

AN INVESTIGATION INTO PROFESSIONAL IDENTITIES OF ENGLISH
LANGUAGE TEACHER TRAINERS AND THEIR POST-TEACHER TRAINING
EXPERIENCES

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

FATMA GÜMÜŞOK

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AUGUST 2020

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ABSTRACT

AN INVESTIGATION INTO PROFESSIONAL IDENTITIES OF ENGLISH LANGUAGE TEACHER TRAINERS AND THEIR POST-TEACHER TRAINING EXPERIENCES

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August 2020, 406 pages

This qualitative case study aims to investigate the professional identities of English language teacher trainers in Turkish in-service education context. The study mainly describes a group of teacher trainers' identity development in the lenses of motivation and aspiration, job description, knowledge and expertise, personal approaches, and professional affinity for offering in-service teacher training in the field of ELT. In relation to identity development, another aim of this study is to scrutinize teacher trainers' descriptions of the experience of training language teachers. Since these trainers do not practice teacher training as often as they previously did, their current post-teacher training educational engagements are also examined. To achieve these aims, in-depth semi-structured face-to-face interviews were carried out with 12 teacher trainers. Content analysis of the data displayed that there are major identity pillars in developing as a teacher trainer in the in-service training context. Experienced teacher educators' encouragement and support positively contributed to trainer identity development. The audience, officially-appointed teachers with experience and content

knowledge, played a critical role in trainer identity construction. Trainers frequently reviewed themselves based on the participant teachers' behavior and approaches, and went through a constant struggle for legitimacy as trainers. Trainers' assignment-based job and the lack of a sustainable trainer position posed multiple challenges for identity construction. Trainers' desire for personal and professional life-long learning initiated and maintained their commitment to the job of teacher training.

By spotlighting the identity of teacher trainers, this study offers implications for sustainable, needs-based, and school-embedded teacher professional development.

Keywords: Professional Identity Development, Teacher Trainers, Teacher Educators, In-service Teacher Training, English Language Teaching



ÖZ

İNGİLİZCE ÖĞRETMENİ EĞİTİMCİLERİNİN MESLEKİ KİMLİKLERİNE VE ÖĞRETMEN EĞİTİMİ SONRASI DENEYİMLERİNE YÖNELİK BİR İNCELEME

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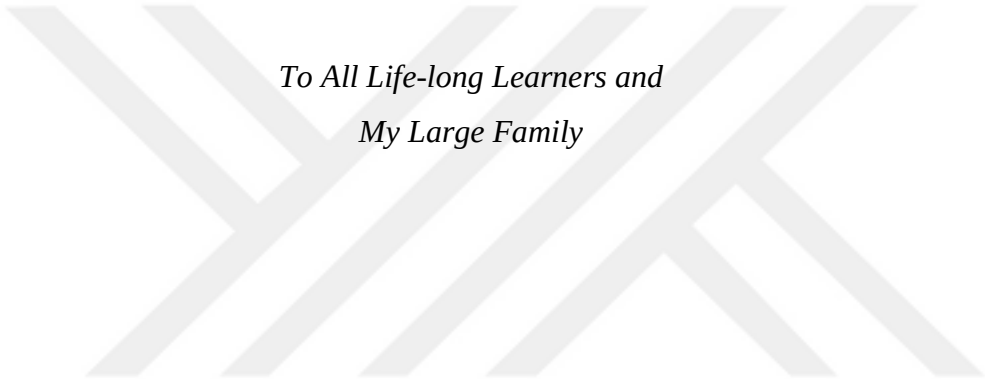
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Bu nitel durum çalışması, İngilizce öğretmen eğitimcilerinin mesleki kimliklerini Türkiye’deki hizmet içi eğitim bağlamında incelemeyi amaçlamaktadır. Çalışma esas olarak, motivasyon ve istek, iş tanımı, bilgi ve uzmanlık, kişisel yaklaşımlar ve mesleki yakınlık merceklerinde ELT alanında hizmet içi öğretmen eğitimi sunan bir grup öğretmen eğitimcinin kimlik gelişimini incelemektedir. Kimlik gelişimi ile ilgili olarak, çalışmanın bir diğer amacı, öğretmen eğitimcilerinin dil öğretmenini yetiştirme deneyimi hakkındaki tanımlamalarını analiz etmektir. Bu eğitimciler, öğretmen eğitimini eskisi kadar sık uygulamadıkları için, onların öğretmen eğitimi sonrası mevcut öğretim görevleri de bu kapsamda araştırılmaktadır. Bu amaçla 12 öğretmen eğitimci ile derinlemesine yarı yapılandırılmış yüz yüze görüşmeler yapılmıştır. Verilerin içerik analizi, hizmet içi eğitim bağlamında öğretmen eğitimci olarak gelişimin ana kimlik temelleri olduğunu göstermiştir. Deneyimli öğretmen eğitimcilerinin teşvik ve desteği, eğitimci kimliği gelişimine olumlu katkıda bulunmuştur. Resmi olarak atanan, deneyim ve içerik bilgisine sahip öğretmenler olan

hizmet içi eğitim öğrencileri, eğitimci kimliği oluşturmada kritik bir rol oynamıştır. Eğitimci, katılımcı öğretmenlerin davranış ve yaklaşımlarına göre kendilerini sık sık gözden geçirmişlerdir ve eğitimci olarak sürekli bir meşruiyet mücadelesi yaşamışlardır. Eğitimcilerin geçici görevlendirilmeleri ve sürdürülebilir bir eğitimci pozisyonunun olmaması, kimlik oluşumları için zorluk oluşturmuştur. Eğitimcilerin kişisel ve profesyonel yaşam boyu öğrenme arzusu, öğretmen yetiştirme işine olan bağlılıklarını sürdürmelerini sağlamıştır.

Öğretmen eğitimcilerinin kimliğini vurgulayan bu çalışma, sürdürülebilir, ihtiyaç ve okul temelli yerleşik öğretmen mesleki gelişimi için çıkarımlar sunmaktadır.

Anahtar Kelimeler: Mesleki Kimlik Geliştirme, Öğretmen Eğitimcileri, Hizmet İçi Öğretmen Eğitimi, İngilizce Öğretimi



*To All Life-long Learners and
My Large Family*

ACKNOWLEDGMENTS

Pursuing a doctoral degree is one of the most rewarding experiences in my life. The reward is not only about earning a degree but also about learning with and from Prof. Dr. Gölge Seferoğlu. I felt her wisdom and expertise in each conversation we had. I couldn't have completed this dissertation without her encouragement and support. It was an honor and privilege for me to be the object of her genuine care and sympathy. Thank you, Gölge Hocam. My participants always indicated the significance of frequent and meaningful interactions with experienced practitioners for growing as a professional. I feel exactly the same way thanks to Assoc. Prof. Dr. Cendel Karaman and Assist. Prof. Dr. Sibel Korkmazgil. I truly appreciate their constructive feedback and invaluable guidance from the very beginning of this study. I feel fortunate to have them on my committee. I would like to extend my gratitude to Prof. Dr. Paşa Tevfik Cephe and Prof. Dr. Kemal Sinan Özmen for their precious suggestions and fruitful comments.

I would also like to thank Dr. Deniz Çopur and Dr. Zeynep Ölçü for their invaluable suggestions to the data collection tool. I would like to express my heartfelt gratitude to each and every teacher trainer who contributed to this study. It wouldn't have been possible to complete this research without their participation. I also thank TÜBİTAK for the scholarship during my doctoral studies.

As a person who studied identity in my dissertation, I came to realize the vitality of a supportive and encouraging community for professional progress and commitment. And I am super lucky to be part of more than one. Firstly, I must thank my former and current office-mates for their educating and entertaining conversations: Dr. Seda Örmengül, Dr. Özlem Türe Abacı, Dr. Seda Coşar Çelik, Dr. Mehmet Akkuş, Dr. Gözde Balıkçı, Özlem Arslan, Sinem Oruç, Alper Kesici, and Elzem Nazlı. They all made me feel I belonged there.

Secondly, I must use this opportunity to thank my beloved friends Hilal Baydere, Neslihan Sözen, and Hanife Taşdemir for their feedback on the translation

of the interview data. Special thanks to Hümeyra Can for reviewing my draft. At different times, I had a chance to co-study with all these caring people. I must acknowledge their support and encouraging attitudes.

Luckily, I happened to be part of different supportive communities during my PhD study. I was rewarded with caring friends who helped and encouraged me not only in dissertation studies but also in personal, daily issues. Sadenur Doğan Aslantatar, Banu Çiçek Başaran, Gülden Taner, and Gözde Balıkçı were always there for me. I have known Sadenur for over a decade and always felt her endless support. Banu was my critical friend for many projects and knew exactly how I felt as a fellow researcher. Gülden was always just a phone call away. She was really helpful at every step of my research (even read my lengthy results chapter☺). I just don't know how to thank Gözde and appreciate her friendship. She was beyond an office-mate. She always supported my personal and professional decisions. Not only did she assist me in coding, transcribing, and reviewing drafts. But also, she was there when I defended my dissertation. She came all the long way from Kahramanmaraş to be with me on this particular day. I feel very fortunate to know you and be friends with you, Gözde.

Last but not least, I thank my large family for their endless support, prayers, well-wishes, and deep affection. My mother, Zeynep, and father, İsmail, always encouraged me in every decision I made during this long PhD journey. I always felt loved and supported by my sisters, Zehra and Hilal, and brothers, Safa, Mustafa, and Yasin. During my graduate journey, our family grew. While I was writing my master thesis, it was my nephews, Enes and Talha, who offered a bunch of joy and sunshine. During the PhD, it was my super cute, lovely nieces, Zeynep Feyza and Hümeyra, who filled me with incredible energy, endless affection, and non-ending joy. I thanked them for not giving up on me as their playmate. I love you, girls.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
INSET	In-service Teacher Training/ In-service Teacher Education
CLT	Communicative Language Teaching
MoNE	Ministry of National Education
EFL	English as a Foreign Language
ESL	English as a Second Language
CEFR	Common European Framework of References
PCK	Pedagogical Content Knowledge
UBTE	University-based Teacher Educator
INGED	English Teachers' Association in Turkey

CHAPTER 1

INTRODUCTION

This chapter is composed of four sections. The first section provides the background to the study. Then, it conveys the significance of the study by explaining why there is a need for such a doctoral dissertation. The third part presents its purpose by stating the research questions. The last section lists the definitions of the terms used in this dissertation.

1.1 Background to the Study

There is an established association between teacher quality, teaching, and student learning in schools, which has facilitated a prolific area of research focusing on teachers (Murray & Kosnik, 2011). School teachers' beliefs, ideas, values, pedagogies, personalities, and relationships with students, other teachers and educational stakeholders draw an enormous amount of attention as it is assumed that all these teacher characteristics affect the quality of education, and student outcomes (Davey, 2013; Hamilton et al., 2016; Kelchtermans et al., 2018; Livingston, 2014). However, a similar relational approach is absent in teacher education programs with regard to considering teacher educators to be responsible for implementing, designing, and assessing these programs (Murray & Kosnik, 2011). This group of professionals has been regarded as underresearched, insufficiently understood, and generally ignored (Ben-Peretz et al., 2010; Cochran-Smith, 2003; Murray & Male, 2005; Murray & Kosnik, 2011; Swennen et al., 2010; Vanassche & Kelchtermans, 2016). Although there is a notable increase in studies about teacher educators over the last decade, the endeavors to spotlight teacher educators still have been far from the required

(Hamilton et al., 2016; Izadinia, 2014; Livingston, 2014; Murray, 2016). There are a few underlying reasons for seeing teacher educators as neglected.

