on the foundational concepts such as the cruciality of the

perceived distinction between such groups were further described by Sumner (1906) as the following:

“Each group nourishes its own pride and vanity, boasts itself superior, exalts its own divinities, and looks with contempt on outsiders. Each group thinks its own folkways the only right ones, and if it observes that other groups have other folkways, these excite its scorn.” (p. 13)

Regarding the inner dynamics of the conceptualization of social identity theory, three main elements that are delineated as mental procedures such as social categorization, social identification, and social comparison sit at the core. As for the social categorization, it is specified as the procedure of assigning oneself into a social group to grasp the social world better, based on the perceived similarities with the members or ascribed criteria overall as John Donne (1624) expresses graciously that “No man is an island entire of itself; every man is a piece of the continent, a part of the main.” The feeling of belonging to a particular group is claimed to promote having positive perceptions about the group that one is assigned with, which might turn into favoring the members of the in-group such as having an in-group bias. In this regard, it is assumed that there is a possibility of having more than one group that one might ascribe to, although the amount of importance given to one particular group over the other might vary.

As for the social identification, the members are observed to alter their behaviors relatively in line with the prescribed behaviors of members upon identifying themselves with a certain social group; whereas social comparison delineates the process of correlation of other social groups with the ascribed group, which paves the way for highlighting the perceived similarities of the in-group members and differences with the out-group members. This, in turn, might help boost the cohesion within the group and increase the sense of status of the group as a whole, indicating a positive intergroup distinctiveness (Hogg & Reid, 2006). In this concern, attaining a positive social identity is regarded as among the essential impulses of humankind with reference to promoting self-esteem (Sedikides & Strube, 1997). However, if sustaining a positive remark upon social identity is inaccessible, members tend to operate some approaches that have been patternized as individual mobility, social creativity, and social competition. In this vein, the first one is adopted when there is a movement towards another social group that is perceived as having a higher prestige; the second one is adopted when the member focuses on another property of the attained group that surpasses the compared group; and

the latter one is applied when the members participate in challenging the other group via collaboration.

All in all, the social identity theory is valuable in grappling with the perceptions of Turkish preservice teachers' emerging teacher identities since it acknowledges multiple identities and diverse social groups and also encapsulates recognizing the social dynamics of how they assign and position themselves in the practicum context across time. It might also shed light upon the legitimacy issues regarding the position of preservice teachers in the practicum school contexts from their points of view since it is a period that might induce stress and anxiety. Here, the concept of identity crisis originated by Erik Erikson is also applicable since the identity is believed to have the potential to alter under challenging periods of time, such as the time of practicum for the preservice teachers. Alongside, as mentioned earlier, the remark of "looking glass self" coined by Cooley (1864-1929) might inform the analyses of the preservice teachers' self-reflections since it is conceptualized upon the idea of building the self-image by amalgamating own perceptions and others' perceptions of oneself. This concept might also be observed with respect to the illustration of Tenniel (1871), who has depicted Alice entering through the looking glass, as seen in the Figure 1 below, designed for the novel titled as "Through the Looking Glass".

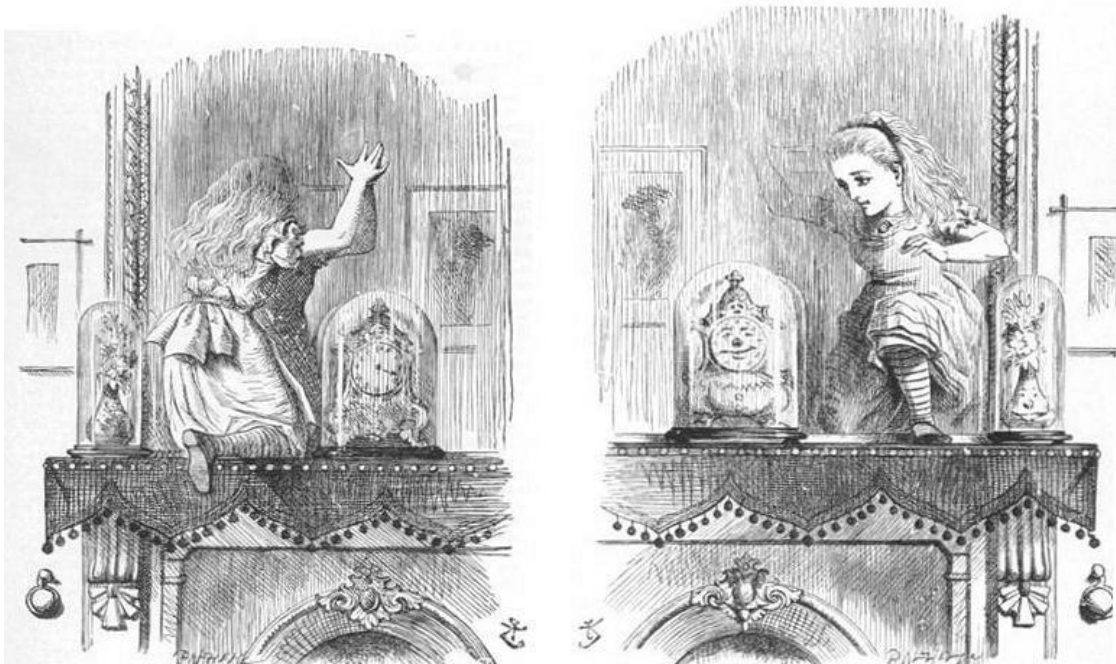


Figure 1. Alice stepping into the looking glass (Tenniel, 1871)

This illustration encompasses the transformative journey that starts with an active initiation of the self, challenging itself to understand the dynamic fabrication of the ongoing assemble of identities. Therefore, the participants in the present study have, in a way, are supposed to initiate a similar process to appreciate the nuanced dimensions of what makes them a preservice teacher and how the surrounding elements contribute to their journeys of becoming. By looking at their own reflections clashed with the context of the real teaching environment of the practicum, the participants are expected to knead their reflections of self and the realities to negotiate their emerging teacher identities.

2.4. Previous Empirical Research

Teacher identity is conceptualized as a multifaceted construct that entails beliefs, attitudes, experiences, and perceptions, which frame the preservice teachers' understanding of themselves as potential teachers. In the process of confronting the challenges of the teaching profession in real life, their identities might go through a dynamic process of transformation that encompasses the elements inside and beyond the classroom. In this regard, grasping the intricate nature of teacher identity construction is crucial to develop teacher training programs, to inform local or national educational policies, and to support the growth of preservice teachers as individuals. Throughout the years, the interest in probing into teacher identity development has been sprouted, which has offered crucial insights through diverse research lenses and contexts. This literature review aims to explore the prevailing issues in teacher identity research with a focus on the contextual divergences such as ESL (English as a second language) or EFL (English as a foreign language) contexts and Turkish contexts, to be able to gain a closer look into the viewpoint of the present study. The studies are further discussed as closely associated with one another within their scopes of research, methodologies, or findings.

2.4.1. Research on preservice teacher identity in ESL/EFL contexts

Theory-based research probes into the teacher identity from the perspective of conceptual frameworks and theoretical perspectives. Drawing on diverse theories, these studies aim to unearth the elements that go into the formation of emerging teacher identities. Firstly, the Dialogical Self Theory has been utilized by several researchers and it has also been supported with other theoretical perspectives. For instance, under the roof of dialogical self and positioning theories, Zhu and Chen (2022) analyzed 66 written

metaphorical narratives, reflective journal logs, and three rounds of semi-structured group interviews to be able to better understand how the preservice teachers continuously performed their multiple-I positions during the teaching practicum period in China. There are four routes obtained from the data such as promoter position (confirmation of the I-positions), meta-position (elaboration of the I-positions), re-positioning and third position (contradiction of the I-positions), reflexive positioning (stability of the I-positions). In this way, the participants were able to support, extend, or reshape their ongoing identities. It was also found that they transformed their identities from a linguistic and technical view to a somewhat more educational view. Via negotiating their multiple-I positions, they have also furthered their pedagogical reasoning and professional socialization as teachers. As a result, this study exemplifies that metaphors can be used as vehicles for having a closer look into reflection and consciousness of preservice teachers' emerging and evolving teacher identities in such environments that they are introduced to teaching in real contexts for the first time. Similarly, Bakhtin's dialogical approach has also been utilized as a research lens that integrates Gee's (2010) notion of discourse analysis. In this regard, Arvaja and Sarja (2021) have investigated the negotiation of five preservice subject teachers' identities through delving into their inner dialogues in Finnish context. By incorporating semi-structured interviews in a conversational manner, the researchers have gathered the participants' narratives that portray their positionings within the socio-cultural and historical context that they are in. As a result, since the participants have been exposed to critical dialogue, they have reconstructed their former classifications regarding teaching and learning, which allows them to acknowledge the power of becoming more transformative in these regards. Coming from a similar perspective, Ruohotie-Lyhty and Moate (2016) have taken a closer look into the emerging teacher identity constructions in the context of Finland, with regards to the dialogical interpretation that focuses on their contextual and relational identity-based reflections. The findings correlate with the convenience of utilizing dialogic approach and Bakhtinian perspective upon the relationship between self and the other regarding this type of inquiry. Overall, the study implies that the identity-agency is constructed upon some elements including the personal values, reactions given to the significant experiences, and so on.

Furthermore, alternative arguments such as Marcia's (1980) Identity Status Theory has been utilized by Crowe and McGarr (2022), who have investigated preservice teachers' early-made decisions upon teaching as a career path and how this emergent

relationship could affect how they engage with teaching and overall their professional growth. To this extent, a semi structured interview approach was conducted with 42 participants. Via identifying the identity statuses, the participants focused on their levels of commitment to teaching. As a result, most participants had foreclosed identity status, whereas a few participants had an achieved identity status. Thus, it can be inferred that identity is a fluid matter especially for young adults. All in all, preservice teachers are recommended to think and reflect on their sources of motivation and what makes them choose this career over others. On the other hand, Nguyen and Yang (2018) employ the activity theory framework to probe into two preservice teachers' experience guiding the construction of their teacher identities in the Australian context. In this regard, interviews with the preservice teachers, their supervising teachers, and university-based mentors have constituted the data collection tools among the practicum-related documents such as the lesson plans. By unearthing the activity system of two participants as cases, the study sheds light into the intricate relationships among preservice teachers, university based mentor, and the practicum teacher, which indicates a presence of multiple activity systems in the process of identity construction. Moreover, it is also noted that there is a need for raising awareness on the relational agency of the preservice teachers since it might constitute a significant factor overall. Having a similar concern regarding the identification of the process of becoming, Henry (2016) operates a single-case design embedded in a complexity approach combined with dialogical-self perspectives to gather data on the journey of emerging teacher identity during the practicum period in an American context across different timescales. Taking macro and micro levels of timescales, along with the inter and intra-personal data into consideration, the narrations have been discussed accordingly. As a result, the fluctuations of the identity transformations have been found to be mostly predictable and iterative with regards to the conflicting positionings of self. Reflecting a rather multi-stable system, the participant has been detected to shift self-positionings dynamically. The study further suggests that there could be supplementary case studies exploring the identity transformation processes since reflection is a crucial factor regarding teacher retention overall. These processes have been examined through utilizing the funds of identity by Banegas et al. (2022), who have investigated 22 preservice teachers' reflections of their journeys upon becoming teachers in an Argentinian context. Based on the analyses drawn from the whole-cohort discussions, several interviews and significant circle practice, the findings reflect three

main trends within these critical internal dialogues such as focusing on both central and peripheral funds, temporal transition of the identity funds, and transition from external to internal identity funds. Overall, through the examination of the relationship between beliefs, norms, and contexts, theory-based research establishes a foundation for encompassing the layers of teacher identity negotiation.

Narration-based research prioritizes a narrative inquiry approach to investigate the first-hand experiences of preservice teachers. These studies highlight unearthing the narrations and embedded traces of teacher identities through the analysis of lived stories. In this regard, Posada-Ortiz (2022) conducted research that incorporates an inter epistemic dialogue with the range of four participants in a Colombian context. These participants wrote autobiographies and analyzed their own narratives to unveil their identity constructions. The biographies were put into report form through five sessions, in which the participants were arranged in the form of talking circles that allowed them to dive into their experiences and unearth their self-reflections more efficiently. Results yielded from the analyses showed that factors such as family and origin influenced them to become language teachers. In addition, the participants articulated their different types of selves on transmedia platforms, which might be considered as a sign of legitimating their roles as future language teachers. They had also viewed themselves as transformative intellectuals since reflection was a crucial point that they relied on thoroughly. In addition to these factors, there are other factors affecting emerging teacher identity as discussed by Prabjandee (2020) as he scrutinizes the professional identities of 50 preservice English teachers in Thailand and the elements that contribute to the healthy development of teacher identity. Applying narrative inquiry embedded into the cross-sectional research model, the data has been gathered via semi-structured interviews. In this vein, the study has unearthed the sudden and gradual alterations, along with some remarks upon the role of teacher education in fostering teacher identity. Results demonstrated that teacher education is regarded as relatively passive, providing rather limited aspects in the teacher identity growth overall. It is also displayed that the preservice teachers perceive teachers as the authority of knowledge, which has been tied to the teacher identity construction. Moreover, the practicum teachers are claimed to have a considerable amount of role in this development, while stories are also highlighted to have such an influential effect.

On a similar basis towards gathering the underlying factors of emerging teacher identity through narrations, Neupane et al. (2022) review the literature with regards to the English language teacher identity research that employs narrative inquiry in various contexts. In this respect, 30 articles were analyzed and categorized under categories including preservice teachers' identity negotiation. Analyses demonstrate that the elements such as emotion and critical incidents are regarded as essential in establishing the emerging identities through narrations. Alongside this, some exposure to the surrounding members of the community such as the practicum teachers and the students have been found to affect the course of identity formation to a great extent. This corroborates with the Ticknor's (2014) study since he scrutinizes the negotiation of a preservice teacher's emerging teacher identity by analyzing several in-depth interviews in an American context. Upon discussing the professional and personal dimensions of the narrated identities, it is concluded that the reflective talk, mentors encouraging critical thinking, amalgamation of personal and professional identities are among the main factors of being cognizant regarding the emerging teacher identity development. In this vein, critical discussions upon such experiences are suggested since they might reconstruct preservice teachers' faith in themselves as future teachers.

On the other hand, narrations have been utilized as a vehicle to grasp the positionings of the preservice teachers. In this respect, Lay et al. (2005) have demonstrated the distinctive dispositions that they attain themselves as learners and teachers. This gives rise to the need for confronting the concerns raised during the emerging teacher identity negotiations. Furthermore, the study exemplifies the use of positioning theory as conducive to examine such negotiations closely. Likewise, confronting such challenges are depicted in Flores's (2014) study since the narrative reflections of twenty preservice teachers are examined to disclose the negotiations of their identity formations. Analyses demonstrate some issues such as the motivations, beliefs, tensions, their perceptions of teacher roles, expectations about teaching as a career path, aspirations of the preservice teachers regarding their confrontations with the reality; which bring about some constructions, reconstructions, and deconstructions of their initial beliefs overall. The study advises the conducting of more studies in this subject matter to help make the input in the development of emerging teacher identities more substantial. Coming from an artful perspective, Dinham et al. (2017) probes into the drawings of 126 preservice teachers in Australia with the aim of unpacking their narratives related to their

emerging teacher identities. Considering the drawings as a source of interpretation, the data has revealed the dynamics of the identity negotiation such as the influence of the social surroundings, relationships, need for reassurance, understanding of the educational context, etc. The study claims such arts-based research could also be conducive in comprehending the narratives of emerging teacher identities along with other types of data. All in all, narration-based research sheds light into the intricate elements that go into the formation of emerging teacher identity such as the challenges, tensions, influences; thus offering a wider vision into the idiosyncratic dimensions of teacher identity.

Practicum-based research highlights the impact of experiences within the practicum period in the negotiation of emerging teacher identity. Drawing on such experiences; the mentorship activities, first-hand teaching experiences, reflective moments might be uncovered in an authentic context that the practicum offers. To exemplify the scrutinization of such interplay, Hendriwanto (2021) delves into the experiences of 20 preservice teachers of English during the practicum period, along with some mentor teachers and supervising teacher educators in the Indonesian context. The data was collected by using peer observations followed by self-reflective practices. Results point to the alterations within the repertoire of the preservice teachers in that they have started to notice some integral elements in the classroom, which helped them switch their practice into a more transformative one overall. Therefore, it is claimed that such professional reflective tasks might assist preservice teachers in a fruitful manner. These arguments have been scrutinized in a different lighting that the pandemic outbreak has provided in Choi and Park's (2022) study, in which they have investigated 14 South Korean preservice teachers upon their practicum journeys with regards to their professional development under the light of COVID-19 outbreak. The data has been collected via interviews, reflective journals, and observations. The results claim that the preservice teachers have gained positive remarks upon their potential as future teachers after being exposed to the coping strategies for the new era of teaching and learning due to the outbreak. It is also advised to develop a better alliance between practicum schools and the universities to contribute to the journeys of preservice teachers in this regard.

In a similar vein, Nguyen (2017) delves into the emerging teacher identity of a non-native English speaker during the practicum period in an Australian context. Relying on the activity systems analysis, the contradictions of the participant and how these impact her emerging teacher identity have been uncovered. The data has reflected some

issues such as the acknowledgment as a full teacher and negotiation of the tensions that have been encountered on the way. Moreover, the participant has faced some misalignment of the approaches that have been adopted by herself and the practicum teacher, which has further caused a feeling of an inner conflict. All in all, the study addresses the legitimacy issues that NNES teachers confront in various contexts worldwide. It is also noted that a stronger mentorship and engagement of university-based advisors regarding the practicum experience could be facilitative and empowering for the preservice teachers. The importance of mentorship in this journey has been underlined in Izadinia's (2016) study that probes into the transformations of emerging teacher identities of eight participants in an Australian context during a practicum period. The data has been gathered by making use of the semi-structured interviews with some parties of the practicum community along with reflective journals and observation rubrics. According to the results, the preservice teachers have reported a kind of anxiety and hesitations upon the practicum experience, which they have conquered with the support they have gained. The analyses point to the cruciality of mentoring relationships in constructing a healthy development of teacher identity, which further indicates a need for supplementary training for the mentor teachers. From a similar stance, the challenging transformation of preservice teachers during the practicum period is demonstrated in the literature. In this respect, Deng et al. (2018) attempt to investigate six preservice teachers' emerging teacher identity journeys during the practicum in a Chinese context by drawing on the grounded theory analysis. To this end, in-depth interviews, reflection reports, and diaries that reflect the critical stories relating to the process have been utilized as tools for data gathering. The analyses demonstrate the pattern as being eager and anxious at the beginning; being angry and confused in the middle; and being helpless and lonely at the end of the practicum period. Additionally, the participants have confronted authority-related tensions, being regarded as an "outsider", conflicting labels such as assistant and real teacher, incompatible teaching methods, and so on. The study further scrutinizes the support coming from the practicum teachers and university-based advisors and suggests a more strong relationship among the communities relating to the practicum process.

Within the practicum period, the role of reflection is considered as a focal point in several studies in the literature. For instance, in his PhD dissertation, Fajardo Castañeda (2011) probes into emerging teacher identities of six preservice teachers during the practicum period in the Colombian context with the aim of exploring the relationship

between their beliefs and practices, while considering the repercussions on the forthcoming intentions regarding teaching. By employing a case study design, interviews, stimulated recalls, online blogs have been utilized to unearth the data. Results demonstrate that the surrounding community of teaching is pivotal in the formation of the teacher identities. Accordingly, there have been four modes of participation and interaction gathered through the data such as choosing teaching, engagement, alignment, and imagination. While choosing teaching as a career is affected by the social bearings such as family, experiences with teachers, economic elements; engagement entails the conflicts of blending into the practicum environment. In a similar vein, alignment has been reflected with regards to teaching experiences; whereas imagination encompasses the reflection dimension overall. The results also show evidence for the clash of realities between beliefs and real-life experience in the classrooms, which has been found to have a crucial effect on the (dis)alignment with teaching as a future profession. The study suggests longer periods to inquire upon this subject and modes of formal and informal data gatherings to deepen the insights that are to be harvested. Such temporally sensitive reflection analysis has been employed by several researchers. For instance, Zhang et al. (2018) examine emerging teacher identities of four Chinese preservice teachers during an 8-week practicum period. By conducting interviews periodically three times across the practicum period, making classroom observations, and gathering field notes; the data has been collected. The results suggest that their commitment to teaching and their remarks upon teacher roles have been dominating factors in the negotiation of their identities. Accordingly, the study suggests that there needs to be more awareness and understanding during this delicate timing of the shifting identities towards becoming a teacher. The study advocates that pinpointing the identity shifts over a period of time in other contexts could be enlightening, especially regarding the teacher retention issue. Advocating a similar point, Trent (2011) explores six preservice teachers in Hong Kong regarding their emerging teacher identity constructions during the practicum period. Utilizing in-depth interviews, the study highlights the multifaceted nature of identity construction in the theoretical underpinnings. The results have reflected the reasons for choosing teaching, relations with others, the participants' reflections upon teachers in their contexts, aspirations for the future selves, and the conflicts upon the realities and their perspectives, etc. The study has advised further contributions to the literature with respect to understanding how preservice teachers construct and deconstruct their identities in the

long term. Coming from a similar angle, Haghighi Irani et al. (2020) explore the emerging teacher identity of eight participants in Iran by considering the three-phase teacher education program. Data collection instruments include semi-structured interviews, focus group discussion, reflective reports, and observation commentary; whereas the data has been analyzed through grounded theory along with discourse analysis. As a result, the participants have demonstrated their emerging teacher identities as self-awareness, which indicates the reflection-triggering nature of the teacher education program. Additionally, the participants have broadened their former perspectives by considering the newly-explored dimensions. The study advises other researchers to conduct further studies in EFL contexts to unearth the intricate dimensions of emerging teacher identities.

In addition to the practicum as a ground for investigating emerging teacher identity, there have been other grounds under examination such as online platforms. With this respect, Lu and Curwood (2015) attempt to explore preservice teacher identity in an online discussion group, considering their online posts and interviews as traces of their negotiation of emerging teacher identities in an Australian context. The results indicate a variety with regards to the participants' self-conceptualizations such as reliant, helpful, supportive, and social. Moreover, they have interacted with the platform in a variety of ways that can portray them as open and hidden. Therefore, besides the analyses of the online posts, the underlying elements of lurking have been scrutinized. All in all, the study suggests online platforms as conducive in healthy development of preservice teacher identity. Examining a similar context, Sutherland et al. (2009) investigate the self-reflections as teachers regarding 270 preservice teachers in Australian context by considering the construct of "teachers' voice" in the interpretation process. Employing semi-automatic content analysis alongside comprehensive content analysis, the study has targeted at understanding the unfolding of the emerging teacher identity construction through contributing to the online forum discussions. The results further confirmed that there has been an increase regarding the preservice teachers' understanding of teaching and their image as teachers across the timeline. Furthermore, personal beliefs, pre existing knowledge, along with the contextual settings have been found to be mutually mutually affecting the construction of emerging teacher identity. As an alternative to practicum and online contexts, Chu (2021) has explored the emerging teacher identity constructions of five preservice teachers during a teacher residency program in the USA. The data has been collected via interviews, classroom observations, and the related documents and

analyzed by utilizing the arguments from the sociocultural approach and the "third space" theory in the process of interpretation. In this regard, the participants have voiced their remarks on their recognition as teachers, which has been supported by the mentoring practices. Moreover, their applications of theory into practice have been exemplified in the study, indicating a constant negotiation of their emerging teacher identities overall.

Factor-focused research probes into the ways that elements such as the individual, contextual, social aspects impact the construction of teacher identity. The intertwined relationship among the myriad of factors are examined with regards to how these personal characteristics, teaching experiences, sociocultural ingredients mesh within the teacher identity negotiation. For instance, Wahyuningtyas (2020) delved into internal and external factors in this regard. Internal factors referred to personal scope of variables such as passion, dream; whereas external factors referred to outer variables such as financial factors, parents, and role models. As for the data collection, a questionnaire adopted from Chong and Low's (2008) study and an interview to solidify the data gathered in the first step were utilized for six participants in Indonesia. As a result, there were many reasons and rationales for choosing to teach, such as viewing it as a vehicle for transferring to other career paths or making parents' dreams come true, and so on. Such sociocultural influence is highlighted in the study of Riches and Parks (2021), who discuss some terms such as identity, equity, and acceptance in the context of Quebec. By incorporating surveys, interviews, and focus group discussions with both pre- and in-service teachers, the researchers have gathered that the identity that is seen by the surrounding community carries weight in their amalgamation of the community. Results show that elements such as history, culture, politics play a crucial part in the particular context along with posing a difficulty for the teachers to negotiate their identities in these interwoven territories. Coming from a similar angle, Jiang et al. (2021) have examined four novice EFL teachers in Macau to have a closer look at the transformation of their identities, which might inform the practice towards providing better support for novice teachers in the long run. Employing some concepts such as imagined and practiced identities embedded in the social representation theory, the findings confirmed the nonlinear nature of transformation from imagined to practiced identities by disclosing four types of identity shifts as renegotiation, evolution, establishment, and sustainment. The data also delineated the personal beliefs, past learning experiences, teaching practice, and contextual issues as factors defining the process alongside.

In the literature, there are also some research that emphasizes some factors shaping the emerging teacher identity. Taking gender as a factor in how preservice language teachers form their teacher professional identity, Pérez-Gracia et al. (2022) scrutinized this issue with the help of a tailored questionnaire applied to 131 participants in Spain. The researchers delved into the participants' conceptions about teaching and reflections upon their teacher identities. Descriptive and inferential analyses yielded that nonnative teachers of English were genuinely interested in developing their teacher professional identities even at the beginning of their training phase. In this vein, incorporating reflection-provoking tasks into the curriculum and the training phase could help flourish their own interpretations of teacher identities. It is also noted that gender as a factor should be taken into consideration since there might be a need for supporting diverse formative dimensions during these training phases in a different manner. As a result, the teaching profession was found to be under the process of feminization, which was in line with the previous research. Moreover, regarding the non-native preservice teachers, it was highlighted that there was a considerable need for building confidence in themselves and commitment to their profession. Similar to this study, Tran and Dee (2023) take the effect of religion on teacher identity into consideration by examining 81 the perceptions of preservice teachers' personal identity in the Christian university contexts of Canada and the United States, via using two surveys. As a result, it was found that the participants did not regard religion as a factor in their negotiations of identities. In this vein, they showed some form of dissociation of personal and professional identities. Such issues related to commitment have also been brought up by Cheab (2021), who has examined emerging teacher identity constructions of six preservice teachers in Cambodia. Through semi-structured interviews, some elements in negotiation of emerging teacher identities such as motives to pursue this career, the perceptions on teacher roles have unearthed. All in all, the study voices some issues such as teacher autonomy, commitment, teachers' critical thinking, mindfulness, etc. The study calls for more longitudinal studies along with scrutinizing various elements of emerging teacher identity as a construct.

Furthermore, some studies investigate the interplay among the elements. For instance, Li (2023) probes into the relationship among teachers' professional identity, agency, and positioning in this regard. As a result of the theoretical examination, they have been found to be socially constructed and derived from the contextual interactions

overall. This, in turn, has been found to be affecting the construction of the professional identities and teacher agency. The study also offers some practical implications for EFL teachers such as recognizing the role of self positioning and interactional discourse in constructing their identities, along with the role of agency in the classroom. This way, it is claimed that they could notice the intricate nature of their positioning, teacher identity, and agency, besides the elements that affect such relationships. The study also suggests that the examination of such relationships in a dialogic manner and unearthing the factors beneath could be undertaken by future research, especially in EFL contexts by making use of narratives, diaries, portfolios, classroom observations, and in-depth interviews. Examining similar factors, Trent (2018) conceptualizes the journey of six preservice teachers in Hong Kong in the form of a framework to uncover the elements affecting this process. In this vein, the participants have voiced their integration or separation with regards to some issues such as their positioning, scrutinizing ongoing system, agency, and so on. The study suggests the extension of this inquiry across other contexts to have a broader repertoire to correlate diverse practices and emerging teacher identity construction. The transformation process has also been delineated by Ruohotie-Lyhty (2013), who has attempted to explore the narratives of two early-career teachers in Finland to understand the elements that impact the (re)formation of the emerging teacher identities overall. In this vein, the data collection tools have included reflection reports and several interviews. Whereas one participant had a smooth transition to teaching as a career, the other one had rather a challenging period of transition, indicating a profound difference in the perspectives of the participants. The study also underlines the power of stories and narrative constructions in analyzing the intricate nature of identity while suggesting some ways to support the negotiation of teacher identities such as autobiographies, mentoring, use of metaphors, and so on. Such mentoring practices have been found conducive by the study of Lap et al. (2022) as they delve into the evolution of novice teacher identity construction in the Vietnamese context by means of collecting semi-structured interview data from four participants. Taking imagined and practiced identity as a theoretical background, the study has unearthed some underlying causes and challenges to inform future practice. In this vein, there has been diverse reconstructions such as cue-based and exemplar-based. The authors suggest that the preservice teachers should be exposed to practical teaching methods, along with raising awareness on the potential predicaments.

On the other hand, some studies emphasize the positioning of preservice teachers in a context where power dynamics are emergent. For instance, Tseng (2017) scrutinizes eight Taiwanese preservice teachers' identity construction by considering remarks from Varghese et al.'s (2005) perspective as the framework. The data has been triangulated via collecting journals, portfolios, field notes, and interviews. The results point to the negotiation of power relations and clash of emerging teacher identities, since the participants emphasize the division between Taiwanese EFL teachers and American teachers. By unearthing the dynamic power relations between these two entities, the study helps question the legitimacy of the NEST-NNEST dichotomy and the need for empowerment and legitimization of the NNESTs in this regard. It is also suggested to undertake longitudinal study to gather more inquiry upon EFL teacher identity overtime. Corroborating with this issue, Akinmulegun and Kunt (2022) have scrutinized the impact of native-speaker ideology on the teacher identity negotiation of seven teachers in the North Cyprus context. In this vein; journals, interviews, field notes have been included in the data collection tools. The results have demonstrated that the participants have altered their self-images in a positive direction by focusing on the edges of being a non-native English speaker. This further indicates the dynamicity of the teacher identity since the participants had different take on their position regarding the native speakers in general. All in all, via unearthing the dynamic intricacies of teacher identity construction, factor-focused research attempts to generate a holistic comprehension of the elements molding the teacher identity negotiation of preservice teachers.

Reflection-based research indicates the cruciality of reflective practices that preservice teachers undergo to understand their experiences and make meaning out of their negotiation of emerging teacher identities. Via vehicles such as self-reflective reports, collaboration with peers, and mentorship, they get the opportunity to think critically upon their own thinking and meaning-making tools. For instance, Flores and Day (2006) carried on a longitudinal study that focused on the teacher identities of 14 early-career teachers and how these are constituted over two-years time. Data collection tools included semi-structured interviews, questionnaires, along with annual reflection reports. By pinpointing the elements that impacted the (re)formation of teaching identities such as the prior influences, preliminary teacher training and experience, and teaching contexts; the study has uncovered the factors that play a crucial role in the negotiation of identities regarding early-career teachers. Furthermore, the study demonstrated that the

personal trajectory and the social background are among the elements that highly impact the negotiation of teacher identities. Moreover, some studies utilize diverse tools to initiate reflection regarding the subject matter such as art. In this vein, Arnold (2021) delves into the artful reflective practices and stories of a preservice teacher in an Australian context to gather data regarding the perceptions of the mindshifts. By tracking the dialogue in the interviews with a special focus on the gestures and artful interface of the narration, the data has been gathered and analyzed accordingly. The research sheds light upon the use of art and stories in analyzing the shifts and negotiations of the reflected identity overall. Comparable to the artful reflection practices, educational quotes have been utilized as means for reflection. Taking place in a Taiwanese context, Chien (2023) investigated the teacher professional identity of 10 student teachers by means of their reflections upon some famous education quotes. Chien (2023) argues that integrating famous quotes into teacher training programs can be fruitful since it fosters critical thinking, reflection and deeper inquiry upon their thoughts attained to education and teaching. As for the data collection, pretest and post test on educational quotes, observations, participants' artifacts and interviews were utilized. Results yielded from these data collection sources demonstrated that the participants internalized the teacher roles and identities although having varying amounts of beliefs and knowledge upon teaching. In addition, they also reflected upon their attitudes and educational values while inquiring about the educational quotes in detail. In a similar vein, relying on the biographical-narrative research tradition, Giner-Gomis et al. (2022) examined 37 graduate-level students' reflection upon their teacher identities regarding provided Greek mythical characters. Through semi-structured interviews, their narratives were collected and coded with the help of a computer application accordingly. Results demonstrated that the participants integrated their teacher identities into newly constructed narratives and related to some mythical characters under various grounds such as empowerment, transformation of teacher identity, agency in constructing teacher identity, and so on. The authors suggested that data collection procedure could be more fruitful if observation or discussion groups were added, which is present for the triangulation and data enhancement purposes in this study.

Providing a similar research lens to the previous studies, Peynado et al. (2022) examined themselves as two preservice teachers regarding how they experienced the practicum as both participants and researchers in a Colombian context through

collaborative autoethnography method. Personal reflections and stories, which were obtained through the use of journals and group discussions, were checked thoroughly to find the corresponding and conflicting elements within the data. The results confirmed that teaching is an ongoing practice in which the preservice teachers have to adapt and embrace the potential solutions to be able to convey a humanitarian discipline. The research also touches upon some concepts such as native speakerism, making a point that in their context, Colombian teachers might feel excluded from the most favorable and idealized way of positioning English teachers globally while finding themselves perpetually challenged by this phenomenon. The authors also promoted this particular research as an opportunity to reconstruct this process by supporting identity-building elements embedded within. Such instances of positioning could be found in the study of Ai et al. (2022) as they explored four pre-service teachers' one year of experience in rural schools as volunteer teachers, which turned out to be conceptualized as a source of social capital that can influence their future career plans and teacher identity negotiations overall. Along with the semi-structured interviews, the participants' reflection upon their experiences were analyzed. The results suggested that the participants were actively constructing their teacher identities while inquiring about the conditions in rural education. The conflict of expectations and what is at work in reality were interwoven and they eventually found ways to grapple with what they had coming in their ways. The differences between rural and urban education in China was expanded with economical and political differences. That's why, the participants relied highly on the rural community of practice and later on used this experience to make use of their future careers. Overall, analyzing and reporting the ways that preservice teachers engage in reflective practices, these studies pave the way to appreciate the role of introspection and reflexivity in contributing to the growth of teacher identity.

2.4.2. Research on preservice teacher identity in Türkiye

Making sense of teacher identity conceptualizations in Türkiye is a crucial struggle since it offers a diverse cultural, linguistic, and educational context with its unique characteristics. This literature review delves into the emerging teacher identity research in Turkish contexts that investigate this subject matter in a complex and dynamic process with several factors, thus reflecting the elaborate tapestry embedded within. In this regard, it has been disclosed that there is some research that takes teacher identity as

a construct that goes into interplay with various elements such as personal characteristics. For instance, Kavrayıcı (2020) delves into the underlying factors regarding the construction of emerging teacher identity in a sequential mixed method research design. The analyses have demonstrated that the personal attributes and teaching experience during teacher education period are among the most crucial elements in the negotiation of emerging teacher identities, whereas some factors such as media impact and close social environment seem to have minor effects, which indicate a sort of diversion of opinion about teaching with the surrounding community. It is also noted that academic life before tertiary education has an effect on such negotiation of identity. Overall, it is advised to conduct more studies on emerging teacher identity construction in Turkish context with a variety of samples. Similar to the internal elements presented in the previous study, Çetin and Eren (2022) investigated a total number of 845 preservice teachers' achievement goal orientations, emotions about teaching, teacher identity and personal responsibility through an exploratory-correlational research design in an inductive manner. The research inquired about the relationship among these variables, which were found out to be considerably interwoven to each other. Additionally, teacher identity was given a closer look considering its effect of the combination of achievement goal orientations and emotions about teaching upon their sense of personal responsibility. A total number of 845 preservice teachers took part in the study, indicating an adequate representative of the target population. Results indicated that the variables included in the study should be taken into consideration by the policymakers and teacher educators so that the variable types of teacher accountability can be recognized and addressed while constructing educational reforms. Additionally, preservice teachers' positive and negative emotions about their future-oriented teaching was found to be considerable in the way they integrate their goals into their teacher identities. In this way, teacher identity unearthed the true colors of self-related goals and emotions with regards to how they adopt personal responsibility for teaching.

Furthermore, the studies have also investigated other elements that go beyond the internal layers of emerging teacher identities. For instance, Çengelci and Eğmir (2022) incorporates 21st century learner skills into the research of early teacher identity in a way that embodies a correlational research design. A combination of three measures were utilized to gather in-depth data regarding metacognitive awareness, 21st century skills, and early teacher identity of 523 preservice teachers in a Turkish context. Results indicate

that regarding the autonomy, collaboration, and flexibility, the participants displayed an inadequacy to some extent, which might inform the curriculum in that sense. Additionally, there is a moderate level of positive correlation among 21st century learning skills and perceptions regarding emerging teacher identity. This fosters use of metacognitive awareness on the emerging teacher identity conceptualizations since it helps to equip the future teachers appropriately. Coming from a similar reflective angle, Altun (2019) investigates three preservice teachers' remarks upon code-switching and how these remarks interact with their identity development by collecting data from semi-structured interviews and graphic elicitation tasks. Corroborating with the previous research, the study highlights the effect of past experience as language learners on the negotiation of the teacher identity. In line with these experiences, their perceptions towards the use of code-switching has also been found to be a compelling factor. The study suggests that this study could be extended to earlier stages of teachers such as scrutinizing the identity of preservice teachers. At this point, it might be fruitful to gather a distinctive perspective that compares two contexts. In this regard, Tunaz and Sariçoban (2023) delves into the impact of different teacher training programs upon the perceived emerging teacher identity of the preservice teachers. By comparing Turkish and Finnish contexts with regards to the teacher education programs, the data has been collected from two groups of six preservice teachers through semi-structured interviews, focus group discussions, and field notes. Accordingly, the Finnish curricula has been found to include more options regarding language and linguistic-related courses, as compared to the Turkish curricula. In this vein, the data has demonstrated some dilemmas pertaining to identity construction such as identity conflicts, feeling inexperienced, hesitant, and so on. The results also pinpoint the need for equipping preservice teachers with the right tools to identify their professional journeys that are conducive to their nature. By uncovering the genuine tensions and circumstances confronted by Turkish preservice teachers, these studies shed light upon how the elements of emerging teacher identity intersect with one another and contribute to the literature in this respect.

Studies that take on possible selves as a construct in negotiation of teacher identity have offered a progressive angle, which scrutinize the motives, aspirations, visions that the preservice teachers visualize themselves as educators. For instance, Aslan (2022) delved into preservice teachers' future-oriented identities in her study. Designed as a case study, the research focuses on such possible selves by examining writings of 56

participants in Turkey. The analyses were made by utilizing content analysis methods and they unpacked the participants' desired and undesired possible teacher profiles towards a future timeline. It is concluded that the balance between those possible selves lead to motivation, otherwise it might lead to ambiguity and struggle in this sense. It was also suggested that such data could be accompanied with in-depth interviews. Similar research-based implications have been provided by Babanoğlu and Ağçam (2019), who investigated 179 preservice teachers regarding their possible selves upon their future careers by incorporating a Likert-type questionnaire. Compared to the other areas such as science and primary school teaching, EFL teachers have been found to have lower levels of self-identity regarding their future careers, which is associated with particular challenges that come alongside being a non-native language teacher. Therefore, it is advised to have a more practical training program for preservice EFL teachers and to incorporate more open-ended questions to gain deeper insights upon the phenomenon. The findings corroborate with the study of Erdem (2020) as he investigated 350 Turkish preservice teachers from diverse grades upon their possible and feared selves as the potential of being an indication of their early teacher identities by utilizing four correspondent scales to gather data. Accordingly, the findings have demonstrated high levels of expected possible selves, while there have been minor levels of feared possible selves. This reflects the positive frame of reference with regards to becoming prospective teachers. However, in terms of grade levels, there was not a significant difference, which points to the need for scrutinizing the efficiency of teacher preparation process on the emerging teacher identity development.

Contributing to the literature in the obscure time periods, Kavrayıcı (2022) investigates the possible selves of 186 junior and senior preservice teachers under sequential explanatory mixed method design during the COVID-19 pandemic. In this regard, it is noted that the expected and feared possible selves, alongside the emotional reactions that they create among the participants might inform their future trajectories overall. Besides the Possible Selves Scale, semi-structured interviews have been employed. According to the findings, the participants reflect a high level of expected possible selves, whereas they show a low level of feared possible selves in particular dimensions. Additionally, they have displayed a higher level of fear regarding the "loss of control" dimension, which is tied to the changing dynamics that have been brought alongside the COVID-19 pandemic in particular. Overall, the study recommends further

longitudinal studies inquiring upon this subject. Elaborating on the possible selves construct in the dynamic nature of teacher identity construction, Hamiloğlu (2014) has scrutinized the variety of emerging teacher identities of preservice teachers by considering the metamorphosis with regards to imagined and practiced identities in her PhD dissertation. Employing an interpretivist research paradigm, the analyses have been based on the Wenger's (1998) paradigm of belonging. The data has been collected via reflective journals, stimulated recall meetings, semi-structured interviews. The results have yielded that the practicum process has been found to be conducive to raising awareness on the identity development due to its thought-provoking nature. The participants have also voiced issues such as non-nativism, gender, etc.

Reflection-based research entails the metacognitive processes that Turkish preservice teachers of English attain with the aim of uncovering their perceptions of teacher identity negotiation. In this vein, practicum experiences through a narrative aspect have been found conducive in displaying emerging teacher identities as Kaya (2023) explores the identity construction of the preservice English teachers in their practicum periods. Based on sociocultural theory, the research has aimed to scrutinize the way they negotiated their identities through narratives. Via collecting data gathered from reflective papers and semi-structured interviews, some themes such as imagined selves, effects of practicum on identity construction, and some guidelines for future selves considering the practicum experience have been unearthed. As a result, prior experiences as learners and interactions happening at the practicum have a crucial impact on this negotiation of the identity. Moreover, mentor guidance was found to be limited considering their effect on the participants' identity construction. Therefore, the study claims that there should be more empowerment regarding the support of preservice teachers in their journeys of becoming teachers. At this point, it should be noted that the support from the mentor teacher is also called for in other studies. With respect to this, Bekereci Şahin and Şallı Çopur (2020) have employed a case study to scrutinize the perceptions of six preservice English teachers via conveying interviews, observations, document analyses, and so on. Since the participants are administered to a dual diploma program, their insights upon their identity negotiations during their experience abroad. Results indicate that there was a conflict between theory and practice in the eyes of the participants, and that they had altered their perceptions on teaching, the construction of teacher roles in the society, and the evaluation of teaching as a career option after being exposed to the practicum

experience in a multicultural environment. It is also noted that the mentor teachers' support is crucial to maintain the flow of substantial feedback and motivation regarding the healthy development of emerging teacher identity perceptions. The teacher role in Turkish society is also brought up by Çöğmen and Aslan (2023), who have investigated preservice teachers' conceptualization of being a teacher by regarding their remarks upon a literary character, who is a strong image of a teacher in a Turkish context. In this vein, the participants were encouraged to reflect upon their views of ideal teachers, their journeys of becoming a teacher, and the position of this profession in Turkish society overall.

Moreover, other means for gathering reflections have been utilized in the literature such as videos and art. For instance, Özüdoğru (2021) scrutinizes the identities of six preservice teachers via analyzing the video reflections, focus group interviews in an iterative manner. The analyses showed the variety of sub-identities such as being adept at the subject-matter, the didactical issues, and the pedagogical issues; which is in line with the model offered by Beijaard, Verloop, and Vermont (2000). In this vein, there has been a shift towards becoming more schema-based rather than being exemplar-based at the end of the practicum process. Likewise, Arslan (2019) delves into the perceptions of 21 preservice and inservice teachers' negotiations of teacher identities by analyzing their drawings and commentaries about them. Results gained from the interpretations are summarized under four subcategories as concerns about teaching, concerns about the context, attitudes towards students, and teacher roles. The study has practical implications regarding the professional development opportunities of teachers and teacher candidates in general. The concerns have been echoed as an issue regarding the need for reassurance in the literature since Gümüşok (2020) has conveyed in-depth semi-structured interviews with 12 EFL teacher trainers in a retrospective manner with the aim of investigating their experience portrayals and their identity constructions with respect to particular areas such as motivation, job description, knowledge, group membership in her PhD dissertation. The results show that external reassurance from surrounding teachers have a potentially positive input in the negotiation of the teacher identities, while having a crucial spot since the participants tend to position themselves accordingly. In addition, the participants' own aspirations have played a great role in preserving their undertakings as teacher trainers. The study also suggests that exploring the preservice teachers' perceptions of their

emerging teacher identity development is essential to gather more inquiry upon them as potential teacher trainers.

Narration-based research offers a qualitative angle to understand the storied experiences of the journeys of preservice teachers in Turkish contexts. With the help of dialogue, reflection, and narration, the gatherings shed light onto the intricacies of emerging teacher identities and the elements that play a role in molding them. To this end, some instruments have been utilized to uncover the narrations. In this regard, Kılıç and Cinkara (2020) employs critical incident analysis into early teacher identity constructions of 49 preservice teachers in a Turkish context. Collected through critical incident analysis reports and focus group interviews, the data is gathered to reveal the role of critical incidents in the construction process of the teacher identities. In this sense, the findings suggest that the surrounding social circle affects the negotiation of the identity, along with the remark that it is not limited to the boundaries of a classroom. Moreover, it has been concluded that the negative incidents might also benefit the preservice teachers in that they might alter the function of them into being an opportunity for learning. All in all, the study strongly suggests that the critical incidents assist the preservice teachers to be engaged in a reflective practice that contributes to their emerging teacher identities. The argument for the cruciality of the surrounding social circle is emphasized in other studies. To exemplify, in her MA thesis, Demir (2023) scrutinizes the negotiation of teacher identities of EFL teachers who teach at the elementary level. By collecting the narratives of the five participants during the emergency remote teaching period, the researcher has attempted to portray the (re)constructions of teacher identities embedded in their narratives. As a result, the participants' past experiences and challenges were found to be igniting this process, which aligns with the previous literature. However, the process of identity negotiation has been accompanied with the particular challenges that are brought by the transition to emergency remote teaching. Alongside, the participants have found to be vocal about their diminished teacher autonomy overall. Moreover, the relationship with the surrounding community such as their colleagues and administration have been pointed out to be convenient to the healthy development of teacher identity negotiation. The study further suggests the use of narrative inquiry in the teacher identity research to explore the professional maturation of the teachers at a deeper level. Corroborating on the impact of past experiences as a learner, Arpacı and Bardakçı (2015) attempt to explore the relationship between emerging teacher identity and their need for

cognition by employing several measures. Considering the inferential analyses and the correlation results, the aforementioned constructs have been found as separate but related, indicating a positive correlation between the levels of need for cognition and the levels of perceived emerging teacher identity. Likewise, having some teaching experience and past experiences as a learner have been found as among the elements affecting the emerging teacher identity. The study suggests an elaboration on the studies scrutinizing teacher educators' awareness on this subject matter. Contributing to the aforementioned emergency remote teaching in a similar context, online forums have also been subject to some studies in understanding the blossoming of teacher identity. In her MA thesis, Kocatürk (2018) has investigated language teacher identities by considering their beliefs about language learning and their positionings in an online discussion forum. Employing multiple positionings, the participants have negotiated their identities in this digital platform. As a result, it has been noted that the participants had aimed to provide a student-centered atmosphere, along with having an increased sense of empathy due to past learning traumas. The study regards the use of interviews as conducive in probing into the traces of identity reflections.

3. METHODOLOGY

3.1. Research Design

The present study is designed as a multiple case study design fostering a narrative lens to uncover the emerging teacher identity constructions of Turkish EFL preservice teachers in the context of the practicum as part of teacher education. By focusing on their accounts of their practicum experience and their positionality, the fluctuations within their dynamic and multiple identities and the journeys of becomings are ascribed to be unearthed. The details pertaining to the design of the study are to be elaborated on the subsequent sections.

3.1.1. Multiple case study design

Under qualitative framework, case study design has been declared as being among the most typically used methods (Stake, 1995). Defined as a “systematic inquiry into an event or set of related events which aims to describe and explain phenomenon of interest” (Bromley, 1990, p.302), case study might potentially set the ground for conducting the current study. According to Yin (2009), as cited in Creswell (2016), case study “...involves the study of a case within a real-life, contemporary context or setting” (p.97). Therefore, it has a great potential to “portray, analyze and interpret this uniqueness of real individuals and situations through accessible account” (Cohen et al, 2007, p. 85). In this respect, emerging teacher identities of Turkish preservice EFL teachers can be explored through case study research so that it would yield a thick description of particular cases. Viewed in this way, the present study is designed as explanatory and descriptive in nature. While explanatory label accounts for the complex relationships or mental links that lead to identity construction that might be referred as “causal links in real-life interventions that are too complex for the survey or experimental strategies” (Yin, 2003 cited in Baxter & Jack, 2008, p. 547), descriptive label accounts for the detailed expression of the context and related events. According to Yin (2003), core elements of conducting a case study include an in-depth exploration of the context of the subject matter and collecting data from multiple sources.

Considering the dynamics of the present research, a multiple case study design has been established as the research design since there are potentially multiple contexts (i.e., distinct institutions or levels at the practicum) where the participants have been

exposed to. That is, each participant has a particular kind of context at the practicum so that they would be regarded as constituting multiple cases rather than one individual case with embedded units. Stake (2000) claims that choosing a case should serve best in order to get the full benefit out of the gathered insight upon the phenomenon. In this regard, multiple case analysis has been adopted since the current study undertakes a comprehensive understanding upon how emerging teacher identities of Turkish preservice EFL teachers are constructed and negotiated through narratives over the practicum period, which has differences regarding the institution and level of students.

Since identity construction is delineated as being ongoing, multifaceted, dynamic, individual, and social (Beijaard et. al, 2004), similar to what have been emphasized in the related literature, the current study follows an overall qualitative approach, which is explained by Cresswell (2016) hereunder:

“Qualitative research begins with assumption and the use of interpretative/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants, the reflexivity of the problem, and its contribution to the literature or a call for change” (p.44).

As implied in the above statement, qualitative mindset has been characterized by the given importance to the emerging process-based, interpretive, complex, detailed mindset that seeks a better understanding of the inquiry from a holistic and open perspective. Fundamentally, the present study focuses on understanding the unique personal journeys that Turkish preservice EFL teachers go through during the practicum period, with a specific spotlight on their emerging teacher identity formations. As stated by Mackey and Gass (2011), qualitative research depends on “descriptive data that does not make (regular) use of statistical procedures” (p. 162). Considering the research questions of the present study, it seems plausible to apply a qualitative approach to get a better grasp on the phenomenon. Therefore, it is attempted to explore and to describe what this identity formation translates as a journey from the eyes of Turkish preservice EFL teachers. Namely, a qualitative approach has been decided to suit best at unearthing the meaning-making processes of Turkish preservice EFL teachers’ construction of identities as a teacher besides the emotions, beliefs, and values that they attach to

becoming a teacher in order to recognize their worlds better, with the ultimate aim of making their worlds better.

More specifically, the current research draws on narrative inquiry with the intention of examining journeys of “becomings” regarding the construction of teacher identities of preservice teachers. In this light, narrative inquiry has been defined as “first and foremost a way of understanding experience” (Clandinin & Connelly, 2000, p. 3), which ultimately translates as a “methodology for inquiring into storied experiences” (Clandinin & Murphy, 2009, p. 598). Therefore, it is advocated as a convenient framework to deliver a better understanding upon the experiences of teachers and teachers-to-be with regards to how they perceive their selves in relation to their profession (Savin-Baden & Niekerk, 2007).

With the arrival of narrative turn in social sciences (Barkhuizen & Wette, 2008), teacher identity has been particularly identified as a field that grows attraction towards this type of conceptual framework. Viewed in this way, teaching related contexts are regarded as “a storied landscape” (Beijaard et al., 2004, p. 120), which the participants construct their identities through living the experiences and narrating such stories. Thus, there would be a solid basis in which teacher identities might be re(negotiated) and explored, giving rise to the deeper investigation upon this entity.

According to Clandinin and Huber (2010), narrative approach is distinguished with respect to some notions such as temporality, sociality, and place. The notion of temporality indexes that experiences are formed as ongoing events, thus; “to think narratively is to understand that our world is shifting, changing and personal” (Trahar & Yu, 2015). Therefore, it is anticipated that “there exists a continuing struggle to construct and sustain a stable identity” (Ruohotie-Lyhty, 2013, p. 122). Considering this particular dimension of narratives, the events or the stories should be tied to one another in sequence. As for sociality, it is characterized as “the environment, surrounding factors and forces, people and otherwise, that form each individual's context” (Clandinin, Pushor & Orr, 2007, p. 480). This includes the relationship between the participants and the researcher, since the social context is constructed collectively during the narration of the experiences. Lastly, the notion of the place refers to paying close attention to the role of place that storied events occur.

All in all, experiences are typically “grounded in past and present, which are carried into the future experiences” (Jones, Torres, & Arminio, 2013, p. 82), which might

be reflected through narratives. By doing so, the participants might unearth their perceptions upon their selves as teachers with regards to their lived experiences in a certain context. Therefore, it is used as an analytic lens to gain a deeper insight about how Turkish preservice EFL teachers make sense of themselves as teachers during the practicum period.

3.2. Context of the Study

The present study takes place in a state university that has a four-year, tertiary-level teacher education program titled as English Language Teaching, located at the southwest side of Türkiye. The program is designed to prepare preservice teachers to grow fully as teachers that can function in diverse grades and contexts. The students to be preservice teachers, who mostly have the intention to become an English teacher, apply to the English Language Teaching programs at the undergraduate level depending on their university entrance exam results. It is usually the aim that the students would be equipped with the related up-to-date content knowledge, pedagogical underpinnings, theoretical aspects, practical skills, and a suitable disposition to become an effective English teacher. However, they might take other routes of diverse careers depending on a ton of variables including their experiences, backgrounds, opportunities and viewpoints.

To complete this particular program, students need to meet a minimum of 240 ECTS credit requirement and have at least 2.00 out of 4.00 GPA. The courses vary in terms of being mandatory and optional; and also the range of courses that the institution offers some education-specific courses like philosophy of education, sociology of education, instructional technologies; language-specific courses such as literature, linguistics, oral communication skills; along with professional practice courses such as classroom management, teaching English to young learners, Turkish education system and school management, which pave the way into the practicum experience that is to be attended at the last two semesters of this training program. Once graduated, they would be licensed to work as an English teacher in various institutions at differing levels including state schools, universities, and private schools.

As a vital part of the program, teaching practicum has been introduced at the final year of the undergraduate education. Labeled as preservice teachers, senior students at the English Language Teaching programs in Türkiye need to complete 6 hours per week for 24 weeks of teaching practicum experience over two semesters, as a vital part of their

teacher training program. Accordingly, they are required to visit designated practicum schools weekly at specified hours so that they would witness how teaching takes place in a local institution. This, in turn, adds to their knowledge upon teaching, and it stimulates questioning their working theories, develops their teaching philosophies by contextualization of their teacher knowledge (Yazan, 2018), helps them to reflect upon themselves as future teachers, and so on. In this respect, the present study has focused on the teaching practicum period since it has been delineated as one of the most stimulating dimensions of teacher education programs (Ferrier-Kerr, 2009), and also specified as demanding, harsh, and troublesome for many preservice teachers (Trent, 2013); where they might come up with an understanding of themselves as a potential teacher (Beauchamp & Thomas, 2011). This way, the preservice teachers would possibly attain an immediate experience regarding the realities of the classroom in their own contexts (Armutçu & Yaman, 2010). Therefore, the internal dynamics of the emerging teacher identities might be brought to light to a greater extent since it is delineated as a site for tension, growth and struggle in terms of negotiation of teacher identities

3.3. Participants of the Study

In line with the multiple case study design, four female Turkish preservice EFL teachers with an age range of 22-25 are involved as participants to the study, with the ultimate intention of examining their emerging teacher identities. Sampling procedure might be labeled as criterion based since as for the selection of the participants, “it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory” (Baxter & Jack, 2008, p. 547). Criteria involves being enrolled in an English Language Teaching undergraduate program in Türkiye, being at the beginning of the seventh semester of the program, being eligible for starting their teaching practicum period, being inclined towards exploring their teacher identities. There are several teaching practice institutions where the participants are assigned to, changing as a semester-basis. The practicum placements are varied to provide a degree of diversity from which to examine the evolution of teacher identity throughout the practicum period. In this respect, the students are selected accordingly and to encourage them further, there is a small amount of scholarship. This type of incentive is found to be binding since they are contributing to

the study for more than two semesters, which seems to be a challenging period on its own regarding the practicum period.

The participants are enrolled in a Bachelor degree English Language Teaching course at a state university based in the southwest region of Türkiye. After several contacts with the institution and granting the ethical approval document from the Board of Ethics at Anadolu University, the researcher sent a written invitation to the potential participants to join the research project by demonstrating the details, steps, the relevant information about the researcher, and the expectations overall. Upon meeting with the participants, the researcher underlined the appreciation of integrity and honesty for the participants' sharing their perspectives and contributions to this extent. In this regard, the researcher aspired to have a positive rapport with the participants to get a better understanding of their stories and eliciting in-depth nuances of data to account for the questions that are asked in the first place. The participants' rights are protected with the consent form and they are kept anonymous by using pseudonyms, who are introduced subsequently in detail in Table 3.

Table 3. *Demographic information of the participants*

Pseudonym	Age	Gender	Previous Teaching Experience	Practicum School Type	Motivation for Teaching	Additional Notes
Emel	25	Female	None	Public middle school	Passion for languages and cultures, human element	Transitioned from another field (international relations)
Gamze	22	Female	Part-time language instructor	Public middle school	Desire to make a difference in students' lives	Childhood dream to become a teacher
Ayla	23	Female	Part-time online language instructor	Public middle school	Passion for languages and cultures	Family ties to the teaching profession
Erin	22	Female	None	Public middle school	Aspiration to provide learners with opportunities without traumas	Difficult adaptation period, previously considered transitioning

Emel is a 25-year-old female Turkish preservice teacher of English, and she is from the southwest region of Türkiye. This teacher education undergraduate program is

her second department since she had studied in the Business department for a year in another city. After reflecting upon what she has aspired to pursue as a career and got mentorship from her professors, she has navigated her education towards becoming an English teacher. Therefore, she took the university-entrance exam for the second time and got enrolled in an undergraduate program of English Language Teaching in an education-based department. She regards teaching a foreign language highly and thinks it is special, which intrigues her further into the field of education. Among the reasons why she has switched her program was the missing connection of cultural interaction meshed into languages, which she aims to have found in the current program. All in all, she feels that she has taken the right decision after having the first contact of the real-life teaching through the practicum context.

Gamze is a 22-year-old female Turkish preservice teacher of English, and she is from the western region of Türkiye. She takes pride in mentioning that she is among the first teachers in her family. That's why she has strongly expressed that it was not a random choice, that it was very much planned to become a teacher in the future. However, she gathered that her family had other plans about her career earlier. At this point, she mentioned that she had learned how to read and write prior to primary school education, which made her feel more at ease and confident. Upon having the very first day of school, Gamze decided to become a teacher, which has been blended into her thirst for learning a language afterwards. During high school, she had a very influential and transformative-spirited English teacher, for whom she is indebted to her formation of journey as a becoming-teacher. Therefore, she has attained herself a mission to be a transformative teacher that can make a change in students' lives upon the inspiration that she got from her previous teacher. Furthermore, she values the information and the immortality of it, which makes her proud to be a part of this chain.

Ayla is a 23-year-old female Turkish preservice teacher of English, and she is from the southern region of Türkiye. She initiates expressing her relation to the field of education by reminiscing about her father, who is also a teacher with an administrative position. The way he delivered his profession, and formed connections with the people involved was very inspiring for Ayla. Furthermore, there is a considerable influence of the cosmopolitan texture of the region that she grew up in, which made her get familiar with diverse cultures and languages at a very young age. This interest was further fueled by her earliest job being a local guide for tourists. Therefore, she has ruminated upon her

career being meshed with her interest in language and culture. By having influential teachers further in her educational life, she got fully inspired by that idea. However, she has hesitations regarding the financial and social aspects of choosing teaching as a career. Furthermore, she values being able to encourage the students to create, think critically, and crack their shells open to have more options in the long run.

Erin is a 22 year-old female Turkish preservice teacher of English, and she is from the southern region of Türkiye. She regards that her entrance to this field of education has been fairly haphazard. After going with the wind and blending into the people who are genuinely interested in learning a language, she has noticed her lack of confidence in competing with her peers in high school regarding language education. After this process, she has become a much more ambitious person and she has taught herself English despite the challenges. She also expresses that she had difficulty in adapting to the experience of living away from her family. Upon enrolling in the department of education at her university, she decided that she could not take it and had her education suspended for a year. She has come back to her education and started one year later by skipping the preparation school. During this period, she has contemplated becoming a teacher and questioned her compatibility, and she has found out her enthusiasm about teaching and languages. Moreover, she regards empowering learners highly since she expresses her sensitivity over creating learner traumas, and shows empathy with the learners.

3.4. Data Collection Tools

In this research, it is attempted to have a clearer image of Turkish preservice EFL teachers' inner worlds, how they construct and reflect upon their identities with respect to their experiences during the practicum period. With this aim, multiple resources of data have been selected as in line with the parameters of qualitative approach and multiple case study design. As a consequence, data for the current study has consisted mainly of narratives of the participants, individual in-depth interviews, focus group discussion, classroom observations, and critical incident reports alongside several artifacts (field notes, lesson plans, English Language Teaching curriculum, documents related to the practicum, etc.).

3.4.1. Semi-structured interviews

In this research, semi-structured interviews (See Appendix A) are utilized as the main data source since narrative inquiry is given utmost importance as a part of the Dialogical Self Theory. In this respect, narratives of the participants are to be utilized as a venue for gaining insights upon their emerging teacher identities and how they develop their sense of selves as future teachers. Setting out with the remark that “[h]umans are storytelling organisms who lead storied lives” (Connelly & Clandinin, 1990, p. 2); the stories that are unfolded during the semi-structured interviews make the basis for interpretation of their multiple identities associated with teaching. In this sense, Wortham (2001) points out the vital position of narratives, in this case interviews, considering the potential expressions, conflections, compensations of identities and experiences, which eventually makes room for emerging teacher identities.

The semi-structured interviews have been conducted over the course of the practicum period in a dialogical manner. By doing this, it is aimed to have an open, sympathetic conversation, during which interviewers can also contribute to the dialog by sharing their experiences and guide the conversation into a deeper one by touching upon the “thinking, feelings and value considerations” with regards to their emerging teacher identities (Gee, 2010 cited in Arvaja & Sarja, 2021). As for the implementation of the interviews, there are three rounds of in-depth interviews, which take place at the beginning, in the middle, and at the end of the teaching practicum period. At the beginning of the practicum period, the participants have been asked about their understanding of teaching, being a teacher, their aspirations, and fears about being a certain type of teacher, their expectations, feelings, and values that are attached to this profession. On the other hand, the next in-depth interview involves questions hovering around their experiences during this period, important incidents, their engagement, and involvement to this practice, favoring and disfavoring conditions about their experiences, how they manage/react to such situations. As for the final round of interviews, the main focus is on their identities as teachers considering what they have experienced and how these affected this negotiation of identities, eventually bringing one year of experience together and binding such experiences to their formation of identities.

