

T.R.
BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



**PROFESSIONAL IDENTITY CONSTRUCTIONS OF PRE-
SERVICE ENGLISH TEACHERS THROUGH
TELECOLLABORATION PROJECTS**

MASTER OF ARTS

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BOLU, JUNE 2024

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Sultan MAVİŞ

ABSTRACT

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(SUPERVISOR: ASSOC. PROF. DR. SEDAT AKAYOĞLU)**

**BOLU, JUNE 2024
(xiii + 133)**

This study set out to investigate language teacher identity formations of Turkish pre-service teachers through a cross-cultural telecollaboration project conducted between Türkiye and the USA. For the present qualitative study, 51 Turkish pre-service EFL teachers participated in an 8-week-long telecollaboration project with 38 American counterparts. The participants completed a series of tasks related to their teacher identity constructions throughout the project. The data of this study were collected from the posters defining their teacher identities, reflective entries, and focus group oral interviews. Drawing on Yazan's (2018a) conceptual framework to understand language teacher identities, thematic analysis is used in order to investigate teacher identity constructions of Turkish pre-service teachers through telecollaboration projects. The findings of the study revealed various aspects of language teacher identity constructions of Turkish pre-service teachers on teacher learning, teacher cognition, participation in communities of practices, contextual factors, and emotions in the context of telecollaboration projects. Based on the findings of the study, several implications for English language teacher education and future studies were suggested. This research contributes to a deeper understanding of English language teacher identity formation and the effect of telecollaboration projects in the process.

KEYWORDS: Teacher Identity, Telecollaboration, Cross-cultural, Teacher Beliefs, Communities of Practices

ÖZET

**İNGİLİZCE ÖĞRETMEN ADAYLARININ ÇEVİRİMİÇİ İŞ BİRLİĞİ
PROJESİ YOLU İLE PROFESYONEL KİMLİK OLUŞUMLARININ
İNCELENMESİ
YÜKSEK LİSANS TEZİ
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LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI
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Bu çalışma, Türk öğretmen adaylarının dil öğretmeni kimliklerinin oluşumlarını Türkiye ve ABD arasında gerçekleştirilen bir kültürlerarası çevrimiçi iş birliği projesi yoluyla araştırmayı amaçlamıştır. Bu nitel çalışma için, 51 Türk öğretmen adayı, 38 Amerikan meslektaş ile 8 hafta süren bir tele iş birliği projesine katıldı. Katılımcılar, proje boyunca öğretmen kimliği oluşumlarıyla ilgili bir dizi görev tamamladılar. Bu çalışmanın verileri, öğretmen kimliklerini tanımlayan afişlerden, girdilerden ve odak grup görüşmelerinden toplandı. Çalışmada Yazan'ın (2018a) dil öğretmen kimliklerini anlamak için kuramsal çerçevesine dayanarak Türk öğretmen adaylarının çevrimiçi iş birliği projeleri aracılığıyla öğretmen kimliklerini oluşumlarını araştırmak için tematik analiz kullanılmıştır. Çalışmanın bulguları, Türk öğretmen adaylarının öğretmen öğrenimi, öğretmen bilişselliği, uygulama topluluklarına katılım, bağlamsal faktörler ve duygular gibi çeşitli yönlerini çevrim içi iş birliği projeleri kapsamında ortaya koydu. Çalışmanın bulgularına dayanarak, İngilizce öğretmen eğitimi ve gelecekteki çalışmalar üzerine çeşitli sonuçlar çıkarılabilir. Bu araştırma, İngilizce dil öğretmeni kimlik oluşumu ve bu süreçte çevrimiçi iş birliği projelerinin etkisi hakkında daha derin bir anlayışa katkıda bulunmaktadır.

ANAHTAR KELİMELEER: Öğretmen kimliği, Çevrimiçi İş Birliği, Kültürlerarası, Öğretmen İnançları, Uygulama Toplulukları

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LIST OF ABBREVIATIONS AND SYMBOLS

PTs	: Pre-service Teachers
DSMRI	: Dynamic Systems Model of Role Identity
EFL	: English as a Foreign Language
ELT	: English Language Teaching
SCT	: Sociocultural Constructivism Theory
LOTS	: Low-order Thinking Skills
HOTS	: High-order Thinking Skills
Moodle	: Modular Object-Oriented Dynamic Learning Environment
SLTE	: Second Language Teacher Education
KPDS	: State Staff Foreign Language Proficiency Exam
ELTE	: English Language Testing and Evaluation
ICC	: Intercultural Communicative Competence
TPACK	: Technological Pedagogical Content Knowledge
ELF	: English as a Lingua Franca
NNEST	: Nonnative English-speaking Teacher
MATESOL:	Master of Arts in Teaching English to the Speakers of Other Languages
ESOL	: English for Speakers of Other Languages
ESL	: English as a Second Language
TC	: Teacher Candidate
ELL	: English Language and Literature
ACIs	: Assessment-related Critical Incidents
PD	: Professional Development
TESOL	: Teaching English to the Speakers of Other Languages
LTI	: Language Teacher Identity
CoP	: Communities of Practices
ICT	: Information and Communication Technologies
CMC	: Computer-mediated Communications
INTENT	: Integrating Telecollaborative Networks in Higher Education

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1. INTRODUCTION

In this chapter, firstly, the relevant information about the background of the study is explored; secondly, the problem statement concerning the research and the purpose of the study is discussed; thirdly, the significance of the study is described; and lastly, the limitations of the study are given.

1.1 Background of the Study

The field of English language teaching covers a vast amount of research ranging from students to curriculum design and instruction, from teacher education programs to cultural issues. Moreover, teachers themselves are a topic of interest for most of the researchers. Being at the heart of education, the role of the teachers is highly crucial as they play a leading role in the process. The teachers are expected to plan lessons, prepare materials, apply different methods and techniques during lessons, and assess the whole teaching process.

Furthermore, rapid changes in education due to technological developments have altered the role of teachers. Since the role of the teachers is that important, it is highly necessary to understand the identity constructions of teachers in order to ensure a better educational context. As Beauchamp and Thomas (2009) suggest, identity is an elaborate concept, and even a quick scan of the literature indicates that understanding identity is essential to understanding its significance in teacher development. While even it is not possible to pass a certain judgment on the definition of ‘identity’ (Clarke, 2008; Drummond, 2021; Kidd & Teagle, 2012; Oyserman et al., 2012), the concept of ‘teacher identity’ or ‘language teacher identity’ is not very different. We are still in the process of developing new ideas and theories on what entails teacher identity.

Within the scope of relevant literature on language teachers, language teacher identity and its relation to different elements have attracted the attention of researchers in recent years. Although generally addressed in a one-dimensional way (Pugach et al., 2019), teacher identity is a much more complex issue. The link between personal and professional selves of teachers (Beauchamp & Thomas, 2009), the link between autonomy and professional identity (Derakhshan et al.,

2020), the importance of past experiences and future objectives in defining teacher identity (Yazan, 2018b), the connection between emotional labor, experiences and the development of teacher identities (Schutz & Lee, 2014; Song, 2016; Jeongyeon & Young, 2020), the role of affective constituents on teacher identity (Zembylas, 2003), teacher identity as both an individual and social process (Varghese et al., 2005), the impact of intersectionality on teacher identity (Lawrence & Nagashima, 2020) and the influence of certain educational policy reforms on teachers' professional identity (Skinner et al., 2021) are some of the examples that have addressed language teacher identity and the affective factors surrounding it.

There are some studies in the literature that focus on developing identity models and frameworks in order to understand the identity constructions of teachers. To name a few: Dynamic Systems Model of Role Identity (DSMRI) (Garner & Kaplan, 2019), quantitative measurement instruments (Hanna et al., 2019), dialogic approach to conceptualize teacher identity (Akkerman & Meijer, 2011), framework for defining teachers' professional identity (Beijaard et al., 2004), biographical perspective – (Kelchtermans, 1993) are some of the models introduced in order to investigate teacher identity. All these models and frameworks aimed at better understanding of teacher identity.

As for the situation in Türkiye, teacher education has undergone many changes, including compulsory education, programs, practicum experiences, and pedagogic (Inceçay, 2011). The scope of the limited literature review reveals that there are several studies related to English language teachers in Türkiye. Beliefs (Altan, 2012; Bedir, 2019; Dincer & Yeşilyurt, 2013; Tanriverdi, 2012), self-efficacy beliefs (Külekçi, 2011; Sevimel & Subasi, 2018; Uztosun, 2016), investigation of democratic values (Topkaya & Yavuz, 2011), perceptions and motivations about teaching (Akar, 2012; Başöz, 2021; Cengiz, 2023; Çakmak & Gündüz, 2018; Kurt & Önalın, 2018), content knowledge of teachers (Hatipoğlu, 2015; Öz, 2015), intercultural communicative competences (Genç, 2018; Sarıçoban & Oz, 2014), and digital literacy (Akayoglu et al., 2020) are among some of the studies conducted in Türkiye related to the field of English language teaching.

Recently, with technology integration in education and, consequently, teacher education, several implementations have been made in teacher education research. Telecollaboration studies, with the advantage of enabling a platform for discussion between teacher candidates from different places, have been gaining a reputation

within the field of English language teacher education. In the relevant literature, telecollaboration studies has focused on classroom management (Dooly & Sadler, 2013), social justice issues (Üzüm et al., 2019), negotiation of teacher agency for social justice (Üzüm et al., 2022), developing self-efficacy and critical thinking skills (Bhandari, 2022), and developing ICC and digital literacy skills (Yang, 2020). For pre-service English teachers, engaging in telecollaboration projects presents a unique opportunity to construct their professional identities in a dynamic and interactive setting. These projects allow them to interact with peers from diverse cultural and linguistic backgrounds, fostering a sense of global awareness and intercultural competence that is crucial for contemporary English language teaching. By participating in such collaborative experiences, pre-service teachers can reflect on their own teaching practices, gain insights into different educational contexts, and experiment with innovative pedagogical strategies.

Telecollaboration also facilitates the development of critical skills such as digital literacy, which is essential in today's technology-driven educational landscape. The integration of telecollaborative projects into teacher education programs helps pre-service teachers to become adept at using digital tools to enhance learning and communication. This, in turn, prepares them to meet the demands of modern classrooms where technology plays a central role.

Moreover, telecollaborative experiences contribute significantly to the professional identity formation of pre-service English teachers. By engaging in sustained dialogues and collaborative activities with international counterparts, they can develop a deeper understanding of the complexities involved in English language teaching. These interactions promote self-awareness and reflective practice, enabling pre-service teachers to critically examine and refine their teaching philosophies and methodologies.

In summary, the incorporation of telecollaboration in English language teacher education not only enriches the learning experience of pre-service teachers but also plays a crucial role in shaping their professional identities. It equips them with the necessary skills and perspectives to become effective and reflective practitioners in a global educational context. As the field of English language teaching continues to evolve, the importance of understanding and supporting the professional identity construction of pre-service teachers through innovative approaches like telecollaboration cannot be overstated.

1.2 Statement of the Problem

As mentioned in the first section, the concept of teacher identity is complex. Becoming a teacher involves different factors which contribute to different levels. Furthermore, it is struggling to understand the close connection between identity and the effect of the self, emotions, past histories, reflection, agency, contextual factors, and teacher education programs (Beauchamp & Thomas, 2009).

The construction of teacher identity begins long before entering the profession. While teacher candidates receive formal university education, they are in the process of realizing who they are in and outside the classroom. This formative period is crucial as it shapes their future professional practices and attitudes. Therefore, it is important to conduct studies investigating the process itself and providing opportunities for teacher candidates to reflect on their constructing teacher identities.

In the field of ELT, English language teachers often face various challenges due to the multicultural nature of their teaching environments. Their experiences during teacher education programs influences their ability to navigate these complexities, which requires a well-defined sense of professional identity. Reflective practices can play a pivotal role in this developmental process. Telecollaboration projects, as their nature suggest, provide a rich context on those areas. By engaging in meaningful dialogue and sharing experiences with peers from different backgrounds, EFL pre-service teachers can better understand their own identities and the factors that shape them.

1.3 Purpose of the Study

The present study aims to investigate the teacher identity constructions of pre-service teachers through a transnational telecollaboration project between Türkiye and the USA. Through the tasks and activities assigned to the PTs in the study, the factors affecting teacher identity constructions are explored through Yazan's (2018a) conceptual framework for understanding teacher identities.

The present study is designed to investigate Turkish PTs' identity constructions by seeking answers to the following research questions:

1. What are the key themes identified in the language teacher identity constructions of PTs participating in the telecollaboration project?
2. How do different factors contribute to the formation of language teacher identity?
3. What are the PTs' perceived perceptions on the impact of telecollaboration projects on their teacher identity constructions?

1.4 Significance of the Study

Even though there are significant studies on the construction of language teacher identity, such as PTs' constructions of professional identities (Kaçar & Bayyurt, 2018), the relationship between educational beliefs and teacher identity (Eğmir & Çelik, 2019), early teacher identities of PTs (Erdem, 2020), the literature is limited in terms of gaining a broader understanding on how PTs construct their teacher identities. As Taner and Karaman (2013) suggest, identity research in the field of foreign language teacher identity in Türkiye is mostly focused on teachers' beliefs, with little or no study concerning identity constructions in collaboration. This gap is particularly evident in the context of collaborative and interactive platforms such as telecollaboration, which offer unique opportunities for identity formation. That is why there is a growing need for further research investigating how pre- and in-service teachers construct their teacher identities through collaborative, intercultural experiences.

In the field of English language teacher education, the formation of pre-service teacher identity is critical. The development of a strong professional teacher identity is crucial for pre-service teachers as it influences their future teaching practices, classroom management, and interaction with students. Telecollaboration projects, with its nature that focuses on collaborative tasks between participants from different cultural and linguistic backgrounds, provide a rich context for exploring these identity constructions. Furthermore, they promote reflective practice and self-awareness among pre-service teachers.

While the aforementioned studies provide invaluable insights into understanding the identity constructions of EFL teachers, there is a gap in the

relevant literature on Turkish PTs' identity constructions through a telecollaboration project. Therefore, this study aims to find out how Turkish EFL PTs construct teacher identities. However, this study does not set out to investigate the identity constructions of PTs in order to create a general profile of EFL pre-service teacher identity; on the contrary, it investigates pre-service EFL teachers' identity constructions in the context of telecollaboration study.

1.5 Limitations of the Study

The present study is limited to the context of 51 PTs from Türkiye and 38 PTs from the US. The data from the present study only covers the Turkish PTs in the study. While the study involves a relatively large number of participants, it only focuses on a specific demographic. The cultural, educational, and institutional contexts in Türkiye may differ significantly from those in other regions, affecting the transferability of the study's conclusions to PTs in different settings.

Methodologically, this study employed qualitative research methods to gather data from the Turkish PTs in the study. While these data sources offered rich, descriptive information of the PTs' experiences, it should be noted that the findings are interpretive and context-specific. Therefore, the findings of the present study cannot be generalized to all PTs.

The study's timeline is restricted to 8 weeks in a single academic term, fall 2022. This timeline provides a snapshot of the PTs' identity development at a particular point of time in their teacher education journey. However, it does not reflect the longitudinal changes and developments that may occur over a more extended period.

1.6 Definitions of Keywords

Language Teacher Identity: Language teacher identity consists of several elements; namely the roles and related tasks that teachers carry out, their views and theories about teaching languages, their moral position, their feelings, their past experiences and histories as language learners, how they became teachers and how they are now teachers, their imagined experiences of teaching languages in different

contexts, the actual practice of teaching, and how they function in sociocultural contexts (Barkhuizen, 2019).

Telecollaboration: Incorporating two words, *tele* meaning distant and *collaboration* meaning producing something together, telecollaboration is an Internet-based collaborative practice for intercultural exchange between individuals from different ethnolinguistics/national backgrounds and geographically remote locations (Helm & Guth, 2010).

Teacher Learning: Covering areas such as knowing-in-practice and knowing-of-practice, teacher learning is “the process by which teachers move towards expertise”. (Kelly, 2006).

Teacher Cognition: Teacher cognition is the cognitive elements of teachers, including their thoughts, knowledge, and beliefs, as well as the relationships of these mental constructs, which influence the actions and behaviors of teachers in the language teaching classroom (Borg, 2003b).

Communities of Practice: Communities of practice are organizational structures that prioritize the collective learning achieved by a group rather than emphasizing individualistic units (Wenger, 1998a).

2. THEORETICAL FRAMEWORK OF THE STUDY AND RELATED RESEARCH

This chapter provides a review of the relevant literature. Firstly, social constructivism and its place in the field of education are explored and introduced. Secondly, various aspects of English language teacher education are discussed, focusing on several topics related to the research area. In the third section, the concept of teacher identity is explored by introducing different models or frameworks. In the fourth section, a framework for understanding language teacher identity is explained, and relevant studies are introduced. Lastly, this review ends with an overview of telecollaboration studies in the field of ELT and its role in language teacher education.

2.1 Social Constructivism

For many decades, researchers have been focusing on the question of how learning occurs for human beings. It should initially be comprehended that knowledge is not solely an external entity; instead, it involves internalization and co-construction of new information (Devi, 2019). The literature on how this new information is constructed is extensive and encompasses various perspectives.

As an example to learning theories, the behaviorist viewpoint puts the individual in a more central position in the learning process by observing the behavior of the learner. However, Vygotsky, a prominent Soviet psychologist and scholar, opposed this view by putting the notion of ‘social’ at the center. Vygotsky defines the nature of human society as a continuing organism that learns and develops throughout our lives through the mediation offered by the culture and interactions with others (Taber, 2020). His rejection of the idea that knowledge resides solely in the individual, the assertion that learning and understanding are inherently social, and the recognition that cultural practices and tools, including symbol systems, artifacts, and language, are essential to conceptual development align with postmodern constructivist perspectives (Palincsar, 1998).

Constructivism, a theory of knowing, more comprehensively explains the complexity of the teaching-learning process compared to behaviorism (Jones &

Brader-Araje, 2002). Constructivist learning theory is rooted in the belief that humans actively participate in the process of constructing new knowledge. In contrast, behaviorism portrays the learner as passive and in a recipient position. Opposing this view, Adams (2006) asserts that the construction of knowledge, the social environment, and context is impossible to separate or isolate. On the contrary, the learners' past experiences contribute significant meaning to knowledge. He acclaimed that disembodied cognition from interaction would not employ the correct way of understanding how humans learn. Emphasizing the social environment in this process, Lantolf (2000) asserts that while biology offers a basis for classification, people use concrete schemata that are culturally formed to categorize entities in their reality. Vygotsky argued that human consciousness arises from the dialectical unity of two distinct yet essential components: our biological endowment and cultural inheritance. Biology grants us a brain, which is the basic ground, but a brain does not mean a mind. At this point, culture intervenes as it allows us to mediate those processes deliberately, and synthesizing these components results in exclusively human mental life (Lantolf et al., 2014).

Cognitive constructivism, which came into existence directly from Piaget's work, centers on the individual's role in constructing knowledge. While Piaget's cognitive constructivism theory had a substantial emphasis on intellectual capacity, Vygotsky asserted that there were variables that should be taken into consideration, such as social interaction, culture, and language, that influenced how an individual constructs knowledge (Kalina & Powell, 2009). Unlike social constructivism, which asserts that ideas are formed through contact with teachers and peers, cognitive constructivism posits that ideas develop within individuals through a personal process (Kalina & Powell, 2009). Individuals engage in internal mental processes like assimilation and accommodation, refining their understanding of the world through personal experiences and interactions. This internalization of knowledge is a key aspect of cognitive constructivism, with learners actively reshaping their mental schemas to incorporate new information.

While both constructivism and sociocultural theory address the activities through which children learn, these theories differ in certain aspects. Constructivist theory advocates that the learning and mental representations of the individual should be the topic of concern, whereas the latter theory is more interested in the

act of enculturation in learning. From this perspective, a sociocultural theorist may focus on the broader social system and draw conclusions about an individual's thought system and progress based on their participation in culturally organized activities (Scott & Palincsar, 2013). In essence, while cognitive constructivism emphasizes the individual's active role in constructing knowledge, sociocultural theory expands the lens to include the profound impact of social and cultural contexts.

Today, the constructivist educational viewpoint has a heavy sociocultural emphasis. Central to this perspective is the understanding that cognition is inherently social: people acquire a higher intellectual facility by means of interaction when they participate in social activities. In fact, it is possible to say that teaching is a social practice and to achieve successful teaching and learning, interaction is fundamental (Li & Li, 2020a). Educators who employ a constructivist view are more alert about the fact that learning is influenced by the larger society, and the influence occurs not only through unconscious absorption of notions and practices from those surrounding us but also consciously as we interact with others (Beck & Kosnik, 2012). In the constructivist learning paradigm, the social and intra-dependent efforts of the learners are being emphasized rather than independent efforts. Effective learning happens when the learner makes contact with the social environment at an interpersonal level and, later, internalizes this experience to think and solve problems. Throughout this journey, Devi (2019) asserts that the learner is influenced by their prior beliefs and new experiences, and via self-regulation, they create new beliefs. According to Adams (2006), the social environment and the context are impossible to separate or isolate from the construction of knowledge. On the contrary, the learners' past experiences present more meaning to the knowledge. The learners construct a way of understanding information by including their experiences and perspectives; in a way, it co-constructs the knowledge (Devi, 2019).

Language is the most substantial artifact that humans use to regulate their thinking since language has a reflexive capacity that is directed outward at others throughout social interaction and inward at the self throughout mental activity (Lantolf et al., 2014). Furthermore, cognition is mediated through language: humans employ symbolic tools or signs to mediate and govern their relationships with one another and themselves, and language is the primary means of

communication. As a result, we and the rest of the world have a mediated relationship (Li & Li, 2020a). Jones and Brader-Araje (2002) mention Vygotsky's claim that language is initially interpersonal, happening between the child and the external world, and later it becomes intrapersonal. Early experiences usually serve as the foundation for preconceptions, which are intuitive and serve as a filter for further learning.

From the standpoint of Sociocultural Theory, L2 pedagogy includes any educational activity intended to encourage internalization of and control over the studied language, whether or not a human mediator (e.g., a teacher) is physically present (Van Compernelle & Williams, 2013). According to Devi (2019), SCT emphasizes learner autonomy because it draws back the authority of the teacher as a source of all true information to the level of guidance in the process of helping the learner to take responsibility for their own learning. This involves active engagement in critical thinking, analysis, and creating an environment that provides an area for learners to experience and discover, and increasing cooperation between learners, as well as providing useful feedback. Traditionally, teachers were seen as the source of all knowledge, and their job was to pass that knowledge on to the students according to their needs. However, today, a teacher's most important job is to facilitate and inspire the students to learn the target language without explicit effort by creating a constructive atmosphere (Bhandari, 2022). The teacher's role in the classroom is still central since it offers a supportive atmosphere for students to learn as they are involved in diverse language tasks provided by the teacher (Behroozizad et al., 2014). The teacher gradually transfers his powers to the learners to provide an agenda for learning, but it does not mean the loss of all the power possessed by the teacher. Teachers are expected to recognize the requirements and phases that the students go through in their journey towards understanding throughout the process, which might eventually mediate into the socio-cultural space (Adams, 2006).

Lantolf (2000) put forward an 'activity theory' which suggests that human behavior is the outcome of social integration and culturally constructed forms of mediation. When dealing with an over-challenging task, the human mind seeks external mediation, which leads to socialization. In SCT, the role of the teacher is to be the mediator who, instead of pushing the learner to memorize the correct answer, guides the learning process through questions, suggestions, and

explanations of concepts (Devi, 2019). The notion of co-construction in social constructivism is highly dependent on teacher-pupil interaction. However, it should be accepted that pupil-pupil interaction is a necessity, rather than teacher-pupil interaction only, to decrease pupil dependence on teachers (Adams, 2006). Today, educators recognize the significance of peer-to-peer interactions and the classroom community in learning, so the individual study compartments that emerged with behaviorism are seized to exist (Jones & Brader-Araje, 2002). The teacher is not the only active partaker throughout the process of student-teacher interaction. On the contrary, the learner becomes the active partaker within the process of scaffolding, which, consecutively, is a dynamic reciprocal process. Through the medium of communicative exchanges, both teacher and learner build a common understanding in which the student, as a novice, learns from the teacher as a more proficient other (Behroozizad et al., 2014).

Expanding upon sociocultural theory, Zhang et al. (2020) took the implementation of sociocultural theory in language education a step further and added non-human appliances in the learning process by blending the real and virtual worlds in a 3D environment. In a similar vein, Liu and Lan (2016) implemented a web-based learning environment using sociocultural and cognitive theories. Their study's results supported the hypothesis that collaborative learning groups in the study could significantly enhance vocabulary knowledge. A study by Poudel (2020) delved into computer-supported collaborative learning by integrating technologies such as Web 2.0 and collaborative learning. The main aim was to assist students in developing their cognitive skills such as LOTS (Low-order thinking skills) and HOTS (high-order thinking skills). The participants reported that the tasks facilitated their ability to communicate, share learning resources, and improve their participation in discussions and ability to negotiate meaning. Kok (2008) implemented Moodle (Modular Object-Oriented Dynamic Learning Environment) in a Turkish private school context and stated that it created a collaborative online platform, providing interactions between both teacher-students and student-student so constructivist learning could occur. Using Gardner's socio-psychological system, Chen (2013) investigated students' motivation to learn English within a technology-driven social atmosphere. The study revealed positive attitudes and strong desires for English learning within this setup. Wang (2014) implemented wikis as a part of the social constructivist language classroom for 42 university students in Taiwan.