Firstly, teacher educators are less in number in comparison to the huge numbers of teachers. Secondly, teaching as a profession is quite older than the job of teacher educators (Swennen et al., 2008). In addition, the more fundamental reason for the insufficient attention to teacher educators is the traditional understanding that teaching student teachers or practicing teachers does not substantially differ from teaching at primary or secondary level, and consequently, it does not require any specific expertise (Ben-Peretz et al., 2010; Moradkhani et al., 2013; Murray & Male, 2005; O'Dwyer & Atli, 2015; Vanassche & Kelchtermans, 2016). As Zeichner (2005) claims, people assume that “if one is a good teacher of elementary or secondary students, this expertise will automatically carry over to one’s work with novice teachers” (p. 118). Yet, the recent research proposes that “teacher educators need to be seen as a unique occupational group with distinctive knowledge, skills and understanding about teacher education and its importance for schooling” (Murray et al., 2009, p. 29).

Last but not least, the lack of a clear pathway to become a teacher educator may contribute to a lesser degree of their visibility (Hamilton et al., 2016; Lunenberg & Hamilton, 2008; Thorne, 2015). As argued, the requirements to be a teacher educator may change from country to country. For instance, teacher educators take up the position through expertise in teaching practice in Australia, South Africa, and New Zealand, and some parts of Europe (Hamilton et al., 2016). While teacher educators generally hold PhD degrees in instruction and curriculum and mostly involve with research in the USA and Israel, teacher educators in the Netherlands are chosen among experienced and successful teachers with a Master’s degree in subject areas, and they are not profoundly requested to conduct research (Hamilton et al., 2016; Lunenberg & Hamilton, 2008). Moreover, as in England, there is a relatively international tendency to transfer teacher education from universities to schools, which suggests that teachers have started to obtain a dual role as both a teacher and a teacher educator without further training or preparation (White, 2014; White et al., 2015). These teachers/teacher educators are called “hybrid educators” (Zeichner, 2010) with an expanded teacher training roles while teaching in schools, which adds more diversity to this professional group (Murray & Kosnik, 2011).

In addition to various background profiles of teacher educators across the world, the diversity among teacher educators also stems from the context of their work (Fransson et al., 2009; Hamilton et al., 2016; Kelchtermans et al., 2018; Lunenberg & Hamilton, 2008; Murray, 2016; Murray et al., 2009). The structures and organizations of the teacher education and training institutions vary not only across the globe but also within the same country. This lack of homogeneity offers different local and national working settings with differentiated institutional and contextual requirements (Hamilton et al., 2016; Murray, 2016; Murray et al., 2009). Considering all the arguments about the diversity of the professional group of teacher educators, one may ask, ‘who is a teacher educator then’?

1.1.1 Who is a Teacher Educator?

Defining the term “teacher educator” has been characterized as problematic not least because of the diversity of their contexts, roles, practices, responsibilities institutionally, locally, nationally, and internationally (Hamilton et al. 2016; Murray, 2016). This problematic aspect was phrased differently by various researchers. For instance, Livingston (2014) expressed the situation as “the understanding of who is a teacher educator is still not always clear” (p. 123); and Swennen et al. (2009) claimed that “teacher educators are not an easily recognisable group” (p. 91). Hamilton et al. (2016) interpreted the situation as the “ongoing vagueness about the term” (p. 197). Consequently, different scholars have defined this diverse group differently emphasizing their specific engagements.

In this sense, since much of the research on teacher educators has concentrated on those in initial teacher education (Clemans et al., 2010; Kelchtermans et al., 2018; O’Dwyer & Atli, 2015), many definitions highlight teacher educators’ engagement with initial teacher education and their instructional and enabling roles for student teachers. For instance, Koster et al. (2005) present teacher educators as a professional who “provides instruction or who gives guidance and support to student teachers, and who thus renders a substantial contribution to the development of students into competent teachers” (p. 157). On the other hand, as is getting more common, the term has started to extend to those teacher educators who contribute to the professional

development of experienced teachers (Clemans et al., 2010; Swennen et al., 2010). A more comprehensive and inclusive definition in this respect is “teacher educators as teachers of teachers, engaged in the induction and professional learning of future teachers through pre-service courses and/or the further development of serving teachers through in-service courses” (Murray et al., 2009, p. 29). This was the definition adopted for teacher educators in this doctoral dissertation since it emphasizes professionals’ involvement not only in initial teacher training but also in teacher professional development. Such an understanding is also advocated by the European Commission (2013) describing teacher educators as “all those who actively facilitate the (formal) learning of student teachers and teachers” (8). This broad perspective recognizes the engagement of teacher educators as congruent with an understanding of teacher education as not limited to pre-service but extended across the entire lifespan of a teacher (Rust, 2019).

The variety in the focuses of definitions is mostly related to the fact that “teacher education is framed by the specific political and social frameworks for schooling and pre- and in-service teacher education in different national contexts” (Murray et al., 2009, p. 30). In other words, teacher education may take place in different settings based on different policies in different countries. All these characteristics further complicate teacher educators’ already challenging work in complex social contexts which host various actors and stakeholders with multiple but legitimate goals (Murray et al., 2009).

As Loughran and Menter (2019) argued, “who a teacher educator is, and what the role entails, is influenced by the context in which the work occurs” (p. 217). In this sense, the term teacher educator gets further entangled in some circumstances. For example, in some contexts, teacher educators are also called teachers of teachers, and if they are university-based, they prefer to be named as professor rather than teacher educator since teacher education as an academic field is not seen so much prestigious (Davey, 2013; Lunenberg & Hamilton, 2008). A different naming strategy can be observed in the usage of teacher educators and teacher trainers. While the more technical, skill-transferring, one-shot teaching is associated with teacher trainers, the term teacher educator is believed to evoke a constructive understanding of teaching based on life-long learning (Freeman, 2009). In regard to in-service education,

Fransson et al. (2009) took the issue further, and suggested that the terms-both teacher trainer and teacher educator-reflect a more traditional approach, which asserts that “the learner has to be taught by an educator or trainer” (p. 76). The researchers supported the use of “in-service learning facilitators” as teacher learning is life-long.

In this study, the term teacher trainer will be primarily used. The literature attributes a more limited, technical understanding to it in comparison to teacher educators, though (Freeman, 2009). Since this doctoral dissertation is designed within the interpretative paradigm (Creswell, 2013), the way the participants introduced themselves (i.e., as a teacher trainer) was particularly chosen. Besides, Strategy Paper for Teachers 2017-2023 (MoNE, 2017), which functions as “a roadmap for teacher training and the professional development of teachers” (p. 1) also makes use of both terms- educators and trainers- interchangeably with the purpose of referring to “human resource to provide in-service training” (p. 21).

1.2 Significance of the Study

All these arguments about teacher educators’ diversity of contexts, engagements, and names suggest that “teacher educators are not one identity” (Lunenberg & Hamilton, 2008, p. 186), which yields a growing call for exploring identities of teacher educators in their unique contexts for multiple reasons (Hamilton et al., 2016; Izadinia, 2014; Kelchtermans et al., 2018; Livingston, 2014; Vanassche & Kelchtermans, 2016). To begin with, similar to the late and scarce attention towards teacher educators, there is a paucity of empirical research on identity construction of teacher educators (Dinkelman et al., 2006; Hamilton et al., 2016; Livingston, 2014; Lunenberg & Hamilton, 2008; Murray & Male, 2005; Olsen & Buchanan, 2017; Swennen et al., 2010; Williams & Ritter, 2010). Although the recent decade has witnessed a notable increase in research studies on this particular area, teacher educator professional identity is still under-researched and seen as the “newly-emerging concept” in the growing body of literature (Izadinia, 2014, p. 426). Moreover, teacher education researchers try to establish the view that teacher educators are “a unique occupational group with distinctive knowledge, skills and understanding about teacher education and its importance for schooling” (Murray et

al., 2009, p. 29). Yet, which knowledge and skills are significant and required to teach (student) teachers have not been clearly articulated (Perry & Boylan, 2017). In other words, the scarcity of studies on what teacher educators should know and be able to do is also commonly mentioned (Goodwin et al., 2014; Ping et al., 2018; Selmer et al., 2016). These researchers claim that there are only a limited number of studies on teacher educator knowledge and they call for scrutiny of different contexts “to build a comprehensive, workable, and generative representation of TEK” (teacher educator knowledge) (Selmer et al., 2016, p. 438). There are some studies on teacher educator knowledge for initial teacher education (Davey, 2013; Field, 2012; Goodwin & Kosnik, 2013). However, as Perry and Boylan (2017) underline, the situation appears to be much more complicated with in-service teacher educator knowledge since they work with teachers who already know how to teach and practice teaching. In that sense, under the framework of professional identity, seeking teacher trainers’ knowledge, practice, and skills in the context of the Ministry of National Education (MoNE) in-service training will provide enlightening insights into Turkish in-service language teacher education.

Secondly, it is acknowledged that studying teacher educators’ identities, i.e. lived experiences, offers insights into the current status and improvement of teacher education (Yuan, 2020). As Peercy et al. (2019) articulated, teacher education aims to provide a supportive environment for the learning and development of teachers. Therefore, a detailed study of teacher educators’ identities and their pedagogies will mutually affect teacher improvement.

In addition, the contexts (institutional, local, national, international) of teacher education impact the formation of teacher educator professional identity and the way they approach their practices (Hamilton et al., 2016; Kelchtermans et al., 2018; Vanassche & Kelchtermans, 2016). The scholars argued that in order to fully understand the mechanism of teacher education and the roles of a diverse group of teacher educators serving in various institutions, each unique context should be studied. As Kelchtermans et al. (2018) noted, “there is a need to raise awareness of the different and distinctive national and institutional contexts teacher educators are working in and how they affect their practices as well as their opportunities to develop professionally” (p. 129). The scholars further proposed that the common challenges

faced by teacher educators in educating teachers are still unknown, the study of which will inform the field about professional learning needs of teacher educators. Similarly, researchers of teacher education also put forward that detailed accounts of teacher educators are needed to display how contextual factors change their personal knowledge and pedagogy (Hamilton et al., 2016; Murray, 2016). Arguing against the call for large scale studies which provide generalizable results applicable to any teacher education programs, Hamilton et al. (2016) discussed that such an understanding devalues careful examinations of particular and local which “uncover the practical knowledge that resides behind the practices of teacher educators and is part of their ongoing negotiation of their identity” (p. 218). Consequently, the current PhD dissertation will study how a group of teacher trainers developed their teacher trainer identity in Turkish in-service teacher training (INSET) context.

Furthermore, available literature on professional identities of teacher educators mainly focuses on those who work in initial teacher education in university contexts and less is heard from teacher educators who contribute to practicing teachers’ professional development (Hamilton et al., 2016; Livingston, 2014; Loughran & Menter, 2019, O’Dwyer & Atli, 2015). Therefore, there is a need for studying professional identities of teacher educators/ trainers who work with experienced teachers in in-service teacher education contexts. It is highlighted that working with practicing teachers is subject to new issues and concerns with regard to the required knowledge and expertise, and ability to successfully affect teacher development (Clemans et al., 2010). This line of thought assumes that if there is an intention to improve the ongoing teacher learning, then there should be a considerable amount of attention to educators of these practicing teachers (Clemans et al., 2010; Selmer et al., 2016). Despite the growing need to investigate who these teacher trainers are, Livingston (2014) discusses that the diverse group of educators who serve across a teacher’s career is generally not recognized as teacher educators, and their work is poorly valued and acknowledged. She particularly calls them “‘hidden’ or ‘unrecognised’ teacher educators” (p. 219) and raises a need to understand who these educators are, and what knowledge they have in their different working locations. In this connection, this study will illustrate who took responsibility for teacher growth

beyond initial teacher education, and what these teacher trainers lived up to while contributing to teacher education in their own distinctive way.