3.4.2. Classroom observations

Observations have been referred to as one of the main data gathering tools regarding qualitative research (Creswell, 2016), particularly in case studies. According to Simons (2009), observations display an extensive perspective of the research field, function as a tool for recording crucial moments to be analyzed, allow unearthing underlying dynamics of the phenomenon, and they might also be used for checking data that is gathered from interviews. In this study, classroom observations are used for providing supplemental data, while narratives gathered during the interview sessions are maintained as a primary source of data. Therefore, observations provide a holistic angle that ties contextual factors and interview data together with reality of what is at work while the participants habituate their practicum institutions. As for the implementation of the observations, an observation rubric designed by Merriam (1998) is used (See Appendix B). This checklist attempts to gather a wider understanding of the observed experience, while in the descriptive field notes the observer considers how participants pose themselves as teachers with actions, that is, how they operate their teacher selves with their real-life practices.

It is planned to get in touch with the cooperating teachers, university-based supervisors, and the participants after obtaining the ethical approval for the research. The amount of observation and the way of observing the classroom have been decided cooperatively. The researcher is positioned as a non-participant observer during this period. The observations have been spread throughout two academic semesters and among the participants. In addition, the field notes and unplanned conversations with the participants are considered as supplementary sources, considering Labov's (2001) remark upon eliciting narratives via spontaneous storytelling to scale down the effects of the Observer's Paradox.

3.4.3. Critical incident reports

Due to the multifaceted nature of construction of emerging teacher identities, it is relevant to examine how participants regard themselves as teachers in their own contexts (Arjava, 2016) via reflection reports. In this way, they would portray an ongoing negotiation of their emerging teacher identities, which might constitute a guideline for their growing personal and professional identity (Bennett, 2013). Therefore, reflection is

acknowledged as a data collection tool with a great potential in tracking a blossoming identity if conducted in an efficient way (Korthagen & Vasalos, 2005). Potential benefits might include expansion of the contextual information and the participants' articulation of the experiences related to their emerging teacher identity development. These might reveal the individual challenges that they might have during adapting to the practicum institutions and the established communities of practice within these institutions.

All in all, since the practicum period is substantially labeled as demanding and also frustrating (Bloomfield, 2010), it is still regarded as an efficient period of time during which the pre-service teachers might grow themselves as teachers (Ferrier-Kerr, 2009). Therefore, in the present study, critical incident reports have been incorporated into the data collection process. By doing so, more contextual information and details upon the participants' experiences and perspectives regarding their becomings of teachers might be accessible for interpretation as well as helping the participants reflect on the cruciality of the event and how they relate to the ongoing negotiation of their identities. Such integration to the data collection procedure might also contribute the understanding of the participants as in line with Kumaravadivelu's (2002) description as "(a) teachers as passive technicians, (b) teachers as reflective practitioners, and (c) teachers as transformative intellectuals" (p.8) as they develop their self-reflection skills. In this vein, Beachamp and Thomas (2009) remarked that "What may result from a teacher's realization of his or her identity, in performance within teaching contexts, is a sense of agency, of empowerment to move ideas forward, to reach goals or even to transform the context" (p.183).

In this vein, all of the participants are explained the content of the critical incident reports to maintain a certain amount of structure and systematicity. It is made clear that the main goal of these reports would be to encourage them to explore their developments as teachers in their practicum schools and to understand their negotiations of identity better by providing a sample from their experiences. Thus, their "...speculations, feelings, problems, ideas, hunches, impressions, and prejudices" (Creswell, 2016, p. 189) with regards to their teaching practicum experiences are included in these reports. A brief guideline for writing critical incident reports (See Appendix A) is utilized to gather reflective thoughts in an open-ended way to unpack their ongoing tensions, decisions, developments upon becoming a teacher along with how they are positioned themselves and view themselves in multiple aspects of emerging teacher identities. The language

choice for the reports have been consulted individually with the participants and established as Turkish for convenience.

3.4.4. Focus group discussion

Focus group discussions typically incorporate participants with resembling properties or experiences discussing an issue in company with a mediator (Hatch & Schultz, 2002). In an attempt to empower the participants regarding their journeys to become teachers, there has been a session of a discussion with all focal participants towards the end of the practicum period. The discussion has focused mostly on how they evaluate their practicum experiences relating to the developments of the emerging teacher identities (See Appendix). It is often maintained that “different people experience the world through different eyes, different bodies; they have different life stories; they have different names”, eventually constituting as “individual human identities” (Johnstone, 2008, p. 158). Such complexity and plurality might inspire the participants in that they would notice some similarities and differences with respect to what they experienced, how they reacted to certain events, how they try to unearth their teacher selves, and so on. In this sense, it should also be noted that “the selves we present to others are changeable, strategic, and jointly constructed” (Johnstone, 2008, p. 155). Therefore, there might be stories that the participants highlight to showcase their teacher identity development while some stories are buried in the face of peers and kept more private. At this point, the researcher acts as moderator, who guides the discussion so that the participants would share their experiences upon their development of teacher identities over the course of the practicum. Overall, how they relate to one another with regards to their narratives and how they narrate their own path of emerging identities are taken into consideration at this phase of data collection.

3.4.5. Artifacts

The final round of data collection involves document and artifact analysis in order to provide comprehensive contextual data to extend the data gained from interviews and in-depth interviews. In this respect, such analysis is found to be “quite rich in portraying the values and beliefs of participants in the setting” (Marshall & Rossman, 2011, p. 160). The artifacts encompass the documents related to the participants’ practicum such as

lesson plans, reports, curricula of the practicum institution. Table 4 hereunder summarizes the data collection tools to be used in the present study.

Table 4. *Overview of the data collection and analysis*

Data Collection Tools	Justification	Collection Procedure	Data Analysis
Semi-structured interviews	to make the basis for interpretation of their emerging teacher identities across the practicum experience	First round in the beginning of the practicum Second round in the middle of the practicum Third round at the end of the practicum	recorded, transcribed, and analyzed to find emerging themes, Saldaña's (2015) coding framework
Critical incident reports	to unpack their highlighted/contoured stories from their own perspectives	At least two critical incidents per semester, with a total number of four incidents minimum per participant	collected and analyzed to find emerging themes, Saldaña's (2015) coding framework
Classroom observations	to tie contextual factors and interview data together with reality of what is at work	At least two academic hours of classroom observation in the second term	a discourse analysis on their positioning in their teaching practicum institutions using Merriam's (1998) Classroom Observation Guide
Focus group interview	to see how they relate to one another with regards to their narratives and how they narrate their own path of emerging identities	After the practicum period with four participants altogether	a discourse analysis on their positioning in their teaching practicum institutions, listen repeatedly to find the patterns of identity performance through language use
Artifacts	to provide a comprehensive contextual data surrounding the reported narratives	the documents related to the practicum such as lesson plans, reports, etc.	Content analysis of the documents to support reporting a detailed contextualization

3.5. Data Analysis

Teacher identity is often referred to as a multifaceted entity in a dynamic process, which can be interpreted through eliciting nuances out of personal stories and experiences (Beijaard, et al., 2004; Rodgers & Scott, 2008). In line with this perspective, there are multiple sources of data, thus, the analyses are conducted over time in an interpretive manner. In this respect, four semi-structured interviews (three over the practicum period, one focus group interview) are recorded, transcribed, in-depth human coded and analyzed to find emerging themes. By reading the transcripts with close attention and assembling

them in descriptive labels, which bring about potential categories. As for the coding, Saldaña's (2014) narrative coding framework is utilized, which is found to be relevant when narrative inquiries are examined with a literary perspective. It is typically aimed at representing participants' narratives in the coding process. Therefore, the coding is in an iterative manner and constant comparison so that the repeated patterns would come together (Corbin, & Strauss, 2008). Then, thematically classified data is analyzed further by using the notion of Discourses (Gee, 2010), which potentially represent the participants' perspectives upon their teacher identities. Based on the sociocultural disposition of the narratives, how the participants embed social and cultural values, beliefs, tendencies into their language to make sense of their potential teacher identities is to be considered. For instance, their positioning in their teaching practice institutions is evaluated by themselves through narratives. As a result, it is attempted to be brought to light if they distance themselves from such institutions, values, people, etc. or if they internalize the existing values of their emerging communities of practice. This might be evident through interpreting contextually loaded expressions and words with particular connotations (Wortham, 2001).

Additionally, how different places and timelines are reflected in the negotiation of identities through narratives is given a closer look. This, in turn, has helped refine the codes and the categories attached to them and finalize the content analysis of the interviews. Since there are three rounds of interviews with four focal participants, there are twelve participant interviews to be analyzed accordingly. Therefore, the development of how their development of emerging teacher identities is to be interpreted as an ongoing negotiation throughout three points in the timeline (i.e., at the beginning, in the middle, at the end of the practicum period).

To get a more comprehensive picture of the context and how Turkish preservice EFL teachers perform their storied identities in real classrooms, a discourse analysis is conducted upon the observation of the practicum classrooms. The observations are recorded to be able to listen repeatedly to find the patterns of identity performance through language use. These patterns are analyzed according to discursive positioning (Davies & Harré, 1990) and the identities building tool (Gee, 2010); which are found compatible with the underlying framework of the Dialogical Self Theory. According to Gee's notion of Discourse (2010), the negotiation of identities is associated with embracing different voices. These Discourses, that are enacted through language, are

utilized to reveal how the participants position themselves as a certain kind of teacher. In this respect, Gee (2014) specifies the guidelines for this particular type of discourse analysis as following:

“For any communication, ask what socially recognizable identity or identities the speaker is trying to enact or to get others to recognize. Ask also how the speaker’s language treats other people’s identities, what sorts of identities the speaker recognizes for others in relationship to his or her own. Ask, too, how the speaker is positioning others, what identities the speaker is “inviting” them to take up.” (p.116)

To conduct such analysis, audio recorded discourse data is listened to repeatedly with close attention, paused if needed so that the actions and words that the participants take upon are to be written down. Such activities and linguistic expressions are interpreted with regards to the storied dimension of their identities (i.e., interview data). As for the focus group interview, it is examined using similar steps of analyzing the interviews. However, the main focus is on the stories that they highlight to express their emerging teacher identity construction in front of their peers (i.e., other focal participants). Lastly, the artifacts are used for getting a better description of the contextual details such as the English curriculum that the practicum institutions follow, the lesson plans that the participants design, their teaching reports, and so on. Overall, micro-level analyses that display insights into construction of emerging teacher identities over shorter duration of timelines (i.e., classroom observation of the practicum) and macro-level analyses that display developmental progress over longer timelines (i.e., three interviews over the practicum period) are combined to have a deeper understanding of the phenomenon (Klimstra, Luyckx, Hale III, Frijns, Van Lier, & Meeus, 2010; Henry, 2016).

Overall, the coding has been conducted by initiating the procedure with an inductive coding; which encapsulates open codes and in-vivo codes regarding the emerging teacher identity-related thought units across the interview data. After that, the codes were compared and correlated with one another, paving the way for broader themes; which have been generated and reconstructed in an iterative manner throughout the study. In this respect, the reflective reminders or notes regarding the codes have been utilized. By doing so, new codes have emerged, old codes have been revisited, some codes have generated novel theme categories, or some codes have been eliminated to refine or clarify the data interpretation. After finalizing the first draft of the interpretation and the whole data collection period, the codes and themes have been sent to the participants for member-checking purposes and thus discussed and revised accordingly, which

contributes to the credibility overall (Cresswell & Poth, 2017). Along with this, several academic researchers have been consulted with the codes and the themes for improving the interpretation and the trustworthiness of the study.

3.6. Researcher Reflexivity

Denoted as “a major strategy for quality control in qualitative research” (Berger, 2013, p.1), position of the researcher is one of the main concerns of this particular type of inquiries (Creswell, 2016). To unpack the underlying assumptions about the subject matter that is undertaken, the researchers are advised to spare a section that is dedicated to such dispositions. By doing so, the readers would better understand the initial state of the researchers, their beliefs and attitudes towards the inquiry, the philosophical tendencies that might account for the choices they make while interpreting the results, and so on. These might contribute to the transparency of the study, which boosts the research validity overall.

As for my own journey, I am a graduate of an English Language Teaching program and I have fulfilled the teaching practicum requirements as a preservice teacher. Thus, the six-years-ago version of me could be easily identified as a potential participant to the current study. This shows that I am inclined to understand people like myself better, to be able to see through how their journey turns out to be shaping their identities, and so on. After graduating, although I have always dreamed of joining the academia to keep learning and become enlightened about this field of research, I had a teaching experience in a private school context over a year long. Then, I applied for a joint PhD education and got accepted to a very distinguished institution, where I met many refined professors, colleague researchers, and precious friends along the way. Over the years, I have juggled among student, researcher, and teacher identities, which all amalgamated to one another along the road. In this regard, I find this subject matter particularly intriguing since there might potentially be empowering stories that might inspire people to reflect upon their journeys to become teachers and their identities that get transformed during that particular time.

As for my acquaintance with the subject matter (i.e., preservice teacher identity), I can be considered as a mindful novice researcher whose focus has been accumulated towards qualitative approach to research and whose interests include dynamic journeys of becoming. Since I once was like my participants, I met the requirements of the teacher

education program with the completed practicum, which was executed in a particular school setting. Therefore, I am also aware that I might be getting flashbacks from my practicum period, which was about six years ago, and that I might also understand how I, as once a preservice teacher, constructed my own identity during this particular period of the education. As a person whose practicum experiences are somewhat fresh, I acknowledge that my subjectivity is something that might both contribute and constrain what is to be interpreted since it might potentially frame how I make meaning out of the participants' experiences. In this regard, I believe preservice teachers are interesting to look at regarding their blooming identities during the practicum period since this period encompasses questioning all the dimensions that lead to negotiation of the emerging teacher identities. That is why, I decided to dwell on their journeys of identity construction during this arduous period of time (i.e., the teaching practicum).

Stake (2005) states that “qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict” (p. 459). As an outsider to the research site, I am aware that being an outsider would bring some opportunities and adversities. While this role might make access to the research site and interaction with the participants challenging, it might also bring an outer, more subjective viewpoint to the researched data. Since I am not working as their teacher or a colleague researcher in the research context, the participants might probably not consider me as an authority figure, given my age and outsider position, which might be an advantage for data collection. Their involvement is to be grounded in the scholarship that I grant and the tendency to get to know themselves better in the long term, since the study has taken approximately one year. Besides, the participants have been informed that their involvement in the study is completely voluntary and that they can withdraw from the study if they feel inconvenient at any time.

3.7. Trustworthiness of the Study

According to Lincoln and Guba (1985), there are several criteria that establish the validity of qualitative research including credibility, transferability, and confirmability. In this vein, to ensure credibility, triangulation of data collection tools has been applied to encompass “corroborating evidence from different sources to shed light on a theme or perspective” (Creswell, 2016, p. 251). Therefore, the data is gathered through interviews, observations, focus group discussions, and artifacts, which establish multiple data sources

that allow a deeper understanding of the phenomenon (Yin, 2003). In this sense, triangulation of the data would potentially build “confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem” (Thurmond, 2001, p. 254). This would also help access a bigger portrayal of the cases, since diverse perspectives and views are incorporated (Hays & Singh, 2011). Because of the multifaceted nature of identity as a concept, it is only fair to combine multiple sources of data collection and analysis to verbalize the ongoing negotiations regarding the emerging teacher identities.

In addition, member checking has been used as a way to confirm that the findings show the true colors of the participants. By forwarding field notes and transcribed interview data to the participants to achieve member-checking, their feedback has been taken into consideration to enhance comprehension and eliminate misinterpretation. In this regard, their impressions of their narrated stories, if the final version of the narrative actually reflects their viewpoints, and if they had other suggestions that would contribute to the honest portrayal of their emerging teacher identities have been discussed with the participants.

On the other hand, to establish transferability, detailed and localized description of the research site, participants, data collection procedure, analyses, and interpretation are provided so that the findings of this study could inform other researchers and comparable contexts. As for confirmability, the role of the researcher has been fully disclosed so that the personal bias and subjectivity that might affect the interpretation process would be acknowledged and traced. To reduce such an effect, content analysis of the data and the coding framework has been established to reflect the participants’ words and experiences to the fullest. The verbatim extracts and in-vivo coding framework contribute to the transparency of the data and the analyses, demonstrating the link between how these words guide the negotiation of the emerging teacher identities. In this regard, providing a considerable amount of transcribed and coded data might enable readers to weigh up the interpretations carried out on the raw data.

To ensure a certain amount of trustworthiness in the present study, expert opinion has been gathered considering the questions prepared for semi-structured interviews and focus group discussion. Similarly, an independent researcher has read the transcripts, code, and categorized the data from one participant into emergent themes. Through a

meeting, the interpretations have been shared, and the independent researcher has provided feedback to reach a consensus and consistency regarding the content analysis, which has helped improve the overall quality of the interpretations. However, the concept of social desirability bias is also acknowledged and it is referred as the following:

“The social desirability bias consists of a systematic research error, in which the participant presents answers that are more socially acceptable than their true opinions or behaviors. Qualitative studies are very susceptible to this type of bias, which can lead to distorted conclusions about the studied phenomenon.” (Bispo Júnior, 2022, p. 1)

In line with the guidelines provided by Bispo Júnior (2022), the present study takes social desirability bias into consideration. In this vein, several steps are taken for limiting the social desirability bias in this study. First and foremost, planning of this research has been conducted carefully in terms of definition of objectives, selection of participants, and refinement of the data collection tools by means of triangulation of the sources, adding participant observation and document analysis. Secondly, preparation of the interview and focus group interview questions have been taken seriously by the experts who have shared their opinions and according to their feedback, the items have been transformed into much more neutral and open questions. Thirdly, the participants have been guaranteed that they would stay anonymous and everything they share would be published under ethical requirements and confidentiality concerns. Fourthly, the continuation of the researcher and non-interrupted interviews have added to building familiarity and good rapport with the participants, which fosters more honest answers. Fifth, the researcher has used verbal and nonverbal language to make sure the participants feel free to speak their minds and narratives without thinking about third parties or external forces much. In case of misunderstanding the questions, clarifications have been provided to get the participants on the right track.

4. FINDINGS

In order to answer the first research question, which has previously been articulated as “How do Turkish pre-service EFL teachers identify themselves as a teacher?”, there is a need to analyze the findings related to the three interviews, the focus group interview, critical incident reports, and classroom observations. Hereunder, the findings are listed in line with the timeline of the data collection, starting with the first round of interviews, developing with the second round of interviews and finalizing with the third round of interviews. After the analysis and the interpretation of the interviews, the data will be incorporated in the focus group interview analysis, the critical incident report analyses, and the data collected from the classroom observation reports. Whereas the interview data and the analyses gathered from the interviews would be the basis of the analyses framing the emerging teacher identities of the participants individually, subsequent analyses would be used to correlate the data yielded from observations, critical incident reports, and practicum documents from the angle of emerging teacher identity (re)construction.

In order to answer the second research question, which has previously been put into words as “How do their constructions of emerging teacher identities evolve over the practicum period?”, there is a need to analyze the findings derived over the course of the three interviews, the focus group interview placed at the end, critical incident reports collected in each semester, and classroom observations that were completed in the second semester.

In order to answer the second research question, which has previously been put into words as “What are the perceived factors affecting the construction of emerging teacher identities?”, there is a need to dig deeper into the findings pertaining to the first research question, which were yielded from the three interviews, the focus group interview, critical incident reports, and the data collected from the classroom observations. Unearthing the potential reasons behind the particular ways of identity constructions might further aid in understanding the compelling evidence for such factors to be significant in preservice teacher training.

4.1. The Case of Emel

4.1.1. Emel's emerging teacher identity during the first round of interviews

The interview data on the first round for the participant, whose pseudonym is Emel, is summarized in the abstract mind map diagram below. There are five main categories unearthed from the thematic analysis. According to the thematic analysis, these are listed as the first impressions on the practicum, second choice, dilemmas, personal reflections, and prior experience. These five main categories are the milestones of the emerging teacher identity of Emel at the first stages of the practicum, as seen in Figure 2.

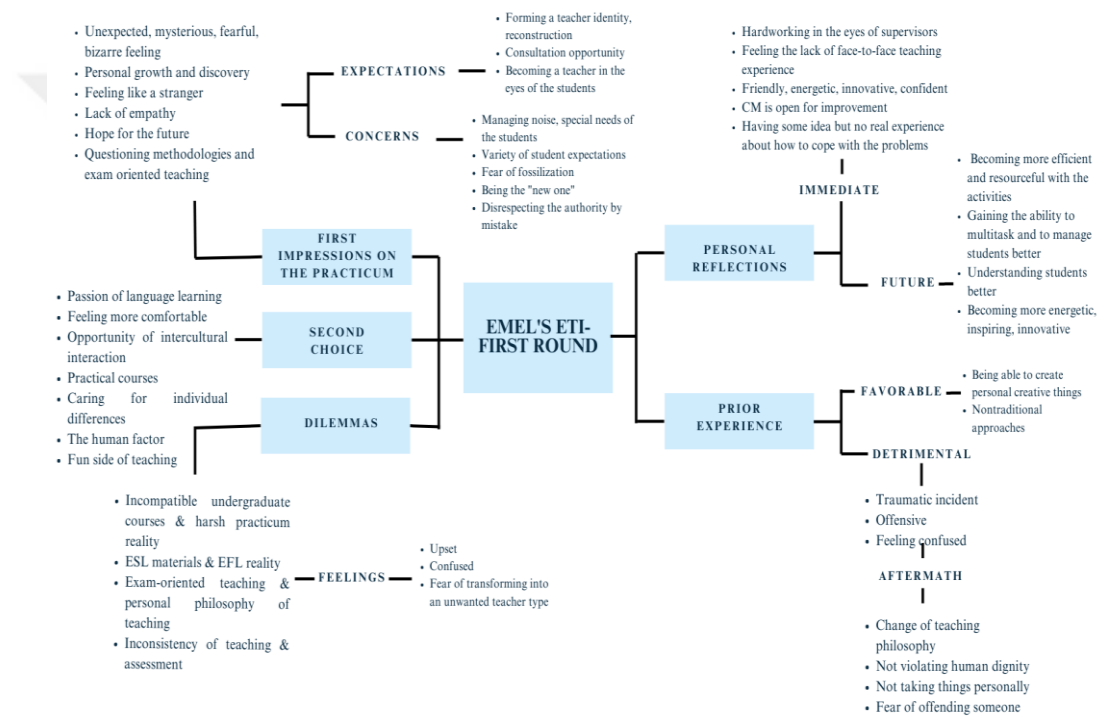


Figure 2. Themes derived from Emel's ETI-first round interview

In the category of the *first impressions on the practicum*, the participant shared her view on this novel experience of the practicum, which she verbalized as “the trailer of the profession”, as this was commonly considered a vital step in the teacher training education. Therefore, this experience was particularly stated as being unexpected as it was different compared to the practical courses at the university. Since there were not many guidelines and a standard practicum experience due to the diverse conditions that the practicum schools offer, it was also viewed as mystical in a negative sense. This implies that Emel fears the upcoming practicum experience mostly due to the lack of clear

guidance at the beginning. She also stated there was a bizarre feeling, this might be associated with being the minority group and feeling like an add-on in a negative way, as in being an outsider. At this phase of the practicum, she stated there was a need for more empathy, because they were going through a new phase in their teacher training education and they might need additional validation and comfort in that sense. Overall, Emel achieved to keep her hopes in a positive direction for the future by stating her high expectations on the experiences to be gathered and some improvements within the procedure of the practicum: “We don't know many teachers, we are new and I don't like side glances, frankly, it seemed like a cold welcome. But maybe it will be different in the first week as we get to know them.”

While opening up about the first impressions on the practicum, she could not help but share her thoughts upon the exam oriented teaching and how opposite her teaching philosophy lies underneath. Therefore, one of the first things she picked up from the practicum was the cooperating teacher's teaching style being closer to the Grammar Teaching Method. This was viewed in a negative light by the participant herself since she did not share the same virtues that GTM holds and she rather viewed this method as being not modern and innovative, thus not being aligned to her teaching philosophy. That is why, the construction of her emerging teacher identity took place at the opposite of GTM direction as she mentioned: “This fear actually started to form within me today, I was afraid of returning to the grammar translation that my other previous teachers did. So I can say that I actually started to ask myself these questions about how I can protect myself from turning into this.”

This process, in a way, helped her question her teaching philosophy and emerging teacher identity since she was analyzing and observing the cooperating teacher's methodologies and attitudes towards the students. In the meantime, she was trying to position herself to be a part of the classroom and find her way into the teaching career by rediscovering herself as a teacher candidate, constantly negotiating her own emerging teacher identity. Besides the *first impressions on the practicum*, there were some *expectations* and *concerns* that were brought alongside. As for the *expectations*, the participant stated that there would be a chance to question her becoming a teacher by means of reflection and observation. In addition, this experience was regarded as an opportunity for consultation to the cooperating teachers at the practicum schools. By noticing the mistakes or misalignment about teaching as compared to the already-

functioning practicum school teachers, the participant is anticipating to go through an adaptation process. This, in turn, is expected to help the process of the construction of emerging teacher identity in the duration of the practicum experience. As a result, transformation of the preservice teacher image into a genuine teacher in the eyes of the students would potentially get the participant closer to becoming a teacher. On the other hand, the *concerns* include the anticipated problems to be experienced during the practicum period. For instance, managing disruptive behavior or students with special needs are mentioned as concerns at this stage. In addition, meeting the students' expectations as a teacher candidate is among the participant's considerations ahead of the practicum, which signals a considerable need for approval of the students. There is also a fear of teaching a certain subject matter in a "wrong" way and causing a fossilization for the students, which might stem from prior experiences as a learner. Moreover, being the "new one" is regarded as another source of a potential concern ahead. This is intensified with the hesitant feeling caused by refraining from being misinterpreted as disrespectful by the authorities at the practicum school. This shows that Emel is forecasting a rather accommodating preservice teacher identity that would help her hopefully to blend into the novel community at the practicum school, which would potentially confirm herself as a teacher in the long run.

In the category of the *second choice*, it is gathered that the participant positions herself into a teaching career as a second choice, since she had other paths of career beforehand. Choosing to teach was a particularly significant decision fueled up by the passion and the curiosity of language learning. Besides this factor, being more at the comfort zone since she would be living with her parents while getting trained to be a teacher was one of the major elements that helped her decide to become a teacher. Emel also views teaching as a fun and special occupation since there is always a human element diversifying the regular course of actions in a day-to-day life of a teacher. This might imply that the participant positions the students at the center of her emerging teacher identity construction at the beginning of the practicum:

"For example, some students may not like painting, we can involve them with different drama activities, or we can involve a student who is embarrassed to speak very differently with different techniques. The more we diversify, the better, the more individuals we can touch with our methods..."

In the category of *dilemmas*, the participant reveals the things that she found contradictory in nature during the first phases of the practicum. These include the

misalignment of undergraduate courses to the harsh reality of the practicum experience at hand. This is accompanied by the remark that the authenticity of the training course environment is not parallel to that of practicum schools, thus simulating a rather unrealistic environment and training the teacher candidates towards that impractical end. Moreover, the participant commented on the materials hovering around the ideologies related to the ESL (i.e., English as a Second Language) framework, rather than EFL (i.e., English as a Foreign Language) framework and mindset. This was further elaborated on by stating the over-reliance on the American-based textbooks and methods. That might signal a further deficiency on the local needs and issues, which might have the power to guide the preservice teachers and prepare them for what is at work in a place where English is spoken as a foreign language. Emel also brought about the teaching methodology in the practicum school being heavily fixated upon the national examinations, which are high-stake exams that determine the students' high school placements to a great extent.

In the category of *prior experience*, the participant draws on her past experiences as a learner, in which she observed various incidents of teacher identities and profiled them in her consciousness. As can be seen in the diagram, there are both *favorable* and *detrimental* prior experiences that shape the emerging teacher identity of Emel at the initiation of the practicum experience. Favorable prior experiences encompass genuine activities prepared by the former English teachers of her, which had made her feel that she could be potentially empowered to prepare her own, creative teaching materials like them one day. These activities were mostly communicative-based, which might explain her contradictory attitude towards the Grammar-Translation Method. In opposition, the *detrimental* prior experiences consist of some trauma-triggering encounters with former teachers, which had a huge impact on the way she positions her emerging teacher identity into the practicum experience. There was one particular traumatic incident, in which the former teacher had made an age-related, discouraging comment that affected her in a very negative manner. She had to leave the classroom in tears, which left her absolutely confused about herself as a teacher candidate. This unpleasant experience led to a change of priority in her emerging teacher identity (See *Effects* in DIAGRAM 1) since she truly made a pact with her future teacher identity upon not violating any human's dignity and respecting every student in every way she can. Therefore, not making a very personal

comment is listed as an absolute law to abide by. Besides this, there is also a fear of losing a student in the same way that she was lost at that incident, reported by her as following:

“I understood that this came before, I mean, as a human being, if we first respect the student, if we can approach the student without offending human dignity, for example, they are usually grabbed by the collar... We can completely lose someone in that way. So the more we support, the more we try, we can actually bring the person back to life.”

This shows the scars that she had in her prior experience helped her to construct her emerging teacher identity in a way that she would not want any other student to be scarred that way.

In the category of *personal reflections*, there are two timelines that are significant: immediate and future. In the *immediate* personal reflections, one can infer the participant's impression on her own identity reflection in real time. Emel refers back to her first times at the practicum as her having an enthusiasm and determination to go to the practicum school and being hardworking in the eyes of the university instructors as she states: "...among my professors, I am usually the one who is shown as someone who is really working and striving..."

Additionally, she reflects on her lack of face-to-face education experience and points to a necessity of improving her classroom management skills as she articulates: “I have a lot to improve as an English teacher because I don't have any face-to-face training and experience other than online trainings, so I need to improve myself especially in classroom management.”

This might show that there is an inadequacy of peace of mind since the participant had not received much face-to-face education as in the traditional system. This online education was resulted from the COVID-19 global pandemic, during which the schools had transferred to online education due to the national lockdown. Being trained in this era, according to Emel, is not a strength, it is rather something she has to work harder to compensate for. Therefore, she identifies herself as being innovative and open to learning new methods while she also considers that there is a need for improving her classroom management skills overall. As the elements of her strengths; being friendly with the students, being energetic in the classroom, being confident, and having strong, intelligible pronunciation skills are listed. The participant also states that although she has little to no real experience, she has some idea about how to cope with the practicum experience in theory. This might demonstrate that she has a fundamental theoretical background that she counts on, and she looks forward to getting some real experience to tie her theoretical

accumulation. As for the *future* personal reflections, she imagines herself as a teacher with a considerable source of activities and games to be used in the classroom, which conflicts with her current experience since she states that some of the things in the system are not dynamic as she expected them to be:

“Either I can say, okay, there is the reality of the exam, I can move these children in that direction, or I can teach them English by doing something really different, I want to be as innovative as possible, but I have seen that some things are unfortunately restricted and some things have been the same since my own period...”

In addition, Emel hoped to gain the ability to multitask and gather the students’ attention better in the future. This shows she is observant upon her shortcomings to work on them to become a much better version of her immediate identity. Along with these, being able to answer the students’ needs in a more appropriate manner, to understand their needs better, to become much more energetic and playful are some qualities that she aspires to have in the future. In this way, she remarks that she could evolve into a transformative and innovative teacher that has the power to inspire the students for the better, while indicating her doubts about future from time to time:

“Let’s say that I hope to be recognized as someone who constantly improves himself, criticizes and tries to renew oneself...I can become an eclectic teacher. Or I can turn into someone else, I don’t really know right now...Maybe this will be a motivation for me to improve myself, we will witness it in the process...”

4.1.2. Emel's emerging teacher identity during the second round of interviews

The interview data on the second round for Emel is compiled in the abstract mind map diagram below. As can be seen in Figure 3, there are four main categories yielded from the thematic analysis. According to the thematic analysis, these are listed as the *observation of the practicum*, *perception change*, *disillusion*, and *personal reflections*. These four main categories are the turning points of Emel's emerging teacher identity construction at the midway of the practicum.

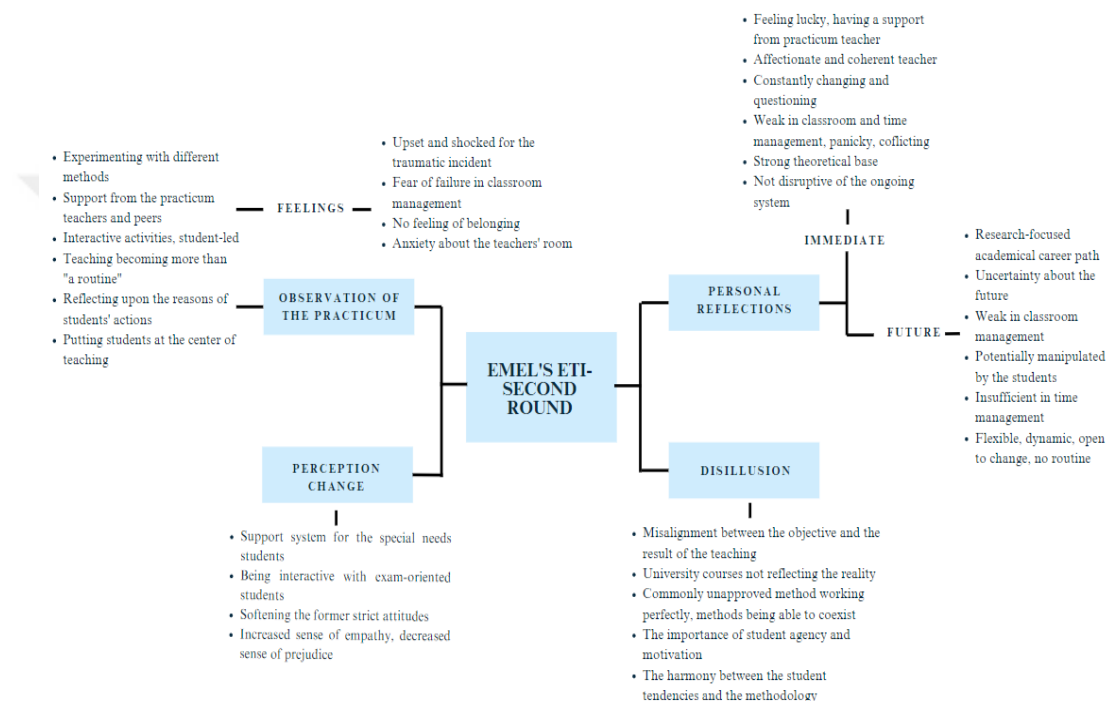


Figure 3. Themes derived from Emel's ETI-second round interview

If one takes a closer look, *observation of the practicum* gives a more elaborated image of the practicum school experience from Emel's point of view, filtered through her own understanding of events and situations. Since she has defined the practicum experience as the "opportunity to experiment", it can be inferred that she utilized the classroom as a zone to use different teaching methods and techniques. This can further be explained by her feature of innovativeness and passion for learning by doing. This way, she could have the chance to tie the theoretical knowledge base with the actual experience to be able to decide which method goes with which particular situations: "You know, a music that I had turned on for grammar taught many different things, you know, I used to notice this a lot in books, but it is different when you experience it like this."

She also referred back to the consistent support from the peer preservice teachers and practicum teachers. Within the circle of peer preservice teachers, there is a strong bond and communication cycle as mentioned below:

“There is a situation that happened and I am stuck, I mean, I talked to my other friends who also entered the practicum. Did something like this happen with you in your class or. For example, for example. Some of my other friends who came to the practicum with me were already working in courses or something. For a certain period of time, I mean, have you ever had such a thing happened to you? Quite a lot, you know? I can say I was asking everyone. Because I mean, I can learn by asking, let me put it that way.”

While observing her first steps at the practicum school experience, she has also noted that she utilized interactive activities, in which she exchanged ideas with the students about the progress or the content of the activity. This might demonstrate her willingness and tendency to function as a guide rather than an absolute source of authority in the classroom. According to her own experience, this role has reciprocated with students’ interest in getting involved in the decision process over designing the activities: “...or they'd come to me with an idea. I had a box like a film strip. For example, (they would request) “Let's do the occupations today, should we do something else today?” They also diversified it, so it was nice.”

Emel also stated a sense of surprise because of her exceeded expectations about the practicum. She was expecting this process to be more mundane and she verbalized the routine process as the following:

“I used to think that I will teach the lesson, I will write my lesson plans, I will deliver the lesson. But I realized that teaching is something different. I mean, as I said, we read so many books and articles, but they do not completely reflect reality.”

The element that she failed to notice before the practicum can be considered as the human element of teaching, which wobbles most of the preconceptions and the strict plans made previously. At this point, she faces the true nature of teaching, which goes over the roof that was set clearly by the textbooks and course lectures. These were held as the security blankets for most of the preservice teachers such as Emel; thus, when they face what is at work in reality and how different variables intertwine with one another, they typically get confused. This is also the stage this participant reflects upon the underlying reasons for some student actions and reactions. Even though she does not agree fully with the students’ expectations about teaching, she willingly experiments

towards the direction that the students feel at ease, which shows her consideration of the students being at the center of the teaching:

“for example, when there are people in it and the dynamics change so much that I can do something opposite to what I planned for that day, depending on the student's thing. Or for example, I said I would never do grammar translation, the students demanded that. That's how they learn, so I did that in one of their lessons. When it happened like that, it was very different, but I think it has developed me.”

As for the *feelings* that stem from the *observation of the practicum*, it can be inferred that the participant is rather emotionally exhausted during this process. The feelings described by the participant are associated with her questioning of her preparedness for teaching, her position within the practicum school and the community of practice that is already established at the institution, and so on. During the recess time at the practicum school, she witnessed a daunting incident, which was about a disagreement between a student with a special condition and a parent of a student. After witnessing such an event, she reflected that she felt rather upset and confused at first. Then, she started empathizing with the students upon their disruptive behaviors:

“Also, as I said, my sense of empathy increased, I mean, for example, I was saying, you know, this student takes his bag and leaves, but why does he leave? I was able to recognize this, or you know, he wants to walk around the classroom, but why does he want to walk around?”

Along with some considerations and feelings towards the students, Emel experienced a sense of fear upon a potential failure circa her classroom management skill set and using some type of classroom management techniques that she crossed out due to previous traumatic learning experiences:

“...OK, I don't want it to be completely based on intimidation and punishment, but for example, when I say, "Come on, I'm going to write your name on the blackboard", for example, it's a phrase I normally don't like at all, but you have to use it later. You see that it works, so I started to use it as a last resort.”

This shows her experimenting with different methods and also applying the methods that the students are familiar with. Even though she has a traumatic learner experience with that method, she remarks that she “had to” utilize it in order not to disrupt the ongoing system that the practicum teacher applies on a daily basis. In this light, she hesitates to apply her own teaching philosophy due to the fact that her feeling of “being an outsider” still does not expire at this point in the practicum, which is further supported by her statement of not feeling accepted to their functioning community of practice in any way:

“I was hesitant to enter the teachers' room even during the recess times... Because I don't like the stares of the other teachers. Let me put it this way, you know, a practicum student, why is she here...So of course, they can't talk as they like in my presence, but...”

In the category of *perception change*, Emel has articulated some changes in her understanding of some situations that she encountered in the midst of the practicum. These include some changes in the way she conceptualized some attitudes or conditions that are related to teaching. For instance, she was surprised to receive support about the student with special needs. This shows a progress with her conceptualization of the practicum school in a positive direction, as compared to the beginning of the term. Similarly, she articulated her astonishment when she applied interactive teaching activities with eighth grade students, who are constantly taught in an exam-oriented fashion:

“They were open to drawing or doing something different and I didn't expect that, you know, it was just a lesson I was planning to solve tests and move on. But it was nice when there was that kind of feedback. So I felt lucky...”

This demonstrates that even though Emel moves with the idea of not disturbing the ongoing system that the practicum teachers have settled before her, she tries to experiment towards her teaching philosophy to scrutinize further about the efficiency of the methods based on students' reactions. In this sense, she is resisting the system with a smaller impact, since it is not habitual to have communicative activities with a exam-oriented group of students in that context.

Another change in the way she perceives things has happened around her own attitudes towards the learners and the concept of individual learning. She started transforming direct intervention into offering choices. Similarly, instead of pre-conceptualizing the situations and expecting a certain student reaction, she started coming up with alternative solutions tailored to the local conditions. At first, she had a much stricter attitude and she left almost no room for individual learning pace, which she verbalizes as following:

“I wasn't like this at first. Everyone will learn, everyone has to be like that, but now everyone has their own time. Everyone should progress according to that time, everyone should learn it at the end of the year, but they don't have to learn it in that class at that moment. I can say that I slightly cracked that, I became a little more flexible.”

After getting acquainted with how students interact with learning, the participant expands her view of learning by considering individual learning momentum and conceptualizing learning as a progress, rather than a standard product. As can be seen, the

participant interacts with the human element quite heavily during this process. From this perspective, she remarks that the sense of empathy has increased while the prejudices and preconceptions fade away at the midst of the practicum experience. She further exemplifies this situation with the instance that the students preferred the genre of biography even though Emel thought this was a tedious task for them. This made her realize that her preference and the students' might not always align.

In the category of *disillusion*, one can witness the participant detangling her previous convictions and being more conscious about what is really at work. This category has a transformative power over the participant's ongoing emerging teacher identity since she gets herself freed from previously conceptualized as unquestionably appropriate matters while negotiating over what is recently introduced as functioning in her context. For instance, the participant realized the misalignment between previously set lesson objectives and the result of teaching as she was conducting an activity on the subject "comparatives-superlatives":

"The children went and compared their teachers and stuff. They drew pictures of them. There were also very different incidents like that. You know, let it be imaginative, let it be like a drama, but it is very open to manipulation."

This disappointment led the participant to scrutinize her own preparedness for teaching, and to conclude that the undergraduate level courses were not complementary to the end that would make her feel empowered enough and ready to teach. This might signal that she is in a period of personal and professional growth, during which she asks sensitive questions to herself, revealing the true colors of her nature. Similarly, since she is experimenting with the teaching methods that she is trained theoretically, she was surprised to realize that a traditional method can work in her context perfectly as compared to an innovative method that is widely acknowledged as being more modern:

"I mean, my identity as a teacher has changed a lot. I wondered if I was going to become eclectic or something else. You know, I was very much like that. You know, all of a sudden I was completely conventional. Then I realized, okay, I was also eclectic. Then I realized that I was actually an innovative one. I said, you know, very much, I realized that this was the thing of being all of them at the same time."

This verbatim indicates that the participant witnesses the fluctuations happening within the emerging teacher identity and acknowledges them. By doing so, Emel claims her own emerging teacher identity and makes peace with herself about using the conventional methods that she is afraid to use due to the previous learning experiences

and how these “antique” methods clash with her own negotiation of teaching philosophy. Therefore, she opens up about her becoming contextually appropriate and how this translates in her own understanding. At that point, she realizes that she can use the methods at the same time without compromising her own teaching values. Similarly, Emel recognizes that student agency and motivation play a crucial role in learning and they affect teaching to a great deal: “I mean, those who want to learn vocabulary learn it either by writing or through other games, but you can't teach it to someone who is not interested in learning it anyway, so I started not to push it anymore.”

This extract shows that the participant relocates her own approach every time that she gets a chance to observe the consequences of her actions and forms brand new guidelines accordingly. This instance further demonstrates the moderation of her former strict guidelines, which give almost no room for student agency and motivation, alongside the individual differences that the students have. Therefore, consideration of the student as the center of teaching is also one of the highlights of her emerging teacher identity at this point of the practicum. Besides, the realization of students having a certain attitude for learning and being in pursuit of that specific type of methodology is also mentioned by the participant:

“Teacher, are we infants or what? Why did you play this video? There were also those who said that they never wanted to listen to songs. As soon as I tried to make them do listening activities, the class was drifting away.”

As can be seen from the verbatim above, the participant comes across with a resistance that keeps her from experimenting with methodologies to some extent. Since the students constantly look for the routine that they got used to, the participant feels a bit outside their comfort zone and thus, this feeling adds up to the feeling of being an outsider and the inadequacy regarding the sense of belonging.

In the category of *personal reflections*, Emel lays the modifiers of her own emerging teacher identity constructions on the table by means of descriptive reflections and in two timelines as *immediate* and *future*. In immediate personal reflections, one can witness the progress of her emerging teacher identity negotiation at the midst of the practicum. These include feeling lucky thanks to the flow of support coming from the practicum teacher, which shows that practicum teachers are at the heart of the direction of this experience. Having positive relations with the practicum teacher and the practicum teacher’s attitude towards Emel impacted her in a good way that she looked favorably on

the concept of being a teacher. So much so that she pictures herself to be becoming an “affectionate and coherent teacher” at this point in the practicum. However, the constant transformation and questioning of her emerging teacher identity is at work considering the verbatim that underlines her self-doubt at this period of time:

“I felt like nothing, and then I was like this. I did so many things, you know, I read articles and stuff, and I didn't remember them at all... I mean, I would leave a class, okay, if it is not working, it doesn't work, then I would do another class, but I would think I should do this next time. I can say that I really went through a period of such fluctuations in terms of my identity as a teacher.”

Along with these, Emel states that there is a need for working on her classroom management skills, time management skills, and crisis management since she states that she is not “that good enough” regarding these skill sets. Moreover, she reflects on her panicking at the students’ misbehavior or things that cannot be foreseen: “You know, the student gets panicky? I get more panicky, or there's a problem or something like that. He takes his bag and walks out. I remain stuck like this.”

This instance shows that Emel finds herself frozen in the circumstances that are not predictable or familiar to her in that sense. The unresponsiveness turns slowly into opportunities to self-reflect and notice the gap in her attitudes or skill sets, which translates later as mental notes to her future self. As she confides in her strong theoretical base in teaching, she also tries not to be disruptive of the ongoing system that the practicum school has. Therefore, she feels uneasy at times and thus gets noticed and supported by the cooperating practicum teacher, which she verbalizes as the following:

“She reminded me that it was normal for me to be anxious, that maybe if I was so relaxed I wouldn't be so serious, I wouldn't be so aware of certain things. She reminded me that it was normal and... you know, she gave me an example of herself.”

In this light, getting support from the practicum teacher empowers Emel to feel seen and heard as a preservice teacher and legitimize her position as a teacher candidate at the practicum school. By sharing her own anecdotes, the practicum teacher aids in the healthy construction of emerging teacher identity since the participant feels lost at some points.

In the category of *future personal reflections*, Emel envisages herself as a teacher-researcher in academia on the grounds that she enjoys theoretical readings and assignments at university. However, she is not self-assured as she associates herself with being delusional while mentioning her career plans in the long run, which might show that she further pursues some kind of social validation at this point. This kind of self-

derogation continues regarding the future personal reflections, based on her disappointing experiences in managing the classroom at the practicum school:

“I would probably be someone whose class is being disrupted. Because it's like that, I don't care about the way they do it, I mean, I just want them to be productive... That's why I think I would have a very exploited lesson, I mean, about classroom management.”

As can be seen, the participant is frustrated with her classroom management experiences at the moment, and since she assumes this experience simulates the future experience, she envisions her future teacher identity as having difficulties in managing the classroom as in reacting to the disruptive behavior, grabbing their attention, and so on. Therefore, she still has a considerable amount of concern about the efficient course of a lesson because she thinks it might potentially be exploited by the students and her time management might also fall short. However, when she puts these elements away, she aspires to become a teacher who is flexible, dynamic, and open to change. Along with these, she conceptualizes routines as being mundane and does not aspire to incorporate routines in her teaching reservoir. This might also be related with her previous learner experience and her interpretation of the current education system, which harbors a great deal of teachers with similar routines in her opinion since she remarks that she could still identify some dated patterns at the practicum school. From this perspective, she strives to make a difference as she highlights a transformative and innovative teacher figure regarding her future personal reflections.

4.1.3. Emel's emerging teacher identity during the third round of interviews

The interview data on the third round for Emel is summarized in the abstract mind map diagram hereunder. As it can be seen in Figure 4, there are four main categories yielded from the thematic analysis. According to the thematic analysis, these are listed as the *assessment of the practicum*, *complications*, *self-positioning*, and *transformed philosophy of teaching*. These four main categories are the milestones of Emel's emerging teacher identity construction at the end of the practicum. Therefore, they might shed light on how Emel conceptualizes her ongoing identity as a “becoming teacher”, taking the whole year in retrospect.

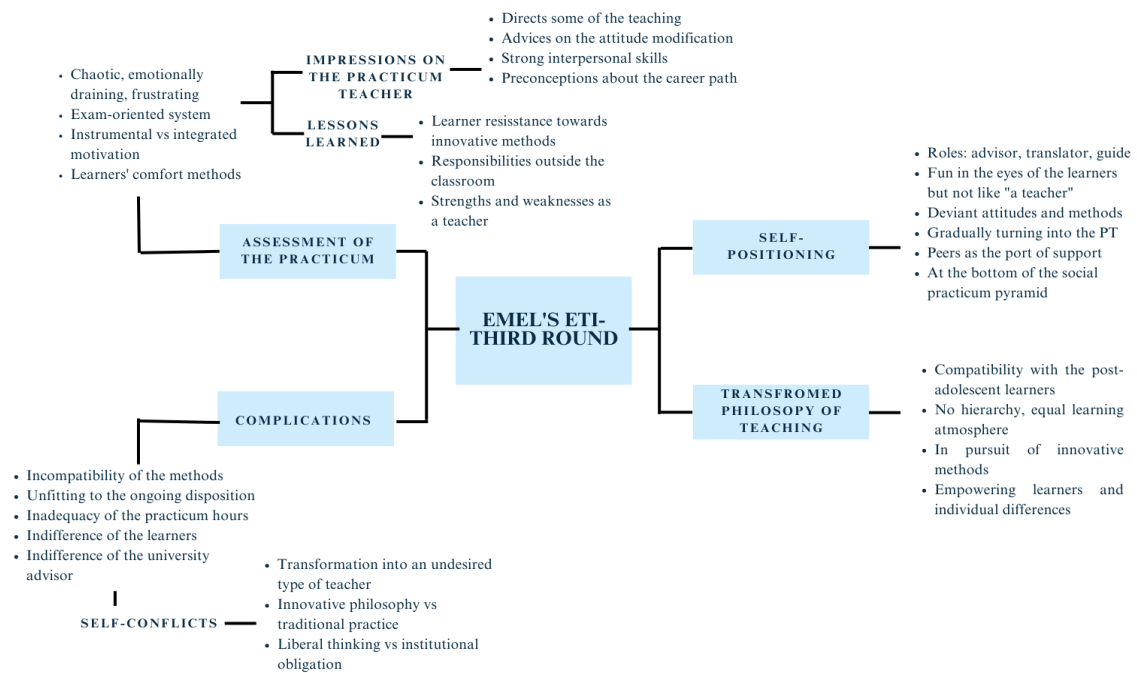


Figure 4. Themes derived from Emel's ETI-third round interview

In the category of the *assessment of the practicum*, one can infer that the participant thinks thoroughly about the practicum experience by demonstrating her point of understanding and by elaborating on it further with highlights on the *lessons learned* during this process and the *impressions on the practicum teacher*. Since Emel initiates the last round of interviews by stating that this experience has been “a total chaos”, it goes without mentioning that it also is emotionally draining for her considering her frustrating incidents. In this vein, her response to the question about the comparison of the expectations regarding the beginning of the practicum is crucial in that one can testify the tone indicates that she is rather frustrated by the reality:

“It failed to meet, at first I said that I would improve myself a little bit more, I would put certain things in perspective. For example, I thought I could adjust time management practices accordingly, because my activities were always incomplete in the first semester. Because I couldn't manage the time. Now, I mean, I couldn't do any activities, let alone the duration of the activity. So it was a little bit of a problem, it actually dropped my expectations. More precisely, it lowered my desire to teach, that is, to work at the public schools.”

The verbatim extract shows that Emel has faced some difficulties, which affected her resilience as a teacher candidate at a level that she does not envisage herself as a teacher in an institution similar to the practicum school. This reveals that the participant

is not in a place that she fits in with ease, and that she feels acknowledged and welcome, which, in turn, affects her negotiation of emerging teacher identity and compels her to choose another course of action, such as academia. This might be related to the current conditions that she experiences during the practicum since she remarks that the ongoing disposition of the practicum school is quite exam-oriented. This feature is crucial due to the fact that it changes the way the learners view the lessons and the way that the teachers deliver them (See backwash effect). She describes a routine lesson flow, highlighting the true nature of exam-oriented system:

“At first, she would assign vocabulary items, structures from the Whatsapp group, they would put them in notebooks and then they would memorize them. Then they were covered from 3 separate resources. Yes, they were accustomed to that order like question and answer. So just writing, reading, and filling. That's how it was for them. You know, they were confused when you asked them their own ideas or when you gave them a word that they didn't write in their notebooks, they got awkward even though they knew it.”

This is an example that the learners are habituated within this exam-orientation since this is what makes them function in the real world, considering they need to get as many right answers to the national examination as possible to make sure a better future whatsoever. Even though this routine is mostly accepted and delivered by the teaching members of the practicum institution, the participant has difficulty in internalizing it as a teacher candidate. This, later on, causes her to confront her theoretical accumulation that idealizes teaching with reality and provokes an internal collision that influences the construction of her emerging teacher identity at this point. Therefore, she accommodates the teaching materials with regards to the students' ongoing needs and tendencies. By doing so, she regrounds herself by laying out some observations into tangible notifications under the category of *lessons learned*. Based on her experiences, Emel concludes that the learners mostly tend to show resistance to the innovative teaching methods by simply not engaging with the task at hand.

Observing the students outside the classroom gives the participant an angle that she can confirm that a teacher is not only responsible for or significant to the boundaries of the classroom. Therefore, she takes into consideration that there are many responsibilities outside the classroom:

“I became more conscious of my responsibilities. I mean, teaching is all right. Let me put it this way, it's not just about the lessons. There are things to do during that period. There are things to pay attention to. For example, when the child is in a depressed mood, the teacher should call the mother and also support the child when necessary.”

Along with the added responsibilities, Emel reflects on how much she has benefitted from paying attention to the way she articulates herself during this process. In this light, she realizes her strengths and weaknesses as a teacher candidate:

“I have my own strengths and weaknesses, and I am really well aware of them. In fact, knowing what my strengths and weaknesses are gives me a little confidence. Because I know the stopping point when I'm not sure. For example in classroom management or time management...”

Thus, this paves way for personal and professional growth, helping her to become more conscious of herself. At this point, Emel reflects a great deal on the practicum teacher and observes her attitude towards the students closely and carefully. In this remark, she highlights that the practicum teacher has directed some of the teaching and given advice about her attitude towards the learners:

“And as my internship teacher said... She told me: “Be more aggressive, so to speak. I know it's not your nature, but become that way... You know, don't try to get the sixth graders to do some activity, you know, they were making fun of you behind your back, they were laughing and all...” she said.”

This comment was taken as condescending by the participant in a way that she felt discouraged to implement communicative activities, and guide her way to become like the practicum teacher:

“...Normally I am a gentle person. This was the matter that my practicum teacher criticized the most. You're so gentle, they'll eat you alive. Because they are all monsters, she would tell me. I would wonder what could go wrong, but really... Well, it turned out to be crucial to maintain a certain type of teacher-student relationship.”

As it can be inferred, she initiates her transformation as a teacher candidate into the practicum teacher at this point, since it has become a matter of survival at the practicum school for her. Therefore, she also idealizes the practicum teacher's strong interpersonal skills, which have been proven as convenient in the time of trouble with the administration. However, the practicum teacher has already made her mind upon the potential career path of Emel, which is engraved in her memory with these words: “She told me that in private colleges, teachers like me were hired, but I could not do it here. She probably thinks that I am not suitable for public schools.”

In the category of *complications*, Emel mentions the hurdles that she has confronted during this process, which might turn into an internal clash as *self-conflicts* if they collide directly with the elements of emerging teacher identity construction. The complications include incompatibility of the methods, since the students have not acknowledged the novel methods of Emel and constantly questioned why they have been

changing course of action as compared to the practicum teacher. Therefore, being “the stranger”, she thinks that she “could not keep up with the ongoing disposition”, which makes her feel unacknowledged. Moreover, she associates this lack of appreciation with her having inadequate hours of teaching at practicum school. Since she could not attain a certain amount of visibility at school, she could not gather much association with the institution with every member being aware of the fact that she was there only for a limited period of time. Being this temporal stranger she thinks she is, Emel observes a great deal of indifference from the learners, which shows itself as a disruptive behavior or potential deviation in the classroom management:

“...for example, the students did not want to talk at all. When I asked a question, for example, "Do you have a cat?" They didn't want to answer it in any way. I was telling them that they can speak Turkish but they didn't want to answer in Turkish, either.”

The indifference is not only about the learners’ lack of interest in interacting in English, since Emel has felt unseen by the university advisor, too. This started especially in the second term, when the university advisor came to observe the class that Emel delivered but left early and without any comments. Therefore, she felt unnoticed in the eyes of the university advisor and this paved the way to grow a strong bond with her fellow teacher candidates with the same university advisor at the same practicum school. This can be observed clearly in the verbatim extract that she utilizes “we” as a form of in-group bonding expression:

“You know, we joked about it even among ourselves. You know, 20 days on, he would reply to our messages or something like that. Because he sent a reply about a month later. We thought the practicum was about to begin but there were these earthquake happenings. So what are we going to do? He was not with us in any of our troubles.”

Lack of support from the university advisor and the harsh reality checkpoints during the practicum period pushes Emel to force a transformation into an undesired type of teacher that she frowned upon in a very recent timeline. Being in the state of constant turmoil, she doubts her transformation but embraces determinism that is functioning in her context:

“...this was not the character I wanted to become. This was not my dream when I first chose to be a teacher. For example, I investigate what other countries are doing or I integrate the innovations. So what was utilized, what was fulfilled with technology? You know, I'm going to the practicum school and sometimes the smart board doesn't even function. I asked myself, what am I even doing?”

This self-doubt has turned into a deeper questioning and reflection into her emerging teacher identity when she compares her ideals and her realities and tries to understand where she stands at that time: “...because what I do and the ideal one I want to do are different. So there has been such a difference. Therefore, I've taken on a traditional stance.”

Besides morphing into a formerly detested type of teacher, she also questions the collision between her liberal thinking and the obligations that the institutions apply to the students. This mismatch causes her to feel even more deviant and unfit to the practicum school as she raises fundamental questions that are not questioned normally since they are settled by the administrative authorities at the practicum school. For instance, during recess, the students were all obliged to leave the classroom immediately and checked regularly by the appointed teachers, which did not quite sit right with Emel since she thought that everybody should be free to choose where to spend the recess at school.

In the category of *self-positioning*, Emel appoints some descriptive identifiers to herself by locating her place with regards to the other members of the practicum school. In this regard, she has taken on the roles as the advisor, translator, and a guide that is fun but “not like a teacher” in the eyes of the students. This indicates that she does not feel “like a teacher” and is constantly indicated that she is not in charge at the practicum school. Therefore, she delivers some tasks in the classroom that do not fully feel like teaching to her, which in turn, makes her feel like an “in-betweenner” since after some point she passes on the practicum teacher’s way of teaching. As for her insistence of integrating innovative methods, she positions herself as not being compatible with the ongoing teaching system they have, which leads to her turning into the practicum teacher for a better chance of survival:

“The practicum teacher is a very strict woman, very authoritarian... She is a rule maker who controls everything in her class by keeping a sharp lookout. A righteous woman. However I'll let them be a little more free. I am in the mood for things like letting them do things themselves. That's why our methods didn't match a little bit... Like the practicum teacher, after a while I transformed into her because that was what the students desired.”

This disassociation between her emerging teacher identities at this point are also prominent in other fellow preservice teachers. Thus, she feels at ease with them as they feel like a port of support, where they can openly share their experiences, similar feelings and find relief on their own. Based on this compilation of experience, she concludes that they are negatively distinguished at the practicum school: “Because we were like at the

bottom of the pyramid. At the top was the school manager. You know, whatever the manager wished, it would happen.”, which can be seen in Figure 5 below.

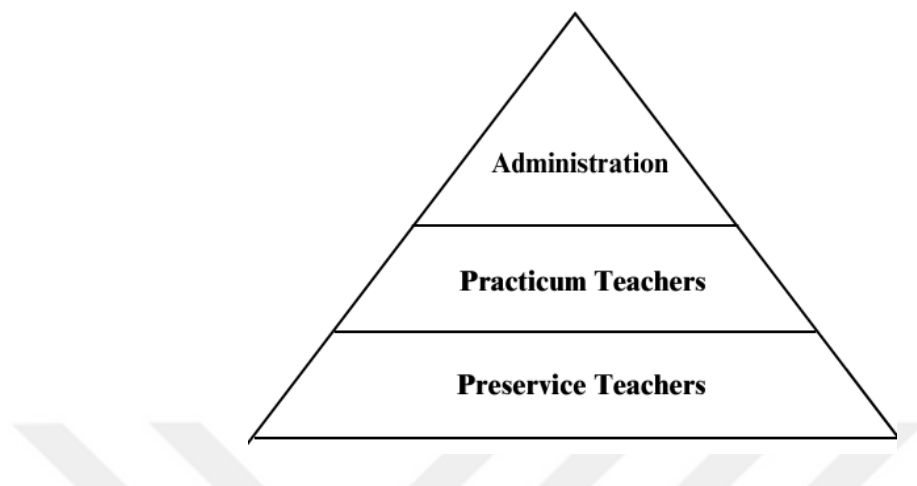


Figure 5. *Emel's perception of an hierarchy embedded in the practicum context*

In the category of the *transformed philosophy of teaching*, she visualizes her emerging teacher identity to meet with her ideals and philosophy of teaching. In this light, she envisages herself to be more compatible with the post-adolescent learners since they have much better self-controls. The reason why she feels more compatible with adult learners is that she feels “both inadequate and unenthusiastic” at this point. Unlike the current practicum school, she wishes to incorporate an equal learning atmosphere with no prominent figures of authority that can cause hierarchy among learners and teachers or within groups of teachers. She reflects that her pursuit of innovative methods would be maintained over a course of time since it is a fundamental element in her emerging teacher identity construction:

“...it was what was in my essence as I set off on my journey in the first place. Because if I throw it away, there won't be the thing that makes me myself this time. I want to integrate language education with technology in the field where I will progress. When I started this department, my first aim was to bring innovation to the field. If I give up that part of innovation or that part of research, then my purpose of being a teacher will be completely destroyed. So I'm glad it stayed the same.”

Resisted to change during this tough process, her pursuit of innovation is also accompanied by her interest in empowering the learners and caressing individual differences by highlighting tailored teaching. She states that she wishes to integrate these communicative methods to this context and get fruitful results: “I mean, I would have

wanted them to at least do a speaking activity that brings out their creativity. Or at least I wish I could give them that confidence.”

4.1.4. Emel’s emerging teacher identity during the focus group interview

The focus group interview data of Emel is summarized in the abstract mind map diagram hereunder. As it can be seen in Figure 6, there are four main categories gathered from the thematic content analysis. According to the thematic analysis, these are listed as the *lack of acknowledgement*, *self-doubts*, *recommendations*, and *reflections about the study*. These four main categories are the highlighted storied dimensions of Emel’s emerging teacher identity construction at the end of the practicum experience. That’s why, they hold a great importance since they are the narratives that are told in front of an audience, which include the peer preservice teachers for this last round of data gathering. Besides the narratives that are revealed to other participants of the study, there are also other narratives that came up during the former interviews. Thus, the view of the narratives being contoured and highlighted might be convenient for the interpretation.