The learners, as the study suggests, were able to track down their progress in their writing skills thanks to the online record of their performances, experienced peer learning by editing and revising their mistakes, and seized the chance to learn English in a more real context through collaboration.

As stated above, sociocultural theory has become prominent in the field of education. The present study is based on a telecollaboration study between teacher candidates from two different universities in different countries, and it employs sociocultural theory as a theoretical framework. As stated above, sociocultural theory promotes engagement between learners by ‘actively participating in the process’, and telecollaboration studies aim to do the same. This study consists of various tasks that support interaction and provide a space for negotiation between participants from different sociocultural backgrounds. The tasks generally require the personal and past experiences of the participants and bring cultural exchange into the equation as well. These requirements create a suitable learning space that meets the needs of a social constructivist learning atmosphere. Therefore, the present telecollaboration study is rooted in social constructivist theory.

2.2 Language Teacher Education

Teachers are one of the core constructs that should be well-researched in order to achieve a successful educational program. The field of second language teacher education (SLTE) covers a vast area of research throughout the world. Technological improvements and changes in the world’s sociocultural structure have also led to a change in this field. Crandall (2000) suggested that traditional language teacher education was not enough to prepare prospective teachers for the realities of the classroom as well as overlooking teacher cognition and beliefs about teaching, learning and teacher-student roles. From the beginning of the 1990s, language teacher education experienced a shift from “transmission, product-oriented theories to constructivist, process-oriented theories of learning, teaching, and teacher learning” (Crandall, 2000).

Since the millennium, the process of globalization has led to a period of innovation in the field of SLTE. There has been a rising demand for more qualified teachers to meet the demand for English language learning (Wright, 2010). Teacher learning started to be seen as a dynamic process consisting of reconstruction and

transformation of social practices in order to be open to both individual and local needs (Johnson, 2009). It should also be noted that being an English language teacher entails joining a global community of professionals with similar objectives, values, discourse, and professional procedures, but one that also holds itself accountable to changing its own practices and function (Richards, 2008).

As the demand for competent English teachers began to increase, the preparation and professional development of language teachers underwent a change as well. Teacher training has started to be viewed as a socialization process with a focus on higher levels of professionalism in ELT (Richards, 2008). The sociocultural perspective offers a theory of mind that acknowledges the innate interdependence of the cognitive and the social, creating the opportunity to study how teachers learn, how different ideas and mental processes grow within their consciousness, and how this internal activity alters how they perceive themselves as educators, their pupils, and the teaching process (Johnson, 2009). Early 21st Century SLTE agenda entails creating reflective teachers who acknowledge life experiences and collaborate with others, providing a variety of learning experiences for teacher candidates to expand and apply their knowledge, and evaluating personal and professional learning (Wright, 2010).

In Türkiye, the field of ELT is well-researched, with numerous studies focusing on various aspects of teacher education, such as beliefs, emotions, and practicum experiences. Since the 1990s, when language teaching became part of compulsory education, teacher training programs have evolved to include shorter programs, practical teaching experiences, and a stronger focus on pedagogy (İnceçay, 2011).

Altmisdort (2016) emphasizes that the success of students is closely linked to the quality of teacher education programs, underscoring the importance of continuous improvement in these programs. Research in Türkiye has explored topics such as teacher beliefs, self-efficacy, motivation, intercultural communicative competence, technology integration, and teacher identity.

Teacher beliefs are a critical area of study in language teacher education. Altan (2012) examined the beliefs of 217 pre-service EFL teachers, emphasizing how these beliefs shape teaching methods and affect student learning. Language

teachers may hold specific beliefs about language learning that influence their instructional practices and, in turn, shape their students' beliefs about language learning.

Tanriverdi (2012) investigated the epistemological beliefs and learning approaches of 632 pre-service teachers. The study found that students who believed learning is dependent on innate ability tended to be surface-motivated and used surface learning strategies. Conversely, students who believed learning depends on effort were more likely to be deeply motivated and employed deep study strategies.

Dincer and Yeşilyurt (2013) explored beliefs about teaching speaking skills. The findings indicated that regardless of whether the participants were intrinsically or extrinsically motivated to speak English, they held negative views about speaking instruction in Turkey. Although they all agreed that speaking is the most important language skill, they felt incompetent in oral communication despite their different motivational orientations towards speaking English.

Several studies have examined the self-efficacy beliefs of pre-service English teachers and the factors influencing these beliefs. Topkaya and Yavuz (2011) found a positive correlation between pre-service teachers' democratic values and their self-efficacy perceptions, indicating that these elements reinforce each other. İnceçay and Dollar (2012) linked self-efficacy with classroom management, revealing that while pre-service teachers' confidence in managing challenging behaviors was high, this did not translate into actual classroom management skills in practice. Uztosun (2016) focused on primary school settings, identifying that pre-service teachers felt most efficacious in using visual materials, simple instructions, and body language, but least efficacious in kinesthetic activities, managing class time, and understanding the development of language skills. Both pre-service and in-service teachers highlighted the teaching practicum's inadequacies and various systemic issues such as limited class hours and poor resources. Sevime and Subasi (2018) further identified key factors affecting teacher efficacy perceptions, including ELT education, practicum experiences, language proficiency, and affective states, with practicum experiences having the most significant impact.

Research on motivation often focuses on why individuals choose teaching as a career. Topkaya and Uztosun (2012) and Akar (2012) examined career choice motivations among pre-service teachers, while Başöz (2021) and Cengiz (2023) explored motivations for choosing EFL teaching specifically. The studies on career choices of EFL teachers report that most of the individuals participating in the studies have intrinsic motivations while choosing to become a teacher, with many also reporting societal influence.

Intercultural communicative competence (ICC) is increasingly important in language teacher education, as it equips teachers to navigate and bridge cultural differences effectively in diverse classrooms. Sariçoban and Oz (2014) and Genç (2018) investigated the ICC of pre-service teachers, finding that enhancing ICC can significantly improve teaching practices and student engagement. Yetis and Kurt (2016) examined intercultural sensitivity, emphasizing the need for teachers to be aware of and sensitive to cultural differences to foster an inclusive learning environment. Recent studies by Arcagok and Yılmaz (2020) and Babanoglu and Agcam (2023) explored attitudes towards multicultural education, highlighting the positive impact of multicultural training on teachers' readiness to address the needs of students from varied cultural backgrounds

The integration of technology in education has led to numerous studies on ICT and digital literacy. Sariçoban (2013) and Bozdogan and Özen (2014) explored attitudes towards computer use and ICT self-efficacy, revealing that positive attitudes and higher self-efficacy are crucial for effective technology integration in teaching. Merç (2015) and Aslan and Zhu (2015) examined the use of technology in practicum classes and teaching practices, finding that practical experience with technology enhances pre-service teachers' confidence and competence in using digital tools. More recent studies by İşler and Yıldırım (2018) and Akayoglu et al. (2020) focused on Technological Pedagogical Content Knowledge (TPACK) and digital literacy, highlighting the importance of comprehensive training that integrates technology with pedagogical strategies and content knowledge. These studies collectively emphasize the need for robust ICT training programs in teacher education to prepare educators for the digital age.

Teacher identity has gained significant attention in recent years, highlighting the complex and evolving nature of how teachers perceive themselves professionally. Babanoğlu (2017) studied the development of new teacher identities, emphasizing the dynamic process through which teachers adapt and redefine their roles in response to changing educational landscapes. Kaçar and Bayyurt (2018) investigated the impact of English as a Lingua Franca (ELF)-aware teaching practices, finding that awareness and integration of ELF concepts can positively influence teachers' self-perception and instructional approaches. Eğmir and Çelik (2019) explored the relationship between educational beliefs and teacher identity, demonstrating that deeply held beliefs about education profoundly shape how teachers view their professional identities. Erdem (2020) analyzed early teacher identities and their predictors, identifying key factors such as initial teaching experiences, mentorship, and educational environments that significantly influence the formation of teacher identity. These studies collectively underscore the importance of supporting teacher identity development through reflective practice, professional development, and adaptive teaching methodologies.

In sum, it can be clearly said that the research area on language teacher education in Türkiye is vast and consists of various subjects. The meta-synthesis research by Taner and Karaman (2013) showed that the main identity research areas in the field of foreign language teaching in Türkiye consisted mostly of teachers' beliefs, while the least studied area was identity construction in collaboration and identity constructions in teacher education. In order to fill in this gap in the literature, the present study investigates teacher identity constructions of PTs.

2.3 Language Teacher Identity

2.3.1 Formation of Language Teacher Identity

The concept of identity plays a crucial role in understanding the professional development of language teachers. The word 'identitas', when adopted into the French language, meant "the same, sameness, one" in medieval Latin. Identity is all about sameness and difference (Coulmas, 2019). According to Kidd and Teagle (2012), identity refers to how we view ourselves as

individuals, how we view those who are close to us, and how we view ourselves in the eyes of others. It entails having the capacity to "fix" or "figure out" who we are as individuals. Even though there are many perspectives and approaches available in the literature, it does not give an exact definition of identity.

Clarke (2008) uses Goffman's definition of identity, which describes three kinds of identity: social, personal, and ego. Social identity is linked to the features that a person is supposed to own in relation to others; personal identity is a person's biography, exclusive to a person, and this is what makes us individuals in a social group, what separates us from others; ego identity is mainly about our subjective sense of who we are, our socially constructed interactional identity (Clarke, 2008).

Oyserman et al. (2012) describe identities as a concept that incorporates substance, actionability, and the use of mindsets to make meaning. A person's qualities, personalities, aims and morals, and ways of being make up personal identities. Characteristic features, social relations, roles, and belonging to social groups are the elements that describe who a person is and are the "identities". Oyserman et al. (2012) suggested that they can be directed at "the past – what used to be true of one, the present – what is true of one now, or the future—the person one expects or wishes to become, the person one feels obligated to try to become, or the person one fears one may become.

Drummond (2021) asserted that the foundation of a person's identity is found in their beliefs, characteristics, notably their character traits, feelings, and emotions. In other words, it is rooted in the subject's beliefs about what is true, good, and right that are either passively accepted or actively attained, in their commitments to pursuing worthwhile goals, and in the practical identities that are rooted in those beliefs and commitments.

As mentioned above, there are various definitions available for the notion of 'identity', and scholars are still in the process of developing new ideas on it. Identity research has started to be studied extensively in the field of teacher education since understanding 'teacher identity' can be an important step in preparing better learning and teaching experiences.

According to Barkhuizen (2019), defining language teacher identity is quite difficult since it is a very broad concept with many dimensions. To name a few, roles and associated functions teachers perform, teachers' beliefs and theories of language teaching, moral stance, emotions, former experiences, and histories (as a

language learner), becoming and being a teacher, their imagined experiences of language teaching in other contexts, the actual practice of teaching and how they perform in sociocultural contexts (Barkhuizen, 2019).

Based on the perspective of Wenger (1999), identity is a multifaceted process that emerges from the interplay between our engagement in specific communities, the social interpretations of our experiences, and the ongoing negotiation of meaning as we navigate our impact on the world and form relationships, leading to a complex and profound understanding of our identity that shapes our existence and consciousness. In a similar vein, Pugach et al. (2019) argued that teacher education researchers generally addressed the identities of teachers in a one-dimensional way by giving little acknowledgment of teacher candidates' multifaceted, compound, and interwoven identities.

Varghese et al. (2005) asserted that teacher identity is both an individual/psychological, concerning the self-image and other-image of teachers, and a social matter since teacher identity formation is essentially a social process that takes place in institutional settings or educational programs. Advocating that the personal and professional selves of a teacher are inseparably linked with each other, Beauchamp and Thomas (2009) assert that some of the factors include emotion as a part of the self, the narrative and discourse aspects of identity, the role of reflection in exploring and shaping teacher identity, and the connection between identity and agency.

Zembylas (2003) claims that the identity construction of teachers is principally affective and highly reliant on power and agency, which is why the affective constituents of teacher identity provide a better understanding of the teacher self. Buchanan (2015) investigated the professional identity (re-)constructions of teachers and reported that each participant's identity was made up of a variety of commitments that stemmed from their individual teacher preparation, backgrounds, careers, and current educational setting.

In summary, it is safe to say that even though a pinpoint definition of language teacher identity does not exist, the literature gives us some outlines and key concepts. The research on language teacher identity still continues to grow since it provides us with a broader understanding of language teachers. These research studies provide implications for further developments such as advances in

educational policies, enhancing teacher professional development, refining pedagogical practices, and fostering inclusive classrooms.

2.3.2 Studies on Language Teacher Identity

The study of teacher identity has captured researchers' attention, especially in recent years. Many studies have been conducted to help teachers and teacher educators understand the construction and reconstruction process of teacher identity. These studies provide some invaluable information that can be used in some areas, such as teacher education and professional development of language teachers.

Teacher identity studies mostly consisted of reflective studies. These studies can help teachers gain a better insight into the way they experience their careers themselves, the way they understand the numerous events and experiences during their career, and incorporate them into their personal teaching style (Kelchtermans, 1993).

In recent years, there has been an increasing utilization of reflective studies within the domain of language teacher identity studies. For instance, Yazan (2018b) emphasized that investigating the teacher candidates' past experiences and future objectives is an essential part of defining who they are (not) as language teachers and therefore designed a qualitative case study on three ESOL teacher candidates who were in an intense MATESOL program providing K-12 ESL certification. He used Wenger's theory of communities to gather data on teacher candidates' identity negotiations, which included their understanding of teaching and learning to ESOL, their own conceptions about the profession, behaving like a teacher, and comprehending their position in social and professional contexts.

The fact is that during teacher education, student teachers undergo a lot of change. As Beijaard (2019) suggested, "learning to teach is an identity making progress". Some studies indicate that the information gathered by the research on teacher identity can provide a guideline for preparing better teacher education programs (Beauchamp & Thomas, 2009). In another dimension, the study of Hanna et al. (2019) pointed out that the domains of teacher identity in their study can be useful for teacher education. For example, they can be used as a checklist for the

assessment of PTs' professional development, as a parameter for planning course content, and as an instrument for reflective assignments.

In another view, studies on teacher identity can provide a better understanding of the teaching and learning environment of a certain context. For instance, Skinner et al.'s (2021) study revealed the impact of educational policy reforms on teachers' well-being and professional identity. The recent studies on the effect of the Covid-19 pandemic on teachers' identity constructions and reconstructions (e.g., Jones & Kessler, 2020; Kim & Asbury, 2020; Kulikowski et al., 2022; Rapanta et al., 2020) have procured invaluable insights on teachers' emotional change, stress, and experiences during this out of ordinary times.

In their study, Schutz and Lee (2014) explored the connections between teachers' emotional labor and the experiences that go along with it and their developing teacher identities. Managing difficult emotional classroom interactions is one of the many things that come with teaching. This is especially true for new teachers, who are rarely equipped to handle the emotional situations that are a constant part of teaching and working in school environments (Schutz & Lee, 2014). As a result, it is not unexpected that many teachers quit their jobs before they reach their prime since some are unprepared to handle the emotional exchanges that come with their line of work. Novice teachers can get overwhelmed with the challenge of the teaching job.

Yao and Slater (2024) investigated six Chinese English teachers' professional identities through semi-structured interviews. The study supported the idea that teachers' identities develop through their teaching practices, shaped by educational contexts and personal histories. This aligns with Barkhuizen's (2016) assertion that teachers' professional, cultural, political, and individual identities are significantly influenced by their interactions within diverse educational contexts, which in turn affect their pedagogical decisions and relationships with learners.

Even for experienced ones, facing new professional challenges can cause teachers vulnerability and emotional distress. In this scope, Song (2016) studied identity change, the role of emotion in language teacher identity, and how identity affects the teaching practice. The teachers' multiple and conflicting stories about their students who joined an exchange program and returned as competent English speakers revealed some existing vulnerabilities that can be a barrier to pedagogical and self-transformation or ongoing professional development. In another context,

Jeongyeon and Young (2020) studied the negation of emotion from Korean as a foreign language teacher's perspective and investigated the teaching context and how emotion contributes to the emerging identities of language teacher identities.

Wolff and De Costa (2017) perceived language teaching as a sociocultural activity and conducted a study on an NNEST (non-native English-speaking teacher) who was involved in a U.S. MATESOL program and investigated how the emotional challenges she went through influenced her overall teacher identity development. Constant reflectivity practices and focusing on positive emotions were claimed to have had an impact on developing teacher identity.

In order to find out the negotiation and emerging identity constructions of ESOL teacher candidates, Yazan (2017) designed a qualitative case study. Three ESOL teacher candidates enrolled in a MATESOL program negotiated and portrayed their emerging identities as ESOL teachers. Their formal or informal professional interactions with other TCs provided them with a dialogic space in which they could construct and test out their subject positions as ESOL educators discursively mediated in teacher education programs (Yazan, 2017).

In another study, Yazan and Peercy (2018) constructed a study to examine the teacher identity constructions of three ESOL teacher candidates by inspecting their practicum experiences. By putting Lave and Wenger's concept of legitimate peripheral participation and Wenger's framework of communities of practice at the center of the study, they collected the data from semi-structured interviews, classroom observations, and course assignments from four courses. The results revealed that although the participants' activities and engagement in teaching and learning to teach ELLs are driven by their self-identification as ELL instructors, they also require legitimacy and validation from other community members in their teaching context (Yazan & Peercy, 2018).

Approaching language teacher identity from Foucault's notion of ethical self-formation, Miller et al. (2017) analyzed a focal participant in order to take a glance at the teacher identity formation process. In a series of seven interviews, a co-development of changing into becoming a successful classroom teacher along with a lessening in the area of ethical self-formation.

In their study, Kanno and Stuart (2011) attempted to seek out how two novice language teachers learn to teach and identify themselves as professional language teachers. They detected that the transition from being a graduate student

to a teacher does not happen in an instant and automatically, not even for those who clearly identified themselves as committed L2 teachers. Kanno and Stuart (2011) stated the emerging identities of the teachers in the study were shaped by their classroom practices. As they collected more experience in the classroom, they started to gain a more sense of control in their practices.

In their study on language teacher identity, Stranger-Johannessen and Norton (2017) examined the Ugandan primary school teachers' changing identities with the help of their involvement in a project called African Storybook. This project enabled hundreds of children's stories to be freely available in many languages, including English, African, French, and Portuguese. It is stated that teachers' identity reconstructions have demonstrated their social and cultural improvement by being a part of this project and community.

Based on their brief observations, Lawrence and Nagashima (2020) clearly stated that the intersectionality of teachers' identities, shaped by gender, sexuality, race, and linguistic status, has significantly impacted their careers as language teachers. Despite sharing the same academic environment, teaching the same students, and using the same curriculum, these aspects continue to shape daily interactions in the classroom, leading to varied and unequal experiences.

Lander (2018) investigated the relationship between language teacher identity and queer identity in English language teachers working in Colombia. Framed within a post-structural perspective on identity, a narrative research project was designed. Three gay male teachers participating in the study expressed that though they encountered some type of occasions of homophobia that have affected their everyday life and careers, they were all living their queer identity in the company with their language teacher identity with ease.

Babaii et al. (2020) carried out a study on Iranian EFL teachers about assessment-related critical incidents (ACIs) and how those incidents contributed to the teachers' identity sense-making. It was reported that ACIs had a considerable divergent impact on the teachers' sense-making of their identities, which led to both challenges to the teachers' sense of professionalism and positive perceptions about their mindset (Babaii et al., 2020).

Using language socialization, which covers language and social development in the target culture, Ortaçtepe (2015) investigated the identity reconstruction negotiations of two Turkish EFL teachers in the US. This longitudinal study

revealed that by involving in a certain social context that directed them into some sub-practices of language socialization, for example, academic discourse socialization or discourse socialization, the participants made three investments in their identities: an experienced EFL teacher, an L2 user, and a burgeoning scholar.

Kayi-Aydar (2019b) held the idea that teacher agency is directly linked to the characteristics, sociocultural, language, and educational context of the person. Her narrative study on a Hispanic L2 (Spanish) teacher, Paloma, displayed how different features, such as race, ethnicity, language background, and power, overlap with each other as teachers make choices and shape their professional identities. Paloma's different teacher identities and roles are interconnected and interacted in different ways; it is not static and has no end; that is why her experiences outside the classroom, across time and space, had to be taken into account in the present study (Kayi-Aydar, 2019b).

Recently, Rinne et al. (2023) conducted a comparative case study to explore more about the way PTs develop a professional identity in teacher education in Sweden and Denmark. By using the past and present experiences of student teachers and their imagined future experiences, Rinne et al. (2023) discovered that the student teachers' professional identity constructions were mainly related to their "beliefs, meanings, and values student teachers attach to teacher education, and influences their decision to stay in the program or, later, in the profession".

Derakhshan et al. (2020) studied Iranian EFL teachers' autonomy and professional identities to find the probable link between them and the likelihood of their success by looking at their professional identity and autonomy variables. It was found that the professional identities of teachers and their autonomies play a vital role in their level of success.

Johnson and Golombek (2020) advocate that teacher educators must understand teachers' entire personal and cultural backgrounds, including their knowledge, emotions, and cognitive perspectives. What this awareness enable is that it helps educators support teachers' past experiences, navigate current challenges in teacher education, and guide them towards their future professional identities.

Barkhuizen (2021) introduced some key points on language teacher educators' identity:

1. Personal Histories and Professional Work: Experiences with learning and teaching languages shape professional identities.
2. Commitment and Passion: Deep commitment to language education and student teachers, often active in communities of practice.
3. Interrelated Domains of Work:
 - Teaching/Pedagogy: Educating on effective teaching methods.
 - Research/Scholarship: Conducting academic research.
 - Administrative/Service: Managing programs and institutional roles.
 - Community Service: Collaborating with professional associations and organizations.
4. Professional Identity: Identities are shaped and negotiated within these interrelated domains.
5. Challenges and Conflicts: Balancing roles can lead to conflicts, especially between personal preferences and institutional demands.
6. Institutional and Community Dynamics: Early career struggles with institutional norms can affect the sense of belonging and professional identity (pp. 46-49).

In summary, the extensive body of research on teacher identity underscores the complexity and multifaceted nature of becoming and being a teacher. It highlights the need for ongoing reflective practices, supportive educational frameworks, and an understanding of the emotional and sociocultural dimensions of teaching. By addressing these aspects, teacher education programs can better prepare educators to navigate the challenges of their profession and foster their continuous growth and development.

As Gray and Morton (2018) assert, the future research agenda for LTIs involves a complex, holistic approach integrating various disciplines, focusing on understanding the multifaceted nature of teacher identities in a globalized, multilingual world. Moreover, emphasis on narratives, multimodality, and detailed analysis of social interactions will be key in advancing this field (pp. 151-159).

2.3.3 Language Teacher Identity Models/Frameworks

As previously discussed, language teacher identity is a multi-faceted and intricate construct. As the field of second language teacher education continues (SLTE) to evolve, researchers and educators are placing increasing emphasis on the question of ‘who is a language teacher?’. A growing body of research provides some frameworks on language teacher identity. While Varghese et al. (2005) contend that multiple theoretical approaches are required in order not to neglect the real-world complexity of teacher identity, it is evident that these frameworks serve as valuable tools for exploring and comprehending the intricate nature of language teacher identity. This section aims to introduce and explore some of the theories and frameworks concerning language teacher identity.

Providing a perspective on teacher learning as contextual identity change, Garner and Kaplan (2019) used a framework/model called DSMRI (The Dynamic Systems Model of Role Identity), which conceptualized teacher learning as identity formation. According to the model, the teacher role identity embraces four multi-element constituents: self-perceptions and self-definitions; ontological and epistemological beliefs; purpose and goals; and perceived action possibilities.

In order to identify some of the components of teacher identity in quantitative measurement instruments, Hanna et al. (2019) conducted a study. They reviewed 20 articles and came to the conclusion of six main categories: self-image (how they view themselves as a teacher), motivation (why they teach), commitment (the level of dedication to the profession of teaching), self-efficacy (the ability to apply activities as a teacher), task perception (grasping the tasks of a teacher), and job satisfaction (the level of satisfaction they get while teaching).

Akkerman and Meijer (2011) proposed a dialogical approach to conceptualize teacher identity by taking into account the unitary, continuous, and individual nature of identity. This theoretical point of view was claimed to be an informative and effective way to recognize the self and might widen our present understanding of teacher identity. Akkerman and Meijer (2011) detailed the “dialogical approach” by dividing it into three sub-themes:

1. Multiplicity and unity: Instead of being predicated on the dualism that the self is internal and the other or the social is external, a dialogical self embraces both of these.

2. Discontinuity and continuity: The dialogical approach recognizes identity as a fluid or dynamic process. It can change depending on the situation. Also, it is recognized that continuity is preserved indirectly by routine behaviors along with cultural and historical mediation.

3. Social and individual: Dialogical approach claims that teachers' identities are constructed and negotiated implicitly by various people they meet and the communities they are in.

Based on their studies on teacher identity formation, Beijaard et al. (2004) introduced a framework consisting of four features that they defined as crucial for teachers' professional identity: it's an ongoing process, implies both person and context, consists of sub-identities, and agency is a significant part of it. Claiming that the only way to understand the professional development of teachers profoundly, Kelchtermans (1993) introduced the 'Biographical perspective', which focuses primarily on the experiences of teachers throughout their careers.