In line with the general argument in educational research, in English Language Teaching (ELT), the commonly accepted assumption that a good teacher will make a good teacher educator has been prominent (Wright, 2009). Thus, until recently, language teacher educators' job had not been seen as distinct, requiring specific preparation or expertise. With the development and spread of Communicative Language Teaching (CLT) in the second half of the twentieth century, a group of teacher trainers emerged out of language teachers who were considered successful in implementing CLT (Wright, 2009). These teacher trainers were from Britain, and they were imported from English as a foreign language contexts like Indonesia and Sri Lanka. As Wright (2009) notes, in the 1980s and 90s, publishing houses provided materials for ELT teacher trainers focusing on classroom practices. On the other hand, while these published products attached a great deal of value to curriculum, teacher trainers' development did not receive any attention (Wright, 2009). As pointed out, research on language teacher educators' identity, professional learning, skills and knowledge is quite scarce (Borg, 2011; Moradkhani et al., 2014; O'Dwyer & Athi, 2015; Peercy et al., 2019). In this respect, this study will shed light on how teacher trainers in ELT developed their trainer identities in an English as a Foreign Language (EFL) context.

Last but not least, as Yıldırım (2013) underlined, there is a dearth of research studies on teacher educators' profiles and their professional development in Turkey where the importance and quality of in-service teacher education is emphasized more and more each day (Korkmazgil, 2015; Seferoğlu, 2016). As argued, frequent changes take place in Turkish educational structures, and teachers may face challenges to follow these innovations and integrate these into their teaching (Uztosun, 2018). In such a situation, investigating professional identity of the teacher trainers who accompanied teachers through these educational restructures in the INSET context could offer new insights to the professional development of both teachers and teacher educators.

1.3 Purpose of the Study

In relation to all these arguments, this study aims to explore the professional identity construction of English language teacher educators (teacher trainers, henceforth) in Turkish in-service teacher training (afterward, INSET) context. More specifically, the study firstly focuses on teacher trainers' descriptions of the experiences of training language teachers. Secondly, the study analyzes trainers' professional identity development in the lenses of motivation and aspiration, job description, knowledge and expertise, personal approaches, and sense of affinity as suggested by Davey (2013). What is more, as the participants of the study (i.e., teacher trainers) do not practice training language teachers in the same context (please see Methodology Chapter for the detailed information for their context) this research presented, another aim of this study is to explore participants' post-teacher training educational engagements (both in-class language teaching and further teacher education). In this way, the study will present what it is like to be a language teacher trainer in Turkish INSET context through a qualitative case study design. In order to achieve these aims, the study aims to respond to these following research questions:

1. How do English language teacher trainers describe the experience of training language teachers?
2. How do English language teacher trainers construct professional teacher trainer identities in the following five areas?
 - a. Motivation and aspiration
 - b. Job description and activity
 - c. Knowledge and expertise
 - d. The personal in the professional
 - e. Group membership and affinity
3. In which ways has the experience of training language teachers shaped English language teacher trainers' current educational practices?

1.4 Definitions of Terms

Professional Identity: An understanding of who a person is in a professional context that is 1) formed both personally and socially, 2) regarded as multifaceted and always evolving, 3) loaded with emotions and values, and 4) affected by a sense of belonging and identification with a group.

Teacher Trainers: A professional group of teacher educators who serve in in-service teacher training contexts, offering ELT courses to practicing language teachers across the country, assigned by the Ministry of National Education.

Ministry of National Education (MoNE): A governmental ministry of the Republic of Turkey that is in charge of the organization, execution, and supervision of both formal and informal public educational system in Turkey. In this context, the authorized body for planning and implementation of the teacher training offered to all state school English language teachers.

In-service Teacher Training (INSET): The courses, seminars, workshops offered by the organizations (in this case, the MoNE) as a form of professional development to all school teachers to improve their skills and knowledge (in the context of this study, for language teaching). As it is self-evident in the name, it is organized for practicing teachers.

Hoca: Teachers, trainers, educators. In Turkey, starting from secondary education students generally refer to their teachers as ‘hoca’. In addition, academics at universities are addressed as ‘hoca’, not only by their students but also by their colleagues in most academic settings. In this study, teachers who were receiving training in the INSET context also called teacher trainers ‘hoca’. On these grounds, ‘hoca’ can be defined as a person teaching you something, and the term here does not include religious connotations. In order to emphasize the participants’ trainer identity, the term ‘hoca’ followed the participants’ pseudonyms each time they were referred to.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theoretical background of the study. In this sense, firstly, the historical development and definitions of professional identity are given. Then, narrowing the concept of professional identity down to teacher educator professional identity, it provides an overall picture of the current literature. Thirdly, since the context of the study is INSET in Turkey, an overview of in-service teacher training in relation to English Language Teaching is provided. The last section aims to offer a review of research studies on teacher educators and INSET in the national context.

2.1 Professional Identity

Since professional identity provides the theoretical backbone of this doctoral dissertation, this section will conceptualize the concept of professional identity utilized in this study. In this regard, it will present professional identity in education by referring to the theories and approaches which inform its background.

In their review of studies upon teacher professional identity, Beijaard et al. (2004) reported that research studies defined professional identity differently or did not define it at all, which evoked vagueness about the concept. One reason for the absence of a clear definition may be related to the fact that identity studies are informed by multiple fields such as philosophy, psychology, and sociology (Beijaard et al., 2004; Gee, 2000). However, recent studies reached a relatively-settled definition of identity. They describe identity as not static or settled but as “socially constructed, subjective, plural, and subject to constant personal negotiations as people position and

re-position themselves within social and institutional contexts” (Hamilton et al., 2016, p. 182). Following the current thinking and relying on Beijaard et al. (2004) and Gee’s (2000) conceptualization of professional identity, this study principally drew upon the theoretical conceptualization of professional identity by Davey (2013) for teacher educators. Davey’s (2013) professional identity framework is informed by three main theoretical perspectives on identity and professional identity: (1) psychological/developmental, (2) sociocultural, and (3) post-structural. Although these three strands of orientation have different backgrounds and approaches, they also overlap to a certain extent (Davey, 2013). Below, these three main theoretical perspectives will be presented.

2.1.1 Psychological/ Developmental Approaches

The studies which mention psychological/ developmental perspectives as for the better presentation of the current understanding of professional identity (Beijaard et al., 2004; Davey, 2013; Hamilton et al., 2016; Pinnegar & Hamilton, 2015) refer to the theories of Erikson and Mead. The highlights of these theories, as the studies note, are the emphasis on the internal mental systems as the driving force of the individual’s identity development, the existence of a relatively stable self-image with the possibility of multiple selves, and the not-total-discard of external worlds.

The Eriksonian understanding suggests that identity is not something one owns, but it is something that develops during the lifespan (Beijaard et al., 2004). Erikson’s eight stages of psycho-social maturation, in which every stage hosts crisis or tension that individuals need to resolve in order to reach coherence in their self-understanding, show the individuality and internal nature of identity formation. Individuals pass through these certain stages because of their biological and psychological maturation. Erikson displays “a chronological and changing concept of identity” (Beijaard et al., 2004, p. 107). In other words, in this approach, identity is not settled; it is always developing.

This concept does not disregard the external cultural world on the process of identity formation. The tension in the stages arises from individuals’ interaction with the outer world such as whether individuals should trust people or they should be trusted, or whether their actions lead to the sense of accomplishment or inferiority

(Pinnegar & Hamilton, 2015). However, the resolution is always carried out by the agency of psychology, “internalized mental models, located within individuals who have particular professional roles and identifications” (Hamilton et al., 2016, p. 191). As Beijaard et al. (2004) expressed, Mead referred to identity in relation to the concept of self. He argued that the self develops through social interactions with other people and the environment. One’s self can develop by monitoring and reflecting on other people’s actions. Through communication with other people, one could learn the role of others. As Davey (2013) highlighted, Mead conceptualized the self as an ongoing process between “the me (as I respond to the world) and the I (as I present myself to the world)” (p. 26). Within these social interactions, one still preserves her individuality among many forms of responses she may make.

Overall, the contribution of this perspective to Davey’s (2013) theorization of professional identity is the insight that identity is “how individuals see themselves, rather than how others see them, and identity formation is thus the process by which a person attempts to create congruence between his or her self-image(s) and the image(s) others seem to have of them” (p. 26).

2.1.2 Sociocultural Approaches

As in the previous perspective, the sociocultural approach to identity also conceptualizes it as a developing, relational phenomenon which is both individually and socially constructed, and not only placed within individuals but also affected by external factors such as culture and society. What particularly distinguishes the sociocultural approach from the psychological is its primary focus on the social dimension rather than the individual, and its interest in how groups of individuals perform as distinctive communities. Sociocultural theorists also acknowledge the significance of personal beliefs, values, attitudes and meanings in identity construction and yet they assert that these sets of dispositions are constructed in relation to past experiences, biographies, and other people who are similar to/ different from the person (Davey, 2013). In this paradigm, identity is a phenomenon which is mediated and constructed by cultural and social interactions, as its name suggests, within the specific context of the social situation. Wenger’s (1998) theory of identity development as “negotiating the meanings of our experience of membership in social

communities” (p. 145) is the influential and leading principle of the sociocultural perspective.

Emphasizing the participative and experiential nature of identity, Wenger (1998) listed the following five essential characteristics of identity:

- Identity as *negotiated experience*. We define who we are by the ways we experience ourselves through participation as well as by the ways we and others reify ourselves.
- Identity as *community membership*. We define who we are by the familiar and the unfamiliar.
- Identity as *learning trajectory*. We define who we are by where we have been and by where we are going.
- Identity as *nexus of multimembership*. We define who we are by the ways we reconcile our various forms of membership into one identity.
- Identity as *a relation between the local and the global*. We define who we are by negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses. (p. 145)

Although Wenger’s theory of identity has been extensively used for identity formation of teachers, it is also criticized for not sufficiently outlining the roles of struggles and power in identity construction (Trent, 2013). Similarly, it is reported that it lacks the concept of agency in its theorizing (Davey, 2013). Davey (2013) elaborated on the concept of agency as a critical component of sociocultural perspectives by referring to Bourdieu’s (1983) concepts of “habitus”, “field”, “forms of capital” and “symbolic violence”. Davey (2013, p. 28) defined *habitus* as a person’s accumulated frames of mind, beliefs, insights, and actions that develop internally in reaction to the external structures, which are fields. *Fields* are the particular, bounded, social spaces that are made up of multiple social agents such as schools. In these fields, individuals seek certain forms of capital or resources which award them with a strong and influential position. These might be *social*, *cultural*, *economic*, and *symbolic* forms of capital. The amounts of these capital forms have the power of determining individuals’ social positions, status in these social spaces. For instance, *symbolic capital* is related to reputation and authority. When symbolic capital possessors practice their power over the less-capital holders to alter these people’s actions and affairs, they perform *symbolic violence* to reproduce their own perspectives. To put it differently, social positions in a community may restrict or enhance one’s identity choices (Davey, 2013). From the standpoint of professional identity, all these theoretical principals express that identity develops in response to the occupational conditions, values, norms, practices, and culture of the work context. On the other hand, Rodgers and Scott (2008)

and Hamilton et al. (2016) interpreted the contextual factors as normative and decided by the authorities who would like new-comers to endorse the set of norms in the context. Such an attitude may remove the new attendants' "agency, creativity, and voice" (Rodgers & Scott, 2008, p. 734). In other words, the concepts of social capital and symbolic violence still operate in the occupational context in identity construction. Overall, the sociocultural perspective of professional identity proposes that "it involves ongoing interactions among biography (personal and professional), views of self, agency and social structures, and that it is a site for constant renegotiation over time" (Davey, 2013, p. 29).