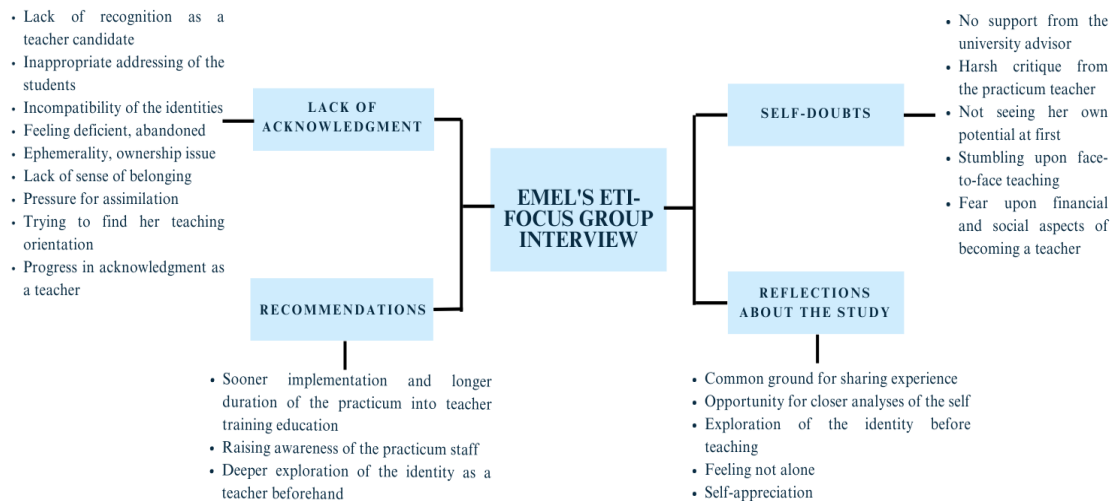


Figure 6. Themes derived from Emel’s ETI-focus group interview

In the category of *lack of acknowledgement*, the participant elaborates on the feeling that she does not feel “like a teacher” since she is not acknowledged as a teacher by the communities of the practicum school. In this sense, she is not fully labeled as a “teacher candidate”; instead, a “practitioner student” is much more common to address

her in that context, which accumulates to the conflict of emerging identities. Similarly, the participant exemplifies this issue with the students' inappropriate addressing of her:

"I experienced a lot of identity crisis, especially in the first semester when I had just started my practicum. You know, it was a phase when I was only recently realizing that I was a teacher, and sometimes students would call me " big sister, big sister" instead of "teacher" in the middle of the class, and I would say, 'You know, I am not your big sister.'"

The instance shows that the participant confronts the lack of acknowledgment as a teacher and thus claims her identity as a teacher repeatedly over the course of the practicum. This has caused her to question herself as a teacher and mentally (re)position herself as a teacher or a student after each addressing, which causes the turmoil of identities and unsettling feeling at the practicum school. Therefore, she constantly searched for the element that has been missing for her to belong to the practicum school, and verbalized some of them as the following:

"As my friends said, we always studied the American approach, and when I realized it, I actually felt like I was in a fishbowl. I felt as if I had learned something in a fishbowl and they threw me out in real life. I can say that I was very deficient in that respect."

In the verbatim extract above, she articulates her feeling of isolation from real life as "being in a fishbowl" since she remarks that the previous training falls short on making her easily feel like a part of the practicum institution. Therefore, the incompatibility between the university training and the real life causes her to have the impression that she is left alone in the real world, kicked out from a fantasy world where the truths do not match the realities at the practicum. Additionally, she concludes that being ephemeral to this institution and not being able to fully claim a classroom like a teacher are also among the reasons why she feels isolated:

"I mean, they only see us as a tool that we can help them with certain things, rather than a teacher, and I realized this especially in the second semester. As I said, the administration already sees us as a pawn that they can make them do their work, so I never felt that I was recognized as a teacher in any way... The practicum is definitely too short for us. I mean, we are a 4-year department and we are only trying to do something by spending a few hours in one year, a few hours a week, and in someone else's classroom with someone else's rules..."

In this view, Emel thinks that she lacks the feeling of belonging to the practicum school since she is in no position to claim a place as a teacher candidate. The reasons include not being visible enough, along with the compulsion to follow another teacher's footprints to deliver a classroom so much so that she feels that she has to incorporate an identical approach to be acknowledged and welcomed by the students. Otherwise, the

students and the practicum teacher together undermine her innovative approach and do not take her seriously as it is not common for them to do certain activities:

“...you know, let's please skip the listening and writing parts. Let's just fill in the activities from the book. That's enough. A teacher with that mentality will of course not acknowledge me as a teacher. Of course she will not consider me as a teacher. Because I want to teach drama. I want to teach a vocabulary item by showing a video. She considers it a waste of time.”

Besides all the complications, Emel still tries to find her teaching orientation, her own voice in teaching English by reflecting on her experiences at the practicum school. In this sense, being student-oriented seems to pay off according to the participant. Focusing on the students' interests and needs has led to the students to start recognizing her as a teacher, which affects the participant positively and makes her feel seen towards the end of the practicum.

In the category of *self-doubts*, Emel uncovers her hesitations about her becoming a teacher. In this vein, she feels abandoned by her teaching training institution since there is little to no attention to what she is going through at the practicum institution. Besides not being supported enough by the university advisor, she articulates the harsh commentary of the practicum teacher about her having interactive activities in the classroom:

“My practicum teacher also said something. You know, don't be so friendly with students, don't arrange activities that they will like, and so on. They will always get on your nerves. They will always make fun of you behind your back, you know, they would say, "We had fun in your class". They mock you behind your back.”

These assumptions are regarded as crucial for the participant since she already questions her own ways of teaching. Therefore, she further reveals that she did not see a potential in herself to become a teacher at the beginning of the practicum. Moreover, she remarks that her previous education being in an online platform is another point of doubt regarding her teaching. The difference between face-to-face and online education has been conflicting in a way that she feels discomfort confronting the reality. Along with these, the issues regarding the financial and social points of hesitations upon becoming a teacher. Whereas financial aspects include the struggle to earn a living, social aspects include the fear of being mobbed in social media. These might affect her construction of emerging teacher identity to be considerate of these factors.

In the category of the *recommendations*, Emel elaborates on the advice for the upcoming generations of preservice teachers by relying on her own experience. Her

advice might be crucial in a sense that one can witness her spotting the gaps in the ongoing system and coming up with potential solutions to develop the process towards a better end. In this vein, she recommends a sooner implementation of the practicum, rather than at the end of the teaching training education. Additionally, she brings up the idea that the practicum period should be longer in duration. This might be because she has suffered from lack of recognition as a teacher, which she associated with the lack of visibility. Besides, Emel considers that the teaching and administrative communities at the practicum school should be educated about the incoming preservice teachers. In this way, she might think that the addressing issues and the condescending comments would be decreased or they could be better of help regarding the healthy evolution of the emerging teacher identities of the upcoming preservice teachers. Lastly, she adds that the upcoming generation of preservice teachers should think thoroughly about their own identities as teachers before starting their journeys as preservice teachers.

In the category of the *reflections about the study*, Emel regards that the present study has offered a common ground for sharing their experiences as preservice teachers, who go through a “totally chaotic” timeline in their lives. Therefore, she thinks that this study has become an opportunity for a closer analysis of herself as a “becoming teacher” before actually becoming one:

“It helped me realize something more about both my teaching identity and myself, and doing this before I started my profession completely, and being able to do it before I graduated completely, was also a huge plus for me, so it was a process that I really enjoyed.”

As the verbatim extract suggests, there have been many issues that are unearthed during this process, which have been possible with the help of deep reflection and interaction during the data collection process. Realizing that this process is just as complicated and chaotic for any other preservice teacher, thanks to the focus group interview, is one of the key elements that makes Emel feel not alone. Therefore, instead of the self-depreciation that she used to incorporate when the ideals do not meet the realities, she embodies self-appreciation at the end of the practicum period by articulating the following words:

“If these questions did not exist and I did not hear about the experiences of my friends as I said, perhaps I would have continued to do so, and I realized that these problems did not only happen to me, but all of us are like this. I thought that it can happen to all the practitioner students in Türkiye regardless of the field, so I don't have to lean over backwards that much.”

4.1.5. Emel's emerging teacher identity embedded in the critical incident reports

The critical incident reports are taken to be able to witness the key moments that the preservice teacher has pointed as crucial in their interpretation of identity. In this vein, it might unearth the ways that they locate themselves in the key experiences and how they interpret those from their perspective as a whole. The first participant, Emel, has reported a total number of five critical incidents during the practicum period, as can be seen in the Figure 7 below.

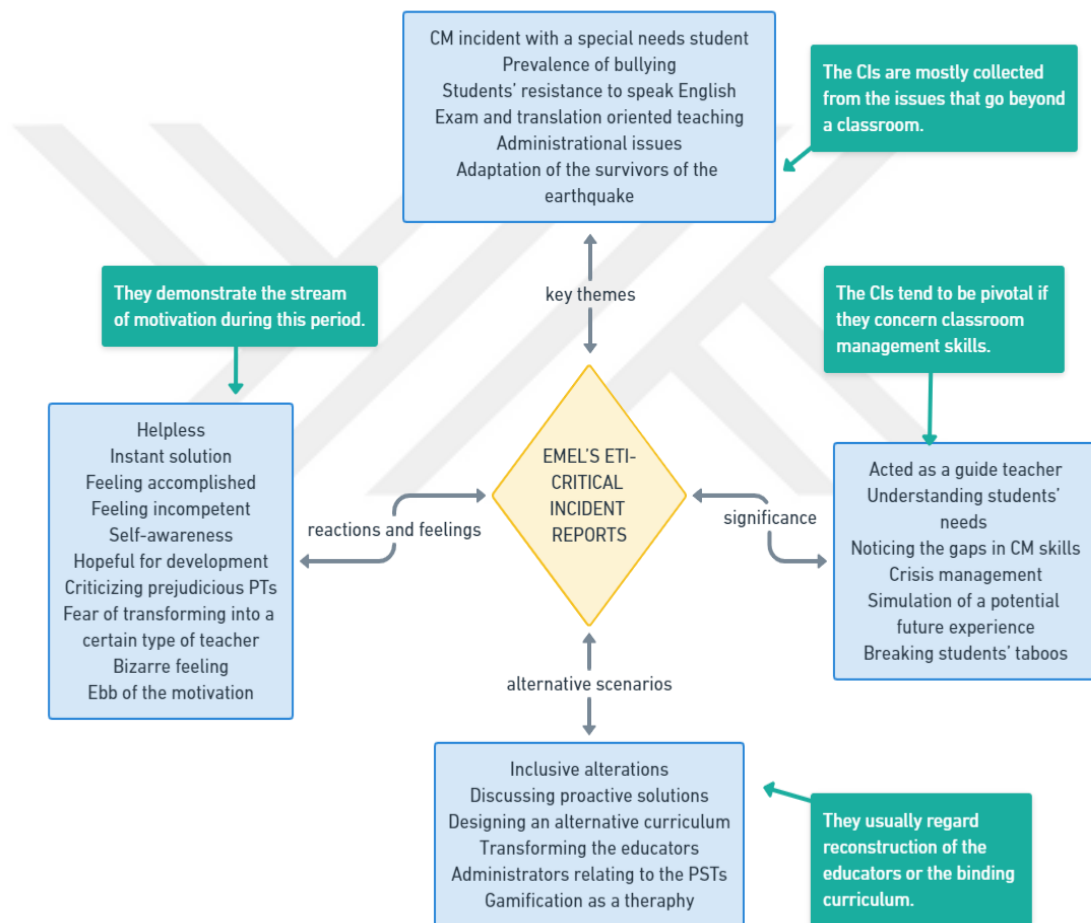


Figure 7. Themes derived from Emel's ETI-critical incident reports

The first critical incident of Emel underlines a happening that hovers around a failure in classroom management, in which she has felt helpless with her sources at that moment. In this vein, she pictures herself as "an organizer of the activities and a guide" while delivering the lesson. The incident has helped her understand the students' needs better by gaining a certain angle of perspective. When she considers the perspective of

the special needs student, she tries to understand her/his compulsions such as the pursuit of peer validation. Along with the self-reflection, she has the position of evaluating her momentary reactions for the incident, which makes her realize that she could have been much more oriented to the clarification of the event rather than being distressed about it. That's when she notices the fragility of timing in classroom management and how it might affect a student psychologically. Therefore, she remarks that crisis management is a crucial skill in teaching and that her set of skills falls short of her own expected level in mind:

"I realized- from a pre-service teacher's perspective - how important a seemingly trivial and easy classroom interaction can actually become in the lives of students. In addition, I noticed that I need to improve my classroom management skills. For example, if I had better classroom management skills, I could have handled the situation in a different and solution-oriented way instead of panicking at that moment...I still feel sad that I decreased the inclusive student's willingness to participate in the lesson and lost his/her interest in the lesson; however, when I reflect on the incident afterwards, I feel happy that I finally realized that I need to improve myself especially in classroom and crisis management."

Regarding the second critical incident, Emel verbalizes her observation of an event and shares her own disagreement over how it was received by the practicum teachers. In this regard, bullying is a prevalent issue in the practicum school from Emel's perspective. When there is a case of bullying, the usual suspect is taken as the special needs student since s/he is the one associated with the disruptive behavior. However, this was not accurate with regards to the participant's close observation of the event. Therefore, she has inferred that the teachers were prejudicial in a systematic way and constructed her attitude in that regard. By verbalizing her disagreement with the practicum teachers about being pre-judgemental upon the special needs students; she states that this event has been a good opportunity to observe the reality closely and to model an ideal attitude before teaching, while she is "still a student". This line is crucial since she identifies herself as a student, a teacher, and a preservice teacher in the same portion of reflection, which displays the intricate network of the functioning identities that are not mutually exclusive. Therefore, she incorporates diverse dimensions of the emerging identities operating as she is becoming a teacher:

"I'm the kind of person who is usually quick to show emotion and can't keep my cool, but the way the teachers at the school handled the situation and did what was necessary gave me an example of how to deal with this problem."

In the case of the third critical incident, the resistance of the learners is brought up once more. In line with the interview data, the participant articulates the learners' rejection of her methods, since they are beyond the borders of their comfort zones. However, Emel insists on her philosophy of teaching English and keeps incorporating English as a medium of instruction. At some point, the students show signs of acceptance and therefore she concludes that the transformation of the curriculum and the teachers' attitudes to teach English might change the course of teaching English in this practicum school for the better. This might signify in a sense that Emel has questioned certain procedures functioning at the practicum school and scrutinized the way they operate, therefore reflected upon the alternative course of actions, which currently do not align with the observed realities:

"I had accepted that translation was essential at some point and I had unintentionally started to make the students translate more than necessary and I even taught an hour of GTM-oriented lessons just because the students wanted me to. This made me ask myself the question "Will I become a transmission-oriented teacher in the future?" and it filled me with fear. As the weeks went by and I continued with the lessons, I tried to improve the lessons in the way I learned in my subject area courses. Although it was difficult at first, I now believe that I will become an "interpretation-oriented" English teacher and this makes me happy."

The fourth critical incident is regarding an unpleasant experience with the administration, which makes the participant feel abused as a preservice teacher. The incident is about the preservice teachers being compelled to execute the duty work that the teachers get a payment for. According to the participant, the rejection of this assigned duty by some of the preservice teachers have been followed by the loathsome attitudes of the administration. This incident apparently demonstrates the boundaries of preservice teachers, practicum teachers, and the administration since the participant uses inclusive and supportive wordings while mentioning the preservice teachers and how they are opposed to the administration and frowned upon by the majority of the teachers. In-group and out-group elements in this incident is followed by the execution of a penalty by the administration to deter the preservice teachers from claiming their rights openly, which has caused a decline in the motivation of the participant:

"I felt exploited. After all, a teacher was going to use me to get extra payment for the shifts he didn't keep. I did not appreciate this situation. I had actually started a week early because I liked the teaching practice, but I didn't feel as content as I used to. My morale had declined."

The last critical incident of Emel is with reference to the adaptation problems of the survivors of the earthquake, which has affected the country immensely at that point.

This traumatic incident is followed by the temporary transfer of the students from damaged areas to the areas that are safer. Therefore, the participant has observed the aftermath of this major disaster by taking a closer look at the psychological states of the transferred students. She has noted that the students have occasionally mentioned their routines and pursued them in the new normal. This leads Emel to conjecture about how gamification could be utilized to provide a sense of a therapy for these students. However, she feels upset and helpless about this issue since she is not in charge of the implementation of the teaching:

“...if play therapies were used to relieve some of the adaptation problems of earthquake survivor students. For example, activities that could be held for them during lunch breaks or after school could help them get to know the school better and make them feel safe.”

4.1.6. Emel’s emerging teacher identity embedded in the classroom observation reports

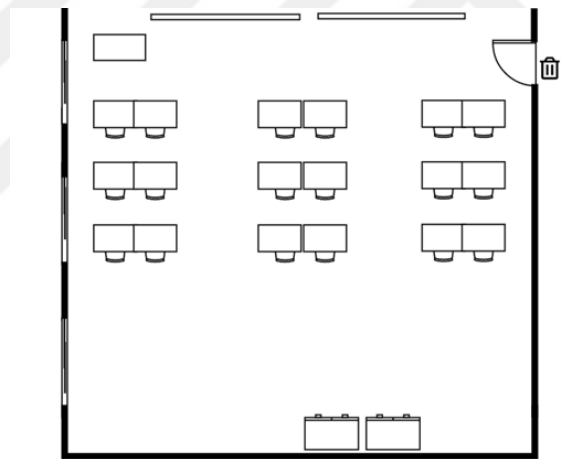


Figure 8. *Design of the observed classroom (Emel-1)*

The classroom, as can be seen in the Figure 8, is designed as conceptualizing students as recipients of information. They are not able to move out of their chairs or desks without a permission granted from a source of authority. The students do not have the flexibility in the way they interact with the teacher or with their peers. When assigned, they tend to work individually. The seats are arranged towards the front of the class; therefore, the back is not used efficiently since the students are not used to doing activities in which they have to move around the class or form groups with their classmates.

The preservice teacher takes hold of the authority that has been inherited by the cooperating teacher, although the presence of the cooperating teacher still makes a difference in the attitudes of the students. In this sense, at the beginning of the lesson, when the cooperating teacher was not in the classroom yet, the students were much more talkative, disruptive in behavior, and more unstable in general. With the cooperating teacher coming to the classroom, they tended to become less noisy, less disruptive, and more still in that context. This might exemplify as evidence for the students' perception as lack of acknowledgment as a teacher, considering the participant in this class.

Overall, the preservice teacher's role is to be the instructor in charge, while the cooperating teacher is observing the lesson flow from a student's desk. Therefore, she does not interrupt the lesson flow. However, if there is something too disruptive such as violent behavior, she interrupts by warning the student who is misbehaving, which might actually be considered as a sign of an authority in the classroom. Nevertheless, the cooperating teacher is viewed as an open-minded, respected, sharing person by the preservice teachers as being transparent in what she thinks and what she expects from them. Thus, she is an easy-going, sincere person who guides the preservice teacher from a distance. She does not comment unless asked for it by the preservice teacher, since she does not seem to be wanting to discourage or offend them by means of a comment in any way.

The students do not engage with the material or seem to enjoy reading aloud or interacting in English in general. From what I, as the observer, have captured, they tend to treat the preservice teacher and English language in general as an out-group member. Additionally, inside the group, interacting in another language is not welcome. Thus, they show resistance by answering the preservice teacher's questions in their mother tongue or translating everything she says into their first language, etc. This is also depicted in the interviews by touching upon managing learners' resistance and being considerate about potential traumas. They call the instructor "*Hocam*" which is a non gender specific, respectful word to address all the teachers or people related to academics in general.

As for the second observation session, the class has individual seats, and it can take up to 20 students. Overall, the classroom, as seen in Figure 9, is designed for transfer of knowledge from teacher to the students because every student faces towards the smartboard according to this design. Although the class size is appropriate, and the seats

can be arranged accordingly, the students do not welcome the idea of group and pair work. They, sometimes, turn back to talk to their peers during the whole classroom discussions.

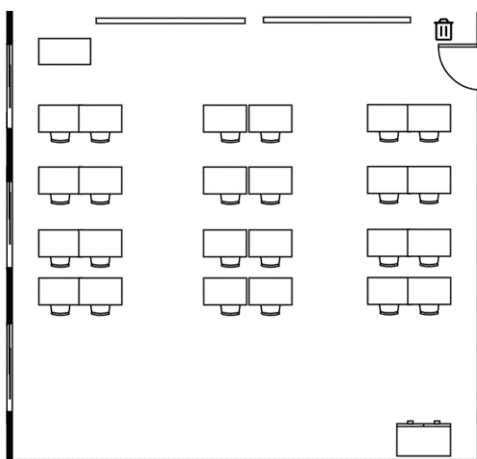


Figure 9. *Design of the observed classroom (Emel-2)*

Upon entering the class, the students stood up as they traditionally do when a teacher enters the class, but the preservice teacher asked them not to for future reference, which shows a misalignment with her own understanding of respect, as compared to the students and the ongoing code of conduct. This came out as an act of sincerity on the instructor's side; however, the students might misinterpret this act subconsciously. The reason for this might be closely related with their association of standing up with respect, since this is the only tangible way that they show their respect for years in schools. This might also be related with how the preservice teacher associates being “authoritative” with a negative connotation, with her traumatic experiences. That might be the reason why she gives room for being comfortable to the students, the freedom to be engaged or not engaged with the lesson, and so on. She feels sympathy for the students, especially with the introverted ones, and makes sure to put them at ease and lower the affective filter, which aligns with the interview data overall.

Since this is an exam-oriented class, it revolves around this concept and there is no significant sequence of events that take place in the classroom. The reason behind this is the exceptional focus on the examination, which is at the national level. The techniques, the interaction, classroom etiquette is in line with this phenomenon. Therefore, whatever facilitates getting one more question as correct in the real exam is welcome, whereas whatever thing that causes hindrance to this end would not be welcome in this type of classroom. In this vein, the instructor shows a series of questions and answers them as a

whole-classroom discussion. The students react to these questions by inquiring about the potential answers and by eliminating other distractor options through hypothesizing about the grammar rules and the context of the text, etc. There were a few students that were dominating the classroom interaction and the other students were simply the audience for them to solve all the questions that were related to the examination. Even though the instructor is speaking English, they do not reply in English; and even if they do, they immediately translate that sentence to their first language to make sure they have utilized the most accurate words with the intended meaning. After getting validation from the instructor on whether the sentence they have formed is the “correct” thing to say based on their intended meaning, they get satisfied with themselves, almost like completing a routine. This particular case with this classroom might ignite questioning the compatibility between theory and practice.

When talking to the students, the instructor does not require or “push” the students to use the target language since they have a solid justification for not speaking English. It is mostly based on the backwash effect, that is, they are not required to speak or understand spoken English for passing the exam. This is putting the instructor in a very intricate position, as the observer I can see her as not willing to be fixated upon questions after questions and explaining the rationale behind the answers using Turkish. However, since this is the way, she does not want to change or interfere much with the process; other than speaking English with the students, which shows her perseverance to use English as a medium of instruction. However, in this sense, speaking English without getting any proper interaction makes the instructor the “unicorn” in this class. It is a consciously temporary thing for both the students and the instructor, like a change of air once a week, which is emphasized in the interviews as being ephemeral to the practicum context several times.

4.1.7. Summary of the transformation journey of Emel's emerging teacher identity

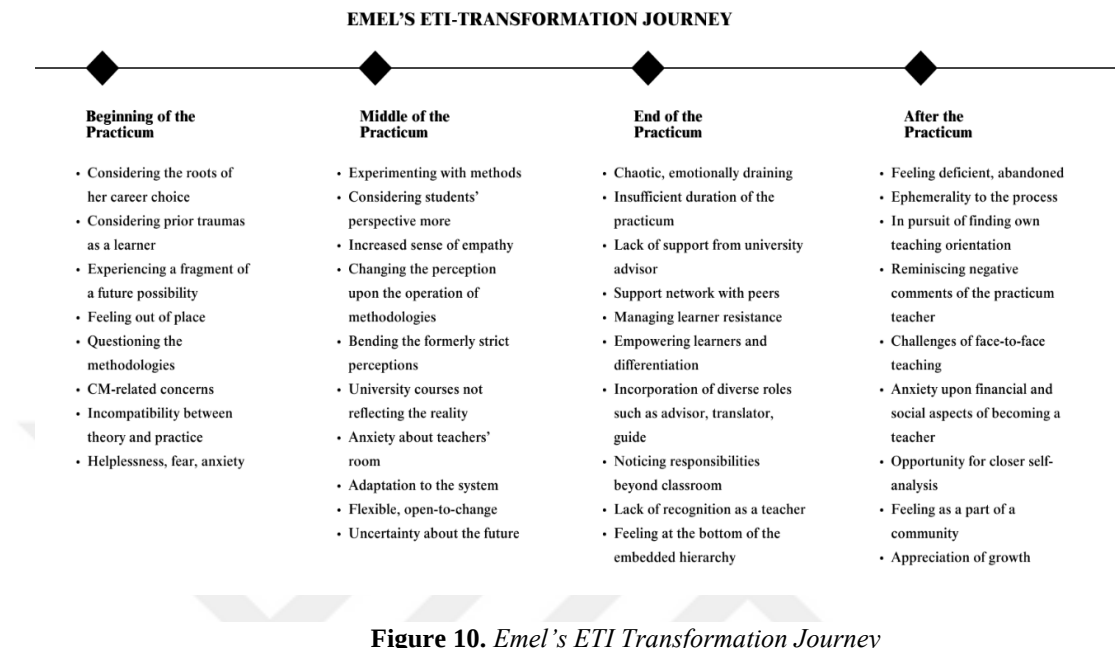


Figure 10. *Emel's ETI Transformation Journey*

In summary as seen in Figure 10, Emel initiated her reflection journey by reminiscing her consideration of teaching and what brought her to this decision by touching upon her past traumas as a learner, which possibly paved the way of having more empathy towards the students. The practicum period is viewed as an opportunity to experience a fragment of a future possibility, thus she has expressed positive feelings along with the first impressions such as feeling out of place, experiencing confusion, helplessness and anxiety. Emel initially had classroom management-related concerns as well as the feeling of imbalance between theory and practice. However, towards the halfway point of the practicum period, she started altering her perceptions regarding the methodologies and experimenting with them along with having broader concerns such as learners' points of view. Exposed to the realities at hand, she questioned the compatibility between university courses and the firsthand experiences; therefore encountering a centrifugal movement regarding her educational background and her overall compatibility to become a teacher. For that reason, she expressed her confusion, anxiety, and perception of uncertainty for the future. Towards the end of the practicum period, Emel has considered much broader concepts such as teachers' role in the society and their responsibilities outside the classroom, which surpasses her initial concerns that were

limited to the classroom. Alongside, she reflected the amount of exhaustion caused by this period, which made her feel a lack of support from the university. However, with the group of preservice teachers, they have formed a type of alliance and support that empowered them to survive this challenging timeline. She has also expressed that there was a lack of recognition of being a teacher and they have been disheartened by the attitudes of teachers and administrators at the practicum school. Overall, by looking back at the process, Emel felt deficient, abandoned, and ephemeral to the practicum period and that it fell short on her development as a teacher with regards to the duration. Nonetheless, she still aspired to find her own teaching style and grow with her experience. Furthermore, she reflected her concerns over the social and the financial aspects of pursuing a career as a teacher in the future. With this opportunity to reflect more on herself, she articulated her appreciation since she was able to analyze herself closely, witness her growth across the time, and also feel like a part of a community with similar concerns.

4.2. The Case of Gamze

4.2.1. Gamze's emerging teacher identity during the first round of interviews

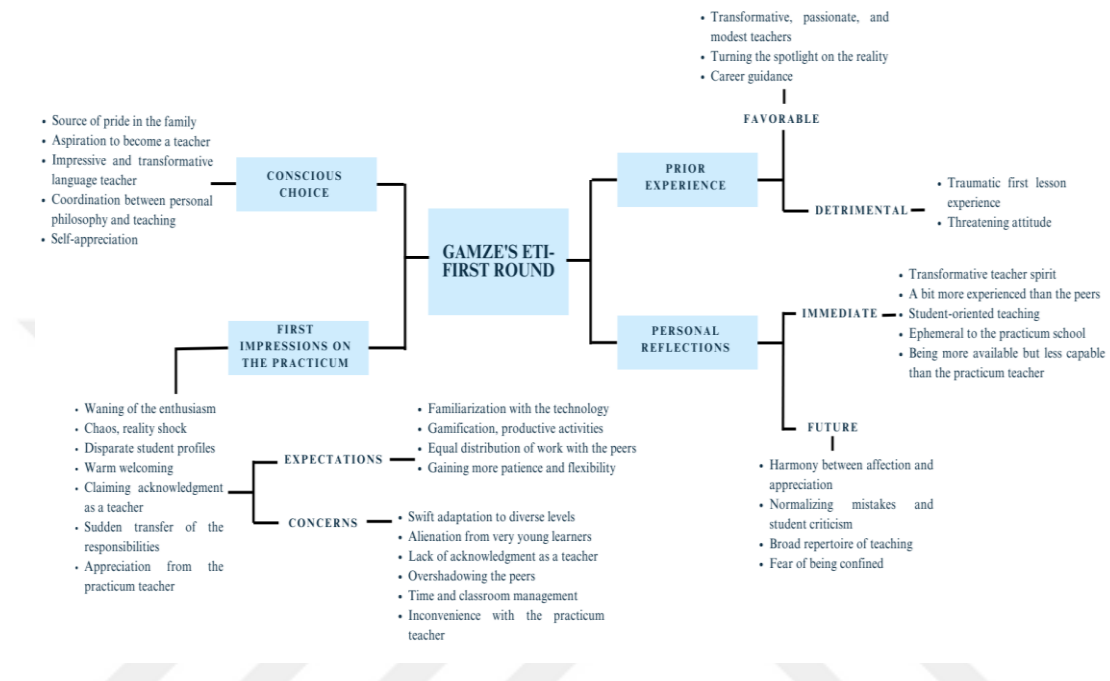


Figure 11. Themes derived from Gamze's ETI-first round interview

The interview data on the first round for the participant, whose pseudonym is Gamze, is encapsulated in the abstract mind map diagram hereunder. There are four main categories yielded from the thematic analysis as seen in Figure 11. According to the thematic analysis, these are listed as the *first impressions on the practicum*, *conscious choice*, *personal reflections*, and *prior experience*. These four main categories might be considered as the milestones of the emerging teacher identity of Gamze at the early stages of the practicum.

In the category of the *conscious choice*, Gamze touches upon her personal background that has led her to choose teaching as a career path. In this vein, she underlines that she is viewed as a source of pride and aspiration in her close circle thanks to the relevance to higher education compared to the other members in her family. Alongside this, she turns back to the moment that she decided to become a teacher, which is as early as six years old on the first day at school. From that very moment on, she remarks that there has always been an aspiration to become a teacher, as influential as the very first

teacher that she encountered with. That impact of the first teacher gets combined with the transformative language teachers along the way, which grows into her admiration and respect for becoming a transformative language teacher. These might be regarded as the first steps of molding the building blocks of the emerging teacher identity of the first participant, since her memory of the first influential language teachers are still vivid and applicable to her own philosophy of teaching: “No matter what you teach, a teacher can transform your life. And I thought I could also influence a lot of people in a good way. I made it my mission, and frankly, I am still on this journey.”

In addition, she mentions the harmony between her personal philosophy and teaching has a room for choosing her career path such as teaching:

“...I am proud to be a part of this chain, because I will pass away from this world, but what I teach will survive. It will continue to grow and expand, and this makes me very pleased when I think about it, it makes me say that I did not leave this life in vain, this is the reason why I became a teacher.”

By taking pride in what she has chosen as a career with the strong sense of mission, Gamze associates teaching English to the students in her own context with being able to open up global possibilities for them in the long run: “I think being an English teacher means grabbing a student by the hand and opening them up to the global arena.”

In the category of the *prior experience*, the participant dwells upon the favorable and unfavorable experiences regarding the preexisting experience that binds the current amalgamation of her emerging teacher identity. Regarding the favorable prior experiences, Gamze reminisces the former teachers that are transformative, passionate, and humble in a sense. These teachers have had an immense effect on her settlement with teaching as a career as mentioned earlier. In addition, the participant remarks one of the most influential former language teachers as bringing her closer to reality by turning the spotlight on it. Via asking thought-provoking questions about their future and binding them with the realities of the local context, the participant states that it had an effect of a wake up call and helped a lot about the career choice she was choosing at that time: “...and it really has touched my whole life and it just immediately lit a spark in me this way: I can do something like that to someone.”

On the other hand, when it comes to the detrimental prior experience about teaching, the participant has vivid memories of her first English lesson that traumatized her at that time. In this vein, the participant finds ways to reconstruct the emerging teacher identity through taking guidance from the traumatic experience with regards to taking

measures against the possibility of creating such an unpleasant experience. However, upon mentioning this traumatic experience, she immediately tries to empathize with the teacher and justify her actions to some extent, which shows the depth of self-reflection and the pursuit of understanding the former teachers better by relating to them:

“The first class rolled around and my hands and feet trembled because of the lady. You know, she yelled and knocked on the board...but when the class is in a bad state, the teacher restrains herself a little bit, so I can now understand my fourth grade teacher a little better.”

In this vein, Gamze makes a distinction between the favorable and unfavorable types of teachers by touching upon the importance of enthusiasm and decency upon the teacher attitude: “The good ones do not discourage children from the lessons but keep their enthusiasm alive, and the bad ones are those who overlap their own ego, their own ego as a teacher, with their philosophy of education.”

In the category of the *first impressions on the practicum*, Gamze verbalizes her preliminary recollection of the practicum experience. In this regard, she states that her enthusiasm at the very beginning of this period has declined with the chaotic environment. At this point, this unpleasant experience has been associated with the lack of guidance for the preservice teachers, who are the newcomers of the practicum school. Along with the reality shock, the participant notices the disparate student profiles in a way that contradicts regarding the attitudes towards learning English: “It's obvious that students don't care about English, they see it as such a fun, pointless lesson. I see them only attending to get their points, but I'm exempting the fifth graders from this...”

Apart from the wide array of learner disposition, the participant highlights the warm welcoming to the practicum school, which has been received positively. However, at this point, she differentiates herself from her peers since she already has some experience in the field:

“That's why, since I have already worked in an institution before, entering and leaving the teachers' room doesn't make me anxious at all, but it makes my other trainee friends extremely tense. This is a very nice thrill. I am not nervous at all when I enter the teachers' room.”

The verbatim extract above further confirms the self-confidence of the participant since she values her prior teaching experience to a great extent. Therefore, even in the times when the students have not acknowledged her as a teacher, she has claimed to be in the position of a teacher enthusiastically:

“‘We are waiting for our teacher, we will say something...’, ‘What will you say?’ I said ‘I am your teacher and you can tell me now.’... If that class was one hundred percent under my control,

if I was not in that class only 6 hours a week, if that class was my classroom for the whole week, I would have gotten that class back on track through the law of continuity.”

In this regard, claiming her own acknowledgement as a teacher has been followed by the appreciation from the practicum teacher, which results in the sudden transfer of responsibilities such as teaching without the practicum teacher being present, and being in charge of the teaching without further scrutiny. However, since Gamze is not in the position of fully claiming the ownership of the classroom as their teacher, she keeps following the footsteps of the practicum teacher carefully:

“I made them read, I made them read aloud, like that, grammar translation, and why? The teacher demanded it that way, so I sent a text message to the teacher. He said, ‘Translate the passage, that’s how I do it.’. We used the Grammar Translation Method and then translated the paragraph. This is how we conducted the lesson. I don’t know how efficient it was. I was so traumatized, by the way, everything I was taught at the university was completely contradictory to what I experienced, my dear teacher, nothing of the sort.”

While following the footsteps of the practicum teacher, she cannot help herself but question her accumulated philosophy of teaching and what is being conducted. As a result, the contradictions occur and she finds herself incorporating the methods that she had been warned against, which brings us back to the chaotic environment and the reality shock elements in the preliminary definition of her practicum experience: “They [the students] write words in a notebook and have them memorized every week, they have oral exams from the words they learned. It might just be the one thing they [university instructors] told us never to do.”

Along with these, she looks forward to being familiarized with the technological items such as the projector and the smart board. In this sense, learning how to incorporate gamification and design productive activities that would fit into the current curriculum are among the expectations of the participant from this experience. Moreover, since she remarks that she is an assertive preservice teacher, she fears that she could execute more than she should, leaving the other peers an unequal distribution of work related to the practicum. Another anticipation of the participant is gaining patience and elasticity with regards to the adaptation of the attitude towards different learner groups.

As for the concerns with reference to the practicum experience, being able to adapt to a wide array of learners from different grades in a short amount of time is one of them. Moreover, the possibility of an alienation from very young learners intimidates the participant, since she will be working with much older groups of learners. Along with

this, the overshadowing of the peer preservice teachers is among the concerns of Gamze, as mentioned earlier with the demand of equal distribution of work:

“I don't want to be the person who crushes the other trainees and takes over the lesson and teaches the whole lesson and makes them just sit like wall flowers. I even told them, I apologized and said that we were in such a situation that I had to do something because I didn't want to steal a role from you. I don't want to stand out like that and be the "I know best" person. But I want them to be like me and we can share our responsibilities.”

In addition, time and classroom management worries the participant at the early stages of the practicum, since they are the ones that are newly introduced to the school context. Therefore, she also has concerns over a possibility of having an inconvenience with the practicum teacher due to a misunderstanding. In this respect, she underlines the age and experience gap between her and the practicum teacher:

“...she said, "How nice it is to be young, you can get up and jump in two minutes and contribute something to the students, I would get exhausted" but I was also tired at that time, but it's nice to be appreciated. However, if it gets reversed, not liked, or transformed into something like “You're romanticizing it too much.” would make me so upset and discourage me.”

In the category of the *personal reflections*, one can witness the participant's contemplation regarding the immediate and the future timelines. As for the immediate reflections, Gamze assigns herself the spirit of a transformative teacher, which has been made clear in the previous stances of her. With this regard, she occasionally underlines her work experience that brings her one step further than the peer preservice teachers in her point of view. Since she cannot claim a full proportion of ownership on the practicum school, she feels ephemeral within this procedure in the eyes of the students:

“This is temporary, they don't see me as a thing, like this, you know, this is my teacher. She has such a rule, I should be a little reserved about it. They don't consider it like that. She will come and go, this term, not the next term.”

This feeling of ephemerality has an effect on the participant's sense of recognition as a teacher in the eyes of different parties at the practicum school since she does not feel seen enough. However, there are traits that she identifies within herself that makes her convenient to teaching overall such as being student-oriented and being recognized as more available than the practicum teacher. When comparing herself to the next teacher that is accessible and observable, she finds that the students take the smaller age gap as a leverage to become more personal with her, as compared to their own classroom teachers. This, in turn, makes it really difficult for the participant to be acknowledged as a teacher,

rather than an older sister. On the other hand, she underlines the gaps in the capabilities as a teacher such as classroom management and adjusting attitudes towards the students:

“That's what I'm afraid to deal with. You know, I can work with the student, but the parents won't let me. The parents allow it, the child doesn't open up to me. The child opens up to me, his classmates think I have favored him. If the kids don't think I'm favoring them, there are 30 kids in the class and I'm dealing with the problems of each one of them and I miss the lessons. This time I get behind in the syllabus. You know, I have to have four arms.”

As shown above, the participant verbalizes her helplessness in this case by means of “having to have four arms”, which displays the level of vulnerability and lack of support that needs to be delivered. This feeling of being trapped is highlighted also as a fear pertaining to the future-self as a teacher:

“One exit is blocked by the parents, one exit is blocked by the national education system, one exit is blocked by the head of the school. I wouldn't want to be a teacher whose all exits are closed and trapped in the system. That's why maybe I prefer academics because you can prepare your syllabus yourself.”

In this vein, the participant starts making assumptions about her future-teacher self based on the past experiences, her immediate observation and distilled understanding of the realities at hand. Therefore, aspiring to be like the former transformative language teacher, she has intentions upon becoming a teacher who harmonizes the affection and appreciation from the students. This might indicate a pressing need for regulating the relationship with the students since the students have difficulty in positioning her as a teacher. Additionally, upon her former experience with the self-centered teachers, she aspires to normalize mistakes and acknowledge student criticism in a positive light. In this perspective, she wishes to gather various teaching experiences in order to adapt better at diverse learner levels and grades.

4.2.2. Gamze's emerging teacher identity during the second round of interviews

The interview data analysis on the second round for Gamze, is summarized in the abstract mind map diagram below as seen in Figure 12. As it can be seen, there are four main branches yielded from the thematic content analysis. According to the analysis, these are registered as the *observation of the practicum*, *reality shock*, *personal reflections*, and *self-positioning*. These four main categories might signal the development of the emerging teacher identity of Gamze at the midst of the practicum.

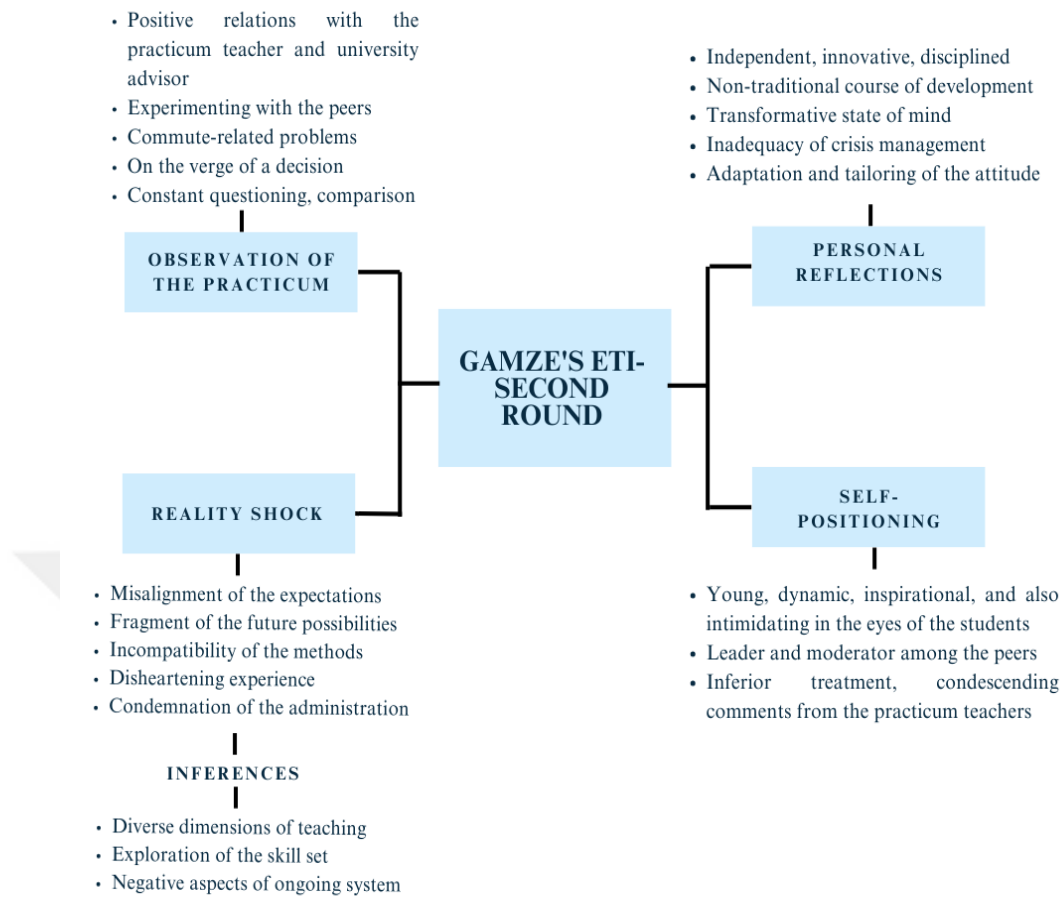


Figure 12. Themes derived from Gamze's ETI-second round interview

In the category of *observation of the practicum*, Gamze dwells on the distilled understanding of her observation of the happenings at the practicum school, which overall help to mold her emerging teacher identity to some extent. In this regard, she mentions the positive effect of the continuation of the constructive relationship between herself as a preservice teacher and the practicum teacher and also the university advisor. Therefore, she is able to experiment with diverse teaching methods and activities within her timeline at the practicum school alongside with her peer preservice teachers. Considering the commute-related problems in the first semester, she remarks that she is glad to leave such problems behind with the new semester coming and adds that these problems considerably affect the practicum experience in a negative way and they might lead to a decline in the motivation of the preservice teachers overall. Furthermore, Gamze states to be on the verge of an important decision by using a metaphor of a “junction”, which signals the cruciality of the steps to be taken ahead:

“Honestly, I see that I am at a junction, either I will be a part of the mechanism or I will be a small piece that gets squeezed in that mechanism. I mean, changing the world is already a very radical thing for us. We are just trying to touch the lives of as many students as we can, teach them this global language, this common language and open them up to the world.”

The verbatim extract above demonstrates that the participant feels small next to the mechanism that applies for the educational system in her context. That’s why, mentioning a change in the system feels extreme, rather, she focuses on the local realities and to be able to make change in the lives of the students from the bottom up. This might translate as the perseverance of the transformative teacher spirit that she aspires to, along with the confrontation of what is operating in the real world, which gives the participant the edge to be able to monitor her attitudes and actions when needed. Therefore, Gamze reflects upon those by constantly questioning and comparing her experience with the past experience and her theoretical understanding of teaching.

In the category of *reality shock*, Gamze verbalizes her unsettlement between her expectations and local facts at the practicum school. In this vein, she articulates that this experience might be simulating the future possibilities in her professional life as a teacher by being exposed to the daily lives of the teachers at the practicum school. Along with this, she observes the incompatibility of the methods between herself and the practicum teacher, which translate as a disappointment and confusion overall:

“...they skip listening activities. When we don't skip, they say to the teachers why didn't we skip here, I say why should we skip, you need to understand it by listening. They say, "Oh, I said it because our teacher is skipping it" or something like that. So there was always a little bit of frustration.”

This disheartening experience has been followed with various numbers of condescending comments from the teachers at the practicum school, which make the participant define her situation as a preservice teacher as “second-class treatment, now officially second-class teaching” in her own words. Furthermore, in a case when the participant has requested permission to have an outdoor lesson with the students, the administration has rejected it based on the possibility of inconvenience with the special-needs student. This rejection is crucial in a sense that the participant confronts with the administrative authorities and their power in the everyday operations of a teacher in a local context. Therefore, she verbalizes feeling upset after this inconvenience and questions their decisions along the way. These experiences that reflect the reality shock wave in the participant have been distilled by her understanding and make her gather

some inferences based off of them. For instance, she realizes that there is more to teaching, other than going in and out the classrooms and delivering lessons. That is, the teachers have many things to deal with at the same time, which translate as mental workload in their lives. In this vein, by confronting the issues that pop up while teaching, she realizes her repertoire and maneuver for teaching to some extent and gets surprised by this exploration:

“Then such an event happened during the internship. I mean, it brought me to realize something so beautiful about myself that I was really patient. I mean, this practicum even had an effect on my personal development, let me put it that way.”

Furthermore, Gamze dwells on the negative aspects of the ongoing educational system as being overly focused on the high-stake national examination and lacking the communicative skill set as an objective. This leads to her idealizing the opposite as not being overly fixated upon the exam-oriented teaching and exposing the students the language itself as a functioning vehicle for communication, rather than having them do drill practices for grammar items in the examination.

In the category of *personal reflections*, the participant portrays herself as a preservice teacher within the system and utilizes descriptives such as independent, innovative, and disciplined. The “independence” comes from the positive relations secured with the practicum teacher, who in turn lets the participant experiment within the curriculum borders. Since she observes a clash with her methods and the practicum teachers’ methods, she regards herself as in the non-traditional course of development as a teacher candidate. Therefore, she assigns herself to have a transformative state of mind, which is a bit frowned upon in the practicum context:

“In fact, I understand you, you are excited, but it will pass, don't worry, they said. My life suddenly passed by me in a flash, I was left wondering why exactly they said that. You know, I felt bad, we are officially under someone's authority. I mean, it makes you feel very bad. I immediately thought of something. I wonder if I should quit all this and become the principal of a school. You know, I thought that I could be a principal and then a school would be normal.”

The extract shows that even though her excitement has not been supported by the communities of practice at the practicum school, the participant attains the role of becoming a transformative administrative teacher to be able to revolutionize the system a little bit. On the other hand, she reflects that her crisis management skills need polishing, based on the incidents that happened during the practicum period. Moreover, she realizes

that there needs to be an adaptation and tailoring of the attitude to be able to function properly across diverse levels of learners.

In the category of *self-positioning*, Gamze locates herself or gets located by other parties of the communities of practices at the practicum institution, which affects the overall development of her emerging teacher identity. In this vein, she is positioned as being young, dynamic, and inspirational in the eyes of the students while also being a little bit intimidating about the way she delivers discipline in the classroom. Similarly, according to the participant, the peer preservice teachers describe the participant as being the leader and the moderator who speaks up and negotiates with the teachers, which is mentioned earlier with her concern over outshining the peers. Furthermore, the condescending comments of the practicum teachers have made the participant feel like getting an “inferior treatment”, which translates as a frustrating experience overall.

4.2.3. Gamze’s emerging teacher identity during the third round of interviews

The interview data analysis results on the third round for Gamze, is summarized in the abstract mind map diagram below in Figure 13. As it can be seen, there are four main categories yielded from the thematic analysis. According to the results, these are listed as the *aspiration to become a teacher*, *observation of the practicum*, *transformation and adaptation*, and *self-positioning*. These four main categories might indicate the course of the emerging teacher identity of Gamze at the end of the practicum process.

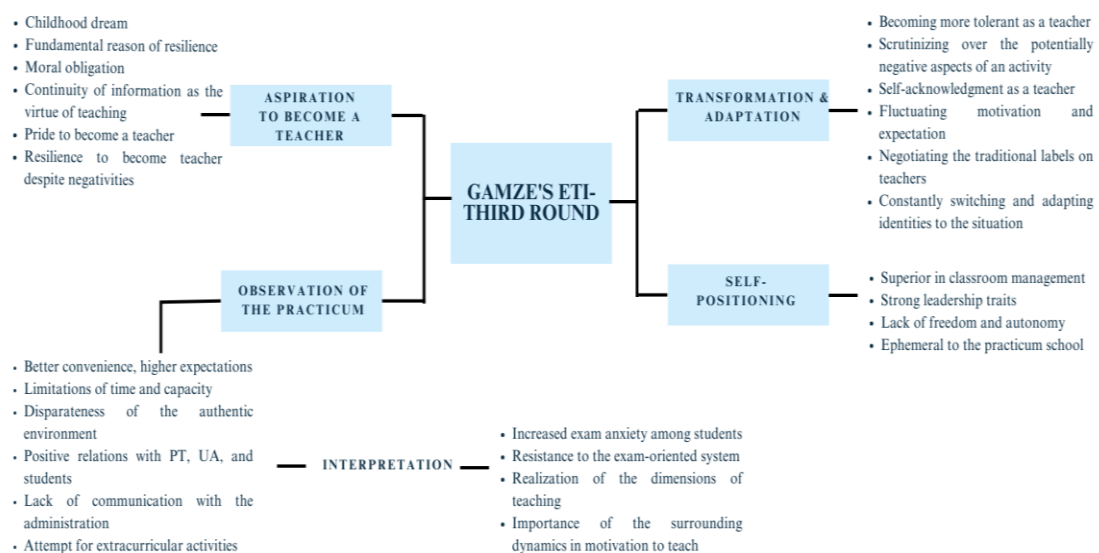


Figure 13. Themes derived from Gamze’s ETI-third round interview

In the category of the *aspiration to become a teacher*, Gamze reassures herself upon the choice of teaching as a career by highlighting the original spark that led her to decide to become a teacher. Therefore, one can witness in the third round of the interviews that she states this decision is based on her childhood dream, which has started the very first day of school in her life. In this sense she poses this introspective aspiration as the fundamental reason of her resilience to become a teacher:

“I used to dream that one day I would come here. Then when I started primary school, I saw how my teacher could influence us and I thought wow, she's so awesome, everyone listens to her and ever since that day I want to be a teacher...I will never forget the way I looked full of hope when I was wandering around that school. That's why I am always indebted to that child. In fact, I owe the person I am today to that child...”

The extract above further demonstrates the scope of the influence that prior experiences have on the participant's decision-making processes to the present dates. In this vein, the moral obligation stems from the younger version of the participant, who was utterly mesmerized by the confident and assured position of the first teacher that she had ever contacted in her lifespan. This is consolidated with her remark that the merit of teaching includes a continuity of information, which justifies her pride to become a teacher as a part of this generational knowledge chain: “I consider the teaching profession as a treasure that will never be lost, because what I teach today, someone else will teach someone else tomorrow, and this way it will never be lost and will carry on.”

Being a part of this chain is an important part of Gamze's negotiation of her emerging teacher identity, along with reminding herself occasionally about the unfavorable incidents that happened during this practicum period such as the COVID-19 pandemic on a global level and the devastating earthquake that happened on a national level: “A year and a half with the pandemic and 6 months with the earthquake. Of course, our undergraduate life drove us to desperation, and many things didn't go well, but frankly, nothing took me out of my way.”

Despite the negativities, the resilience to become a teacher is underlined according to the interview data on the third round regarding this participant, which shows that these incidents further bound the motivational strings that she has for becoming a teacher in the future.

In the category of the *observation of the practicum*, Gamze brings up some of the points that she noticed about the practicum school in the shape of observations, of which

are further made sense via the interpretation category. Accordingly, by comparing her current experience with the first-term experience, she states this practicum institution has better convenience and commute route overall, which increases her expectations and motivation to come to the practicum school. She further stimulates this excitement at the beginning by referring back to how she would view the trainee teachers as a student:

“Trainees, who we couldn't quite understand whether they were students or teachers, would come and teach, the fact that they were younger, and more dynamic. These always encouraged us and knowing that it had encouraged us, it was very exciting to go to a school and to be in that trainee teacher mode to be admired.”

This extract is crucial since she highlights the split identities that she positioned the trainee teachers as students and teachers, which is a source of struggle and hesitation on her part. Therefore, viewing them as hard to be categorized as teacher or student, she goes through the same expedition that once she yearned for. However, at this point she repeatedly verbalizes the limitations of her experience since she is not given enough time in the practicum, nor is she capable of implementing her philosophy of teaching to an ongoing, functioning institution. In addition, she also values the authenticity of this experience, compared to the “staged” micro-teaching presentations that simulate the real classrooms.

Gamze also stated her gratitude for the positive relations with the practicum teacher, university-based advisor and good rapport that she established with the students of the practicum school. In this sense, the participant has attempted to incorporate several extracurricular activities with the students such as visiting a museum, and so on. Nonetheless, the administration, which is depicted as “like a ghost” due to the lack of support and communication regarding these kinds of activities, has not permitted some of the activities by pointing to the potential mismanagement of that amount of students outside the school. Therefore, the participant laments for this situation by underlining the incapacity of implementing them under these conditions that do not allow her to do so: “I wish they had authorized all three of them. Then maybe I could have raised the cultural awareness of the children, you know, you have to struggle so much to do even the smallest things in public schools...”

As for the interpretation of the observed fragments of the practicum, Gamze regards that the increased exam anxiety among the students is beyond the charts at this point. That’s why she makes an effort towards listening to their personal problems while she skips the exam-practice that is traditionally delivered during these lessons. That is,

she holds off the exam-oriented system for a few academic hours by asking the students what they really want to talk about. In this vein, she realizes the layers of teaching and that it is not only in the boundaries of how one delivers a lesson. Additionally, she highlights the importance of the surrounding dynamics, such as the commute being easier, in the way of shaping the motivation to teach to some extent.

In the category of *transformation and adaptation*, the participant conveys her journey as a becoming teacher that is transforming and adapting with the realities at hand. On that account, the participant starts to delineate herself as becoming a more tolerant teacher that considers the underlying reasons of students' misbehaviors such as having an issue with their families and so on. This translates as thinking thoroughly about the potentially negative aspects of a particular in-class discussion activity on the students' psychology in her practicum experience. These demonstrate that Gamze highly takes the student perspective into consideration in her teaching philosophy and internalized this frame of reference into her negotiation of emerging teacher identity. Along with this, it should be underlined that her own description as a "teacher, not a teacher candidate" at this point is pivotal since she starts to identify more as a teacher rather than being a preservice teacher at the end of the practicum. It should also be noted that the participant put a remarkable weight on the past experience as a teacher to be acknowledged as "more experienced than" other preservice teachers in the preceding interviews, which might have a role in the development of the aforementioned description as a complete teacher.

With respect to characterization of the whole practicum process, the participant emphasizes the fluctuating motivation and expectation since at the beginning and towards the end her motivation was higher than in the midst of this practicum experience, which makes it a roller coaster of feelings and encounters on behalf of her. Accordingly, she also scrutinizes the traditional labels attached to the teachers in general as having a "sacred" job and glorified on a surface level. This glorification has verbalized as correspondingly:

"These are not sacred jobs. These are our jobs. These are the things we have studied to do our mission. Of course, our place in Turkish society with the logic that I would be a slave for 40 years who teaches me a single letter is not really like that, no matter how much it may seem like that, even though it has been embellished like that."

The quotation above further indicates Gamze's subversive take on how the teachers should be viewed to align the imaginative philosophies with the actual attitudes that they get from the society. To this end, she also verbalizes the constant switch and

adaptation that she enacts regarding diverse situations at the practicum school. While mentioning her affectionate teacher identity being hurt by the surrounding dynamics in the classroom, she acknowledges the transformation as follows: “Of course it bruises sometimes, sometimes I really have to transform into such a strict identity. Fortunately, I can do that, if I can't. You'd leave the classroom crying, that's how much they force you.”

In the category of *self-positioning*, the participant views her place in the practicum school with regards to the other communities of practice such as peer preservice teachers, practicum teachers and students. As mentioned earlier, the participant classifies herself as being superior in classroom management than other preservice teachers due to her considerable past experience in teaching English. Additionally, she assigns the responsibility of being an innate leader to the preservice teachers' community in her practicum school by standing out when there is a need, guiding the group in a particular way, and leading them as a teacher to deliver certain lessons. As opposed to having such strong leadership traits, the participant verbalizes her ordeal in terms of lack of freedom and autonomy regarding the decisions about teaching and students, such as not being permitted to incorporate an extracurricular activity. Consequently, Gamze feels ephemeral to this practicum process and justifies her point by recognizing the students' viewpoint in her words: “They love me deep down, but they can't embrace it. You know, at the end of the day, I'm going to abandon them anyway - why would they be attached to me?”

4.2.4. Gamze's emerging teacher identity during the focus group interview

The focus group interview data findings of Gamze is shown in the abstract mind map diagram in Figure 14. As it can be concluded, there are four main categories derived from the thematic content analysis. Accordingly, they are listed as the *impediments of the practicum*, *self-positioning*, *recommendations*, and *reflections about the study*. These four major categories are the highlighted layers of Gamze's emerging teacher identity construction at the end of the practicum experience. That's why, they hold a considerable amount of relevance regarding the fact that these are the narratives that are told in front of an audience, which include the peer preservice teachers for this last round of data gathering. It should also be noted that the narratives that are revealed to other participants of the study might demonstrate how the previously told narratives are highlighted or ignored compared to the former interviews. In this vein, the analyses of the focus group

interview data pertaining to the participant, Gamze is demonstrated in a mind map diagram below, which mainly consists of four major categories such as the *impediments of the practicum*, *self-positioning*, *recommendations*, and *reflections about the study*.

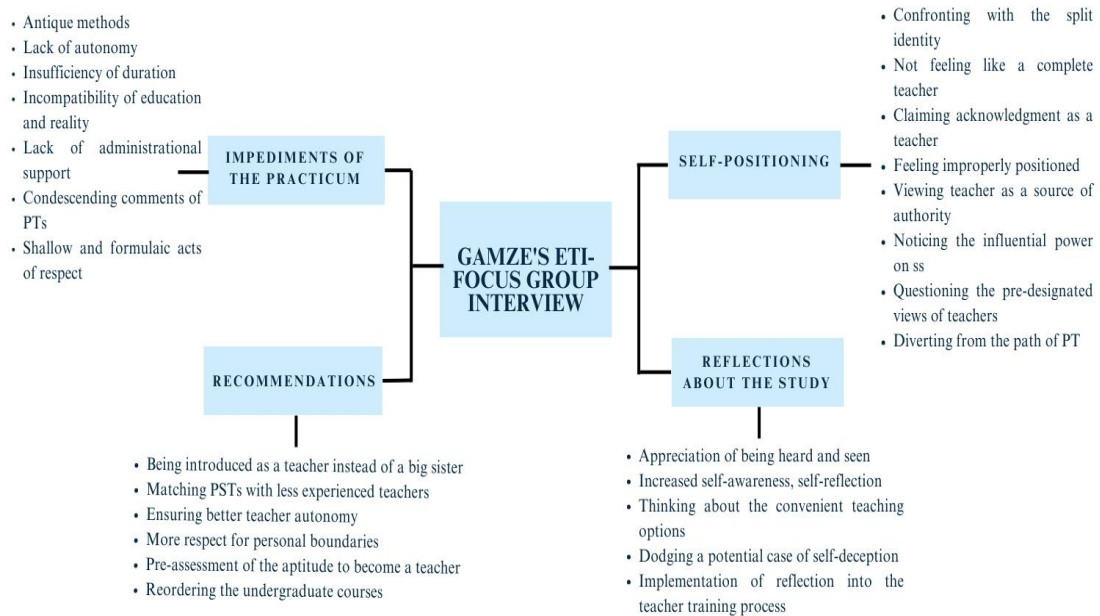


Figure 14. Themes derived from Gamze's ETI-focus group interview

In the category of *impediments of the practicum*, the participant dwells upon the difficulties that are encountered at the practicum institution, which have affected the overall perception and the negotiation of the emerging teacher identity construction. Accordingly, the participant uses the wording of “antique” to mention the out-of-date attitudes of the teachers regarding teaching a foreign language in this context. Therefore, Gamze fears that she might go rusty and leave the modern educational accumulation that she gathered at the undergraduate years behind. In this vein, Gamze feels the lack of autonomy since she is given a limited jurisdiction within the classroom in a limited amount of time. She summarizes below how they are viewed by some of the teachers at the practicum school:

“They would think of us as, you know, you are only temporary, you will come, you will teach a little bit and then you will disappear. Then this class will be all mine anyway. So don't disturb my system too much.”

The level of temporality is felt by the participant to a great extent that she does not seem to be empowered by the practicum teachers, which potentially diminishes the transformative force within. In addition, the ghosting administrative force is highlighted

in the focus group interview since it was mentioned once more earlier. In this sense, it can be considered that the participant does not feel seen or heard by them, let alone welcome. What's more, some of the practicum teachers make condescending comments either consciously or unconsciously, such as the following: "Practicum teachers sometimes treat us like that, my girl, you'll become a teacher too, don't worry about these things and such nonsense, as if I am 'the lesser' teacher. Okay, you're 'the most' teacher."

Given the reaction at the end, it can be inferred that the participant felt offended by the comment, which has subsequently generated the sense of being degraded as compared to the practicum teacher. Alongside this remark, Gamze also highlights the misconception of respect in the practicum school since she only regards such acts as formulaic and shallow. For instance, the students stand up as a sign of respect upon the arrival of the teacher. However, they disrespect them in many ways during the lesson by misbehaving. This makes the participant question the ways of showing respect and scrutinize the ways overall.

In the category of *self-positioning*, Gamze brings up the incidents that she feels in a certain spot within the ongoing dynamics of practicum school. From this perspective, she remarks about the confronting with the split identity since she feels like in between being described as a teacher and a student in different contexts:

"You are a student [at the university], you come to the school, you are the teacher. The student sees you on the street. He says, 'Big sister, what are you doing?' She comes to school and calls you a teacher."

Based on this extract, it might be noted that such confusion of identity and intertwinedness has saturated the participants' mental state upon constructing her emerging teacher identity, considering the previous interview data findings. Besides, the participant underlines the lack of feeling as a "complete teacher", which might be an internalization of a reaction to those who do not identify her as a teacher yet. With respect to this, she also mentions the mental and physical workload that she had to put in to claim a certain kind of acknowledgment as a teacher: "Sometimes I'm so tired until I really implant in the eighth graders the consciousness that look, I am older than you, I am the current teacher here..."