Kelchtermans' (2005) study emphasized the influence of emotions and coping strategies in the identity formations of teachers, asserting that "Understanding the place and role of teachers' emotions in meaningfully dealing with their daily job situation in general, and the calls for reform by policy and society, constitutes an important agenda for researchers. However, Lasky (2005) focused on teacher identity using a sociocultural lens, emphasizing the negotiation of identity through social interactions and the influence of contextual factors. Bullough and Stokes (1994) focused on the narratives and personal teaching metaphors by employing a metaphor study.

Bukor (2015) approached language teacher identity from a holistic perspective, which is a concept that covers the interrelation of personal and professional experiences, and conscious and unconscious thought processes. Three female language teachers' personal (e.g., childhood, family, friends, and significant other people) and professional (teaching practice) life experiences were investigated to bring about the relationship between them and how their beliefs, assumptions, perceptions, and educational, professional, and personal experiences shaped their professional identity development. The author argues that teacher identity reflects "the imprints of the complex interconnectedness of one's cumulative life experiences as a human being".

In order to comprehend the relationship between teachers' identities and their experiences of PD (professional development), Noonan (2019) designed a phenomenological inquiry study by investigating three case studies. The result of the study uncovered "three distinct 'learning affinities': for the what (content), the who (facilitation), and the with whom (community)", which can work as a framework to model teachers' professional development experiences in a better way.

On a different view, Nguyen and Dao (2019) conducted a study to examine how identity work can be used in teacher education to enrich student teachers' learning experience and prepare them to develop their teacher selves in a better way. They applied a three-dimensional space narrative framework (interaction, continuity, and situation) with five pre-service non-native student teachers who enrolled in a master of applied linguistics/TESOL program at an Australian university.

By employing the 'activity theory', which incorporates personal, social, and material perspectives, Karimi and Mofidi (2019) inspected the identity developments of Iranian teachers in their study. Using semi-structured exploratory interviews, non-participatory observation, and the analysis of participants' personal Instagram pages, the study revealed that participants' perceptions of themselves as teachers are shaped by their recollection of their own teachers, their experiences as students, and personal characteristics like extroversion and communication skills (Karimi & Mofidi, 2019).

Claiming that there is a theory/practice gap in the field of language teacher education (LTE) in developing language teacher identity (LTI), Fairley (2020) proposed a TAA-oriented (transformative, agentic, and advocacy) LTI development program. The author argues that teacher education programs should have a strong focus on the tensions at play, arising both within themselves and from their contexts, and their capacity for recognition, expression, analysis, reflection etc. Also, by using these models or theories, teacher candidates can develop some key competencies such as critical reflexivity, emotional literacy, collaboration, and receptiveness (Fairley, 2020).

Martel and Wang (2014) found four prominent themes in the research on language teacher identity:

1. The way how significant others, for instance, mentor teachers, classmates, teacher educators, colleagues, administrators, and students, impact the identity shifts of language teachers.
2. The way how teacher identities shape their practices as well as practices shaping teacher identities. The way teacher identities shape their practices and how practices shape teacher identities.
3. The way the perceptions of their native or non-native speaker status complicate the identities of language teachers.
4. The way language teachers' self-perceptions as cultural beings influence their practices in teaching culture.

Barkhuizen (2016) suggested a theoretical framework of identity, particularly influenced by poststructuralist perspectives and their connection to narrative inquiry. His argument highlighted the importance for language teachers to engage in reflective practices or teacher research to comprehend their professional identities, thereby influencing their educational practices. Questions such as "Who am I?" and "How does who I am relate to my professional practice?" were posed to encourage this introspection.

Pennington and Richards' (2016) reconceptualization of teacher identity development focused on the competencies of language teacher identity:

Foundational Competencies of LTI

1. Language-related identity: It is related to the language background and language proficiency of the person. A language teacher's set of knowledge is not only *about* the target language but also carrying the skills for communication in that language to be able to teach *through* the language.
2. Disciplinary identity: To be able to be considered as a member of a profession, in this case, a language teacher, a person should possess the required disciplinary knowledge. For language teaching, qualifications include the knowledge of the language in a subject, teaching approaches and methods, language learning theory, testing, assessment, curriculum and classroom management, applied research methods, and critical pedagogy.

3. Context-related identity: Teaching contexts that a teacher might encounter can be described as favoring conditions (a supporting environment and affordances for teaching) or disfavoring conditions (inhabiting factors or limited facilities).
4. Self-knowledge and awareness: Being aware of a person's strengths and weaknesses and knowing how to enhance their teaching in accordance with this awareness.
5. Student-related identity: Knowing your students' identities and expectations and building a bridge between yourself and your students.

Advanced Competences of Language Teacher Identity

1. Practiced and Responsive Teaching Skills (Knowledge into Practice): Possessing adaptable skills and responses applicable in diverse teaching and learning contexts.
2. Theorizing from Practice: Each teacher has a unique understanding of teaching based on their unique backgrounds, experiences, interactions with particular people and those interactions, perceptions of themselves and others, values and beliefs, and the particular ways they interpret their experiences and translate past experiences into future actions.
3. Membership in Communities of Practice and Profession: Teachers engage in communities of practice by exchanging ideas, opinions, and values, reflecting on others' viewpoints and values, learning new information, and then adapting perspectives and values to reflect it. By taking part in these communities of practice, instructors can collaborate with other practitioners and the larger field to create their professional identities as language teachers. (pp. 7-16)

De Costa and Norton (2017) highlighted the theoretical innovation in LTI research, including: ecological turn which emphasizes understanding teacher identities within complex educational ecologies, drawing on concepts like communities of practices to explore how teachers develop identities through Professional interactions and personal investments in their teacher roles (teacher

socialization), and exploring emotional dimensions of teaching, including emotional labor and burnout.

In order to make sense of the experiences shared by teachers in his study, Dugas developed “The Identity Triangle Framework”, which is a model that conceptualizes identity as a dynamic interaction among three domains: psychological (life narrative), behavioral (roles and actions), and relational (perceptions and positioning by others).

Chinokul (2021) proposes a research model for preservice EFL teachers focusing on identity construction and reflective practice. It advocates for systematic self-evaluation and participation in communities of practice to enhance teaching skills and professional growth, allowing teachers to develop confidence and competence in using English effectively in classrooms and ultimately maximizing student learning outcomes.

Norton and De Costa (2018) put forward key frameworks to enhance research on identity in language education. These frameworks include the impact of globalization on identity, the importance of broader sociopolitical contexts and ideologies, the significance of temporal and sociolinguistic scales in understanding identity development, and the examination of poststructuralist theories of language and power. They suggest these frameworks offer critical lenses to investigate how identities in language education are constructed, negotiated, and transformed in diverse sociocultural contexts.

Yazan (2018a) provides a conceptual framework for LTI that explains the connections between teacher identity and these fundamental ideas: teacher learning, teacher cognition, teachers’ participation in communities of practice, contextual factors, teacher biographies, and teacher emotions. In the next section, Yazan’s conceptual framework will be explained in detail as this study employs it as a comprehensive lens to examine language teacher identity.

2.4 Yazan’s Conceptual Framework to Understand Language Teacher Identity

The literature on language teacher identity is vast and varied in many topics of interest. Research studies have been made on engagement in specific communities (Wenger, 1999; Yazan & Peercy, 2018), identity formation as a social

process (Ortaçtepe, 2015; Varghese et al., 2005), emotional experiences (Schutz & Lee, 2014; Song, 2016; Jeongyeon & Young, 2020), reflections of teachers (Wolf and De Costa, 2017; Yazan, 2018a; Yazan, 2017; Walkington, 2005), emerging identities (Kanno & Stuart, 2011), changing identities (Stranger-Johannessen & Norton, 2017), different social roles including race, ethnicity, gender or sexual orientation (Lawrence & Nagashima, 2020; Lander, 2018; Kayi-Aydar, 2019a), professional identities (Derakhshan et al., 2020; Rinne et al., 2023) and so on. Furthermore, some studies on suggesting a framework for investigating language teacher identity have also been published in the field of SLTE.

Yazan's conceptual framework (2018a) adds to this body of work by providing a thorough conceptual analysis of LTI with an emphasis on the associated facets of being and training as an L2 instructor. A conceptual framework functions as a structure that delineates the theoretical groundwork and guiding tenets for a study. It assists in organizing ideas, defining key concepts, and forming connections between variables and components. His objective is to provide a conceptual framework for researchers to use while studying and researching LTI. Yazan's (2018) conceptual framework clarifies the core constructs that are associated with teacher identity. These constructs include (a) teacher learning, (b) teacher cognition, (c) teachers' participation in communities of practice, (d) contextual factors, (e) teacher biographies, and (f) teacher emotions.

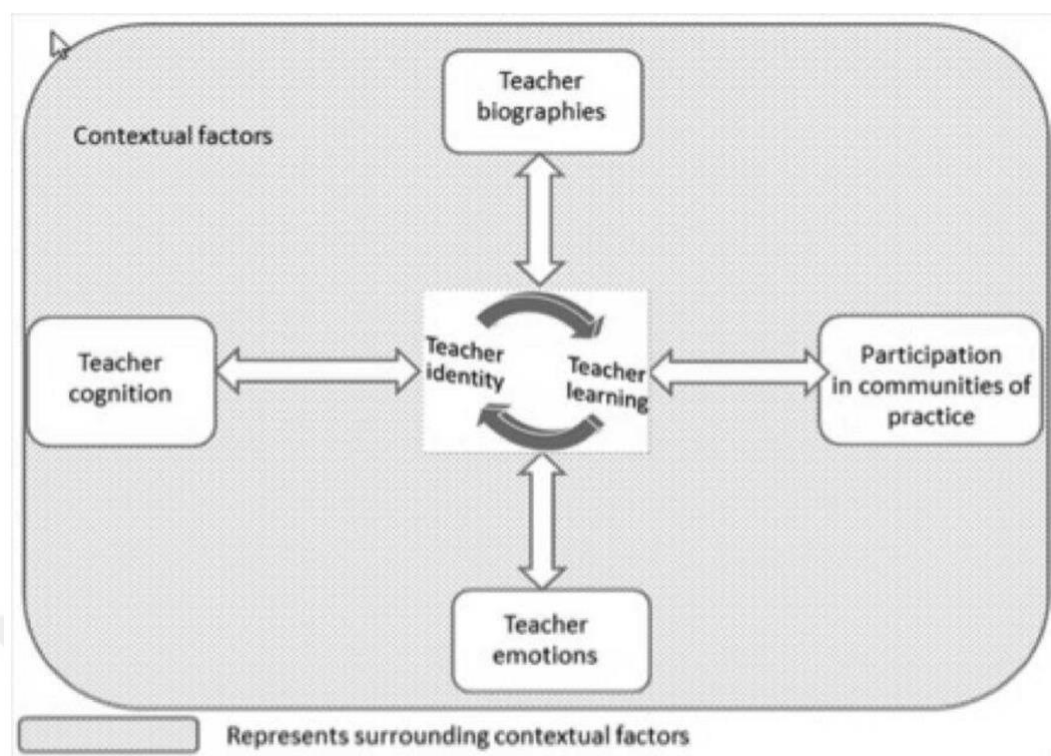


Figure 2.1 A conceptual framework for language teacher identity (Yazan, 2018a)

2.4.1 Teacher Learning

The traditional views on language teacher education see teacher learning as more of a cognitive issue, decontextualized teaching practices or methodologies, and filled teacher candidates with pedagogical information.

In the early 2000s, a necessity for a paradigm shift in the field of language teacher education arose, directing it towards a more profound comprehension of lived experiences. This involved adopting a reflective approach to language teacher education that encompasses field experiences and their decision-making processes while also involving teacher educators in the engagement process (Vélez-Rendón, 2002). Moving away from the perspective that regards teachers merely as knowledge consumers, there is a transition towards considering them as practitioners who develop their own theories and engage in more reflective practices (Wright, 2010) and “meet the needs of current and future English language

teachers in an increasingly diverse, mobile, unequal, and globalized world (Johnson & Golombek, 2020).

Vygotskian scholars who employ a sociocultural perspective on language teaching, in which teachers are accepted as individuals with unique personalities, histories, emotions, etc., oppose decontextualized instruction about and memorization of abstract concepts (Johnson & Golombek, 2020). According to Johnson and Golombek (2020), the responsibility of SLTE involves delivering relevant scientific concepts to teacher candidates; however, this should be achieved by bringing these concepts with tangible, hands-on tasks, thereby connecting them to their existing everyday knowledge and the goal-directed activities of teaching (p. 2).

By observing the progressive shift from externally socially mediated activities to internally controlled by individual teacher-mediated activities, we can track teacher learning from a sociocultural perspective (Johnson, 2009, p. 17). This transition enables us valuable insights into the progression of teacher learning, granting us to understand how teachers learn, adapt, and internalize pedagogical approaches within the broader context of sociocultural dynamics.

According to Yazan (2018), teacher learning and teacher identity development are two closely related elements that support the professional development of TCs. Focusing on the learning-to-teach process, various SLTE studies have been conducted on teacher candidates' experiences (Beijaard, 2019), teachers' decision-making process (Blackley et al., 2021; Burns, 2009), self-images (Köpsén, 2014, Reves & Medgyes, 1994), professional growth/development (Noonan, 2019), interactions with their ELLs, peers, teachers' educators or supervisors, and negotiation of identities and experiences in their social contexts.

2.4.2 Teacher Cognition

Teacher cognition refers to the mental aspects of teachers' work. It is "what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom" (Borg, 2003b). In his recent work, Borg (2019) defines teacher cognition research as an inquiry aiming to comprehensively grasp the intricate interplay of teachers' minds and emotions within their personal, professional, social, cultural, and historical contexts. This

understanding is critical in illuminating the process of teachers' becoming, and developing as a teacher.

The profession of teaching incorporates both “public activity—classroom actions, routines, interactions, and behaviors, which are publicly accessible through observation (including video and audio recordings)—with private mental work—planning, evaluating, reacting, deciding, which remain invisible to outsiders and beyond the reach of researchers” (Jackson, 1968, as cited in Burns et al., 2015). Furthermore, Crookes (2015) focuses on a teacher's teaching philosophy, claiming that while it influences their professional practice and expertise, it goes beyond simple ideas to include wider personal experiences and values. He emphasizes that comprehending the language teachers' philosophies of teaching and their influences is fundamental for teacher educators to support learners' development.

In sum, teaching identities encompass a variety of elements, including beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, and conceptions regarding teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities, and self. As teacher candidates (TCs) shape and construct their teaching identities, the integral components of their teacher cognition, beliefs, knowledge, thoughts, assumptions, and attitudes toward all facets of teaching become intricately interwoven with their present self-perceptions, self-concepts, and prospective aspirations as second language educators (Yazan, 2018a).

The literature on the impacts of beliefs and life experiences on teacher cognition (Ellis, 2006), changes in teacher cognition resulting from classroom practices (Zhu & Shu, 2017), teacher cognition regarding Intercultural Communicative Competence (ICC) (Xiaohui & Li, 2011), and attitudes towards teaching language skills (Borg, 2003b; Couper, 2017; Gerami & Noordin, 2013; Nishimuro & Borg, 2013; Sun et al., 2022), and other aspects of teacher cognition forms a growing body of research within the field of SLTE.

2.4.3 Participating in Communities of Practices

The social nature of learning involves seeking membership in different communities. The term “Communities of Practice (CoP)” is mostly associated with Wenger. According to Wenger (1998b), human beings all have their own theories and ways of comprehending the world. Therefore, communities of practices are

where they develop, negotiate, and share these theories and ways with one another. Eckert and McConnell-Ginet (1992) define a community of practice as an “aggregate of people who come together around mutual engagement in some common endeavor. Ways of doing things, ways of talking, beliefs, values, power relations - in short, practices - emerge in the course of their joint activity around that endeavor.”. Communities of practice are not a new type of organizational unit; rather, they are a different cut on the organization's structure that places more emphasis on the learning that people have accomplished collectively than on the unit to which they report, the project they are working on, or the individuals they are familiar with (Wenger, 1998a).

Buyse et al. (2003) emphasize that communities of practice signify a continuing initiative to share, build upon, and transform what members know about effective practices. In these communities, knowledge is created, shared, organized, revised, and passed on within and among (Wenger, 1998a). It should be noted that communities of practice endeavor to achieve something fundamental and more ambiguous than theorizing the social. Wenger (2011) characterizes a community of practice as following three features:

1. The domain: a collectively shared domain of interest.
2. The community: engaging in cooperative activities and discussions, helping each other, and sharing information.
3. The practice: developing a common practice (e.g., experiences, stories, tools, ways of addressing recurring problems).

With technology becoming an integral part of our daily lives, the field of education is shifting towards integrating more technology into classroom practices. According to Hanson-Smith (2006), no education curriculum can prepare teachers for the fast and ongoing changes that happen in the world of technology, and teacher-training institutions should support pre- and in-service teachers to become members of a community of practice as a way of overcoming the challenges of technology. Forming online communities of practice for teachers from different generations can create an effective environment for professional development. In the case of teacher learning about the pedagogical uses of ICT, such legitimate lateral participation would include Net-generation teachers—whether newly appointed teachers or even those still in their student teacher period—contributing from their own personal knowledge bases of native use of ICT (and thus provide

information to established teachers) while established teachers in the community can contribute their in-depth expertise in and experience in teaching and learning (Kirschner & Lai, 2007).

Participating in a community of practice can provide a great benefit for pre-service teachers since CoPs foster improvement of their teaching skills and strategies, as well as the co-construction of their professional knowledge within and beyond the classroom (Chinokul, 2021). According to Eshchar and Vedder-Weiss (2021), co-planning in the CoP model fosters mutual learning and reflective inquiry among novice and veteran teachers by promoting explicit pedagogical reasoning and reducing socio-emotional tensions.

The study by Ulla and Perales (2021) investigated the role of CoP in supporting university teachers in Thailand as they transitioned to online teaching during the COVID-19 pandemic. Despite encountering various challenges, teachers viewed the shift positively due to the support and solutions provided by their CoP, which also served as a source of professional, social, and emotional support. The findings emphasize the importance of CoP not only for professional development but also as a crucial support network during crises, highlighting the need for blended formal and informal learning activities and clear online teaching policies.

Accepting that communities of practice are not without their weaknesses and limitations, such as power structure between members, trust and predispositions (Roberts, 2006), communities of practice have been extensively studied and adapted in various contexts to foster collaborative learning and knowledge exchange.

2.4.4 Contextual Factors

In his article on second language teacher education (SLTE), Johnson (2006) argues that over the past 40 years, while preparing L2 teachers for the profession has remained fairly constant, the understanding of who teaches English, who learns English, and why, as well as the varieties of English taught and used around the world has changed drastically. The sociocultural turn in the field of language teaching and language teacher education has affected the way language teacher identity is studied.

While mirroring individual personalities, identity is not predetermined but is in relation to social context. Pennington and Richards (2016) suggest that identity in teaching emerges as a dynamic construct that is influenced by the setting in which the teacher works (for example, a teacher of young learners or a teacher of adults), and that may have various qualities at various times. Yazan (2018a) refers to ‘context’ in two dimensions: *micro* and *macro*. Micro contexts are defined as practica schools and preservice teacher education contexts, while macro contexts are broader social, political, and educational contexts. Both contexts are the contextual factors that constitute L2 teacher identity.

Teachers' personal, autobiographical identities and narratives are linked to their professional, instructional, and work-related identities and narratives through processes of negotiation and interpretation of their experiences and relationships with others (Pennington & Richards, 2016). The growing body of research on teacher prep programs/practicum experiences (Freedman & Appleman, 2008; Yazan, 2018a; Yazan & Peercy, 2018), classroom practices and emerging identities (Kanno & Stuart, 2011), prior work experiences (Buchanan, 2015), contexts and identity formation/development (Köpsén, 2014; Li & Li, 2020b), educational policy and reforms (Skinner et al., 2021) reveals the importance of contextual factors in the identity formations of language teachers. It is of high importance that the researchers “critically examine the sociocultural contexts in which L2 TCs’ learning to teach processes take place if we want to better document and understand how TCs develop professional knowledge and grow as teachers” (Yazan, 2018a).

2.4.5 Teacher Biographies

Olsen (2015) states that “One’s past shapes how one learns and, therefore, directs the contours of one’s particular teacher preparation experience” (p. 6). It is clear from this previous statement that teachers’ personal histories or biographical trajectories inevitably affect their teacher identities. Miller (2009) also mentions the personal histories of L2 teachers as a critical dimension in the work of identity formation. Furthermore, Ajayi (2011) claims that ESL (English as a second language) teachers’ sociocultural identities and teacher role identities stem from their personal histories.

Duff (2016) defines ‘language teacher identity’ as an intersection of two distinct sets of dynamics: local socio-educational contexts (e.g., curriculum, policies, etc.) and personal biographies, including “attributes and alignments connected with such constructs as gender, sexuality, race/ethnicity, language proficiency, professional experience and expertise, age, physical stature, personality, and so on”. A teacher’s teaching identity cannot be studied by excluding their personal histories on the language learning and teacher education journey. Our ideas and views on teaching as teachers start to shape right from the start of our childhood. To suggest this view, Bukor (2015) conducted a study and the results revealed that teachers’ personal life experiences and their effect on teaching can cause a holistic view of the leading influences on the identity formation of teachers. The participants in the study made it clear that their beliefs and understandings embedded in the family environment had a considerable impact on their experiences at school, career choice, instructional practice, philosophy of teaching, and teacher identity.

The existing literature on past experiences of teachers (e.g., Karimi & Mofidi, 2019) and their personal experiences (e.g., childhood, family, friends, and significant other people) (e.g., Bukor, 2015) proves to be crucial to the field of second language teacher education, shedding light on the ways how they govern the current beliefs and conceptions of teachers (Yazan, 2018).

2.4.6 Teacher Emotions

As Bukor (2015) suggests, the research literature on language teacher identity underlines the complex nature of identity – consisting of various interrelated parts such as knowledge, beliefs, emotions, or professional development – each affecting in different ways the general understanding of teacher identity. One of these elements is one of the most dominating dynamics in our daily lives: emotions. As human beings, teachers are bound to be administered by and guided through their emotions as well. Song (2016) addresses this issue by claiming that “how teachers understand, experience, perform, and talk about emotions is closely relevant to their sense of self in relation to the sociocultural and institutional context”.

Previous studies have shown that teachers' emotions play a crucial role in the construction of their identities (Yuan & Lee, 2015). As a result, teachers'

professional identities are continually being constructed and reconstructed. The finding of the study conducted by Yuan and Lee (2015) suggested that in the process of their pre-service education, language teachers shape and refine their identities by actively participating in cognitive learning, interacting with diverse socializing influences, and undergoing a range of emotions during university coursework and teaching practicum.

According to Beauchamp and Thomas (2009), emotion enters the discussion of identity as a component of the self and an element that influences how identity is expressed and shaped. A teacher's identity in regard to their profession may be influenced by emotion, but it may also be altered by components of that identity. Emotion and identity are intertwined pathways that work in two directions and possess an inseparable structure.

Research on English language education demonstrates that emotional challenges can arise from a variety of different sources and they do have a significant part in determining teachers' identity and professional behavior (Wolff & De Costa, 2017). For instance, the emotional labor involved in teaching can shape how teachers perceive themselves and their roles within the classroom and the educational community. Emotions can influence teachers' motivation, resilience, and willingness to adopt new teaching practices, thus impacting their ongoing professional identity development.

Emotions and teacher identity (Schutz & Lee, 2014; Zembylas, 2003), emotions in terms of teacher burnout (Atmaca et al., 2020), emotional challenges during the COVID-19 pandemic (Jones & Kessler, 2020; Kulikowski et al., 2022; Rapanta et al., 2020), emotional demands of PTs (Wolff & De Costa, 2017), and negotiation of emotions (Jeongyeon & Young, 2020) are some of the studies that exist in the current literature. These studies emphasize that emotional well-being is crucial for teacher identity development and effectiveness of teaching practice, especially when teachers face challenges.

Shahri (2018) emphasized that if the goal is to implement more effective classroom practices, teacher emotions and identities in teacher education programs with pedagogical concepts should be given high importance. Moreover, understanding the emotional experiences of language teachers can help creating

better professional development programs that support emotional resilience of teachers. These programs can help teachers navigate their emotions, manage stress, maintain a positive mentality, consequently enhancing their teaching practice and student outcomes.

2.5 Telecollaboration Projects

Technology has become an integral part of our lives for a considerable amount of time. Its application to our daily lives results in changes in educational practices as well. Traditional classroom-based teaching has shifted towards more global and outside the class endeavors. For instance, computer-mediated communications (CMC) have been widely used and facilitated by interconnected computers between separated individuals or groups (Luppicini, 2007). Although originally computer-mediated communication (CMC) required computers, it is not limited to computers now since it includes mobile devices. Because of that, the term ‘Internet-mediated communication’ is also used conversely (Hung et al., 2022).

According to Mahdi (2014), CMC promotes the interaction between the instructors and the learners and between learners themselves, cultivates the negotiation of meaning, makes students feel comfortable, and fosters interaction with native speakers of the target language effortlessly at any time and anywhere. These interactions provide authentic input that is not normally available in the traditional, face-to-face, classroom-based learning environment (Goertler, 2009).

Today, several educational institutions have been using technology-mediated communication, both synchronous and asynchronous, in online teaching (Hung et al., 2022). Participants in these environments may be from one class, from different classes, or communicating with members of the target community (telecollaborating) (Goertler, 2009).

O’Dowd (2018) defines telecollaboration (or *virtual exchange*) as “the engagement of groups of learners in online intercultural interactions and collaboration projects with partners from other cultural contexts or geographical locations as an integrated part of their educational programs”.