2.1.3 Post-structuralist Approaches

While the psychological/developmental perspective emphasizes the relatively main influence of the self in unified identity formation, the sociocultural view prioritizes the effect of the social in the continuation of identity over time. On the other hand, the post-structuralist approach undermines the view that identity develops as either an individual or social phenomenon without any relation to the political environment a person lives in. It also challenges the unified understanding of identity (Zembylas, 2003). It spares a massive amount of emphasis on the role of discursive practice and power relations in identity development (Davey, 2013). In this sense, as Zembylas (2003, p. 213) expressed, "identity is formed in this shifting space where narratives of subjectivity meet the narratives of culture". To put it differently, to the post-structuralist theorists, identity is constructed between the structures individuals reside in and the agency they claim to possess in these structures (Davey, 2013). In the same way, Britzman (1993, as cited in Zembylas, 2003, p. 221) also noted that "as each of us struggles in the process of coming to know, we struggle not as autonomous beings [...] but as vulnerable social subjects who produce and are being produced by culture". Such an understanding proposes that identity is never complete, but always dynamic in the process of becoming; the process of identity construction is neither linear nor stable; it is contested with constant struggles (Zembylas, 2003).

As Davey (2013) argued, the traditions following Erikson's understanding attribute agency to the individual, and the sociocultural perspective considers it to be contextually-situated and socially-shared. However, the post-structuralist view

approaches agency as closely-entwined with power dynamics in society practiced through discourses. It is this understanding of agency that regards individuals' emotionality, the affective component of identity as one of the keys to investigating the positioning of self in the profession since emotions enhance the connection between beliefs, thoughts and actions. "This is precisely the contribution of a poststructuralist approach in identity formation and the acknowledgement of the place of emotion: it emphasizes the socio-political context that confounds the meanings and interpretations of knowledge and identity" (Zembylas, 2003, p. 222).

Within the post-structuralist paradigm, Gee (2000) also laid firm foundations for how identity can be studied. He asserted that there exists a unified core identity hosting multiple identities, though. By describing identity as "a certain kind of person in a given context" (Gee, 2000, p. 99), he underlined four distinguished but interrelated ways of analyzing identity construction in relation to the operations of historical, institutional, and sociocultural powers. He particularly emphasized that these analytical lenses are not separate categories but intricately related in complex ways. These four identities are representative of different facets of "the social and cultural self that we enact or that based on our action, we are labeled with" (Pinnegar & Hamilton, 2015, p. 19). The four perspectives Gee (2000) proposed are: 1) Nature-identity, 2) Institution-identity, 3) Discourse-identity, and 4) Affinity-identity.

- Nature-Identity (N-identity): A state that the power of nature is the determiner (Gee, 2000, p. 101). The individual does not hold any accomplishment over this part of identity like being an identical twin. It does not alone explain who people are. "N-Identities must always gain their force as identities through the work of institutions, discourse and dialogue, or affinity groups, that is, the very forces that constitute our other perspectives on identity" (Gee, 2000, p. 102).
- Institutional-Identity (I-Identity): The aspect of who people are that is authorized by the institutions or entitled within them (p. 102). The force of nature is not involved. For example, being a teacher or a teacher educator in the teaching position is an institutional identity.
- Discourse-Identity (D-Identity): The facet of who people are that is constructed, sustained, and recognized within "the *discourse* or *dialogue* of other people" (p. 103). This identity is based on the power of the fact that

individuals talk, act, and interact with people. Being a charismatic person, as Gee exemplified, is only possible because other people recognize and treat the person in this particular way.

- Affinity-Identity (A-Identity): The part of who people are that is developed within shared practices with an affinity group. An affinity group is composed of people who may be shattered across a vast space. The group can be called affinity when they share and must share “allegiance to, access to, and participation in specific practice” (Gee, 2000, p. 105). Therefore, the essence of affinity identity is participation.

Gee’s conceptualization of identity illustrates that identity is not unitary but multiple, and it is basically related to social and power relationships (Pinnegar & Hamilton, 2015). As Gee (2000) maintained, these identities are negotiable. Individuals can resolve, resist, or accept the identities in their social relationships within identity discourses, which are limited by social practices, open to change, diversity, and constant problematizing (Davey, 2013).

Overall, the post-structuralist perspective sees identity as informed by multiple discursive practices and social interactions. It is not a single unitary being; there are multiple selves that are subject to alter and contest over time in different places as a reaction to cultural, social, and historical circumstances. It is a form of group politics, and it covers the emotionality of individuals, therefore, emotion and value-laden (Davey, 2013).

2.1.4 What is Professional Identity, then?

The review of literature on the characteristics of professional identity above is in alignment with Rodgers and Scott’s (2008) professional identity understanding for teachers. They proposed four essential assumptions which can summarize the above discussion:

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

Drawing on all these perspectives, Davey (2013) put forward the characteristics of professional identity as follows:

- Professional identity can be thought of as both personal and social in origin and expression.
- Professional identity can be thought of as multifaceted and fragmented, as well as evolving and shifting in nature.
- Professional identity involves emotional states and value commitments.
- Professional identity necessarily involves some sense of group membership, or non-membership, and identification with a collective. (pp. 31-32)

The first item expresses that one's self is the mixture of perceived values, beliefs, experiences, and emotions which enable her to propose a place in the world. However, at the same time, the self is also socially influenced and situated. It is affected by not only the political, cultural, and social climates but also the discourse with which the person interacts every day. "Professional identity is thus personally and individually perceived, but socially and culturally negotiated" (Davey, 2013, p. 32). The second characteristic asserts that there are multiple selves, identities; they are open to change within the interaction of culture, society, groups, and politics. Although there could be some core facets as providing coherence and stability, "by its very nature, ones' professional identity is always in the process of becoming" (Davey, 2013, p. 32). The third assumption conveys the fact that the social context in which identities emerge may restrict or alter emotional commitments and values. Therefore, "professional identity comprises both how one sees oneself and what one values in oneself as a professional" (Davey, 2013, p. 32). The final aspect emphasizes the roles of communities, affinity, and allegiances. As identity does not develop in a vacuum but in communities, the members of communities may have some shared understandings, which may lead to collective identities. "One's sense of self as a member of a purposeful occupational community is a significant and necessary component of one's professional identity" (Davey, 2013, p. 32).

Davey's (2013) working definition of professional identity is chosen for this dissertation as it is comprehensive and includes all the major identity premises. It has great potential to yield personal, social, and professional dimensions in a combined way. By its conceptualization, it offers a rich thematic source to scrutinize the professional identities of teacher trainers in the in-service teacher training context of Turkey.

Upon the clarification of the concept of professional identity that this study draws on, the next section presents how professional identity is studied and discussed in relation to teacher educators in literature.

2.2 Teacher Educator Professional Identity

The overall review of literature directly states that the profession of teacher educators has not been well defined and the professional group of teacher educators has been regarded as under-researched, insufficiently understood and generally ignored (Cochran-Smith, 2003, Murray & Male, 2005; Murray & Kosnik, 2011; Vanassche & Kelchtermans, 2016). The scarcity of attention to teacher educators also applies to their identity development. Therefore, the paucity of empirical research on the identity construction of teacher educators is frequently mentioned (Dinkelman et al., 2006; Livingston, 2014; Lunenberg & Hamilton, 2008; Murray & Male, 2005; Olsen & Buchanan, 2017; Swennen et al., 2010; Williams & Ritter, 2010). Nevertheless, the recent decade has witnessed a notable increase in the awareness of the significance of teacher educator identity development, and a growing body of literature has emerged. However, teacher educator's professional identity is still called under-researched and the "newly-emerging concept" (Izadinia, 2014, p. 426).

One of the primary reasons for the lesser numbers of studies on teacher educator professional identity is the idea that identity is a vague concept which is difficult to define (Beijaard et al., 2004; Izadinia 2014). The second explanation is "teacher educators are not one identity or another and being a teacher educator in one country does not seem to be the same as being a teacher educator in another country" (Lunenberg & Hamilton, 2008, p. 186). As it is argued, the requirements to be a teacher educator may change from country to country. While in the USA, teacher educators generally hold PhD degrees in instruction and curriculum and mostly engage with research, teacher educators in the Netherlands are chosen among experienced and successful teachers with a Master's degree in subject areas, and they are not profoundly requested to conduct research (Lunenberg & Hamilton, 2008). Moreover, as in England, there is a relatively international tendency to transfer teacher education from universities to schools, which suggests that teachers have started to obtain a dual role as both a teacher and a teacher educator without further training or preparation (White,

2014; White et al., 2015). In a similar vein, it is not easy to describe teacher educators as an occupational group and make generalizations about their work since “the enterprise of teacher education is often understood differently within and across members of this group locally, nationally and internationally” (Czerniawski, 2018, p. 10).

Last but not least, the more fundamental reason for the insufficient attention to teacher educators’ professional identity is the traditional understanding that teaching to student/practicing teachers is not different from teaching at primary or secondary level and it does not require any expertise (Vanassche & Kelchtermans, 2016). As Zeichner (2005) claims people think that “if one is a good teacher of elementary or secondary students, this expertise will automatically carry over to one’s work with novice teachers” (p. 118). Yet, as Murray (2006, p. 10 as cited in Field 2012, p. 814) discusses, equalizing the expertise of teaching pupils and teachers “fails to recognise the skills involved in teaching adults, the uniqueness of teacher educators’ pedagogy, and the consequent need for [New Teacher Educators] to develop their existing teaching and researching skills and knowledge”. The assumption of making proficient teacher educators out of competent school teachers claims that just calling teachers as teacher educators is sufficient to construct their identities as teacher educators (Livingston, 2014). However, as Dinkelman et al. (2006) state, it is a constant state of becoming:

Becoming a teacher educator involves much more than a job title. Even if one becomes a teacher educator at the moment one begins working as a teacher educator, one’s professional identity as a teacher educator is constructed over time. Developing an identity and a set of successful practices in teacher education is best understood as a process of becoming. (p. 6)

2.2.1 Developing Teacher Educator Identity in Transition Years

The existing literature on what it means to become a teacher educator mainly focuses on the transition from school teacher to teacher educator (Dinkelman et al., 2006; Izadinia, 2014; Murray & Male, 2005; Olsen & Buchanan, 2017; Williams & Ritter, 2010). As White (2014) discussed, the literature concentrates mainly on teacher educators who work in higher education institutions and who have entered academia, having experienced the transition from school teaching to teacher education. Murray

and Male (2005) conceptualized this move as transition from *first-order practitioners* to *second-order practitioners*. In the context of first-order teaching, that is teaching pupils in a school, first-order practitioners teach young learners in K-12 contexts, and approach pedagogical curriculum as both their means and objective. When they step into the border of second-order teaching, their knowledge out of schooling experience and their deep understanding of teaching provide them with a strong basis to build on as a teacher educator (Murray & Male, 2005). “As *second-order practitioners* teacher educators induct their students into practices and discourses of both school teaching and teacher education” (p. 126). In this new context, they experience a change in their audience, which is now adults; and the new job requires enhanced pedagogical expertise and knowledge, and extended professional orientation. In this relation, the researchers further claimed that the transition is marked by the position of *expert become novice* (Murray & Male, 2005, p. 136; original emphasis). Teacher educators -who are experts already- possess expertise in their subject and in-class teaching, need to accumulate extended pedagogical skills for teacher education, develop a specific set of expertise to teach and assess student/practicing teachers in new and different instructional and organizational contexts (Swennen et al., 2010; Williams & Ritter, 2010). Considering all these tension-laden points, Murray and Male (2005) claimed that it generally takes two or three years for teacher educators to restore their professional identity in their new profession, and they regarded the identity claim as the point at which situational self is finally and closely aligned with substantial self.