The ordeal of trying to get validated as a teacher has further reflected as feeling improperly positioned by the students, which makes the great amount of internal

confusion that is encountered. In this vein, the participant verbalizes this lack of proper positioning as follows:

“They have never understood me, they have never put me in the right place, for example, if you are ashamed of how you are unable to explain these things to the teacher, in fact, you should be ashamed of me, too.”

As mentioned beforehand, the participant once more states her view regarding the students viewing the teacher as having the source of authority, which might be empowering on the grounds that it might have an impact on the students. The situation is articulated by the participant as the following:

“This teacher is telling the children what is right and wrong according to her own rights and wrongs. So she is doing it based on her own truths, not the general truths. In that case, these children may be learning the wrong things.”

The sudden realization of how much impact the teachers might have on the students is crucial considering the participant’s initiation of the series of questioning and reflection that has come afterwards. Consequently, she scrutinizes the pre-designated views of teachers and starts to follow her own path by slowly drifting away from the path of the practicum teacher in the times when there is a bigger incompatibility regarding the personal principles and when she feels wrong about following that trail.

In the category of *recommendations*, Gamze emphasizes the potential regulations to the ongoing teacher training program in a sense that might make the practicum process more convenient for the preservice teachers and other parties, as well. With respect to this, being introduced as a teacher from the start is among the priorities within these regulation ideas. In this sense, the participant vocalize the teacher introducing a preservice teacher to the students in the first encounter accordingly: “This is your teacher this semester, her word is as valuable as mine. Her word is my word, I do not take any disrespect in any way, like a serious introduction...”

The extract also shows how the participant would have liked to be addressed from the start and how crucial that introduction might be in her journey as an emerging teacher. She suggests to match more inexperienced teachers with the preservice teacher on the grounds that the experienced practicum teachers might “pull down” the preservice teachers to some extent. Thereafter, the participant lays out the guidelines for the practicum teachers in order to help making the process more conducive:

“Then stay completely out of their business. Unless there are very critical moments, don't interfere at all. Don't attend class sometimes. Let them be on their own, let them take charge of the class. Let them realize that classroom management is not like what they learned in class.”

The guidelines demonstrate the participant's idealized course of practicum experience after going through with it. These might also help ensure a better teacher autonomy in a way that the preservice teachers would become more proficient in teaching after they are given the necessary level of jurisdiction within the classroom. Alongside, the participant remarks that they should be granted more respect for personal boundaries such as clothing, make up, and so on. Furthermore, the participant verbalizes her suggestions regarding some changes such as an implementation of a pre-assessment system in the form of an aptitude survey to become a teacher, along with reordering of the undergraduate courses to compliment an easier transition into becoming a teacher. In this sense, she states that the transition was rather swift and mentally challenging as the implementation of the teacher training courses started rather late to the program, which leaves the self-reflection and questioning as an emerging teacher to the last minute of actually becoming a teacher.

In the category of *reflections about the study*, Gamze articulates her opinions and distilled perceptions towards the study at the end of the data collection period. First and foremost, she voices her appreciation of being heard, seen, and cared about. Along with this, she remarks that this process has increased her self-awareness and self-reflection in a way that she realized her compatibility with different teaching contexts and she was able to evaluate her emerging teacher identity's position within a particular context. As an instance for the increased self-awareness, the participant mentions the spark of scrutinizing her stories as the following: “For instance, when I write a critical incident narrative chart, I realize that the incident is indeed critical.”

This initiation of questioning and becoming more aware of what is critical to her becoming a teacher has also translated into a self retrospection on a bigger scale as she mentions the preservice teachers as her in-group members: “We came to understand a little more in the questions that caused us to interrogate ourselves socially, politically, academically, in terms of education and training, and to question the society, and to evaluate the conduct of the society.”

By diving into a bigger reflection cycle, the participant realizes that the lack of such reflection might have actually catastrophic results to some extent considering her

potential to become a more self-aware teacher in the future: “For example, it created awareness in me, maybe if I didn't have someone who always asked me questions and made me self-criticize...I would have worked for 15 years by deluding myself like this still...”

By evicting the potential self-delusional teaching cycle instead of a reflective and aware of her identities, the participant wishes this process of becoming acquainted with herself as an emerging teacher for other preservice teachers in the form of an integrated implementation of systematic reflection into the practicum: “I said to myself that I wish there were internal evaluations that made every practitioner involved in the process of listening and self-criticizing...”

4.2.5. Gamze’s emerging teacher identity embedded in the critical incident reports

The critical incident reports are analyzed to be able to contemplate the milestones that the participant has underlined in her negotiation of the emerging teacher identity. In this stance, it might unveil the ways that she positions herself in the key incidents and how she makes sense out of those from her own filter as a preservice teacher. The second participant, Gamze, has reported a total number of four critical incidents during the practicum period, as can be seen in Figure 15 below.

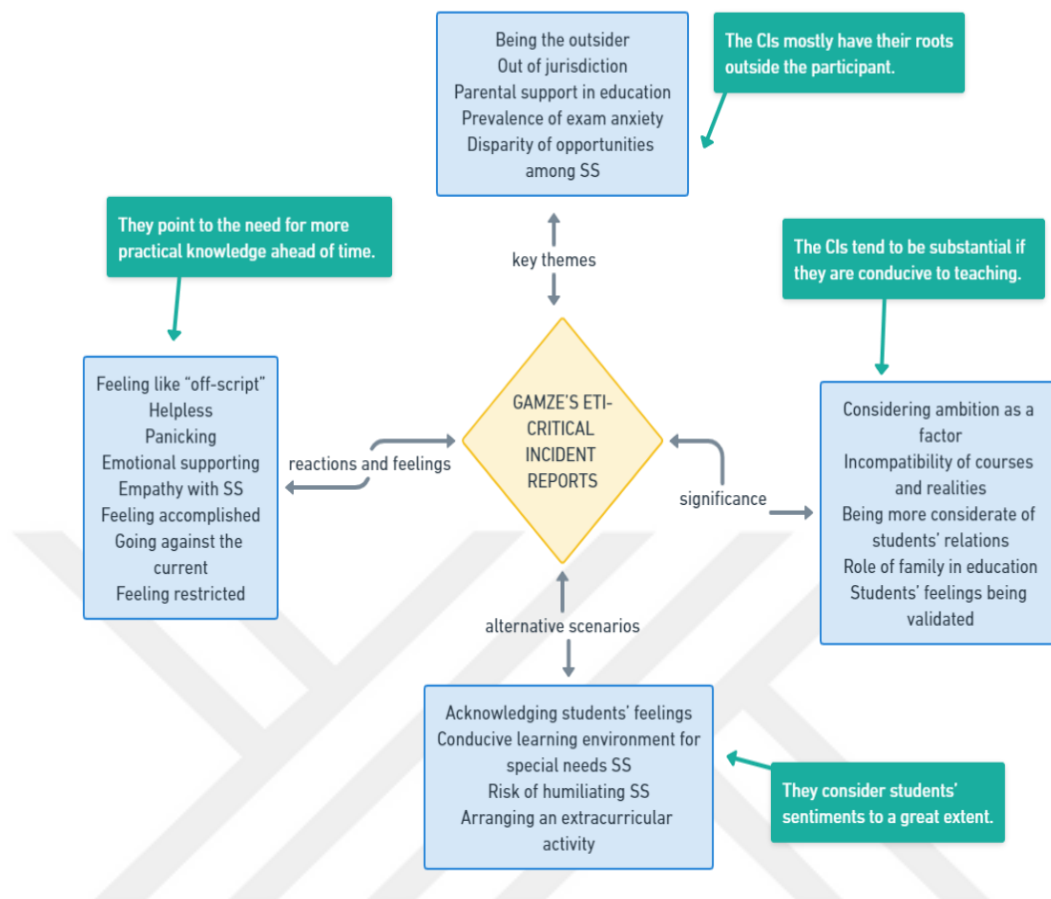


Figure 15. Themes derived from Gamze's ETI-critical incident reports

The first critical incident of Gamze dwells upon an incident regarding a classroom management issue with the students. In this incident, the participant highlights the feeling of being an outsider and thus not having the full jurisdiction in the eyes of the students. In this vein, her critical incident narrative starts with a competitive activity, in which the students get heated up and start reacting emotionally. Upon offering some emotional support to the students by reminding them the chance element might change the course of the competition, the participant gets an indifferent reaction from the students. This, in turn, makes the participant realize that she is an outsider in the eyes of the students. Consequently, the participant finds herself panicking. The reflection afterwards makes her realize that she needs to take ambition as a crucial factor that might potentially change the course of the flow of the activity and emotional state of the students while designing such activities that involve competition. This realization is followed by noticing the incompatibilities of the undergraduate courses in functioning in real classrooms since she

felt helpless and unscripted during this incident: “When I was attending a university course, my lecturer told us to avoid a competitive classroom environment, but no one taught me how to manage in a classroom environment that was used to being competitive.”

The second critical incident is with regards to a stormy argument between a special needs student and another student, which have made its way to the teachers’ room. In this incident, the participant has felt that the teachers were torn between the parents, who have requested that the special needs student be taken off the school or the classroom. Accordingly, the teachers report that this incident is out of their jurisdiction and that they cannot take such measures based on the parents’ requests. This incident, in turn, reminds the participant that the teachers operate outside the classroom with a lot of elements that come into play. Therefore, Gamze felt helpless and panicked, which resembles the first incident. After reflecting upon this incident, the participant concludes that the family is a great part of education, as well. The first terms’ incidents have highlighted the key moments that the participant felt helpless and lost, which have resulted from the preassigned recipes from the undergraduate courses not functioning in the uncharted maps of the practicum.

“The reason why this incident was critical for me was that I completely panicked. Normally, I had never experienced such an event and I didn't know how to manage it. As a matter of fact, the teachers who had been teaching for years didn't know what to do either. I felt very desperate.”

The third critical incident hovers around the recognition that the exam anxiety is prevalent among the students to an alarming extent. Upon realization of this incident, the participant reflects that she offered some sort of emotional support by attempting to listen to them closely. This has helped the validation of the emotions of the students since the participant associates herself with them and empathizes with them on an emotional level. After the reflection of the whole incident, she feels content to be able to provide the students some sort of validation and recognition of their feelings:

“This incident was critical because it reminded me of my age of 13-14. Because at that time, when hormonal changes are taken into account because people are just entering puberty, they feel very lonely and they can complain that no one really understands them. I felt very happy to be able to tell them that I do understand them.”

The last critical incident regards the realization of the external restrictions that the teachers are confronted with regarding the practicum school context. These include the disparity of the opportunities that the students have, due to the socio economic statuses,

which has caused the participant to feel upset about it. Towards making a change about this disadvantage, the participant attempts to incorporate some extracurricular activities that might raise cultural awareness of the students in general. However, at this point, Gamze has faced a restriction coming from the school administration and has felt frustrated afterwards. As a reaction, she has remarked that her educational background or intellectual accumulation over teaching has been irrelevant to her immediate context. Therefore, she refers to the theory as becoming incompatible with the ongoing realities at hand, which shows her confusion and frustration about the lack of teacher autonomy at the practicum context:

“None of my students had seen an art gallery, very few had seen a museum. None of them had ever been to a library to study or borrow books from a library. I was unhappy that they were completely ignorant of cultural activities and that they were falling behind their peers in Europe...it made me feel that my education was in vain. Because we took a course called extracurricular activities and we were told that we needed to do such things within the scope of this course. Once again, I realized that the theoretical knowledge we learned at school was irrelevant in practice.”

4.2.6. Gamze’s emerging teacher identity embedded in the classroom observation reports

In this class, there are 18 double seats suited for a total number of 36 students, but unfortunately, the class size falls extremely short regarding this number as can be seen from the Figure 16 below. Since they are not able to move around the class easily, they look stuffed and packed in rows tightly. This might be constituted as a potential source of distraction, which affects the flow of learning in a negative way. The seating plan is not suitable for the team-based assignments or pair-work tasks.

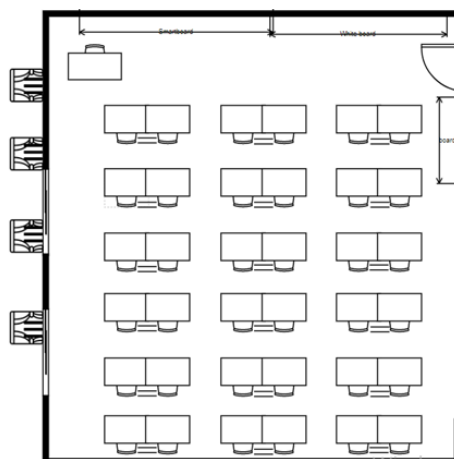


Figure 16. *Design of the observed classroom (Gamze)*

There is a preservice teacher, an observant, and 34 students at the age range of 13-14. The preservice teacher is the only source of authority since the cooperating teacher is not around. In this regard, the preservice teacher had more flexibility and freedom, along with the added respect due to being the only source of authority. The preservice teacher, who was viewed as currently the primary source of authority, was in charge of the lesson flow in general. She was monitoring, guiding, giving instructions, explaining the meaning behind the linguistic structures. Meanwhile the students were supposed to follow the lesson flow, keep up with the activities covered in the classroom. The cooperating teacher, on the other hand, although not present, is mentioned in the interviews as being easy-going and flexible.

The lesson was generally wrapped around the coursebook material, which had some reading parts and questions for the vocabulary items. During this activity, the students were working on their own to come up with the right answers. As for the pair and group work, although they were not working together for an activity, there were some moments when the students asked one another some questions on the subject matter. This might show the potential of the students working well together. The preservice teacher had the hold of the classroom, and she was able to get their attention in spite of the class size disadvantage, which was reported as a concern for the classroom management earlier but later on turned into an area of superiority as compared to the peers. The interaction was mostly based on voluntary actions of students, such as raising their hands to answer a question. The instructor chose the students if they volunteered to speak out, otherwise they would not speak, this might show her becoming more tolerant as a teacher in general.

She also used physical incentives when they gave the correct answer or pronounced a word correctly. In this regard, she did high-fives with the students who succeeded or needed a little bit of a boost, which aligns with the participant's inspirational and empowering personality that has been portrayed in the interviews. The instructor was enjoyable, having a good rapport with the students as she was paying close attention to their involvement in the activities and showing her sincerity physically by touching on their shoulders, kneeling right by their side, leveling her eyes with them, making high-fives occasionally, which shows her own acknowledgment as a teacher and her strong leadership skills that cheers the students up by radiating positive energy.

“Teacher<>Students” was the most common type of conversation occurring in the classroom, since the material was designed as having a particular question-answer cycle embedded within. The interaction is mostly in the students' mother tongue, which is Turkish. In a way, the instructor explains the rationale behind the grammatical structures and highlights the correct pronunciation in Turkish and the students seem to be paying attention and giving reactions to some extent. It should also be noted that since the ongoing system is like so, the participant does not incorporate a whole new material or method into teaching, which is aligned with her aforementioned concern of disrupting the ongoing order. However, in the last round of interviews that took place after the practicum period, she remarked that she was aspiring to find her own voice in teaching overall.

Although it is a very crowded class, the interaction has a systematic flow and it does not get out of the hand much. Some students are more engaged and interact with the instructor more than others. In these cases, the instructor goes next to the student and kneels down to the students' side to help with the issue and makes it more personal in a way. Students address the instructor as “Hocam”, which shows that they have verbally accepted her being the teacher of the class, which aligns with her remark upon being acknowledged as a teacher later on. This might be because the term has progressed and the students have started to acknowledge her presence as a teacher but she still claims to be improperly positioned beyond this proper addressing.

The students seem to have acknowledged the preservice teacher to become their teacher or substitute their teacher since they are open to making plans with her. In a similar vein, the preservice teacher is also acknowledged to become their teacher since she offers an extracurricular activity with such enthusiasm. She offered the class to go to a museum and the way she positioned herself as the bridge between them and the

administration to finalize this extracurricular activity was considerably professional, but also showing the lack of administrative support. She appointed a student to remind her to talk to the administrator and see if they could arrange a school trip to a museum nearby. This might show her sincerity, affection, devotion, and engagement with the class. This is also a two-way street, meaning that the students were also eager and excited to hear that they might go on a school trip with their current instructor. She also claimed full responsibility and credibility of this idea since she did not mention the cooperating teachers' name in this conversation, she pointed to herself directly for convincing the administrator of the school to get permission for such activity, which points to her strong leadership traits that go beyond the classroom.

4.2.7. Summary of the transformation journey of Gamze's emerging teacher identity

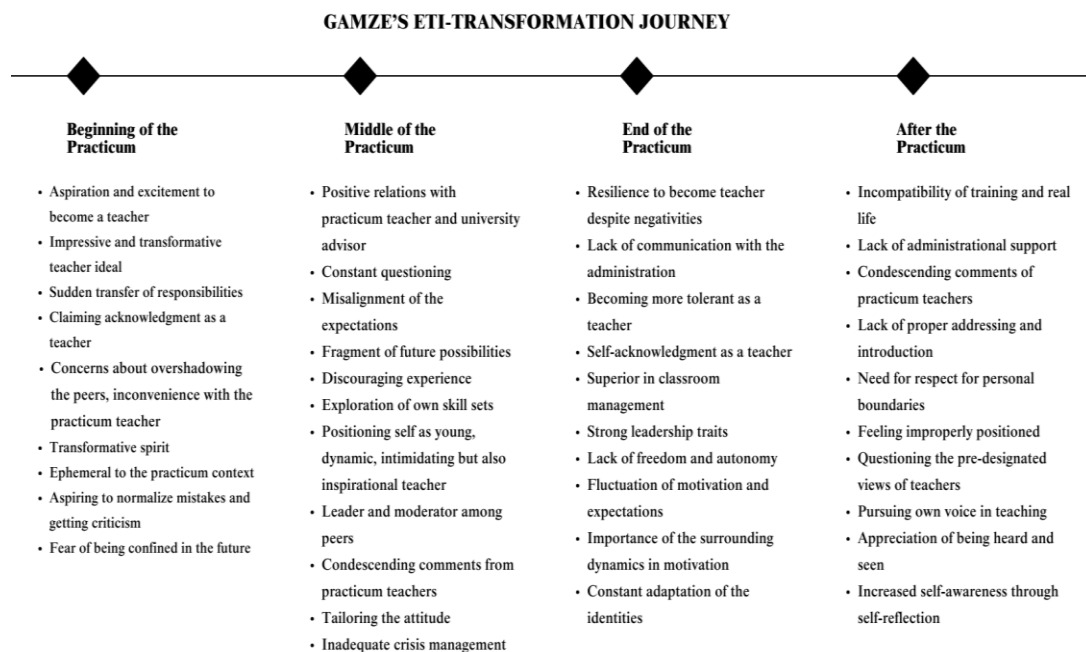


Figure 17. *Gamze's ETI Transformation Journey*

In summary as in Figure 17, Gamze has expressed her excitement and aspiration to become a teacher at the beginning with an idealized and transformative teacher image in mind. With the practicum teacher transferring the responsibilities and her perception

of emerging identity as a moderator and dominant preservice teacher; she immediately claimed the positionality as a teacher. However, she questioned the ongoing order and the lack of teacher autonomy in the system with her first impressions. Towards the middle of the practicum period, she regarded that she had positive relations with communities of the practicum while she also detected a some type of misalignment between her expectations and the realities. At this point, she reflected more regarding her growing skill set and positioning within the practicum context such as a dynamic, inspirational, yet an intimidating teacher from the eyes of the students; which indicates her perseverance with claiming her title as a teacher rather than a preservice teacher or a student, unlike the other participants. This might point to some centripetal movements of identity change since she finds herself harmonious with the context and teaching experience in a general sense. Similarly, at the end of the practicum period, she expressed her perseverance despite negative comments and issues; which increased her tolerance for ambiguity or contradictory confrontations overall. However, after the practicum period, she reflected much about the negative issues such as the incompatibility of training and real life, lack of administrative support, condescending comments of teachers, lack of proper addressing, lack of respect, improper positioning, and so on. These issues have surfaced after the practicum period, showing that she has attained the meta-position just after the whole period. Along with these, Gamze also brought up crucial topics such as the pre-designated positions of teachers by the society, and expressed a gratitude regarding the way she was able to feel heard and seen through the present study, which also boosted her self-awareness via a comprehensive self-reflection in the course of practicum.

4.3. The Case of Ayla

4.3.1. Ayla's emerging teacher identity during the first round of interviews

The interview data on the first round for the participant, whose pseudonym is Ayla, is summarized in Figure 18. As it can be seen, there are four major categories resulting from the thematic analysis. According to the thematic analysis, these are reported as the *first encounter with the language*, *first impressions on the practicum*, *principles of teaching*, and *self observations*. These four main categories might be regarded as the building blocks of the emerging teacher identity negotiation of Ayla at the very early stages of the practicum.

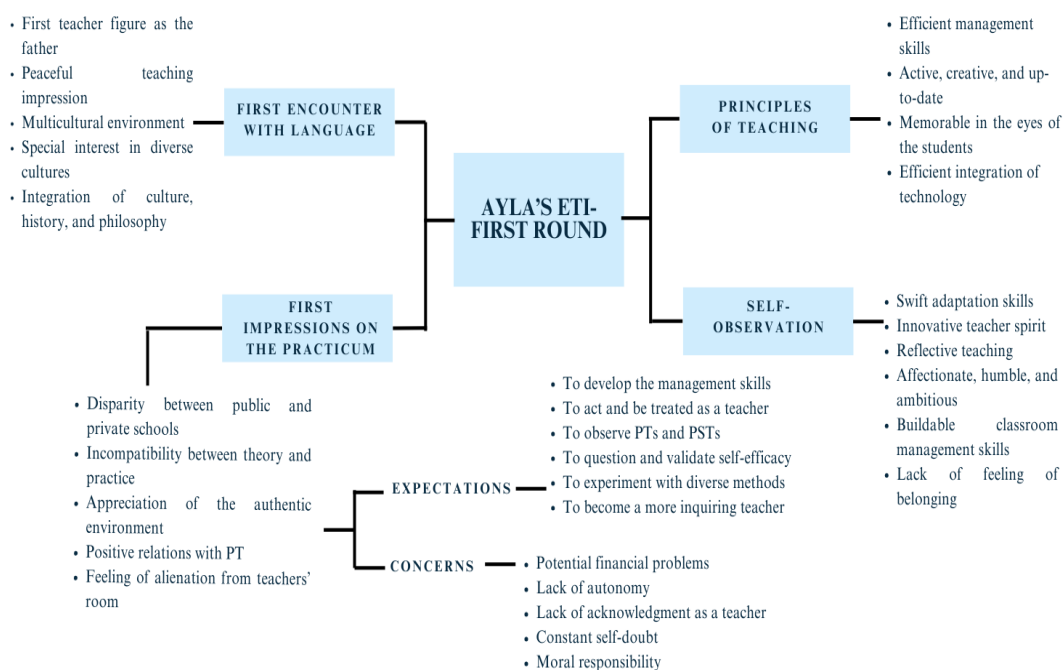


Figure 18. Themes derived from Ayla's ETI-first round interview

In the category of *first encounter with language*, Ayla brings up the very first contact that she had with learning or teaching a language. She reminisces about her father since he is the first teacher figure she witnessed and elaborates on this observation by adding that it was a peaceful teaching environment that he worked with. Alongside this, she emphasizes the multicultural environment that she lives in, which is a melting pot of diverse cultures and languages in the southern cosmopolitan city of Türkiye. She elaborates the way she has developed the interest in languages by mentioning the following:

“I started to learn English, I started to develop an interest in other languages, and then I thought, why don't I specialize in these and teach them to different people? I already had a role model in front of me, that's the way it started...”

The verbatim extract demonstrates the supportive nest that the participant finds herself at early ages towards becoming a teacher. She also states that such a cosmopolitan city has helped her develop a considerable amount of interest in integration of culture, history, and philosophy in her potential career choice.

In the category of *principles of teaching*, Ayla brings up her understanding of idealized ways of teaching, learning, and especially teachers. In this vein, she puts a great deal of importance to the efficient classroom management skills, similar to the other preservice teachers. Furthermore, she depicts the ideal teacher as being active in the classroom, along with being creative and innovative about the ways of delivering a lesson and elaborating the content of activities to the contemporary needs of the students by encouraging engagement in the activities. By doing so, the participant aims to become a memorable teacher in the eyes of the students. In this sense, not becoming an innovative, up-to-date teacher might result in negatively, which is exemplified by the participant via a verbatim extract hereunder:

“...for example, we went through a Covid pandemic, where teachers who remained in the same spot, who could not keep up with the technology, who could not integrate it into education, were left behind, and the students of those teachers, the students of those individuals were also left behind.”

The extract emphasizes the importance of an efficient integration of technology, since Ayla has observed what might happen otherwise. It should also be noted that a recent observation as a learner has a place in her negotiation of emerging teacher identity at the beginning of the practicum period. Furthermore, the way Ayla demonstrates her principles of teaching at the onset of the practicum experience might indicate that she visualizes her ideals to make sense out of the realities at hand. By doing so, it might also signal a deviation from the ideals since she emphasizes them in a way that counteracts with the ongoing circumstances.

In the category of *first impressions on the practicum*, Ayla elaborates upon her preliminary perceptions regarding the practicum experience and touches upon her *expectations* and *concerns* at some point. In this regard, the disparity between public and private schools in terms of the learner profile has been among the first observation points. Furthermore, the authenticity of the classroom stands out as compared to the microteaching experience in the undergraduate courses, where the preservice teachers get training by teaching to their peers simulating a real classroom. Therefore, Ayla appreciates the authenticity of the classroom and looks forward to developing her teaching skills through a good use of observation and implementation of techniques. In this vein, she establishes a positive relationship with the practicum teacher despite the fact that she feels alienated from the teachers' room:

“When we entered the teachers' room, I felt a bit alienated. But I don't know if I should be normalizing this, but of course they have their own working space, so in that sense I didn't bother too much... Because it was an already settled environment, of course people progressed in that way.”

The extract above is parallel to those of previous participants' statements since they feel ephemeral to the practicum experience even though they are the owners of the very experience as preservice teachers. This is confronted when they first find themselves in an ongoing, established, functioning system of teachers, students, and administrators, working on their own well enough that the preservice teachers feel unconnected to the institution. In this vein, the expectations are verbalized as to develop the classroom management skills, to act and to be treated as a teacher, to observe practicum teachers and other preservice teachers. Along with these, to experiment with diverse teaching methods meanwhile questioning and validating self-efficacy to some extent are articulated as expectations, as well. By doing so, Ayla also envisages herself as becoming a more inquiring teacher overall.

As for the concerns related to the practicum process, the participant brings up her reservations about the potential financial problems to make her livelihood at an easier scale. Besides this, Ayla mentions the lack of autonomy and acknowledgment as a teacher, which induces her to be in a constant self-doubt by questioning her self-efficacy or preparedness to teach in an authentic classroom environment. On top of this, she brings up the moral responsibility issue that teaching has towards the learners and the society in general:

“...we are teaching many people, these people are the building blocks of society and we are turning them from a seedlings into a tree. I question if I can do this properly, what will challenge me, what will not be challenging... I would like to monitor these things.”

In the category of *self observation*, Ayla mentions the preliminary remarks upon herself in the context of the practicum. In line with the aforementioned feeling of alienation, the participant highlights the lack of feeling of belonging upon entering the teachers' room. However, at this point, the participant remarks that her adaptation to the practicum experience is rather swift and she thrives to become an affectionate, humble, and ambitious teacher, which is in line with her first contact with the language and a teacher. Additionally, she perceives that she puts a considerable amount of importance on becoming innovative and reflective as a teacher. In this vein, she concludes that she has a buildable set of classroom management skills by verbalizing it as the following:

“...how can I manage to handle these thirty students because I don't want to be yelling at them at some point... I think it is necessary to find a more efficient solution. That's why I will observe my fellow trainers on my own behalf. At the same time, I will observe our practicum teacher and I think I will explore and try many different things.”

The extract shows her guidelines for the entire practicum experience from the start towards observing and experimenting to become an efficient teacher at the end of the process. Similarly, Ayla has reservations upon becoming a teacher at the beginning, which might explain her heavy use of impersonalization regarding the expressions of teaching principles and can be inferred through a closer look upon the structure of the sentences and emphasis on the probability of becoming a teacher:

“...If I get appointed, this is where I will actually be practicing my profession. Therefore, I see the practicum as an opportunity for me to experience something and learn many lessons. If I make such a choice, for instance, it will definitely be a crucial experience for me, for example.”

In this sense, the reservations might be associated with the unpredictable practicum environment and uneasiness at the beginning of the process, in addition to the potential financial problems mentioned beforehand. Therefore, the participant utilizes conditional structures and tries to keep her options open in a verbal manner.

4.3.2. Ayla's emerging teacher identity during the second round of interviews

The interview data analysis on the second round for Ayla, is depicted in the abstract mind map diagram below in Figure 19. As it can be inferred, there are four main branches gathered from the thematic content analysis. According to the analysis, these are registered as the *observation of the practicum*, *conflicting reality*, *personal reflections*, and *self-positioning*. These four main categories might be taken as the cornerstones regarding the development of the emerging teacher identity of Ayla in the middle of the practicum period.

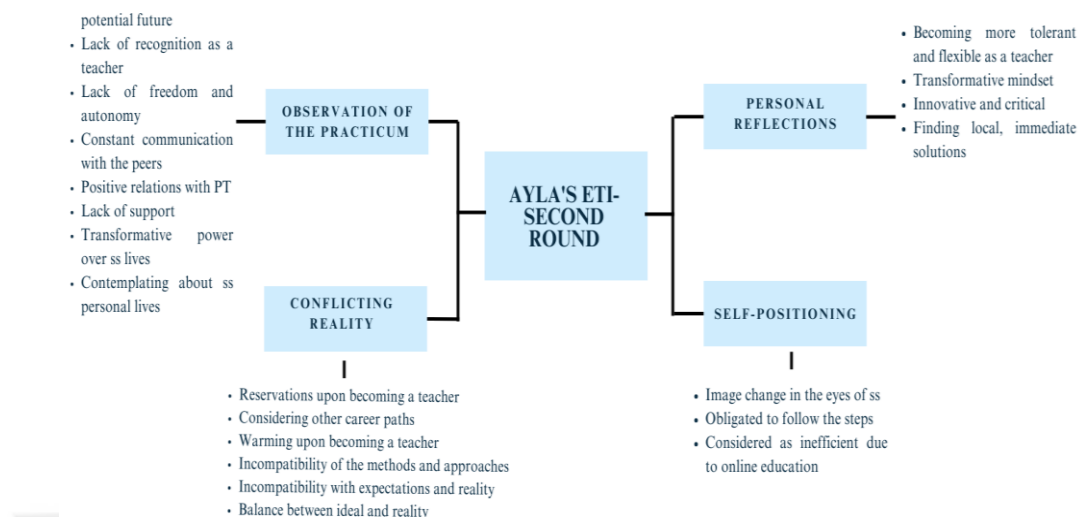


Figure 39. Themes derived from Ayla's ETI-second round interview

In the category of *observation of the practicum*, Ayla brings up the issues that she has recognized regarding the practicum experience. In this vein, she defines this experience as an opportunity to observe “a potential future”, since this might function as a simulation of her future in some ways. It should also be noted that she also defines this experience as a “professional renaissance”, which marks her awakening as a teacher and noticing the details of becoming one. Moreover, she brings up the concept of “moral consciousness” occasionally in the interview, which exemplifies the hesitations and the amount of respect that she puts into becoming a teacher. She also emphasizes the lack of recognition as a teacher, which is similar to the previous participants, along with the lack of freedom and authenticity since there has to be a dependency upon the ongoing system of teaching. Meanwhile, the constant communication chain among the fellow preservice teachers have been sustained during this period of turmoil: “The discussions we had between the classes and the way we supported each other made the experience a little bit smoother for me. Because it was an extraordinary confusion...”

This extract might be taken as evidence regarding the stable support system that the preservice teachers have formed in the boundaries of their in-group. Therefore, this system of support has facilitated the process even further since it assembles a union and a feeling of belonging that the preservice teachers are desperately searching for at the practicum school, making the support system serve as a buffer. In this sense, it also serves

as a tool for reflection: “...usually when you talk to someone as such, you can recognize your own strengths and weaknesses, and you can reconfigure your teaching accordingly...”

Ayla emphasizes her gratitude upon her developing positive relations with her practicum teacher, whereas she remarks that she lacks a similar amount of support from the university advisor, which she justifies with the tight schedule of the advisor. Furthermore, the observations have facilitated the participant in that she has been able to recognize the transformative power over them and she has initiated an internal contemplation about students’ personal lives, which has conduced her towards becoming more flexible and tolerant by considering their lives beyond the school.

In the category of *conflicting reality*, Ayla mentions the contradictory nature of what is at work regarding the practicum experience and her expectations, leading to having a cold feet and a kind of second thought upon becoming a teacher. Therefore, one can witness her internal combat referring to the hesitations and self-talk in the interview data:

“...I think teaching is a very morally powerful profession, the way students approach you, even such a small thing. It can bring you happiness for days. So in that sense, I have begun to realize that yes, I can become a teacher.”

In this sense, the participant scrutinizes her career options and verbalizes her reservations upon choosing teaching as a career path but at the same time she leaves it as a viable option for the future. However, the incompatibility of the methods and approaches of the practicum teachers and her own teaching philosophy becomes clear at the midst of the practicum, which causes another incompatibility regarding her initial expectations from the practicum and what is at work currently.

In the category of *personal reflections*, Ayla verbalizes her current reflections upon her emerging teacher identity. In this sense, she remarks that she has become more tolerant and flexible as a teacher. Therefore, she verbalizes the state of compromising between ideals and realities as the following:

“When I was questioning how to find a middle ground between the two, how to implement more effective activities in a realistic classroom environment, I actually felt that growth in myself, for example. They always focus on the exam. Unfortunately, this is the state of affairs in most classrooms now. We have observed this. We also discussed it with some friends who went to other schools. This is wrong, how can we actually change it in the future when we become the ones who will change it?”

As can be seen, the participant recognizes her transformative potential in the future by becoming more critical upon the state of affairs that has been ongoing at the practicum institutions. Therefore, she mediates the idealized version of teaching with the reality by acknowledging the exam-oriented teaching and traditional approaches of the practicum teachers and also keeping her transformative mindset throughout the journey. In this sense she articulates the process of changing the course of her development as a becoming teacher:

“...I saw myself as an authoritarian teacher, and I didn't like the way this was visualized in my mind at first. I figured that I am the one who does the teaching and I am the one who will transform it, so I tried to modify my lessons a bit more at this point. I always mention it, but I try to be a teacher who follows the current era.”

Based on the verbatim extract, it becomes apparent that the participant is exploring the transformation as a preservice teacher towards becoming a teacher. In this regard, she states becoming a bit more flexible, independent from preset boundaries that she has put at the preliminary stages of the practicum, which shows a change towards her currently functioning teacher ideals.

In the category of *self-positioning*, Ayla laid out her perceptions upon how she is being positioned with regards to other community members of the practicum ensemble such as the practicum teachers, the university advisor, the students, and so on. In this sense, she reports on her astonishment with reference to the students' reconfiguration of her as a teacher after she was in charge of delivering a lesson. This has shown her how quick the image might transform in the eyes of the students. Therefore, she has remarked that there is an obligation of following the steps of the practicum teacher, since they are dependent upon them to be able to keep the ongoing system going:

“We didn't have a lot of autonomy. Things were constrained, after all, there's an established way of articulation that the teachers implement and you have to expand on it. Namely, you can not determine a novel way of articulation, at some point the class is used to the expression that the teacher utilizes; that's why, no one could determine their own style.”

The lack of personal style in teaching is associated with the obligation to follow the footsteps of the practicum teacher to an end that does not disrupt the ongoing system, which is among the concerns of the preceding participants, as well. This demonstrates that the participants position themselves as an outsider to the practicum institution since they are ghosted by the insider communities of practice. That's why, they do not wish to leave any mark behind or whatsoever, which is passed on through many generations of

preservice teachers, as it seems. Not being able to have a distinctive teaching style is accompanied by the university advisor's consideration of the whole preservice teacher group as inefficient, based on their immense portion of online education:

“...he sees our era as deficient, he used to emphasize it in every lesson. You are at a disadvantage... Since there was a lot of online education, this online period of mine is not very positive about our era in general. You know, he says that things can get a little better, but he doesn't look much more favorably. I don't share his thoughts in this sense...”

The extract demonstrates the disagreement between the opinions of the university advisor and the participant with regards to online education and how it translates in being positioned as a preservice teacher. According to the university advisor, the online education is among the reasons for being potentially incompetent, however, Ayla states her disagreement upon this topic by getting rid of the generalization that is made for all the preservice teachers coming with an online education background due to the global pandemic. This might show that the participant yearns for the acknowledgement as an efficient preservice teacher, alongside an efficient teacher candidate and hopefully a teacher in the long run. These might also build up the intensity of the internal battles and hesitations upon the development of the emerging teacher identity.

4.3.3. Ayla's emerging teacher identity during the third round of interviews

The interview data analysis on the third round for Ayla, is listed in the abstract mind map diagram below as seen in Figure 20. As it can be seen, there are four main branches gathered from the thematic content analysis. According to the analysis, these are registered as the *observation of the practicum*, *perception change*, *adaptation*, and *self-positioning*. These four main categories might be taken as the key elements regarding the development of the emerging teacher identity of Ayla towards the end of the practicum period.

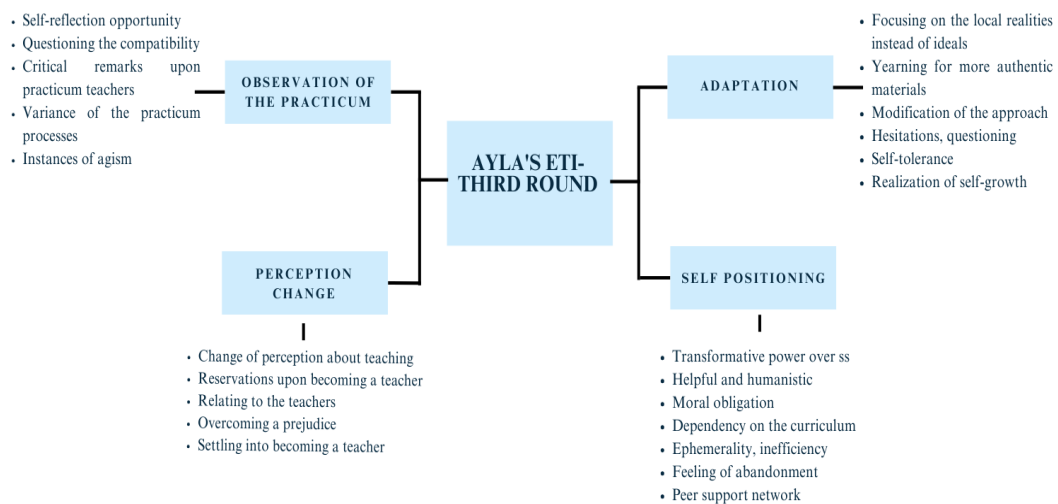


Figure 20. Themes derived from Ayla's ETI-third round interview

In the category of *observation of the practicum*, Ayla reminisces the whole practicum experience based on her observed data accumulation. In this sense, she describes the process to turn out as a self-reflection opportunity overall. Therefore, when reflecting upon her experiences, she finds herself in a constant questioning of her compatibility with an environment that might be potentially a working space in the upcoming years. She has also acknowledged the variance of the practicum school experience across other peer preservice teachers. In a similar vein, she has gained a critical eye upon the practicum teachers and has questioned their approaches and methods in a different way as a preservice teacher, as compared to the times she did as a learner. Throughout her experience of two academic semesters of practicum, she has witnessed some instances of agism and has been a victim of agism, as well. This might be exemplified with an ongoing thing that the participant gathered along the way:

“At the school they say things like "I'm a teacher, you're a trainee. I'm older than you, you're younger than me." I don't like it when that happens. We are really here for a reason. You know, I didn't make the choice, you chose to take me as a trainee, but I didn't. That's why I come here compulsorily. And I don't like it when I encounter attitudes other than the way it should be.”

In the category of *perception change*, Ayla describes her process regarding the way her mind captures the dynamic nature of her emerging teacher identity towards the end of the practicum period. In this regard, there seems to be a certain amount of change about the way she conceptualizes teaching since she has had reservations about choosing teaching as a career at the beginning of the practicum period:

“...let me be absolutely frank, I was thinking that I could never be a teacher in the long run, because professions that require such a moral responsibility frighten me a little bit. This is completely irrespective of the enjoyment I get, irrespective of how well I do the job, I'm a perfectionist and I try to do the very best in what I do.”

In this vein, the participant refers to herself as being perfectionist and points to the reservations that she has regarding the moral burden of teaching and how it might affect the students in the long run. The extract demonstrates that a transformation process has been initiated by being exposed to the stories of the various practicum teachers along with the realization that she was not alone in her concerns since the teachers also have similar reservations. This might make her settle a bit into becoming a teacher, in a way that she might consider it as a choice for the future. Therefore, one can witness that she is scrutinizing how she regards teaching before and how it evolves now by relating to the practicum teachers:

“It was a profession that I thought I could not perform in the long run, considering the stress it would put on me and its implications for my personality. But you know, when I started on this path in this process, you meet many different professors during the internship process... you hear the story of each of them and when you look at it, most people there are actually not insensitive. I mean, they all worry about this issue.”

In the category of *adaptation*, the participant mentions the internalization of the processes that are encountered at the practicum school. Accordingly, she has remarked that she has now acknowledged the local realities instead of the ideals that she has in her mind. This might demonstrate a certain amount of attempt to blend into the ongoing dynamics of the environment, to an extent that she could habituate the practicum school experience overall. However, she still aspires to have more authentic materials, which might be interpreted as still having her own voice even though settling into a particular way of teaching atmosphere.

“Yes, this shaped my perception because why, inevitably you engage in a comparison. What leaves an impression on the students, what they are attracted to, I decided to focus a little more on those things and approach it that way, at least when I saw students with a similar profile, when I decided to approach it that way, I said yes. I mean, this is how it should be...”

In this sense, she modifies her approach to an extent that it is compatible with the practicum teachers' ways of teaching. In the meantime, she constantly questions herself and her ways of teaching, which brings out the in-depth self-reflections and realization of self-growth alongside. Therefore, upon noticing how critical she was about herself as a

teacher, Ayla has acknowledged herself as a developing preservice teacher that has flaws in the making and growing as a self overall:

“What triggered these changes? My self-criticism. Exactly, because I do a lot of self-reflection all the time... not being able to do justice to a job, not being able to do justice to a job, when I was so critical of myself, I said okay, you are a human being and if you really think about it that much, I said this is actually related to the fact that you really care about this job. So this stimulated me and I started to initiate changes in the classroom... if it's not too radical, I think it's something that stimulates the teacher and takes them forward.”

In the category of *self-positioning*, Ayla emphasizes the way she is positioned among other parties of the practicum period such as the students, the practicum teachers, and fellow preservice teachers. Within these groups, she perceives her position to be distinctively different. In this sense, she gathers that she holds the transformative power over the students as she observes how the practicum teachers are influential in the lives of the students in a way that they might alter their perceptive realities by positioning herself as an inspiring teacher with her moral obligation in her mind that she has underlined several times beforehand. At this point, she observes that some practicum teachers might not attend to transforming some “hopeless case” type of students; thus, Ayla recognizes their potentials and also her potential to still be able to touch upon their lives to direct them into a better direction with her helpful and humanistic properties:

“For example, I can criticize other teachers now. I mean, unfortunately, many teachers say, you know, don't even touch him, he is already like that. We have tried that student. We tried, we tried to save him, I don't believe that at some point. I realized that this can be altered.”

However, she also reminds herself that the dependency on the curriculum is something that potentially restrains her from being overly creative upon her delivery of the classroom, which is seemingly parallel to the experience of the other practicum teachers that are being observed. She verbalizes her disappointment resulted from this experience as the following: “We have to go by a certain book, that's a bit yes... It can be frustrating for a teacher who has aspirations and dreams and wants to teach in a certain way.”

Along with the disappointment that has been caused by the strict dependency on the curriculum, the participant states the feeling of ephemerality and inefficiency, which has a resemblance with the other participants. Therefore, she reports that this short period of time is not enough to transform the students' lives, let alone touch upon them:

“...maybe I can't affect people's lives in such a short practicum period. That feeling of being incomplete made me feel awkward.”

In this respect, Ayla remarks that the process itself is an interrupted one by nature, making the preservice teachers feel like outlanders within the boundaries of the practicum schools. She also remarks that she feels abandoned by the university advisor, since she does not receive much support on that end. As a result, they have conveyed a support network among the peer preservice teachers by providing constant negotiation of the experience, which makes their feelings recognized and empowers them within their circle of network. Ayla verbalizes this close-knit support system among the fellow preservice teachers with such gratitude as the following: “That's why I worked with people I was in the same direction, on the same page, which of course made the experience much easier. It also taught me some things.”

4.3.4. Ayla's emerging teacher identity during the focus group interview

The focus group interview data findings of Ayla is shown in the abstract mind map diagram hereunder as seen in Figure 21. As it can be inferred, there are four main categories yielded from the thematic content analysis. Accordingly, they are listed as the *observations of the practicum*, *adaptation and transformation*, *self-positioning*, and *recommendations*. These four major categories are the focal points of Gamze's emerging teacher identity construction at the end of the practicum experience. That's why, they hold a considerable amount of relevance keeping in mind that these are the stories that are revealed in front of an audience, which include the peer preservice teachers for this last round of data collection phase. It should also be noted that these storied experiences might demonstrate how the previously told narratives are highlighted or contoured compared to the prior interviews.

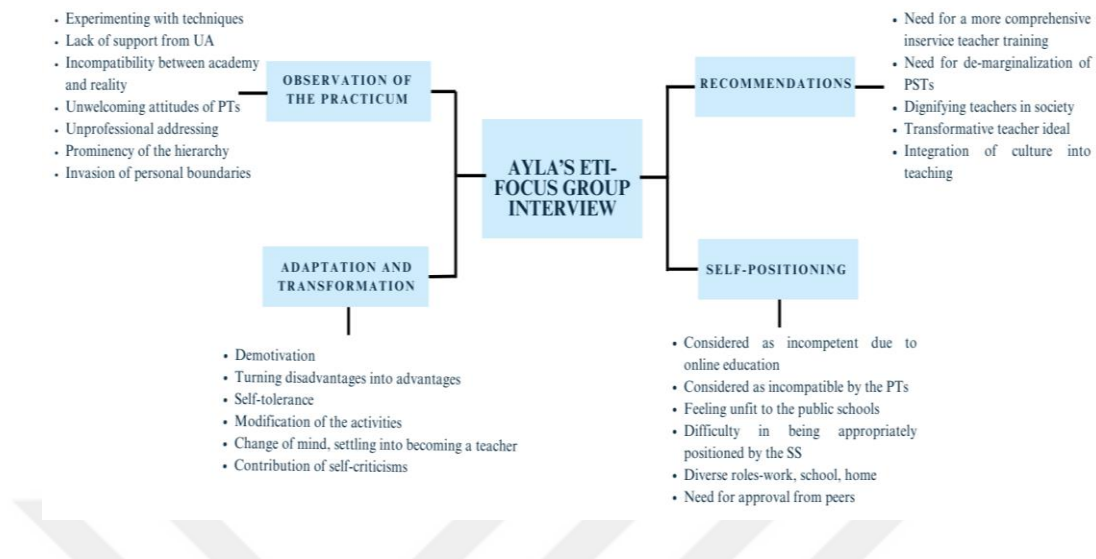


Figure 41. Themes derived from Ayla's ETI-focus group interview

In the category of *observation of the practicum*, the participant recollects her memories and experiences regarding the practicum period. In this regard, Ayla has had the time to process her experimentations upon some techniques such as rewarding the students to honor their learning outcomes. While struggling to get some support from the university-based advisor, she has noticed a sharp contrast between what is being taught at the university and what is really at work in the practicum schools. In this sense, she defines the academic world as “utopic” when contrasted with the real world. On top of being unjustified by the university, Ayla feels marginated by the teachers’ room, which she verbalizes as the following:

“...we were faced with an attitude like, "Well, since these guys came here, this place has become quite packed," or something like that. I was really shocked, you know, if I could choose, I wouldn't want to be in a school where these manners could be present... I think that respect is respect in my opinion, and I think that going outside that boundary was actually proof that a very clear hierarchy was drawn according to them. It was a situation I didn't appreciate.”

As the extract demonstrates, the participant perceives that the practicum teachers have shown the boundaries of the hierarchy by addressing the preservice teachers with a diminutive suffix that signals their superiority and authority. Although this might also show sincerity in Turkish culture, Ayla feels that this is an invasion of appropriate professional addressing and it might intimidate the ongoing imagery the students have of them. In a similar line, Ayla remarks that the students also have hard time respecting the

personal boundaries since she has felt her personal space being invaded considering her inappropriate positioning by the students:

“...I'm a bit obsessed with that personal privacy, for example... you know, I meet a student in the bazaar. I suddenly feel this feeling. He's talking, he's talking, but sometimes that period goes on for too long. You can't go away either... They really position us in a very different spot. The switching between them exhausted me a little bit.”

In the category of *adaptation and transformation*, Ayla reminisces her period of adjustment to the practicum experience overall. In this respect, she first starts framing her narratives with the misjudgement of the university-based instructors upon the preservice teachers of her own grade in that the online education has had a negative impact on this generation of teacher candidates. This misjudgement on her side has turned into demotivation at the beginning, mounted with the emotional and mental journey that she is about to embark on. That is why, she emphasizes that she was able to turn the notorious disadvantages of online education into advantages by focusing on her development as an emerging teacher. At this point, she acknowledges her incompetencies and appreciates the process on its own by tolerating her flaws at work. Accordingly, she mentions modifying a given activity by extending its layers to some point where she could share her personalized experience with the students, which turned out exceptional judging by the students' reactions. This might demonstrate her transformative teacher spirit that aspires to inspire the learners by sharing her own stories and relating to them at some point. These activities, collectively, have led to a change of Ayla's mind in that she has considered settling into becoming a teacher, stating that it could be actually a possibility for the future. According to her, one of the most influential tools regarding this adaptation and transformation process of the practicum was self-criticism:

“I mean, to be honest, if I had coped alone, like the other fellows, I probably wouldn't have thought about it, you know, I would have gone to class, I would have walked out, I would have continued with my daily work. When you consider it, I am both self-critical and I also get to listen to the self-criticism of my other three friends.”

In the category of *self-positioning*, Ayla considers the positioning that she gets as a preservice teacher by other parties of the practicum and how she actually positions herself in this intertwined network. As mentioned earlier, she has been deemed as incompetent due to the infamous online education period that happened due to the COVID-19 pandemic. In a similar vein, she has mentioned the incompatibility of

themselves as the group of preservice teachers in the eyes of the practicum teachers as the following:

“According to the teachers at the practicum, we are not compatible. For most of us, I can say this with complete peace of mind. There is a very clear attitude, that is, it is necessary to go by the book. Afterwards, maybe a vocab quiz, followed by final homework, a small chat, etc. When you look at it, we are not a good fit for these people. They definitely have an attitude like "you are a new teacher, you will get the hang of it in a year or two, and then you will be back here".

As it can be inferred, Ayla feels that the unwelcoming attitude has extended over the time and therefore, she considers herself as unfit to the public schools, by keeping her other options more plausible for the future. As mentioned earlier with the personal invasion commentary, she feels certainly mispositioned by the students. This might be associated with the internal confusion of the conflicting identities having diverse roles pertaining to work, school, and home at the same time; which might be reflected as a series of functioning identities at different contexts. While these identities operate simultaneously for diverse functions, they function according to the dynamics of in and out-groups of Ayla. As she advocates for the liberal thinking instead of conventional thinking, she suddenly calls for a peer approval since she perceives to touch upon a more divergent issue such as talking about a taboo topic in the classroom. This shows that she regards the in-group preservice teachers’ opinions highly and takes them into consideration while making a statement about her own story, which might apply to other fellow preservice teachers.

In the category of *recommendations*, Ayla lists the lessons that she has learned over the course of practicum in the form of recommendations for upcoming generations of preservice teachers. To this extent, she regards that there is a considerable need for a more comprehensive inservice teacher training, which would take the perspective of preservice teachers into consideration in a way that helps them grow in a healthy way to become teachers. In this respect, the participant requires for a de-marginalization of the preservice teachers on the grounds that they would not be judged based on their outfits or makeup that might not actually distract the students in a negative way, indeed they might inspire them to become educated “like them”. Moreover, she comments on how the teachers should actually be positioned in her context as the following:

“You need to give teachers their rightful worth. This can be in terms of financial, social, or respect. You have to satisfy them in every sense and this will be reflected back to you in a positive way. I

want to have faith that if we work on these things, our position in the wider society will be transformed.”

As one can witness, Ayla has a belief of transformation of the society if the teachers are put in the rightful position overall. This ideology of transformation is extended upon how the preservice teachers should approach the students according to the participant, as well:

“Try to touch the lives of those students. What I mean by touching their lives is not, go and listen to their problems, students...no. I mean, we are not psychologists, of course some things are shared but in general I want to talk about the general sense of culture because we can blend many things. That's the thing about English, we have to introduce culture when we teach this language.”

The verbatim extract above is in the similar vein with the preliminary conceptual framework of Ayla from the first interview, in which she shares her introduction with languages with the culture factor involved by means of living in a cosmopolitan city. This belief has grounded her concluding remarks upon teaching English, which shows the extent of influence that the integration of culture has over her philosophy of teaching.

4.3.5. Ayla’s emerging teacher identity embedded in the critical incident reports

The critical incident reports are scrutinized to be able to reveal the focal points that the participant has underlined regarding her emerging teacher identity. In this perspective, the incidents might reflect the ways that she locates herself in the critical incidents she attains and how she negotiates her emerging teacher identities functioning in diverse contexts. The third participant, Ayla, has reported a total number of four critical incidents during the practicum period, as can be seen in Figure 22 below.

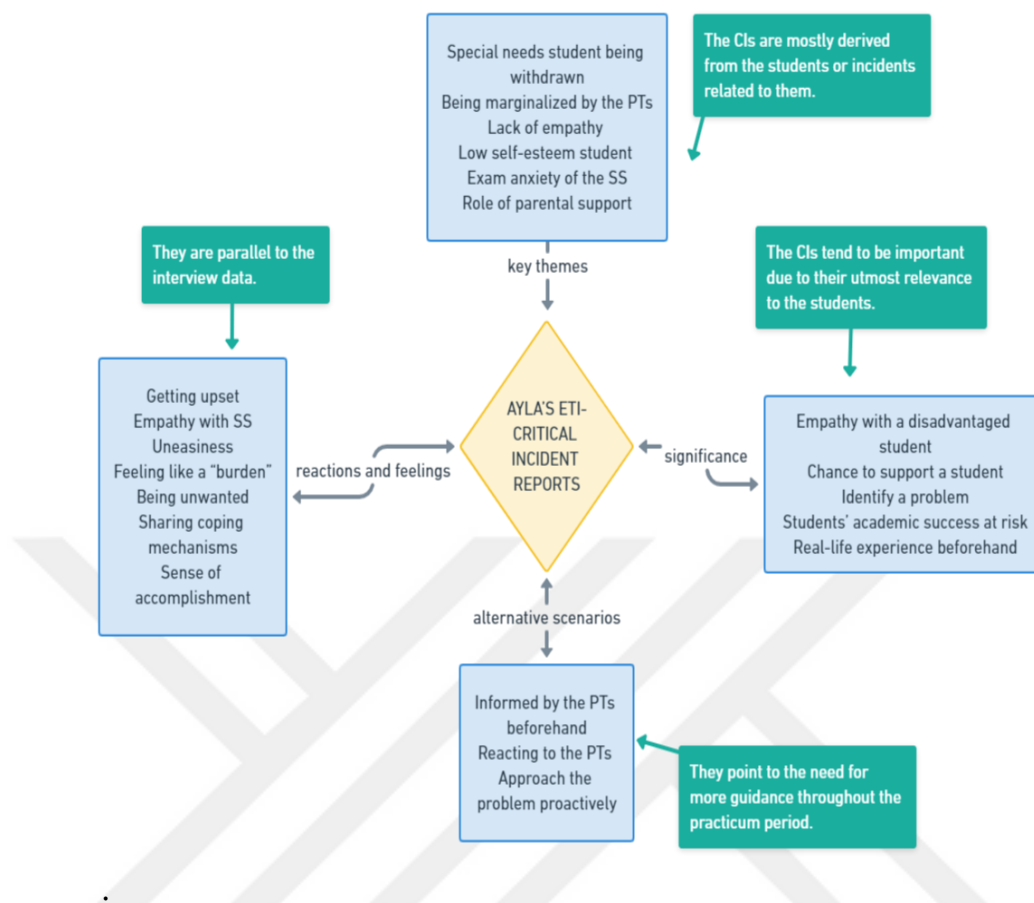


Figure 22. Themes derived from Ayla's ETI-critical incident reports

First critical incident of Ayla is regarding a special needs student being withdrawn emotionally during the lesson due to difficulty in reading. Upon realizing that difficulty and the student's humiliation that followed, Ayla has stated that she felt upset for causing such an incident unintentionally. At this point, she has remarked that she wished to be informed about that particular case of the student prior to the lesson. Consequently, she has empathized with the student and has felt upset due to the inconvenience. This might be associated with her past traumatic experience in the class, as told in the interviews beforehand, which might explain the sharp reaction that the participant has shown:

"I would like to be informed about students with special needs before the lesson. At least I could take action accordingly in processes such as activity implementation and lecturing. I would not give the student the right to speak against their will and I would try to involve them in the lesson in other forms."

The second critical incident of Ayla is about how uneasy she feels in the teachers' room, which has also dominated the interview data beforehand, also in the case of other

participants. As the participant hears other teachers talking about them being a “burden” in the teachers’ room, she solidifies her hunch about being positioned inferiorly by the practicum teachers in general. As a reaction, she feels being marginalized and remarks that some practicum teachers disregard their position and role in the practicum school by doing so. Even though at that moment she did not react to them directly, she thinks about asking kindly to revise what they have just said on behalf of them. This, in turn, has positioned her in an unwanted position, which furthers her from becoming a fully intact member of the school. She has also pointed out the lack of empathy that they have demonstrated, which surprised her considering they have been in her shoes years ago:

“This was said out loud by colleagues who were right next to us, even though they knew we would overhear it, and of course it made us all feel awful. I felt for myself that we were not wanted, I just have a hard time understanding why. I didn’t like the way people who had to go through the same journey as those teachers were being treated.”

In the third critical incident of Ayla, she verbalizes a student’s struggle to have a certain level of self-esteem. To help this case of the student and prevent any potential drawbacks that might follow, she identified the problem and reported it to the teachers, which shows her initiative in identifying the problem earlier. In this respect, she claims that they might have found out about this problem beforehand, if they paid attention to it. According to the participant, this incident is regarded as critical since it might risk the academic success of the student. This signals how much importance the participant establishes with the students by making them her priority:

“I think the student’s self-esteem problem could have been recognized more quickly and school staff could have intervened early and provided support to address the student’s needs. The student could have been offered resources such as counseling services or therapy and thus supported to strengthen his/her self-confidence.”

In the last critical incident, the participant touches upon the prevalence of exam anxiety among the students and how the parental pressure is affecting them mentally. Upon witnessing such drastic mental burnout among the students, Ayla has empathized with them and felt upset. Therefore, she has shared her coping mechanisms with them to soothe their mental burnout overall. This incident was crucial to her since she has reported that it was simulating her future teaching practice and taught her about the significant role of family in easing the exam anxiety that already haunts them. The incident gets embedded in the emerging teacher identity of the participant in a way that she is highly

empathetic with the students and now considers a plethora of things that may go between them and engaging into learning activities:

“Many parents unconsciously impose negative energy on their children in this sense, which also affects their education. I see this as a form of mental violence, because it causes stress and anxiety disorders, especially in young children. As a teacher who has been through something similar myself, I was deeply affected by this incident. Knowing that my students spend days and maybe weeks thinking and worrying about a tiny exam made me feel terrible.”

4.3.6. Ayla’s emerging teacher identity embedded in the classroom observation reports

This classroom has 13 double seats with a total potential number of 26 students but there are 20 students attending the lessons. Within the classroom, the back is left empty and the shape of the room is a bit particular, as can be seen in Figure 23 below. In this sense, the empty area is not used by the students or the teachers since it is not common to do a kinesthetic activity, in which the students need to move around the class. However, the distance between the desks is wide enough for the teacher to walk around to some extent.

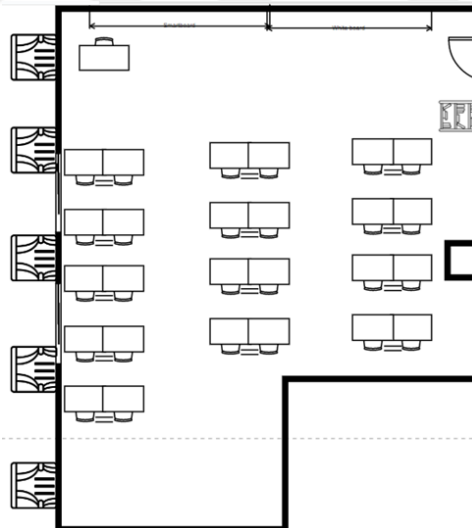


Figure 23. *Design of the observed classroom (Ayla)*

Before coming to the classroom, I witnessed the preservice teacher’s dilemma with the school printer since there was no paper left in its tray. She asked whoever she saw in the school but they could not find her some papers until the last minute. The teachers’ room was quite big with a huge table in the center, with everyone around it being cheerful and fun to each other, like a close-knit circle overall. On the contrary, the

preservice teacher was pretty much invisible to them, along with her problems like finding paper for the printer so that she would have some printout materials for the upcoming class. This incident aligns with her aforementioned dissociation from the teachers' room since almost nobody paid attention to her anxiety except a few teachers who came and asked if she was able to find the papers or not. Even when they were offering help, it felt like two different worlds coming into contact in a way that you could feel the difference in the hierarchy and the despicable looks given to the preservice teacher's attempts, which might explain the reported unwelcoming attitudes of the practicum teachers such as agism. That's why, she claims that there should be a de-marginalization of preservice teachers.

The classroom was full of students at the age range of 13-14, along with the preservice teacher, and an observant. The preservice teacher stated her anxiety before coming to the class since she did not have many lessons with this group of students. Moreover, the cooperating teacher was not present in the classroom, which allows the preservice teacher to be in full control of the classroom. In this respect, the cooperating teacher is mentioned as being flexible and easy-going by the preservice teacher.

The lesson was wrapped around the vocabulary test material found by the preservice teacher. The rationale behind this choice of material was associated with the need for drill practice regarding the national examination. The material was made up of a series of vocabulary questions with multiple choice items. In this exercise, the students were supposed to find the right answer to the questions by inquiring about the meaning of a particular vocabulary item, which was covered in the previous lessons. That is, they worked individually and answered the questions in a whole-class discussion manner by taking turns. That's why they needed to follow the sequence of the questions. There were times when they did not follow the sequence and got considerably lost when it was their turn, the preservice teacher warned them by stating that it was their primary responsibility to follow the lesson and know about the question that they needed to answer next. She sounded frustrated in a firm tone of voice, reassuring her governor position in the classroom, which aligns with her previous interview data since she still tries to be more tolerant and flexible as a teacher.

The interaction mostly was between the instructor as the main source, which is an important element for approving or rejecting the students' hypotheses, and the students as the recipients and recallers of the vocabulary items in an allocated timeline. They did

not have much of a conversation among themselves, even if they did, they argued only about the questions and the answers. There were some students who dominated the whole-class discussion of these vocabulary questions, shining out the other students, who had no to little interaction levels during the lessons. This, in turn, might cause a considerable amount of incompatibility between theory and practice, as mentioned in the interviews.