The origins of telecollaboration can be traced back to the 1990s (O’Dowd, 2012). When the Internet first emerged as a possible tool for education in the early 1990s, online intercultural exchange was one of the first activities that educators

looked into (O'Dowd, 2012). In 1996, the word 'telecollaboration' first appeared in the title of Warschauer's edited volume "Telecollaboration in Language Learning" as a term used to describe this practice in foreign language learning (Helm & Guth, 2016).

Online virtual exchanges have undergone significant transformations. By the mid-1990s, *e-tandem exchanges* - which involve collaboration between two individuals who are native speakers of different languages that engage in communication using online tools and provide mutual feedback, all with the intention of learning each other's language - began to gain widespread use (O'Dowd, 2012). The *Cultura* model was yet another model used in online collaborations. The basic idea of this model is completing online questionnaires related to cultural values and associations by learners from two different cultures and languages (O'Dowd, 2012). With the growth of technology and the internet, web 2.0 tools have begun to be incorporated into computer-mediated communications (Goertler, 2009).

Using technology to facilitate intercultural engagement and exchange, telecollaboration is founded on sociocultural and interactionist approaches to language learning (Guth & Thomas, 2010). Promoting the social constructivist nature of learning, it is a logical choice for those who want to foster interaction among learners. Though it is complex and challenging in nature, telecollaborative exchange proves to provide several benefits for intercultural learning in education (O'Dowd, 2012). These benefits include providing subjective and personalized cultural knowledge extending beyond textbooks, promoting critical cultural awareness, and assisting learners to become aware of cultural differences in communicative practices.

It is not surprising that online exchange studies have gained more attention in recent years. Chun (2019) points out that "Telecollaboration can be implemented in a variety of settings, e.g., in the case of higher education, in the classroom, in a computer lab, and at home, through the use of Web-based tools and resources, such as email, forums, blogs, wikis, text-chat, voice-chat, videoconferencing, and social networking sites."

Several research studies based on telecollaboration studies exist in the literature. These studies have different focus points such as ICC development (Akayoğlu et al., 2021; Schenker, 2012; Keranen & Bayyurt, 2006; Belz, 2003),

peer feedback (Ware & O'Dowd, 2008), tensions or missed communication between groups (Ware, 2005), developing multiliteracies (Guth & Helm, 2012), failed communication (O'Dowd & Ritter, 2006), or civic competences (Garcia-Esteban, 2020).

Sociocultural theories view language as a social concept and place more emphasis on the role of cultural context and discourse in the learning process (Chun, 2019). According to Chun (2019), studies of telecollaboration for language and cultural learning have an interdisciplinary theoretical foundation that draws on theories of SLA and theories of intercultural education.

In the field of teacher education, telecollaboration studies have started to increase, showing recognition of their significance. Müller-Hartmann (2006) designed a study including pre- and in-service teachers by focusing on the development of intercultural communicative competence (ICC) *through* language learning and the use of technology *for* language learning.

Guth and Helm (2012) designed a telecollaboration project between teacher trainees of EFL at a university in Germany and undergraduate students of EFL at a university in Italy, which lasted over a period of six weeks. Their paper provides a task design for a telecollaboration project aiming to develop multiliteracies, taking into account the many linguistic and cultural differences in society.

A two-year telecollaboration project between language teachers from Spain and the USA focused on classroom management, classroom activities that integrate technological tools more, and creating new assessment tools (Dooly & Sadler, 2013). Makaramani's (2015) telecollaboration project titled 'Food for Life' aimed to create 21st-century learning experiences for Thai and Mongol PTs.

The European Commission has funded multiple research endeavors in Europe regarding telecollaboration and virtual exchange. Among these, the Integrating Telecollaborative Networks in Higher Education (INTENT) project sought to promote telecollaboration in academic settings and embed it within university education, leading to the development of the UNICollaboration platform—a resource hub for initiating telecollaborative exchanges (O'Dowd, 2018).

Through synchronous and asynchronous interactions, PTs in Üzümlü et al. 's (2019) study involved social justice issues and made discourse choices that captured culture(s) and communities as diverse or essentialized. In a similar study, Üzümlü et

al. (2022) designed a tripartite telecollaborative project involving 112 teacher candidates (TCs) from university-based teacher education programs in France, Türkiye, and the USA. The main focus of the project was to provide negotiation of teacher agency for social justice between student teachers.

The telecollaboration studies on teacher candidates report a lot of benefits. Bhandari (2022) suggests developing self-efficacy and critical thinking skills, which eventually results in improved teaching and experience. Furthermore, as telecollaboration studies are based on ‘collaborating’, collaboration between teachers- sharing ideas, reducing workload, and learning from their colleagues can lead to better teaching experiences (Bhandari, 2022).

Most telecollaboration studies are made between English-speakers and non-English speakers (Keränen & Bayyurt, 2006), which helps teachers find the chance to practice the language extensively (Akayoğlu et al., 2021). Moreover, with the benefit of meeting online and using the Internet as the medium of communication, “they can encounter the Internet language with abbreviations, typos, or incomplete sentences, which are very common in daily life and cannot be found in coursebooks.” (Akayoğlu et al., 2021).

It can easily be said that telecollaboration studies cultivate cultural exchange between participants from different countries. A study conducted by Yang (2020) on Korean and American PTs reported a development in student teachers’ ICC and digital literacy skills. The participants also developed a wider and more inclusive perspective about English language learners (ELLs).

Employing a sociocultural and critical approach, a telecollaboration project between Colombian PTs and a group of Spanish heritage language students (SHLSs) in a U.S. university aimed to expose self-perceptions of English language teachers as non-native speakers (Viáfara González, 2020).

While there are many benefits to employing a telecollaboration study, the researchers report on some challenges and limitations as well. For instance, time difference, which can be a factor affecting the frequency of communication and inconsistent levels of motivation, are some challenges reported by Yang (2020). Time management, class management, and lack of administrative support are also some of the reported challenges (Bhandari, 2022).

From a broader perspective, Akayoğlu et al. (2021) cover challenges in telecollaboration projects in four main categories:

1. individual (attitudes or motivation)
2. classroom (related to the design of the project tasks)
3. socio-institutional (such as differences in academic calendars, grading systems, and technological facilities)
4. interaction-related (misunderstandings and tensions)

Even though there are both pros and cons to a telecollaboration project between teachers, if applied in the right context, these projects can be a valuable addition to teacher training programs.

The integration of technology into teacher training courses can guide teacher candidates to better practice. As Dooly and Sadler (2013) suggested, “successful use of Web 2.0 technologies in language learning requires teachers to relate their teaching objectives, style, and curriculum to an integrated use of technology. This will enable students to develop the competencies needed in today's Knowledge Society.”. Internet-mediated intercultural exchange is a highly complex social activity. Instead of just reading relevant academic literature, teachers need hands-on experience and mentorship to become effective intercultural communicators before guiding their students in similar activities (Müller-Hartmann, 2006). Furthermore, they improve pragmatic competence through the use of formal and informal language use (Godwin-Jones, 2019).

Direct exchanges with individuals from different cultures enable teacher candidates to gain a more critical and informed perspective (Üzüm et al., 2019), as well as a broader understanding of other cultures and develop awareness of cultural heterogeneity (Uzum et al., 2020). As Akayoglu et al. (2022) suggested, virtual exchange programs have proven to be an effective way to advance social justice by giving students a setting in which to improve their communication abilities, learn about other cultures, and view their own society from an intercultural standpoint. By taking part in such initiatives, educators can concentrate on important problems like social justice and encourage meaningful discussion among various student groups. Concentrating on conflicts and differences of opinion can lead to a deeper cultural understanding (Godwin-Jones, 2019).

It is not feasible for all students to be a part of an exchange program. The telecollaborative exchange offered an affordable alternative to traditional study abroad programs, enabling students training to become teachers of linguistically

and culturally diverse students to engage virtually with various languages and cultures (Üzüm et al., 2022).

2.5.1 Telecollaboration and Language Teacher Identity

Telecollaboration, as a means of facilitating cross-cultural exchanges and collaboration through digital platforms, holds promise for the development of teacher identity in language education contexts. While there is growing interest in the intersection of telecollaboration and teacher identity, the existing literature remains limited, highlighting the need for further exploration in this area.

Pfingsthorn et al. (2019) investigated the pre-service EFL teachers' formation of professional identity and motivation to engage in telecollaboration. The study was conducted among 134 student teachers from three different countries: Poland, the Czech Republic, and Germany. The results of the study reported that cross-cultural telecollaboration in foreign language teacher education programs enables a platform to introduce the PTs to elements of diversity and develop their professional identities.

In a telecollaboration study conducted between France, Türkiye, and the US, Yazan et al. (2020) investigated the teacher candidates' negotiation and construction of cultural identities by investigating issues like social justice, immigration, language education, gender, sexual orientation, and ethnicity. Their study revealed that telecollaboration helps teacher candidates construct cultural identities and enhance intercultural competence through translingual negotiation strategies, fostering sociolinguistic awareness and social justice in education.

Del Rosal et al. (2017) studied the fluid online identities of language teachers through a telecollaboration project. The study investigated 11 high school teachers' interactions with their students throughout the telecollaboration study and identified which issues of identity emerged during the project. The study revealed the different identities of teachers, such as collaborators, learners, friends, etc.

In a recent study, Pfingsthorn et al. (2021) designed a telecollaboration project between three institutions in order to get deeper insights into the effect of telecollaboration projects on the interculturalities and professional identities of PTs. Through open-ended questionnaires, the study revealed that PTs' understanding of

interculturalities about themselves is incomplete, and telecollaboration projects can create a platform to develop awareness of the PTs on the matter.

In conclusion, while there is a growing interest and recognition of the potential impact of telecollaboration on teacher identity constructions in language teacher education, the existing literature remains limited. The aforementioned studies provide invaluable information on teacher identity constructions of language teachers, yet there is a need for further studies in order to investigate teacher identity constructions of language teachers in telecollaboration contexts. Therefore, the present study is designed in order to fill in the existing gap in the literature and present deeper insights into how Turkish pre-service language teachers construct their teacher identities through a telecollaboration project.

2.6 Conclusion

This inevitably limited literature review provides existing literature on related topics around language teacher identity and telecollaboration. It is initially given above that today; social constructivist educational theory dominates the field since it is widely accepted that teaching is a social experience and constructing higher levels of knowledge includes interaction with other learners. That is why interaction and social integration can be considered as a prominent factor in language learning classrooms and prospective teachers should be prepared before entering the classroom.

It is also highlighted above that the present literature in the field of English language teaching mostly revolves around teacher beliefs, teachers' perceptions towards various subjects, efficacy, emotions and so on. Even though there exists invaluable research on language teacher identity, the area can still be considered as new and can be further researched. In order to delve into the depths of language teacher identity, several frameworks or theories can be utilized. However, for the sake of the present study, Yazan's (2018a) framework provides a useful guideline to follow since it aligns well with this study's structure and covers almost all of the areas that this study aspires to research.

Lastly, this literature review ends with a brief introduction to several telecollaboration and virtual exchange studies in education. The studies on language teacher education in telecollaboration studies provide a great amount of data on the

intercultural communicative competencies of teachers and student-teachers. While these experiences are proven to enable teachers to improve their ICC levels inevitably, the effect on teachers' construction and reconstruction of teacher identities through these projects should be taken under the microscope as well. The present study is set out to broaden the scope of telecollaboration studies by addressing the gaps in the existing literature on teacher identities in telecollaboration projects. Using Yazan's (2018) framework, the present study investigates teacher identity constructions of student-teachers through an intercultural telecollaboration study.



3. METHODS

This chapter presents the details of the methodology of the study. First, the design of the study is explained. Second, the context of the study and the participants are introduced. Thirdly, data collection procedures and the tools that were employed to collect the data are given. Later, the data analysis procedure is explained. Lastly, the trustworthiness of the study and ethical considerations regarding the study are provided.

3.1 Research Design

The present study employed a qualitative multiple case research method. Mainly used in social studies, qualitative study is generally employed to gather an extensive explanation for behavior and attitudes (Creswell & Creswell, 2018) and to comprehend the experiences of human beings in a humanistic, interpretive approach (Jackson et al., 2007). Moreover, Aspers and Corte (2019) define qualitative research as “an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied.” (p.155). Multiple case studies, also called collective studies, are case studies in which multiple cases are described and compared. This comparison enables the researcher to follow processes and outcomes across all cases, thus gaining a deeper understanding on the matter at hand (Cresswell, 2012).

The present study aims to reveal teacher identity formations of PTs through a multiple case study. In order to explore a problem and develop a more detailed understanding of a central phenomenon, which is the key concept, idea, or process studied in qualitative research (Creswell, 2012), qualitative study is an invaluable approach that allows researchers to delve deeply into the intricate nuances, context, and meaning associated with the subject of investigation. In this study, PTs’ language teacher identity perceptions were studied extensively. By examining multiple cases of pre-service EFL teachers, this study seeks to identify both commonalities and differences in teacher identity formation among PTs, thereby contributing to a more nuanced and comprehensive understanding of the phenomenon

Denzin and Lincoln (2005) assert that qualitative study includes the study of various empirical materials – case studies, personal experiences, interviews, etc., in the hope of getting a more comprehensive understanding of the subject matter at hand. In qualitative studies, data collection is mainly based on words from a small number of individuals in order to obtain the participants' views (Creswell, 2012). In a similar vein, Patton (2005) points out that “Qualitative research with human beings involves three kinds of data collection: (a) in-depth, open-ended interviews; (b) direct observations; and (c) written documents.” (p. 1643). In this study, PTs' written submission of tasks and post-project interviews constituted the main data set. The tasks enabled the participants to reflect on their perceptions on teacher identities, emotions, and past experiences. Moreover, with the help of telecollaboration projects, the participants get the chance to practice language, develop their intercultural communicative competence, reflect on their own cultures, and expand their perspectives on social and political issues (Akayoğlu et al., 2021). In this telecollaborative study, interactions between other participants provided an opportunity to see other perspectives and gain a wider perspective about their colleagues from different cultural and educational backgrounds.

Creswell and Creswell (2018) suggest that starting with gathering detailed information from participants, the researcher continues with forming the information into categories or themes. These themes are developed into broad patterns, ideas, or generalizations, then contrasted with individual experiences or previously published material on the subject. In this study, assignments or tasks concerning the past experiences of the participants, their perceptions about teaching and learning, etc., were given. The present study is structured by using Yazan's (2018a) conceptual framework as a guiding tenet for gathering in-depth information about teacher identity constructions of PTs.

3.2 Context and Participants

The present study is based on a telecollaboration project between PTs from Bolu Abant İzzet Baysal University in Türkiye and Sam Houston State University in Texas, US. The project lasted for eight weeks, between September and November 2022. By using Google Classroom as the main platform, PTs who enrolled in the

telecollaborative project were asked to complete a series of tasks concerning the construction and reconstruction of teacher identities.

For the telecollaborative study, 51 PTs from Bolu Abant İzzet Baysal University in Türkiye and 38 PTs from Sam Houston State University in Texas, US, were included. PTs from Sam Houston State University were 4th-grade students studying to become bilingual education teachers. All of the US participants were female students, ranging in age from 21 to 30 years old. Most of the students were from Texas, US. Being close to the Mexican border of the country, while their mother tongue is English, they were intertwined with Spanish culture as well. Regarding the scope of the study and the absence of ethical approval from Sam Houston State University for oral interviews, only Turkish participants in the project were included in the post-project oral interviews, and therefore, only Turkish participants' data are included in the analysis. Turkish participants in the study were student teachers studying in the English Language Teaching department at Bolu Abant İzzet Baysal University. 39 of the Turkish participants were female and 12 of them were male students, ranging in age from 20 to 31 years old. In order to ensure the anonymity and confidentiality of the participants, pseudonyms were used instead of their real names. The participants in the present study were recruited by using convenience sampling. According to Dörnyei (2007), convenience sampling's primary objective is to identify people who can offer deep and varied perspectives on the topic being studied in order to optimize what we learn. In research conditions where there are some time or financial constraints, convenience sampling enables a rich and credible data set (Dörnyei, 2007). The students who were taking a "Language and Society" course were involved in the telecollaborative project. Even though the participants do not fully represent the population, the sample can deliver valuable information (Creswell, 2012). Since most of the students have already taken most of the courses regarding the ELT curriculum and probably have advanced linguistic skills, they would be better at engaging in the discussions.

Table 3.1 Sub-groups and participants in the study

Groups	TR Participants	US Participants
Group 1	Zeynep	Liam
	Baran	Samantha
	Dilay	Nicole
	Yasemin	
Group 2	Selma	Vanessa
	Beste	Grace
	Berrak	Kelsey
	Lara	
Group 3	Irmak	Morgan
	Deniz	Grace
	Hatice	Maya
	Neva	
Group 4	Aylin	Chloe
	Melis	Morgan
	Arda	Brooke
	Melike	
Group 5	Müge	Cassidy
	Hümeýra	Chelsea
	Aysu	Lily
	Caner	
Group 6	Nisa	Lauren
	Yağmur	Alexis
	İlayda	Willow
	Serkan	
Group 7	Merve	Jordan
	Defne	Emma
	Ravza	Rachel
	Ebru	
Group 8	Asaf	Megan

	Deren	Kylie
	Derya	Avery
	Ecrin	
Group 9	Ediz	Victoria
	Bengi	Lily
	Melis	Georgia Craig
	Aylin	
Group 10	Zehra	Jordan
	Emre	Emma
	Beyza	Rachel
	Mert	
Group 11	Erhan	Mila
	Aslı	Katherine
	İrem	Riley
	Tuba	
Group 12	Nilay	Brooke
	Neşe	Whitney
	Gülçin	Paige
	Aleyna	
Group 13	Murat	Kendall
	Mehmet	Ryan
	Mine	
	Ozan	

3.3 Data Collection

As mentioned in the previous section, the number of participants from Türkiye was 51, and the number of participants from the US was 38. In total, 89 PTs participated in this telecollaborative project. Also, the research team in this telecollaborative study consisted of 7 researchers. Since the number of participants was high, it was decided to create sub-groups in order to maintain and monitor the process more effectively. 13 sub-groups were created, and in each group, approximately 5-6 participants were assigned. Each sub-group contained 3-4

Turkish and 2-3 US participants to maintain the balance and create an equally diversified environment. Moreover, each sub-group was assigned a facilitator from the research group. Facilitators monitored the flow of discussions in their sub-groups, checked the submissions of tasks from the participants, and helped them if they faced any kind of trouble or problem.

The current telecollaborative project in this study was eight weeks long. The project started in September 2022 and ended in November 2022. During the process of project design, the facilitators conducted online meetings in order to set the project goals, design the tasks, create sub-groups, and choose the platform for the study. The participants were informed about the process before the project started and asked to enter their assigned sub-groups. In this project, Google Classroom was used as the main platform for asynchronous interaction. On the platform, weekly tasks were announced, tasks were submitted by the participants, and discussions were carried out. For only one synchronous meeting between the participants, Zoom was used as the meeting platform. In addition to those, different Web 2.0 tools such as Padlet, Canva, and Google Docs were employed and introduced to complete the tasks in the project as well.

3.3.1 Tasks

Throughout the telecollaboration project, the participants were asked to complete a series of weekly tasks, aiming to gain deeper understandings on the multifaceted aspects of teacher identity. Each week, the participants were asked to engage in various activities designed to explore different dimensions of their personal and professional selves. These activities allowed them to reflect on their motivations, beliefs, experiences, and emotions.

Table 3.2 Weekly tasks of the telecollaboration project

Weeks	Topic/Theme	Tasks	Tools/Format
Week 1	Introduction	Task 1: Introducing yourself and explaining what made you decide to become a teacher.	Entry on the group page
Week 2	“Who am I?”	Task 1: What are the characteristics of a good teacher—and of someone who is not a good teacher? Task 2: Creating a visual collage on “What makes me me?”	Entry on the group page & poster
Week 3	Learning Languages	Task 1: Sharing the most important memory from K-12 language learning experience. Task 2: What languages do you want to learn? (Padlet board)	Visual & padlet board
Week 4	Synchronous meetings	Task: A reflection on the synchronous meeting	Entry on the group page
Week 5	My beliefs, priorities, and values as a teacher.	Task 1: Choosing an identity quote and creating a poster. Task 2: Rewriting a different ending to a poem	Poster & Entry on the group page
Week 6	My advocacy and my agency as a teacher	Task 1: Filling out a narrative frame activity Task 2: Filling out missing parts of a poem	Word document
Week 7	My emotions as a teacher	Task: Reflection on different cases	Word document

Week 8	“Who am I as a teacher?”	Task: Creating a poster on how they define themselves as teachers	Poster & entry on the group page
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Week 1. The first week was for general introduction. The participants were asked to write a short paragraph briefly explaining who they are and how they define themselves. Also, as all the participants are future teachers, they were asked to write about what made them decide to become a teacher or choose teaching as a career path.

Week 2. The second week’s tasks were designed in order to capture how the participants define a good teacher and how they identify themselves with all of their identities. The first task for this week was to write a paragraph answering the question of the characteristics of a good teacher - and of someone who is not a good teacher. For the second task, the participants were asked to design a collage that would best illustrate who they are. For this task, they were asked to include all of their identities that make them a whole person.

Week 3. The third week’s tasks were designed in order to bring out the language learning journeys of the participants and find out their future aspirations. For the first task, the participants were asked to share their most important K-12 memory while they were learning another language. For the second task, a Padlet wall was created, and the participants were asked to post under their subgroup section which languages they wanted to learn in the future and explain why.

Week 4. This week, the participants' only task was to carry out a synchronous meeting with their group members. Each group decided on a time and a day to meet. In these meetings, they were asked to talk about themselves, their typical days, their life as a school teacher, and the project. At the end of the meeting, the participants were asked to write a reflection on what they learned in the meeting and how they felt in general.

Week 5. The fifth week’s theme was mostly about teacher beliefs. For the first task, the participants were given five different quotes about teaching. They were asked to choose one of them, the one they most felt close to or related to, and create a poster that they would hang on the wall of a teachers’ lounge. After creating the poster, they explained why they chose that specific quote and how they felt

about it in a short paragraph and posted them in their groups. For the second task, the participants were given a poem about being a teacher, and they were asked to rewrite the last verse of the poem using their own words.

Week 6. The sixth week's theme was advocacy and agency as a teacher. The first task was a narrative frame activity to gather deeper insights on this subject. The students were given two different narrative frames, in which there were some gaps in the paragraphs that the participants were expected to fill out. These narrative frames were mostly about how they view teaching, how they would define their teaching path, etc. For the second task, a second poem activity was introduced. The participants were given a two-verse poem about teaching with blank spaces to fill out as they wished.

Week 7. The seventh week's task was about feelings and emotions as a teacher. Case studies were employed in order to gather the best reflection of feelings on certain subjects. For this week's task, the participants were given three different cases, each containing a different conflict or a problem that they might encounter when they enter the profession. They were asked to choose one of the cases and answer some open-ended questions, such as how they would feel if they were experiencing that conflict or how they would react.

Week 8. In the 8th and last week of the telecollaborative project, the participants were asked to answer the same question that they answered in the first weeks: "Who am I as a teacher?". As a result of engaging in different discussions, reflecting on their own perspective, and analyzing different situations, the participants were asked if they had any changing ideas about teaching or themselves as teachers. They were asked to design a poster presentation to complete this last task. Aside from the poster, they were required to write an entry to explain their teacher identity formations with a brief paragraph.

As mentioned above, the tasks for the telecollaboration project were mostly designed in order to gain a broader insight into teacher identity constructions of PTs in the study and on related areas about the subject. However, as the present study employs Yazan's (2018) conceptual framework for investigating teacher identity, only the 8th week's tasks are included in the data analysis. Teacher identity posters

and writing posts about their teacher identity constructions formed the first and second parts of the data set (see Appendix 3).

3.4 Focus Group Interviews

Following the project, focus-group interviews were conducted with the Turkish PTs from the project. Regarding the scope of the study and the absence of ethical approval from Sam Houston State University for oral interviews, only Turkish participants in the project were included in the post-project oral interviews. A semi-structured interview protocol was implemented to “allow for more flexibility and responsiveness to emerging themes for both the interviewer and respondent” (Jackson et al., 2007). According to Creswell and Creswell (2018), qualitative interviews are conducted by engaging in focus groups with six to eight interviewees in each group. A few unstructured and generally open-ended questions are directed to the participants in order to elicit their views and opinions (Creswell & Creswell, 2018). For this study, Turkish members of the sub-groups formed for the project were also used for focus group interviews. Open-ended questions were directed to the focus groups of four or five participants via an online meeting platform. Oral interviews were conducted in the native language, Turkish, of the participants in order to eliminate foreign language anxiety and as it would be easier to express their feelings in their first language. The videotapes from the meetings were transcribed verbatim and translated into English. The interview transcripts formed the third part of the data set for the present study.

3.5 Data Analysis

In the present study, Yazan’s (2018a) conceptual framework for investigating teacher identity is employed to analyze the data set. The conceptual framework is used as an instrument to systematically examine various dimensions of teacher identity through qualitative data analysis. To conduct the qualitative data analysis, initial data is organized, the data is examined to assign code labels, themes are presented using the codes, the findings are interpreted, and accuracy is ensured (Creswell, 2012).