In line with this pioneering study, the research on the transition period indicated that the shift from school teaching to teacher education is generally painful, stressful, quite challenging, and full of anxiety and uncertainty (Boyd & Harris, 2010; Clemans et al., 2010; Murray, 2010; Murray & Male, 2005; Olsen & Buchanan, 2017; Swennen et al., 2010; White, 2014). Field (2012) regarded the transition as “fraught with difficulty”, and expressed that “the new professional identity is hard won” (p. 811). The new working context for teacher educators is seen as complex and confusing (Boyd & Harris, 2010). As the majority of literature review focused, teacher educators start working in higher education, i.e. universities or teacher colleges. These institutions are compartmentalized and include multiple units, which extends tension for newly-inducted educators. In addition, they feel stressed as their new job holds “a

lower status within their institution” (Boyd & Harris, 2010, p. 13). As Davey (2013) also argued, engagement within teacher education as an academic field is not seen prestigious in higher education, which poses another layer of anxiety for teacher educators.

In relation to the position of *expert become novice* (Murray & Male, 2005, p. 136), the need to restructure pedagogy for teacher education and prove their positive professional view is likely to increase the stress and pain of the new job. The literature indicated that during these transition years, novice teacher educators attempt to highlight their credibility through their experiences of schooling, and clinging to their successful teacher identity (Dinkelman et al., 2006; Murray, 2010; Murray & Male, 2005; White, 2014).

The research studies conducted on professional identities of novice teacher educators displayed that novice teacher educators keep their accomplished school teacher identity, and even identify teacher identity as central to their new job. In other words, they describe experiential knowledge of school teaching as the core of their job. For instance, novice teacher educators regard ex-school identity as “street credibility” (Murray & Male, 2005, p. 132) for providing them with empathy with students. Rather than seeing it as situational identity, they see it as the substantial self. The researchers drew attention to the fact that the over-use of teacher identity in the new context of teacher education in academia may limit their development as teacher educators. They argued that educators draw on experiential knowledge of school teaching, but they should not restrict the whole teacher education to it. “In order to achieve the dual focus of teaching about teaching, new teacher educators need to develop further pedagogical knowledge and understanding, appropriate for the second order setting” (p. 137). In the same vein, Murray et al. (2011) claimed that holding to ex-school teacher identity was associated with some sorts of “badge” and “currency” which gives credibility with students (p. 264). Therefore, a strong sense of being an ex-teacher is a dominant issue for novice teacher educators. On the other hand, teacher identity is still a foundational aspect of experienced teacher educators.

Similarly, Boyd and Harris (2010) also pointed out that the new teacher educators cling to their teacher identity as a means of credibility rather than “pro-actively seek new identities as academics within the professional field of teacher

education” (p. 11). In this way, new teacher educators assert their credibility by knowing the best practice and policy implemented in schools. By calling the process of establishing teacher educator identity on teacher identity as a struggle, Dinkelman et al. (2006) interpreted this situation as not “a simple exchange of their classroom teacher identities for a new teacher educator identity. They retained elements of the former as they struggled to construct the latter” (p. 21). Similarly, by underscoring the fact that teacher identity/ school teaching is one of the sources for teacher educator identity, Olsen and Buchanan (2017) stated that:

Unlike previous research that framed teacher education work as a contradictory space between the two worlds, our data led us to conclude that this contested location is in fact *its own professional context*. We therefore treat it as a contextual system of its own, what we call the world of the teacher educator. (pp. 16-17)

The attachment to teacher identity by teacher educators may not seem so overwhelming when policy-makers and administrators also expect it after all (Swennen et al., 2010). To be appointed as a teacher educator, one needs to have experience in teaching in countries such as The Netherlands, England, and Wales and “having experience as a school teacher is regarded as a precondition for being a good teacher educator” (p. 138).

One of the struggles of teacher educators in the transition period is the requirement for research engagement. Since teacher educators are employed in higher education institutions, they are expected to engage with research, which poses another challenge to them in this vulnerable stage (Izadinia, 2014). As most of the teacher educators follow the practitioner pathway rather than the academic route (Davey, 2013), they do not feel secure about their research knowledge and skills, which causes difficulty in acquiring a researcher identity (Dinkelman et al., 2006; Izadinia, 2014; Murray & Male, 2005). Researcher identity may be seen as extra, add-on identity, and even teacher educators may develop a sort of resistance to research engagement (Murray et al., 2011). On the other hand, teacher educators need to carry out research to be rewarded with promotion, acceptance, and resources in universities (Olsen & Buchanan, 2017). This yields a tension in the sense of their commitment to K-12 school and student improvement. New teacher educators find participating in school communities more satisfactory than carrying out research to produce more tangible betterment for students; however, this may further undermine their status from the

perspective of the universities (Olsen & Buchanan, 2017). Therefore, the stress of the transition period may increase in relation to research expectations.

Adjustments to new working contexts and different practices have also caused a source of tension for novice teacher educators. Not knowing how to make connections with other teacher educators has driven new teacher educators to the sense of loneliness, and consequently they suffer from the lack of collaborative support they have needed (Clemans et al., 2010; Izadinia, 2014; Swennen et al., 2010). It is strongly asserted that novice teacher educators may easily establish their professional identity in the new job when they are guided by experienced teacher educators. Seasoned educators could be role models for novices, support them in becoming researchers and second-order practitioners (Swennen et al., 2010). When novice educators have access to a community of practitioners, they may boost their confidence and ease the process of becoming a teacher educator within a community (White, 2014). For instance, in Dinkelman et al., (2006) the experienced teacher educator (Dinkelman) collaborated the less experienced educators (Margolis and Sikkenga) to explore their transition from first-order to second-order practice. They viewed this collaboration as “a means of support, a scholarly link between the pressure to do research and the desire to teach teachers” and “the kind of research that can bring new and experienced teacher educators together to generate new knowledge about teacher education” (p. 130). So when a collegial, welcoming, inquiry-based environment is provided, the process of adopting teacher educator identity is accelerated.

The overall discussion of the transition from teacher to teacher educator can be summarized in Swennen et al. (2010) review study on available teacher educator sub-identities they make use of while developing their teacher educator identity upon their step onto the profession of teacher education. They identified four sub-identities, which are schoolteachers (first-order teachers), teachers in higher education setting (university educators), teachers of teachers (second-order teachers mostly via modeling teaching), and researchers. They also overall found an understanding that teacher educators are teachers in a more generic way committed to the broader teaching community regardless of the levels and subjects they teach. They asserted that “the identity of teacher educator, as for all identities, develops within the community of teacher education, and whether or not a sub-identity of teacher educator is available

depends on the context of teacher education” (p. 143) by highlighting the significance of the context of teacher education. They concluded that the field of teacher education lacks a comprehensive understanding of the professional development of teacher educators, from teacher to educator, from novice to expert.

2.2.2 Teacher Educator Knowledge & Professional Learning

As the literature presented so far implicitly-and at certain times explicitly, especially in the case of expert becoming novice- suggests, developing a teacher educator identity goes hand in hand with developing expertise as a teacher educator, which entails building teacher educator knowledge and professional learning. As Davey (2013) argued, a particular set of expert knowledge is crucial to a group’s professional identity, which provides a kind of glue between an individual and the rest of the professional group. It also promotes a sort of label distinguishing this recognized group from other occupational groups. Similarly, Pinnegar and Hamilton (2015) succinctly articulated that the situated knowledge of teacher educators is one of the critical components of their professional identity:

The knowledge we hold about teacher education is part of our identity and identity-formation as teacher educators - part of our becoming teacher educators. We characterize this process as one in which through our experience, knowledge, and choice we develop embodied knowledge of what it means to be and become a teacher educator. (p. 66)

The literature on developing pedagogy/ knowledge bases for teacher educators directly argues that there has been a considerable amount of work on what counts as teacher knowledge in the last three decades (Czerniawski, 2018; Davey, 2013; Goodwin & Kosnik, 2013; Pinnegar & Hamilton, 2015; Selmer et al., 2016). It is assumed that if the knowledge needed for effective teaching is articulated, teacher education programs may increase their quality by abandoning the technical/ rationality understanding of learning and hopefully constructing more generalizable, formal knowledge to prepare better teachers. Therefore, multiple knowledge categories or knowledge domains were proposed for teaching. For instance, Shulman’s (1987) knowledge categorization- the term *pedagogical content knowledge (PCK)* was the best known-, Cochran-Smith and Lytle’s (1999) distinguishing *knowledge-for practice*, *knowledge-in-practice* from *knowledge-of-practice*, and Clandinin and

Connelly's (2000) differentiation between *knowledge for teachers* and *teacher knowledge* were influential in terms of the nature, functions, and categories of teacher knowledge.

On the other hand, until recently the research on teacher educator knowledge was scarce, and the emerging studies have drawn primarily on available teacher knowledge to discuss what constitutes teacher educator knowledge (Czerniawski, 2018; Davey, 2013; Goodwin & Kosnik, 2013; Pinnegar & Hamilton, 2015; Selmer et al., 2016). Similar to the discussion revolving around the concept of professional identity of teacher educators, there is nearly no international or national consensus on what knowledge bases constitute teacher educators' job as teacher educators are of a diverse group and the programs of teacher education differ in terms of their content and structure (Czerniawski, 2018; Davey, 2013). Yet, several attempts were made to identify knowledge domains for teacher educators. For instance, Davey (2013) categorized teacher educator knowledge as:

1. Knowing that: subject knowledge, knowledge of theory, and knowledge of the profession
2. Knowing how: knowledge of the processes of teaching and learning
3. Knowing when: knowledge as situated decision-making
4. Knowing why: developing a personal/ professional philosophy
5. Knowing self: expert knowledge as reflexivity
6. Knowing others: expert knowledge as ethicality and being 'other-oriented'. (pp. 93-112)

Similarly, based on reviewing the field, Goodwin and Kosnik (2013) identified five domains of teacher educator knowledge emphasizing that although teaching and teacher education converge to some extent, they significantly differ:

- (1) Personal knowledge/autobiography and philosophy of teaching;
- (2) Contextual knowledge/understanding learners, schools, and society;
- (3) Pedagogical knowledge/content, theories, teaching methods, and curriculum development;
- (4) Sociological knowledge/diversity, cultural relevance, and social justice; and
- (5) Social knowledge/cooperative, democratic group process, and conflict resolution. (p. 338)

Another categorization for teacher educator knowledge was offered by Selmer et al. (2016). By underlining the fact that teacher educator knowledge is multi-layered, dynamic and fluid, they identified three main components:

- 1) Content specific knowledge: subject matter knowledge, pedagogical content knowledge
- 2) General pedagogical knowledge: knowledge of learners, knowledge of teaching, knowledge of curriculum

3) Knowledge of contexts: knowledge of local context (specific communities), knowledge of state and national context (policy and curriculum initiatives), knowledge of global context. (p. 444)

Despite all these efforts to identify teacher educator knowledge domains, it is considered that the knowledge base of educators is fragile, and there is still a lack of a clear, codified and detailed knowledge base crucial for the duty of teacher educators (Murray, 2016; Ping et al., 2018). The message given by these studies as Murray (2016) notes is that the definition of knowledge is “a broad one; it is embedded in practice and encompasses skills and values, as well as more conventional epistemological focuses on conceptual, experiential, social and research-based knowledge” (p. 53). This ambiguity and depth of teacher educator knowledge are also related to the absence or insufficiency of working induction/ preparation programs for teacher educators (Olsen & Buchanan, 2017). It is highly likely that the paucity of preparation programs drives teacher educators to draw on their personal biographies, understanding of education, and career histories. In addition, the inadequacy of induction increases the contextual influence of the workplace upon their work (Olsen & Buchanan, 2017). In other words, the induction period is essential for building identity as a skilled well-knowledgeable teacher educator (Meeus et al., 2018). Therefore, the professional learning of teacher educators is of great significance to understand their new professional identity. The interconnectedness of professional development and professional identity is also frequently underlined (Amott, 2018; Davey, 2013; Meeus et al., 2018; Ping et al., 2018). For instance, dwelling on the ongoing nature of professional learning and the necessity of combining both practice, knowledge and identity; Barak et al. (2010) noted that:

Our approach to professional development views it as a holistic process interwoven with professional life where the central issues are not only epistemological questions about what we should know and be able to do, but also ontological questions regarding who we, as teacher educators, should be and the professional identity we are developing. (p. 276)

In her review of literature on identities of teacher educators, Izadinia (2014) named four essential characteristics of induction for novice teacher educators, which could also be seen as the critical points in their professional learning: learning communities, supportive relationships, reflective activities, and research. In a similar vein, as a result of their longitudinal case study on professional identity construction of five novice teacher educators in the first three years of their careers, McKeon and

Harrison (2010) identified enabling sources for professional pedagogic learning as “effective induction programmes; formal and informal opportunities for in-depth, reflective, learning conversations with a designated mentor or other colleagues; and support to navigate the boundaries and practices of different communities” (p. 41) to offer an effective way of developing professional identity as a teacher educator. All these studies emphasized the significance of engagement within supportive relationships and a collegial atmosphere. However, the learning of teacher educators is generally based on individual practices, in an unstructured way and driven by independent motives (Hadar & Brody, 2018), which implies that systematically organized collective learning is hardly available to teacher educators (Lunenberg et al., 2014).