The students address the teacher as “Hocam”, which is the same with how they address the cooperating practicum teacher. Thus, it seems that they verbally accept the position of the preservice teacher in the classroom. They also turn to her as the last resort regarding the answers of the test items, which puts her in a higher intellectual position. As for the preservice teacher, she has an assertive tone of voice and firm attitude. For instance, she warned the student at the beginning to hurry up coming to the classroom and finish the worksheet in the allocated time. She also demanded their extra attention on the previously covered material and told them to have zero mistakes on those parts especially. This shows the diligent and disciplined side of the participant. On another hand, she seems to have a short temper, which was brought out by her snapping at a student when being distracted in the exercise and mistaking the order of the questions. As a reaction, she told the student to keep up with the lesson flow and reminded him that it is his responsibility to do this anyway. She also told him to stop being disoriented in a sharp tone of voice.

The gestures and the body language of the preservice teacher gave the impression of having full control of the classroom, even if this was her second or third time being in that class as the main teacher. When she warned the students about not keeping up with the lessons or encouraging them by giving them a firm challenge about not making any mistakes, her paralinguistic features were assertive, confident, and disciplined towards the students. As for the students, there were few dominant ones that answered almost every question, but when another student answered the question, they first turned to those gatekeepers of the classroom to make sure they were giving the right answer. This might demonstrate the intellectual or some other type of ranking within the classroom.

In the classroom, the students are trained to be on their own, that’s why they work individually as much as possible so much so that they resist working together. This should not come as a surprise, especially considering the nature of the national examination. The preservice teacher, although she is not fully okay with the ongoing exam-oriented system, blends in to becoming another link in the chain since she does not want to mess with the

ongoing structure of how things work, which aligns with her interview data. This act might be a sign of embodiment of feeling like an outsider and not taking full control over the classroom in the practicum and of trying to fit into a world that has ongoing rules and sedentary institutional culture that is internalized by the members of the given group. Therefore, the preservice teacher repeatedly states that she tries to find out if she could or would be a part of this group or maybe go for other potential paths that might make her happier in the long run, by stating her reservations upon choosing teaching as a career in this process and questioning her compatibility with the profession for the time being.

4.3.7. Summary of the transformation journey of Ayla's emerging teacher identity

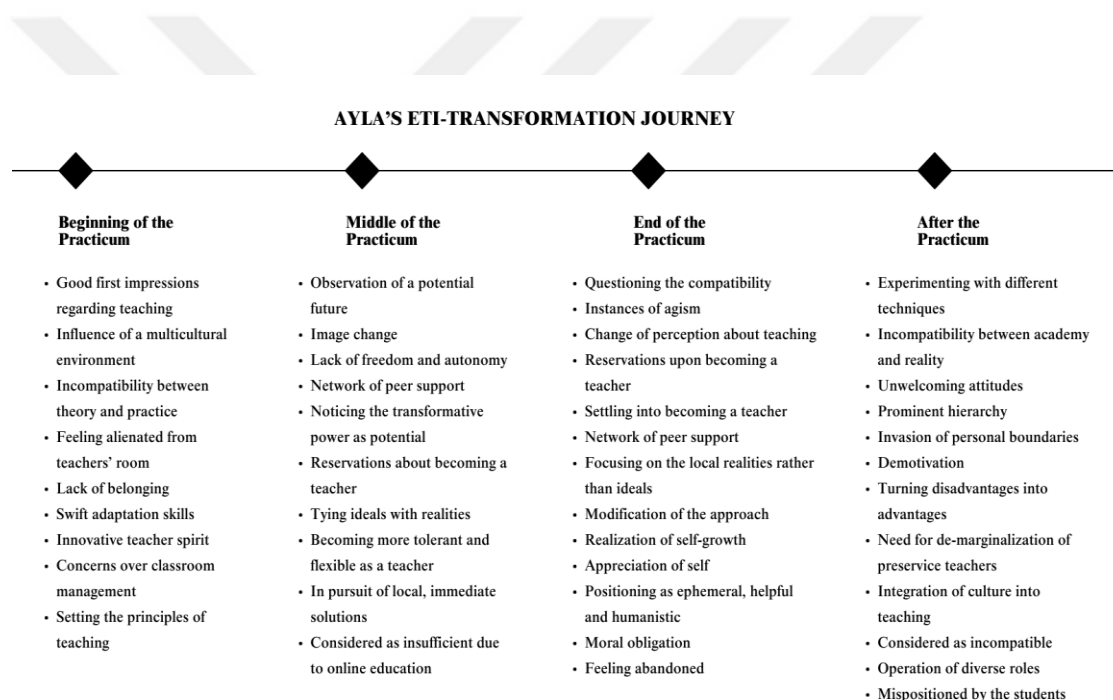


Figure 24. *Ayla's ETI Transformation Journey*

In summary as seen in Figure 24, Ayla brought up her past influence of growing up in a multicultural environment on her decision of choosing teaching. At the outset, she has detected an incompatibility between theory and practice and a sort of alienation from the teachers' room, which paved the way for her feeling of lack of belonging from the start. She had listed her principles of teaching and prescribed the way of teaching while stating her main concerns of classroom management. Through the halfway of the practicum period, her reservations of becoming a teacher has surfaced and she has started

questioning her ideals with the realities at hand by also noticing the lack of teacher autonomy in the ongoing system. Furthermore, she has altered her rigid prescriptions of teaching and focused more on the local and immediate problems and solutions by getting support from the preservice community of support. Towards the end of the practicum, Ayla has questioned her overall compatibility as a teacher and concluded that it might be an option by laying out the pros and cons of teaching as a career. At this point, she has abandoned her ideals that she swore by at the beginning and focused more on the local realities, indicating a centrifugal movement of identity. Overall, she expressed the feeling of ephemerality and abandonment as well as exploring her helpful and humanistic properties in this duration. Looking past the practicum period, Ayla underlines the incompatibility between academy and reality, along with how unwelcoming attitudes and condescending comments of the practicum teachers have affected them within the prominent hierarchy. Exhausted by the need for operating several roles as a preservice teacher, she remarks that she had been mispositioned by the students, as well. That's why she calls for de-marginalization of preservice teachers in the ongoing educational system.

4.4. The Case of Erin

4.4.1. Erin's emerging teacher identity during the first round of interviews

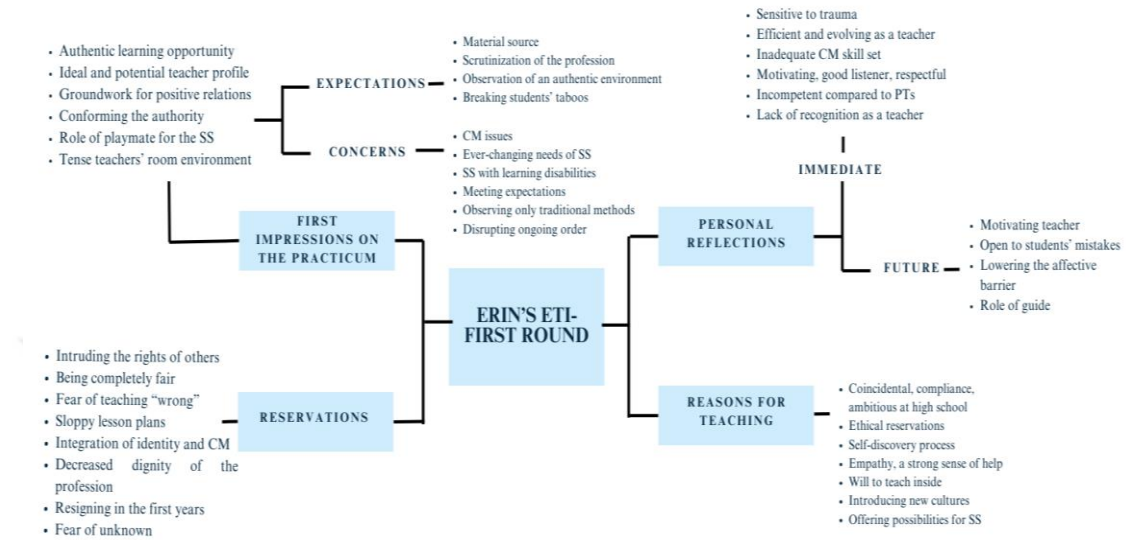


Figure 25. Themes derived from Erin's ETI-first round interview

The interview data on the first round for the participant, whose pseudonym is Erin, is listed in the abstract mind map diagram as seen in Figure 25 above. Accordingly, there are four main categories unearthed from the thematic analysis. According to the thematic analysis, these are reported as the *first impressions on the practicum*, *personal reflections*, *reasons for teaching* and *reservations*. These four main categories might be considered as the building blocks of the emerging teacher identity of Gamze at the very early stages of the practicum.

In the category of *first impressions on the practicum*, Erin verbalizes the preliminary perceptions upon the practicum experience and delivers her expectations and concerns regarding this topic accordingly. Therefore, she has defined the process as an authentic learning opportunity that she could discover both her ideal and potential teacher profiles. In this sense, she has established positive relations with the practicum teachers for better adjustment and smoother adaptation to the experience. It should also be noted that the author has reported that she did not desire to disrupt the ongoing education system, conforming to the authority: “If I don't disturb the authority that she has established and if I don't violate her order, I think we will have a very good relationship.”

Nevertheless, she has gathered that the teachers' room had a tense environment for her to be blended in. During this time of the process, she has also noticed that she was already assigned for the role of playmate in the eyes of the students. As for the *expectations*, she claims that the practicum might be of great help while accumulating the teaching materials that she has observed. Alongside, she might get the opportunity to scrutinize the profession, to get a close look of the authentic environment and finally to break the students' taboos regarding their conditioned attitudes towards learning English. In this vein, she hopes that the experience would ultimately answer the questions in her mind as the following: "...more as an answer to the questions of what kind of a teacher I should be, what kind of a teacher I shouldn't be, and what kind of a teacher I can become..."

As for the *concerns*, Erin has articulated her uncertainties about classroom management issues. Moreover, among her biggest concerns at the early stages of the practicum is meeting the students' expectations in a world of ever changing needs of the students. In a similar vein, not being able to meet the needs of the students with learning disabilities and how to deal with them in the classroom were among the reported concerns of the participant, as well. Likewise, observing only the traditional methods during the practicum experience has been verbalized as a concern, which demonstrates her conceptualization of the practicum environment as traditional rather than a modern educational institution:

"...usually the teachers are from the old generation, although they try to accommodate themselves to the new generation... That's why I think I will see mostly GTM-like methods. I don't think I will necessarily observe more innovative approaches. I hope this is just a prejudice."

As mentioned earlier, she has been also careful not to disrupt the ongoing order of the practicum teacher, which signals not being able to be in charge of the classroom, feeling of ephemerality in this process, and so on, which is encapsulated in the extract hereunder:

"...I wouldn't want to disrupt an already established pattern. I don't want to affect the relationship with the students, which I need to be much better and more experienced than the teacher to do that, so I really don't think so."

In the category of *personal reflections*, Erin opens up herself about her immediate and future-based reflections of her emerging teacher identity. Consequently, she has defined herself as sensitive to trauma since a recent incident has happened and thus she

has become very considerate regarding the students highly in the long run. She elaborates on the traumatic incident by underlining her wish to have been appreciated as a student:

“My teacher was so interested in the Erasmus project that s/he left us alone. So it was a trauma for me because at least I wanted to be recognized... so I don't want to be a pawn, I don't want to be a burden in the formality.”

Likewise, she has characterized her emerging teacher identity as efficient and evolving, as well as motivating, a good listener for the students, and respectful. However, at this early times of the practicum, Erin seemed to be concerned highly over the inadequacies as a becoming teacher such as insufficient classroom management skills and thus, she portrays herself as incompetent compared to the practicum teachers. This might signal her high functioning anxiety and idealist nature in her emerging teacher identity:

“because of my perfectionist nature... It consumes me a lot, what if I can't teach, what if I teach it wrong, or I worry too much about preparing this lesson plan, you know, I have to design something in such a way that the student will understand it as soon as they read it. Because I cannot be unfair to anyone's effort, to their money, to this and that.”

Accordingly, she remarks that there is a lack of recognition as a teacher, which causes issues in self-positioning in the long run. As for the future-based personal reflections, she visualizes herself as a motivating teacher, who inspires the students to fulfill their potential. In this vein, she regards herself as open to mistakes of the students, which signals her consideration upon not triggering any learner trauma. Therefore, she emphasizes lowering the affective barrier of the students for the same reason. She has verbalized this dimension of her emerging teacher identity as in the form of helping other students and empathizing highly:

“We already have many challenges in our social life, in our family life, in our personal life. At least there shouldn't be so many troubles in the field of English. You know, English should not be a traumatic experience for them. It's more of a discovery, new cultures, the possibility of going abroad, I wanted to give these opportunities to students, especially in public schools.”

Moreover, she has identified herself as taking the role of a guide, which conflicts with her reported observation of the practicum teachers, who are the authority source in the classroom.

In the category of *reasons for teaching*, the participant unearths the fundamental incentives of choosing to teach and narrates the full course of taking such a decision. She starts off by referring to her coincidental joining to the high school English major classroom. However, later on she got ambitious and started to take English seriously and slowly discovered her potential. At this point, she has already established her ethical

reservations upon becoming a teacher since she has to follow her moral compass and not do injustice to the students like she had been treated earlier. She elaborates on her hesitations and the process of discovering herself as a preservice teacher:

“...as a yet to be identified pre-service teacher, I didn't want to take advantage of other people when I became a teacher...then slowly I discovered that I actually enjoyed teaching people and my involvement with cultures and languages. And I said yes, I can do it, but I lack the competence.”

Therefore, she reports having empathy and a strong sense of help at the very early stages of the practicum. As a result, Erin aspires to teach so that she could open doors to new cultures to the students and also offer possibilities that come with being able to speak English in the long run.

In the category of *reservations*, the participant encapsulates her mostly ethical doubts upon becoming a teacher, which seems to be a considerably lengthy list to be associated with her past trauma that is aforementioned. In this vein, she worries that she might intrude the rights of others, not be completely fair, teach something “wrong”, etc. In addition, she has concerns over coming up with sloppy lesson plans as well as not being able to proportionate the integration of her teacher identity and the way she manages a classroom. Consequently, Erin distresses herself about resigning in the first years due to some factors such as burnout or lack of resilience:

“It can confirm my ideal teacher profile or reveal the reality to me. Because you know, Tuba, this is not who you are, you know, get out of this utopia and come back to reality...do you really deserve to be an English Teacher? Okay, I have the enthusiasm now, but will you continue to be an English Teacher ten years from now with this enthusiasm and this happiness? Because what we were told was that for the first three years you decide whether to resign or not. That frightened me a little bit. I hope I don't resign.”

This incident clearly shows an internal discussion and mental reflection of the participant's emerging teacher identity. There is a switch between the second person and the first person subject pronoun, which demonstrates the mental battle that is happening within. All in all, she underlines her fear of the unknown at the beginning of this experience, which indicates her high functioning anxiety and idealist nature since she is not able to control what is to happen. The participant has also mentioned her doubt to choose teaching as a career due to the decreased dignity of the profession itself in the society.

4.4.2. Erin's emerging teacher identity during the second round of interviews

The interview data on the second round for Erin is disentangled in the abstract mind map diagram in Figure 26. As can be seen, there are four main categories yielded from the thematic analysis. According to the thematic analysis, these are reported as the *observation of the practicum*, *confronting reality*, *personal reflections*, and *self-positioning*. These four main categories are the interchange points of Emel's emerging teacher identity construction at the midway of the practicum.

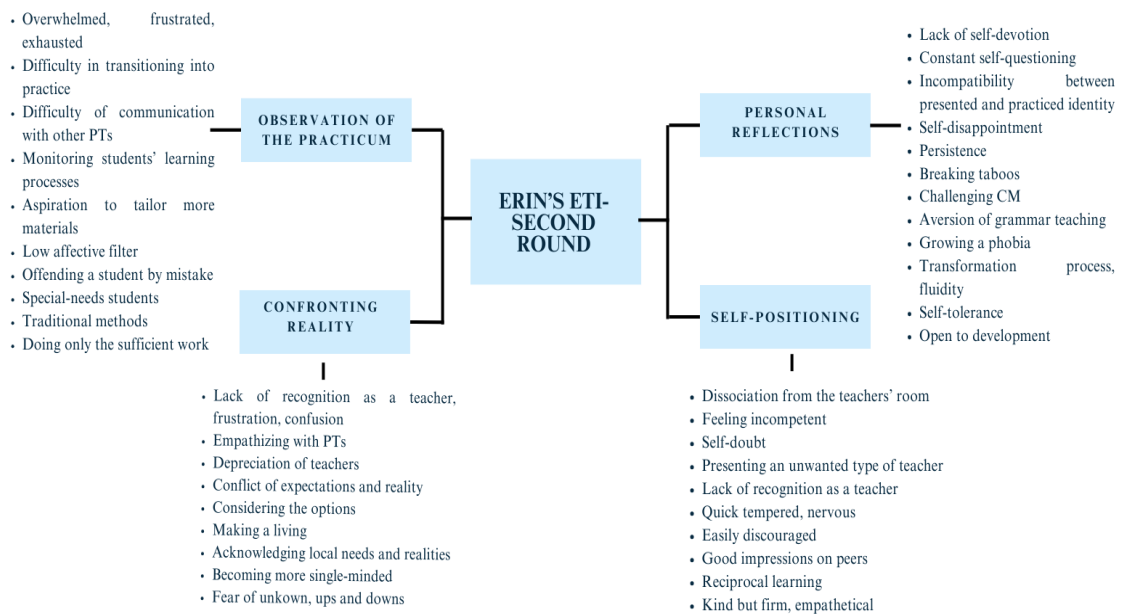


Figure 26. Themes derived from Erin's ETI-second round interview

In the category of *observation of the practicum*, Erin discloses the practicum period within her point of view as a preservice teacher. In this respect, she describes it to be overwhelming, frustrating and exhausting on her end due to some setbacks on the way. These include the difficulty in transitioning into practice, coming from the university where she explored the theoretical background in detail. Alongside, she remarks that there has been a considerable amount of difficulty in communicating with other practicum teachers, which has a potential to cause some kind of dissociation from the teachers' room or as a concept in the long run:

“While we were trying to make ourselves recognized as a pre-service teacher, the fact that our teachers did not recognize us as pre-service teachers was a little bit of a setback. Of course it repelled me, so I had to spend most of my breaks in the classroom with the students.”

Meanwhile, the participant has made herself familiarized with monitoring students' learning processes. Consequently, she aspires to have tailored more materials for the practicum classes that she was in charge of. In line with her aforementioned traumatic learning experiences, she values keeping the affective filter of the students as low as possible to avoid causing similar traumatic incidents to her students. In this vein, she discloses that she is intimidated by the possibility of offending a student by mistake. Similarly, due to her mentioned anxiety for classroom management issues, she remarks the special-needs students might trigger some incidents due to her inefficacy to manage. In the meantime, she mentions to have experimented and observed a considerable amount of traditional methods in the practicum school. Interestingly, she brings up an issue that she has observed in the institution, which is about social validation of doing only the sufficient work. Otherwise, if a teacher goes beyond the expectations or shines through, it is not welcome in the teachers' room, which resembles the phenomenon called "tall poppy syndrome". In this respect, if a teacher displays a considerably higher performance as compared to the other teachers, they tend to undermine the success or make the person feel guilty for making the rest look bad in the presence of an authority: "When you are an idealistic teacher, you are always oppressed by people and the place where you work. There is always this depreciation."

Erin has realized the phenomenon before entering real life as a teacher, which she values having experienced beforehand so that she could guide her profession aligned with her personal values and principles.

In the category of *confronting reality*, Erin reveals the moments where she is baffled with the actuality of how things operate in the real world of teachers and teaching, which she verbalizes as the following:

"I was thinking, I'll go there, I'll teach my lessons in English, but no such thing. I say something to the students and they try to translate it in English. You know, they are now very accustomed to that translation mentality and my first month, even a month and a half, was spent on improving the students' listening in English. You know, we got stuck, actually they resisted me, I resisted them."

In this respect, she starts with her own reality shock as a preservice teacher since she does not get acknowledged as a teacher. Therefore, she feels frustrated and confused by her emerging identities and positionings based on other parties in the practicum community. In this respect, she has expressed sympathy regarding the practicum teachers:

“...It definitely showed me the bottom of the iceberg, for sure. Yes, we look at the mainstream teacher on the outside. We look at them, they are not contemporary, they are traditional and so on. Then I said, for example, I have seen contemporary education, contemporary approaches, contemporary teachers. What have I managed to do?...There are certainly points that are being criticized, but I realized that I had to turn the needle on myself a little bit. Just like that. I mean, definitely the pink world we portrayed was not like that at all when you entered, it was quite different.”

In the meantime, she mentions observing the depreciation of teachers in the society as compared to how they have been positioned beforehand. Therefore, she considers other career options keeping in mind that making a living is one of the factors to be taken into account. All in all, she acknowledges local needs and realities, which makes her become more single-minded. However, she recognizes there is an internal fear of the unknown future:

“How will I teach English or there is no family education in Turkey, so it does not support the child...After school, English is completely absent, how will I ensure that? The stress is much, much higher right now.”

In the category of *personal reflections*, Erin gives herself a closer look halfway through the practicum journey. She reports that there has been a constant self-questioning and doubt about her efficacy:

“...I actually thought, can I actually do it? Can I do it properly? Because even if we are practicum students, we have a place in the lives of those students. Maybe they won't like the subject teacher because of me. Maybe they won't like the subject because of me. Maybe they won't like a friend because of me, etc. I asked myself these questions a lot...”

In this respect, she describes herself as quick-tempered and nervous, which turns out to be a source of self-disappointment at some point. However, along with these unfavorable features, she identifies herself as persistent since she has broken students' taboos about learning and speaking English. Nonetheless, she mentions that grammar teaching is not a fruitful concept due to the variance of the techniques that preservice teachers might employ. This might demonstrate her underlying interpretation of not being in charge of the classroom and thus not being legitimized to teach grammar to the students. Moreover, due to an inconvenience with the classroom management, Erin reports that she was almost growing a phobia of teaching to a certain age of learners:

“I wonder if it was because of my appearance. Because I'm not a person who shows my age... Maybe yes, yes, I wonder if I look older, or if I speak Turkish, you know, they like me, why don't they like me, I mean what's the problem, what have I done to them? I have started to develop a little bit of animosity now.”

Consequently, she concludes that there is an incompatibility with her emerging identities since the presented and practiced identities do not always align, which displays the process of transformation and fluidity of the identities. As they emerge, grow, and mash together to bring about her emerging teacher identity, she acknowledges herself as having a potential to flaw and make mistakes along the way. This demonstrates her openness to development and self-tolerance overall:

“...my self-perception has shifted a bit in a negative direction. But negativity won't get me anywhere. I need to work on myself. I think I am being unfair to myself, I am very harsh, I am very perfectionist, that's why. As a prospective English teacher, I think that I will make myself a good teacher for the future in terms of the Ministry of National Education, because I don't think I will ever shut myself off from further improvement.”

In the category of *self-positioning*, Erin identifies herself in relation with other members of the practicum community. Primarily, the dissociation from the teachers' room is mentioned, which has been also in line with the observation data. As compared to the practicum teachers, the participant introduces herself as more incompetent several times. This might be explained by how she positions herself inferiorly as a preservice teacher or regards herself as incomplete as set against the practicum teachers operating in the real-life. Due to the ongoing institutional teaching culture at the practicum school, she sometimes finds herself delivering an unwanted type of teacher since she follows a traditional path of teaching most of the time. This might create a certain amount of identity conflict since she discloses her ideals that do not align with her actual practice. Nonetheless, she portrays herself as kind but a bit firm, all in all an empathetic type of teacher. In a similar vein, she mentions that she values reciprocal learning a lot in her teaching, which might explain the students' mispositioning of her. That is, since they are familiar with teachers being the mere source of authority and information in their institution, they have a hard time positioning Erin as a teacher since she seems to be appreciating learning with them and not positioning as the mere source of knowledge: “...it was very difficult to manage the classroom with the older ones. Because they consider you as a university student, they don't see you in the profile of a teacher candidate or a teacher.”

That's why, although she does not get recognized as a full-fledged teacher in the eyes of the students; she claims to have good impressions on her fellow preservice teachers based on their occasional comments on her teaching.

4.4.3. Erin's emerging teacher identity during the third round of interviews

The interview data on the third round for Erin is displayed in the abstract mind map diagram hereunder. As it can be viewed in Figure 27, there are four main categories gathered from the thematic analysis. According to the thematic analysis, these are listed as the *observation of the practicum*, *perception change*, *self-reflection*, and *self-positioning*. These four main categories are the crucial marks of Emel's emerging teacher identity construction at the end of the practicum. Therefore, they might clarify how Emel conceptualizes her ongoing identity as a “becoming teacher”, regarding the whole practicum period experience altogether.

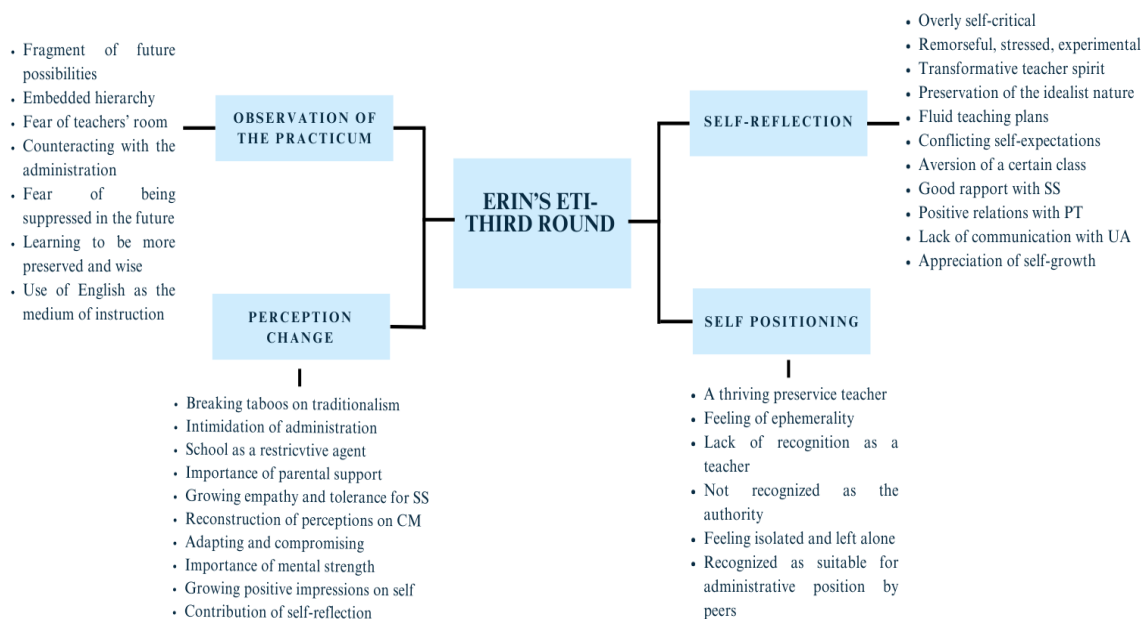


Figure 27. Themes derived from Erin's ETI-third round interview

In the category of *observation of the practicum*, the participant describes the practicum experience and shares her distilled observation remarks upon this phenomenon. Erin has come to the conclusion that this process has turned out to be a fragment of future possibilities, which helps her scrutinize her decision for her career journey ahead.

“It had a big impact on my career choice. Because before I started my practicum, I wanted to work in the private sector, but after I started my practicum, I liked the school atmosphere more, so now I will continue at meb.”

Meanwhile, she has remarked that there is a hierarchy that is embedded in the practicum institution, which affected her perception regarding teachers and administration staff overall. In this vein, she has developed some type of fear about

entering the teachers' room, same as mentioned beforehand. Moreover, due to a heated discussion that happened with the administration, the participant has interfered with them by defying them as a group of preservice teachers. At this point, this defiance has demonstrated how Erin positioned herself within the group of preservice teachers and how they formed a unity in the face of oppression caused by the administration, which is verbalized as the following: "Because it affected not only me but also my other internship mates negatively...because when you force a person to do something, they don't feel like doing it."

Through their perspective, they had been oppressed by the administration and they broke the rules that were imposed upon them. This, in turn, has also generated a type of anxiety of being oppressed in the future. Although the experience is depicted as unpleasant and mentally exhaustive, the participant verbalizes that she has realized the value of being more preserved and wise in the times of turmoil, rather than being publicly opinionated and impulsive.

In the category of *perception change*, Erin has emphasized the course of alteration the way she perceived some elements of the practicum experience. In this respect, she has concluded that being traditional does not correlate with age, it is more likely to be about the inherent philosophy of the teachers themselves. Nonetheless, the participant states that she would rather work with a similar age range of teachers since she finds them to align with her principles:

"...but we have different mindsets. When I go to school I want to see younger teachers, like let's do something together, let's work together, but most of that type of teachers... I don't feel that I can cooperate with them, I feel that they will just ignore me."

Additionally, unlike what she has visualized beforehand, she has started to consider schools as rather restrictive agents since she has empathized with the students at a deeper level. Therefore, Erin has grown a type of tolerance for the students since she noticed their unfavorable environments. This change of perception has triggered her to empathize with them, which is verbalized as such:

"So they ignore them a lot. This pains me a lot. Because they are also individuals, they have their own thoughts. We have to equip them for the future. If we don't help them develop a positive attitude and self-image at school, they will have a very difficult time in professional life in the future. For example, I have been through this. I mean, I was forced to improve myself that way. "

In a similar vein, she realizes that parental support is a crucial part of the foreign language education. As a result of such realizations, she reconstructs her perceptions of

classroom management, which were stricter before in her terms. Accordingly, she has adapted her understanding of classroom management and compromised in a way that softens her rigid principles of managing students. This demonstrates how she incorporates her observations in her ongoing construction of emerging teacher identity since she has toned down her previously set formulas for what constitutes a well-managed classroom: “When I first started I considered myself a bit of a strict teacher...then I tried to be more understanding. Because I really can't do everything perfectly...My perception of discipline shifted.”

In the meantime, she has come to understand that mental strength is crucial in a teacher's daily life since there are many social elements to handle on a day to day basis. In this respect, she reminds herself about the fear of suppression that she might experience in the upcoming years in case she would not blend into the community:

“You need to adjust to the school dynamics. If you don't do something relevant to the majority towards the majority, they will try to suppress you again. This is very frightening for me, actually my understanding of teaching has drastically altered.”

All in all, upon noticing how challenging the entire experience has been and realizing that she has survived through, Erin has grown positive impressions on herself and altered her self-perception on a positive note:

“...at first I was a bit insecure. I was a bit like this. You know, don't ever hurt students' feelings... at the end of the semester, I realized that I was actually very unfair to myself. I now have very positive sentiments.”

It should also be noted that she emphasizes the contribution of self-reflection that the present study has offered has been fundamental in finding her own voice and potential to teach.

In the category of *self-reflection*, Erin has opened up about her own thoughts about herself within this experience. Interestingly, she has realized that the negative comments about herself have come to surface more than the positive remarks, which demonstrates her overly self-critical aspect, which shows alignment with her previously mentioned high functioning anxiety symptoms and perfectionist nature. Therefore, she reflects on her emerging teacher identity as being remorseful, stressed, and also experimental with diverse practice:

“I see myself as a good teacher candidate because I have worked really hard. I have tried so hard that some nights I couldn't even sleep. I had a lot of remorse with constant stress.”

In this sense, Erin has pointed to her transformative teacher spirit in a way that caresses the students and prioritizes “change” in their lives. While doing so, she empathizes with them in a deeper manner and realizes that the students reflect her past versions as a student:

“They should get out of the family environment, experience other cultures, meet other people. You know, so that their mentality can change? Because otherwise they have a closed structure, for example, if I hadn't pushed myself, if I hadn't gone out, if I hadn't met people, maybe I would have thought the same as my family. I want to give them this opportunity, because I saw the greatest example of this in myself when I looked in the mirror.”

At this point, the participant remarks that her idealist stance from the initial state has been somewhat preserved, while she incorporates fluid teaching plans that can relate to immediate and changing needs of the students:

“...I see myself as an English teacher who is always thirsty for knowledge. Because the times are changing. 10 years from now, 20 years from now, the needs will change a lot. Teaching will also change. I find in myself the potential to keep up with them.”

Nonetheless, Erin reflects that she has conflicting self-expectations that do not align with the realities at hand. In this vein, she reports to have grown almost a phobia as a result of an inconvenience of a classroom management issue. That's why she comments that she has developed some sort of aversion to teaching English to a certain class, although she verbalizes having a good rapport with students and practicum teachers in general. On the other hand, the participant states that there has been a lack of communication, guidance, and support from the university-based advisor, which aligns with other participants' experiences. All in all, she appreciates and recognizes her self-growth journey through in-depth reflection that she has delivered:

“I still have ongoing conflicts. On one hand I say yes, I will do it, on the other hand I say no, I won't. But other than that, as I said, this was already a small projection, something that demonstrated how it would be when we are appointed. This dissertation was actually very beneficial for me. Because without this study, I would never have been able to ask myself these questions, I would never have recognized myself so clearly.”

In the category of *self-positioning*, Erin evaluates her position as compared to other parties of the practicum community. In this sense, she defines herself as a thriving preservice teacher, who is also ephemeral to this process. The emphasis on ephemerality aligns with the preceding participants, showing that they collectively do not feel like a part of the practicum experience. Consequently, the participant remarks that she does not

get recognized as a teacher in the eyes of the students since she does not constitute as the source of authority:

“...they don't consider us as teachers anyway. Because the teachers at school don't regard us as teachers either. You know, you are an undergraduate student in their eyes, and this is the biggest problem, they treat us a bit like an apprentice.”

As mentioned earlier, the participant claims that there has been a lack of support from the university-based advisor; thus, she verbalizes feeling isolated and left alone in the complex nature of the practicum jungle: “...I'm going completely in isolation. There is a guideline but we don't know when they expect a submission deadline...we had no support whatsoever. We were all on our own.”

All in all, although there has been an inconvenience with the administration along the practicum period, fellow preservice teachers of the participant have been reported to recognize Erin as much suitable for the administrative position. This might demonstrate her resilience that has been reflected to the peers as well, which might translate as more binding for the in-group members of preservice teachers within the same community of practice.

4.4.4. Erin's emerging teacher identity during the focus group interview

The focus group interview data of Erin is outlined in the abstract mind map diagram below as seen in Figure 28. As it can be concluded, there are four main categories assembled from the thematic content analysis. According to the thematic analysis, these are listed as the *transformed principles of teaching*, *self-awareness and realization*, *setbacks and doubts*, and *self-positioning*. These four main categories are the accentuated elements of Erin's emerging teacher identity construction at the end of the practicum experience. That's why, they maintain a great significance since they are the anecdotes that are told with a presence of an audience, which include the peer preservice teachers for this final round of data collection. Besides the narratives that are exposed to other participants of the study, there are also other narratives that came up during the former interviews. Thus, the view of the narratives being covered and unearthed might be constructive for the interpretation of the data.

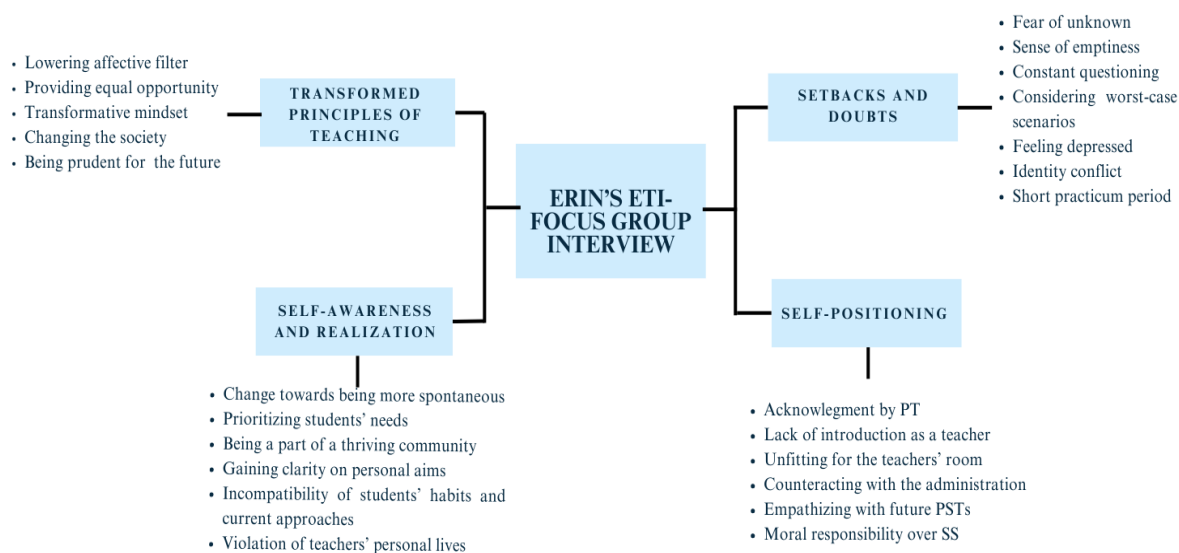


Figure 28. Themes derived from Erin's ETI-focus group interview

In the category of *transformed principles of teaching*, Erin brings up her reconstructed teaching philosophy at the end of the practicum period. In line with the aforementioned consideration of previous traumatic events, the participant gives priority to lowering the affective filter of the students. With these in mind, she also reminds herself to be more prudent for the future since there have been some inconveniences with the administration. In addition, she aspires to provide the students equal opportunity since she empathizes deeply with them to an extent that she wishes that they had the similar opportunities as their privileged peers.

“I want to provide such equal opportunity to the children there as well. Because, as I mentioned, since we start to educate from the nucleus, it is very valuable for me to make a change even in the life of one student, especially when there is a sensitive period for them.”

This might signal the presence of an altruistic feature regarding her emerging teacher identity, which aligns with her overall transformative mentality. In this respect, she strives not only to transform the students' ways of thinking but also to alter the ways that the society functions to a better end in the long run. In this respect, she advises the teachers in the system to take more initiative regarding the fostering environment for a revitalized teaching in their contexts:

“Instead of rioting, they should at least do the best they can. Although the things we will say may not create much change, at least it can affect the surrounding environment, starting with oneself... You should prepare students for real life rather than preparing them for exams. If we raise

individuals who are completely oriented towards the preparation for life, why shouldn't a drastic change take place in society, why shouldn't it happen? First of all, I would like the future teachers to demolish these taboos..."

In the category of *self-awareness and realization*, Erin shares her remodeled understanding of herself and altered perceptions about some elements of the practicum. In this sense, she observes herself as becoming more spontaneous and shaping her teaching around the immediate needs of the students rather than strictly following the predesigned lesson plan.

"But then when I started my practicum as a trainee teacher, I learned that it is actually better for me to shape it according to the current circumstances. You know, rather than making a lesson plan and sticking to the plan, I realized that I have this ability to immediately generate an activity or a topic according to the needs of the student at that moment."

This shows the flexibility in the emerging teacher identity as compared to her preliminary perceptions of herself as a becoming teacher. Therefore, it can also be concluded that she has started prioritizing her students' needs before her understanding of teaching as a planned teacher candidate. In a similar vein, she reports to have experienced a sense of conflict regarding her nature and the immediate practice, which has benefitted her as a result. Thus, she realizes that even though she practices something that goes against her nature, it might end in a positive way that benefits her goals as an emerging teacher. Additionally, she mentions that she aspires to be a part of a thriving community that inspires her to improve herself as a teacher-to-be:

"I follow many teachers on social media and what they do inspires me. I want to be a part of this process, so at first I definitely didn't want MEB, but at the end of the practicum period I realized that I really did want MoNe."

That's why the participant has gone through an evolution of her career decision in a way that she realizes that she is quite compatible to become an efficient teacher. As a result of in-depth self-talks, Erin also gains clarity on her personal aims and justifications to become a teacher overall and makes notes on the process regarding her self-observation:

"I saw my tendency to show parallel behaviors with the teachers I criticized myself. And if these interviews had not taken place, maybe I would have continued on this path and I would have carried on my professional life as a potentially compromised teacher profile. This is one of the things I had feared the most..."

On the other hand, she realizes a sort of incompatibility between students' learning habits and the current approaches that she aspires to incorporate to the lessons. This brings

about a confusion on her way of teaching since she is doomed to choose either current approaches that are out of the learners' comfort zone or keep the teaching style as is in an incompatible fashion regarding her own emerging teacher identity. Additionally, the participant observes a pattern showing violation of teachers' personal lives and mentions her uneasiness upon this topic, which she verbalizes as the following:

“Teachers are like this and that, they think that they can call the teacher 24/7. The teacher has no personal life. You can text what you want on Whatsapp and talk to him/her. These perceptions are really draining. Especially the teachers of the Turkish education system are very exhausted. Therefore, I wish these taboos would be eradicated, but I don't believe so.”

In the category of *setbacks and doubts*, Erin shares the challenges and her hesitations regarding the journey of the practicum. In this sense, there is a fear of an unknown future, which is echoed along with the other participants, as well. Therefore, with the changing nature of the practicum with regards to the clash between the participant's expectations and the reality, Erin feels a sense of emptiness due to her plans not working out for the scenarios that she happens to find herself in. Through being exposed to challenges along the way, she continues to question herself and the worst-case scenarios altogether, which she has exposed herself through repetitive self-questioning:

“I've always said to myself, are you really compatible with this? You know, you don't have the right to violate anyone's rights? Especially if it's a student, especially if it's a child, because when we intervene at a young age, the effect of the trauma we leave in them turns into a fixation and it doesn't get healed in later life. You know, it frightened me a lot to have such an effect on a student, on a human being.”

This type of negative self-talk is prevalent in Erin's narratives since she portrays herself less adequate than she is being given credit to by her peers and the practicum teachers. This might refer back to her perfectionism and idealism, which in the long run makes her feel depressed and sets the ground for her to find herself responsible for everything that is happening in the classroom. Additionally, there is an identity conflict she reports to have, which is regarding the code-switchings and misplacement of the adequate behaviorism around the learners. She gets confused while attempting to make a transition between older learners and younger learners. Similar to the other participants, Erin also emphasizes the short duration of the practicum period and the insufficiency of this duration to become a better equipped teacher candidate:

“Only one semester, about 6 to 8 months of practicum does not add any value to the trainee, that is, we see the courses in theory. For example, it can be done in the following way, faculties of education can be reduced considerably... pilot schools can be established...”

In the category of *self-positioning*, Erin discloses her understanding of her placement along with the consideration of other parties in the practicum. In this sense, she feels acknowledged by the practicum teacher and feels the support. However, at the beginning of the term, she was not introduced as a teacher, instead; she was introduced as an older sibling-like stranger who would come to the lessons and observe the classroom for the time being. However, despite being ephemeral in this process and also being introduced as so; the participant feels overly responsible over the students with a strong ownership of the assignment. She has also emphasized her feeling of moral responsibility over the students several times along the interviews:

“After all, you are there to address an audience. You will have a certain right over all of those children. I mean, it irritates me a lot, you can just be appointed at MEB (public schools) and relax... This feels terribly wrong...”

Similarly, she reports feeling unfit to the teachers’ room due to the unwelcoming atmosphere that is aforementioned in the previous interviews. In this respect, she underlines the static atmosphere that is reflected and draws the attention to the age gap between her and the majority of the teachers. By defying to spend time in the teachers’ room, the participant preserves her emerging principles of teaching and also her identity, which enhances the contrast of the age gap and excitement to teach from her point of view:

“You know, "not a big sister", it took a really big effort. Apart from that, the way other teachers stare at us makes me very disturbed. That's why I would never go into the teachers' room, because they drag down the mood so much. It's like a retirement room...”

In a similar vein, she has found herself counteracted with the administration on some issues such as having an obligatory duty. As a result, she has gained some coping mechanisms alongside. Therefore, she empathizes highly with the future preservice teachers and leaves them some advice at the end of her challenging journey:

“Because the students told me that it was better to talk to me than to go out to recess... Then the vice principal sees me, I'm in the classroom, he turns off the lamp with a bang, he walks out...That's why I got my fingers burned. I can say it this way with the mentality that the people after me wouldn't get burned.”

4.4.5. Erin's emerging teacher identity embedded in the critical incident reports

The critical incident reports are analyzed to showcase the pivotal points that the participant has undergone regarding her emerging teacher identity. In this perspective, the incidents might translate as the ways that she locates herself in the critical incidents she has reported and how she negotiates her emerging teacher identities operating in diverse stories. The final participant, Erin, has reported a total number of four critical incidents during the practicum period, as can be viewed in Figure 29 below.

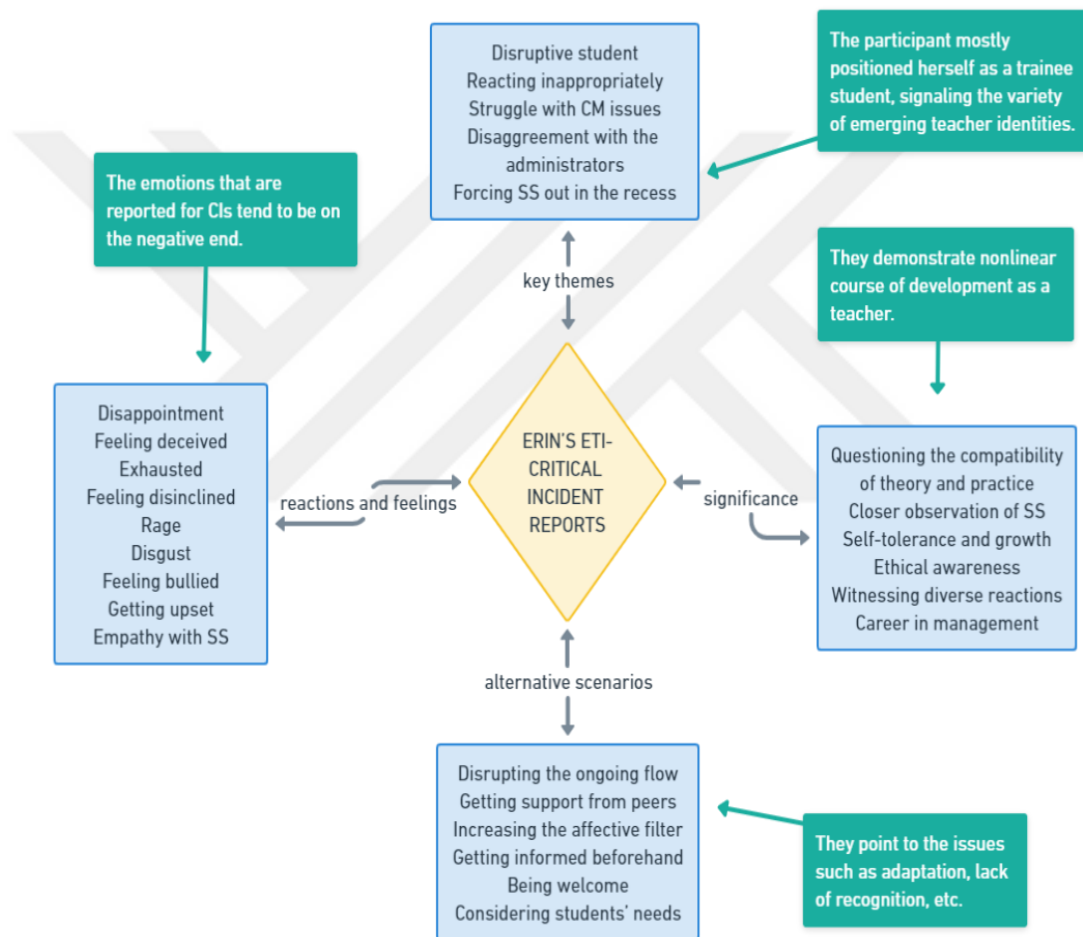


Figure 29. Themes derived from Erin's ETI-critical incident reports

The first critical incident of Erin dwells on a disruptive student and her way of finding an appropriate reaction in terms of classroom management. At this point, she realizes that there is an incompatibility between theory and practice and that she does not feel compatible enough to tackle real-life teacher problems, which she articulates as the following:

“...even though I had taken the relevant theory course at the university, my first response to such a situation was not proportionate. Because I could not predict what the consequences of the response to the event would be when cold-bloodedness was disengaged in a moment of blind panic.”

In this sense, it is worth noting that Erin refers to herself as the “practicum student” instead of a preservice teacher or a teacher candidate. This might reflect the intricate nature of defining and positioning herself when contrasted to much more clear-cut roles in the practicum such as being a teacher or a student. That might be why she has positioned herself as a student rather than a fully-fledged teacher, if she has to choose a side that she feels closer to define by. She finds the incident critical as there has been an immense opportunity to observe the students from a closer angle. As an alternative scenario, she points to a potential disruption in the ongoing flow of the lesson. This might demonstrate her consideration for blending into the practicum experience.

The second critical incident of Erin regards another struggle in classroom management, in which she establishes significance to the trial and error method. As she feels exhausted to have a proportionate reaction and a stable classroom management practice, she remarks that in the case of a failure, the consequences could be detrimental to both students and to herself:

“...if I had been passive in maintaining classroom harmony, I would have become discouraged from the profession and I would not have been able to meet the learning needs of the students. In such a case, my practicum mark would have been reduced and I would have lost all my motivation. Moreover, if I had used a more traditional and strict method in maintaining classroom harmony, I would have raised the emotional barrier of the students and I would have caused them to create prejudice and barriers against English.”

As a result of her increased situational awareness on the practicum experience, the participant has started to form a sense of self-tolerance and has acknowledged herself as having a process of adaptation and internalization:

“Moreover, as a pre-service teacher coming from a traditional education, I experienced shyness in using modern classroom management techniques. Although I symbolize authority and self-confidence in the classroom, just as I feel embarrassed when applying an unconventional technique, students will also be hesitant to apply them at first. This is the most critical spot for me. Because at first I felt incapable of managing the classroom. But then, when I empathized, I accepted that both the students and the teacher have a process of internalization.”

The third critical incident of Erin regards a disagreement with the administrators of the practicum school. In this incident, there has been a problem between one of the preservice teachers and the administration due to conflict of opinions regarding the duty

that the preservices were imposed to do. As a result, the participant has felt strong negative emotions such as rage and disgust for the unjust treatment that they were gathering around. This incident, eventually, paved its way into becoming a critical one as she takes ethical considerations as pivotal from that point on, raising an awareness on the issue. Therefore, it might be noted that the participant has utilized her experience to re-prioritize her needs as an emerging teacher.

The fourth critical incident of Erin accentuates an observation of forcing the students out in the recess, which is considered as unjust and pointless by the participant. During this period, the participant has had enough time to witness diverse reactions of peers. At this point, she has reported to feel upset and to have empathized with the students by growing tolerance to their potential problems in the classroom. As an alternative scenario, she has claimed that the administration could take students' needs into consideration and modify the rules or the etiquette accordingly. However, since it was not the case, she verbalized that she has even considered directing her career into management and administrative roles at schools so that she could be in charge of the ongoing procedures and help the students, which shows how empathetic she feels about the students and how she prioritizes them to have a stable wellbeing at schools. This might indicate her transformative portrayal in her emerging teacher identity.

4.4.6. Erin's emerging teacher identity embedded in the classroom observation reports

This classroom has 12 double seats with a total potential number of 24 students but there are only 18 students attending the lessons. That's why, it can be considered as a spacious area that has a wide area and tall ceiling, which contributes to the lofty feeling of the classroom. The classroom itself is a spacious one with a considerable amount of empty space at the back. This place is not used during the lesson, or the activities as observed. The gap between the chairs is wide enough for the teacher to walk around the class during lessons. However, the students are sitting in pairs with their deskmates and chained to each others' chairs, which do not allow for an individual movement.

Upon coming to the classroom, although it was still recess time, the preservice teacher was in the class instead of being out in the hall or in the teachers' common room. This aligns with the interview data since she has reported a certain type of discomfort towards going to the teachers' room. What's more, she was surrounded by a pack of

students, who were also happy to be still in the classroom with the preservice teacher although it was breaktime for them, too.

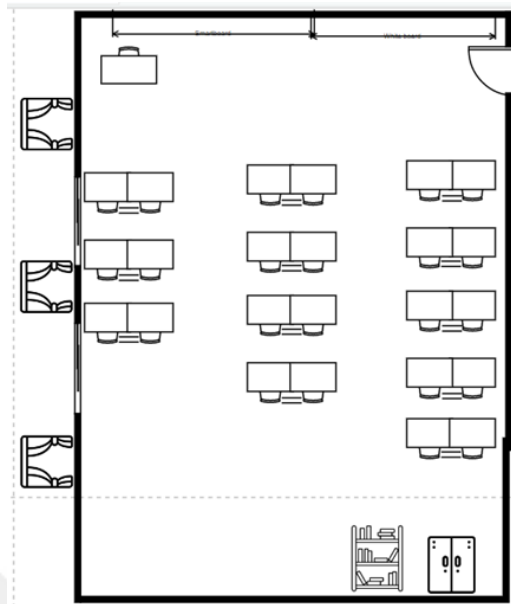


Figure 30. *Design of the observed classroom (Erin)*

The participants consist of one preservice teacher, 18 students with the age range of 10-12, and an observant in a big classroom as can be seen in Figure 30. There is no cooperating teacher, since she handed full control of the classroom to the preservice teacher. The preservice teacher seemed to be very confident, warm, and affectionate towards the students. As can be inferred from the recess group hug, she had a very sincere relationship with the students, and they seem to be respecting her decisions without looking for any consolidation from the cooperating teacher. That is, they did not need to mention or hear about the cooperating teacher to rely on the preservice teacher's decisions. She was also planned, disciplined and caring for the students. She was managing the class and the enthusiasm of the students in a balanced way. She was also playful and fun with the students along with having a good rapport with them. The students were very energetic, excited, and engaged considering the lesson. They, overall, had a very positive attitude towards the preservice teacher. They were showing her physical affection when I entered the classroom. They even articulated their genuine love for the preservice teacher by stating that she is their favorite teacher.

The lessons were also full of activities that the students enjoyed doing and they were very competitive and energetic during the lessons. The students mostly worked

individually, they were quite competitive by nature, considering that they were at the point of pre-adolescence. The students mostly volunteered for answering the questions, but there were cases where some students were over excited while a few students were not that excited and rather passed the activity. There was one student who was considerably uninvolved with the ongoing exercises. This student, later on, was delineated as having a special education case. There was also a case with another student, who was standing up and raising her hand, but the preservice teacher warned her a couple of times but she was still standing. Lastly, she warned her with a more serious note and a touch on her shoulder to guide her to the chair. This shows that the instructor is quite practical with the momentary problems, besides being reactive with the students' needs at any given moment including the break time, which shows her acknowledgment of the local needs and adapting herself accordingly as mentioned in the interviews.

While interacting in English, the students seem to be not resistant to use their mother tongue and to view this language as an easy and enjoyable language, through which they can experiment. By doing so, one can observe her transformative mindset in action since it is not common to use English as the medium of instruction for this particular classroom. The students also occasionally complimented the preservice teachers' use of English, this might show that this English-based conversation is not common in their day-to-day life at school. There were also times when they were clueless and asked what the preservice teacher was saying in a condescending or astonished manner. Although in those moments it would be more convenient for the preservice teacher to "cave in" and speak Turkish to them, she did not give up and instead, she simplified her language and made use of her body language, gestures, and so on. This exemplifies her resilience and preservation of idealism as she has mentioned beforehand.

The most common type of interaction occurring in the classroom was T<>Ss in a more individual manner. The students were competitive in nature, that's why they were completing the tasks individually even in the cases which required teamwork. Most of the conversation occurring in the classroom was in English, thanks to the preservice teacher's resilience in using target language for communicating during lessons. However, since the students were mostly more reactive to their mother tongue, the preservice teacher used Turkish for classroom management purposes or chatting with students apart from the lessons. For instance, the instructor did not accept the incorrect pronunciation and waited for the correct one by verbalizing this requirement in Turkish. There was also an

emergency that happened during the lesson, such as a student having something in her eyes. In this case, she was quite vigilant upon her eyes and used Turkish in a serious and neutral tone. Moreover, while calming them down, the instructor told them not to absorb the energy and the students all shouted “Energy!” in Turkish. This might demonstrate that the students acknowledged the instructor’s customs and culture that she brought to the class.

The students were sometimes talking to each other and when they did, they usually complained about each other. At some point, when they tried to talk about their problems, the instructor warned them that the personal story time was allocated to the break time, not the lesson time. This did not get much reaction from the students; they seem to agree with this division. There was a case with a student, he was disrupting his friends. That’s why, the preservice teacher took measures against this becoming a bigger disruption by relocating him into another seat. At first, he did not want to obey, but after the repetition of the order coming from the teacher, he went to his new desk in a grumpy manner. The students address the instructor as “Teacher”, which shows their engagement with the target language and also commitment to their teacher and their respect to her. On the other hand, the instructor occasionally kneels down next to the students to help them with the activities. This might show the students that the instructor has the ability to be on the same level with the students physically, which might translate well into the psychological aspect and lower the affective filter after all.

The instructor seemed to be fully in charge of the classroom but sometimes there were some occasions where the authorization was restated implicitly or explicitly. For instance, the student suddenly closed the curtains to have a better quality in watching the video but it made the class so much darker than it was. Therefore, the instructor made the student reopen the curtains, almost as if she was claiming her place as the teacher in the classroom. The student reopened the curtains and acknowledged the need for permission. Similarly, while drawing the names or conducting the exercises, a student made a comment on the procedure and tried to counsel the instructor, which ricocheted immediately since she restated her being in charge of all the decisions and the lack of need for any opinion on the ongoing procedure that she was applying.

In the observed two hours of academic sessions, there were at least four interruptions to the ongoing lesson flow. The interruptions seemed to be customary since the students or the teacher did not react to those. The reasons underlying these

interruptions of the outsider teachers ranged from asking who painted a particular picture, mistakenly coming to the classroom thinking it was their class, and having a one-on-one lesson with a particular student to asking who won a particular competition held by the school. These interruptions might disrupt the learners and the preservice teacher considering they were channeled to have a designated lesson flow. However, the preservice teacher did not seem to be in a position to make any comment or prevent these interruptions, which is reported earlier as being ephemeral to the context. This might be due to the discrepancy of the hierarchy between teachers and preservice teachers that has been brought up in the interviews. Additionally, the teacher was not spending her free time in the teachers' room; instead, she preferred to stay in the class, where she had more sense of belonging towards, which aligns with the previous interview data overall.

4.4.7. Summary of the transformation journey of Erin's emerging teacher identity

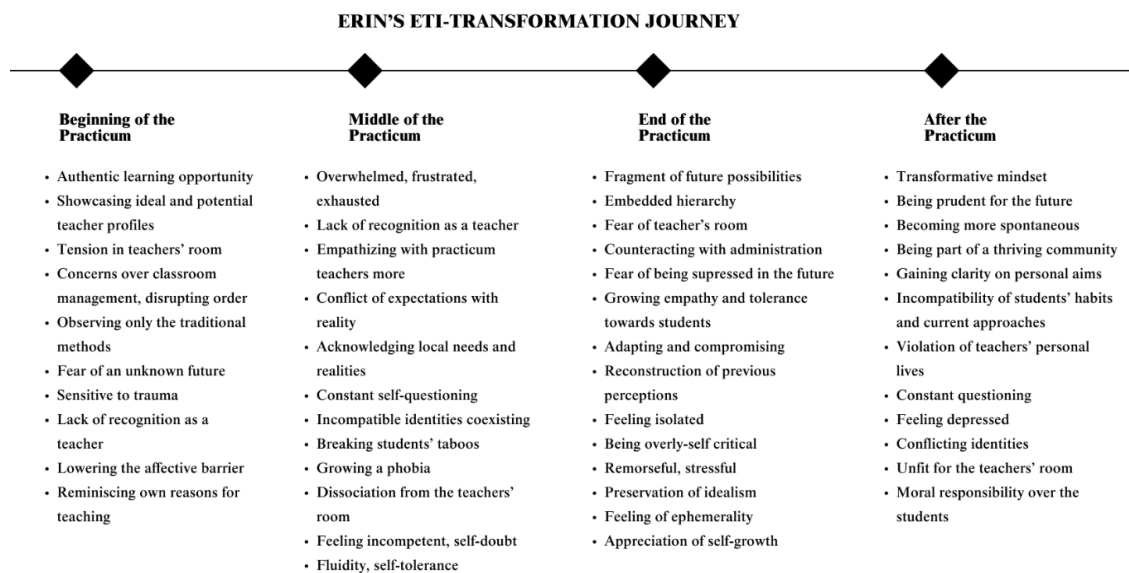


Figure 31. *Erin's ETI Transformation Journey*

In summary as seen in Figure 31, Erin has had an open mind about the practicum period since she has conceptualized it as an authentic learning opportunity in which the ideal and potential teacher profiles could be unearthed. However, at the very beginning of the process, she felt some type of tension in the teachers' room and avoided further contact with other practicum teachers. She initially had some concerns regarding the classroom management, disrupting the ongoing order, and observing only the traditional methods. While remembering the motives for choosing teaching, Erin has expressed her sensitivity for learning-based traumas. In the middle of the practicum period, she has articulated her feelings as being overwhelmed, frustrated, and exhausted. In this vein, she started to grow empathy with the practicum teachers while feeling a lack of acknowledgment as a teacher like the rest of the participants. At this point, her questioning of herself heightened and she was confronted with a lot of tensions that brought her to the edge of some sort of dissociation and avoidance from teaching a certain age group of learners. Thus, she experienced a type of incompatibility between the presented and practiced identity since she started adjusting with the local needs and realities more. As for the end of the practicum, Erin emphasized her negative view of the teachers' room and the hierarchy within the school, which surfaced as a result of a contradiction with the administration and induced feelings such as isolation and stress. This period was also about making peace with herself and compromising her previously set perceptions regarding teaching. Therefore, her empathy towards the students increased and she started relating to them in a broader sense. Although she felt ephemeral in the course of the practicum, she had appreciated her growth overall in the face of negativities. When revisiting the practicum period as a whole, Erin positions herself as having gained a transformative mindset towards the students and bending the preset perceptions by focusing on the immediate realities and moral responsibilities over the students. She also expressed an excitement for becoming a part of a thriving community of teachers, indicating a centering movement of identity in a balancing way. During this timeline, she also had some identity clashes regarding how to present herself to the students but she explored that there was an incompatibility between the students' habits and the current approaches that are taught at teacher training institutions, which she believed to be the source of the incompatibility between the theory and the practice. Overall, she concluded that she was unfit to the teachers' room and depressed after this emotionally-exhaustive period.

4.5. Summary of the Findings

Designed as a qualitative, longitudinal multiple-case study incorporating a narrative perspective, the present study aims at unearthing the negotiations of emerging teacher identities of four Turkish preservice teachers of English in the course of the practicum period by deriving from theories such as the Dialogical Self Theory (Akkerman & Meijer, 2011), social identity theory (Tajfel & Turner, 1979), and positioning theories. To this end, three semi-structured interviews across the duration of the practicum, one focus group interview at the end of the practicum, along with classroom observations, several critical incident reports, and the artifacts related to this process have been utilized for data collection purposes. The data has been analyzed using content analysis, employing the coding framework of Saldana (2014), discourse analysis in line with the interpretative analysis parameters and by considering each participant as a case with their narrations regarding their practicum experience. In this vein, the framework for the negotiation of the emerging teacher identities of Turkish preservice EFL teachers has been designed hereunder to provide a deeper understanding at the elements of the dynamic interplay in the (re)construction of emerging teacher identities. Considering the diagram, the elements impact one another constantly and refashion the emerging teacher identity in a way that is contextually compatible for the individual.