First, the posters and entries of the PTs were investigated. Data were color-coded according to their coherence with the six sub-themes of the framework, such as teacher cognition, emotions, etc. The third data, the interviews, were recorded on Microsoft Teams. Later, the recorded data was converted into a verbatim transcript and translated into English. The transcripts were reviewed and edited by the researcher. Then, the data were color-coded according to their coherence with sub-themes of the framework.

Finally, all color-coded data were re-investigated, and important themes were highlighted using thematic analysis. This methodical re-investigation ensured that the themes were not only consistent with the framework but also reflective of the experiences and perceptions of the PTs. This detailed and systematic approach highlights the intricate interplay of cognition, emotions, and other factors in shaping teacher identity, offering insights for both researchers and practitioners in the field.

Table 3.3 Example of the codes and themes used in data analysis

Tasks	Raw Data	Emerging Themes	Codes
Poster	a picture of a construction a guide showing different ways a map a magnifying glass a baby walker	Aspired teacher identity as a guide and scaffolder	Teacher Cognition-Beliefs towards teaching
	<i>(Selma, Group 2, Nov 17)</i>		
Group Entry	“I want to be a teacher loved by my students in the future. I will approach them in a loving and understanding way. In this way, I hope to reduce your hesitations during the lesson. While teaching, I intend to attract students’ interest in the lesson with an entertaining narrative as much as possible. I will do all this with a smile. I will	Aspired teacher identity who attracts attention and interest Aspired teacher identity who	Teacher Cognition-Beliefs towards teaching Teacher Learning-

	also follow the innovations and keep up with them.” (Berrak, Group 2, Nov 17)	will keep improving	Life-long Learner
Oral Interview	<i>”I had a biology teacher at high school. In one of our exams, I got a high grade but the rest of our class got 60-70. There was a 5 points worth question that everybody got right and our teacher changed the question to 50 points. When I asked him why he did such a thing, he told me that if you decide to be a teacher one day, you would understand that a students’ happiness is much more valuable than a piece of paper. That is when I know what teaching really is about.” (Ediz, Group 9, Dec 29)</i>	Past teacher influence on teaching views	Teacher Biographies – Past Teacher Influence

3.6 Trustworthiness of the Study

The present study followed the crucial steps to ensure its validity and reliability. In order to ensure data triangulation, three sources of data were employed: posters, in-group entries, and focus group oral interviews. Moreover, throughout the process, data and findings were discussed with an external researcher who is familiar with qualitative research methods and provided valuable insights. Lastly, the intercoder agreement was calculated using Cohen's Kappa statistic to measure the level of agreement between two raters in coding statements. The calculated Cohen's Kappa value for our coding process was found to be 0.9167, which indicates that a perfect agreement between the two raters according to Landis and Koch (1977).

3.7 Ethical Considerations

In order to meet and ensure ethical standards from both countries, ethical approvals were taken from both institutions in Türkiye and the US. As Sam Houston State University required another ethical approval and license from the researchers in order to conduct oral interviews, the US participants were not included in the oral interview part. In order to keep the data integrated, only the data from Turkish participants were included in the present study. Besides ethical approvals from the institutions, all participants were given a letter of consent prior to the study and included if they officially agreed to participate in this study. Lastly, to ensure the anonymity and confidentiality of the participants, pseudonyms were used instead of their real names.



4. RESULTS

This part explores the results of the data gathered from the telecollaboration project conducted between Türkiye and the US. The present study utilized qualitative data from the tasks and focus group interviews to explore how Turkish PTs constructed their teaching identities. First, three data sets were investigated, and emerging themes were revealed. Second, the generic codes formed by using Yazan's (2018) Conceptual Framework were applied to the emerging themes by color-coding the data. Third, the data were re-investigated, and further emerging codes were noted. Lastly, the findings of the data were reported based on the analyzed data.

4.1 Key Themes in Language Teacher Identity Constructions

4.1.1 Teacher Learning

It can be said that the field of English language teaching has undergone many changes and developments throughout the years. In addition to the developments in the field of study, the materials have changed continuously with the help of technological developments. When the data sets were investigated, it was revealed that teacher candidates define their teacher identities as being a researcher as well as a teacher. Emphasizing the importance of being a life-long learner, PTs express their wish to continuously develop themselves to catch up with the latest developments in the field they will be teaching.

Being a knowledgeable teacher is considered as an integral part of being an effective teacher. Twenty of the PTs revolved around the words such as “knowledgeable”, “life-long learner”, “researcher”, and “professional development” in their posters and entries about their teacher identities. That is why it can be inferred from the results of the data that teacher candidates in the present study possess an aspired identity as being knowledgeable teachers. It is believed that a teacher who has a strong grasp of the field that they are teaching will be more effective in the class.

In their posts about their teacher identities for the 8th week's task, the PTs in the study are revealed to show great interest in the professional strengths of a teacher. Moreover, they attribute a great deal of interest in their further professional development as future teachers.

In her poster, Defne used the phrases “up-to-date” and “improves herself” when she described herself as a teacher (see Appendix 4, Picture 4.1). Furthermore, she expanded on these phrases in her entry:

“...Another thing is being able to keep up with the improvements in the world, I do not want my students to fall behind. I want them to be aware of the world, and I will help them with this as much as I can. Moreover, I want to use new methods and techniques that suit them. Rather than having a monotonous class, I want to use different learning styles with events, games, etc...” (Group 7, Nov 8). Both the poster and the entry reflect her desire to keep up with her field of study. She wants to develop further skills so as to carry out her in-class activities better and create a more effective teaching environment for her students. She is aware of the fact that she, as a future teacher, is a life-long learner. This example shows that Defne is highly aware of the fact that learning continues even after she graduates, and she embraces this fact. She takes responsibility for her own professional development.

During focus group interviews, fourteen of the PTs stated their passion for developing themselves further in their field of teaching. One of the participants, İlem, stated that: *“...No matter what my age is, if I need to improve myself in any field, I will try to do that...”* (Dec 30)

During the oral interview, one of the PTs, Dilay, stated her fear and insecurity about her general knowledge of English: *“...I feel really inexperienced about teaching English. Right now, I have my first experience of teaching during my practicum. I still feel the need to check on the internet even if I know the subject very well. I do not trust myself...”* (Dec 27) She clearly states that she is still in need of development. She harshly criticizes her content knowledge but it shows that she observes herself from an outer perspective and is aware of the fact that she should improve that quality in herself.

“I think that a teacher should develop himself and have the skills to keep up with the developments. For this reason, I attend conferences and Tübitak projects related to my field to improve myself.” (G8, Nov 8)

In another example, Derya points out the professional development of teachers and she gives an example of her own experience in participating in a national project. The statement highlights the pre-service teacher's recognition of the dynamic nature of education and the need for educators to adapt to ongoing developments. It also underscores their commitment to self-improvement and staying informed about current educational trends and innovations.

Content or general knowledge is not the only area in which PTs express their desire to improve. Since they are all going to be English language teachers, eight of them believe that they should improve their overall English language skills, too.

“...I took English prep, and during that time, we used to have more speaking activities with our instructors. At that time, I did not face any difficulties in speaking. I could express my thoughts directly and form English sentences without much struggle. However, due to the fact that we now have fewer opportunities for English speaking, there are moments in class, especially when I need to explain a full lesson in English, where I sometimes cannot recall certain words. To avoid waiting, I switch to Turkish, not wanting students to question my knowledge as if I doubt myself. I feel a bit insecure about this aspect, thinking that I may be lacking in speaking. I would like to improve, at least to some extent...” (Dec 27)

In the example from the oral interview above, Beste points out her speaking skills. She indicates that her ability to speak without thinking has declined over time. She clearly states that she needs to work on those areas in order to be better at her job. This excerpt shows her struggle with maintaining English fluency and its effect on her professional confidence and identity. Her situation underscores the importance of continuous language practice and professional development for language teachers.

Following this statement, one of the other participants in the interview, Hatice, expressed a different viewpoint:

“...I agree with Beste on the subject of wanting to get better but I do not share the same insecurity because I do not think that we have to speak perfectly. I absolutely agree with the fact that we should improve our general knowledge since the new generation consists of really fast learners. I’m teaching a 12th grade language class in my practicum and I observe that the students have an enormous amount of vocabulary range...” (Dec 27)

In this example, Hatice expresses her observations to the students. Her observation led to a strong conclusion that she should continue to improve herself in order to meet the needs of the new generation students. She shares a desire for improvement but does not feel insecure about not speaking perfectly, highlighting a different approach to the matter.

“...I carry a little anxiety about my proficiency. And I think that we should have a healthy amount of this kind of anxiety because it means that “I’m open to change and improvement”. That’s why, I do not have any problems with anxiety. I think this will make a difference and help me progress...” (Dec 28)

In the excerpt above, Müge acknowledges a level of anxiety about her proficiency during oral interviews. However, it can clearly be said that her anxiety does not block her; rather, it pushes her to move forward. This “healthy” level of anxiety clearly motivates her to strive for progress and development in her teaching practice. This highlights the idea that a proactive attitude toward self-development is crucial in shaping teacher identity.

Another area of teacher learning is the process of decision-making in and outside the classroom. During the interviews, the PTs were asked about who they would want to include in their decision-making process during their careers, and different perspectives were brought up.

To five of the participants, students should be the main participants in the decision-making since they are the focal point of the whole teaching process. During the oral interviews, Baran reflected on his idea of involving students in the process by giving an example from his own practicum experience: *“...I think students should have a say in the teaching environment. We can get their opinions on certain points. For example, our practicum teacher gave the students options for doing a certain exercise. She asked them which part they wanted to do and which part they wanted to be assigned as homework. I believe these little adjustments can be made by asking the students...” (Dec 27)*

While keeping the students in focus, seven of the PTs added outer influences to the equation. For instance, Deniz expressed her willingness to incorporate parents and school administration into the decision-making process by saying: *“...The needs of my students come first so I would mostly pay attention to that. In addition, I think parents plus the school administration can be involved. Parents are the only*

ones that know their child best and school administration draws an outline for a basic frame...” (G3, Dec 27).

Nevertheless, not all of the participants shared that view. For instance, Aylin clearly stated: *“...You can be planned and prepared as a teacher. But if the students do not participate, there is nothing you can do. When I begin my career, I plan on not including parents and the school administration in the process...”* (G4, Dec 28)

In addition to students, the PTs are also willing to incorporate their colleagues in their decision-making process. Getting help from more experienced teachers or gaining a different perspective is believed to create a more effective teaching environment.

“...When creating this learning environment, I will certainly consult with the students, but beyond that, I believe that my colleagues should also have a say, and I think they can help me as well. After all, in the same learning environment, for example, more than one English teacher can teach in the same class, and without collaboration and a plan among them, conflicts or mistakes by students will occur. Misunderstandings will arise, and there will be a lack of harmony. To prevent these, I believe that collaborative planning and programs should be established together...” (Dec 27)

For instance, as can be seen from the excerpt above, Zeynep believes the notion that collaboration among teachers in the decision-making process is a better option than isolating yourself. She recognizes the value of establishing harmony and coherence in the learning environment.

Teaching is a job that requires a lot of background work so as to ensure effective teaching. As students and generations change, so should the methods and materials. Trying to find appropriate materials and activities for the students can take too much work and it is mainly the teacher’s responsibility to plan out the teaching process. That is why teaching never starts and ends in the classroom. Teacher learning involves the teachers’ personal and professional development and their cognitive work before, during, and after teaching. The data gathered from the posters, entries, and oral interviews show that most of the PTs in the study aspire to better themselves by following the innovations and keeping up with the latest developments in the field of education. Also, PTs in the study asserted that they would mostly incorporate their students in the decision-making process. Including

parents and the school administration is also a common idea shared by the majority of them.

4.1.2 Teacher Cognition

As mentioned earlier, the task that was given to the participants for the last week was to create a poster answering the question “Who am I as a teacher?” and write a reflective report on it. Even though various themes emerged from the posters, most of the definitions were related to teacher cognition. Most of the adjectives and pictures used in the posters widely show the PTs’ beliefs about teaching and their teaching philosophies. To collect deeper insights from the participants, the PTs were also asked some questions about their teaching philosophies. The data on teacher cognition is presented in two parts: PTs’ beliefs about being a teacher and student-teacher relationship and classroom practices.

One of the prominent themes in the posters of PTs was being an “inspirational” teacher. Fourteen participants are intended to be role models for their future teachers. They reflect on the idea that a teacher should be an idol for their students to show them what is right and what is wrong. The idea that teaching is not only telling someone what something is but also being a live version of it so that they will embrace it more is something that most of the participants share. Moreover, they believe that teachers should also fire up the students’ will to learn. For instance, Melike wrote in her entry: *“Teachers are like a living book or source for their student’s preparation for the real world. The students take the behaviors of the teachers as an example and want to be like their teachers. Most students idolize their teachers.”* (Group 4, Nov 7).

In this example, Melike’s approach to teaching closely relates to teachers providing a live source for the students. The students closely observe every action a teacher takes, which can tremendously affect the students’ behaviors. This perspective emphasizes the significant impact teachers have on their students and their developments. Moreover, it focuses on the importance of maintaining high standards for personal and professional development, as their actions and attitudes have a direct influence on their students’ development as well.

In the poster task, ten of the participants used the word “unusual” or “creative” commonly. Teacher candidates mostly believe that they will be creative

and “unusual” teachers. This tendency towards being creative displays their belief in the importance of embracing unconventional approaches to education.

In the posters, six of the participants uttered the words “dedicated” and “motivated”. Being enthusiastic and always willing to teach is a common trait that most participants attribute to their teacher identities. They believe that a teacher must never lose motivation, and even if they face an obstacle and something demotivating, they should find a way to overcome that problem and motivate themselves. For instance, İlayda wrote:

“I dedicated myself to my job and my students because i need to give priority to my students and I should think about their needs, and last one I am unusual because ordinary people are not memorable. We must use unusual methods while teaching, and unusual teachers do that.” (Group 6, Nov 10)

Her willingness to prioritize the needs and expectations of her students creates a dedicated teacher identity to her role as an educator and her willingness to explore creative and innovative teaching methods to enhance the learning environment.

In another example, Nisa used a picture from her favorite movie that influenced her to be a teacher (see Appendix 4, Picture 4.2). She explained that she felt a strong connection with the teacher character in the movie and chose him as a role model for herself. She expressed a strong dedication to her profession by stating exactly what kind of teacher she aspired to be:

“...When I write these sentences, some quotes (by Mawlana) come to my mind. When you do things from your soul, you feel a river moving in you, a joy. I will be a teacher who do things from my soul. I will not underestimate myself.” (Group 6, Nov 12)

Despite not being articulated commonly among the PTs in the study, three of them stated that one of the most important qualities of an English teacher is being “multicultural” or “culturally diverse”. During the oral interviews, one of the participants, Aylin, expressed her idea on the matter by saying:

“I think the most important quality as a language teacher is being colorful and culturally diverse. I always think that this phrase is the best definition for an English teacher. I have always observed that English teachers are different from others. This was what struck me most as a learner...” (Dec 28)

The excerpt above reflects Aylin's belief in the fact that language teachers are culturally diverse teachers. Based on her past experiences, she sees that being an English teacher is intertwined with being culturally diverse.

On the subject of using L1 in the English language class, eighteen of the participants agreed on the view that the first language of the students should be restricted as much as possible in order to ensure the necessary input in the target language.

"English should be used as much as possible during classes because we cannot produce any language without it. You can say something first in English, then paraphrase it if it is not understood. If the students do not understand again, only then should we use Turkish. If you cannot teach something by using your mimics and gestures, you may have to use Turkish but other than that, English should be mainly used." (Dec 27)

Neither of the PTs outright advocate banning the use of the mother tongue in the classroom but suggest that its usage should be limited to highly necessary points. This indicates an understanding that using the mother tongue can sometimes be beneficial for communication or clarification, especially when dealing with complex or abstract concepts. Both views suggest a balanced approach to the issue of using the mother tongue in the classroom by considering the students' age and proficiency levels.

PTs in the present study used specific words to define what kind of teachers they are now and what kind of teachers they aspire to be in the future. Results showed that the most important quality the PTs attribute to teaching is to be a supportive, helping teacher. Twenty of the teachers used specific words such as "helper", "supportive", "scaffolder", "facilitator", and "constructive" in their posters, entries, and oral interviews.

"I chose a scaffold because; as my students build their lives, I will stand next to them like the scaffolding that supports a building. I chose a baby walker; because as they walk to their destination, I become a baby walker support their first steps. I chose road signs because when they are ready to cross their limits and discover new thing, I become a signpost to enable them choose their own direction..." (Group 2, Nov 17)

One of the participants, Selma, reflected on her poster (see Appendix 4, Picture 4.3) by explaining in her entry above. It can be understood from the excerpt

that Selma reflects her teaching identity as someone who always supports her students by providing help and guidance in every step they take. She emphasizes a supportive and guiding role when she uses metaphors such as scaffolding and baby walker. She shows her commitment to assisting her prospective students in building their lives, taking steps, and making independent choices. This perspective reflects a shift from traditional authoritative teacher roles to more collaborative and mentoring teacher roles. The use of such metaphors indicates a reflective and thoughtful approach to teaching, highlighting the importance of continuous support, guidance, and fostering student autonomy, which are integral to their developing teacher identity.

Twelve of the PTs defined their teacher identities as “patient” and “tolerant”, so the most emergent theme related to the identities of PTs after being supportive was being patient. It is evident from the data that being patient in the process of teaching and succeeding in staying calm in difficult situations is one of the most important aspects of being a teacher.

The results reveal that teacher candidates’ desire to become a teacher is in line with being a guide as well. Twelve of the participants mentioned being a guide or a pathfinder. For instance, in her poster, Selma used a road sign and a map, which indicates that she wants to help students find their way (see Appendix D Picture 4.3). This guidance is not limited to class but also expands outside the class. Helping students find what they want from life and how to be what they aspire to is one of the important qualities attributed to themselves as teachers of the future. For instance, Neva used a picture of a flashlight, a picture of a path, and a compass for her identity poster task (see Appendix 4, Picture 4.5). This specific selection of images illustrates her wish to be a counselor and a guide for her teachers. In her entry, Neva explains her teacher identity as: “...*I regard myself as a compass and a path because I want to show students the right way, the right things to say and do. I want to help them find and then reach their goals. But I do not want to find their goals for them. I want to help them find their own goals; I want to lighten their mind like a flashlight.*” (Group 3, Nov 10)

It is clear from her entry that her strong desire to provide guidance for her students is attached to her teacher identity. She is dedicated to fostering student autonomy, critical thinking, and personal growth.

Nine of the PTs in the study defined themselves as being caring, loving and sincere people on their posters and entries. Moreover, their aspired teacher identities require being a kind and welcoming teacher. Creating a safe and warm environment for students is considered as a must to create an effective learning environment.

One of the participants, Berrak from Group 2, reflected a cheerful and cooperative classroom atmosphere in her poster (Appendix 4, Picture 4.6). She believes that a teacher should be someone who ensures that mistakes will be tolerated and kindness will take the place of punishment. In her entry on her teacher identity, she wrote: *"I will do all this with a smile."* (G2, Nov 17)

In another example, when asked about who she is as a teacher, Aylin wrote: *"I am also a supporter, so if my students think they're failing I will always be there for them, even if they think they are alone. I care them a lot and I will make sure they know that."* (G4, Nov 11)

This excerpt shows that Aylin is sensible about her students, and she wants to ensure that they know they will be cared for and never alone. She combines being a supportive and caring teacher so that she will create a safe environment for her future students.

The posters created by teacher candidates express that one of the most important qualities attributed to being a good teacher is to be fair, just, and non-discriminatory. Seven of the PTs used the words "fair" and "non-discriminatory" in their tasks. The teacher candidates in the present study formed a philosophy of teaching that requires approaching all of the students at an equal distance. Being aware of the fact that all human beings are the same and no one is better than the other, most of the teachers in the present study believe that they will become fair teachers and never discriminate one student from the other for any reason.

In one of the entries written by PTs, Melis from Group 4 wrote: *"I think a teacher should be kind and respectful to their students because they may have students from any culture and belief or some different situations, so respect is a need as always."* (G4, Nov 11)

In the example above, Melis strictly opposes any kind of discrimination in the classroom by highlighting the importance of respect for anyone. It can be said that being appreciative and embraceful is an integral part of her teacher identity.

“To define myself as a teacher, I can say I respect my students. Without respecting them, i believe we cannot get along. Not only their differences but also their feelings, opinions should be respected.” (G5, Nov 9).

In another example, Aysu prioritizes respect in the classroom to not only the differences of the students but also to their feelings and opinions. Accepting the students as unique individuals is quite crucial to her understanding of being a good teacher.

“Finally, I have to be fair to all of my students. No one can judge them by their religion, nationality, or clothes. I will never let anyone do this in the classroom. In the real world, I will prepare them emotionally and physically in case of these problems.” (G7, Nov 10)

The excerpt above displays that İlem is immensely aware of social justice issues, and she will direct her attention to this matter both in and outside the class. Her statement reflects her commitment to creating a safe, inclusive, and supportive environment for her students.

Lastly, the results from the posters showed that six of the participants in the study wished to be friends with students as well as being their teachers. Tearing down the barriers between labels, PTs believe that students should feel comfortable when they express themselves. A few of the participants stated that they would approach their students like family and that they would be confidants for them.

“When I think myself as a teacher, I think myself very friendly with the students. Because I do not wanna act like a boss in the classroom. Yes, I will be acting as a authority in the classroom and they should respect as I am the teacher in the classroom but I also want them to see me as a trustful guide to the future as well.” (G1, Nov 10)

In this excerpt, Baran defines his teacher identity as being friendly. Protecting his authority in class, he also reflects on this wish to create a trusting relationship with his students in the future with an optimum level of friendship. This leadership is not necessarily related to being a strict teacher with no room for flexibility. In contrast, the candidates relate " leader " to teacher identities.

4.2 Factors Contributing to the Formation of Language Teacher Identity

4.2.1 Participating in Communities of Practices (CoPs)

As its nature suggests, teaching is a social occupation. It requires collaborating with different people – namely students, parents, school administration, other teachers, etc. Participating in communities of practice is counted as one of the components of teacher identities. For that reason, the participants in the present study were investigated in terms of their perspectives on participating in CoPs. The adjectives participants used in their posters and the entries were investigated. Moreover, the PTs were asked their opinions on collaborating with their colleagues and participating in CoPs. In total, thirteen of the PTs reflected on their ideas and perceptions on participating in CoPs:

In one of the posters, one of the PTs uses a picture of the globe with hands that are holding one another with a united power (see Appendix D Picture 4.3). This picture can be attributed to the word “cooperative” which Hatice then reflects her belief that in a teaching environment, everybody should work together and collaborate. This collaboration can be between teacher-student, peers, or colleagues.

In another example, Hatice wrote: “...*When I become a teacher, I always want to continue to improve myself, and I will get help from my colleagues to achieve this because it is important to benefit from their experience.*” (G3, Nov 12). She highlights the importance of cooperating with colleagues in order to be better in her job. This excerpt can be interpreted as her willingness to be a part of a community that can help each other improve in their fields of study. She recognizes that collaboration with other colleagues can provide opportunities for mutual support, feedback, and learning from each other’s experiences.

During the oral interviews, one of the PTs, Baran from Group 1, asserted his viewpoint on the community of teaching by saying:

“I see teaching as a community even though I have not seen myself as a part of it yet. I plan on consulting my colleagues on different matters when I begin my career. We should of course collaborate with other teachers since we are not only ones that teach them. And in times of need, we should consult other teachers when we have an issue with a student that we cannot resolve on our own. I think this is necessary to establish a healthy teaching environment.” (G1, Dec 27)

In this excerpt, it can clearly be said that Berkay agrees to collaborate with his future colleagues even though he has not felt as a part of it yet. He strongly believes that while teaching, a teacher can come across different problems. For that, he might need an outside perspective or a more experienced opinion to help him overcome that problem.

Similarly, Hatice from Group 3 agreed on the fact that teaching is a social occupation: *“Teachers are a community. We should always help each other out...”* (Dec 27). To that, Berrak from Group 2 added: *“We should share information with each other...”* (Dec 27). Both excerpts reveal the perspectives of PTs on the purpose of the communities of practices, which are to help other teachers with various issues during their teaching and to share useful information that can be used in and outside the classroom.

Although the participants in the study were still student teachers, most of them were taking a practicum course, so nearly all of them had teaching experience. During those times, they asserted that they sometimes sought help from different websites or groups that consisted of teachers sharing their materials for other teachers to use. For instance, Sibel from Group 4 said:

“Last year, I took a Materials Development course and I came across a site where teachers were sharing their materials from all around the world. The teachers at that site shared their materials by saying that they benefited from that material and wanted to share it with others who wanted to use it as well with their own teachers. They were also pointing out the parts that their students got bored or did not understand and gave suggestions on how to adapt them.” (Dec 28)

Though twelve of the participants agreed on the usefulness of communities of practices, only one of the participants, Serkan from Group 6, approached this issue with caution. This might be due to the fact that his perception on communities of practices is limited to sharing materials only. However, he still agrees to use different platforms to consult others about different problems.

“If used according to its main purpose, they can be quite helpful. A problem I’m facing right now could have happened to another teacher from another city. Territories might differ but problems can stay the same. This shows us that teaching is a global occupation and teachers can help each other out.” (Dec 30)

In another example, Ravza from group 7 expressed her opinion on using the platforms for CoPs to negotiate with colleagues from all around the country and

even the world. It is easy to draw the conclusion that İrem accepts her occupation as a global one and plans on seeking assistance on various issues.