What stands out among all these professional learning opportunities is the use of self-study (Izadinia, 2014). Zeichner (1999) praised self-study as “probably the single most significant development in the field of teacher education research” (p. 8). From a methodological point of view, this suggests that teacher educators have studied their own practices for the purpose of professional development and making sense of their experiences. They have mainly made use of retrospective accounts in the form of narratives, reflective journals, and critical incidents, self-reports, and research journals (Izadinia, 2014). Self-study is especially recognized since it enables teacher educators to produce knowledge which develops the scholarship of teaching as well as teacher education. Renaming self-study as intimate scholarship, Hamilton et al. (2016) further expressed that “engaging in intimate scholarship and privileging the particular supports a deeper examination of practice and the worlds of teachers and teacher educators and therefore offers the greatest promise for knowing and doing in such worlds” (p. 198).

Overall, as the literature review suggested, developing a teacher educator identity is a complex procedure, which is interpreted as quite challenging and stressful. Changing the working contexts within a different status brings about its own issues. The following items/ issues seem to affect teacher educator identity construction:

- Expert becoming novice
- Strong attachment to teacher identity
- Seeking credibility
- Research engagement

- Sense of loneliness
- Lack of collaborative support
- Developing expertise as a teacher educator
- Professional learning

2.2.3 Teacher Educator Identity in English Language Teaching

Similar to the scarce attention to the professional identity development of teacher educators in general education, teacher educators in the fields of second language education and specifically English Language Teaching (ELT) remained out of research foci until recently (Peercy et al., 2019; Yazan, 2018; Yuan & Lee, 2014). Even the dearth of emphasis on teacher educators in the field of ELT was found surprising “given the deeply personal, political, and racialized nature of language and language use” (Peercy et al., 2019, p. 2).

As Yazan (2018) summarizes, the concept of identity became prominent in ELT through Norton Pierce’s (1995) work, which drew attention to the language learners’ identity. Later, language teacher identity started to be intensively scrutinized with an increasing understanding of the importance of teacher identity for the way language teaching is accomplished (i.e., Morgan, 2004; Tsui, 2007; Varghese et al., 2005). On the other hand, language teacher educator identity still remains “undertheorized and underresearched” (Yazan, 2018, p. 141). Although ELT professionals researched their own positioning in relation to linguistic or national identities (i.e., Canagarajah, 2012), this strand of research made little connection to teacher education. In other words, the focus was on their teacher or scholar identity with regard to social and political discourses (Peercy et al., 2019) rather than on teacher educator identity. For instance, Varghese (2017) and Gao (2017) reflected on their interest in identity studies by connecting it to their professional development as teacher educators in ELT. However, their primary emphasis was on their growth as language teachers rather than teacher educators although the term teacher educator manifested itself in the titles of the studies.

Similar to the professional identity issues in general education, teacher educators in ELT were noted to raise certain topics in their reflections on growing as teacher educators. For example, they similarly suffered from the strict obligation of carrying out research and publishing scholarly works (Yuan & Lee, 2014) or the lack

of the respect/recognition for their teacher education studies (Peercy et al., 2019). Likewise, they may prefer to be associated with applied linguistics or second language research rather than teacher education. In addition, they also lived through credibility issues and tried to keep their affinity with the teaching community (Peercy et al., 2019). On the other hand, most of the identity concerns were related to the latest concepts in applied linguistics such as native speakerism, heteronormativity, racial backgrounds, and social justice (Peercy et al., 2019; Varghese, 2017; Warren & Park, 2018). To give an example, Warren and Park (2018) from two different linguistic and racial backgrounds self-studied their growth as ELT professionals and focused on the theme of acceptance and marginality through transnational experiences.

The limited available literature is also informed more by the teacher educators who worked in the context of English as a Second Language (ESL) (Peercy et al., 2019; Varghese, 2017; Warren & Park, 2018; Yazan, 2018) and less by those in EFL contexts (Gao, 2017; Yuan & Lee, 2014).

The situation seems not to differ drastically in Turkey. Although there exist a huge number of research studies about identities of pre-service teachers and practicing teachers in ELT (please see Taner & Karaman, 2013 for details), a very limited amount of attention is attributed to teacher educators (Taner & Karaman, 2013). In addition, as the researchers argued, the available literature mostly focuses on teacher beliefs, sparing hardly no space for the investigation of identity construction.

Since the present dissertation aims to scrutinize the professional identity development of English language teacher trainers in the in-service teacher training context, the next section will present literature about INSET in Turkey in relation to English language teaching.

2.3 What is INSET?

Having been an umbrella term for teachers' professional development, in-service training (INSET) is currently seen as one of the ways of continuous professional development. INSET (in some papers mentioned as In-service Education, in others In-service Training) is defined as:

Those education and training activities engaged in by secondary and primary school teachers and principals, following their initial professional certification, and intended

mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively. (Bolam, 1982, p. 3)

As the definition suggests, the aim of in-service education is to develop teachers' professional skills and knowledge to increase the quality of their in-class teaching. Although the current literature on professional teacher learning considers the term *training* restricted compared to *development*, training is still in use. While teacher training is associated with the acquisition of certain sets of skills required for a specific context in the short term, teacher development is conceptualized as longer-term teacher growth in the discourse of life-long learning (Richards, 2008). Although they are defined differently, it is seen that they overlap to a certain extent and are used interchangeably along with the concepts of *professional development*, *professional growth*, *professional learning*, *career development*, and *staff training* (Korkmazgil, 2015). Yet, the way these professional concepts are materialized varies in the literature. For instance, professional learning, development, and growth are regarded as internally-driven, which means that teachers take initiatives in their professional improvement. On the other hand, *in-service training*, *staff training*, and *staff development* refer to the one-shot, short term education on previously-determined topics required for all staff.

Categorizing training as one of the major professional development models, Guskey (1999) asserted that training and development are synonymous for many educators, and it is the most traditional and common means of professional development. The methods of teacher training include presentations, discussions, workshops, demonstrations, micro-teaching, role-playing, and seminars (Guskey, 1999). When the outcomes of training sessions are clearly stated and communicated to the participant teachers, its effectiveness automatically increases. Its usefulness is likely to flourish when it is employed to share information and ideas with larger groups of teachers as it enables a common, shared knowledge base and vocabulary among its participants. It is specially suggested in order to introduce a new program or instructional innovation to the teaching community (Odabasi Cimer et al., 2010). On the other hand, it is argued that it is limited in terms of offering individualization and choices since it addresses all staff on a common topic. In addition, it must be extended with follow-up practices to provide feedback and evaluation to its participants (Guskey, 1999). Moreover, as in the many educational institutions, the training is

delivered by outside experts who present the material based on their experiences via direct instruction (Bayrakçı, 2009; Sandholtz, 2002). Despite its frequently-highlighted limitations, training is commonly used by educational boards as it is an effective tool for conveying and spreading educational policies.

2.3.1 INSET in TURKEY

The education system in Turkey is centralized, and the official institution responsible for the execution of all educational issues in the country is the Ministry of National Education (MoNE). The unit that is in charge of providing INSET is the General Directorate of Teacher Training and Development. In 2018, the directorate changed the name of the department responsible for teacher training from the In-service Training Department of the Ministry of National Education to the Department of Supporting and Monitoring Professional Development (Kahraman Özkurt, 2019). All of the teaching staff have to attend in-service training programs at home or abroad by laws.

This department has been in control of carrying out teacher training activities at the levels of pre-school, primary, and secondary education since 1960 (Bümen et al., 2014; Günel & Tanrıverdi, 2014; Özer, 2004). The department plans and regulates training programs on different subjects for varying lengths of time across the country; it locates the training, decides on training instructors and participating teachers (Özer, 2004).

As of 2018, with the understanding of the lifelong learning principles, the MoNE underlined the significance of supporting all teachers to increase their qualifications and effective teaching (MoNE, 2018a). The types of in-service activities offered for teachers are specified as induction training for newly-appointed teachers, training for the higher positions, training for the expert trainers, personal and professional development training, orientation training for teachers who have changed their subject field, training such as conferences-panels-symposiums for the informative purposes, and teacher training activities organized in cooperation with higher education institutions (MoNE, 2018a).

Since the provincial organizations were authorized to conduct in-service training and began to organize local training in 1993 (Bayrakçı, 2009; Gunel &

Tanriverdi, 2014), the quantity of the training offered by the department has expanded. According to the 2017 annual report, 91.892 teachers attended 433 centrally-organized training programs (26.850 teachers participated in 400 face-to-face activities and 65.042 teachers in 33 distant programs). In addition, 955.585 teachers took part in 27.319 local training activities, which means that in 2017 overall more than a million (1.047.477) teachers attended 27.752 INSET programs (MoNE, 2018a). As inferred, both face-to-face and distant (online) training programs have been in use.

The Directorate of Teacher Training and Development organizes INSET with the cooperation of the Higher Education Council (HEC), universities, both governmental and non-governmental organizations, as well as foreign culture centers (MoNE, 2018a). The ministry announces the annual INSET programs, both central and local, on its website. Teachers could apply for the programs via the system, MEBBIS.

2.3.2 INSET in English Language Teaching

The training services for language teachers working at state schools were drastically affected by the nationwide curriculum change in 1997. Therefore, brief background information will be provided to better understand the conditions which facilitated INSET in language teaching.

In Turkey, the MoNE is the responsible body for administering the curriculum and syllabuses of primary and secondary schools in every subject, including English, which suggests that the curriculum and the educational system are centrally-governed. In Turkey, English is taught and used as a foreign language.

Following the globalization and liberal policies in the 80s, the MoNE restructured the educational system in 1997. The five-year-long compulsory primary education was extended to eight years. This drastic shift influenced the status of the English language as a subject in the curriculum. English began to be taught as a compulsory subject at all levels of education, and a constructivist language teaching perspective referring to communicative language teaching was introduced (Kırkgöz 2007a, 2007b). In addition, with the reform, Grade 4 and Grade 5 students started to learn English, which means that English became a compulsory subject for young

learners at state schools (Kırkgöz, 2007a). This was innovative for that period as English used to be offered starting from secondary schools.

This major restructuring brought about a series of updates in the teacher education system at both pre-service and in-service levels (Kırkgöz, 2007a) since the curriculum innovation was immediately put into effect without any induction for teachers (Uysal, 2012). First of all, teacher education departments increased the number of methodology courses and the amount of practicum. Besides, Teaching English to Young Learners (TEYL) course was added to the curriculum. Secondly, the increase in the hours of English as a subject resulted in a language teacher shortage. In order to overcome the problem of the limited number of English language teachers, the MoNE initiated a protocol with the Open University Faculty of Anadolu University (*İÖLP*). This project was to establish a four-year teacher education program in which student teachers became eligible to teach in Grade 4 and Grade 5 after the first two-year study (Kırkgöz, 2007a).