As we can gather from the framework that is composed in the Figure 32, the preservice teachers have not emerged in this process empty-handed that is summarized under the “Pre-practicum emerging teacher identity” aspect; they had previously-constructed images of teachers regarding what a teacher entails, which have been mostly shaped through social stereotypes or individual role models such as transformative teachers or teachers from the inner circle of family. The participants have diverse motives for entering the profession, essentially their excitement for languages and cultures, the convenience of the job in their local context, the desire to make a difference in students’ lives, or familial ties to the profession itself. Similarly, they tend to have gathered some ideals and principles about teaching and learning a language such as fostering language learning, creating an effective teaching environment, etc. These perceptions have been accumulated and influenced by their experiences as learners, social background, and their exposure to diverse teaching philosophies over the years. In this regard, the previous experiences as language learners seem to have a great impact on the composition of pre-

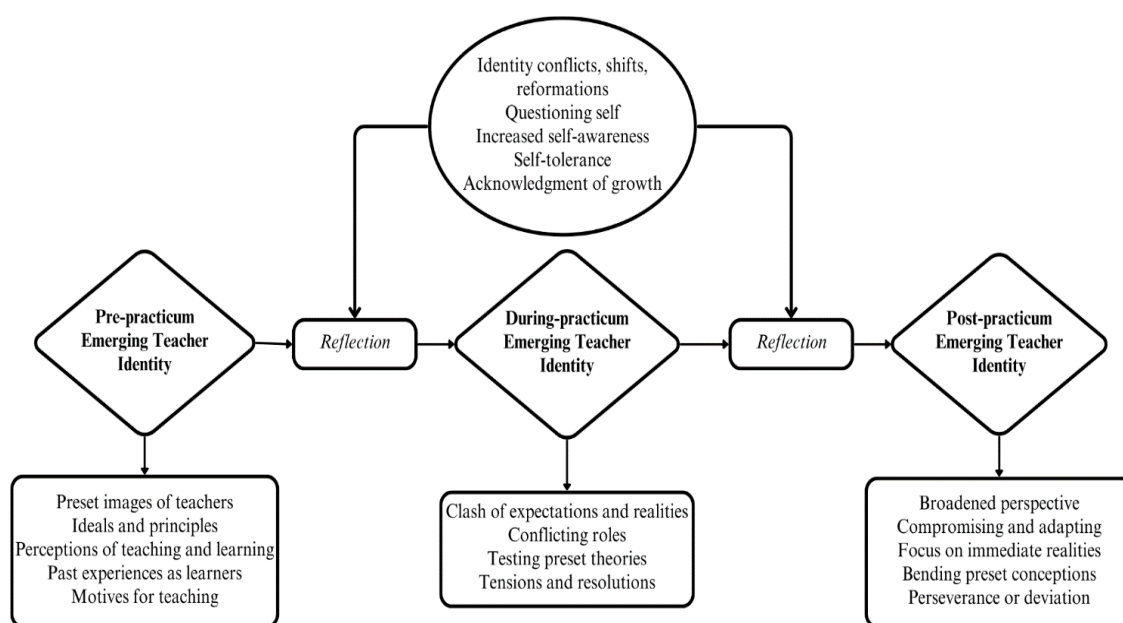


Figure 32. Emerging teacher identity framework for preservice EFL teachers

practicum emerging teacher identities since it has a potential to affect their ways of understanding what an effective teaching encompasses. These elements have contributed to the composition of the “Pre-practicum Emerging Teacher Identity”, which has been unearthed through the data gathered from the first round of interviews at the outset of the data collection process.

As for the “During-practicum emerging teacher identity” aspect, the preservice teachers have had to navigate various roles and responsibilities including being an educator, mentee, and student; which have paved the way towards role ambiguity and tension in the long run. In a similar vein, the participants have had the opportunity to experiment with diverse teaching strategies and approaches that are covered in the coursework of their training institutions in real-life contexts. However, they mostly had concerns regarding their compatibility with the ongoing system of the cooperating practicum teacher so that they would not disrupt the order. With these working theories and expectations formed in the pre-practicum phase, they have entered the practicum context and confronted the local realities in the during-practicum phase. Throughout this period, they have encountered the missing link between their idealized perceptions of teaching and the unfantastic realities of the classroom, such as the appalling classroom management incidents, confronting the unexpected challenges such as administration-related problems. Such tensions have been resolved through self-reflection and support

from the peer network, resulting in reconciliation of the conflicts and developing potential strategies for effective teaching and healthy professional life.

After reflecting on those emotionally-loaded incidents that had impacted their negotiation of their “During-practicum Emerging Teacher Identity”; they had transformed their negotiations with respect to their first-hand experiences, which brought up the formation of “Post-practicum emerging teacher identity”. At this point of the practicum, the experience seems to broaden the participants’ perspectives on teaching and learning, since they have been exposed to various classroom dynamics and instructional approaches. Therefore, they have figured out how to compromise and adapt their preconceptions, by considering the immediate needs of the students, and the requirements of the practicum context. This has led them to focus more on the immediate realities such as classroom management, lesson planning, involvement of the students, elaborating their competencies through practice. By doing so, they have bent the preset conceptualizations and embraced the flexibility, ambiguity, and innovation in their approaches, which has been quite an exhaustive, transforming, and confusing experience that might be coined as a post-practicum syndrome among the preservice teachers. Overall, the participants have expressed their perseverance in the commitment to the profession despite the challenges or deviation of career choice regarding their consideration of emerging identities in line with their practicum experiences. However, the post-practicum identity is not to be viewed as a product of the practicum period and reflection, since it is still ongoing and also a subject of a reflection process by the preservice teacher in this sense. From this perspective, it can be seen as a transformative duration that might reform the preset images and constructions, which induce questioning the emerging teacher identity negotiations.

In between the phases, there have been reflective elements that were stimulated with critical incident reports and classroom observations. Such reflection has demonstrated how the participants grappled with identity conflicts, shifts, and reformations against their experiences during the practicum period. They also question their preset beliefs and assumptions, which contributes to expanding their understanding of their emerging teacher identities. In turn, these reflective practices foster increased self-awareness that allows the preservice teachers to see their dynamic elements of their fabrication of identities thoroughly. As a result, they have developed self-tolerance and acknowledgment of their imperfections, and that teaching is a journey of development

overall. That's why, they come to celebrate their progress and growth as a preservice teacher and a person with the help of reflective identity work.

4.5.1. Summary of the factors impacting emerging teacher identity constructions

The factors that have played a great role in molding the emerging teacher identities of the participants have been reported throughout the analyses. However, to be able to make sense of the construction of the emerging teacher identities, one needs to take a step back and consider the components in a holistic sense. Hereunder, a compact diagram as seen in Figure 33 is utilized as a summarizing vehicle for distillation of the elements that play a crucial role in the construction of the emerging teacher identities mentioned in the present study. To this end, four major categories seem to encapsulate the narrations of the participants as the following: interpersonal dynamics, professional challenges, critical reflection, and sense of belonging. By following the meanings buried in these categories, one can unearth the identity-related trajectories of the participants conclusively.

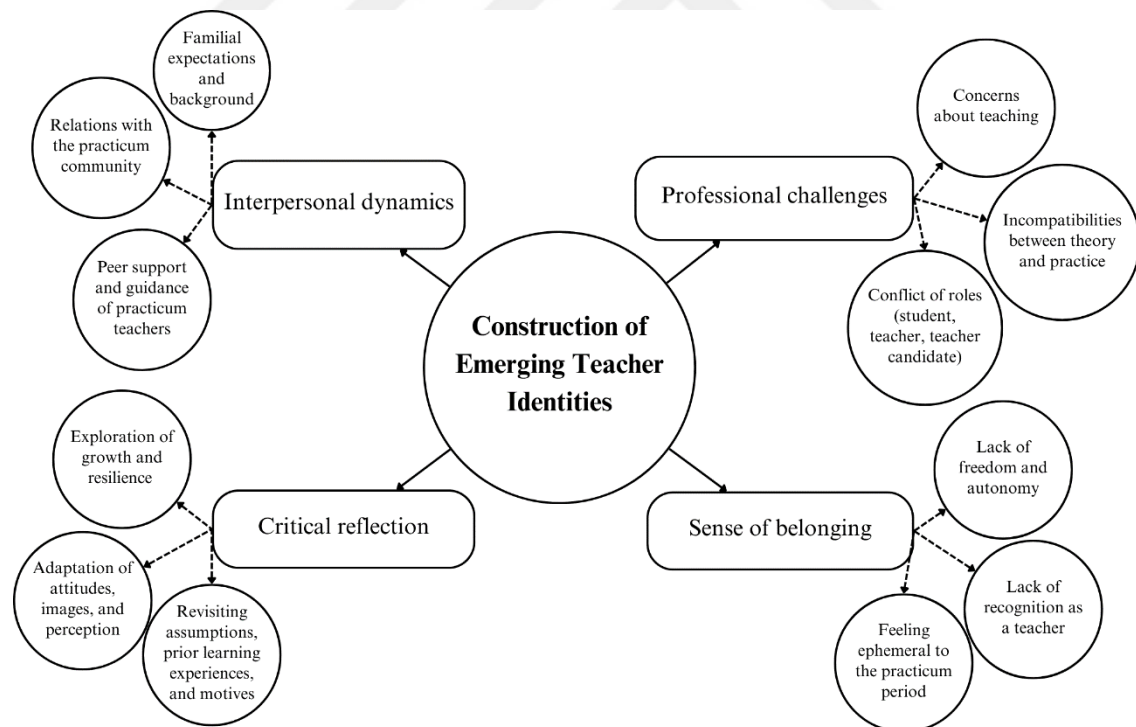


Figure 33. Factors impacting the construction of emerging teacher identities

Interpersonal dynamics entail the social ties formed with the members of the practicum process along with the familial elements and the related identity-work that

comes within. Starting with the familial expectations and background, the participants have formed a set of understanding related to what it means to become a teacher before delving into the process of practicum. Some participants had conflicting expectations with their family, while others had them aligned, creating a sense of support from the very beginning of this exhaustive period. As for the background, some participants had an upbringing that has a critical role in choosing this profession and shaping the emerging teacher identity with the amplified awareness of language and culture. As for the relations with the practicum community; it includes the lack of communication with the administration, lack of support from the university-based advisor, along with the support provided by the peers, outsiders' (who are regarded as outsiders to the preservice teacher ingroup) negative comments, positive relations with the practicum teacher. In this respect, the relationship with the administration established a negative atmosphere with some participants, so much so that they felt oppressed and inferior, implicating that there has been an embedded hierarchy, which they found themselves at the bottom of. This might demonstrate that the first impressions and the way the participants get introduced to the practicum institution has a long-term impact, considering the practicum period. In a similar vein, they have reported witnessing a decrease in the support coming from the university-based advisor, which, in turn, caused the preservice teachers to feel abandoned, isolated, and left alone. This has been accompanied with an increased sense of becoming a tight in-group that encompasses the fellow preservice teachers, who have similar experiences, dilemmas, and challenges that they face on a daily basis. Therefore, peer support has been observed and reported among the preservice teachers, which ultimately helped them to survive this process filled with identity-turbulence. This has been supported by close guidance provided by the practicum teachers, who helped them to grow professionally by transferring the real-life teacher responsibilities over time. However, there were times that the participants felt that their naive efforts were belittled by the practicum teachers, since they have been subjects of agism and negative comments. These comments have been remarked as disheartening and they have advanced the feeling of lack of belonging to the practicum context. Furthermore, the preservice teachers have grown closer to the students in time and have underlined their moral responsibility over them. During this period, the preservice teachers have regarded that they have been mispositioned by the students since they used several labels such as big sister, which was confusing for the participants regarding their roles and emerging identities.

As for the professional challenges, the participants have repeatedly expressed their distress caused by many hurdles during the process. In this regard, entering the teachers' room, disrupting the ongoing order that was established by the practicum teacher, managing the classroom, financial and social aspects of becoming a teacher along with the unknown future that is brought by the current instabilities. The alienation from the teachers' room has been predominantly grounded with the unwelcoming attitudes of certain communities of practicum such as the administration and some practicum teachers with condescending comments. Since the preservice teachers have felt alienated and left outside the practicum community, they have initially been concerned about blending into the practicum context, which from time to time caused a clash with their understanding of teaching and learning. Nevertheless, following the exact steps of the practicum teacher has been the major concern, which has delayed their pursuit of their own voice in teaching in the process. These have been mentioned by the participants over the course of the practicum period as their concerns have expanded to their immediate realities and needs as teacher candidates. During this period, they have also reflected upon the social and financial challenges that potentially come with being a teacher, as they observe the real teachers functioning in their local contexts of education. On the other hand, the incompatibilities refer to the disconnections that the participants have gathered regarding the practicum context and their pre conceptualizations. These include the disparity between theory and practice, students' habits and current approaches, the expectations and the realities, along with some perceptions such as the invasion of personal boundaries, having to juggle with roles that are not compatible with each other such as being a student, a preservice teacher and a teacher. The disconnection between the university lectures and the real-life practicum experience has impacted the participants in a way that they felt helpless, confused, and isolated. Likewise, they have experienced that some methods they remark as notorious and out-of-date might be of service in their practicum contexts, while the modern approaches might not translate well with the students who are used to a certain kind of learning English and thus resist the novel methods. In this vein, most participants have expressed some sense of conflict among their emerging identities, creating an effect of ebb and flow in the way they see themselves compatible with the profession.

Critical reflection has derived from the negotiation of detected incompatibilities, concerns, perceptions, which paves the way for a constant state of questioning. In this regard, the participants have reported their scrutinization of career choice, their own

compatibility as a future teacher, as well as the pre-designated societal views and imposed prescriptions on teachers, methodologies and their compatibility to their unique educational contexts. This period helps them to reflect on their thoughts, beliefs, and perceptions of what a teacher should do, and should not do for effective teaching. Therefore, they have reflected heavily on the initial motives to choose teaching as a career and their prior experiences as learners such as traumas and transformative teachers. Within this frame, they have positioned themselves and their understandings by transforming their initial assumptions in a way that would fit just right with their practicum contexts. Therefore, the preliminary thoughts have been elaborated and gained more insight upon what is really going on in the real educational institutions authentically. Likewise, the adaptation theme reveals the alterations in the participants' perceptions, attitudes, and images in general. Their attitudes towards the students and the practicum teachers have gone through a transformation along with their pre conceptualized ideas on teaching and learning. They have also remarked upon the image change in the eyes of the students that they had received when they first started their teaching sessions. With the exploration subcategory, it can be witnessed that the participants had rather a transformational journey that they have reflected upon their identities. In this respect, they reported upon the extensive use of self reflection, their pursuit of finding their own teaching styles, their resilience and growth as preservice teachers, acknowledgment of local needs and realities, being part of a community, expansion of the students' side of things since they had plenty of time observing and teaching predominantly for the first time.

As for the sense of belonging, it is expressed much often as having lack of freedom and autonomy in the system, feeling ephemeral in the practicum context, having to deal with the instances of agism, not gaining an acknowledgment as a fully-fledged teacher, and feeling alienated from the teachers' room. Since the preservice teachers have experienced a sense of marginalization with their presence in the practicum context, they repeatedly remarked that they do not feel part of the institution. This lack of belonging has affected their negotiation of emerging teacher identities in a decentring way, although they have all initiated the practicum process with aspiration and excitement. After getting stares, condescending comments, and trivialized to some extent in the teachers' room, some participants have chosen not to set foot in there while others continued to coexist with the unaccustomed treatments of a close-knit community of practicum teachers.

Feeling unfit to the context, the participants have reminisced that this process is a temporary state for them, making them an ephemeral piece in the system. To this end, they have observed the local educational system and envisioned their future and the things that they would do if/when they become teachers.

All in all, the present study tells the story of four Turkish EFL teachers in the pursuit of finding their “selves” during the time of a turmoil that is the practicum period. By being exposed to the uncharted territories of the practicum realm, they have questioned their preset assumptions, and reformed their negotiations of identities by drawing on the interplay of multifold elements. Their stories are highly likely among the stories that are lived by the preservice teachers in diverse contexts from all around the world, that’s why voicing their stories might be fruitful in empowering them in their journeys of becoming and helping them to make the process of their identity fabrication as transparent as possible so that they would become much more aware of themselves and have a sense of acknowledgment in the long run. In the subsequent section, the analysis of the findings of the present study is to be scrutinized with respect to the reviewed literature and concluded accordingly.

5. DISCUSSION

In this section, the multifold nature of emerging teacher identity has been discussed with the arguments from the previous literature by means of exploring the countless ingredients that interplay within the formation of this dynamic construct. The section itself commences with probing into the factors shaping the emerging teacher identity, including personal experiences, socio-cultural elements, philosophical backgrounds. In addition, the multifaceted interplay between cultural and institutional contexts have given some consideration regarding this formation. Furthermore, the identity shifts and transformations of emerging teacher identities have been touched upon in this intricate process of the practicum. In a similar vein, the arguments that might pave the way for the challenges and opportunities with regards to the teacher training programs have been introduced to be able to scrutinize further upon how to potentially brace and break the healthy cycle of emerging teacher identity constructions. Through close examination of current findings with the blooming literature, it is expected to gather more in-depth understanding that might help unravel the complexities of the phenomenon and reveal this crucial step into becoming a teacher under a different lighting.

5.1. Exploring the Elements Molding the Emerging Teacher Identity

The findings of the present study have emphasized the preset conceptualizations of the preservice teachers in negotiation of their emerging teacher identities, which corroborates with the remark of Kavrayıcı (2020) that the “personal characteristics such as love for teaching, having good communication skills, being patient and tolerant would affect developing and shaping teacher identity” (p.104). These elements have been emergent in the preliminary interviews, which the participants have opened up their aspirations that are shaped by their personal characterizations to pursue this line of career. In a similar vein, the way they have carried their inspirational and transformative teachers along with their initial negotiations of identity is also come across in the study of Çöğmen and Aslan (2023), which is conceptualized as having a “naïve idealism” by Zhu and Chen (2022). These point to the compelling factor of positive previous learner experiences such as having transformative teachers, along with negative experiences such as learner traumas in the construction of emerging teacher identity.

It is also delineated in the study that the participants’ previous experiences have an impact on the negotiation of their emerging teacher identities, which is found to be

aligned with previous studies (Beijaard et al., 2000; Beijaard et al., 2004; Flores & Day, 2006; Örnek, 2020). In this regard, they have often reminisced about their influential teachers or traumatic events that helped them to become more empathetic towards the students (See Emel's case), which is also demonstrated as a grounding factor in the way they position themselves (Kim, 2011; Kocatürk, 2018). Similarly, the pre-practicum identity element within the emerging teacher identity framework that is composed in the present study is consistent with the pre-positioning stage delineated by Huang and Wang (2024). The beliefs and positionings that have been designed prior to entering teacher education programs are found to be crucial when it comes to the negotiated and performed positioning phases. So much so that it might lead to diverse journeys such as acceptance and reinforcement, confusion and concession, and enrichment and persistence. In this regard, the present study has contributed to the understanding of these elements by providing a detailed portrayal of preservice teachers' composition of emerging teacher identities. That is, the amalgamation of these elements (such as acceptance and reinforcement with confusion and concession) can be witnessed across participants and within a single participant.

Concerning this aspect in the practicum context, it is found that interpersonal dynamics such as familial expectations and background, relations with the practicum community, and support that the preservice teachers attain from their peers and practicum teachers have been observed to impact the emerging teacher identities to a considerable extent. It can be observed that the participants initially have labeled this process as an "opportunity to experiment", "trailer of the profession", but later on they have used other labels such as "chaos", "professional renaissance". The labels that they came up with have changed since the participants have extended their understanding of being a teacher as they navigate through the real-life challenges at hand. Additionally, the change in the labels point to a perception of a mismatch within the immediate environment and an desired environment in mind. This finding echoes with the study of Uzum, Yazan and Avineri (2022) in a way that the conflict between the aspired teaching environment is acknowledged by the participant such as Ayla and the ongoing reality is causing a sense of decentring movement within the emerging teacher identity. That is, in the preliminary interviews, she has mostly relied on her principles of the ideal teaching and teachers, which has emphasized the opposition of the actual experience that she found herself in. In this sense, the principles and realities made her question her own compatibility as a

teacher and urged her to find an answer to her dilemma, which was a familiar pattern considering this transformative period. This very pattern is also evident in the study of Anspal, Eisenschmidt, and Löfström (2012) as idealism, reality, and consolidation. However, the pattern is not designed for generalization purposes, the individual variations are advocated to be taken into consideration while contemplating on the embedded elements.

As mentioned earlier, the participants have reformed their preset conceptualizations by contemplating on their immediate realities. Considering this perception change within the journey, the participants have developed an increased empathy for the students, considering their recent or past learner traumas, which has made them more compassionate and thoughtful with them by building a rapport in the given period. Corroborating with the findings of Chung's (2023) dissertation, Gamze and Ayla have emphasized the importance of making difference in students' lives so that they would have more social mobility opportunities, such as having more career options in the local and global contexts. In a similar fashion, the role of mentor teacher, in this study delineated as the university advisor and the practicum teacher, has also been brought up as a compelling factor in previous studies (Bekereci Şahin & Şallı Çopur, 2020). In this regard, they have appreciated the close guidance of the practicum teacher, who are the teachers in charge of the preservice teachers in the affiliated practicum institution.

On the other hand, the participants often stated the lack of support from the university-based advisor, which echoes the findings of previous studies (Deng et al., 2018). Thus, they have stated that they felt helpless, abandoned, left alone in the practicum jungle with the demanding quests of the real-life teaching world. To cope with this issue that is addressed in the present study, Merç (2010) calls for a need for debriefing the preservice teachers beforehand with regards to the expectations from the practicum process to eliminate the element of puzzlement, which would strengthen the overall support to be provided. Additionally, the participants of the present study have remarked that teachers with less experience might be affiliated with the preservice teachers in practicum institutions to prevent the incidents of agism, marginalization, and the methodological gap that is observed by the participants. By doing so, the practicum teachers might be much more open-minded with the incoming preservice teachers and relate to them more than the more experienced teachers, which might help the preservice teachers feel at ease in that sense.

Moreover, Hamiloğlu (2014) brings up similar issues such as the perception of progressive methodology versus the condemnation of traditional methodology via critical reflexive practices, which hits the right spot in this study in a way that the participants also expressed highly negative remarks upon traditional methodology such as Grammar-Translation-Method and how they are encouraged to use novel approaches by focusing on communication within the classroom. However, as gathered in the classroom observation sessions, Gamze and Ayla chose to blend in by remaining traditional in performative dimensions while Erin and Emel chose the rocky path by not blending in (i.e., using English as the medium of instruction, integrating communicative activities). At the same time, they have observed the heavy orientation towards national exams in the practicum schools, which have caused a disconnection since, according to their lesson plans delineated in the artifacts related to practicum, they aspire to use comparably novel channels such as communicative approach, task-based learning, etc. Building on this argument, the critical autoethnography narrative analysis composed by Yazan and Keleş (2024) suggests that the exam-oriented system is spotted in the reflections, which resonates with the participants' remarks regarding the current study. The pattern seems to be solving multiple choice questions and focusing on the grammar points by emphasizing the prescribed correctness of the language units. These incidents have been tied to the contextual limitations set by the institution and national education policies in the long run. In this sense, they have gone through a decentring movement of emerging teacher identities, which have eventually made them feel out-of-touch. Therefore, the participants of this study often emphasized that they were ephemeral to the practicum context and also their concerns regarding their potential to blend into the system seamlessly, which is underlined in a short duration immersion experience study as a feeling of shame and alienation (Addleman et al., 2014).

By expressing their temporariness in this period as they felt unfit to the practicum contexts, the participants have aspired not to muddy the waters at the outset of this process, which echoes the findings of Chung's (2023) study. That's why, they attempted to follow the steps of the practicum teacher, which was not complementary to their teaching philosophy and ultimately caused an inner conflict of emerging teacher identities. At some point, the participants were experimenting with the methods that they labeled as off-limits regarding their philosophies of teaching, and even so they started to appreciate their functionality in the particular context. This demonstrates that they have

reconstructed their perceptions upon some methodologies and expanded their vision to use them in a coexisting manner rather than sticking to an exclusive methodology that they see as holy grail. This finding intersects with the study of Tokoz Goktepe and Kunt (2023) since their participant had similar experience with regards to the resistance coming from the students. In this sense, it is argued that such conflict might affect the alignment and adaptation, making the participant feel isolated and outside the teaching community. Therefore, the lack of belonging theme in the current study echoes this particular finding. Nevertheless, whether they employed traditional or progressive methodologies, these decisions caused decentring shifts in their identities except in the case of Erin, which was rather a centering shift since she found herself wanting to pursue a career in public schools and being part of the system in a transformative manner to make a change for the future preservice teachers.

5.2. Influence of Cultural and Institutional Contexts on Teacher Identity

Considering the present study, practicum context and culture was found to be a compelling factor of the negotiation of emerging teacher identity overall, which is in line with the findings of several studies (White, 2007; Scherff, 2008; Karataş, 2015; Demir, 2023), although the effect was not perceived as positive at all times (i.e., condescending comments from practicum teachers, instances of agism, conflict with the administration). In this vein, it might worth reminiscing that “the novice self is fragile and, therefore, highly reactive to negative feedback” (Skovholt & Trotter-Mathison, 2016, p. 61), which might account for the tensions that happened alongside. From this perspective, the negative commentary and unwelcoming attitudes of the practicum teacher have caused the participants to feel marginalization and a lack of belonging to the institution. As they observed the close-knit social structure in the teachers’ room, they related to their fellow preservice teachers and consolidated their bond as preservice teachers. From the standpoint of social identity theory, this might be explained with the in-group sensation of preservice teachers among themselves and how they relate to other practicum teachers as out-group. This line of support has been reported to ameliorate their survival in this period, while on the other hand, they have felt almost invisible to the eyes of the resident teachers’ at the practicum school, which corroborates with the findings of Song and Olazabal-Arias’s (2024) study showing the cruciality of emotional reflexivity overall.

In a similar stance, Farrell (2001) remarked upon the communication-related problems and lack of guidance and alliance among the preservice teachers. Nevertheless, the present study corroborates with the identification of communication problems (i.e., between practicum teachers/administration and preservice teachers), but deviates at the point regarding the lack of cooperation among preservice teachers since it was actually crucial in their survival of the practicum journeys. At this point, it should be noted that preservice teachers work with several stakeholders (practicum teachers, university based advisors, administration at practicum school), which make the expectations and inconsistencies even more intricate on their behalf (Naster, 2023). Communication problems, in this sense, have fortified their in-group support dynamics as preservice teachers who feel to be oppressed by the perceived higher chain of command (i.e., the administration). On the other hand, the practicum teacher remains crucial since they might alter the participants' perceptions, impact their instructional approaches, guide their relationship with the students, which align with the arguments of Henry (2016) in this matter. Considering this aspect, it was so crucial that the participants were primarily concerned about having a good rapport with the practicum teachers and absorbed their methodologies in order not to disturb the ongoing establishment of teaching with their novel understanding regarding this issue. Unfortunately, as in line with the study of Zhu (2018), the mentorship provided by the practicum teachers have been found sometimes as discouraging by the preservice teachers regarding their enthusiasm for teaching such as the instances of agism and their condescending comments. In this respect, Gamze expressed her suggestion that matching with much more novice teachers might lower the possibility of getting such negative treatment, as explained earlier. Along these lines, Naster (2023) advocates the importance of pursuing a common ground among practicum teachers and university based advisors so that they would be motivated with a proper incentive that helps them to view becoming a mentor teacher for the preservice teachers under a different light. Therefore, the matchmaking between practicum teachers and preservice teachers, along with the appointment of university-based advisors to this undertaking might be examined closely for a smoother cooperation among the parties.

Mismatched power dynamics regarding the practicum contexts have been brought up by Kayi-Aydar (2015), emphasizing the terms of identity and agency. With this respect, the relationships within the practicum contexts have been argued to be subjects of power hierarchies, causing preservice teachers to engage in an exhaustive emotional

work that might alter the way they negotiate their emerging teacher identities. This is also consistent with the findings of Özbay Özdemir's (2024) study that emphasizes the importance of mentors and other teachers influencing the ultimate decision of compatibility as a teacher. Considering its entirety, the perceived hierarchy is seen in the literature as the predicament of the labels of native and nonnative English teachers dwells unquestioned (Kumaravadivelu, 2012), although "the native-speaker episteme continues to influence educational practices and policies world-wide" (Trent, 2016, p. 306). This, in turn, might potentially impact the emerging teacher identity constructions and legitimization worldwide (Pavlenko, 2003). Therefore, it is urged to gather various perceptions regarding their positionings and situated narrations of EFL preservice teachers' identities (Tseng, 2017). At this point, we can see the alignment that the feelings of incompetence and inferiority are claimed to be among nonnative teachers regarding their different pathways of identity construction (Richards, 2008), besides the practicum period is also conceptualized as a potential ground for alleviation of the anxiety due to the nonnative positioning of the preservice teachers (Merç, 2015).

Additionally, foreign language teaching anxiety is advocated to be embodied within the teacher training programs to provide coping strategies and raise awareness ahead of time (Öztürk, 2016). Considering these aspects, to address such concerns, professional development sessions that might respond to the needs of the preservice teachers should be incorporated (Arslan, 2019) including the use of action research (Yüce, 2019). In this respect, the case of Erin might be exemplified in her remark of feeling incompetent as compared to the practicum teacher, which was echoed under a different light with Nguyen's (2017) study that touched upon nonnative teachers' dilemmas and power dynamics related to teaching. Although not having a context with coexisting native and nonnative teachers, the present study has also underlined the perceived power dynamics among the practicum teachers and preservice teachers.

As for the perseverance of the preservice teachers with a transformative spirit against all challenges, that is seen much clearly in the case of Erin, is seen in multiple studies, which also mention the decreasing dignity of the teaching as a profession (Deliveli, 2021; Karaman et al, 2013; Karamustafaoğlu & Özmen, 2004). Regarding this issue, the societal aspects of teaching have also been remarked as a point of reservation that was brought up by the participants in the focus group interview session. In this vein, it is to be remembered that becoming a teacher is delineated in two phases such as the

threshold and the growing into the profession by Vonk (1989). This threshold phase includes the tensions, responsibilities, confrontation, and being acknowledged by the students, which are all mentioned as among the concerns of the participants of the current study. Furthermore, the identity crisis and tensions were fueled up by the conflicts faced in the practicum context such as the disagreement with the administration or the condescending comments and attitudes of the preservice teachers. Regarding this juncture, Naster (2023) unveils the burden of the inferiority treatment towards preservice teachers in exchange for the free work force that they have provided, leaving them almost no place to stand up for themselves in the case of an unjust incident, which can be exemplified with Erin's conflict with the administration. So much so that, Erin has shaped her negotiation of emerging teacher identity drastically after standing up for the fellow preservice teachers and decided to become a fair administrative member in the future. In this respect, Gamze's remarks might be revisited as she depicts the experience as disheartening and the feeling of having a "second-class treatment" from the practicum teachers. Inferiority theme is echoed in Trent's (2024) study in a way that the ethnic minority teacher candidates in Hong Kong remark that they are positioned as "second-class citizens", which is also seen in the participants' perceptions of their inferior position as compared to the practicum context community such as the resident teachers. This aligns with the previous literature (Meijer et al, 2011) and that such emotions are usually preceding reactions such as helplessness, diversion, lack of teacher autonomy, and so on (Zhu & Chen, 2022). These reactions have heightened towards the end of the practicum period in this study, which might be coined as a term labeled as "post-practicum syndrome" in which the participants feel completely exhausted, confused, and transformed after navigating through this challenging experience. However, it was only then the fog in their emerging teacher identities have cleared up a bit, and they could grasp their fluctuations in a holistic sense as they engage in meta-reflection.

5.3. Navigation of Emerging Teacher Identity Shifts

Even though their motives for choosing teaching differed, the present study has found that they had transformative teacher role models and preset perceptions regarding what makes a good teacher and teaching overall. This finding is in line with Zhang et al.'s (2018) study, in which the navigation of the identities hovered over commitment to teaching and the recognition of importance of academic success versus the teacher's role

in general. As articulated delightfully by Burke (2011), “we enter into the profession guided by a narrative we have lived; one we have waited to tell about ourselves: becoming the teacher who changed others’ lives through our love of students and subject... then the bell rings. Kids come. Complexity enters. Life happens” (p. 4). This extract demonstrates the development of the motivation and the interplay of the factors that have not been contemplated before by the preservice teachers. In line with the findings of the PhD dissertation of Fajardo Castañeda (2011), the participants mostly had a challenging adaptation period regarding their compatibility with the practicum teacher’s teaching style, which initiated a sort of contradiction overall.

With regards to the moments of fluctuations that a “crash occurs and the stress level goes up for the novice when the expectations, often unarticulated, are battered and broken” (Skovholt & Trotter-Mathison, 2016, p. 53), they can be seen as labeled as the tensions in the related literature. Tensions that have been mentioned in the current study have been positioned variously across individual/micro level, institutional/meso level, and societal/macro level, which have also been found as intertwined in the previous studies (De Costa & Norton, 2017, Kumaravadivelu, 2012, Tezgiden-Çakçak, 2019) including Ruohotie-Lyhty, Jääskelä, and Pitkänen-Huhta (2024). At the micro level, one can witness the tensions being about the personal aspirations, relations with the practicum community, peer support; while at the meso level, the tensions get rather about the sense of belonging, conflicting roles, incompatibilities between theory and practice. Finally, at the macro level, the tensions hover around the societal and cultural questioning of their preset ideologies about teaching and what it means to become a teacher and the adaptation, resilience and appreciation of growth that comes alongside.

At this point, the teacher’s voice is conceptualized as “the extent to which a person can articulate a personal practical identity image of himself/herself as a teacher” (Sutherland et al., 2010, p. 456). In this vein, the participants have pursued to find their own teaching styles after being completely concerned about “not to disturb the ongoing system” of the practicum context, which is expressed by Emel in that she was hesitant to take initiative on experimenting with novel methodologies since she felt like an “outsider” to the practicum context. Similarly, the way the students acknowledged the authoritative tone of the practicum while having difficulty in positioning the preservice teachers shows this misalignment. In this regard, it is to be considered that such construction of teacher identity merges the expectancies and requirements of professional contexts (Chong et al.,

2011). Thus, the findings align with the Henry's (2016) study in that the participants expressed the lack of acknowledgment as a teacher and subsequently experienced self-doubt about their career choice except the case of Gamze since she had a teaching experience that boosted her confidence beforehand. The study also builds upon the literature by highlighting the impact of teachers' room in making the preservice teachers feel part of the process since they expressed their lack of belonging to the teachers' room and further marginalized by the practicum teachers. Therefore, the institutional culture and socialization in the practicum school context plays a crucial role such as the attitudes of administration having a negative effect on the participants' sense of belonging.

As for the change in the commitment to teaching, the participants in the current study had various experiences. In this respect, Ayla gained reservations upon teaching in the long run by questioning her moral consciousness often, while Erin strengthened her motivations for choosing teaching by going against the unwelcoming attitudes of the administration. The moral stance as a concept is also positioned in Barkhuizen and Mendieta's (2020) conceptualization of the elements molding the language teacher identity. On the other hand, considering the typology of the professional identity positioning framed by Zhu and Chen (2022), the promoter position could be witnessed in the case of Erin; while in the case of Ayla, there has been a repositioning since she has started considering other options rather than teaching. In the case of Gamze and Emel, elaboration through questioning has been observed with a minor identity change across the timeline, indicating signs of meta and reflexive positioning within the I-positions. Unlike Izadinia's (2016) study where the preservice teachers boosted their confidence upon the practicum period; some participants have gained some concerns regarding their practicum experience such that Erin has almost gained a phobia about teaching a certain grade.

In this same context, the elaboration of the perception and the scrutinization of teacher roles in society have been observed towards the end of the practicum process considering the remark that teaching is "much more than the transmission of knowledge" (Beijard et al., 2000, p. 3). With regards to this topic, one can witness in the case of Erin that she has prioritized the "change" in students' lives more at the end and she has related to them in a much deeper level towards the end of the practicum period, so much so that she almost found her own reflections as a previous learner in them. Concerning this aspect, the condemnation of not having a substantial base of education due to the

emergency remote teaching has also been observed by the participants. To this end, the findings have touched upon the impact of COVID-19 on the negotiation of emerging teacher identities since it has made them feel puzzled in the face-to-face teaching context as well as positioned as less competent by the university lecturers in general, this might be explained with the findings of Kavrayıcı's (2022) study that emphasize the "loss of control" dimension that support the qualitative findings that preservice teachers expressed the unfavorable effect of this period on the formation of their self-confidence, fears, expectations, along with the teacher education program overall. As a participant of the current study, Emel labels this phenomenon by the visualization of "being in a fishbowl" since the teacher training education period now is unrelatable and "utopic" that contrasts with the real world in Ayla's own words. To overcome such a mismatch between the expectations and realities, Erdem Coşgun and Savaş (2023) have suggested an establishment of platforms through diverse channels to promote sharing of the experiences and building a sense of community among teachers overall.

When it comes to the identity shifts that are fueled by the perception shifts, it can be argued that among the dilemmas of identity negotiations found by Tunaz and Sarıçoban (2023), the findings correlate with the mature versus young teachers and job satisfaction versus job-related anxiety. These issues have been brought up in this study as well since the participants had experiences with the practicum teachers, which helped them contemplate age-related issues and teaching. From this perspective, they also had some concerns related to the financial and social aspects of choosing teaching as a career in the long term. Ayla has often scrutinized the financial aspects that being a teacher might potentially bring such as difficulty of earning a living, whereas Emel has reflected on the social aspects such as fear of being condemned in the social media in the future for something she does in the classroom. This argument is demonstrated in Flores's (2014) study in that the preservice teachers had strong feelings and altered perceptions regarding their pre-constructed images of being a teacher whereas they also identified teaching as having a gloomy aspect and lacking some profits that they had anticipated beforehand. In this vein, the participants of this study have also had opportunities to reflect upon their previously constructed views on teaching and learning and kneaded their preset thoughts with their experiences and critically reflective activities to construct their fully-functioning emerging teacher identities. Considering this aspect, the participants have

also appreciated the value of reflection that the present study has offered during this period of identity turmoil.

5.4. Challenges and Opportunities of Teacher Training Programs

Considering the findings of the present study, it is evident that the practicum period holds a vital spot in the language teacher identity development for the preservice teachers. The process has functioned as almost like a vehicle to grasp the meaning of the negotiations and fluctuations that happened along the way for the participants. That's why, participants such as Emel stated from the very beginning that they see this period as a compatibility testing vehicle upon becoming a teacher. Therefore, the present study echoes the previous studies emphasizing the cruciality of the practicum for teacher identity formation (Golombek & Doran, 2014; Warner, 2016; Ruohotie-Lyhty et al., 2024) and contributes to the literature by demonstrating the nuanced samples from the context of Türkiye to extend the understanding of preservice teacher identity construction in EFL contexts and in general.

As for the ignition of teaching that is gathered before the practicum period, in the present study, the emerging teacher identity construction is observed to conceive many elements including experiences and the practicum community. This argument is aligned with Pennington (2015) in this sense that such negotiation is multifold with various ingredients that come beforehand. In this regard, these elements are accompanied by the pre-practicum identity dimension that encompasses pre-conceptualizations of learning and teaching, alongside with the dimension of reflection that allows the negotiation of identity across experiences. While reflecting on such incidents, the emotions have been brought up in a way that embodies shaping of the identity, which is found as a crucial part of the construction of the identity and impacting the decision-making process in a general sense by Beauchamp and Thomas (2009). In this regard, being able to recognize teachers' identity and the interface of their decision-making processes is ascribed as a fundamental part of teacher development (Olsen, 2008); in a way that might contribute to amelioration of the processes and supporting the healthy development of teachers in the long run (Banegas et al, 2022). To support such an inquiry, the teacher training programs might be considerate upon the initial beliefs and perceptions on teaching and learning while probing into the potential future teachers' motivations to choose teaching to help them gather more clearance and consciousness.

As for the transformation of perceptions such as teacher roles in the society, and choosing teaching as a career, these elements seem to be aligned with the study of Bekereci Şahin and Şallı Çopur (2020). With regards to the disparity between the theory and practice, Emel also remarked that the materials and the content taught in the teacher training process were heavily affected by ESL frameworks, which might trigger over-reliance on the textbooks that might not be compatible with the immediate needs of EFL contexts while Ayla regards the content of the university-based training as “utopic”. With respect to validation of this point, as emphasized by Wang and Clarke (2014) in another EFL context, this might also signal a discontinuity between the teacher education programs and the real classrooms. Labeled as the “praxis shock”, specifying the clash of expectations and realities of novice teachers (Kelchtermans & Ballet, 2002), the present study has emphasized the perceived incompatibility between the theory and the practice and the changed perceptions in the course of the practicum period, which was also depicted as “the trailer of the profession” by Emel, and “professional renaissance” by Ayla in this study. Such a clash of realities and expectations and incompatibilities regarding theory and practice have caused an internal turmoil for emerging teacher identities. This has translated into their negotiation as being left alone, feeling helpless, and isolated in a sense. Since they could not position their novel methodologies in mind that they have recently trained on, they experienced a misalignment with what is happening and what should be happening ideally. Therefore, in the outset of the practicum, when they have started to perceive the scope of this gap between theory and practice the most, they have referred to their ideals much often. Nevertheless, this period is also remarked as an opportunity to experiment with methodologies, validate or alter their preset assumptions about teaching, and explore their compatibility and transformation as a becoming teacher. Therefore, although they have delineated this process as conflicting with their expectations, later on they have attempted to make peace with the local realities and started to understand the inner dynamics that mingle with teaching and learning.

With respect to the perceived union among the preservice teachers, the participants were observed as being supportive to one another, by confirming or requesting further validation while making a point in the discussion, which shows a correlation with the fundamental elements of social identity theory and a similarity with Lu and Curwood’s (2015) study that the participants remarked positively about the idle

comments boosting the affirmation, empathy and strengthening social attachment and cohesion within the group. This remark is also aligned with the point made in Wijaya and Mbato's (2020) study that this kind of emotional support might help the preservice teachers to develop more zealous identities which persevere in tough, ambiguous conditions at the workplace in the long run; which one can witness in the case of Gamze since she expressed her high compatibility with becoming a teacher despite all the negative incidents. On the other hand, Erin has grown her emerging identity through negative self-talk and her perfectionism, which has affected her negatively towards the halfway but also helped her realize her accomplishments as a becoming teacher by unlearning her pre conceptualizations about learning and teaching. All in all, the participants have particularly remarked upon their self-awareness journeys and their gratitude upon this process that triggered several internal critical dialogue cycles, which have made the participants feel seen and heard through this study. To this end, the teacher training programs might add some practices that fortify this sense of community during a stressful period such as the practicum. By doing so, the preservice teachers might find opportunities to reflect more on their experiences, grow empathy with their peers, share their thoughts, gain more insights, feel part of a functioning community, and so on.

6. CONCLUSION

6.1. Summary of the Study

The present study has been designed as a qualitative study that focuses on the narrations of the four Turkish preservice EFL teachers with regards to their negotiations of emerging teacher identities within the practicum process with the consideration of Dialogical Self Theory (Meijer & Akkerman, 2011), social identity theory, and positioning theories. It is claimed in a recent study that EFL teachers' professional identity in relation with the agency and positioning has been predominantly overlooked (Li, 2023). To gather more insight upon the uncharted territories of the teacher education realm, the data has been collected by means of semi-structured interviews that were employed at the beginning, halfway, and at the end of the process to be able to track the navigation of emerging identity negotiations even better. Furthermore, after the practicum period, a focus group interview was conducted with the group of participants to gather more insights upon their dynamic representations of early teacher identities. Classroom observations, critical incident reports, and artifacts were included in the data collection procedure in order to have a thick contextualization and triangulation of the data. Upon collecting the data, the interviews were transcribed, coded, and analyzed following Saldana's coding framework and interpretative analysis paradigm in general. While classroom observations have been analyzed by means of discourse analysis, the critical incident reports have been interpreted by following the content analysis method. The results have been discussed with the consideration of each case as separate and merged to gather a comprehensive understanding of the phenomenon of emerging teacher identities in a Turkish context.

As for the first research question regarding the way the preservice teachers identify themselves as a teacher, the results have shown that the negotiation of identities across multiple cases and how they align and deviate from one another with respect to their motives for choosing teaching, preset images of teaching and learning, past experiences as learners, along with their practicum experiences and the way they reflect on them, paving the way to develop their emerging teacher identities. During the practicum process, the participants were confronted with the clash of expectations and what is really at work, while they also had to juggle between their identities as teachers and students at the same time, which has brought about an exhaustive identity work and

reflection besides questioning and feeling out of place. Issues such as overreliance on American-based teaching materials, perception change regarding some teaching methods, exam-based teaching, effect of getting trained through online education due to COVID-19 pandemic have been brought up during the interviews. Moreover, the age and experience gap between practicum teachers and the preservice teachers have found to be crucial in this period. The practicum institutions seemed to have certain culture that the preservice teachers have initially attempted to blend into. In this regard, “tall poppy syndrome” has been observed, referring to the limiting over-performance in the face of an authority. Having the urge to follow the practicum teachers’ steps, the participants have occasionally felt that their wings were clipped, surfacing itself as a lack of autonomy and voice in the narrations. In addition, the short duration of this process have made the participants feel ephemeral and thus they have started to narrate upon an alternative reality where they are seen as the teacher in charge. They have also seen the practicum period as a ground for testing compatibility as a teacher candidate along with their hypotheses upon teaching and learning. In this sense, the participants have mentioned the term “moral consciousness” over the students, which indicates their respect for the profession and their professional ethics overall. The participants reacted and reflected differently in the face of a tension at the practicum context. During this process, they have reminisced about their prior learning traumas and formed alternative perceptions, amalgamating their preset perceptions with their novel experiences.

As for the second research question which scrutinizes the transformations of the emerging teacher identity constructions over the course of the practicum period, the findings demonstrated that the preservice teachers have grown their support network among themselves as an in-group with the fellow preservice teachers in time, based on their mutual experiences and concerns such as feeling alienated by the teachers’ room, ambiguous future career, growing rapport with practicum teachers and students, pursuing their own voice in teaching while trying not to disrupt the ongoing order, etc. In the interviews, the issues such as the placement of teachers in the society have been discussed. At the same time, through the merits of in-depth critical reflection, the preservice teachers have acknowledged their growth as a person overall after constantly questioning their own compatibilities. Furthermore, they noticed the intricate details of their immediate context-bound needs and realities and kneaded them with what they have been trained for, which brought about perceived disparateness between theory and

practice. Nonetheless, they predominantly expressed the feeling of lack of belonging, the lack of support from their university-based advisors, the lack of acknowledgment as a teacher, feeling oppressed by the administration, and so on. For instance, patronizing attitudes of the practicum community have been mentioned as a source of lack of belonging. In this respect, they have grown their emerging teacher identities by moving towards the center of their selves or away, which have guided their way towards feeling more aligned with teaching or these created diversion instead, which have been spotted with the indication of probability with the use of impersonal pronouns that point to the hesitations and the constant state of questioning.

As for the third research question upon the elements that impact the construction of emerging teacher identities, the interpretative analyses have concluded that there are many layers embedded in this construction, some of which are consistent with the related literature, since they are listed as the relation with others, concerns, incompatibilities, questioning, lack of belonging, adaptation, and exploration. The elements have been distilled from the participants' critically reflected narrations, which encompasses the traces of their perceptions, emotions, and negotiations of their positionings within the practicum context. These, in turn, are observed to impact the construction of the emerging teacher identities in diverse manners across the cases over the course of the practicum period. For instance, while alienation from the teachers' room feature under the lack of belonging category has triggered centripetal movements that are balancing the identity movements such as seeing the potential to fit in over time in Gamze's case; other cases such as Erin had centrifugal movements that diverting the identity shift that creates the sense of deficiency and being an outsider. Moreover, their interpersonal relationships have affected their constructions since they had disparate familial expectations, experiences with their students, practicum teachers, university-based advisors, and also fellow preservice teachers. These relationships have observed to be transformed over the period such as having loose contact with the university-based advisor and having a stronger companionship with the peer preservice teachers, which might be explained with the social identity theory to understand the intricate interplay of in and out groups in this context. As a result, the participants have often reflected upon their ephemerality and lack of belonging to the practicum institution.

All in all, the study has established that the practicum context and the community within the context play an essential role in negotiation, construction, reconstruction, and

deconstruction of the emerging teacher identities along with other factors such as previously attained images of teaching and learning, the motives of choosing teaching, critical experiences regarding teaching and learning, etc. Choosing this profession seems to be influenced by several factors such as familial background, trauma-triggering or transformative previous teachers; whereas the practicum seems to be regarded as a common ground for clarification, rejection, or reformation of the dynamic compatibility as future teachers from the outset. A contribution of the present study might include providing a comprehensive picture on the emerging teacher identity construction during the practicum period in and EFL context by touching upon the ways of positioning, nuanced elements that play role in such construction, questioning “the notions that are no longer questioned” (Pennycook, 2004, p. 799). It also echoes the need for assessment of the teacher training programs in making the preservice teachers less off-guard when it comes to the tensions and challenges that might be confronted in the practicum period beforehand.

6.2. Limitations of the Study

The limitations of the present study might include the overall number of the participants, which was originally designed according to the needs of the multiple case study design. Although limited, the participants have turned out to be having diverse motivations, aspirations, and trajectories regarding their negotiation of emerging teacher identities during the practicum period. Furthermore, thanks to the data triangulation and the comprehensive amount of reflection opportunities, the saturation within the data set has been attained considering the repeating themes and codes after some point in the study. In a similar vein, subjectivity might be regarded as a limitation; that’s why, the trustworthiness of the data collection and analysis procedure was given additional consideration. In this respect, expert opinion, member-checking, and co-raters on the coded transcriptions have been utilized in a transparent manner. Furthermore, to justify the subjectivity element, the researcher reflexivity is given room within the construction of the dissertation to contextualize the filtering of the researcher even further.

Nonetheless, the participants had somewhat similar contexts, which might induce similar challenges that might frame the scope of the challenges that they face in theory. Similarly, they are from the same university context, which might have potentially been positioned as a risk since they might have had some personal history among each other

that might interfere with the group dynamics and the focus group interview, etc. Therefore, it might be taken into consideration by further researchers. Furthermore, the gender of all the participants is female, which might guide the discussion of only female teachers' roles in their social circles and leaving the male teachers' roles as uncharted. With respect to this, it might be fruitful to include each gender to have a variance of the perspectives and conceptualizations. Another limitation or risk for further studies might be the outsider effect of the researcher especially at the beginning, which was overcome by building a good rapport with the participants over time in the present study.

6.3. Implications for Teacher Education Research

The preliminary aspiration of the present study has been derived from the idea that the focus on becoming teachers are of critical value in understanding the entirety of the phenomenon. In this vein, it should be noted that the negotiation of emerging teacher identities have been underlined in a way that teacher education is compelled to be initiated by exploring the teaching self first (Bullough, Knowles & Crow, 1992). Therefore, the preservice teachers should be encouraged to reflect on their motivations to become a teacher much often in that they would question their compatibilities and the underlying elements of their decisions. This way, the preservice teachers might clarify their aspirations and potential as future teachers before they get stuck in the profession and graduate as teachers who do not strive to teach. With respect to this argument, more inquiries might take upon exploring the aspirations and motivations to choose teaching as a career to help preservice teachers saturate their decisions and understand their emerging teacher identities better. Furthermore, the data for the present study have been compiled from the preservice teachers, showing their perspective upon their selves and positions. To add on this line of research, surrounding community such as the university based advisors, teaching and administrative staff at practicum schools along with the students at the practicum schools might be given voice to unpack their perspective upon the positions of preservice teachers at practicum contexts and how they see themselves in the picture. This might provide a holistic perspective that encapsulates emerging teacher identity construction from another angle.

Deriving from the limitations of the present study, further studies might scrutinize the emerging teacher identity work of male preservice teachers or preservice teachers from other EFL and also ESL context by opening up the discussions such as the

legitimization of EFL preservice teachers with the native teachers in the picture, or the placement of teachers within diverse contexts and societies. By unpacking the details of the practicum period such as the matchmaking among the preservice teachers, practicum teachers, and university-based mentors, along with the administrative view of preservice teachers at the practicum schools, the potential sources of tensions might reveal themselves. By carrying out such line of research at a global scale, there might be a chance to compare and contrast the current findings while the future studies also have the potential to shed light on the intricate dynamic elements of the emerging teacher identities and touch upon some arguments such as teacher retention and engagement by outlining the identity movements.

Although the present study has taken place over the course of one academic year, even more longitudinal studies might be fruitful to gather insights regarding what happens in the ever-afters of the participants' narrations. That way, the initial aspirations and moldings of emerging teacher identities during the practicum period could be tied to the in-service teacher identity negotiations. Such reflection might encourage even more reflection and self-awareness with regards to the participants' growth as a person overall. Thus, further research might probe into the novice teacher identity dimension and discuss the results in accordance with the emerging teacher identity research. In a similar vein, emerging teacher identity research might be applied to earlier phases of teacher education programs and the findings could be discussed longitudinally in a way that would lead them to the practicum period. On that account, the preservice teachers that have just started their education journeys might mold their emerging teacher identities in the first light, which might help them contemplate healthily upon their career choice, aspirations, fears, conceptualizations, hypotheses about teaching and learning, and so on. Only then, we might, factors permitting, avoid witnessing frustration, resentment, and grievance that might occur later in the journey.

6.4. Implications for Practicum Period

First and foremost, it should be noted that the practicum period plays a central role in the development of preservice teacher identity, therefore it should be dealt with much more attention from the policy makers, teacher educators, teaching and administrative community in the practicum schools in this aspect. The reason of this attention might be associated with the ongoing remark that the empowerment of preservice teachers in the practicum contexts is pivotal for a healthy negotiation of emerging teacher identity. Although practicum itself is designed for preservice teachers exclusively for their development as a teacher candidate, the participants have often stated their lack of acknowledgment as a teacher, lack of belonging to the practicum context, and improper positionings overall that makes them feel inferior and isolated. Therefore, the preservice teachers should attain a proper introduction to the practicum context to feel more welcome in the novel context. At this point, it might be reminisced that the lack of belonging and lack of acknowledgment as a teacher have been specified repeatedly at several points in the findings. In turn, the participants themselves have called for a demarginalization of preservice teachers in practicum institutions, which points to the pressing urgency of raising awareness among the practicum community regarding such subjects and how these labelings, attitudes, behaviors potentially affect an ongoing negotiation of emerging teacher identity. Alongside, the perceived mismatch of power relations should be considered by the teachers at the practicum schools. Following this remark, they might get trainings upon mentoring to reinforce their understanding of how to guide preservice teachers within the practicum period and how they crucially fit into preservice teachers' constructions of teacher identity.

The disconnection between infamous theory and practice dispute might be lessened through a sustainable formal coordination between university and practicum contexts with the help of some activities such as field trips to the practicum contexts, holding meetings to tie up some loose ends. As for the lack of support on behalf of the university-based advisor, it should be noted that having a stable line of communication matters to a great extent for preservice teachers to feel more grounded and supported in the long run. Therefore, they should provide an unbroken and constant support regarding their tensions and reflections upon their practicum experiences along with some teaching-related reinforcement when needed. As the preservice teachers have intricate needs and reservations about their career choices from the outset of their education, it calls for an

urgency to provide diverse types of support during the education period of teacher training programs. This implication corroborates with the study of Ruohotie-Lyhty, Jääskelä, and Pitkänen-Huhta (2024) as they emphasize the importance of providing a diversified sources of reinforcement, which would meet their needs at different stages of becoming a teacher. Therefore, it is argued that spotting and labeling the tensions they might have could be conducive in guiding the preservice teachers into a healthy teacher identity construction path (Ruohotie-Lyhty et. al, 2024, Uştuk & Yazan, 2024). In this sense, it might also be taken into consideration that their workload must be proportioned accordingly so that they would provide such sustainable line of support. Likewise, the matchmaking process should be dealt with care since the parties involving the practicum period (preservice teachers, practicum teachers, administration at practicum schools, university-based advisors) might potentially have severely disparate expectations and aspirations regarding this process. Therefore, they should be given voice to share and understand the elements of the potential tension points and overlapping expectations coming from different directions.

Considering ahead of the practicum period, preservice teachers might start working on real-life practicum-related challenges and narrations to reflect upon such issues in advance. This way, the reality shock might hit a bit moderately since they would become familiar with the situations and think about their action plans earlier. In other words, preservice teachers would have worked on the potential unique coping strategies without being prescribed the ways to cope with. By doing so, they might acknowledge the ambiguity and flexibility of the process with the help of mindfulness activities that might boost their resilience as a person. Likewise, as peer-support has been observed to be fundamental in survival of this practicum journey, peer-support network could be supported by teacher training programs in a way that it is made space for this type of network to flourish.

In order to trigger critical self-reflection upon emerging teacher identities more, inclinations and perceptions from the outset of teacher training programs might be gathered. Johnson and Golombek (2011) suggest that such level of reflection is in need of support from the institutions since it might be conducive regarding the remark that the “individual teachers need to know how to engage in productive narrative activities” (p. 505). Building on this remark, it is argued that unpacking emotions and tensions is not a common practice in teacher education (Zembylas, 2014), which points out for an urgency

regarding the participants' pressing lack of being seen and heard thanks to the present study. Following this line of thought, the preservice teachers might be encouraged to engage in an exhaustive identity work systematically by the educational decision-makers, which might promote an internal dialogue that might help them operate their ongoing identity tensions (Uştuk & Yazan, 2024). The reason might be related to the remark that probing into the preservice teachers' motivations for choosing teaching could be fruitful since it might constitute the first step to reflect upon emerging teacher identities. Considering the cases of decentring moves of emerging teacher identities, the programs might use an elaboration of the syllabus in a way that stretches the job opportunities for the real-life markets beyond teaching. This way, it might help the preservice teachers who acknowledge their diversion from teaching based on their critical reflective work to find a more compatible field of job market as an emerging career path. Overall, these items have been assembled to guide the institutions and communities around the practicum experience to facilitate the growth of preservice teachers' emerging identities and sustain a healthy cooperation among the members of this challenging period. By doing so, there might be more opportunities to reflect upon, which might ultimately relieve the tensions and conflicts that come about due to the reality shock regarding the preliminary practicum experiences.

6.5. Personal Gains from the Study as a Researcher

Above all, to be able to witness the transformations of four blossoming teachers has been both a blessing and an incredibly rewarding experience since I have attempted to heal what has been hurt once. For this reason, I have set out on this journey with the initial desire of empowering preservice teachers at their challenging quests through their lowest points that Emel describes as being “thrown into the ocean” from their “fishbowls”, which is their teacher training-based universities. However, the way they have felt like outsiders to the very context that is designed for their practice has turned out to be very intriguing for me. At this point, I have witnessed how they lost the thread with their university-based advisors and also felt unwelcome at the place they were prescribed to be everything but a teacher by the practicum community. Feeling this dislocation, each case was on their own, floating in the space to manage their ways into perseverance or changing the course of their careers at this point. I must also say that I have felt grateful when they expressed their thankfulness upon this reflection journey,

which they have pursued to listen to themselves more. This has made me reflect upon my own journey through flashbacks, and I have related to them and to myself at a deeper level as I am thinking back upon the process. Therefore, I have visualized the feeling of being connected to one another in a sublime way that made me realize how much our stories actually resemble one another and at the same time how everybody is their own main character in their stories.



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APPENDICES

APPENDIX 1: SEMI-STRUCTURED INTERVIEW QUESTIONS (ORIGINAL)

İLK TUR GÖRÜŞME: ÖĞRETMENLİK UYGULAMASI SÜRECİNİN BAŞLANGICI

Öncelikle, bugün benimle konuşmaya gönüllü olduğunuz için çok teşekkürler. Benim adım Nur Sürüş Şen ve Anadolu Üniversitesi'nde doktora adayıyım. Aynı zamanda Milli Savunma Üniversitesinde Öğretim Görevlisi olarak görev yapmaktayım. Bugün, Öğretmenlik Uygulaması dönemi ile ilgili olarak ortaya çıkan öğretmen kimliğiniz hakkında konuşacağız. Genel olarak staj süreciniz boyunca kendinizi bir İngilizce öğretmeni olarak nasıl algıladığınız hakkında bilgi edinmek istiyorum. Tüm kişisel bilgilerinizin gizli tutulacağını ve hatırlatmak isterim ki toplanan bilgiler sadece bu araştırma için kullanılacak. Sohbetimizin herhangi bir bölümünde bana sormak veya paylaşmak istediğiniz bir şey varsa, lütfen çekinmeyin. Başlamadan önce herhangi bir sorunuz var mı? Değilse, ses kaydına başlamamda bir sakınca var mıdır?

Tarih:

Yer:

Görüşmenin uzunluğu:

Katılımcının adı:

Sorular

1. Lütfen bana kendinizden ve bir öğretmen adayı olarak hayatınızdan bahsedin. (Yaş, memleket, aile, lise, öğretmenlik bölümü tercihi, vs gibi bilgiler sorgulanır.)

2. Öğretmen olmak istiyor musunuz? Eğer öyleyse, öğretmen olmak için nedenleriniz nelerdir? Lütfen sizi bu noktaya getiren önemli olaylardan bahsedin.

3. Nasıl bir öğretmen olmak istiyorsunuz? Lütfen olmak istediğiniz öğretmen tipini ve sebeplerini detaylı bir şekilde anlatınız.

4. Size bir İngilizce öğretmeni olmak ne ifade eder? Sizce bir İngilizce öğretmeni iyi veya kötü yapan nedir? Lütfen bana bu konuyla ilgili fikirlerinizi ve bu fikirlerinizi şekillendiren deneyimlerinizi anlatın.

5. Öğretmenlik eğitiminin bu dönemine kadar ortaya çıkan öğretmen kimliğinizin gelişimi hakkında konuşalım. Bu noktaya kadar kendinizi geleceğin İngilizce öğretmeni olarak hangi özelliklere sahip şekilde görüyorsunuz? Geliştirilmeye açık yönleriniz nelerdir?

6. Öğretmenlik Uygulaması dönemini nasıl betimlersiniz? Öğretmenlik Uygulaması ile ilgili olarak endişeleriniz ve beklentileriniz nelerdir? Başlamak üzere olan bu süreç hakkında ne düşünüyorsunuz? Bu dönemin öğretmenliğiniz üzerinde nasıl bir etki yaratacağını düşünüyorsunuz?

7. Lütfen, öğrencileriniz, uygulama öğretmeniniz ve uygulama öğretim elemanınızla ilişkilerinizi göz önünde bulundurup, staj okulunuzda kendinizi nasıl bir İngilizce öğretmeni olarak görmek istediğinizi ve istemediğinizi söyleyin. Bir öğretmen adayı olarak güçlü ve geliştirilebilir yönlerinizin neler olacağını düşünüyorsunuz?

8. Bir öğretmen adayı olarak sizi neyin zorlayabileceğini düşünüyorsunuz? Bununla nasıl başa çıkabilirsiniz?

9. Bir öğretmen adayı olarak bu sürecin size neler katacağını düşünüyorsunuz? Bu bağlamda öğretmenlik uygulaması sürecinin hangi yönlerinden nasıl yararlanabilirsiniz?

10. Sizce bu süreçte öğrencileriniz, uygulama öğretmenleriniz ve akademik danışmanınız sizi bir öğretmen adayı olarak nasıl görecekler?

11. Stajyer bir İngilizce öğretmeni olarak, kendinizi okul ortamında nasıl görüyorsunuz? Okul bahçesi, öğretmenler odası, müdür odası vs buralarda kendinizi nasıl konumlandıracağınızı hissediyorsunuz?

12. Sizce öğretmenlik uygulaması, kendinizi İngilizce öğretmeni olarak tanımlama şeklinizi potansiyel olarak nasıl etkileyecek?