“I think these kinds of organizations carry a lot of importance. Not all of the teachers, students and classes are not the same. When you bring all of them together, it creates chaos. In order to turn this into an advantage, I think communities of practices should be active and I believe teachers should be a part of at least one of them. At least they should be aware because you might be facing a similar problem that another teacher is facing somewhere else. We might have found a solution but the other teacher might still be struggling...” (Dec 31)

As can be seen in the excerpt above, Ozan from group 13 emphasized the significance of communities in the educational context. He suggests that the potential chaos arising from the mixture of different participants in education can be turned into an advantage by promoting active participation in those communities. It can be concluded that he recognizes the value of a supportive environment within the teaching profession. CpPs can provide a platform where educators from different educational contexts can share insights, solutions, and experiences, thereby enhancing their professional growth and identity formation. Through these platforms, teachers not only gain access to a collective knowledge space but also establish connections. Ultimately, CoPs promote a collaborative environment where educators can continuously learn and contribute to the development of language teaching practices across different educational settings.

4.2.2 Contextual Factors

Contextual factors are an integral part of the process of identity construction for PTs. According to the conceptual framework, context can be investigated in two dimensions: micro and macro. ‘Micro’ context represents practica schools and teacher education contexts; ‘macro’ context represents broader social, political, and educational contexts. The posters, reflective entries, and oral interviews of the PTs in the study were investigated in relation to the relations between their teacher identity constructions and contextual factors.

When the data were investigated, it was revealed that practica schools are the dominant micro contextual factor affecting identity constructions of PTs in the

study. During oral interviews, 10 of the PTs referred to their practicum experiences when they mentioned factors affecting their teacher identities.

“At the school where I do my internship, my students stay closer to me and ask me to talk to them, sharing both their academic and personal goals. They also follow a successful orientation by participating more actively when I teach.” (G11, Nov 9)

In the excerpt above, Erhan from group 11 wrote on his main page entry that he is in a sharing and participating atmosphere at his practicum school. He describes a positive and beneficial teacher-student relationship.

At practica schools, a mentor teacher is assigned to the PTs. Those teachers are the teachers of that school, and their job is to observe and guide the PTs during this process. Some of the PTs commented on their mentor teachers' attitudes towards them and how that affects them. For instance, during the oral interviews, Baran from group 1 stated:

“I feel like I’m being restricted by my mentor teacher. My friends at my practicum group feel the same way, too. I feel demotivated by his every interruption...” (Dec 27). Later in the interview, he gives an example on the matter:

“I believe that we should use English in the classroom. We cannot experience much during our practicum, at least I cannot. We were told to teach the class in Turkish by our mentor teacher.” (Dec 27). These excerpts reflect Baran's frustration when his mentor teacher intervenes too often in his way of teaching. On a similar note, Dilay from group 1 shared her experience during the oral interview: *“...I will give an example from my Practicum and Community Service Practices class. At practicum, our mentor teacher generally wants us to teach the class in a traditional way...” (Dec 27).* Like Baran, Dilay sometimes feels the restrictions on her way of teaching by the mentor teacher, too. Later in the interview, she made a comment on her practicum experience: *“...When we are on our own with the students, we can apply what we have learned at university in a much better way. That leads to more fun lessons both for us and the students.” (Dec 27).*

The data show that practicum experiences not only shape the teaching beliefs of the students but also create an environment that raises self-awareness in PTs. For instance, during oral interviews, Deniz from group 3 stated:

“During my practicum experience, I realized that I can do this job because I realized that I was having fun spending time with my students.” (Dec 27)

The excerpt above reveals that her idea of being a teacher was shaped during the time of her practicum experience. It is not uncommon with the participants in the study that their practicum experiences are the first place for them to be in a real teaching context. Similarly, another participant points to her practicum experience when she talks about how her views had been shaped: *“I remember one of the students who usually were not taking part in class not active. However, when I was teaching that class, he was active. He even sat in the front row of the class. That feedback really affected me.”* (Müge, G5, Dec 27)

It is evident from the data that practicum experiences and observing children give PTs a clear opinion about how teaching should be. Shaping their teacher beliefs and constructing their teacher identities, this micro context is an important contributor.

Macro contexts are attributed to the factors that cover a broader area, such as social, political, and educational contexts. Fifteen PTs gave examples from their social contexts when asked about the contributing factors that affected their teacher identities. When the data were investigated, it was revealed that the most common factor influencing identity constructions of PTs is the social context they belong to.

“...In my opinion, it is hard to establish open-mindedness in our context, especially if we are teaching teenagers and adults. It is hard to integrate them with the culture of the target language. I believe that we even have few open-minded teachers in our country...” (Dec 27)

During oral interviews, one of the PTs, Dilay from group 1, shared her ideas about how cultural and social context influences teaching context. As can be seen from the excerpt above, Dilay expresses her concerns about the difficulty of teaching the target language in a closed country such as Türkiye.

“Our culture (Turkish culture) is a little bit isolated and closed to other cultures. They create their own belief systems and teach their children that way, too. And we, as teachers, try to introduce them with facts or new information, they might set a blockage. Our mission is to pass on information objectively, even the ones that you do not agree with or relate to. It is our job to pass that information and let them create their own schemas...” (Dec 27)

In another example, Beste from group 2 expresses a similar opinion about how our culture affects our educational context. Her belief that there is a tendency

in Turkish culture towards closed-mindedness affects her idea that the mission of teachers is to ensure objective information.

“I was raised in a small and quiet town. I did not have any bad role models as teachers. However, my practicum included, I observed that some of the teachers are demotivated and they just want to finish the lesson.” (Dec 27)

It can be concluded from the excerpt above that PTs’ views on teaching were affected by the social context they had brought up. In this example, when Irmak was asked what her teacher identity was, she said she wants to be respected and taken seriously by reflecting on the past and present social context she has been in.

4.2.3 Teacher Biographies

According to the conceptual framework, PTs’ past experiences and personal histories are among the factors affecting teacher identity. When the posters, entries, and interviews are investigated, it is revealed that PTs’ past teacher influences, past practicum or teaching experiences, and personal histories are the main themes that show up.

The most frequent theme that came up from the data is “past teacher influences”. Twenty of the PTs in the study reflected on their past teacher influences when deciding to become a teacher or constructing their teacher identities.

“I see my teacher identity as gathering all of the good components from my past teachers.” (Dec 30)

For instance, as can be seen from the excerpt above, Merve from group 7 stated that the qualities of her past teachers were the main components of her teacher identity. In another example, Ravza from Group 7 talked about her first English language teacher and how she affected her in choosing English language teaching as a career path during oral interviews:

“My first English teacher was also my first woman teacher. She was a wonderful role model for me. I wanted to become a teacher exactly like her...” (Dec 30)

Teacher influences from PTs’ pasts not only led them to choose to become teachers but also created an idea of what kind of teachers they wanted to be. Her statement suggests that through critical reflection on these past experiences, she has

been able to discern what aspects of teaching she wishes to follow and what practices she aims to avoid, thereby informing her own professional identity and shaping her approach to teaching English language learners. Thus, the influences of past teachers have not only guided her on choosing this career path but also played a fundamental role in defining their aspirations and values. On this matter, Deniz from Group 3 stated:

“My past teachers are the factors that affected my decision to choose English language teaching as a career path and deciding on what kind of teacher I want to be. I had both good and bad role models when I was a student...” (Dec 27)

Ebru from Group 7 used various adjectives to define her teacher identity, such as “patient”, “energetic”, “cheerful,” etc., in her poster. In her entry, she explains her poster by writing:

“The teachers I encountered in my student life and the experiences I had with these teachers were the factors that largely shaped the kind of teacher I wanted to be. That is why these adjectives I specifically chose to reflect the type of teacher I want to be.” (G7, Nov 7). It can clearly be said that most of her views and beliefs about teaching are shaped by her previous teachers. Her past life as a student shaped her future as a teacher. By referencing her experiences with teachers during her own student years, she highlights how these encounters have significantly impacted her dreams and goals as an educator. By drawing on these formative experiences, the speaker integrates aspects of effective teaching practices and personal values into their own evolving identity as an educator, illustrating the enduring impact of past mentors on shaping their career path and teaching philosophy.

“As I have met many incredible teachers who had a big impact on who I am today, my opinion about being a good teacher changed from time to time. Monday it was patience, Tuesday it was kindness...So I decided that I want to be a teacher who includes everything I loved that my teachers had.” (Neşe, G12, Nov 10)

In the excerpt above, one of the PTs comments on her previous teachers’ characteristics and explains how they all affected her viewpoint on being a good teacher. She reflects on how different qualities shaped her view of effective teacher. She aspires to embody these good qualities that she attributes to effective teachers, aiming to be an accomplished teacher who incorporates the best aspects of her past teachers. She points out that she wants to gather the best qualifications her teachers had in her own teacher identity.

When the past teacher experiences of PTs in the study are investigated, it is revealed that it was not only good teachers that affected teacher identity constructions. As a matter of fact, PTs encountered various negative role model teachers.

“...While I was thinking about your question, my student life came to my mind. For instance, the reason that I do not like Maths is because of my Maths teacher from primary school. He was a very strict teacher. Whenever you gave the wrong answer, he used to get very angry. This affected me very much. That is why I try to be a sincere and affectionate teacher in my own career.” (Dec 27)

During oral interviews, when asked about their teacher identities and which inside and outside factors affected their identities, Berrak from Group 2 gave an example from her experience with a Maths teacher at primary school. Her statement highlights how negative experiences with a past teacher can significantly influence teaching and shape teacher identity. Her teacher's anger and strictness had a lasting impact on her, leading her to adapt a contrasting teaching style. Her statement emphasizes the role of the past teacher influences, both positive and negative, in shaping one's teaching philosophy and identity.

In conclusion, it can be said that the relationship with past teachers played an important role in shaping the PTs' attitude toward learning and teaching. This process of reflecting on past experiences and using them to inform one's own teaching practices is a critical aspect of teacher identity formation.

Despite not being as frequent, 12 PTs mentioned their past social experiences and influences while discussing the construction of their teacher identities. PTs, especially during oral interviews, reflected on their personal histories while stating their views on different matters.

During oral interviews, the PTs from the study were asked why they chose teaching as a career path and what affected them in deciding to do so. Three of the participants stated that they come from a teacher family.

“Most of my family members, my aunts and uncles are teachers. They have always been an influence on me...” (Dec 27)

In the excerpt above, Berrak from Group 2 indicates the role of her family's career choices in her own path. Likewise, Beste from Group 2 shared that she came from a family of teachers as well.

“I can make a comment on discrimination. I was faced with Islamophobia and racism when I was studying in Germany. I really care about being fair to all of my students. I do not want any of my students to face these kinds of challenges. I guess these will be my main characteristics...” (Dec 27)

Surprisingly, one of the participants, Hatice from Group 3, reflected on a different incident that shaped her teacher identity from that of other participants. In the excerpt above, she shares a personal experience with discrimination and their commitment to promoting being a fair and inclusive teacher in her future career.

The least frequent theme that emerged from the data was, with four PTs, past practicum or teaching experiences of teachers while investigating biographies of PTs. Nevertheless, while most of the participants in the study have very little teaching experience, these experiences still seem to have an impact on their perceptions about teaching and their teacher identities.

“I chose these pictures because they are full of special moments and unforgettable gifts. Here are the drawings and the letters my little me’s gave me.” (G2, Nov 20)

One of the PTs, Lara from Group 2, used pictures from her own teaching experiences to reflect on her teaching identity (see Appendix 4, Picture 4.8). It is very clear from the poster and the entry that she has already embraced her career and herself as a teacher. This demonstrates how positive interactions with students can lead a teacher to commit to the profession and embrace their role as future educators. This sense of belonging and validation in their chosen career is crucial for identity formation.

“Recently, were covering the breakfast topic at my practicum school. In the book, there exist different kind of breakfast from different cultures. For example, French people eat croissants and drink tea with milk. One of my students said ‘it is nonsense that there is tea with milk in it’...” (Dec 28)

In the example above, İlayda from Group 6 gave an example from her practicum class while talking about integrating different cultures in her lessons and how she wants to portray herself as a multicultural teacher. She pointed out the importance of introducing different cultures to her class. This experience reflects her commitment to broadening her students' horizons and preparing them for a diverse world.

The impact of practicum in shaping PTs teacher identity cannot be denied in the present context. The practicum serves as a crucial platform for pre-service teachers to experiment with different teaching styles, confront real-world challenges, and receive feedback. These experiences, although limited in duration, clearly provide valuable insights and reinforce their commitment to the teaching profession.

4.2.4 Teacher Emotions

Knowing that emotions are one of the most important factors that affect our day-to-day lives, teachers' emotions play a crucial role in identity construction. When the data were investigated, it was revealed that PTs have yet to reflect on their emotions or feelings. Seven of the participants defined themselves as a "positivist" in their posters, and 5 of the PTs referred to the emotional aspects of the teacher identity.

One of the PTs, Bengi from Group 9 uses "Positive" as one of the qualities she attributes to her teacher self (see Appendix 4, Picture 4.9). Likewise, Bengi writes about maintaining a positive attitude in her entry: *"My first characteristic is being positive. Students do not want to see unhappy faces around them. They need positive energy to back them up."* (G9, Nov 9)

"...What kind of teacher should we not be? We should not be an unruly instructor who is unresolved, constantly pouting, constantly reflecting his unhappiness and internal conflicts to the student..." (G5, Nov 16)

In another example, Müge from Group 5 wrote in her entry what kind of teacher she considers as good or bad. As can be seen from the excerpt, she places high importance on positivity during classes. During oral interviews, two of the PTs reflected their opinions on the emotional labors of teachers. For instance, Caner from Group 5 stated:

"Teachers have a community. This is not just about having the same job but also about having similar kinds of emotional stress and problems. Tackling similar problems." (Dec 28)

In this excerpt, Caner indicates that he is aware of the emotional labor teachers go through in their careers and also states that being in this profession

requires collaborative support with one another. His statement highlights the value of building strong professional relationships within the teaching community to promote emotional growth and well-being among teachers. Facing and overcoming these common challenges collectively contributes to shaping individual teacher identities, reinforcing their sense of belonging and purpose. Moreover, the ability to overcome emotional stress and problems becomes a key component of their professional persona, promoting reflection, resilience, and continuous growth. Thus, the shared emotional journey within the teaching community significantly influences and shapes teacher identity.

“I realized that I really liked this job. I chose this job because I thought that I was fit for this occupation. I believe that teaching is different from other occ. Recently, while we were chatting with one of our professors, he said that “if you're a lawyer, you do not go to your house and try to talk about that wonderful case you're working on, but If you're a teacher, you talk about your students and the emotional bond you created with them. It is not just a job; it is a lifestyle” (Dec 28)

Müge from Group 5 gave an example from a conversation she had with one of her professors. She highlighted the emotional connection between teachers and their students, so she clearly views that as crucial. The excerpt above demonstrates the need for feeling satisfaction during the profession.

“The thing that is mostly overlooked in our field is the psychology of teachers. While conducting the required work, we undermine our psychology. A lot of teachers give up their professions, they feel what we call “burn-out”. I believe that a good teacher is someone who can keep it all on balance.” (Dec 31)

In the example above, Ozan from Group 13 points out an important yet neglected aspect of the teaching profession: teachers' well-being. He points out that while focusing on professional responsibilities and job requirements, teachers tend to neglect their own mental health, leading to teacher burnout. His comment reflects his view that balancing work and emotional and mental state requirements is extremely essential. He emphasizes the need for maintaining a balance between professional duties and psychological health, suggesting that a key aspect of being a good teacher is the ability to manage this equilibrium. This perspective underscores the integral role of emotional resilience and self-care in shaping a sustainable and positive teacher identity.

4.3 PTs' Views on the Telecollaboration Projects

During oral interviews, PTs in the study were asked whether their views on teaching had changed throughout the project and how the project affected them. The data gathered from this question revealed the PTs' perceptions on the telecollaboration project and its effect on their perceived teacher identities.

All of the participants in the interview stated that their ideas on teaching and teacher did not change. They stated that they had more or less the same views at the beginning and the end of the project. Moreover, according to the participants, both parts' views on teaching and perceptions about teacher identities were quite similar.

"...Even our posters were similar. I guess this is what "teaching mind" is. We generally aim for the same things. This might be about the generation as well..."
(Dec 28)

For instance, Melike from Group 4 indicated that even the tasks they performed contained similar points. She reflects on her view that teaching is a global occupation when she refers to the "teaching mind". In another excerpt, Deniz from Group 3 shares a similar view about how teaching qualities might not differ from country to country:

"You can be from anywhere in the world, teachers have similar qualities such as being understanding or open to communication..." (Dec 27)

The excerpt above reflects her view that the qualities of a good teacher are not things that are limited to geographical boundaries or cultural differences. On a similar view, Baran from Group 1 stated:

"In general, our viewpoints were already similar. Our common purpose about teaching was teaching and educating our students in the best way we can..."
(Dec 27)

As can be seen from the excerpt above, it is clear that Turkish PTs in the study did not feel much influenced by others' views since they were already on the same page on many subjects. While there were some differences of opinion, the Turkish PTs in the study felt that they were mostly similar to each other. For instance, Beste from Group 2 said:

"...I realized that we were dealing with different issues. For example, gun violence or mental issues of the students are much more of an important problem

for them while we hardly even think about it. However, even if our problems might be different, we meet on the same ground when it comes to views on education.”
(Dec 27)

While the participants indicated that they did not feel much difference in their perceived teacher identities and their views on teaching, they pointed out some observations about differences in both cultures and educational settings. Seven of the PTs made comments on cultural differences. They were glad to be in a multicultural setting where they engaged in several discussions and learned about the opinions about their peers.

“We are individuals that were raised in different cultures. When you consider the individual differences as well, I was able to see how teachers from all around the world might react to different situations or how they would solve the problems they encounter. This affected me in a positive way...” (Dec 31)

As can be seen from the excerpt above, Ozan from Group 13 reflected that seeing others' perceptions directed him to think more positively. While he stated that there was not enough time to change his views on teaching altogether, he had less doubt about his career.

During oral interviews, three of the PTs pointed out educational differences between the two cultures they realized throughout the project. In general, they think that differences in physical opportunities at schools lead to differences in teachers' identities. They believe having more opportunities can help teacher candidates feel more relaxed about their careers and give them more space to act as they want.

Lastly, 12 of the PTs stated that the project raised their awareness of related subjects. The realizations mostly stemmed from analyzing their thoughts. One participant stated that the tasks made her realize more aspects about her teacher self. Another one stated that the tasks pushed them to think about their own teaching by thinking deeper on teaching and things that are related to teaching. The comment made by Aylin from Group 9 sets an example on the similar views of teacher candidates on how tasks generally lead them to think deeper about their own identities: *“... writing tasks made my idea become more real and concrete as I had the chance to really think about them.”* (Dec 29).

“Throughout the project, I realized that I was a perfectionist. However, as I read my peers' reviews, I realized that I should not have to be a perfectionist to be a good teacher. I can make mistakes. I can have flaws. In one of the tasks - writing

a poem on teaching - one of my friends wrote 'I am a teacher and I am also a learner'. That made me realize that teaching is a destination.' (Dec 27)

Irmak's reflection displays valuable insights into her personal and professional growth as a teacher candidate. The perceptions of her group members helped her realize that perfectionism is not a crucial quality in order to be an effective teacher. By accepting this view, Beyza demonstrates her willingness to develop and improve.

In conclusion, the oral interviews with the PTs participating in the telecollaboration project provided a consistency in their perceptions towards teaching and teacher identities throughout the project. Although they found a ground to engage in cross-cultural interactions and discussions with their peers, the PTs affirmed that their fundamental views on education remained the same in general. Nevertheless, the PTs reflected that they appreciated the opportunity to broaden their perspectives by acknowledging cultural and educational differences between their counterparts. Ultimately, the project served as a platform for mutual learning and reflection, highlighting both the universality of teaching values and the enriching impact of multicultural exchanges on professional development.

4.4 Summary of the Results

The data analysis of the study provides valuable insights into various aspects of teacher learning among pre-service in the field of English language teaching on teacher learning, teacher cognition, communities of practices (CoPs), contextual factors, teacher biographies, teacher emotions and PTs perceptions on the telecollaboration project they participated in.

On teacher beliefs, the data reveals the importance of continuous professional development and the aspiration to become lifelong learners. The PTs in the study express a strong desire to stay up-to-date in their field of study and improve their teaching skills, both in terms of subject knowledge and language proficiency. Moreover, the analysis explores various perceptions of PTs, including stakeholders, in the decision-making process of teaching.

The data on teacher cognition reports pre-service language teachers' perspectives on their identities as future educators and teaching philosophies. The findings highlight several key themes related to their conceptions of being a teacher.

Many PTs express a strong desire to serve as role models and inspirations for their students by being inspirational, patient, creative, dedicated, multicultural, and fair teachers. They emphasize the importance of creating a supportive, inclusive and understanding learning environment where students feel valued, respected, and safe to express themselves. Furthermore, the analysis sheds light on PTs' beliefs regarding classroom practices, including the use of the target language (English) and the role of the teacher in decision-making processes. The participants mostly believe that English should be predominantly used in the classroom to facilitate language acquisition, with the acknowledgment of the occasional necessity of using the students' native language for clarification or comprehension.

On communities of practices, the data provides PTs' beliefs and perceptions on participating in CoPs. It is evident from the data that PTs recognize the importance of collaboration and cooperation with colleagues in order to foster professional growth within the teaching profession. They show their willingness to seek help from more experienced colleagues and their perspectives. Furthermore, they emphasize the social nature of teaching and the sense of community within the profession. PTs in the study recognize the value of utilizing online platforms and resources for participating in CoPs, such as websites where teachers can share different materials, seek advice, and exchange ideas. By actively participating in CoPs and engaging with colleagues, PTs can cultivate a supportive and enriching professional environment that ultimately benefits both themselves and their students.

The data explores micro and macro contextual factors that play a significant role in shaping PTs' beliefs, attitudes, and practices in their teacher identity constructions. Micro-contexts, particularly practicum experiences, emerge as dominant influences on PTs' identity constructions. Practicum schools serve as important learning environments where PTs interact with students, observe mentor teachers, and gain firsthand teaching experience. These experiences not only shape PTs' teaching beliefs but also contribute to their self-awareness and professional growth. Macro-contexts, encompassing broader social, political, and educational factors, also exert influence on PTs' identity constructions. Social and cultural contexts, including societal attitudes towards education and cultural norms, shape PTs' perceptions of teaching and learning. Moreover, PTs' upbringing and social backgrounds influence their teaching perspectives and aspirations as educators. Past

experiences, both positive and negative, influence PTs' perceptions of the kind of teacher they aspire to become.

On teacher biographies, the data provides how past experiences of PTs contribute to the construction of their teacher identities. Past teacher influences emerge as a prominent theme, with many PTs reflecting on the teachers who have had a significant impact on their lives and career choices. Positive role models, such as inspiring and compassionate teachers, serve as sources of inspiration for PTs, shaping their ideals and aspirations as educators. Conversely, negative experiences with teachers, such as strict or demotivating teachers, also play a role in shaping PTs' identities by informing their understanding of effective teaching practices and the kind of teacher they aspire to become. Personal experiences, including family backgrounds and encounters with discrimination, also influence PTs' identities. Past practicum or teaching experiences present another important theme, albeit less frequent in occurrence. These experiences provide PTs with firsthand insights into the realities of teaching and shape their perceptions of effective teaching practices. Positive experiences, such as creating meaningful connections with students or integrating multicultural perspectives into lessons, reinforce a PTs' sense of purpose and commitment to their profession.

On teacher emotions, the data explored the role of emotions in the constructions of teacher identity. Among the PTs, staying positive stands out as a prominent theme in their reflections on teacher identity. Maintaining a positive attitude, especially during emotionally challenging situations. Furthermore, some PTs recognize the emotional labor in the teaching profession by acknowledging that teachers sometimes experience emotional stress and even burnout. The data emphasize the importance of the well-being of teachers. However, while a few participants reflect on the emotional aspects of teaching, the study lacks in-depth reflection.

Lastly, the data of the present study provides valuable insights into their perceptions of teaching, teacher identity, and the impact of the telecollaboration project on their views. Overall, the participants indicated that their ideas about teaching and teacher identity remained relatively consistent throughout the project, indicating that both parts share similar educational beliefs and viewpoints. Despite coming from diverse cultural and educational contexts, the PTs expressed common goals of educating and supporting their students to the best of their abilities. They

reflected that the project led them to think deeper about their own teacher identities and beliefs about teaching. Many stated that the tasks provided them with opportunities to analyze and articulate their thoughts, leading to a greater understanding of themselves as teachers. The telecollaboration project served as a platform for PTs to explore their views on teaching and teacher identity while gaining the perspectives of their counterparts in a cross-cultural environment. Through collaborative engagement and reflection, participants gained valuable insights that contributed to their professional growth as future educators.



5. DISCUSSION

5.1 Key Themes in Language Teacher Identity Constructions

The most prevailing themes that are related to teacher identity constructions of PTs in the study were under *teacher cognition*. It is evident from the findings that PTs' beliefs about teaching and their overall teaching philosophies construct their language teacher identities. This assertion is consistent with Altan's (2012) research, which underlines the influence of language teachers' views on language learning and their teacher identity. Similarly, Eǧmir and Çelik's (2019) study indicates the significance of educational beliefs in shaping PTs' identities, highlighting a strong correlation between these beliefs and their sense of preparedness and motivation for the teaching profession. Drummond's (2021) concept of identity finds its basis on beliefs, character traits, feelings, and emotions. Collectively, these insights emphasize the complex interplay between beliefs, teaching philosophies, and teacher identity constructions, illuminating key pathways for fostering effective and reflective educators in the continuously changing educational landscape.