At the in-service training level, the MoNE set up an In-service English Language Teacher Training and Development Unit (INSET) to serve for teaching English to young learners (Kırkgöz, 2007a). Within this context, to overcome the teacher shortage, teachers who used to teach different subjects to young learners, like classroom teachers, were trained and supported to teach English. Secondly, the English teachers who were accustomed to teaching adult learners received training in terms of TEYL methodology. Thirdly, other subject teachers with some proficiency in English attended professional development seminars on how to teach language to young learners (Kırkgöz, 2007a).

These training seminars were organized with the cooperation of both local organizations such as the English Teachers' Association in Turkey (INGED) and foreign international associations like the British Council (BC) and the United States Information Agency (USIA). One of the projects for the new curriculum implantation was the collaboration of the MoNE and the BC to train:

Experienced English teachers so that they can function as teacher trainers or *formateurs* (Turkish teacher-trainers), 'prospective change agents of innovation', to run local seminars for novice teachers, afterwards with the aim of familiarising teachers with a great variety of approaches in teaching young learners and in skill development. (Kırkgöz, 2007a, p. 182)

Since then, the MoNE has offered teacher training seminars for English language teachers. However, the literature on INSET in Turkey illustrated that these in-service training programs are insufficient to satisfy language teacher needs and therefore subject to certain shortcomings (Bayrakçı, 2009; Bümen et al., 2014; Günel & Tanrıverdi, 2014; Küçüksüleymanoğlu, 2006; Odabaşı Cimer et al., 2010; Özer, 2004; Uysal, 2012; Uztosun, 2018). These deficient aspects are not only related to the training programs' quantity but also their quality, especially in terms of their planning, implementation, and evaluation or follow-up. For instance, Küçüksüleymanoğlu (2006) illustrated that the INSET programs offered for English teachers between the years 1998-2005 were insufficient in numbers compared to the total number of training programs carried out for all teachers regardless of their subject fields. Similar results are also reported by the review study of Bümen et al. (2014) and Uztosun (2018) that investigated language teachers' views about the strengths and weaknesses of the INSET programs they attended. The teachers were reported to primarily complain about the limited number and opportunities of offered programs.

With regard to the training programs' nature, the deficient points are characterized as their preparation, execution, and lack of evaluation. The literature strongly emphasized the fact that the training programs suffer from poor planning (Bayrakçı, 2009; Bümen et al., 2014; Odabaşı Cimer et al., 2010; Özer, 2004; Uysal, 2012; Uztosun, 2018). The studies particularly pointed out that there is no needs assessment conducted earlier to the programs; therefore, their contents are generally considered irrelevant to teachers' immediate needs. In other words, it is expressed that there is a top-down approach towards the content selection; it is chosen centrally and imposed upon teachers. In addition, the training is presented as a one-shot course nearly every time.

In terms of implementation, there are multiple stated concerns. First of all, the studies indicated that the most commonly employed instructional method is transmission-based, mainly lecture, and there is no variety of delivery modes like collaborative engagements with peers or reflective practices or discussions. As a result, the focus is reported to be on the theoretical aspects, and there is nearly no room for practical applications (Bayrakçı, 2009; Bümen et al., 2014; Odabaşı Cimer et al., 2010; Uztosun, 2018). Only Uysal (2012) noted that the teachers found the INSET program

very practical, including various delivery modes in a one-week training on the new curriculum, communicative language teaching, and different ELT techniques. In this regard, the quality and quantity of the trainers or course instructors are also reported to be problematic. In his comparative study of INSET programs in Japan and Turkey, Bayrakçı (2009) found out that “lack of professional staff for planning and conducting in-service training activities in Turkish National Education System seems to be the main problem for teachers’ professional development” (p. 19). He asserted that the dearth of experienced professional staff gives way to the lack of needs assessment, poor quality teaching and implementation, and the lack of systematic feedback provided for teachers. On the other hand, other studies (Bümen et al., 2014; Odabaşı Cimer et al., 2010; Uztosun, 2018) indicated that teachers found the course instructors incompetent and unprepared. Another shortcoming stated about the implementation is the time and place of the training seminars (Bümen et al., 2014; Odabaşı Cimer et al., 2010; Özer, 2004; Uztosun, 2018). Teachers were reported to think that the time of the training programs is generally inappropriate for their schedule; the training places are not suitable for practical implementation.

As for the follow-up and evaluation, the literature shows that there is nearly no mechanism for follow-up of the training or its evaluation (Bümen et al., 2014; Odabaşı Cimer et al., 2010; Uysal, 2012). Teachers would like to have an effective support system after the training so that they could consult the instructors about the implementation of the training topic. In this way, the training would become more structured and sustainable.

All these negative aspects are believed to be the reason why teachers are demotivated and unwilling to attend further teacher training programs and they find them irrelevant to their needs (Özer, 2004). All in all, the review of literature on INSET in Turkey suggested that this training system is centrally-governed and not free of problems. Although a great number of teachers attended these INSET programs, they noted that the programs fell short of meeting their needs. The frequently stated deficient aspects were related to INSET programs’ design (lack of needs assessment, poor planning), administration (method of instruction, quality of trainers, lack of practical components, timing and duration), and assessment (lack of evaluation or follow-up processes).

2.4 Research on Teacher Educators and INSET

This section will provide a review of research studies on teacher educators and in-service teacher training in Turkey. Firstly, studies conducted on professional identities, knowledge bases, and professional learning of teacher educators will be presented. Then, since different names are assigned to the professional group of teacher educators, a brief review of studies on teacher leaders and professional development facilitators pertaining to their identity issues will be given. Finally, it will summarize the studies that focused on INSET in Turkey.

2.4.1 Research on Teacher Educator Professional Identity

As the pioneers in the field of teacher educator professional identity, Murray and Male (2005) investigated the challenges that novice teacher educators experienced in taking up new identities in the higher education context in England. The data for the study come from biographical questionnaires and interviews with 28 new teacher educators in their first three years of engaging in initial teacher education. The study illustrated that novice teacher educators had issues specifically in developing a teacher educator pedagogy and adopting a researcher identity. These teacher educators were reported to strongly cling to their teacher identity as a means of dealing with the survival stage and establishing credibility. The researchers interpreted the situation as “the substantial and situational selves of the teacher educators were seen as distinctly out of alignment” (p. 139). They claimed that in the transition from school teaching to teacher education, teacher educators are positioned as *the expert become novice*, and *the novice assumed to be expert* in terms of their engagement in developing a pedagogy of teacher education and in research activities, respectively. The researchers, overall, concluded that it takes at least two to three years to establish teacher educator identity.

Another highly significant leading study on teacher educator identity was conducted by Dinkelman et al. (2006). It is the combination of both a case study and self-study practice. The first author, a seasoned teacher educator, worked with the novice university-based teacher educators, the other two authors. The data included a series of semi-structured interviews with the two authors over an academic year, the first researcher’s field notes completed upon observing the two researchers’ teaching

and supervision, and artifacts such as assignments and self-notes. The study presented that the new educators were so highly-attached to their teacher identity that they felt guilty over quitting school teaching, and they felt a loss of street credibility in the earlier times. However, in time they started to develop strong teacher educator identities thanks to supervising teacher candidates' work. The study suggested that taking up a professional identity is not an easy swap to a new educator identity from the past teacher identity; it is a struggle that includes the elements of the latter to develop the former.

Within a data-driven approach, Swennen et al. (2010) identified the sub-categories of teacher educator identities in 25 research studies by highlighting the fact that the identity of teacher educators should be studied and described in order to offer ways of professional development for this particular group of professionals. Extending the definition of teacher educators to "those professionals who are practicing in schools and who have formal or informal involvement in the professional development of other colleagues" (p. 132), the researchers found four sub-identities of teacher educators in the literature pointing out that the context of teacher education -countries and institutions- determines the availability of these identities. The first sub-category, *teacher educators as school teachers*, implies that teacher educators find credibility in their new jobs from their previous teaching experiences and regard teaching as the core of the knowledge and skills for teacher education. *Teacher educators as teachers in higher education* suggests that teacher educators are recognized as good teachers in higher education, they shift their audience from younger learners to adults, and need to work with new teaching and testing methodologies in a new context. The third sub-identity *teacher educators as teachers of teachers*, though not always clear in the studies, indicates that teacher educators are models for their own students and display exemplary behavior in teaching. The last identity is *teacher educators as researchers*. Since universities have started to offer teacher education services in most parts of the world, teacher educators need to conduct research studies and improve their research skills and knowledge as a requirement of their profession.

By including the teachers who offer professional development seminars to their colleagues in their school in the definition of teacher educators, Clemans et al. (2010) analyzed the professional development of 75 primary and secondary school teachers

as teacher educators. After attending a seven-month-long program to be “leaders of professional learning” (p. 211), the educators implemented school-specific professional development projects. The data for this study covered the reports of the cases these educators produced and published, which narrated their learning on leading teacher professional development. The analysis yielded that teacher educators struggled to find their new identity in these “rocky roads” (p. 218). They firstly felt a loss of their competence and of increased vulnerability, which involved frequent self-hesitation about their ability and confidence in their new role as their teacher colleagues were unwilling to learn and trying to undermine their authority. Along with the experience, the educators found their competence by approaching teacher leading as a sort of negotiation, dilemma management, and building relationship. The researchers concluded that identity construction as a teacher educator is messy, complex, and divided.

As a significant part of teacher educator professional identity studies, a self-study was conducted by Williams and Ritter (2010). Calling themselves as beginning teacher educators, the researchers reflected on their identity construction and professional learning during the transition from classroom teaching to teacher training. Drawing on Wenger’s (1998) professional learning, they analyzed their research journals, e-mail messages, and student-teacher feedback and evaluation. The researchers presented that they mainly had difficulties in reaching out and connecting to other experienced teacher educators and building professional rapport with student teachers. Through self-study research, they were able to make a connection to the research and teacher education community. The educators repositioned themselves in their relationship with student teachers. Rather than fixing their problems or telling them what to do in a situation, they enabled them to grow and come up with their own suggestions and solutions. They concluded that they developed their educator identity by not discarding teacher identity but utilizing it in a collegial and collaborative environment.

The study conducted by Mayer et al. (2011) examined 19 teacher educators’ pathways into teacher education in the Australian context. Adopting a qualitative stance and utilizing interviews as the data gathering tool, the study showed that teacher educators accidentally chose this career after a considerable amount of experience as

a teacher. The study also revealed that educators' background affected their views on the types of knowledge they valued more in educating teachers. The participants with a longer period of experience as a teacher highlighted the importance of practical knowledge, while those educators with a relatively lesser degree of teaching experience paid attention to the research-based knowledge. In addition, the findings illustrated that participants considered mentoring or an induction program into teacher education was an urgent need for planning higher career-related achievements.

In another study, Murray et al. (2011) explored identities of teacher educators in England. The researchers found out that teacher educators identified their experience as once-teachers as the source of credibility and recognition in the job. They expressed that their job included roles such as supporters, care-givers, and nurturers in the context of pre-service teacher education. The results also indicated that teacher educators varied in their identity formation with regard to research engagement. While some of them started to consider research to be one of the bases for their profession, the others distanced themselves from research as a teacher educator, declining any roles as a researcher.