İKİNCİ TUR GÖRÜŞME: ÖĞRETMENLİK UYGULAMASI SÜRECİNİN ORTASI

1. Nasıl bir Öğretmenlik Uygulaması dönemi geçirdiniz? Bu süreçte sizi etkileyen önemli olayları örnekler vererek açıklayabilir misiniz?

2. Öğretmenlik Uygulaması deneyiminizin ilk etaptaki beklentilerinizle örtüştüğünü düşünüyor musunuz? Kendi deneyimlerinizden örnekler vererek bu konuyu detaylandırabilirsiniz.

3. İngilizce öğretmeni olma konusundaki korkularınız ve istekleriniz, Öğretmenlik Uygulaması döneminin başlangıcına göre sizce nasıl?

4. Öğretmenlik Uygulaması deneyiminizi göz önünde bulundurarak, nasıl bir öğretmen olma yolunda ilerliyorsunuz?

5.Bu noktaya kadar mesleki uygulama yapan bir İngilizce öğretmeni olarak kendinizi nasıl görüyorsunuz? Lütfen bana kendinizle ilgili algılarınızı şekillendiren deneyimlerinizden ve önemli olaylardan bahseder misiniz?

6.Sınıfınızda yapmayı çok isteyip de yapmadığınız için pişmanlık duyduğunuz şeyler nelerdi? Var ise, nedenleri nelerdir?

7.Sınıfta yaptığınız ama yaptığınıza pişman olduğunuz şeyler nelerdi? Var ise, nedenleri nelerdir?

8.Bir öğretmen adayı olarak Öğretmenlik Uygulaması sürecinde sizi ne zorladı? Lütfen bana deneyimlerinizi ve bu deneyimler hakkındaki duygularınızı aktarır mısınız?

9.Öğretmenlik Uygulaması sürecinde bir öğretmen adayı olarak bu yolculuğunuza neler katkıda bulundu? Lütfen bana deneyimlerinizi ve bu deneyimler hakkındaki duygularınızı aktarır mısınız?

10.Bir İngilizce öğretmen adayı olarak güçlü ve zayıf yönleriniz sizce nelerdi?

11.Bir İngilizce öğretmen adayı olarak öğrencileriniz, okuldaki uygulama öğretmeniniz ve üniversitedeki danışmanınız ile olan ilişkilerinizden bahseder misiniz?

12.Sizce öğrencileriniz, birlikte çalıştığınız öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim elemanları sizi bir İngilizce öğretmen adayı olarak nasıl görüyor?

13.Öğretmenlik uygulaması, kendinizi bir İngilizce öğretmen adayı olarak tanımlama şeklinizi bu noktaya kadar nasıl etkiledi?

14.Öğretmenlik Uygulaması döneminin başlangıcına göre kendinizi öğretmen adayı olarak tanımlama şeklinizde bir değişiklik var mı?

15.Bu süreçte öğretmenlik kimliğinizin hangi yönlerden nasıl değiştiğini veya değişmediğini düşünüyorsunuz?

ÜÇÜNCÜ TUR GÖRÜŞME: ÖĞRETMENLİK UYGULAMASI SÜRECİNİN SONU

1.Lütfen bana tamamlamış olduğunuz Öğretmenlik Uygulaması deneyiminizle ilgili bütünsel izlenimlerinizden ve hislerinizden bahseder misiniz? Sizi bu noktaya getiren önemli olaylardan (sorunlar, sürprizler, olumlu gelişmeler vb.) örnekler verebilirsiniz.

2.Öğretmenlik Uygulaması deneyiminizin ilk etaptaki ve daha sonra oluşan beklentilerinizle örtüştüğünü düşünüyor musunuz? Kendi deneyimlerinizden örnekler vererek bu konuyu detaylandırabilirsiniz.

3.İngilizce öğretmeni olma konusundaki korkularınız ve istekleriniz bu Öğretmenlik Uygulaması dönemi sonunda nasıl gelişti?

4.Bu süreci tamamlamış bir İngilizce öğretmeni adayı olarak kendinizi nasıl görüyorsunuz? Lütfen öğretmen kimliğinizle ilgili algılarınızı şekillendiren deneyimlerinizden ve önemli olaylardan bahseder misiniz?

5.Sınıfınızda yapmayı çok isteyip de yapamadığınız şeyler nelerdi? Nedenleri nelerdir?

6.Sınıfta yaptığınız ama daha sonra yaptığınıza pişman olduğunuz şeyler nelerdi? Nedenleri nelerdir?

7.Bir öğretmen adayı olarak Öğretmenlik Uygulaması sürecinde sizi neler zorladı? Lütfen bana deneyimlerinizi ve bu deneyimler hakkındaki duygularınızı aktarır mısınız?

8.Bir öğretmen adayı olarak Öğretmenlik Uygulaması sürecinde bu yolculuğunuza neler katkıda bulundu? Lütfen bana deneyimlerinizi ve bu deneyimler hakkındaki duygularınızı aktarır mısınız?

9.Bir İngilizce öğretmeni adayı olarak güçlü ve geliştirilebilir yönleriniz sizce nelerdi?

10.Bir İngilizce öğretmeni adayı olarak dönem sonunu göz önünde bulundurarak öğrencileriniz, okuldaki uygulama öğretmeniniz ve üniversitedeki danışmanınız ile olan ilişkilerinizden bahseder misiniz?

11.Sizce öğrencileriniz, birlikte çalıştığınız öğretmenler ve üniversite danışmanınız sizi bir İngilizce öğretmeni adayı olarak nasıl gördü?

12.Öğretmenlik Uygulaması, kendinizi bir İngilizce öğretmeni adayı olarak tanımlama şeklinizi bu sürecin sonunda nasıl etkilemiş oldu?

13.Öğretmenlik Uygulaması döneminin başlangıcına ve ortasına göre kendinizi öğretmen olarak tanımlama şeklinizde herhangi bir değişiklik var mı? Varsa bu değişiklikler hangi yöndedir?

14.Uygulama öncesine kıyasla, öğretmenlik mesleğine yönelik bakış açınızda herhangi bir değişiklik oldu mu? Varsa bu değişiklikler hangi yöndedir?

15.Bu süreçte öğretmen kimliğinizin hangi yönlerden nasıl değiştiğini veya aynı kaldığını düşünüyorsunuz? Bu değişimleri neler tetikledi? Aynı kalan noktalarınız neden aynı kalmış oldu?

APPENDIX 2: SEMI-STRUCTURED INTERVIEW QUESTIONS (ENGLISH)

FIRST ROUND INTERVIEW: THE BEGINNING OF THE TEACHING PRACTICE PROCESS

First of all, thank you very much for volunteering to talk to me today. My name is Nur Sürüç Şen and I am a PhD candidate at Anadolu University. I am also a lecturer at the National Defense University. Today, we are going to talk about your emerging teacher identity in relation to the Teaching Practice period. In general, I would like to learn about how you perceive yourself as an English teacher during your practicum period. I would like to remind you that all your personal information will be kept confidential and the information collected will only be used for this research. If there is anything you would like to ask me or share at any part of our chat, please feel free. Do you have any questions before we start? If not, do you mind if I start the audio recording?

Date:

Location:

Length of interview:

Name of the participant:

Questions

1. Please tell me about yourself and your life as a prospective teacher (age, hometown, family, high school, motivation for choosing teaching, etc.).
2. Do you want to become a teacher and if so, what are your reasons for becoming a teacher? Please tell us about the important events that led you to this point.
3. What kind of teacher do you want to become? Please describe in detail the type of teacher you want to become and the reasons why.
4. What does it mean to you to be an English teacher? What do you think makes an English teacher good or bad? Please tell me about your ideas on this topic and the experiences that have shaped them.
5. Let's talk about the development of your identity as a teacher up to this point in your teacher training. What qualities do you see in yourself as a future teacher of English up to this point? What are your areas for improvement?
6. How would you describe the Teaching Practice period? What are your concerns and expectations about the Teaching Practice? How do you feel about this process that is about to begin? What impact do you think this period will have on your teaching?

7. Please tell us what kind of English teacher you would like and would not like to see yourself as in your placement school, taking into account your relationships with your students, your practicum teacher and your practicum lecturer. What do you think would be your strengths and areas for improvement as a student teacher?

8. What do you think might challenge you as a student teacher and how can you cope with this?

9. What do you think this process will contribute to you as a pre-service teacher? In this context, how can you benefit from which aspects of the teaching practice process?

10. How do you think your students, your mentor teachers and your academic advisor will see you as a teacher candidate in this process?

11. As a trainee English teacher, how do you see yourself in the school environment? How do you feel you would position yourself in the school garden, teachers' room, principal's office etc.?

12. How do you think the teaching practice will potentially affect the way you define yourself as an English teacher?

SECOND ROUND INTERVIEW: MIDDLE OF THE TEACHING PRACTICE PROCESS

1. What kind of a Teaching Practice period did you have? Can you explain the important events that affected you in this process by giving examples?

2. Do you think that your Teaching Practice experience was in line with your initial expectations? You can elaborate on this by giving examples from your own experiences.

3. How do you think your fears and aspirations about becoming an English teacher compare to the beginning of the Teaching Practice period?

4. Considering your Teaching Practice experience, what kind of a teacher are you on your way to becoming?

5. How do you see yourself as an English teacher who has practiced up to this point? Please tell me about experiences and significant events that have shaped your perceptions of yourself?

6. What are the things you regret not doing in your classroom that you would have liked to do? If yes, what are the reasons?

7. What are some things you did in class that you regret doing? If yes, what are the reasons?

8.As a pre-service teacher, what challenged you during the Teaching Practice process? Could you please tell me about your experiences and your feelings about these experiences?

9.What contributed to your journey as a pre-service teacher during the Teaching Practice process? Please tell me about your experiences and your feelings about these experiences.

10.What do you think were your strengths and weaknesses as an English language teacher candidate?

11.Can you tell me about your relationships with your students, your mentor teacher at school and your supervisor at university?

12.How do you think your students, the student teachers you worked with, the practicum teachers and the mentor teachers see you as an English language teacher candidate?

13.How has the teaching practice affected the way you define yourself as a pre-service English language teacher up to this point?

14.Is there any change in the way you define yourself as a pre-service teacher compared to the beginning of the Teaching Practice period?

15.In which ways do you think your identity as a teacher has changed or not changed in this process?

THIRD ROUND INTERVIEW: END OF THE TEACHING PRACTICE PROCESS

1.Please tell me about your holistic impressions and feelings about your completed Teaching Practice experience. You can give examples of important events (problems, surprises, positive developments, etc.) that brought you to this point.

2.Do you think that your Teaching Practice experience matched your initial and subsequent expectations? You can elaborate on this by giving examples from your own experiences.

3.How did your fears and aspirations about becoming an English teacher develop at the end of this Teaching Practice period?

4.How do you see yourself as an English language teacher candidate who has completed this process? Please tell us about your experiences and significant events that shaped your perceptions of your identity as a teacher?

5.What were the things you wanted to do in your classroom but could not do?
What are the reasons?

6.What were the things you did in class that you later regretted doing? What are the reasons?

7.As a pre-service teacher, what were the difficulties for you during the Teaching Practice process? Could you please tell me about your experiences and your feelings about these experiences?

8.As a pre-service teacher, what contributed to your journey during the Teaching Practice? Please tell me about your experiences and your feelings about these experiences.

9.What do you think were your strengths and areas for improvement as an English language teacher candidate?

10.As an English language teacher candidate, can you tell me about your relationships with your students, your mentor teacher at school and your supervisor at the university considering the end of the semester?

11.How do you think your students, the teachers you worked with and your university supervisor saw you as an English language teacher candidate?

12.How did the Teaching Practice affect the way you defined yourself as a prospective English language teacher at the end of this process?

13.Are there any changes in the way you define yourself as a teacher compared to the beginning and middle of the Teaching Practice period? If yes, in which direction are these changes?

14.Compared to before the practicum, has there been any change in your perspective towards the teaching profession? If yes, in which direction are these changes?

15.In which ways do you think your teacher identity has changed or remained the same during this process? What triggered these changes? Why did the aspects that remained the same remain the same?

APPENDIX 3: FOCUS GROUP INTERVIEW QUESTIONS (ORIGINAL)

ODAK GRUP GÖRÜŞMESİ: KESİŞEN HİKAYELER

1. Öğretmenlik Uygulaması döneminde öğretmen kimliğinizi şekillendiren önemli bir anı veya deneyimi paylaşabilir misiniz? Bu hikaye, bir öğretmen adayı olarak anlatınızın gelişimini nasıl yansıtıyor?

2. Öğretmenlik Uygulaması döneminde danışmanınızın, meslektaşlarınızın ve öğrencilerinizin söylemleri, sizin öğretmen kimliğinizi nasıl şekillendirdi? Bu farklı perspektiflerle nasıl başa çıkıyor ve çıkarımlarda bulunuyorsunuz?

3. Bu süreçteki deneyimleriniz, öğretmen olma yönündeki beklentilerinizi nasıl sınadı veya onları doğruladı?

4. Edinmiş olduğunuz deneyimlerinizden hareketle kendinizi öğretmenlik mesleğine ne derece uyumlu görüyorsunuz? Bu süreç boyunca herhangi bir değişiklik oldu mu?

5. Bu süreçte sahip olduğunuz farklı roller ve kimlikler (örneğin, öğrenci, öğretmen adayı, danışan) öğretmen kimliğinizle nasıl etkileşime girdi? Bu diyaloglar, öğretmen olarak kendinize yönelik algınızı nasıl etkiledi? Buna ilişkin bir örnek verebilir misiniz?

6. Öğretmenlik Uygulaması bağlamında güç dinamikleri ve toplumsal konumlandırmalar öğretmen kimliğinizi nasıl etkiledi? Bu bağlamda size atfedilen beklentiler ve varsayımlarla nasıl başa çıktınız? Öğretmen adayı olarak kendinizi belirli bir şekilde konumda hissettiğiniz bir örnek verebilir misiniz?

7. Öğretmenlik Uygulaması bağlamında farklı gruplara (örneğin, öğretmen adayları, İngilizce öğretmenleri) üyeliğiniz, öğretmen kimliğinizi nasıl etkiliyor? Bu sosyal kimlikler arasında yaşadığınız çatışmaları veya uyumu ve bunların öğretmen olarak kendinize yönelik algınızı nasıl şekillendirdiğini tartışabilir misiniz?

8. Öğretmenlikle ilişkilendirilen toplumsal kategorizasyonları ve önyargıları nasıl algılıyorsunuz? Bu algılar, öğretmen kimliğinizi ve uygulama okulunuzdaki diğer insanlarla olan etkileşimlerinizi nasıl etkiledi?

9. Öğretmenlik Uygulaması bağlamında süreci iyileştirme önerileriniz nelerdir? Geleceğin öğretmen adaylarına, uygulayıcılara ve karar alıcılara ne gibi önerileriniz olur?

10. Tamamlamış bulunduğunuz bu tez çalışması hakkında düşünceleriniz nelerdir? Kendi öğretmen kimliğinize dair farkındalığınıza nasıl bir etkisi oldu?

APPENDIX 4: FOCUS GROUP INTERVIEW QUESTIONS (ENGLISH)

FOCUS GROUP INTERVIEW: INTERSECTING STORIES

1. Can you share an important memory or experience that shaped your identity as a teacher during the Teaching Practice period? How does this story reflect the development of your narrative as a student teacher?
2. How did the discourses of your supervisor, colleagues and students shape your identity as a teacher during the Teaching Practice period? How do you deal with these different perspectives and draw conclusions?
3. How did your experiences in this process test or confirm your expectations about becoming a teacher?
4. To what extent do you see yourself as compatible with the teaching profession based on your experiences? Have there been any changes during this process?
5. How did your different roles and identities (e.g. student, pre-service teacher, client) interact with your identity as a teacher? How did these dialogues affect your perception of yourself as a teacher? Can you give an example of this?
6. How did power dynamics and social positioning in the context of Teaching Practice affect your identity as a teacher? How did you deal with the expectations and assumptions attributed to you in this context? Can you give an example where you felt positioned in a certain way as a student teacher?
7. How does your membership of different groups (e.g. student teachers, English teachers) in the context of Teaching Practice affect your identity as a teacher? Can you give an example of a conflict you experienced between these social identities?
8. How do you perceive the social categorizations and prejudices associated with teaching? How have these perceptions affected your identity as a teacher and your interactions with other people in your practice school?
9. What are your suggestions for improving the process in the context of Teaching Practice? What suggestions would you have for future student teachers, practitioners and decision makers?
10. What are your thoughts about this thesis study you have completed? What impact did it have on your awareness of your own teacher identity?

APPENDIX 5: CRITICAL INCIDENT REPORT OUTLINE (ORIGINAL)

KRİTİK OLAY ANLATIM ÇİZELGESİ

Lütfen Okul Deneyimi başlangıcından bu yana yaşamış olduğunuz ve önemli bulduğunuz olayları detaylı bir şekilde betimleyiniz.

Olay nedir, ne zaman, nerede, kimlerle gerçekleşti? Sizin bu olaydaki konumunuz neydi?	
Artıları, eksileri, dikkate değer yanları nelerdi?	
Alternatif senaryoları, doğabilecek farklı sonuçları, yapılabilecek farklı seçimleri neler olabilirdi?	
Neden bu olay sizin için kritikti? Size kendinizi nasıl hissettirdi?	

APPENDIX 6: CRITICAL INCIDENT REPORT OUTLINE (ENGLISH)

CRITICAL INCIDENT NARRATIVE CHART

Please describe in detail the events that you have experienced since the beginning of the School Experience and that you consider important.

What was the incident, when did it happen, where did it happen, with whom did it happen? What was your position in this incident?	
What were the advantages, the disadvantages, the remarkable aspects?	
What would be the alternative scenarios, the potential different repercussions, the alternative decisions that could have been made?	
Why was this event a critical one for you? How did it affect how you felt about yourself?	

APPENDIX 6: CLASSROOM OBSERVATION GUIDE (MERRIAM, 1998)

Date:

Time:

Participant's name:

Observed class:

Number of the students in the class:

Length of observation:

Class time: Physical Setting: Describe the classroom? What is in the room and how is it arranged? For what type of instruction (learning) is the classroom designed? What objects, resources, and technologies are in the setting? Draw a diagram.

The Participants: Describe the instructor and the students in the class, how many, and what are their roles? What are the relevant characteristics of the instructor and the students?

Activities and Interactions: What is going on? Is there a definable sequence of activities? How do the students interact with the activity, the instructor and with one another? How are the instructor, the students and the activities connected and interrelated? What techniques does the instructor use to deliver the material and facilitate the class? What norms or rules structure the class activities and interactions?

Conversation: What is the content of conversations in this setting? Who talks to whom? Who listens? How does the instructor talk to the students?

Subtle Factors: Informal and unplanned activities. Symbolic and connotative meanings of words. What is not being said and what does not happen?

My own behavior ("Observer Comments"): How is my role as an observer affecting the scene I am observing? What do I think about what is going on?

APPENDIX 7: VERBATIM EXTRACTS TRANSLATION TABLE

Table 5. Verbatim extracts translation table

Verbatim Extract Order and Page Number	Original Text	Translated Text
Emel 1 (p. 81)	<i>“Çok fazla öğretmeni tanımıyoruz yeniyiz ve şöyle ben yan bakış sevmiyorum açıkçası soğuk bi karşılama oldu gibime geldi. Ama belki de tanıdıkça daha farklı olur şimdi ilk hafta...”</i>	(We don't know many teachers, we are new and I don't like side glances, frankly, it seemed like a cold welcome. But maybe it will be different in the first week as we get to know them.)
(p. 81)	<i>“Bu korku aslında bugün oluşmaya başladı bende, diğer önceki hocalarımın yaptığı grammar translationa dönmekten korktum. O yüzden kendimi buna dönüşmekten nasıl koruyabilirim nasıl yapabilirim aslında bu soruları kendime sormaya başladım diyebilirim.”</i>	(This fear actually started to form within me today, I was afraid of returning to the grammar translation that my other previous teachers did. So I can say that I actually started to ask myself these questions about how I can protect myself from turning into this.)
(p. 82)	<i>Mesela bazı öğrenciler resim yapmaktan hoşlanmayabilir onlara farklı drama eğitimleriyle de katabiliriz veya çok farklı konuşmaya utanan bi öğrenciyi atıyorum başka tekniklerle dahil edebiliriz. Ne kadar çok çeşitlendirirsek o kadar iyi, ne kadar çok bireye dokunabilirsek yaptığımız metodlarla...</i>	(For example, some students may not like painting, we can involve them with different drama activities, or we can involve a student who is embarrassed to speak very differently with different techniques. The more we diversify, the better, the more individuals we can touch with our methods...)
(p. 84)	<i>Bunun daha önce geldiğini anladım yani bi insan olarak ilk önce ona saygı duyarsak öğrenciye, hani insan onurunu kırmadan yaklaşabilirsek mesela genellikle yakalardan tutulur ya... O şekilde tamamen birini kaybedebiliriz. Yani biz ne kadar desteklersek ne kadar çabalarsak aslında insanı da hayata tekrar kazandırabiliriz.</i>	(I understood that this came before, I mean, as a human being, if we first respect the student, if we can approach the student without offending human dignity, for example, they are usually grabbed by the collar... We can completely lose someone in that way. So the more we support, the more we try, we can actually bring the person back to life.)
(p. 84)	<i>“...hocalarımın arasında hani gerçekten çalışıyo emek veriyö diye gösterilen bi kişiyim genelde...”</i>	(“...among my professors, I am usually the one who is shown as someone who is really working and striving...”)
(p. 84)	<i>İngilizce öğretmeni olarak geliştirmem gereken çok şey var benim çünkü online eğitimler dışında yüz yüze bir eğitim ve deneyimim yok o yüzden özellikle sınıf yönetimi konusunda kendimi geliştirmeliyim.</i>	(I have a lot to improve as an English teacher because I don't have any face-to-face training and experience other than online trainings, so I need to improve myself especially in classroom management.)
(p. 85)	<i>Ya tamam bu çocukları sınav gerçeği var o yönde ilerletiyim diyebilirim ya da gerçekten farklı bir şeyler yaparak da onları farklı şeyler deneterek de ingilizceyi öğretebilirim aslında mümkün olduğu kadar yenilikçi olmak istiyorum ama bazı şeylerin maalesef</i>	(Either I can say, okay, there is the reality of the exam, I can move these children in that direction, or I can teach them English by doing something really different, I want to be as innovative as possible, but I

	<i>kısıtlandığını ve aslında kendi dönemimden beri bazı şeylerin aynı olduğunu gördüm...</i>	have seen that some things are unfortunately restricted and some things have been the same since my own period...)
(p. 85)	<i>“Hani sürekli kendini geliştiren eleştiren açık kendini yenilemeye gayret eden birisi olarak tanınmayı umuyorum diyelim...Eklektik bi öğretmen olabilirim. Ya da daha farklı bir şeye de dönüşebilirim şu anda gerçekten ben de bilmiyorum...Belki bu benim için bi motivasyon olur kendimi geliştirmek için onu süreç içinde göreceğiz...”</i>	("Let's say that I hope to be recognized as someone who constantly improves himself, criticizes and tries to renew oneself...I can become an eclectic teacher. Or I can turn into someone else, I don't really know right now...Maybe this will be a motivation for me to improve myself, we will witness it in the process...")
Emel 2 (p. 86)	<i>Hani böyle gramer için açtığım bir müzik daha farklı farklı şeyler öğretti hani bunu kitaplarda hani çok görüyordum ama böyle yaşayınca farklı oluyormuş.</i>	(You know, a music that I had turned on for grammar taught many different things, you know, I used to notice this a lot in books, but it is different when you experience it like this.)
(p. 87)	<i>“Bir durum oluyor ben kalakalıyorum yani diğer staja giren arkadaşlarımla da konuştum. Sizle dersinizde de böyle bir şey oldu mu ya da. Mesela mesela şöyle. Diğer staja benle gelen arkadaşlarımdan bazıları zaten kurslarda filan çalışıyorlardı. Belirli bir süreliğine hani diyordum? Sizin hiç başınıza böyle bir şey geldi mi neler? Baya hani? Herkese soruyordum diyebilirim. Çünkü yani sorarak öğreniyorum, ben de öyle söyleyeyim.”</i>	(There is a situation that happened and I am stuck, I mean, I talked to my other friends who also entered the practicum. Did something like this happen with you in your class or. For example, for example. Some of my other friends who came to the practicum with me were already working in courses or something. For a certain period of time, I mean, have you ever had such a thing happened to you? Quite a lot, you know? I can say I was asking everyone. Because I mean, I can learn by asking, let me put it that way.)
(p. 87)	<i>“...ya da onlar bana bir fikirle geliyordu hani. Benim işte film şeridi gibi bir kutum vardı. Ondan mesela “Hocam bugün mesleği yapalım, hocam işte bugün başka bir şey yapalım mı?” Böyle onlar da çeşitlendirdi o yüzden güzel oldu.”</i>	(...or they'd come to me with an idea. I had a box like a film strip. For example, (they would request) “Let's do the occupations today, should we do something else today?” They also diversified it, so it was nice.)
(p. 87)	<i>“...ben hani dersi anlatacağım bitecek ders planlarımı yazacağım, derste vereceğim, böyle düşünüyordum. Ama yani bir kere öğretmenliğin daha farklı bir şey olduğunu anladım. Yani dediğim gibi o kadar kitap okuyoruz, makale okuyoruz ama onlar gerçeği tamamen yansıtmıyor.”</i>	(I used to think that I will teach the lesson, I will write my lesson plans, I will deliver the lesson. But I realized that teaching is something different. I mean, as I said, we read so many books and articles, but they do not completely reflect reality.)
(p. 88)	<i>“...mesela insan olunca içinde ve dinamikler o kadar çok değişiyor ki o gün planladığımın tam tersi bir şey yapabiliyorum öğrencinin şeyine göre. Ya da mesela ben hiç grammar translation asla işlemem diyordum, öğrenci onu istiyordu. Öyle öğreniyor yani o, bir dersliğine onu yaptım. Öyle olunca hani</i>	(...for example, when there are people in it and the dynamics change so much that I can do something opposite to what I planned for that day, depending on the student's thing. Or for example, I said I would never do grammar

	<i>böyle çok farklı oldu ama beni geliştirdiğini düşünüyorum.”</i>	translation, the students demanded that. That's how they learn, so I did that in one of their lessons. When it happened like that, it was very different, but I think it has developed me.)
(p. 88)	<i>“Bir de dediğim gibi yani empati duygum da arttı yani mesela şey diyordum. Hani bu çocuk çantasını alıp çıkıyor ama niye çıkıyor? Bunu görmüş oldum yada işte hani sınıfta dolanmak istiyor ama neden dolanmak istiyor?”</i>	(Also, as I said, my sense of empathy increased, I mean, for example, I was saying, you know, this student takes his bag and leaves, but why does he leave? I was able to recognize this, or you know, he wants to walk around the classroom, but why does he want to walk around?)
(p. 88)	<i>“...tamam, tamamen korkutma cezaya dayalı olmasın ama mesela hadi sizin isminizi tahtaya yazacağım deyince mesela normalde hiç sevmediğim bir tabirdi ama bunu kullanmak zorunda kalıyorsunuz sonra. Bakıyorsunuz ki işe yarıyor artık en son çare onu kullanmaya başladım.”</i>	(...OK, I don't want it to be completely based on intimidation and punishment, but for example, when I say, "Come on, I'm going to write your name on the blackboard", for example, it's a phrase I normally don't like at all, but you have to use it later. You see that it works, so I started to use it as a last resort.)
(p. 89)	<i>“...böyle tenefüs aralarında bile ben çekiniyordum öğretmenler odasına girmeye... Çünkü böyle bakışları falan sevmiyorum diğer hocaların. Öyle söyleyeyim, hani staj öğrencisi, neden burada...Öyle olunca tabii benim yanımda istedikleri gibi konuşamıyorlar ama...”</i>	(I was hesitant to enter the teachers' room even during the recess times... Because I don't like the stares of the other teachers. Let me put it this way, you know, a practicum student, why is she here...So of course, they can't talk as they like in my presence, but...)
(p. 89)	<i>“Açıklardı resim yapmaya başka bir şey yapmaya bende hani beklemiyordum sadece hani test çözüp geçmeyi planladığım bir ders oluyordu. Ama öyle geri dönütler de olunca güzel oldu. Yani şanslı hissettim...”</i>	(They were open to drawing or doing something different and I didn't expect that, you know, it was just a lesson I was planning to solve tests and move on. But it was nice when there was that kind of feedback. So I felt lucky...)
(p. 89)	<i>“En başta böyle değildim. Herkes öğrenecek, herkes öyle olmak zorunda ama şimdi herkesin kendine ait zamanı var. O zamana göre ilerlesin, yıl sonunda herkes bilsin ama o anda o derste onu öğrenmek zorunda değil. Birazcık onu kırdım diyebilirim kendimde, birazcık daha esnek oldum.”</i>	(I wasn't like this at first. Everyone will learn, everyone has to be like that, but now everyone has their own time. Everyone should progress according to that time, everyone should learn it at the end of the year, but they don't have to learn it in that class at that moment. I can say that I slightly cracked that, I became a little more flexible.)
(p. 90)	<i>“Çocuklar gittiler, öğretmenlerini falan karşılaştırdılar. Resimlerini çizip yani. Öyle çok farklı şeyler de olmuştu. Hani böyle yaratıcı olsun, drama olsun ama çok suistimale açık.”</i>	(The children went and compared their teachers and stuff. They drew pictures of them. There were also very different incidents like that. You know, let it be imaginative, let it be like a drama, but it is very open to manipulation.)
(p. 90)	<i>...yani öğretmen kimliğim çok değişti açıkçası. Acaba dedim, eklettik mi olacağım</i>	(I mean, my identity as a teacher has changed a lot. I wondered if I

	yoksa işte. başka bişey mi olacağım. Hani çok böyle şeydim. Hani bir anda tam ben tamamen işte traditionalmışım. Daha sonra bir baktım tamam, ben de eklektikmişim dedim sonra. Sonra işte ben yenilikçiymişim aslında. Dedim böyle hani çok evet, hepsi aynı anda olayı buymuş onu gördüm yani.	was going to become eclectic or something else. You know, I was very much like that. You know, all of a sudden I was completely conventional. Then I realized, okay, I was also eclectic. Then I realized that I was actually an innovative one. I said, you know, very much, I realized that this was the thing of being all of them at the same time.)
(p. 91)	<i>“Yani kelime öğrenmek isteyen ya yazarak ya da başka bir oyunlarla öğreniyor ama zaten öğrenmek istekli olmayan birisine de hiç öğretemiyorsunuz hani artık zorlamamaya başladım.”</i>	(I mean, those who want to learn vocabulary learn it either by writing or through other games, but you can't teach it to someone who is not interested in learning it anyway, so I started not to push it anymore.)
(p. 91)	<i>“Hocam biz bebek miyiz niye bu videoyu açtınız. Bir de hani şarkı asla dinlemek istemiyorum diyen de vardı. Dinleme etkinlikleri yaptırmak istediğim an sınıf gidiyordu.”</i>	(Teacher, are we infants or what? Why did you play this video? There were also those who said that they never wanted to listen to songs. As soon as I tried to make them do listening activities, the class was drifting away.)
(p. 92)	<i>“Kendimi hiç gibi hissediyordum böyle sonra diyordum böyle. Ben o kadar şey yaptım. Hani makale falan okudum bunları hiç mi hatırlamamışım o anlık falan oluyordu... Yani bir dersten çıkıyordum, tamam olmuyorsa? Olmuyor, sonra başka bir dersi görüyordum ama bir dahakine şunu da yapayım diyordum. Öğretmen kimliğim açısından gerçekten böyle dalgalanmaların olduğu dönemden geçtim diyebilirim.”</i>	(I felt like nothing, and then I was like this. I did so many things, you know, I read articles and stuff, and I didn't remember them at all... I mean, I would leave a class, okay, if it is not working, it doesn't work, then I would do another class, but I would think I should do this next time. I can say that I really went through a period of such fluctuations in terms of my identity as a teacher.)
(p. 92)	<i>“...hani çocuk panik oluyor? Ben daha çok panik oluyorum ya da böyle bir sorun oluyor. Böyle çantasını alıp çıkıyor. Kalıyorum böyle.”</i>	(You know, the student gets panicky? I get more panicky, or there's a problem or something like that. He takes his bag and walks out. I remain stuck like this.)
(p. 92)	<i>“Aslında tedirgin olmamın normal olduğunu, bu kadar hani belki çok rahat olsaydım ciddi yapmazdım. Bazı şeyleri ya da bazı şeylerin bilincinde olmazdım. Bana bunun normal olduğunu hatırlatıp... hani kendinden de örnek verdi.”</i>	(She reminded me that it was normal for me to be anxious, that maybe if I was so relaxed I wouldn't be so serious, I wouldn't be so aware of certain things. She reminded me that it was normal and... you know, she gave me an example of herself.)
(p. 93)	<i>“Ben böyle dersi kaynatılan birisi olurdum büyük ihtimal. Çünkü böyle çok hani yapsın da nasıl yaparsa yapsın yani üretsın de diyorum... O yüzden çok yani suistimal edilen bir dersim olurdu diye düşünüyorum. Yani sınıf yönetimi konusunda.”</i>	(I would probably be someone whose class is being disrupted. Because it's like that, I don't care about the way they do it, I mean, I just want them to be productive... That's why I think I would have a very exploited lesson, I mean, about classroom management.)
Emel 3 (p. 94)	<i>“Ölçüşmedi, ben ilk etapta dedim ki birazcık daha kendimi geliştiririm, bir şeyleri rayına oturturum. Örneğin zaman yönetimi</i>	(“It failed to meet, at first I said that I would improve myself a little bit more, I would put certain things in

	<i>etkinliklerini ona göre ayarlayabilirim diyordum. Çünkü benim etkinliklerim hep yarım kalıyordu ilk dönemde. Zaman şeyini ayarlayamadım için. Şimdi yani etkinlik süresini bırakın etkinlik yapamadım. O yüzden birazcık şey oldu hiç beklentimi aslında düşürdü. Daha doğrusu öğretmenlik, yani milli eğitim'de çalışma isteğimi de düşürdü...”</i>	perspective. For example, I thought I could adjust time management practices accordingly, because my activities were always incomplete in the first semester. Because I couldn't manage the time. Now, I mean, I couldn't do any activities, let alone the duration of the activity. So it was a little bit of a problem, it actually dropped my expectations. More precisely, it lowered my desire to teach, that is, to work at the public schools.”)
(p. 95)	<i>“...başta kelimeleri veriyordu, structure'ları veriyordu Whatsapp grubundan, onlar deftere yazıp ezberliyordu. Daha sonra 3 tane ayrı kaynaktan işleniyordu bunlar. Evet, soru çözümü gibi onlar o düzene alışmıştı. Yani sadece yazma okuma doldurma. Onlara böyle. Hani kendi fikirlerini sorunca şaşırıp kalıyorlardı ya da kendi defterlerine yazmadığın bi kelimeyi verince bildikleri halde garipsiyorlardı.”</i>	(At first, she would assign vocabulary items, structures from the Whatsapp group, they would put them in notebooks and then they would memorize them. Then they were covered from 3 separate resources. Yes, they were accustomed to that order like question and answer. So just writing, reading, and filling. That's how it was for them. You know, they were confused when you asked them their own ideas or when you gave them a word that they didn't write in their notebooks, they got awkward even though they knew it.)
(p. 96)	<i>“...sorumluluklarımı daha farkına vardım. Yani öğretmenlik tamam güzel. Şöyle söyleyeyim, derse girer gider değilmiş. O ders süreci içinde yapması gerekenler var. Dikkat etmesi gerekenler var. Mesela çocuğun morali bozuk olduğunda ya da annesini araması, gerektiğinde de ona destek verebilmesi.”</i>	(I became more conscious of my responsibilities. I mean, teaching is all right. Let me put it this way, it's not just about the lessons. There are things to do during that period. There are things to pay attention to. For example, when the child is in a depressed mood, the teacher should call the mother and also support the child when necessary.)
(p. 96)	<i>“Kendimi güçlü ve güçsüz yönlerim var ve bunların gerçekten çok iyi farkına vardım. Aslında güçlü ve güçsüz yönlerimin ne olduğunu bilmek bana da birazcık güvenimi artırıyor. Çünkü hani emin olmadığım konularda durma noktasını da biliyorum. Örneğin sınıf yönetiminde ya da zaman yönetiminde...”</i>	(“I have my own strengths and weaknesses, and I am really well aware of them. In fact, knowing what my strengths and weaknesses are gives me a little confidence. Because I know the stopping point when I'm not sure. For example in classroom management or time management...”)
(p. 96)	<i>“Bir de staj hocamın dediği gibi hani... Birazcık daha tabiri caizse, cazgır ol, cazgırlık yap hani şey demişti bana. Hani biliyorum bu senin karakterin değil ama öyle ol... Hani altıncı sınıflara hani bir şeyler yaptırmaya çalışma arkandan hani dalga geçiyorlar, gülüyorlar falan demişti.”</i>	(“And as my internship teacher said... She told me: “Be more aggressive, so to speak. I know it's not your nature, but become that way... You know, don't try to get the sixth graders to do some activity, you know, they were making fun of you behind your back, they were laughing and all...” she said.”)

	“...normalde ben yumuşağım. Benim staj öğretmenim de en çok eleştirdiği olay buydu. Sen çok yumuşaksın, seni yerler. Çünkü onlar canavar diyordu bana. Hani ben de hani? Ne olabilir ki filan hani diyordum ama gerçekten. Şey, belirli bi öğretmen öğrenci ilişkisini korumak gerekiyormuş.”	(“...Normally I am a gentle person. This was the matter that my practicum teacher criticized the most. You're so gentle, they'll eat you alive. Because they are all monsters, she would tell me. I would wonder what could go wrong, but really... Well, it turned out to be crucial to maintain a certain type of teacher-student relationship.”)
(p. 96)	“Özel kolejlerde falan böyle senin gibi hocalar tutulur ama burada yapamazsın falan demişti bana. Milli eğitime uygun olmayan birisi olduğumu düşünüyordur.”	(“She told me that in private colleges, teachers like me were hired, but I could not do it here. She probably thinks that I am not suitable for public schools.”)
(p. 97)	“...mesela öğrenciler hiç konuşmak istemiyordu. Hani bi soru sorduğunda mesela “Do you have a cat?” dediğimde hiçbir şekilde cevap vermek istemiyordu. Türkçe söyleyebilirsiniz diyordum. Onda da cevap vermek istemiyordu.”	(“...for example, the students did not want to talk at all. When I asked a question, for example, "Do you have a cat?" They didn't want to answer it in any way. I was telling them that they can speak Turkish but they didn't want to answer in Turkish, either.”)
(p. 97)	“...hani kendi aramızda bile şakalaştı artık? Hani 20 gün sonra atar şey yapar filan diye. Çünkü bize yaklaşık bir ay sonra falan dönmüştü. Hani hocam başlıyor staj ne yapacağız bi de şeyleri falan var. Hani deprem olayları var. Ne yapacağız yani? Hiçbir sıkıntımızda yanımızda değildi.”	(“You know, we joked about it even among ourselves. You know, 20 days on, he would reply to our messages or something like that. Because he sent a reply about a month later. We thought the practicum was about to begin but there were these earthquake happenings. So what are we going to do? He was not with us in any of our troubles.”)
(p. 97)	“...bu benim olmak istediğim bir karakter değildi. Benim ilk öğretmenlik seçerken de tamamen hayalim bu değildi. Mesela bakıyorum başka ülkeler hani neler yapıyor ya da yenilikleri falan yapıyorum. Yani neler, neler kullanılmış, teknolojiyle neler yapılmış? Hani staj okuluna gidiyorum yani bazen akıllı tahta açılmıyor. Dedim ben hani ne yapıyorum?”	(“...this was not the character I wanted to become. This was not my dream when I first chose to be a teacher. For example, I investigate what other countries are doing or I integrate the innovations. So what was utilized, what was fulfilled with technology? You know, I'm going to the practicum school and sometimes the smart board doesn't even function. I asked myself, what am I even doing?”)
(p. 98)	“...çünkü benim istediğim ideal olanla yaptıklarım farklı. Yani böyle bir fark oldu. Geleneksel bir yapıya büründüm yani.”	(“...because what I do and the ideal one I want to do are different. So there has been such a difference. Therefore, I've taken on a traditional stance.”)
(p. 98)	“X Hoca çok sert bir kadın çok otoriter... Kuş uçurtmayan dersinde her şeyi her noktasına kadar kontrol eden kuralcı. Doğrucu bir kadın. Bense şeyim yani birazcık daha serbest olsunlar. Şeyler kendileri bir şeyler yapsınlar modundaydım.	(“The practicum teacher is a very strict woman, very authoritarian... She is a rule maker who controls everything in her class by keeping a sharp lookout. A righteous woman. However I'll let them be a little

	<i>O yüzden birazcık uyuşamadı tarzımız öyle söyleyeyim...X hoca gibi yani ona büründüm belirli bir zaman sonra çünkü öğrencilerin isteği oydu.”</i>	more free. I am in the mood for things like letting them do things themselves. That's why our methods didn't match a little bit... Like the practicum teacher, after a while I transformed into her because that was what the students desired.”)
(p. 99)	<i>“Çünkü biz piramidin en altında gibiydik. En üstte müdür vardı. Hani müdür ne diyorsa o oluyordu.”</i>	(“Because we were like at the bottom of the pyramid. At the top was the school manager. You know, whatever the manager wished, it would happen.”)
(p. 99)	<i>“...benim ilk baştaki yola çıkarkenki özümde olan şeydi. Çünkü ben onu atarsam bu sefer beni ben yapan şey olmayacak yani. Ben ilerleyeceğim hani alanda da bu dil eğitimi teknolojiyle birleştirmek istiyorum. Farklı yani bu bölüme başlarken ki zaten ilk hedefim bir şeyleri alana yenilik getirmektir. Eğer ben o hani o yenilik kısmından ya da o araştırma kısmından vazgeçersem bu sefer benim öğretmen olma amacım da tamamen yerle bir olacak. O yüzden aynı kalmasına seviniyorum.”</i>	(“...it was what was in my essence as I set off on my journey in the first place. Because if I throw it away, there won't be the thing that makes me myself this time. I want to integrate language education with technology in the field where I will progress. When I started this department, my first aim was to bring innovation to the field. If I give up that part of innovation or that part of research, then my purpose of being a teacher will be completely destroyed. So I'm glad it stayed the same.”)
(p. 100)	<i>“Yani en azından yaratıcılıklarını gösteren bir konuşma etkinliği yapmalarını isterdim. Ya da o güveni en azından kendilerine verebilmeyi isterdim.”</i>	(“I mean, I would have wanted them to at least do a speaking activity that brings out their creativity. Or at least I wish I could give them that confidence.”)
Emel FGI (p. 101)	<i>“...kimlik kargaşasını çok yaşadım. Özellikle de bu ilk birinci dönemde staja daha yeni gitmişim. Hani kendim öğretmen olduğumu bile daha yeni farkına vardığım bir aşamaydı böyle çocuklar bazen sınıfın ortasında teacher yerine abla abla diye sesleniyorlardı diyordum ki, hani ben sizin ablanız değilim.”</i>	(“I experienced a lot of identity crisis, especially in the first semester when I had just started my practicum. You know, it was a phase when I was only recently realizing that I was a teacher, and sometimes students would call me "big sister, big sister" instead of "teacher" in the middle of the class, and I would say, "You know, I am not your big sister.”)
(p. 101)	<i>“...arkadaşlarımın da dediği gibi biz hep Amerikan ekolü gittik ve birden bakınca aslında fanusta gibi hissettim. Kendimi fanusta bir şeyleri öğrenmişim de gerçek hayatta beni atmışlar gibi hissettim. O yönden eksikim çok oldu diyebilirim.”</i>	(“As my friends said, we always studied the American approach, and when I realized it, I actually felt like I was in a fishbowl. I felt as if I had learned something in a fishbowl and they threw me out in real life. I can say that I was very deficient in that respect.”)
(p. 101)	<i>“Yani sadece belirli şeylerine yardımcı olabileceğimiz bir araç olarak görüyorlar öğretmenden ziyade ben özellikle ikinci dönemde bunun farkına vardım. Dediğim gibi zaten idare bizi bir piyon olarak görüyor işlerini yaptırabilecekleri yani hiçbir şekilde öğretmen olarak kabul</i>	(“I mean, they only see us as a tool that we can help them with certain things, rather than a teacher, and I realized this especially in the second semester. As I said, the administration already sees us as a pawn that they can make them do

	<i>edildiğimi görmedim... Staj kesinlikle çok kısa bizim için. Yani biz 4 yıllık bir bölümümüz ve sadece bir yılınızın birkaç saatini haftada birkaç saatini girerek bir şeyler yapmaya çalışıyoruz ve başkasının sınıfında başkasının kurallarıyla..."</i>	their work, so I never felt that I was recognized as a teacher in any way... The practicum is definitely too short for us. I mean, we are a 4-year department and we are only trying to do something by spending a few hours in one year, a few hours a week, and in someone else's classroom with someone else's rules..."
(p. 102)	<i>"...hani lütfen listening writing kısımlarını geçelim. Kitaptan sadece etkinlikleri dolduralım. Yeter. O mentalitedeki bir öğretmen tabii ki de benim öğretmenliğini kabul etmeyecektir. Tabii ki de beni öğretmen olarak görmeyecektir. Çünkü ben drama yapmak istiyorum. Ben video izleterek bir kelime öğretmek istiyorum. Onu boşa zamanmış gibi görüyor."</i>	("...you know, let's please skip the listening and writing parts. Let's just fill in the activities from the book. That's enough. A teacher with that mentality will of course not acknowledge me as a teacher. Of course she will not consider me as a teacher. Because I want to teach drama. I want to teach a vocabulary item by showing a video. She considers it a waste of time.")
(p. 102)	<i>"...staj hocamda şey demişti. Hani çocuklara o kadar yakın davranma o kadar hani onların hoşlanacakları etkinlikler, falan düzenleme. Hep tepene çıkarlar. İşte senin arkandan hani dalga geçiyorlar dersinde girdik, eğlendik diyorlar. Arkandan dalga geçiyorlar."</i>	("My practicum teacher also said something. You know, don't be so friendly with students, don't arrange activities that they will like, and so on. They will always get on your nerves. They will always make fun of you behind your back, you know, they would say, "We had fun in your class". They mock you behind your back.")
(p. 103)	<i>"Hem öğretmenlik kimliğinde hem de kendimle alakalı bir şeylerin daha çok fark etmeme yardımcı oldu ve bunu mesleğe tamamen başlamadan önce yapmak, tamamen mezun olmadan önce yapabilmek de ayrıca çok büyük bir artı sağladı benim için, o yüzden gerçekten keyif aldığım bir süreçti."</i>	("It helped me realize something more about both my teaching identity and myself, and doing this before I started my profession completely, and being able to do it before I graduated completely, was also a huge plus for me, so it was a process that I really enjoyed.")
(p. 103)	<i>"Bu sorular olmasa ve dediğim gibi arkadaşlarımda da hani tecrübelerini duymasam belki de öyle yapmaya devam edecek etmişim ve şunu anladım, hani sadece benim başıma gelmiyormuş bu sorunlar ama hepimiz tüm böyle. Türkiye'deki staj öğrencilerin hani alan fark etmeksizin başına gelebiliyormuş demek ki hani kendimi o kadar da parçalamam, yemem gerekmiyormuş diye hani düşündüm."</i>	("If these questions did not exist and I did not hear about the experiences of my friends as I said, perhaps I would have continued to do so, and I realized that these problems did not only happen to me, but all of us are like this. I thought that it can happen to all the practitioner students in Türkiye regardless of the field, so I don't have to lean over backwards that much.")
Emel CIR (p. 105)	<i>"...bir öğretmen adayının gözünden- basit ve kolay görünen bir sınıf içi etkinliğin aslında öğrenciler için ne kadar önemli olabileceğini anladım. Buna ek olarak sınıf yönetimi becerilerimi geliştirmem gerektiğini fark ettim. Örneğin sınıf yönetimim iyi olsaydı o anda panik yapmak yerine olaya farklı şekilde ve çözüm odaklı</i>	("I realized - from a pre-service teacher's perspective - how important a seemingly trivial and easy classroom interaction can actually become in the lives of students. In addition, I noticed that I need to improve my classroom management skills. For example, if

	<i>yaklaşabilirdim...kaynaştırma öğrencisinin derse katılım isteğini düşürdüğüm ve onun derse ilgisinin kaybindan dolayı hâlâ üzgün hissetmekteyim; lakin sonrasında olayı incelediğimde özellikle sınıf ve kriz yönetiminde kendimi geliştirmem gerektiğini fark ettiğim için mutlu hissediyorum.”</i>	I had better classroom management skills, I could have handled the situation in a different and solution-oriented way instead of panicking at that moment...I still feel sad that I decreased the inclusive student's willingness to participate in the lesson and lost his/her interest in the lesson; however, when I reflect on the incident afterwards, I feel happy that I finally realized that I need to improve myself especially in classroom and crisis management.”)
(p. 105)	<i>“Genellikle duygularını aniden yansıtan ve soğukkanlı olamayan bir insanım; ancak okuldaki öğretmenlerin olayı ele alma şekilleri ve gerekli olan şeyleri yerine getirmeleri bana bu problem karşısında nasıl bir çözüm yoluna gidileceğine dair bir örnek oluşturdu.”</i>	(“I'm the kind of person who is usually quick to show emotion and can't keep my cool, but the way the teachers at the school handled the situation and did what was necessary gave me an example of how to deal with this problem.”)
(p. 106)	<i>“...çevirinin bir yerde gerekli olduğunu kabul etmiştim ve farkında olmadan öğrencilere gereğinden fazla çeviri yaptırmaya başlamıştım hatta bir saat sadece öğrenciler istiyor diye GTM odaklı ders işlemiştim. Bu durum “Acaba ileride transmission oriented bir öğretmen mi olacağım?” sorusunu kendime sordurmuştu ve bende korku yaratmıştı. Haftalar geçtikçe ve derslere devam ettikçe kendi alan derslerimde gördüğüm şekilde dersleri ilerletmeyi denedim. Başta zorlansam da artık “interpretation-oriented” bir İngilizce öğretmeni olacağıma inanıyorum ve bu beni mutlu ediyor.”</i>	(I had accepted that translation was essential at some point and I had unintentionally started to make the students translate more than necessary and I even taught an hour of GTM-oriented lessons just because the students wanted me to. This made me ask myself the question "Will I become a transmission-oriented teacher in the future?" and it filled me with fear. As the weeks went by and I continued with the lessons, I tried to improve the lessons in the way I learned in my subject area courses. Although it was difficult at first, I now believe that I will become an "interpretation-oriented" English teacher and this makes me happy.”
(p. 106)	<i>“...kendimi kullanılmış hissediyordum. Sonuçta bir öğretmen, tutmadığı nöbet için beni kullanarak ek ücret alacaktı. Bu durum hoşuma gitmemişti. Aslında öğretmenlik uygulamasını sevdiğim için bir hafta erken başlamıştım ama artık eskisi kadar mutlu hissetmiyordum. Motivasyonum düşmüştü.”</i>	(“I felt exploited. After all, a teacher was going to use me to get extra payment for the shifts he didn't keep. I did not appreciate this situation. I had actually started a week early because I liked the teaching practice, but I didn't feel as content as I used to. My morale had declined.”)
(p. 107)	<i>“...oyun terapileri ile giderilmeye çalışılırdı, depremzede öğrencilerin adaptasyon sorunları biraz da olsa giderilebilirdi. Örneğin onlar için öğle aralarında ya da okul sonrasında düzenlenebilecek aktiviteler; onların okulu daha iyi tanımasını sağlayabilir ve güvende oldukları hissettirilebilirdi.”</i>	(“...if play therapies were used to relieve some of the adaptation problems of earthquake survivor students. For example, activities that could be held for them during lunch breaks or after school could help them get to know the school better and make them feel safe.”
Gamze 1 (p. 114)	<i>“Ne öğretmeni olursan ol bi öğretmen senin hayatını değiştirebilir. Ve ben de bir çok</i>	(“No matter what you teach, a teacher can transform your life.

	<i>insanı iyi etkileyebilirim diye düşündüm. Bunu da kendime görev edindim açıkçası hala bu yolda ilerliyorum.”</i>	And I thought I could also influence a lot of people in a good way. I made it my mission, and frankly, I am still on this journey.”)
(p. 114)	<i>“...bu zincirin halkası olmaktan gurur duyuyorum. Çünkü ben göçüp gidicem bu dünyadan ama öğrettiğim şey kalıcak. Üstüne kona kona böyle katlana katlana devam edecek bu da beni çok mutlu ediyö düşündüğümde yani boş gitmedim bu hayattan dedirtiyor bana, öğretmen olmak sebebim bu.”</i>	(“...I am proud to be a part of this chain, because I will pass away from this world, but what I teach will survive. It will continue to grow and expand, and this makes me very pleased when I think about it, it makes me say that I did not leave this life in vain, this is the reason why I became a teacher.”)
(p. 114)	<i>“Bence İngilizce öğretmeni olmak bi çocuğun elinden tutup onu global dünyaya açmak demektir.”</i>	(“I think being an English teacher means grabbing a student by the hand and opening them up to the global arena.”)
(p. 114)	<i>“...gerçekten hayatıma dokundu ve direk bende şöyle bi ışık yandı: Ben de birine böyle bişey yapabilirim.”</i>	(“...and it really has touched my whole life and it just immediately lit a spark in me this way: I can do something like that to someone.”)
(p. 115)	<i>“İlk ders geldi böyle elim ayağım titredi kadından böyle. Hani bağırdı çağırdı tahtaya vurdu...ama sınıf kötü olunca öğretmen de birazcık kendini durduruyo bu yüzden dördüncü sınıftaki öğretmenimi de biraz daha iyi anlayabiliyorum.”</i>	(“The first class rolled around and my hands and feet trembled because of the lady. You know, she yelled and knocked on the board...but when the class is in a bad state, the teacher restrains herself a little bit, so I can now understand my fourth grade teacher a little better.”)
(p. 115)	<i>“İyişi çocuğu dersten soğutmaz hep hevesini diri tutar, kötüsü de kendi egosuyla, kendi öğretmen egosuyla eğitim felsefesini çakıştırandır.”</i>	(“The good ones do not discourage children from the lessons but keep their enthusiasm alive, and the bad ones are those who overlap their own ego, their own ego as a teacher, with their philosophy of education.”)
(p. 115)	<i>“İngilizceyi çocukların önemsemediği böyle eğlenceli boş bi ders gördüğü çok aşıkâr. Sadece not almak için girdiklerini görüyorum. Ama bundan beşinci sınıfları tenzih ediyorum...”</i>	(“It's obvious that students don't care about English, they see it as such a fun, pointless lesson. I see them only attending to get their points, but I'm exempting the fifth graders from this...”)
(p. 115)	<i>“...bu yüzden zaten daha önce de kurumda çalışmaktan kaynaklı öğretmenler odasına girmek çıkmak beni hiç germiyo ama diğer stajyer arkadaşlarımı aşırı geriyo. Bu da çok güzel bi heyecan. Hiç gerilmiyorum öğretmenler odasına girerken.”</i>	(“That's why, since I have already worked in an institution before, entering and leaving the teachers' room doesn't make me anxious at all, but it makes my other trainee friends extremely tense. This is a very nice thrill. I am not nervous at all when I enter the teachers' room.”)
(p. 115)	<i>“Hocamızı bekliyoruz bişey söylicez...”, “Ne söyliceksiniz, ben de sizin hocanızım artık bana da söyleyebilirsiniz.” dedim... Eğer o sınıf yüzde yüz benim kontrolüm altında olsaydı, ben o sınıfa haftada 6 saat girmiyor olsaydım da bütün hafta o sınıf</i>	(“We are waiting for our teacher, we will say something...”, “What will you say?” I said “I am your teacher and you can tell me now.”... If that class was one hundred percent under my control, if I was not in that class only 6 hours a

	benim öğrencim olsaydı ben o sınıfı süreklilik yasasıyla baya sokardım rayına.”	week, if that class was my classroom for the whole week, I would have gotten that class back on track through the law of continuity.”)
(p. 116)	“Okutturdum, reading aloud yaptırđım böyle, çevirme-grammar translation, neden? Hoca öyle istedi, mesaj attım hocaya. Çevirtirin parçayı ben öyle yaptırıyorum, dedi. Grammar Translation Method kullandık ve çevirdik paragrafı. Bu şekilde işledik dersi. Bilmiyorum ne kadar etkiliydi. O kadar şok oldum ki bu arada, üniversitede öğrendiğim her şeyle yaşanan şey taban tabana zıttı hocam böyle öyle böyle değil.”	(“I made them read, I made them read aloud, like that, grammar translation, and why? The teacher demanded it that way, so I sent a text message to the teacher. He said, "Translate the passage, that's how I do it.". We used the Grammar Translation Method and then translated the paragraph. This is how we conducted the lesson. I don't know how efficient it was. I was so traumatized, by the way, everything I was taught at the university was completely contradictory to what I experienced, my dear teacher, nothing of the sort.”)
(p. 116)	“...ki kelime yazdırıyorlar deftere ve ezber yaptırıyorlar her hafta sözlüleri var o öğrendikleri kelimelerden. Bize asla yapmayın dedikleri tek şey olabilir yani.”	(“They (the students) write words in a notebook and have them memorized every week, they have oral exams from the words they learned. It might just be the one thing they (university instructors) told us never to do.”)
(p. 117)	“...diğer staj arkadaşlarını ezip dersi sağı eline alan ve bütün dersi işleyen ve onları da sadece konu mankeni gibi oturtan kişi olmak istemiyorum hatta onlara da söyledim özür diledim dedim ki hani öyle bi durum içinde kaldık ki hani bir şey yapmak zorundaydım sizden de rol çalmak istemiyorum diye. Hani böyle sıvrılıp de en iyisini ben bilirim kişisi olmak istemiyorum. Ama istiyorum ki onlar da benim gibi olsun ve biz yükümüzü paylaşalım.”	(“I don't want to be the person who crushes the other trainees and takes over the lesson and teaches the whole lesson and makes them just sit like wall flowers. I even told them, I apologized and said that we were in such a situation that I had to do something because I didn't want to steal a role from you. I don't want to stand out like that and be the "I know best" person. But I want them to be like me and we can share our responsibilities.”)
(p. 117)	“...dedi genç olmak ne güzel kalkıp iki dkda atlayıp zıplayıp çocuklara bişey katabiliyosun ben yoruluyorum dedi mesela, oysa ki ben de yorulmuştum o sırada ama takdir edilmek güzel ama bu işin tersine dönmesi, beğenilmemesi, ya da ne bileyim işte ay sen de çok abartıyosun ya gibi bişeye dönmesi beni çok üzer hevesimi kırar.”	(“...she said, "How nice it is to be young, you can get up and jump in two minutes and contribute something to the students, I would get exhausted" but I was also tired at that time, but it's nice to be appreciated. However, if it gets reversed, not liked, or transformed into something like "You're romanticizing it too much." would make me so upset and discourage me.”)
(p. 117)	“Geçici, beni şey görmüyor ki hocam böyle, hani bu benim öğretmenim. Böyle kuralı var ben bundan çekineyim birazcık. Öyle görmüyor. Gelecek gidecek bu sonra, bu dönem var öbür dönem yok.”	(“This is temporary, they don't see me as a thing, like this, you know, this is my teacher. She has such a rule, I should be a little reserved about it. They don't consider it like

		that. She will come and go, this term, not the next term.”)
(p. 118)	“Başa çıkabilmekten korktuğum şey bu. Hani çocuğu ben düzeltebilirim ama velisi izin vermiyor. Velisi izin veriyse, çocuk bana açılmıyor. Çocuk bana açılıyo, sınıf arkadaşları onu kayırdığını düşünüyse. Çocuklar benim kayırdığımı düşünmese sınıfta 30 çocuk var her birinin sorunuyla ilgilenirken dersi kaçırıyorum. Bu sefer de müfredattan geri kalıyorum. Hani dört kolum olması lazım.”	(“That's what I'm afraid to deal with. You know, I can work with the student, but the parents won't let me. The parents allow it, the child doesn't open up to me. The child opens up to me, his classmates think I have favored him. If the kids don't think I'm favoring them, there are 30 kids in the class and I'm dealing with the problems of each one of them and I miss the lessons. This time I get behind in the syllabus. You know, I have to have four arms.”)
(p. 118)	“Veli tarafından bi çıkış kapalı, milli eğitim tarafından bi çıkış kapalı, okul zümresi tarafından bi çıkış kapalı. Bütün çıkışları kapatılmış ve sisteme hapsolmuş bi öğretmen olmak istemezdim. Bu yüzden belki de akademisyenliği tercih ediyorum çünkü syllabusunuzu kendiniz hazırlıyorsunuz.”	(“One exit is blocked by the parents, one exit is blocked by the national education system, one exit is blocked by the head of the school. I wouldn't want to be a teacher whose all exits are closed and trapped in the system. That's why maybe I prefer academics because you can prepare your syllabus yourself.”)
Gamze 2 (p. 120)	“Açıkçası yol ayrımında görüyorum ya siz sistemin çarklısı olacağım. Ya da o çarklıya sıkışan ufak tefek bir parça olacağım. Yani zaten hani dünyayı değiştirmek çok ultra bir şey bizim için. Biz sadece işte dokunabildiğimiz kadarıyla çocukların hayatına dokunup şu global dili şu ortak dili öğretip dünyaya açılmalarını sağlamaya çalışıyoruz.”	(“Honestly, I see that I am at a junction, either I will be a part of the mechanism or I will be a small piece that gets squeezed in that mechanism. I mean, changing the world is already a very radical thing for us. We are just trying to touch the lives of as many students as we can, teach them this global language, this common language and open them up to the world.”)
(p. 120)	“...dinleme aktivitelerini geçiyorlar. Öğretmenlere biz geçmeyince de niye geçmedik burayı diyorlar, niye geçelim diyorum, dinleyerek de görmeniz lazım. Ya öğretmenimiz geçiyor diye söyledim falan diyorlar. Yani birazcık hayal kırıklığı oldu hep.”	(“...they skip listening activities. When we don't skip, they say to the teachers why didn't we skip here, I say why should we skip, you need to understand it by listening. They say, "Oh, I said it because our teacher is skipping it" or something like that. So there was always a little bit of frustration.”)
(p. 121)	“Sonra stajın içerisinde öyle bir olay yaşandı ki. Yani kendimle ilgili o kadar güzel bir şey fark ettirdi ki bana sabırlıymışım gerçekten. Yani kişisel gelişime bile etkisi oldu bu stajın öyle söyleyeyim.”	(“Then such an event happened during the internship. I mean, it brought me to realize something so beautiful about myself that I was really patient. I mean, this practicum even had an effect on my personal development, let me put it that way.”)
(p. 121)	“...aslında anlıyorum sizi sizi heyecanlısınız ama geçer merak etmeyin dedi. Böyle var ya hani böyle bir hayatım böyle bir anda hızla önümden geçti, tam olarak neden öyle söylediniz falan diye kaldım. Hani kötü	(“In fact, I understand you, you are excited, but it will pass, don't worry, they said. My life suddenly passed by me in a flash, I was left wondering why exactly they said

	<i>hissettim kendimi resmen birinin egemenliği altındayız ya. Yani çok kötü hissettiriyor insana bu. Aklımda direkt şey oldu. Bıraksam acaba bunları da müdürü olsam bir okulun. Hani müdür olayım da bir okul da normal olsun yani diye düşündüm.”</i>	that. You know, I felt bad, we are officially under someone's authority. I mean, it makes you feel very bad. I immediately thought of something. I wonder if I should quit all this and become the principal of a school. You know, I thought that I could be a principal and then a school would be normal.”)
Gamze 3 (p. 123)	<i>“hayalini kurardım, bir gün buraya geleceğim. Sonra ilkokula başladığımda da öğretmenimin bize nasıl söz geçirebileceğini görüp vay be çok havalı, herkes onu dinliyor diye düşünüp o günden beri öğretmen olmak istiyorum...Benim o okulun etrafında dolanırken umutla baktığım hallerim hiçbir zaman aklımdan gitmeyecek. O yüzden hep o çocuğa borçluyum. Aslında bugün olduğum kişiliği o çocuğa borçluyum...”</i>	(“I used to dream that one day I would come here. Then when I started primary school, I saw how my teacher could influence us and I thought wow, she's so awesome, everyone listens to her and ever since that day I want to be a teacher...I will never forget the way I looked full of hope when I was wandering around that school. That's why I am always indebted to that child. In fact, I owe the person I am today to that child...”)
(p. 123)	<i>“...öğretmenlik mesleğini ben kaybolmayacak bir cevher olarak görüyorum. Çünkü bugün benim öğrettiğim yarın bir başkası da başkasını öğretecek ve böylelikle hiç kaybolmayacak ve devam edecek.”</i>	(“I consider the teaching profession as a treasure that will never be lost, because what I teach today, someone else will teach someone else tomorrow, and this way it will never be lost and will carry on.”)
	<i>“...bir buçuk yıl pandemi ile 6 ay depremle birazcık bertaraf oldu. Tabii üniversite hayatımız bizi umutsuzluğa sürükledi ama birçok şey yolunda gitmedi hocam ama hiçbir şey de beni yolumdan etmedi açıkçası.”</i>	(“A year and a half with the pandemic and 6 months with the earthquake. Of course, our undergraduate life drove us to desperation, and many things didn't go well, but frankly, nothing took me out of my way.”)
(p. 124)	<i>“Öğrenci mi öğretmen mi tam anlayamadığımız stajyerlerin gelip derse girmesi daha genç olmaları, daha dinamik olmaları. Bunlar hep bizi özendirirdi ve bunu özendirdiğini bilerek işte bir okula gidip özenilecek o stajyer öğretmen modunda olmak çok heyecan vericiydi.”</i>	(“Trainees, who we couldn't quite understand whether they were students or teachers, would come and teach, the fact that they were younger, and more dynamic. These always encouraged us and knowing that it had encouraged us, it was very exciting to go to a school and to be in that trainee teacher mode to be admired.”)
(p. 124)	<i>“Keşke üçüne de izin verselerdi. O zaman belki kültürel farkındalığını arttırabilirdim çocukların hani en ufak bir şey yapmak için bile o kadar çok debeleniyorsunuz ki devlet okullarında...”</i>	(“I wish they had authorized all three of them. Then maybe I could have raised the cultural awareness of the children, you know, you have to struggle so much to do even the smallest things in public schools...”)
(p. 125)	<i>“...bunlar kutsal meslekler değil. Bunlar bizim mesleğimiz. Bunlar bizim görevimizi yapmak için okuduğumuz şeyler bunlar. Ha tabii ki de bir harf öğretmenin 40 yıl kölesi olurum mantığıyla türk toplumunda yerimiz hani ne kadar öyle gözüксе de değil de hani</i>	(“These are not sacred jobs. These are our jobs. These are the things we have studied to do our mission. Of course, our place in Turkish society with the logic that I would be a slave for 40 years who teaches me a single letter is not really like

	<i>böyle güzellenmiş olsa da aslında pek öyle değil.”</i>	that, no matter how much it may seem like that, even though it has been embellished like that.”)
(p. 126)	<i>“...tabii zedeleniyor bazen bazen gerçekten böyle katı bir kişiliğe dönüşmek zorunda kalıyorum. Allah’tan bunu da yapabiliyorum, yapamazsam. Ağlayarak çıkarsınız yani sınıftan öyle zorluyorlar insanı.”</i>	(“Of course it bruises sometimes, sometimes I really have to transform into such a strict identity. Fortunately, I can do that, if I can't. You'd leave the classroom crying, that's how much they force you.”)
(p. 126)	<i>“seviyorlar içten içe ama çok da kabullenemiyorlar. Hani sonuçta bırakıp gideceğim çünkü onları niye bana bağlasınlar ki.”</i>	(love me deep down, but they can't embrace it. You know, at the end of the day, I'm going to abandon them anyway - why would they be attached to me?)
Gamze FGI (p. 127)	<i>“...bize hani şu gözle bakıyordu bizimkiler yani geçicisiniz Siz geleceksiniz, biraz anlatacaksınız gideceksiniz. Sonra bu sınıf gene bana kalacak. O yüzden benim de çok düzenimi bozmayın.”</i>	(“They would think of us as, you know, you are only temporary, you will come, you will teach a little bit and then you will disappear. Then this class will be all mine anyway. So don't disturb my system too much.”)
(p. 128)	<i>“Staj hocaları bazen öyle davranıyor kızım sen de öğretmen olursun takılma bunlara falan böyle saçma sapan sanki ben daha az öğretmenmişim. Tamam en öğretmen sensin.”</i>	(“Practicum teachers sometimes treat us like that, my girl, you'll become a teacher too, don't worry about these things and such nonsense, as if I am “the lesser” teacher. Okay, you're “the most” teacher.”)
(p. 128)	<i>“(üniversitede) öğrencisin okula geliyorsun öğretmensin. Öğrenci dışarıda görüyor. Abla ne yapıyorsun? Diyor: Okula geliyor öğretmenim diyor.”</i>	(“You are a student (at the university), you come to the school, you are the teacher. The student sees you on the street. He says, “Big sister, what are you doing? She comes to school and calls you a teacher.”)
(p. 128)	<i>“Bazen çok yoruldum da gerçekten sekizinci sınıflara bakın ben sizden büyüğüm ben şu an buranın öğretmeniyim bilincini aşılayana kadar...”</i>	(“Sometimes I'm so tired until I really implant in the eighth graders the consciousness that look, I am older than you, I am the current teacher here...”)
(p. 129)	<i>“beni bunlar hiç anlamamışlar ya hiç doğru yere koymamışlar yani mesela filiz hocaya nasıl anlatamıyorsan bunu utanıyorsan filiz hocadan, aslında benden de utanması gerekiyor.”</i>	(“They have never understood me, they have never put me in the right place, for example, if you are ashamed of how you are unable to explain these things to the teacher, in fact, you should be ashamed of me, too.”)
(p. 129)	<i>“...bu hoca kendi doğruları ve yanlışlarına göre çocuklara doğruları ve yanlışları belirtiyor. Yani genel geçer değil de kendi doğrularına göre yapıyor bunu. O zaman bu çocuklar yanlış şeyler de öğreniyor olabilirler.”</i>	(“This teacher is telling the children what is right and wrong according to her own rights and wrongs. So she is doing it based on her own truths, not the general truths. In that case, these children may be learning the wrong things.”)
(p. 129)	<i>“Bu sizin bu dönemki öğretmeniniz benim sözüm ne kadar kıymetliyse onun sözü o kadar kıymetlidir. Onun sözü benim sözümüdür, hiçbir şekilde saygısızlık kabul etmiyorum gibi ciddi bir tanıtım...”</i>	(“This is your teacher this semester, her word is as valuable as mine. Her word is my word, I do not take any disrespect in any way, like a serious introduction...”)