One prevalent theme among PTs is the aspiration to be an '*inspirational*' teacher in the lives of their students. They want to be idols or role models for their future students who are the living example of what is right, and they want to fire up the students' will to learn. They envision themselves as living examples of curiosity and dedication, believing that their behavior and attitudes will have a profound impact on their students' development.

Another significant aspect of teacher identity perceptions of PTs in the study is being an *unusual* and *creative* teacher. Many participants expressed their desire to adopt innovative teaching methods in their future careers. This emphasis on creativity reflects PTs' awareness of the innovative nature of education and taking responsibility for this matter.

According to the findings, *dedication*, and *motivation* emerge as fundamental in the identity construction of PTs. The participants underlined the importance of being enthusiastic and having high motivation even through tough

times. The emphasis on having resilience and dedication reflects a deep sense of responsibility toward learning outcomes.

In the study, participants are revealed to recognize the importance of embracing diversity in the class environment and being inclusive to all of the students from various backgrounds. It is evident that PTs in the study define their teacher identity as *multicultural* or *culturally diverse* and reflect their desire to create a classroom atmosphere where all students feel valued and respected.

Moreover, the participants express a desire to serve as *facilitators* and helpers for their future students, providing their students with the scaffolding and support needed to navigate their educational journeys successfully. The results are consistent with previous studies that emphasize the teachers' role as facilitators and support in the class so that students can learn the target language (Behroozizad et al., 2014; Bhandari, 2022). This emphasis reflects PTs' commitment to student-centered approaches and belief in personalized learning experiences.

The PTs in the study frequently highlighted their aspiration to be *patient* and *tolerant* teachers. The findings reveal that the participants recognize the importance of remaining calm and empathetic and fostering a positive classroom environment where students feel safe taking risks or making mistakes.

Another important theme revealed from the findings was being *fair* or *non-discriminative*. The participants advocate for approaching all students with equal distance, regardless of their background or identity, and being embraceful. The findings reveal that PTs are highly aware of social justice and believe in tearing down the barriers between labels. The findings align with Babanoğlu's (2017) exploration of the possible selves of pre-service EFL teachers, where a focus on professionalism highlighted ideals such as fairness, consistency, and preparedness. Babanoğlu's study underscores the enduring relevance of these values across different educational contexts, emphasizing the role of PTs in promoting social justice in class. The convergence between the current findings and Babanoğlu's work highlights the consistent commitment of PTs to ideals of fairness and equity, essential components of their emerging professional identities.

One of the most prominent themes emerging from the data is *teacher learning*. The data reveals a strong emphasis on the PTs' desire to be knowledgeable teachers- having a strong grasp on the field that they are going to be teaching. The findings of the study reveal the dynamic nature of teacher learning, accepting that

being a teacher also means being a lifelong learner. PTs in the study are mostly aware of the fact that they should develop themselves continuously and be up-to-date in their profession.

Investigating the personal and professional developments of PTs, the findings of the present study display the PTs' desire to improve their overall language skills. Since none of the participants in the study were speaking English as their first language, they expressed mostly their speaking anxieties. Dincer and Yeşilyurt's (2013) examination of PTs' beliefs regarding teaching speaking skills in Türkiye also provides valuable insights into the challenges they face and their perceptions of their own competence in oral communication. The findings of the present study align with the study mentioned in the last sentence, revealing a common thread of self-perceived incompetence among participants. Moreover, some of the participants reflected on their desires to improve themselves in order to meet the needs of the younger generation students. This parallel between the findings of both studies underscores the significance of addressing PTs' language-related concerns and fostering their professional development to meet the evolving demands of the classroom.

While the data gathered from the study was limited, PTs in the study emphasized the importance of maintaining a *positive* attitude and emotional resilience in their roles as educators. Creating a safe environment for both themselves and students is a theme emphasized by the PTs.

The findings reveal various significant insights by focusing on the key themes identified in the language teacher identity constructions of PTs participating in the present study. PTs' beliefs about teaching and their teaching philosophies are affirmed as the foundation of constructions of teacher identities of PTs. On this basis, PTs reflected on some key qualities they attribute to their teacher identities, such as being inspirational, dedicated, resilient, multicultural, just, facilitator, patient, etc. Moreover, continuous development is another key theme that emerges from the data of this study. Lastly, emotional labor and positive attitudes in the teaching atmosphere are key themes in the identity constructions of PTs. It can be easily stated that all of the aforementioned key themes, whether small or big, have their place in teacher identity.

5.2 Factors Contributing to the Formation of Language Teacher Identity

The findings regarding factors contributing to the formation of language teacher identity revealed various elements, including understanding of the decision-making process, participating in Communities of Practices (CoPs), practicum experiences, social contexts, past influences, personal histories, and emotions.

As mentioned above, one of the contributing factors is a nuanced *understanding of the decision-making process* among PTs. The results of the study reveal a diversity of perspectives regarding the involvement of various stakeholders, including students, parents, school administration, and colleagues. While some PTs prioritize student input and involvement in decision-making, others advocate for a collaborative approach that integrates perspectives from multiple stakeholders. This variability highlights the complexity of decision-making in education and underscores the importance of considering diverse viewpoints to create effective teaching environments.

Another crucial factor contributing to the identity formations of PTs revealed through the perspectives is the *participation in Communities of Practices (CoPs)*. While some of the PTs point out the need for being cautious, most of them acknowledge the importance of seeking assistance from colleagues and online platforms called Communities of Practices (CoPs). This finding aligns with the literature on CoPs, emphasizing the importance of collaborative learning and sharing in professional development (Chinokul, 2021; Wenger, 1998b). Moreover, as Richards (2008) notes, the global community of teachers provides a supportive network for PTs in response to evolving educational contexts. This suggests that mutual growth emerges as a highlighted theme in the study, indicating the recognition of the collective benefits derived from sharing experiences, seeking advice, and supporting one another (Ulla & Perales, 2021). Thus, participation in CoPs not only fosters professional growth but also connects PTs to a broader community of practice, enriching their understanding of the profession and enhancing their capacity for effective teaching. By actively participating in CoPs and engaging with colleagues, PTs can cultivate a supportive and enriching

professional environment that ultimately benefits both themselves and their students.

The results of the study reveal contextual factors as prominent factors contributing to PTs' identity constructions, the factors being fundamentally *micro and macro*. Under micro-level factors, *practicum experiences* are revealed to play a pivotal role in shaping PTs' identities and beliefs about teaching. Moreover, mentor-teacher interactions and school environments during practicum experiences are shown to influence PTs' perceptions of teaching and their own roles as future teachers. These findings align with Buchanan's (2015) study, which emphasizes that teacher identity is versatile and shaped by their teacher preparation, backgrounds, careers, and current educational setting. Furthermore, Yazan and Peercy's (2018) study on the effect of practicum experiences on teacher identity highlights the interactive nature of identity formation within educational contexts. It is evident from the results of the present study that practicum experiences serve as a valuable learning opportunity for teacher candidates, allowing them to practice teaching methods and observe classroom environments in an authentic setting.

Macro-level factors indicate broader *social, cultural, political, and educational contexts* that have a significant impact on PTs' identity formations. The results reported that social and cultural factors, such as society's views or cultural attitudes toward English language education, have a strong influence on PTs' own perceptions of teaching and their roles as future teachers. These results support the idea that human behavior is the result of social integration (Lantolf, 2000). Likewise, Varghese et al. (2005) assert that teacher identity is both an individual and social matter, emphasizing that teacher identity formation is inherently a social process occurring within institutional settings or educational programs. Moreover, the results support the idea that teacher identity is developed through educational contexts and personal histories (Yao & Slater, 2024). In the present study, PTs' past experiences within their social contexts are shown to shape PTs' aspirations and motivations for their future careers as teachers. It can be said that by recognizing the interplay between micro-level practicum experiences and macro-level societal influences, PTs can develop a more holistic understanding of their professional identities.

The findings of the present study demonstrate *past influences* and *personal experiences* as contributing factors affecting the identity constructions of PTs in the

study. It is clear from the results that positive influences from past teachers often serve as an inspirational factor, guiding them towards utilizing similar teaching views in their practices as well. Conversely, negative experiences with past teachers are revealed to offer PTs what to avoid in their own careers. The findings of the study emphasize the importance of understanding past influences on present and imagined future experiences (Kelchtermans, 1993; Rinne et al., 2023). By recognizing and reflecting on these influences, PTs can develop a deeper understanding of their professional identities and navigate their teaching careers more effectively. Moreover, reflecting on these past experiences can navigate current needs in teacher education and create better teacher education programs (Johnson & Golombek, 2020).

In addition to classroom interactions, *personal histories*, and *social experiences* also play a crucial influencing factor in the identity formations of PTs. The data of the study suggest that family backgrounds and personal encounters contribute to PTs' career choices and perceptions of the teaching profession. In the relevant literature, Akar (2012) and Başöz (2021) both examined the motivations of PTs for choosing teaching as a career, highlighting the influence of social and cultural contexts on career decisions. Significant others, families, and societal norms were identified as factors shaping PTs' perceptions of the teaching profession. Similarly, Bukor (2015) emphasized the impact of teachers' personal life experiences on their teaching practices and overall teacher identity. Family environments were found to play a significant role in shaping beliefs, career choices, instructional practices, and teaching philosophies. Furthermore, past practicum or teaching experiences offer valuable insights into PTs' professional growth. Through reflections on practicum experiences, PTs identify strengths, challenges, and areas for development in their teaching practices.

The last factor that influences the identity formation of PTs is *emotions*. Beauchamp and Thomas (2009) assert that emotions are integral to the self-concept of teachers, emphasizing the interconnectedness of personal and professional selves. It should be noted that the data in the study is limited in order to get deeper insights on the emotional dimensions of teacher identity formation of PTs in the study since only a few of the participants reflected on their own emotional experiences and attitudes toward teaching. It is also evident from the results that a few of the participants acknowledge the emotional labors of the teachers and

highlight the significance of prioritizing emotional well-being in order to avoid teacher burnout. Similarly, Schutz and Lee (2014) explore the connections between teachers' emotional labor and their developing teacher identities.

Overall, the findings of the present study reveal that there are many factors, both inside and outside, affecting the formations of language teacher identities of PTs. The involvement of different stakeholders in their decision-making process, their perceptions on participating in Communities of Practices, practicum experiences, their social and educational contexts, past influences, personal histories, and emotions are prominent factors reported in the study that shape language teacher identities of PTs in the present study.

5.3 PTs' Perceptions on the Impact of Telecollaboration Projects on Their Teacher Identity Constructions

The oral interviews conducted with PTs in the study provided valuable insights into how the telecollaboration project influenced their perceived perceptions of teaching, teacher identity, and cultural differences.

The findings of the study revealed that PTs' views on teaching and teacher identity remained relatively consistent throughout the project. They expressed that their perspectives were similar to those of the other parties in the study. Moreover, despite engaging in various discussions with their peers from different cultural backgrounds, the PTs reflected that they mostly shared common goals and values related to education and teaching. While the present study differs from most telecollaboration studies because of its focus on teacher identity constructions of PTs in a broader perspective, it is in agreement with the relevant literature on the matter of promoting intercultural identities of PTs (Del Rosal et al., 2017; Pfingsthorn et al., 2019; Pfingsthorn et al., 2021; Yazan et al., 2020).

The literature on telecollaboration and teacher education mostly consists of studies on intercultural communicative competencies and, consequently, cultural differences (Guth & Helm, 2012; Müller-Hartmann, 2006; Yang, 2020). The findings of the present study also highlighted the importance of cross-cultural telecollaboration projects and their effect on intercultural developments and awareness of participants. In the present study, while PTs acknowledged cultural

differences, they also appreciated the multicultural setting provided by the telecollaboration project. They expressed their gratitude towards the opportunity to engage in discussions with peers from diverse backgrounds and learn about different perspectives on education, which is in line with Uzum et al.'s (2020) suggestion that direct exchange with people from different cultural backgrounds help teacher candidates gain a more developed critical perspective and broader understanding on cultural differences. The PTs in the study are reported to have raised their cultural awareness and the positive impact of this awareness on their understanding of global educational practices by providing knowledge extending beyond textbooks (O'Dowd, 2012).

Some PTs recognized differences in educational settings between cultures, particularly in terms of available resources and opportunities. Moreover, they reflected on their perceptions of the differences in educational views and their opinion on how educational settings might affect their teaching perspectives. They believed that access to more resources could positively influence teacher identity and provide greater freedom in teaching approaches.

Overall, the results of the study reveal that the telecollaboration project facilitated reflection and personal growth among PTs. They expressed that tasks within the project encouraged them to think deeper about their own teacher identities and teaching practices. Furthermore, feedback from discussions and perspectives from peers made it evident from the study that PTs gained insights into their strengths and weaknesses. Thinking deeper about the areas for improvement led to an acceptance of their flaws and a willingness to focus on personal and professional development. The results of this study support Bhandari's (2022) assertion that the "collaborating" nature of telecollaboration studies helps teacher candidates develop self-efficacy and critical thinking skills, which eventually helps their professional development.

6. CONCLUSIONS AND RECOMMENDATIONS

The present study set out to investigate language teacher identity formations of Turkish PTs through a telecollaboration project between two universities from Türkiye and the USA. A qualitative research method was utilized in this study. A telecollaboration study was designed in order to gain a broader understanding of the teacher identity constructions of PTs. The participants in the project were 51 pre-service English language teachers studying at Bolu Abant İzzet Baysal University in Türkiye and 38 PTs of bilingual education studying at Sam Houston State University in Texas, US. The scope of the present study only covers the Turkish pre-service teacher's data. Throughout the project, which lasted for eight weeks, PTs were required to complete a series of tasks related to the construction and reconstruction of their teacher identities. At the end of the project, semi-structured focus group interviews were conducted with the Turkish PTs. During oral interviews, the PTs were asked further questions related to teacher identity constructions and their perceptions about the telecollaboration study they participated in. The data from the PTs participating in the telecollaboration study was gathered by using the 8th week's tasks and oral interviews. The posters about their definitions of their teacher identities, the reflective group entries explaining further their posters, and focus group oral interviews constructed the data of the present study. In this study, Yazan's (2018a) conceptual framework for understanding language teacher identity is utilized. First, the data gathered from the study was organized, and emerging themes were highlighted. Second, code labels were assigned to the themes by using color code. Next, the findings gathered were interpreted and analyzed. These steps were applied to all three of the data sets.

The findings of the study revealed several aspects of teacher identity formations, highlighting the dynamic and many-sided nature of the profession. 'Teacher learning', a prominent theme that emerged from the data, covers both teachers' personal and professional growth. PTs' high level of awareness in continuous learning and their attitudes towards decision-making processes reflect a commitment to excellence in teaching. Embracing a life-long learning and collaborative mindset, PTs in the study aspire to make meaningful contributions to the field of language education and positively impact student learning.

The most prominent theme revealed from the data is ‘teacher cognition’, displaying PTs’ beliefs towards being a teacher. Their perspectives on teaching, student-teacher relations, and classroom practices reflect a commitment to a student-centered, inclusive, and culturally aware educational approach. The findings of the study highlight the ongoing educational philosophy of student teachers with regards to changing needs.

The study revealed another important theme: participating in ‘Communities of Practices’ (CoPs). The findings suggest that participating in CoPs has a strong impact on shaping the professional identities of PTs. Through collaboration, sharing experiences, and seeking support from colleagues, teacher candidates believe that they can enrich a culture of continuous learning and innovation within the teaching profession.

The analysis of the present study highlights the integral relationship between ‘contextual factors’ and teacher identity constructions of PTs. Individual experiences within ‘micro contexts’, such as practicum schools and ‘macro contexts’, broader societal and cultural factors, are revealed to have a strong impact on developing teaching views of PTs. By acknowledging and reflecting on these contextual factors, PTs are better equipped to navigate the complexities of the teaching profession and develop a strong sense of identity as educators.

‘Teacher biographies’ are also one of the most significant factors displayed in the data, as they include various past influences and personal experiences. By examining past teacher influences, personal experiences, and teaching experiences, PTs gain valuable insights into their roles as educators and the characteristics they aspire to embody in their teaching practices.

Even though the data emerging from the study on this theme was limited, ‘teacher emotions’ were revealed to have been acknowledged. It can be said that while PTs acknowledge the importance of positive attitudes, emotional resilience, and teacher well-being in their identities as educators, there is a need for more extensive exploration of teacher emotions to fully capture their role in shaping teacher identity construction.

Lastly, the data revealed the PTs’ insights on the telecollaboration project and its impact on their teacher identity constructions. Throughout the project, participants consistently maintained their views on teaching and teacher identity, finding common ground despite their diverse cultural backgrounds. The

multicultural environment fostered by the project allowed PTs to not only acknowledge cultural differences but also appreciate and learn from them, raising awareness of global educational practices. It can be stated that the telecollaboration project proved to be a significant ground for the professional and personal development of PTs, providing invaluable opportunities to expand their perspectives on other cultures and educational practices.

6.1 Implications for Educational Practices

The findings of the present study can provide some valuable information for developing educational practices. Since it is highly important to prepare student teachers for their careers as equipped as possible, getting more insights into their identity construction process could assist in designing better teacher education programs (Rinne et al., 2023). By comprehending language teachers' philosophies, teacher educators can support the development of teacher candidates. Incorporating telecollaborative studies in education courses could help teachers get more insights into their teacher identity constructions. Moreover, implementing cross-cultural telecollaboration projects as part of the teacher education curriculum could result in educating more interculturally communicative and interculturally aware English language teachers.

Practicum experiences were revealed to have a strong impact and an important place in the development of teacher identities in the study. The reflections on their practicum experiences are revealed to raise awareness of the participants on their teaching practices and, consequently, teacher identities. By incorporating structured reflection activities into practicum placements, educators can encourage PTs to critically analyze their experiences, identify strengths and areas for improvement, and make connections between theory and practice. This reflective process not only deepens learning but also promotes self-awareness, resilience, and the development of a strong professional identity. Therefore, implementing more reflection on practicum experiences can significantly enhance the personal and professional development of teacher candidates.

6.2 Implications for Further Studies

For further research on investigating teacher identity constructions of language teachers, several implications are presented regarding the findings of the present study. First of all, in the present study, only the data of the Turkish participants are used. In further studies, data from both parts of the telecollaboration can be incorporated, allowing for a comparative analysis to bring out the similarities and differences in teacher identity formations across different cultural contexts. Moreover, including in-service teachers can help researchers gain more insights into the changes they go through before and after their careers, providing a longitudinal perspective on teacher development.

Undoubtedly, implementing a cross-cultural telecollaboration project is complex and demanding. However, including participants from additional countries can provide a broader and more comprehensive understanding of teacher identity formation in various contexts. These studies can facilitate the exploration of global perspectives on education.

Bearing in mind that identities are dynamic and in flux, pre-post tests can be implemented in further studies. The pre-post tests can be a great tool to measure the changes in teacher identities of the participants. Moreover, by providing statistical validation, quantitative analysis can complement the qualitative findings and offer a more holistic view of teacher identity constructions.

Researchers should also prioritize investigating the emotional labor and well-being of teachers, recognizing the importance of supporting educators' mental and emotional health. Furthermore, utilizing video or audio recordings of practicum experiences can provide rich data for understanding the practical challenges and emotional experiences faced by PTs.

While this study focuses more on the inner selves of PTs, future studies could get into more culturally and socially sensitive issues, such as social justice, and create a discussion platform, exploring how these factors intersect with teacher identity formation. By addressing these gaps in the literature, researchers can contribute to a deeper understanding of the formation of language teacher identity in diverse educational contexts.

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8. APPENDICES

APPENDIX 1: Participant Information Form

GÖNÜLLÜ KATILIMCI BİLGİLENDİRME FORMU

Bu çalışmada, öğretmen adayların, bir çevrimiçi iş birliği projesi dahilinde, profesyonel kimlik oluşumlarını ve perspektiflerini oluşturan faktörlerin yansıtılması ve ortaya çıkarılması amaçlanmaktadır.

Bu konu ile ilgili aklınıza takılan sorular var ise, daha fazla bilgiye ihtiyaç duyuyorsanız lütfen bize sorun. Araştırmaya gönüllü olarak katılmaktasınız. Buradaki uygulamalar süresince samimiyetiniz araştırmanın geleceği için çok önemlidir. Araştırmaya katılıp, katılmamak için lütfen biraz düşünün ve karar veriniz.

Bu araştırmada gönüllük esas olmakla beraber, uygulama esnasındaki dürüstlüğünüz ve samimiyetiniz çok önemli olduğundan sizleri aramızda görmek ayrıcalık olup, bizler için büyük bir önem taşımaktadır. Yaklaşık 100 kişinin tabi tutulacağı bir uygulamadır.

Araştırmaya katılmak gönüllülük esasına dayanmaktadır. Uygulamanın istediğiniz anında, diğer katılımcıları etkilememden araştırmadan ayrılmak istediğinizi uygulayıcıya herhangi bir neden veya koşul belirtmeden ifade edebilir ve ayrılabilirsiniz. Araştırmada size verilen konular veya uygulamalar dışında herhangi bir rahatsızlık hissettiğinizde araştırmayı bırakmanız da mümkündür. Bu konuda size olumsuz dönecek herhangi bir sorumluluğunuz yoktur.

Bu araştırmaya katılmayı kabul ederseniz, Teksas Sam Houston Üniversitesi'nden 50 katılımcı ve Bolu Abant İzzet Baysal Üniversitesi'nden 50 katılımcıyla yürütülmesi planlanan çevrimiçi iş birliği projesine dahil olacaksınız. Proje 8 hafta olarak planlanmıştır. Google Classroom platformu üzerinde oluşturulmuş olan sınıflardan birisine dahil edileceksiniz ve haftalık olarak verilen görevleri bu platform üzerinden paylaşacaksınız. Sizden diğer katılımcıların paylaşımlarını takip etmeniz ve etkileşimde bulunmanız beklenecektir. Proje sonunda, katılımcılarla yarı-yapılandırılmış bir mülakat gerçekleştirilecektir.

Bu araştırmaya katılmanın size hemen dönecek bir faydası bulunmamakla beraber, araştırmaya katılmakta araştırma hakkında sonrasında bilgi almanız ve grup sonuçlarını görmeniz mümkündür. Araştırma sonunda, araştırma sonucu ile bilgi talep etmeniz durumunda, elde edilen bilimsel bilgiler paylaşılacaktır.

Lütfen sorularını araştırma sonunda araştırmacıya hiç çekinmeden sorunuz. Ayrıca, araştırmada, uygulama esnasında sizin dışınızda doğabilecek herhangi bir maddi hasardan, herhangi bir şekilde sorumlu tutulmayacaksınız. Araştırma süresinde kullanılan bütün materyal, dokümanların masrafları araştırmacıya ait olup, sizden herhangi bir başlık altında ücret talep edilmeyecektir. Uygulama esnasında paylaştığınız kişisel kimlik bilgileriniz, kod numarası ile alınacak olup, anonim olarak kayıt altına alınacaktır. Araştırma sonuçları, İstatistiksel

Yöntemlerle analiz edip, işlenecek ve bunun sonucunda elde edilen bilgiler rapor edilecektir. Kabul görmesi halinde literatüre kazandırılacaktır.

Araştırma ile ilgili daha fazla bilgi ve sorun için:

Sultan Maviş

Bu araştırma Bolu Abant İzzet Baysal Üniversitesi İnsan Araştırmaları Etik Kurulu tarafından onaylanmıştır. Araştırmaya katılımınızla ilgili herhangi bir şikâyetiniz varsa Etik Kurul Başkanı Prof. Dr. Hamit COŞKUN bildirebilirsiniz. Her tür şikâyetiniz gizlilikle değerlendirilecek, araştırılacak ve sonuç hakkında tarafınıza bilgi verilecektir.

Araştırmamıza ayırdığınız zaman ve göstermiş olduğunuz ilgiden dolayı Teşekkürler...

Araştırmanın koşullarını anladığımı ve araştırmaya gönüllü olarak katılmayı taahhüt ederim.

İMZA:

TARİH:

APPENDIX 2: Informed Consent Form

BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ İNSAN ARAŞTIRMALARI ETİK KURULU

İAEK Karar No:

ONAM FORMU

(Araştırmacı nüshası ve Katılımcı nüshası olmak üzere iki nüsha halinde basılmalı ve imzalı araştırmacı nüshası saklanmalıdır. Gerekli olduğunda İAEK tarafından onam formları istenebilir)

Araştırmanın Adı: “İngilizce Öğretmeni Adaylarının ARCS Modeline Göre Lisans Eğitimi Kapsamında Aldıkları Alan Dersleri, Meslek Bilgisi Dersleri ve Genel Kültür Derslerine Yönelik İlgilerinin Belirlenmesi”

	Evet	Hayır
Bilgilendirme Formunu okudunuz mu?	☐	☐
Araştırma projesi size sözlü olarak da anlatıldı mı?	☐	☐
Size araştırmayla ilgili soru sorma, tartışma fırsatı tanındı mı?	☐	☐
Sorduğunuz tüm sorulara tatmin edici yanıtlar alabildiniz mi?	☐	☐
Araştırma hakkında yeterli bilgi aldınız mı?	☐	☐
Herhangi bir zamanda herhangi bir nedenle ya da neden göstermeksizin araştırmadan çekilme hakkına sahip olduğunuzu anladınız mı?	☐	☐
Araştırma sonuçlarının uygun bir yolla yayınlanacağına katılıyor musunuz?	☐	☐
Yukarıdaki soruların yanıtları size kim tarafından açıklandı? Lütfen ismini yazınız....		