	<i>“Sonra hiç işine karışmayın. Çok böyle kritik anlar yaşanmadığı sürece hiç işine karışmayın. Bazı zamanlar derse girmeyin. Tek başına kalsın, sınıf yönetimini kendi alsın. Şunu görsün, sınıf yönetimi dersinde öğrendiğin gibi değil.”</i>	(“Then stay completely out of their business. Unless there are very critical moments, don't interfere at all. Don't attend class sometimes. Let them be on their own, let them take charge of the class. Let them realize that classroom management is not like what they learned in class.”)
(p. 130)	<i>“Mesela kritik olay anlatım çizelgesi yazarken olayın kritik olduğunu orada fark ediyorum.”</i>	(“For instance, when I write a critical incident narrative chart, I realize that the incident is indeed critical.”)
(p. 130)	<i>“Toplumsal açıdan hem politik açıdan hem akademik açıdan hem eğitim ve öğretim açısından kendimizi sorgulamamıza ve toplumu sorgulamamıza sebep olan yönetimi, toplumun yönetimi de yargulamamıza sebep olan sorularda biraz daha anladık.”</i>	(“We came to understand a little more in the questions that caused us to interrogate ourselves socially, politically, academically, in terms of education and training, and to question the society, and to evaluate the conduct of the society.”)
(p. 131)	<i>“Mesela farkındalık yarattı bende belki böyle bana hep sorular sorup, öz eleştiri yaptıran biri olmasaydı...yine böyle kendimi kandırarak 15 sene çalışacaktım...”</i>	(“For example, it created awareness in me, maybe if I didn't have someone who always asked me questions and made me self-criticize...I would have worked for 15 years by deluding myself like this still...”)
(p. 131)	<i>“Keşke dedim kendi kendime bu şekilde her stajyeri dinleyen, özeleştiri yapmasına sebep olan süreç içsel değerlendirmeler olsaydı...”</i>	(“I said to myself that I wish there were internal evaluations that made every practitioner involved in the process of listening and self-criticizing...”)
Gamze CIR (p. 133)	<i>“Üniversitede eğitim alırken hocam rekabetçi sınıf ortamından kaçınmamızı söylemişti ama rekabetçi alışmış bir sınıf ortamında nasıl yönetim sağlayacağımı kimse öğretmemişti.”</i>	(“When I was attending a university course, my lecturer told us to avoid a competitive classroom environment, but no one taught me how to manage in a classroom environment that was used to being competitive.”)
(p. 133)	<i>“Bu olayın benim için kritik olma sebebi fazlasıyla panik yapmamdı. Normalde hiç böyle bir olayla karşılaşmamıştım ve nasıl kontrol altına alabileceğimi bilmiyordum. Nitekim yıllardır öğretmenlik yapan hocalar da ne yapacağını şaşırıyor. Kendimi çok çaresiz hissettim.”</i>	(“The reason why this incident was critical for me was that I completely panicked. Normally, I had never experienced such an event and I didn't know how to manage it. As a matter of fact, the teachers who had been teaching for years didn't know what to do either. I felt very desperate”)
(p. 133)	<i>“Bu olay bana kendi 13-14 yaşımı hatırlattığı için kritikti. Çünkü o dönemlerde insan yeni ergenliğe girdiği için hormonal değişimler de hesaba girince iyice yalnız hissediyor ve kimse beni anlamıyor şeklinde sitem edebiliyor. Onlara sizi anlıyorum diyebildiğim için oldukça iyi hissettim.”</i>	(“This incident was critical because it reminded me of my age of 13-14. Because at that time, when hormonal changes are taken into account because people are just entering puberty, they feel very lonely and they can complain that no one really understands them. I felt very happy to be able to tell them that I do understand them.”)

(p. 134)	“Öğrencilerimin hiçbiri sanat galerisi görmemiş, çok azı müze görmüştü. Hiçbiri bir kütüphaneye gidip ders çalışmamış, bir kütüphaneden kitap ödünç almamıştı. Kültürel etkinliklerden bihaber olmaları, Avrupa’daki yaşutlarından geride kalmaları beni mutsuz etmişti...aldığım eğitimin boşa gittiğini hissettirdi. Zira biz eğitimde program dışı etkinlikler adında bir ders aldık ve bu ders kapsamında böyle şeyler yapmamızın gerekli olduğu anlatıldı. Bir kez daha okulda öğrendiğimiz teorik bilgilerin pratikte geçersiz olduğunu görmüş oldum.”	(“None of my students had seen an art gallery, very few had seen a museum. None of them had ever been to a library to study or borrow books from a library. I was unhappy that they were completely ignorant of cultural activities and that they were falling behind their peers in Europe...it made me feel that my education was in vain. Because we took a course called extracurricular activities and we were told that we needed to do such things within the scope of this course. Once again, I realized that the theoretical knowledge we learned at school was irrelevant in practice.”)
Ayla 1 (p. 139)	“İngilizce öğrenmeye başladım, farklı dillere ilgi duymaya başladım. Sonra dedim aa neden acaba bunlarda uzmanlaşıp farklı insanlara bunu göstermiyim. Zaten bi rol model de var karşımda o şekilde başladı...”	(“I started to learn English, I started to develop an interest in other languages, and then I thought, why don't I specialize in these and teach them to different people? I already had a role model in front of me, that's the way it started...”)
(p. 140)	“...mesela bir Covid süreci geçirdik. Orda aslında olduğu yerde kalan, teknolojiyi takip edemeyen, eğitimle harmanlayamayan öğretmenler geride kaldı dimi, o öğretmenin öğrencileri, o bireylerin öğrencileri geride kaldılar.”	(“...for example, we went through a Covid pandemic, where teachers who remained in the same spot, who could not keep up with the technology, who could not integrate it into education, were left behind, and the students of those teachers, the students of those individuals were also left behind.”)
(p. 141)	“Öğretmenler odasına girdiğimizde bi tık dışlanmış hissettim. Ama bunu normalleştirmeli miyim bilmiyorum ama tabii ki onların hani kendi çalışma ortamları var o anlamda ben çok kafaya takmadım... Oturmuş bi ortam olduğu için o şekilde ilerletti tabii insanlar.”	(“When we entered the teachers' room, I felt a bit alienated. But I don't know if I should be normalizing this, but of course they have their own working space, so in that sense I didn't bother too much... Because it was an already settled environment, of course people progressed in that way.”)
(p. 141)	“...birçok insanı eğitiyoruz, direk yani toplumun yapı taşı o insanlar ve biz onları bi fidandan ağaca çeviriyoruz. Acaba ben bunu hakkıyla yapabilir miyim neler beni zorlar, neler zorlamaz... Bunları gözlemlemek istiyorum.”	(“...we are teaching many people, these people are the building blocks of society and we are turning them from a seedlings into a tree. I question if I can do this properly, what will challenge me, what will not be challenging... I would like to monitor these things.”)
(p. 142)	“...bu otuz kişiyi ben nasıl durdurabilirim çünkü bi noktada onlara bağırarak istemem... Daha böyle efektif bi çözüm bulmak gerekiyor bence. O yüzden öğreten arkadaşlarımı gözlemlicem ben kendi adıma. Aynı zamanda staj hocamızı gözlemlicem ve pek çok şey araştırıp denemeyi düşünüyorum.”	(“...how can I manage to handle these thirty students because I don't want to be yelling at them at some point... I think it is necessary to find a more efficient solution. That's why I will observe my fellow trainers on my own behalf. At the same time, I will observe our practicum teacher and I think I will

		explore and try many different things.”)
(p. 142)	“...atanırsam mesleğimi asıl icra edeceğim yer burası benim. O yüzden bşeyleri deneyimleyip daha çok ders çıkarmak için stajı da kendim için bir fırsat olarak görüyorum ben. Şayet öyle bi karar verirsem mesela kesinlikle mesela benim için çok büyük bir deneyim olacak.”	(“...If I get appointed, this is where I will actually be practicing my profession. Therefore, I see the practicum as an opportunity for me to experience something and learn many lessons. If I make such a choice, for instance, it will definitely be a crucial experience for me, for example.”)
Ayla 2 (p. 143)	“Dersler arasında ettiğimiz istişare böyle birbirimize yardımcı olmamız süreci biraz benim adıma kolaylaştırdı. Çünkü inanılmaz bir kafa karışıklığı...”	(“The discussions we had between the classes and the way we supported each other made the experience a little bit smoother for me. Because it was an extraordinary confusion...”)
(p. 144)	“...genelde böyle birileriyle konuşunca kendi güçlü yönlerini zayıf yönlerini görebiliyorsun, ona göre dersini tekrardan şekillendirebiliyorsun...”	(“...usually when you talk to someone as such, you can recognize your own strengths and weaknesses, and you can reconfigure your teaching accordingly...”)
(p. 144)	“...manevi anlamda çok güçlü bir meslek bence öğretmenlik öğrencilerin sana yaklaşımı böyle minik bir şey bile. Hani günlerce mutlu olmanı sağlayabiliyor. O yüzden o anlamda evet öğretmen olabilirim diye düşünmeye başladım.”	(“...I think teaching is a very morally powerful profession, the way students approach you, even such a small thing. It can bring you happiness for days. So in that sense, I have begun to realize that yes, I can become a teacher.”)
(p. 144)	“İkisinin arası nasıl bulunur, nasıl daha yararlı aktiviteler, gerçekçi sınıf ortamında uyarlanır bunları sorgularken aslında kendimdeki o gelişimi ben hissettim mesela işte. Her zaman teste gidiliyor. Şu an çoğu sınıfta maalesef bu durum böyle. Bunu gördük. Hani farklı okullara giden arkadaşlarla da konuştuk. Bu yanlış, ileride hani bunu değiştirecek kişiler biz olduğumuz zaman nasıl değiştirebiliriz?”	(“When I was questioning how to find a middle ground between the two, how to implement more effective activities in a realistic classroom environment, I actually felt that growth in myself, for example. They always focus on the exam. Unfortunately, this is the state of affairs in most classrooms now. We have observed this. We also discussed it with some friends who went to other schools. This is wrong, how can we actually change it in the future when we become the ones who will change it?”)
(p. 145)	“...kendimi otoriter bir öğretmen olarak görüyordum. Ve kafamda ilk önce bunun canlanması hoşuma gitmiyordu. Öğretmenliği yapan benim değiştirecek kişi de benim diye düşündüm. O yüzden biraz daha Derslerimi değiştirmeye çalıştım yani bu noktada. Biraz daha hep söylüyorum ama çağı Takip eden bir öğretmen olmaya çalışıyorum.”	(“...I saw myself as an authoritarian teacher, and I didn't like the way this was visualized in my mind at first. I figured that I am the one who does the teaching and I am the one who will transform it, so I tried to modify my lessons a bit more at this point. I always mention it, but I try to be a teacher who follows the current era.”)
(p. 145)	“Çok özgür değildik. Bir şeyler kısıtlıydı, sonuçta varolan bir anlatım şekli var öğretmenlerin uyguladığı. Ve sen bunun üzerine eklemek zorundasın. Yani bir	(“We didn't have a lot of autonomy. Things were constrained, after all, there's an established way of articulation that the teachers

	<i>anlatım şekli belirleyemezsin bir noktada öğretmenin girdiği sınıf o öğrencilerin alışık olduğu bir anlatım tarzı var o yüzden de kimse kendi stilini belirleyemedi.”</i>	implement and you have to expand on it. Namely, you can not determine a novel way of articulation, at some point the class is used to the expression that the teacher utilizes; that’s why, no one could determine their own style.”)
(p. 146)	<i>“...bizim dönemi eksik görüyor; her dersimizde vurgulardı. Siz çok dezavantajlısınız diye... Online eğitimden hani çok fazla denk geldiği için bu online sürecim genel itibariyle onun dönemimiz konusundaki şeyleri olumlu değil. Hani bir şeylerin iyiye gidebileceğini söylüyor ama çok daha sıcak bakmıyor. Ben onunla aynı fikirde değilim bu anlamda...”</i>	(“...he sees our era as deficient, he used to emphasize it in every lesson. You are at a disadvantage... Since there was a lot of online education, this online period of mine is not very positive about our era in general. You know, he says that things can get a little better, but he doesn't look much more favorably. I don't share his thoughts in this sense...”)
Ayla 3 (p. 147)	<i>“...okulda yapılan “Ben öğretmenim, sen stajyersin. Ben senden büyüğüm, sen benden küçüksün.” Bunun olması hoşuma gitmiyor. Gerçekten bir amaçla buradayız. Bunun hani ben seçmedim sen seçtin beni stajyer olarak almayı ama ben seçmedim. Ben buraya zorunlu geliyorum o yüzden. Ve olması gereken dışındaki tavırlarla karşılaştığımda hoşlanmıyorum.”</i>	(“At the school they say things like "I'm a teacher, you're a trainee. I'm older than you, you're younger than me." I don't like it when that happens. We are really here for a reason. You know, I didn't make the choice, you chose to take me as an trainee, but I didn't. That's why I come here compulsorily. And I don't like it when I encounter attitudes other than the way it should be.”)
(p. 148)	<i>“...ben kesinlikle açık konuşayım, ben kesinlikle öğretmen olamam uzun vadede diye düşünüyordum. Çünkü bir şeylerin böyle bu vicdani sorumluluk gerektiren meslekler beni biraz korkutuyor. Bu tamamen aldığım keyiften bağımsız işi ne kadar iyi yaptığımdan bağımsız hani bir şey olarak söylüyorum. Bunu maalesef mükemmeliyetçi biriyim ve yaptığım işin en iyisini yapmaya çalışıyorum.”</i>	(“...let me be absolutely frank, I was thinking that I could never be a teacher in the long run, because professions that require such a moral responsibility frighten me a little bit. This is completely irrespective of the enjoyment I get, irrespective of how well I do the job, I'm a perfectionist and I try to do the very best in what I do.”)
(p. 148)	<i>“O bana yükleyeceği stres ve benim kişiliğime olan etkilerini göz önüne alarak uzun vadede yapamayacağımı düşündüğüm bir meslekti. Ama hani bu süreçte bu yola çıktığım zaman staj sürecinde çok farklı hocalarla tanışyorsun... her birinin hikayesinin dinliyorsun ve baktığın zaman orada aslında çoğu insan vurduğum duymaz değil. Yani hepsi bu konuyu kafasına takıyor.”</i>	(“It was a profession that I thought I could not perform in the long run, considering the stress it would put on me and its implications for my personality. But you know, when I started on this path in this process, you meet many different professors during the internship process... you hear the story of each of them and when you look at it, most people there are actually not insensitive. I mean, they all worry about this issue.”)
(p. 148)	<i>“Evet, bu benim algımı şekillendirdi çünkü neden, ister istemez bir kıyaslamaya giriyorsun. Neler öğrenciyle iz bırakıyor, ne onların hoşuna gidiyor, biraz daha o şeylere ağırlık vermeyi o şekilde yaklaşmayı en azından benzer profildeki öğrencileri</i>	(“Yes, this shaped my perception because why, inevitably you engage in a comparison. What leaves an impression on the students, what they are attracted to, I decided to focus a little more on those things

	<i>gördüğümde, o şekilde yaklaşmaya karar verdiğimde evet dedim. Yani hani bu şekilde olması gerekiyor...”</i>	and approach it that way, at least when I saw students with a similar profile, when I decided to approach it that way, I said yes. I mean, this is how it should be...”
(p. 149)	<i>“Bu değişimleri neler tetikledi? Özeleştirim. Aynen, çünkü çok fazla kişisel muhakeme yaparım böyle her zaman... hakkını verememek bir işin hakkını verememek, bu kadar hani kendimin üzerine geldiğim zaman ya tamam dedim hani sen de insansın ve gerçekten hani bunu bu kadar düşünüyorsan zaten bu senin bu işi önemsendiğin ile... ilgilidir dedim. O yüzden bu beni tetikledi ve sınıfta bir şeyleri değiştirmeye başladım... eğer çok ekstrem derecelerde değilse bence bu öğretmeni tetikleyen ve ileriye götüren bir şey.”</i>	(“What triggered these changes? My self-criticism. Exactly, because I do a lot of self-reflection all the time... not being able to do justice to a job, not being able to do justice to a job, when I was so critical of myself, I said okay, you are a human being and if you really think about it that much, I said this is actually related to the fact that you really care about this job. So this stimulated me and I started to initiate changes in the classroom... if it's not too radical, I think it's something that stimulates the teacher and takes them forward.”)
(p. 149)	<i>“mesela şu an diğer öğretmenleri de eleştirebiliyorum. Yani maalesef birçok öğretmen şunu diyor ya hani ona dokunma o zaten öyle. Biz denedik o öğrenciyi. Çabaladık, onu kurtarmaya çalıştık, inanmıyorum buna hani bir noktada. Bunun değiştirilebildiğini gördüm.”</i>	(For example, I can criticize other teachers now. I mean, unfortunately, many teachers say, you know, don't even touch him, he is already like that. We have tried that student. We tried, we tried to save him, I don't believe that at some point. I realized that this can be altered.)
(p. 149)	<i>“belli bir kitap üzerinden gitmek zorundayız bu biraz evet... Hayalleri olan dersi belli bir tarzda işlemek isteyen bir öğretmen için hayal kırıklığı olabiliyor.”</i>	(We have to go by a certain book, that's a bit yes... It can be frustrating for a teacher who has aspirations and dreams and wants to teach in a certain way.)
(p. 150)	<i>“böyle çok kısa bir staj sürecinde belki de insanların hayatlarına dokunamam. O böyle yarım kalmışlık hissi bende garip hissettiriyordu.”</i>	(“maybe I can't affect people's lives in such a short practicum period. That feeling of being incomplete made me feel awkward.”)
(p. 150)	<i>“O yüzden aynı doğrultuda olduğum, aynı sayfada olduğum insanlarla beraber çalıştım. O da tabii ki hem süreci kolaylaştırdı. Hem bana birşeyler kattı.”</i>	(“That's why I worked with people I was in the same direction, on the same page, which of course made the experience much easier. It also taught me some things.”)
Ayla FGI (p. 151)	<i>“...işte bunlar da geldi geleli burası da bir doldu falan gibi bir tavırla karşılaşmıştık. E gerçekten çok olmuştum hani hani zaten seçebilseydim, bu tavırların olabileceği bir okulda yer almak istemezdim... O saygı sanırım bana göre saygıdır bu o çerçevenin dışına çıkılması aslında onlara göre bir hiyerarşinin çok net çizildiğini bir kanıtıydı bence. Hoşlanmadığım bir durumdu.”</i>	(“...we were faced with an attitude like, "Well, since these guys came here, this place has become quite packed," or something like that. I was really shocked, you know, if I could choose, I wouldn't want to be in a school where these manners could be present... I think that respect is respect in my opinion, and I think that going outside that boundary was actually proof that a very clear hierarchy was drawn according to them. It was a situation I didn't appreciate.”)

(p. 152)	“...ben biraz o kişisel alan konusunda takıntılı biriyim mesela... hani öğrenciyle pazarda karşılaşıyorum. Bir anda şey hissediyorum. Konuşuyor, ediyor ama bazen işte o süreç fazla uzuyor işte. Sen de gidemiyorsun... Gerçekten bizi çok farklı bir noktaya koyuyorlar. Onlar arasındaki geçişler beni biraz yordu.”	(“...I'm a bit obsessed with that personal privacy, for example... you know, I meet a student in the bazaar. I suddenly feel this feeling. He's talking, he's talking, but sometimes that period goes on for too long. You can't go away either... They really position us in a very different spot. The switching between them exhausted me a little bit.”)
(p. 152)	“Yani ne yalan söyleyeyim, tek başıma halletseydim. Diğer sınıftakiler gibi, muhtemelen düşünmezdim yani hani derse girerdim, çıkardım. Gündelik işlerime devam ederdim. Baktığınız zaman hem öz eleştiri yapmış oluyorum. Hem diğer üç farklı arkadaşımın özeleştirisini de dinliyorum.”	(“I mean, to be honest, if I had coped alone, like the other fellows, I probably wouldn't have thought about it, you know, I would have gone to class, I would have walked out, I would have continued with my daily work. When you consider it, I am both self-critical and I also get to listen to the self-criticism of my other three friends.”)
(p. 153)	“Stajdaki hocalara göre uyumlu değiliz. Birçoğumuz için bunu gönül rahatlığıyla söyleyebilirim. Çünkü hepimiz az önce üzerine basarak söyledik. Çok net bir tavır var, yani kitaptan gidilmesi gerekiyor. Sonrasında belki bir vocab quiz sonrasında kapanış ödevlendirme, minik bir sohbet vesaire baktığınız zaman biz bu kişilere göre uygun değiliz. Kesinlikle yani yeni öğretmensin, 1 2 seneye hevesini alır, dönersin buraya sen gibi bir tavır takınıyorlar.”	(“According to the teachers at the practicum, we are not compatible. For most of us, I can say this with complete peace of mind. There is a very clear attitude, that is, it is necessary to go by the book. Afterwards, maybe a vocab quiz, followed by final homework, a small chat, etc. When you look at it, we are not a good fit for these people. They definitely have an attitude like "you are a new teacher, you will get the hang of it in a year or two, and then you will be back here".)
(p. 153)	“Öğretmenlere gereken değeri vermeniz gerekiyor. Bu maddi bakımdan olur, sosyal bakımdan olur, saygı bakımından olur. Her anlamda tatmin etmelisiniz ki bu size pozitif olarak geri yansır. Eğer bunlar üzerinde çalışmalar yapılırsa sosyal toplumda da konumumuzun değişeceğine inanmak istiyorum.”	(“You need to give teachers their rightful worth. This can be in terms of financial, social, or respect. You have to satisfy them in every sense and this will be reflected back to you in a positive way. I want to have faith that if we work on these things, our position in the wider society will be transformed.”)
(p. 154)	“O insanların hayatına dokunmaya çalışın. Hayatına dokunmaktan kastım şey değil, git dertlerini dinle öğrencilerin...hayır. Yani biz psikolog da değiliz orada tabii ki bazı şeyler paylaşılır ama genel itibariyle bu olayın biraz genel kültür kısmından bahsetmek istiyorum. Çünkü birçok şeyi harmanlayabiliyoruz. İngilizcenin olayı o yani biz bu dili öğretirken zaten kültürü de vermek zorundayız bunun.”	(“Try to touch the lives of those students. What I mean by touching their lives is not, go and listen to their problems, students...no. I mean, we are not psychologists, of course some things are shared but in general I want to talk about the general sense of culture because we can blend many things. That's the thing about English, we have to introduce culture when we teach this language.”)
Ayla CIR (p. 155)	“Ders öncesinde özel gereksinime ihtiyacı olan öğrenciler konusunda bilgilendirilmek isterdim. En azından ben de aktivite	(“I would like to be informed about students with special needs before the lesson. At least I could take

	<i>uygulanması ve ders anlatımı gibi süreçlerde ona göre aksiyon alabilirdim. Öğrenciyi istek dışı söz hakkı vermezdim ve derse başka şekillerde katmaya çalışırdım.”</i>	action accordingly in processes such as activity implementation and lecturing. I would not give the student the right to speak against their will and I would try to involve them in the lesson in other forms.”)
(p. 156)	<i>“Duyduğumuz bu şey, duyacağımız bilindiği halde, direkt yanımızda olan meslektaşlarımız tarafından sesli bir şekilde söylendi ve tabii hepimize kötü hissettirdi. İstenmediğimizi kendi adıma hissettim. Sadece sebebini anlamakta güçlük çekiyorum. O öğretmenlerle aynı yollardan geçen, geçmek zorunda olan insanlara bu şekilde yaklaşılması hoşuma gitmedi.”</i>	(This was said out loud by colleagues who were right next to us, even though they knew we would overhear it, and of course it made us all feel awful. I felt for myself that we were not wanted, I just have a hard time understanding why. I didn't like the way people who had to go through the same journey as those teachers were being treated.”)
(p. 156)	<i>“Öğrencinin özgüven sorunu bence daha hızlı fark edilebilirdi ve okul personeli, erken müdahale ederek öğrencinin ihtiyaçlarına yönelik destek sağlayabilirdi. Öğrenciye rehberlik hizmetleri veya terapi gibi kaynaklar sunulabilir ve bu şekilde özgüvenini güçlendirmesi desteklenebilirdi.”</i>	(“I think the student's self-esteem problem could have been recognized more quickly and school staff could have intervened early and provided support to address the student's needs. The student could have been offered resources such as counseling services or therapy and thus supported to strengthen his/her self-confidence.”)
(p. 157)	<i>“...birçok ebeveyn farkında olmadan, çocuklarına bu anlamda negatif enerji yüklüyor ki bu eğitimleri de etkiliyor. Ben bunu bir bakıma psikolojik şiddet olarak görüyorum. Çünkü özellikle küçük yaşlardaki çocuklarda bu durum stres ve kaygı bozukluğuna sebep oluyor. Ben de benzer şeyler yaşamış bir öğretmen olarak bu olaydan etkilendim. Öğrencilerimin bir minik sınav sebebiyle günlerini ve belki de haftalarına düşünerek ve kaygılanarak geçirdiklerini bilmek bana kötü hissettirdi.”</i>	(Many parents unconsciously impose negative energy on their children in this sense, which also affects their education. I see this as a form of mental violence, because it causes stress and anxiety disorders, especially in young children. As a teacher who has been through something similar myself, I was deeply affected by this incident. Knowing that my students spend days and maybe weeks thinking and worrying about a tiny exam made me feel terrible.”)
Erin 1 (p. 162)	<i>“Onun kurmuş olduğu otoriteyi sarsmazsam ve düzenini bozmazsam gayet iyi güzel bir ilişkimiz olacağını düşünüyorum.”</i>	(“If I don't disturb the authority that she has established and if I don't violate her order, I think we will have a very good relationship.”)
(p. 163)	<i>“...daha çok nasıl bir öğretmen olmalıyım, nasıl bir öğretmen olmamalıyım, ve nasıl bir öğretmen olabilirim, bu sorulara cevap olarak düşünüyorum...”</i>	(“...more as an answer to the questions of what kind of a teacher I should be, what kind of a teacher I shouldn't be, and what kind of a teacher I can become... “)
(p. 163)	<i>“...genellikle öğretmenler eski nesilden oluyorlar her ne kadar kendilerini yeni nesile uyarlamaya çalışsalar da... O yüzden genellikle GTM tarzı metodları görebileceğimi düşünüyorum. Daha yenilikçi yaklaşımları gözlemleyebileceğimi pek sanmıyorum. Umarım bir önyargıdır bu.”</i>	(...usually the teachers are from the old generation, although they try to accommodate themselves to the new generation... That's why I think I will see mostly GTM-like methods. I don't think I will necessarily observe more

		innovative approaches. I hope this is just a prejudice.”)
(p. 163)	“...oturmuş bir düzeni bozmak istemem açıkçası. Öğrencilerle ilişkisini de etkilemek istemem ki bunu yapabilmem için öğretmenden çok daha iyi ve deneyimli olmam gerekiyor o yüzden asla sanmıyorum.”	(“...I wouldn't want to disrupt an already established pattern. I don't want to affect the relationship with the students, which I need to be much better and more experienced than the teacher to do that, so I really don't think so.”)
(p. 164)	“Benim öğretmenim Erasmus projesine o kadar çok ilgiliydi ki bizi yalnız bıraktı. O yüzden bu bende bir travma oldu çünkü en azından ben değer görmek istiyordum...o zaman ben piyon olmak istemiyorum resmiyette bir yük olmak istemiyorum.”	(“My teacher was so interested in the Erasmus project that s/he left us alone. So it was a trauma for me because at least I wanted to be recognized... so I don't want to be a pawn, I don't want to be a burden in the formality.”)
(p. 164)	“mükemmelliyetçi yapımdan... Ya çok yiyip bitiriyor beni, ya öğretemezsem işte ya yanlış öğretirsem veya bu ders planı hazırlamada filan çok gözümde büyütüyorum hani öyle bişey hazırlamalıyım ki öğrenci okuduğunda anlayacak. Çünkü ben kimsenin emeğine işte parasına şusuna busuna haksızlık yapamıyorum.”	(“because of my perfectionist nature... It consumes me a lot, what if I can't teach, what if I teach it wrong, or I worry too much about preparing this lesson plan, you know, I have to design something in such a way that the student will understand it as soon as they read it. Because I cannot be unfair to anyone's effort, to their money, to this and that.”)
(p. 164)	“Zaten sosyal hayatımızda birçok ailevi hayatımızda bireysel hayatımızda pek çok sorun çekiyoruz. Bari İngilizce alanında pek fazla sorun çekmesin insanlar. Hani onlara İngilizce travmatik bir olay olmasın. Daha çok bi keşfediş, işte yeni kültürler, dışarıya gitme olasılığı, bunları insanlara olanak vermek için, tabii devlet okullarında olanak vermek istedim.”	(We already have many challenges in our social life, in our family life, in our personal life. At least there shouldn't be so many troubles in the field of English. You know, English should not be a traumatic experience for them. It's more of a discovery, new cultures, the possibility of going abroad, I wanted to give these opportunities to students, especially in public schools.”)
(p. 165)	“...daha kimliğini belirtmemiş bir öğretmen adayı olarak hem öğretmen olduğumda başka insanların hakkına girmek istemedim...sonra yavaş yavaş aslında insanlara bişey öğretmeyi sevdiğimi ve kültürler ve dillerle olan ilişkiyi keşfettim. Ve evet dedim yapabilirim ama yetersizim.”	(“...as a yet to be identified pre-service teacher, I didn't want to take advantage of other people when I became a teacher...then slowly I discovered that I actually enjoyed teaching people and my involvement with cultures and languages. And I said yes, I can do it, but I lack the competence.”)
(p. 165)	“Kendi çizdiğim ideal öğretmen profilini kanıtlayabilir veya gerçekleri de gösterebilir bana. Çünkü aslında Tuba sen bu değilsin hani ütopyiklikten çık gerçeğe dön...gerçekten İngilizce Öğretmeni olmayı hak ediyor musun? Tamam şu an hevesim var veya İngilizce Öğretmeni olmayı on sene sonra da bu mutlulukla bu heyecanla yapabilecek misin? Çünkü bize söylenen şeydi ilk üç yıl istifa edip etmeme kararınız.	(“It can confirm my ideal teacher profile or reveal the reality to me. Because you know, Tuba, this is not who you are, you know, get out of this utopia and come back to reality...do you really deserve to be an English Teacher? Okay, I have the enthusiasm now, but will you continue to be an English Teacher ten years from now with this enthusiasm and this happiness?

	<i>O biraz beni korkuttu. İnşallah istifa etmem.”</i>	Because what we were told was that for the first three years you decide whether to resign or not. That frightened me a little bit. I hope I don't resign.”)
Erin 2 (p. 166)	<i>“Biz kendimizi öğrenci bir öğretmen adayı olarak kabul ettirmeye çalışırken öğretmenlerimizin öğretmen adayı olarak kabul etmemesi biraz şey yaptı. Beni tabii ki bir itti, o yüzden teneffüslerin ben çoğunu sınıfta öğrencilerle geçirdim.”</i>	(“While we were trying to make ourselves recognized as a pre-service teacher, the fact that our teachers did not recognize us as pre-service teachers was a little bit of a setback. Of course it repelled me, so I had to spend most of my breaks in the classroom with the students.”)
(p. 167)	<i>“...idealist bir öğretmen olduğun zaman hem insanlar tarafından çalıştığın yer tarafından hep böyle baskılanmaya çalışıyorsun. Hep bir değersizleştirme var.”</i>	(“When you are an idealistic teacher, you are always oppressed by people and the place where you work. There is always this depreciation.”)
(p. 167)	<i>“Ben şey diyordum. Oraya gideceğim. Hani derslerim ingilizce işleyeceğim ama yok öyle bir şey. Çocuklara bir şeyler söylüyorum, ingilizce onu çevirmeye çalışıyorlar. Hani artık o çeviri mantığı çok alışmışlar ve benim bir ilk ayım. Hatta bir buçuk ayım falan çocukları ingilizce dinlemesini geliştirmek üzerine oldu. Hani inatlaştık aslında onlar beni reddetti, ben onları reddettim.”</i>	(“I was thinking, I'll go there, I'll teach my lessons in English, but no such thing. I say something to the students and they try to translate it in English. You know, they are now very accustomed to that translation mentality and my first month, even a month and a half, was spent on improving the students' listening in English. You know, we got stuck, actually they resisted me, I resisted them.”)
(p. 168)	<i>“...kesinlikle aslında buzdağının altını gösterdi bana ya kesinlikle. Evet meh öğretmenine bakıyoruz dışardan. İşte bakıyoruz işte çağdaş değil, geleneksel vesaire. Sonra dedim ki, ben çağdaşı mesela ben çağdaş eğitim gördüm. Çağdaş yaklaşımlar çağdaş öğretmenlerle. Napabildim?...Eleştirilen noktalar kesinlikle var ama biraz da okun ucunu kendime çevirmem gerektiğini anladım. Aynen öyle. Yani kesinlikle bizim o çizdiğimiz pembe dünya içeri girdiğinde hiç öyle değil, çok farklıydı.”</i>	(“...It definitely showed me the bottom of the iceberg, for sure. Yes, we look at the mainstream teacher on the outside. We look at them, they are not contemporary, they are traditional and so on. Then I said, for example, I have seen contemporary education, contemporary approaches, contemporary teachers. What have I managed to do?...There are certainly points that are being criticized, but I realized that I had to turn the needle on myself a little bit. Just like that. I mean, definitely the pink world we portrayed was not like that at all when you entered, it was quite different.”)
(p. 168)	<i>“İngilizceyi nasıl öğreteceğim veya aile eğitimi yok türkiye'de yani çocuğu desteklemiyor...Okuldan sonra ingilizce tamamen yok onu nasıl sağlayacağım? Şu an stres çok çok daha yüksek.”</i>	(“How will I teach English or there is no family education in Turkey, so it does not support the child...After school, English is completely absent, how will I ensure that? The stress is much, much higher right now.”)
(p. 168)	<i>“...aslında dedim, yapabilir miyim? Hakkını verebilir miyim? Çünkü staj öğrencisi olsak bile o çocukların hayatında bir yere sahibiz. Belki benim yüzümden branş öğretmenini</i>	(“...I actually thought, can I actually do it? Can I do it properly? Because even if we are practicum students, we have a place in the lives of those

	<i>sevmeyecek. Belki benim yüzümden dersi sevmeyecek. Belki benim yüzümden bir arkadaşını sevmeyecek vesaire çok sordum bunları kendime...</i>	students. Maybe they won't like the subject teacher because of me. Maybe they won't like the subject because of me. Maybe they won't like a friend because of me, etc. I asked myself these questions a lot...")
(p. 168)	<i>"Acaba dedim görüntümden mi. Çünkü yaşımı gösteren bir insan değilim... Belki evet, evet, acaba daha yaşlı görünsem mi daha şey yaparlar veya Türkçe konuşsam mı, hani severler, beni beni niye sevmiyorlar yani sorun ne ben ne yaptım onlara? artık böyle biraz nefret oluşmaya başladı..."</i>	("I wonder if it was because of my appearance. Because I'm not a person who shows my age... Maybe yes, yes, I wonder if I look older, or if I speak Turkish, you know, they like me, why don't they like me, I mean what's the problem, what have I done to them? I have started to develop a little bit of animosity now.")
(p. 169)	<i>"...kendini algılarım biraz negatif yönde değişti. Ama negatiflik bana bir şey kazandırmayacak. Kendimi geliştirmem gerekiyor. Kendime haksızlık ettiğimi düşünüyorum. Çok kaba davranıyorum. Kendimi çok mükemmeliyetçi davranıyorum o nedenle. Bir ingilizce öğretmeni adayı olarak kendimi gelecek açısından meb açısından iyi bir öğretmen olacağım diye düşünüyorum, çünkü hiçbir zaman gelişime kapatacağımı düşünmüyorum kendime karşı."</i>	("...my self-perception has shifted a bit in a negative direction. But negativity won't get me anywhere. I need to work on myself. I think I am being unfair to myself, I am very harsh, I am very perfectionist, that's why. As a prospective English teacher, I think that I will make myself a good teacher for the future in terms of the Ministry of National Education, because I don't think I will ever shut myself off from further improvement.")
(p. 169)	<i>"...büyüklerle çok zordu sınıf yönetimini sağlamak. Çünkü onlar şey olarak görüyor seni üniversite öğrencisi, bir öğretmen adayı veya öğretmen profilinde görmüyorlar."</i>	("...it was very difficult to manage the classroom with the older ones. Because they consider you as a university student, they don't see you in the profile of a teacher candidate or a teacher.")
Erin 3 (p. 170)	<i>"...kariyer seçimimde büyük bir etkisi oldu. Çünkü staja başlamadan önce özel sektör istiyordum fakat staja başladıktan sonra okul atmosferini daha çok sevdiğim için artık meb'de devam ediyorum"</i>	("It had a big impact on my career choice. Because before I started my practicum, I wanted to work in the private sector, but after I started my practicum, I liked the school atmosphere more, so now I will continue at MoNE.")
(p. 171)	<i>"...çünkü sadece beni değil aslında diğer staj arkadaşlarımla negatif etkiledi...çünkü bir insana bir şeyi zorla yaptırınca insanın yapası gelmiyor."</i>	("Because it affected not only me but also my other internship mates negatively...because when you force a person to do something, they don't feel like doing it.")
(p. 171)	<i>"...ama kafa yapımız farklı. Ben okula gittiğimde genç öğretmenler görmek istiyorum. Hani beraber bir şeyler yapalım, ortaklaşa çalışsan çalışalım ama bu tarz öğretmenlerin çoğu... işbirliği yapma durumum yok benim hani aman deyip geçerler diye hissediyorum."</i>	("...but we have different mindsets. When I go to school I want to see younger teachers, like let's do something together, let's work together, but most of that type of teachers... I don't feel that I can cooperate with them, I feel that they will just ignore me.")
(p. 171)	<i>"Yani çok göz ardı ediyorlar. Bu benim çok zoruma gidiyor. Çünkü onlar da bir birey, onların düşünceleri var. Biz onları geleceğe"</i>	("So they ignore them a lot. This pains me a lot. Because they are also individuals, they have their

	<i>kazandırmak zorundayız. Eğer biz onları okulda olumlu tutum benlik algısı geliştirmesek ilerde iş hayatında çok zorlanacaklar. Ben mesela bunu yaşamıştım. Yani ben kendimi öyle zorla geliştirdim.”</i>	own thoughts. We have to equip them for the future. If we don't help them develop a positive attitude and self-image at school, they will have a very difficult time in professional life in the future. For example, I have been through this. I mean, I was forced to improve myself that way. “)
(p. 172)	<i>“İlk başladığın zaman biraz kendimi sert bir öğretmen olarak görüyordum... sonra biraz daha anlayışlı olmaya çalıştım. Çünkü gerçekten her şey mükemmel derecede yapamam...Disiplin algım değişti.”</i>	(“When I first started I considered myself a bit of a strict teacher...then I tried to be more understanding. Because I really can't do everything perfectly...My perception of discipline shifted.”)
(p. 172)	<i>“Okul dinamiğine ayak uydurmak gerekiyor. Eğer çoğunluğa karşı çoğunlukla alakalı bir şey yapmadığında yine seni bastırmaya çalışacaklar. Bu benim için çok korkunç aslında öğretmenlik algım çok değişti.”</i>	(“You need to adjust to the school dynamics. If you don't do something relevant to the majority towards the majority, they will try to suppress you again. This is very frightening for me, actually my understanding of teaching has drastically altered.”)
(p. 172)	<i>“...ilk başta biraz kendime karşı güvenim yoktu. Biraz şeydim böyle. İşte hani çocukların kalbini sakın kırma... dönem sonunda aslında kendime çok haksızlık ettiğimi gördüm. Şu an çok pozitif duygular içerisindeyim.”</i>	(“...at first I was a bit insecure. I was a bit like this. You know, don't ever hurt students' feelings... at the end of the semester, I realized that I was actually very unfair to myself. I now have very positive sentiments.”)
(p. 172)	<i>“...kendimi iyi bir öğretmen adayı olarak görüyorum çünkü gerçekten çok emek verdim. Çok çabaladım yani bazı geceler uyuyamadım bile. Sürekli stresten çok pişmanlığım oldu.”</i>	(“I see myself as a good teacher candidate because I have worked really hard. I have tried so hard that some nights I couldn't even sleep. I had a lot of remorse with constant stress.”)
(p. 173)	<i>“Aile ortamından çıksınlar, başka kültürleri görsünler, insanları görsünler. Hani düşünceleri değişsin? Çünkü diğer türlü ipotek bir yapıya sahip oluyorlar ya mesela ben kendimi zorlamasaydım, dışarıya çıkmasaydım insanlarla tanışmasaydım belki ben de ailemle aynı düşünecektim. Çocuklara bu fırsatı yaratmak istiyorum. Çünkü bunun en büyük örneği aynaya baktığımda kendimde gördüm.”</i>	(“They should get out of the family environment, experience other cultures, meet other people. You know, so that their mentality can change? Because otherwise they have a closed structure, for example, if I hadn't pushed myself, if I hadn't gone out, if I hadn't met people, maybe I would have thought the same as my family. I want to give them this opportunity, because I saw the greatest example of this in myself when I looked in the mirror.”)
(p. 173)	<i>“...her zaman da bilgiye aç bir İngilizce öğretmeni olarak görüyorum aslında. Çünkü çağ değişiyor. Bundan 10 yıl sonra 20 yıl sonra ihtiyaçlar çok değişecek. Öğretim de değişecek. Bunlara ayak uydurabilecek potansiyeli kendimde görüyorum.”</i>	(...I see myself as an English teacher who is always thirsty for knowledge. Because the times are changing. 10 years from now, 20 years from now, the needs will change a lot. Teaching will also change. I find in myself the potential to keep up with them.”)

(p. 173)	<i>“Hâlâ çelişkilerimin sürüyor işte. Bir yandan evet yapacağım diyorum. Bir yandan hayır yapmayacağım diyorum. Ama onun dışında dediğim gibi, yani bu zaten küçük bir yansımasıydı işte atandığımızda nasıl olacağını gösteren bir şeydi. Bu tez de benim için çok yardımcı oldu aslında. Çünkü bu çalışma olmasaydı ben bu soruları asla kendime sormayacaktım, kendimi bu kadar net görmeyecektim.”</i>	(“I still have ongoing conflicts. On one hand I say yes, I will do it, on the other hand I say no, I won't. But other than that, as I said, this was already a small projection, something that demonstrated how it would be when we are appointed. This dissertation was actually very beneficial for me. Because without this study, I would never have been able to ask myself these questions, I would never have recognized myself so clearly.”)
(p. 174)	<i>“...zaten bizi bir öğretmen olarak görmüyorlar. Çünkü okuldaki öğretmenler de bizi bir öğretmen olarak görmüyor. Hani sen onların gözüne staj öğrencisisin en büyük sorun da bu zaten biraz çırak çırak gibi davranıyorlar bize.”</i>	(“...they don't consider us as teachers anyway. Because the teachers at school don't regard us as teachers either. You know, you are an undergraduate student in their eyes, and this is the biggest problem, they treat us a bit like an apprentice.”)
(p. 174)	<i>“...tamamen soyutlamış gidiyorum. Yönerge var ama işte teslim tarihi ne zaman istiyor bilmiyoruz...hiçbir şekilde destek görmedik. Hep yapayalnızdık.”</i>	(“...I'm going completely in isolation. There is a guideline but we don't know when they expect a submission deadline...we had no support whatsoever. We were all on our own.”)
Erin FGI (p. 175)	<i>“...oradaki çocuklara da böyle fırsat eşitliği vermek istiyorum. Çünkü dediğim gibi biz çekirdekten yetiştirmeye başladığımız için özellikle kritik dönemin bize ait olduğu zamanlarda bir öğrencinin hayatını bile değiştirmek benim için çok şeye bedel oluyor...”</i>	(“I want to provide such equal opportunity to the children there as well. Because, as I mentioned, since we start to educate from the nucleus, it is very valuable for me to make a change even in the life of one student, especially when there is a sensitive period for them.”)
(p. 176)	<i>“...isyan etmek yerine en azından yapabileceğin en iyisini yapmaları gerekiyor. Her ne kadar söyleyeceğimiz şeyler çok fazla değişim yaratmasa da en azından kendimden başlayarak değişime çevresini etkileyebilir...Öğrenciyi sınav hazırlamaktan ziyade hayata hazırlamalısınız. tamamen hayata hazırlamaya yönelik yönelik bireyler yetiştirirsek, radikal bir değişim de toplumda neden gerçekleşmesin yani neden olmasın? Öncelikle bu tabuların yıkılmalarını isterim geleceğin öğretmenlerinden...”</i>	(“Instead of rioting, they should at least do the best they can. Although the things we will say may not create much change, at least it can affect the surrounding environment, starting with oneself...You should prepare students for real life rather than preparing them for exams. If we raise individuals who are completely oriented towards the preparation for life, why shouldn't a drastic change take place in society, why shouldn't it happen? First of all, I would like the future teachers to demolish these taboos...”)
(p. 176)	<i>“...her şeyi dakikasında ayarlıyorum. Ama daha sonra öğretmenlik staja başladıktan sonra aslında gerçekten de ana göre şekillendirmenin benim için daha iyi olduğunu öğrendim. Hani lesson plan yapıp plana sadık kalmaktan ziyade o an öğrencinin ihtiyacına dair hemen bir aktivite veya konu yaratmanın ya bu yeteneğimin olduğunu keşfettim.”</i>	(“But then when I started my practicum as a trainee teacher, I learned that it is actually better for me to shape it according to the current circumstances. You know, rather than making a lesson plan and sticking to the plan, I realized that I have this ability to immediately generate an activity or

		a topic according to the needs of the student at that moment.”)
(p. 176)	“Sosyal medyadan da birçok öğretmen takip ediyorum. Mebde hani onların yaptıkları da bana ilham veriyor. Ben de bu durumun bir parçası olmak istiyorum. O yüzden ilk başta kesinlikle meb istemezken staj döneminin sonunda da gerçekten mebi istediğimi fark ettim.”	(“I follow many teachers on social media and what they do inspires me. I want to be a part of this process, so at first I definitely didn't want MoNE, but at the end of the practicum period I realized that I really did want MoNE.”)
(p. 176)	“Kendimi eleştirdiğim öğretmenlerle paralel davranışlar göstermeye yatkınlığımı gördüm. Ve eğer bu görüşmeler olmasaydı, belki de ben bu düzlükte ilerleyecektim ve tehlikeli bir öğretmen profili olarak da ileride meslek hayatımı devam edecektim. Bu benim en çok korktuğum şeylerden bir tanesi...”	(“I saw my tendency to show parallel behaviors with the teachers I criticized myself. And if these interviews had not taken place, maybe I would have continued on this path and I would have carried on my professional life as a potentially compromised teacher profile. This is one of the things I had feared the most...”)
(p. 177)	“Öğretmenler şöyle böyle onlar sanıyor ki sen öğretmeni 7/24 arayabilirsin. Öğretmenin kişisel bir hayatı yok. Whatsapp'tan istediğini yazabilirsin ve senli konuşabilirsin. Bu algılar gerçekten çok yoru yoruyor insanı. Özellikle türk eğitim sisteminin öğretmenlerini çok yoruyor. Bu nedenle bu tabular keşke yıkılsa ama hiç sanmıyorum.”	(“Teachers are like this and that, they think that they can call the teacher 24/7. The teacher has no personal life. You can text what you want on Whatsapp and talk to him/her. These perceptions are really draining. Especially the teachers of the Turkish education system are very exhausted. Therefore, I wish these taboos would be eradicated, but I don't believe so.”)
(p. 177)	“...her zaman şunu söyledim, kendime gerçekten buna uygun musun? Hani kimsenin hakkına girme hakkın da yok? Özellikle bu çocuksa, çünkü özellikle küçük yaşlarda girdiğimizde onlarda bıraktığımız travmanın etkisi bir fiksasyona dönüşüyor ve ileriki yaşlarda düzelmüyor bir. Hani bir öğrenci için bir insan için böyle bir etkiye sahip olmak beni çok korkuttu.”	(“I've always said to myself, are you really compatible with this? You know, you don't have the right to violate anyone's rights? Especially if it's a student, especially if it's a child, because when we intervene at a young age, the effect of the trauma we leave in them turns into a fixation and it doesn't get healed in later life. You know, it frightened me a lot to have such an effect on a student, on a human being.”)
(p. 177)	“Sadece bir döneme yaklaşık 6 8 aylık staj hiçbir şey katmıyor öğrenciye yani biz dersleri de teoride görüyoruz. Mesela şu şekilde yapılabilir, eğitim fakülteleri oldukça azaltılabilir... pilot okullar açılabilir...”	(“Only one semester, about 6 to 8 months of practicum does not add any value to the trainee, that is, we see the courses in theory. For example, it can be done in the following way, faculties of education can be reduced considerably... pilot schools can be established...”)
(p. 178)	“Sonuçta sen orada bir kitleye hitap ediyorsun. O çocukların hepsini üzerinde bir hakkın olacak. Yani bu beni çok irite ediyor işte MEB'e atan rahatlırsın... Bu çok yanlış bir şey...”	(“After all, you are there to address an audience. You will have a certain right over all of those children. I mean, it irritates me a lot, you can just be appointed at MoNE (public

		schools) and relax... This feels terribly wrong...")
(p. 178)	"Hani "abla değil" bu gerçekten büyük bir çaba aldı. Bizde onun haricinde diğer öğretmenlerin bize bakışları beni çok rahatsız ediyor. O yüzden hiç öğretmen odasına girmezdim. Çünkü modu çok düşürüyorlar. Öyle emekli odası gibi..."	("You know, "not a big sister", it took a really big effort. Apart from that, the way other teachers stare at us makes me very disturbed. That's why I would never go into the teachers' room, because they drag down the mood so much. It's like a retirement room...")
(p. 178)	"Çünkü öğrenciler bana dedi ki, hani teneffüse çıkmaktan sizinle konuşmak daha güzel geçiyor dedi. Daha sonra müdür yardımcısı beni görüyor işte ben sınıftayım, lambayı pat diye söndürüyor, çıkıp gidiyor böyle...O yüzden hani benim dilim yandı. Benden sonrakilerin dili yanmasın mentalitesi ile bu şekilde söyleyebilirim."	("Because the students told me that it was better to talk to me than to go out to recess... Then the vice principal sees me, I'm in the classroom, he turns off the lamp with a bang, he walks out...That's why I got my fingers burned. I can say it this way with the mentality that the people after me wouldn't get burned.")
Erin CIR (p. 180)	"...her ne kadar üniversitede konuyla ilgili teori dersini almış olsam da böyle bir durumla karşılaştığımda verdiğim tepkinin ölçülü olmamasıydı. Çünkü panik anında soğukkanlılık devre dışı kaldığında yaşanan olaya verilen tepkinin ne gibi sonuçlar açacağını kestiremedim."	("...even though I had taken the relevant theory course at the university, my first response to such a situation was not proportionate. Because I could not predict what the consequences of the response to the event would be when cold-bloodedness was disengaged in a moment of blind panic.)
(p. 180)	"...sınıf düzenini sağlamada pasif kalsaydım meslekten soğuyabilir ve öğrencilerin öğrenme ihtiyaçlarını karşılayamazdım. Böyle bir durumda da staj notum düşük gelerek tüm motivasyonumu kaybederdim. Dahası sınıf düzenini sağlamada daha geleneksel ve katı bir yöntem kullansaydım, öğrencilerin duygusal bariyerini arttırarak İngilizceye karşı önyargı ve bariyer oluşturabilirdim."	("...if I had been passive in maintaining classroom harmony, I would have become discouraged from the profession and I would not have been able to meet the learning needs of the students. In such a case, my practicum mark would have been reduced and I would have lost all my motivation. Moreover, if I had used a more traditional and strict method in maintaining classroom harmony, I would have raised the emotional barrier of the students and I would have caused them to create prejudice and barriers against English.")
(p. 180)	"Dahası geleneksel eğitimden çıkan bir öğretmen adayı olarak, modern sınıf yönetimi teknikleri kullanmada utangaçlık yaşamıştım. Her ne kadar sınıf içerisinde otorite ve özgüveni temsil etsem de alışagelmedik bir tekniği uygularken ben nasıl utanıyorsam, öğrenciler de ilk başta onları uygulamada çekinik davranacaktır. Bu durum benim için en kritik noktası. Çünkü ilk başlarda sınıf yönetimini sağlama durumu kendimi beceriksiz hissettirmişti. Fakat daha sonra empati kurduğumda hem	("Moreover, as a pre-service teacher coming from a traditional education, I experienced shyness in using modern classroom management techniques. Although I symbolize authority and self-confidence in the classroom, just as I feel embarrassed when applying an unconventional technique, students will also be hesitant to apply them at first. This is the most critical spot for me. Because at first

öğrencinin hem de öğretmenin sindirme sürecinin olduğunu kabullendim.”	I felt incapable of managing the classroom. But then, when I empathized, I accepted that both the students and the teacher have a process of internalization.”)

APPENDIX 8: SAMPLE CODING TABLE (PRELIMINARY)

farklı öğrencileri okula bağladık. Okula bağlı olan farklı öğrencilerin hikayelerini dinledik, onlarla ders işledik. Aynı zamanda staj hocamız. Çok böyle enerjik enerjisi yüksek biriydi. Güzel bir staj deneyimiydi. Kıyaslamaya girdiğinde bunu söyleyebilirim. Tamamdır. Peki ilk etaptaki ve daha sonra oluşan beklentilerin ne örtüştüğünü düşünüyor musun? Bu toplam olarak baktığında. Beklentilerim konusunda şöyle söyleyebilirim, ben kesinlikle. Açık konuşayım, ben kesinlikle öğretmen olamam uzun vadede diye düşünüyordum. Çünkü bir şeylerin böyle bu vicdani sorumluluk gerektiren meslekler beni biraz korkutuyor. Bu tamamen aldığım keyiften bağımsız işi ne kadar iyi yaptığımdan bağımsız hani bir şey olarak söylüyorum. Bunu maalesef mükemmeliyetçi biriyim ve yaptığım işin en iyisini yapmaya çalışıyorum. Her zaman bu sadece öğretmenlikte değil, her işte bu şekilde. Ve evet yani. Ortalamanın üzerinde olduğunu düşünüyorum en azından çünkü. Getirdiği sorumlulukları tam anlamıyla yerine getiriyorum. Ölçüyorum tartıyorum ama buna rağmen. Biraz daha böyle. O bana yükleyeceği stres ve benim kişiliğime olan etkilerini göz önüne alarak uzun vadede yapamayacağımı düşündüğüm bir meslekti. Ama hani bu süreçte bu yola çıktığım zaman staj sürecinde çok farklı hocalarla tanışıyorsun. Çok farklı öğretmenlerle her birinin hikayesinin diyorun ve baktığın zaman orada aslında çoğu insan vurdum duymaz değil. Yani hepsi bu konuyu kafasına takıyor. Neyi ne kadar yapıyorum, yapabiliyor muyum, oluyor muyum, olmuyor mu? Gibi gibi sorular her zaman insanların kafasında. O yüzden bunun hani bu hikayede o kişinin sadece ben olmadığını gördüm. Biraz daha fikrim değişti. Biraz daha böyle kendimi tanıdıktan bir şeyleri oturtuktan sonra benim aslında keyif alabileceğimi yapabileceğim bir meslek olduğunu gördüm. O yüzden beklentilerim farklıydı. Bir zorunluluk olarak gördüğümüz süreçte hani sonuçta lisansımı tamamlamak için yapmam gerek. Evet, yapman gereken bir şey. Aynen öyle ama sonrasında ya aslında neden olmasın ya hani olabilmemiş? Dediğim bir şeye dönüştü o yüzden. Keyifliydi benim açımdan beklentilerimi de karşıladı. Peki yaşadığın bir deneyim var mı bu konuda? Yaşadığın bir olay? Buna tek bir olay örnek veremem tamamen. Süreçle ilgili hani bu o süreçte gelişen bir şey? Çok çok minik olaylar. O öğrencilerin tutumu okuldaki atmosfer, belki tam olarak neyin bana dokunduğunda da emin olmamakla beraber söylüyorum, bunların hepsini ama bir şeyler görüşümü değiştirdi. Bu konuda netim. Peki İngilizce öğretmeni alma konusunda korkuların ve isteklerin bu süreçte sonunda nasıl gelişti?	Staj hocasının enerjik olması Başta-öğretmen olmayı düşünmemek Vicdani sorumluluk-korku Mükemmeliyetçilik Düşünce değişimi Benzerlik kurma Beklenti karşılayan Fikir değişikliği Önyargının kırılması	Change of mind Second thoughts Reservations upon becoming a teacher Change of mind Relating to the teachers Meeting expectations Change of mind Overcoming a prejudice

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