İmza:

Tarih:

APPENDIX 3: Example Screenshot from Sub-group Page in Google Classroom

The screenshot shows the Google Classroom interface for a sub-group named 'Group 11'. The left sidebar contains navigation links: 'Ana Sayfa', 'Takvim', 'Arşivlenmiş sınıflar', and 'Ayarlar'. The main content area has tabs for 'Akış', 'Sınıf çalışmaları', 'Kişiler', and 'Notlar'. The 'Akış' tab is active, displaying a list of posts. The first post is by 'Elif' (12 Kas 2022) with a text entry and a file named 'teach.pptx' (PowerPoint). The second post is by 'Almira Sari' (10 Kas 2022) with a text entry. The third post is by 'Rianna Mata' (10 Kas 2022) with a text entry. A large, light gray watermark 'X' is visible across the bottom half of the page.

Classroom > Group 11

Ana Sayfa Takvim Arşivlenmiş sınıflar Ayarlar

Akış Sınıf çalışmaları Kişiler Notlar

Ders arşivlendi. Herhangi bir ekleme veya düzenleme yapmak için dersi geri yükleyin. Geri yükle

E Elif
12 Kas 2022
I don't know who i am as a teacher yet, but i know who i want to be as a teacher in the future. I want to be a teacher that take their hands, open their minds and touch their heart. I want to give them courage, show them kindness and led them to try harder. I want to be a teacher who has an impact in their lifes and characters. I want to be the one who will always be there to help whenever they need. I want to seem them learning, improving and growing well.
teach.pptx
PowerPoint

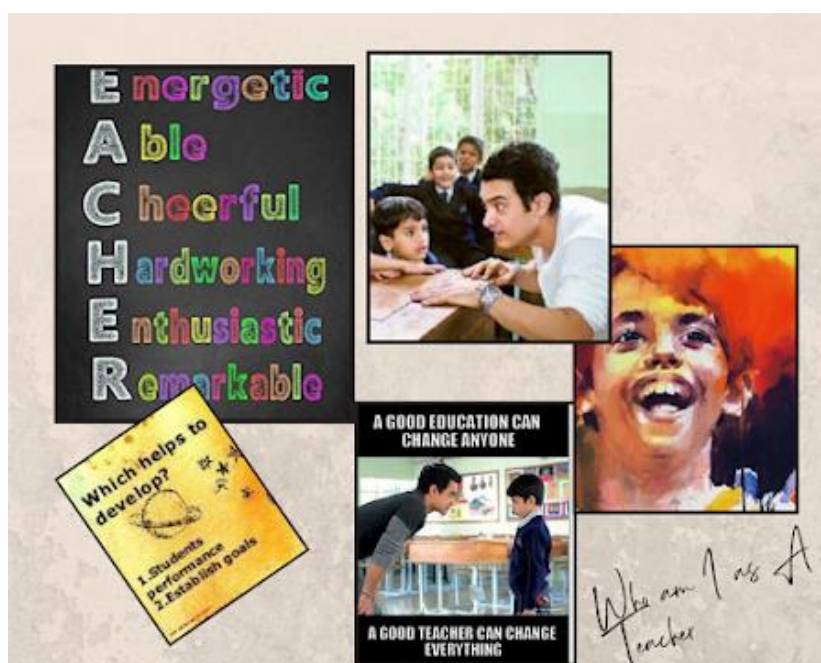
A Almira Sari
10 Kas 2022
The key words I chose for my poster actually represents what kind of a teacher I want to be for my students. I want them to be comfortable and confident in my class. That is why I should teach them to be respectful, understanding, kind and patient. To teach them, I should be a role model who has all these characteristics. They will see me at my best, focused on them only. I also will teach them that it is okay not to feel so great all the time. I will try to prepare them for real life as much as possible. I will care for them and try to be there for them when they need someone.

R Rianna Mata
10 Kas 2022
The poster I made represents who I am and want to be seen as a teacher. It is very important for me to feel passionate

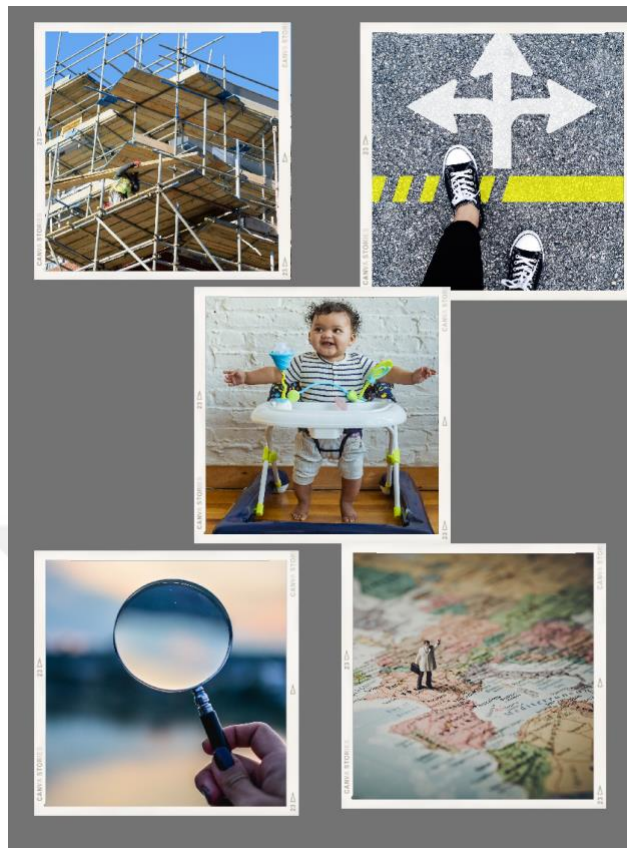
APPENDIX 4: Identity Poster Examples from Participants



Picture 8.1 Defne's poster, G7, Nov 8th



Picture 8.2 Nisa's poster, G6, Nov 12th



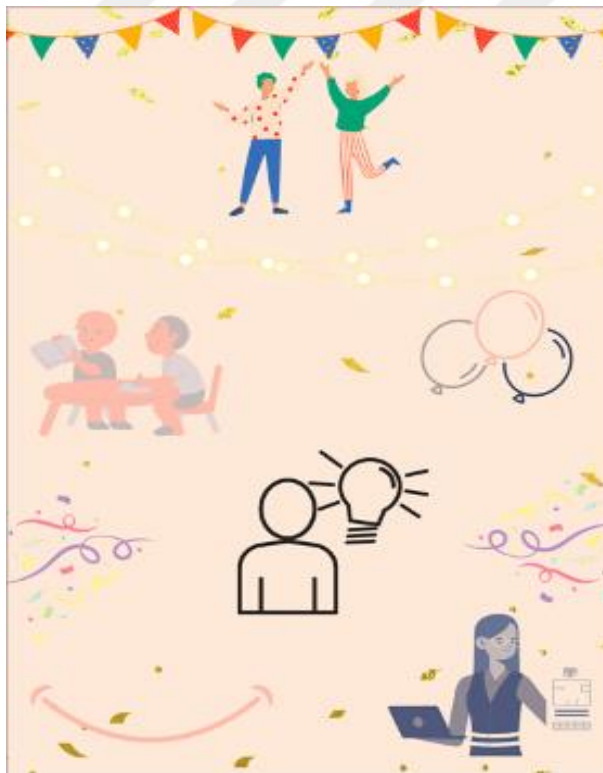
Picture 8.3 Selma's poster, G2, Nov 17th



Picture 8.4 Hatice's poster, G3, Nov 12th



Picture 8.5 Neva's poster, G3, Nov 10th



Picture 8.6 Berrak's poster, G2, Nov 17th



Picture 8.7 Irmak's poster, G3, Nov 11



Picture 8.8 Lara's poster, G2, Nov 20th



Picture 8.9 Bengi's poster, G9, Nov 9th

APPENDIX 5: Focus Group Oral Interview Questions in Turkish

GÖRÜŞME SORULARI

1. Kendinizi ve eğitim geçmişinizi kısaca tanıtınız. Eğitsel geçmişiniz öğretmenlik mesleğini seçmenizde etkili oldu mu?
2. Sizi bir öğretmen olarak, özellikle bir dil öğretmeni olarak, tanımlayan şeyler nelerdir?
3. Kendi görüşünüze göre, bir öğretmeni iyi yapan özellikler nelerdir? Öğrencilik deneyimlerinizden örnekler vererek açıklayınız.
4. Öğretmen kimliğini nasıl tanımlarsınız? Öğretmen kimliğinizin oluşumuna katkı sağlayan dış faktörler nelerdir?
5. Öğrenme ve öğretme görüşlerinizde kültürel faktörler ne kadar etkili oldu? Dersinizle alakalı konularda sizi etkileyen şeyler nelerdir?
6. Öğrenme ortamında, karar verme sürecine kimler dahil edilmelidir? Öğrenme ortamınızı düzenlerken sürece kimleri dahil etmeyi düşünüyorsunuz?
7. Öğretmenlik yaparken, diğer öğretmenlerden görüş alma ve yardımlaşma ile ilgili ne düşünüyorsunuz?
8. Öğretmenlik mesleğinizde, derslerinizi nasıl planlamayı düşünüyorsunuz? Öğrenme ve öğretme ile ilgili temel prensibiniz/felsefeniz nedir?
9. Bir yabancı dil öğretmeni adayı olarak, dil yeterliliğiniz ile ilgili herhangi bir endişeniz var mı? Yabancı dil yeterliliğinizin öğretmenlik deneyiminizi etkileyeceğini düşünüyor musunuz?
10. Bu projeye katıldığınızdan beri, öğretmen kimliği hakkındaki görüşleriniz değişti mi? Tamamladığınız görevlerden ve diğer katılımcıların paylaşımlarından ne ölçüde ve nasıl etkilendiniz?

APPENDIX 6: Focus Group Oral Interview Questions in English

INTERVIEW QUESTIONS

1. Introduce yourself and your educational background briefly. Did your educational background influence your choice on the teaching profession?
2. What are the things that define you as a teacher, especially as a language teacher?
3. In your opinion, what are the qualities that make a teacher good? Explain with examples from your experiences as a student.
4. How would you define teacher identity? What external factors contribute to the formation of your teacher identity?
5. How influential have cultural factors been in your views on learning and teaching? What things have influenced you regarding your subject matter?
6. Who should be involved in the decision-making process in the learning environment? Whom do you consider involving in organizing your learning environment?
7. What are your thoughts on seeking opinions and collaborating with other teachers while teaching?
8. How do you plan your lessons in your teaching profession? What is your basic principle/philosophy regarding learning and teaching?
9. As a foreign language teacher candidate, do you have any concerns about your language proficiency? Do you think your foreign language proficiency will affect your teaching experience?
10. Have your views on teacher identity changed since you joined this project? To what extent and how have you been influenced by the tasks you completed and the contributions of other participants?

APPENDIX 7: Original Sample from Focus-Group Oral Interviews

0:15:6.782 --> 0:15:13.102

Sultan Maviş

Öğretmen kimliğinizi kendi öğretmen kimliğinizi nasıl tanımlarsınız? Birde bu kimliğinizi.

0:15:14.122 --> 0:15:32.752

Sultan Maviş

Bu kimliğin oluşumunda katkı sağlayan iç ve dış faktörler nelerdir? Bunlardan da bahset etmenizi isteyeceğim. Bunun içerisinde geçmiş deneyimleriniz olabilir. Etnik kimliğiniz, cinsiyetiniz, kültürel context ininiz hangileri? Sizin kimliğinizi etkiledi, bunlardan bahsedebilirsiniz, biraz sevinirim.

0:15:37.412 --> 0:15:38.72

BARAN

Ben.

0:15:38.822 --> 0:15:42.482

BARAN

Düşündüğüm zaman böyle kendimi bir sınıfta bir okulda.

0:15:43.642 --> 0:15:52.712

BARAN

Böyle tekrar böyle öğrencilerle yalnızca biraz sanırım dersi sevdiren bilen bir öğretmen olmak istiyorum. Öyle olacağını düşünüyorum.

0:15:53.742 --> 0:16:1.852

BARAN

Yani öğrencilerle iç içe olmak istiyorum çünkü kendimi de hala bir lise öğrencisi gibi hissediyorum mı diyeyim?

0:16:2.432 --> 0:16:5.342

BARAN

Kendimi hala küçük hissediyorum böyle.

0:16:6.352 --> 0:16:8.312

BARAN

Yaş olarak küçük hissediyorum.

0:16:9.142 --> 0:16:14.372

BARAN

O yüzden de onlarla iyi anlaşılabilirliğini düşünüyorum. Bunun en büyük sebebi de bu.

0:16:18.132 --> 0:16:18.542

Sultan Maviş

Evet.

0:16:22.762 --> 0:16:24.492

BARAN

Ne kadar devam edebilir ama?

0:16:26.482 --> 0:16:31.512

BARAN

Yani o şekilde diyebilirim. Sanırım aklıma başka bir şey gelmiyor şu anda.

0:16:36.662 --> 0:16:37.42

BARAN

Evet.

0:16:32.32 --> 0:16:40.772

Sultan Maviş

Yani yaş farkını öğrencilerle az olacağı için sen mezun olup bir göreve başladığında aslında generation gap çok olmayacak diye düşünüyorsun.

0:16:43.172 --> 0:16:44.462

BARAN

Evet o şekilde.

0:16:45.42 --> 0:16:45.492

Sultan Maviş

Hıhı.

0:16:45.172 --> 0:16:46.282

BARAN

Onu demeye çalıştım.

0:16:47.32 --> 0:16:48.22

Sultan Maviş

Teşekkür ederim.

0:16:49.462 --> 0:16:50.302

BARAN

Rica ederim.

0:16:53.172 --> 0:17:23.422

ZEYNEP

Bende kendimi nasıl görüyorum yani yine aynı olacak ama adil bir kişilikte görüyorum sesini tüm öğrencilere duyulabilen ve tüm öğrencilerin sesini duyabilen biri olacağını düşünüyorum. Çünkü karakterim öyle ve çok açık görüşlü olacağını düşünüyorum. Yani öğrencilerin hayatlarına dair olsun onların fikirlerine olsun. Yani bana bir şey danışmak da koruyacaklarını düşünüyorum.

0:17:24.52 --> 0:17:44.962

ZEYNEP

Onları, yani çok tembel olmadığım için onları farklı materyal imkanı sağlayabilen bir öğretmen olacağımı düşünüyorum. Yani o konuda farklı şeyleri çok seviyorum. Öğrencilere de farklı farklı şeyler getirmeye çalışırım. Sınıfa derste dikkatlerini çekebilecek.

0:17:46.652 --> 0:17:48.602

ZEYNEP

Hayatlarına dair olsun.

0:17:50.172 --> 0:18:3.332

ZEYNEP

Güncel konular olsun çünkü ben de Berkay in dediği gibi kendimi asla hani

yaşıma uygun hissetmiyorum. Daha böyle genç, daha daha genç hissediyorum. Yani onların düşünceye şekilde düşünebiliyorum.

0:18:4.992 --> 0:18:22.182

ZEYNEP

Yani onların zevkine uyabilecek ders içeriklerini toparlayıp sunabileceğimi düşünüyorum. Onun dışında hallerinden almayacağını düşünüyorum. Empati kurarak ne hissettiklerini anlayacağın ve 10'a çıkart göre davran alabileceğimi düşünüyorum.

0:18:23.352 --> 0:18:45.122

ZEYNEP

Ve sesimi de sınıfa yani duyabileceğim cidden, çünkü ben genelde sınıfın karakterine göre kendimi karakterize edebiliyorum. Yani her sınıfa aynı şekilde değil de her sınıf nasılsa onlara da o şekilde tabiki de iyi. Hani halimle davranabileceğini düşünüyorum.

0:18:45.872 --> 0:18:48.632

ZEYNEP

Yani öyle diyebilirim. Biraz karmaşık oldu ama.

0:18:49.502 --> 0:18:57.22

Sultan Maviş

Yok, gayet açıklayıcı yazın. Sadece şunu ekleyeceğim, bir daha soru olarak berkay'ın aynı şekilde düşünmesini istiyorum.

0:18:58.442 --> 0:19:23.982

Sultan Maviş

Güzel öğretmen kimlikleri açıkladınız, kendinize ait kendinizi dış gözle baktığınızda görmek istediğiniz bir öğretmen profili var. Şu anda aklınızda kafanızda bir idealimiz var diyim. Bunun oluşumunu etkileyen faktörler nelerdir? Diye sorsam aklınıza neler gelir? Az önce dediğim gibi bu geçmiş deneyimleriniz olabilir, etnik kimliğiniz bile olabilir, kültürel ortamınız olabilir, cinsiyetiniz bile olabilir.

0:19:27.52 --> 0:19:33.812

ZEYNEP

Bunu oluşturan, buna etki eden faktörler ne olabilir? Benim karakterim olabilir.

0:19:35.382 --> 0:19:46.982

ZEYNEP

Onun dışında dünya görüşüm olabilir. Araştırma yapmayı severim. Yani sosyal medya kullanırım. Sosyal medyadan etkilenme olabilir.

0:19:49.412 --> 0:19:58.732

ZEYNEP

Sonra ne olabilir? Kültürel değerlere, farklı kültürlere olan saygım olabilir.

0:19:59.732 --> 0:20:2.642

ZEYNEP

Onun dışında cinsiyetini de olabilir. Evet.

0:20:4.662 --> 0:20:16.572

ZEYNEP

Başka aklıma deneyim olarak çok çok bir deneyim kazandığımı düşünmüyorum. Bu dönem için daha önce de öyle ders anlatma gibi bir şeyim olmadı. Hani bir deneyimim olmadı ama.

0:20:18.312 --> 0:20:22.752

ZEYNEP

Yani şu anlık bunlar sanırım dış faktör veya iç faktör olarak.

0:20:24.142 --> 0:20:25.542

Sultan Maviş

Gayet iyi teşekkür ederim.

0:20:26.202 --> 0:20:26.782

ZEYNEP

Cadde.

0:20:27.472 --> 0:20:30.652

BARAN

Ben ekleme yapabilir miyim? Dediğim şeylere.

0:20:32.952 --> 0:20:39.102

BARAN

Beni bu şekilde etkileyen faktör olarak ben şunu söyleyebilirim, lisedeki geçmişimi.

0:20:39.812 --> 0:20:47.552

BARAN

Şöyle düşündüğüm zaman, kendimi tanıttığım şekilde bir öğretmen profili görememiştim ben lisede.

0:20:48.432 --> 0:20:59.712

BARAN

Öyle dediğim gibi hani kendimi dedim ya işte sevecen öğrenci ile iç içe cana yakın, sıcakkanlı bir öğretmen profili görememiştim. Ben lise eğitimim boyunca maalesef.

0:21:11.712 --> 0:21:12.62

Sultan Maviş

Evet.

0:21:1.272 --> 0:21:13.72

BARAN

O yüzden onun yokluğu, sanırım beni bu şekilde olmaya itiyor diyebilirim. Hani başka? Öğrenciler de o şekilde bir yokluk çekmesin düşüncesi oluşmuş olabilir.

0:21:14.342 --> 0:21:15.542

BARAN

Bu şekilde diyebilirim.

APPENDIX 8: Translated Sample from Focus-Group Oral Interviews

0:15:6.782 --> 0:15:13.102

Sultan Maviş

How do you define your teacher identity? Also, what factors contribute to the formation of this identity? I'd like you to elaborate on that. This could include past experiences, your ethnic identity, gender, and cultural context. What influenced your identity? Please discuss.

0:15:14.122 --> 0:15:32.752

Sultan Maviş

What are the internal and external factors that contribute to the formation of this identity? I'll ask you to talk about those as well. This may include your past experiences, ethnic identity, gender, and cultural context. What influenced your identity? Please discuss this in detail.

0:15:37.412 --> 0:15:38.72

BARAN

Me.

0:15:38.822 --> 0:15:42.482

BARAN

When I think about it, I want to be a teacher who, in a classroom or school setting...

0:15:43.642 --> 0:15:52.712

BARAN

...wants to be someone who makes students love and understand the subject a little more. I believe I can be like that.

0:15:53.742 --> 0:16:1.852

BARAN

I want to be close to the students because I still feel like a high school student myself, you know?

0:16:2.432 --> 0:16:5.342

BARAN

I still feel young, so I think I can relate to them well. That is the main reason.

0:16:6.352 --> 0:16:8.312

BARAN

I feel young in age.

0:16:9.142 --> 0:16:14.372

BARAN

So, I think I can get along with them well. That's the biggest reason.

0:16:18.132 --> 0:16:18.542

Sultan Maviş

Yes.

0:16:22.762 --> 0:16:24.492

BARAN

But how long can it last?

0:16:26.482 --> 0:16:31.512

BARAN

That is how I can put it. I think that is all that comes to mind right now.

0:16:36.662 --> 0:16:37.42

BARAN

Yes.

0:16:32.32 --> 0:16:40.772

Sultan Maviş

So, you think there will not be much of a generation gap with the students since you'll be closer in age when you graduate and start teaching.

0:16:43.172 --> 0:16:44.462

BARAN

Yes, exactly.

0:16:45.42 --> 0:16:45.492

Sultan Maviş

I see.

0:16:45.172 --> 0:16:46.282

BARAN

That is what I was trying to say.

0:16:47.32 --> 0:16:48.22

Sultan Maviş

Thank you.

0:16:49.462 --> 0:16:50.302

BARAN

You're welcome.

0:16:53.172 --> 0:17:23.422

ZEYNEP

How do I see myself? It'll be similar, but I see myself as a fair person, someone whose voice can be heard by all students, and someone who can hear the voices of all students. Because that is my character, and I believe I'll be very open-minded. I mean, regarding students' lives or their ideas. I think they'll feel comfortable consulting me.

0:17:24.52 --> 0:17:44.962

ZEYNEP

I'll be a teacher who can provide different material options because I'm not lazy. I love different things in that regard. I try to bring different things to the students. I'll try to attract their attention in class.

0:17:46.652 --> 0:17:48.602

ZEYNEP

Regarding their lives.

0:17:50.172 --> 0:18:3.332

ZEYNEP

Whether it's current issues because, like Berkay said, I never feel, you know, appropriate for my age. I feel young, even younger. So, I can think like them.

0:18:4.992 --> 0:18:22.182

ZEYNEP

I believe I can gather and present lesson content that suits their tastes. Apart from that, I believe I can understand what they're feeling and act accordingly with empathy and behavior adjusted to their level.

0:18:23.352 --> 0:18:45.122

ZEYNEP

And my voice will really be heard in the classroom because I can generally adapt myself to the character of the class. I mean, I think I can behave according to each class, not the same way for every class, of course. I think I can adapt to them.

0:18:45.872 --> 0:18:48.632

ZEYNEP

So, I can say that. It got a bit complicated, but...

0:18:49.502 --> 0:18:57.22

Sultan Maviş

No, it is quite explanatory. Just one thing I'll add, as a follow-up question, I want Berkay to think similarly again.

0:18:58.442 --> 0:19:23.982

Sultan Maviş

You've explained great teacher identities. You have an ideal teacher profile that you want to see when you look at yourself from an external perspective. Do you have an ideal in your mind right now? What factors influence the formation of this ideal? What comes to your mind if I ask about that? As I mentioned earlier, this could include past experiences, your ethnic identity, cultural environment, or even your gender.

0:19:27.52 --> 0:19:33.812

ZEYNEP

What factors could contribute to this or influence it? It could be my personality.

0:19:35.382 --> 0:19:46.982

ZEYNEP

Apart from that, it could be my worldview. I like to do research. I use social media. I could be influenced by social media.

0:19:49.412 --> 0:19:58.732

ZEYNEP Then, what else? It could be respect for cultural values, respect for different cultures.

0:19:59.732 --> 0:20:2.642

ZEYNEP

Apart from that, it could be gender. Yes.

0:20:4.662 --> 0:20:16.572

ZEYNEP

What else? As an experience, I do not think I've gained much experience. I have not had any experience like teaching before this period. I mean, I have not had any experience, but...

0:20:18.312 --> 0:20:22.752

ZEYNEP

So, for now, these seem to be external or internal factors.

0:20:24.142 --> 0:20:25.542

Sultan Maviş

Very well, thank you.

0:20:26.202 --> 0:20:26.782

ZEYNEP

You're welcome.

0:20:27.472 --> 0:20:30.652

BARAN

Can I add something to what I said earlier?

0:20:32.952 --> 0:20:39.102

BARAN

As a factor that influences me in this way, I can say my past in high school.

0:20:39.812 --> 0:20:47.552

BARAN

When I think about it, I could not see a teacher profile like the one I described myself as in high school.

0:20:48.432 --> 0:20:59.712

BARAN

As I said, I did not see a profile of a teacher who is loving, friendly, and warm-hearted with students. Unfortunately, throughout my high school education.

0:21:11.712 --> 0:21:12.62

Sultan Maviş

Yes.

0:21:1.272 --> 0:21:13.72

BARAN

So, the absence of that, I guess, pushes me to be like this. What else? Students may also have a desire not to experience such absence.

0:21:14.342 --> 0:21:15.542

BARAN

I can say it like this.