Within the higher education context in England, Field (2012) studied professional identities of novice teacher educators who transitioned from school teaching to teacher education. The researcher employed semi-structured interviews lasting nearly half an hour with six teacher educators. The study, corroborating the findings of the previous studies, indicated that it was a challenging process to adopt the teacher educator identity. Teacher educators expressed that they were fundamentally a teacher, and they were, to a certain extent, able to transfer their student and classroom management, and administrative skills to their new job. Yet, they had to deal with some differences such as managing children versus adults, specific job description versus loosely-stated specifications, and focusing on subject-matter versus meta-subject. The researcher suggested that these new teacher educators did not fully form a pedagogy of teacher education; they did not clearly articulate their own theories for educating teachers. They mostly referred to their own practices, modeled good practices, or used lecture-based teaching in their new roles, which is why they felt de-skilled and felt distant from actual teaching in which they were quite successful. Therefore, Field (2012) underscored the importance of the development of meta-

teaching within collaborative work for new teacher educators to perform their new profession successfully.

In line of the fact that the definition of teacher educator expands and new forms of practicing teacher education have emerged, White (2014) analyzed the perceptions of seven teacher educators in England via semi-structured interviews in a case study approach. Three of them were engaged with initial teacher education, working with pre-service teachers; the rest four offered continuous professional development sessions to their colleagues. All of them were still practicing classroom teachers at the same time. All of them reported the benefits of involvement in teacher education to their own teaching practices such as using more learner-based strategies and being more reflective about their own practices. Since the ones contributing to the professional development of in-service teachers had received training on how to teach adult learners, they reported they improved their leadership skills. The results also suggested that teacher educators working for initial education did not develop teacher educator identity while professional development facilitators were “comfortable with the identity of teacher educator” (p. 444). Based on the results of the study, the researcher proposed that being a part of a community of practice, and recognized by other members contributed enormously to the development of a new identity in this new role.

The research study (Davey, 2013) that this PhD dissertation mainly draws on also contributes to the development of teacher educator professional identity research. Davey (2013) proposed a professional identity framework that is informed by three main theoretical perspectives on identity and professional identity: (1) psychological/developmental, (2) sociocultural, and (3) post-structural. The framework included five components: 1) becoming lens, 2) doing lens, 3) knowing lens, 4) being lens, and 5) belonging lens. Approaching the issue through phenomenological research, Davey (2013) investigated eight English or related fields –such as Drama- school teachers’ construction of teacher educator professional identity in the higher education context of New Zealand. The researcher collected the data through three-to-seven interviews with the teacher educators over five years. The findings revealed that all of the educators followed the practitioner pathway to becoming a teacher educator. Except for one educator, all became educators by chance, not by pre-planning. In their

transition years, they faced identity shock including multiple challenges resulting from the lack of induction, or collaborative and supportive environment, and a sense of loneliness. In terms of doing lens, the educators were engaged with multiple jobs: teaching, research, community service, leadership, and academic engagement combined with the issues of theory and practice gap. The study proposed a knowledge base for teacher educators, which is composed of six interrelated knowledge domains: 1) knowing that: subject knowledge, knowledge of theory, and knowledge of the profession, 2) knowing how: knowledge of the processes of teaching and learning, 3) knowing when: knowledge as situated decision-making, 4) knowing why: developing a personal/ professional philosophy, 5) knowing self: expert knowledge as reflexivity, and 6) knowing others: expert knowledge as ethicality and being ‘other-oriented’ (pp. 93-112). With regard to being lens, the study indicated that the educators conceptualized teacher education mainly in terms of *growth*, *construction*, and *journey*. They experienced ambivalences in relation to telling versus experiencing, theory versus practice, support versus challenge, and consuming versus producing knowledge (pp. 133-136). The educators expressed that they shared a bond with multiple communities: schools, subject matters, and academic, which enabled them to belong to multiple groups of professionals. The researcher concluded that teacher educator professional identity comprises “an organic comprehensiveness in its scope and required expertise, a broadly conceived but deeply held ethicality of purpose and practice, a commitment to an embodied pedagogy, and an enduring ambivalence and professional unease about their ‘place in the world’” (p. 164).

Basing her PhD dissertation on Davey’s (2013) framework for professional identity of teacher educators and Connelly and Clandinin’s narrative inquiry dimensions- temporality, sociality and place-, Thorne (2015) studied professional identities of teacher educators in the United Arab Emirates. More specifically, the participants of the study were eight teacher educators who were native speakers of English working in the field of ELT in two institutions. The participants were experienced in both teaching English and teacher education in this country. Working within the interpretative and narrative paradigm, the researcher conducted separate interviews with each educator, lasting around one and a half hours. The results demonstrated that half of the educators ended up as a teacher educator by chance. In

contrast, the rest were conscious in their choices and quitted classroom teaching to especially seek more professional and personal satisfaction as an educator. None of the participants had formal induction training for their new career, their development in the job was regarded as constant learning, and they benefitted from discussions with their colleagues. Teacher educators' complex job included multiple roles such as teacher plus- referring to their previous teaching experiences as the credibility point-, role model, mentor/nurturer, and evaluator. These educators committed themselves to the job not for the financial gains but for their moral purposes as empowering students and training the best teachers. In terms of professional belonging, the study implied there were differences at the institution level. While teacher educators enjoyed the collaborative environment in one institution, teacher educators from the other department complained about the lack of a collegial community. With regard to their practices, all teacher educators pointed out the fact that the teacher education curriculum did not fit the country's local needs as it was imported from western countries.

A recent study (Amott, 2018) analyzed professional identities, more precisely, the identification process of novice teacher educators in England in the period of transition into teacher education. The study, making use of a professional life history approach, included two sets of teacher educators; one group was engaged in initial teacher education, the other three participants were in-service teacher educators who took an intensive one-year professional development program to train experienced teachers to be specialists in reading recovery. The results of the interviews suggested that none of the participants clearly identified themselves as teacher educators at the early stage of their careers. However, doing the job, enjoying it, a sense of expertise, and collegial support that they received from their teams were recognized as the "certain key indicators of the identification with their new role" (p. 482). The study also implied that encouraging these new teacher educators to draw their professional life history timeline facilitated reflection-on-reflection, which provided the educators with an understanding of their transitioning experiences, new roles, and expertise.

In a similar study, Attard Tonna and Bugeja (2018) investigated the perspectives and experiences of a group of trainers who took part in a Train the Trainer programme implemented in Malta for the purpose of executing the Learning Outcomes

Framework in the nation-wide curriculum development process. In order to lead the change in the curriculum across the country, a number of teachers received training for four months in local and international settings to become trainers of this framework. The researchers used semi-structured interviews as the main data collection tool to unearth the participants' experiences in training, their professional learning, and sense of efficacy to champion this reform as a trainer. The analyses of 48 interviews demonstrated that the trainers benefitted from collaboration with the educators from various fields, the cooperative environment in the training sessions, a combination of theory and practice in the hands-on workshops and school visits. Participants' strong empathy with other teachers and their strong desire for professional development enabled them to accept the trainer role.

2.4.1.1 Research on Teacher Educator Knowledge and Professional Learning

A related branch of research, which is on teacher educator professional knowledge and professional learning, has also emerged within the last decade. For instance, in an effort to improve the quality of teacher education and develop a pedagogy of teacher education, Goodwin and Kosnik (2013) listed five main knowledge bases for teacher educators putting a significant amount of emphasis on the fact that the quality of teacher education relies on the quality of teachers of teachers. The first domain, the researchers proposed, is personal knowledge, which suggests that teacher educators should be aware of their beliefs, opinions, attitudes, biases reflected in their teaching career. Contextual knowledge, the second base, requires the information about classrooms, schools, institutions that real pupils are taught by teachers/ future teachers that teacher educators instruct. Pedagogical knowledge includes various sub-knowledges such as curriculum, pedagogical content knowledge, subject/ discipline. The fourth category, sociological knowledge, is related to the issues of class, race, gender, inequality, differences embedded in the society; teacher educators should be cognizant of their position in these social problems. The last category, social knowledge, covers skills of interaction, cooperation, and communication.

To contribute to the growing body of research in teacher educator knowledge, Selmer et al. (2016) studied with four teacher educators who provided professional

development to the practicing teachers. The audio and video recordings of professional development sessions and teacher educators' retrospective reflection notes were analyzed to discover what knowledge sub-components were used in the planning and delivery stages of the seminars by the educators. The findings suggested that three main knowledge types operated in organizing in-service training: 1) content-specific knowledge including subject matter knowledge and pedagogical content knowledge, 2) content knowledge covering local, national and global contexts, and 3) general pedagogical knowledge with the knowledge of learners, teaching and curriculum. Moreover, the researchers put emphasis on the fact that the representation of teacher educator knowledge should be multi-layered and dynamic since its nature is interactive, and the setting of the educators is constantly changing.

In terms of how teacher educators develop in the profession, Hadar and Brody (2018) investigated the professional learning of 27 teacher educators in an Israeli institution over seven years. Utilizing various data collection tools such as participants' self-reflection reports, audio-recordings of professional learning community sessions, and semi-structured interviews, the researchers studied the benefits of an in-house communal model of learning. The teacher educators in the study participated in monthly meeting sessions ten times in an academic year, sharing their experiences and practices related to teacher education. The research demonstrated that participation in a professional community enabled teacher educators to increase their self-confidence, professional resilience, and encouraged them to pursue new pedagogical practices. In addition, through the sessions, the teacher educators appreciated the sense of belonging, commitment to the profession and got rid of professional isolation, which was regarded as personal gains of the model. Discussions of teacher education practices in the sessions offered them an understanding of the learning experiences of the student teachers, and collective responsibility for student teachers' learning.

Ping et al. (2018) contributed to the growing research field of teacher educators' professional learning through their systematic review of more than seventy articles which were published between 2000 and 2015. The researchers mainly focused on the contents, processes, and the motives of teacher educators' learning. Emphasizing the shattered nature of such studies in terms of their focus, the review suggested that there was a lack of a clear and coherent knowledge base for teacher

educators' work. It was reported that they learned from self-reflection, conducting research, collaborative practices and attending seminars and conferences, and they built their identity as both researcher and teacher of teachers. As for the reasons why teacher educators strived to learn, the study highlighted external requirements such as changing policies and evaluation of their institutions and personal aspirations to learn more and improve the quality of their teaching.

Based on their conceptualization of professional development of teacher trainers on three categories: 1) "knowledge and skills for teaching, 2) facilitation skills and knowledge, and 3) knowledge about professional development" (p. 4), Perry and Boylan (2017) evaluated a professional development program for professional development facilitators in the area of science in England. In this program, seven 'developers' video-recorded their training sessions, chose a part to be reflected on by their colleagues, received feedback on this clip, and participated in an online platform over five months. The researchers collected data via written evaluations of the program, semi-structured interviews, and follow-up questionnaires. The findings demonstrated that video-enhanced feedback from colleagues affected, firstly and mostly, trainers' personal domain by increasing their self-awareness and encouraging alternative opinions about facilitation skills and knowledge about professional development. Within the domain of practice, trainers either discussed or changed their pedagogy, like the use of questioning, modeling an activity, working in groups, and embodiment such as seeming confident and relaxed, using humor and making eye-contact. The participants appreciated the collaborative reflective practice as the external domain.

2.4.1.2 Research on Teacher Leaders & Professional Development Facilitators

Since teacher educators form a diverse group of professionals, teacher educators can be named differently in different contexts, such as professional development facilitators or teacher leaders. For instance, in England, Boylan (2018) examined teachers' leading professional development beyond their schools within the context of a national program for improving math teaching. Putting emphasis on complexity leadership theory and teacher system leadership, the researcher analyzed the interviews of seven teacher leaders and the accounts of seven case studies. The

findings suggested that leaders functioned as innovators, networkers, and system workers as in adaptive leadership, which is a formal process initiated by teacher-leaders to propose solutions or roadmaps to meet the ‘adaptive needs’ of their institutions. The study also implied that teacher leaders acted in micro, mesa, and macro levels going beyond their immediate teaching environments either by initiating a project or enabling other teachers to take part in already-existing projects/networks or promoting their own way of teaching mathematics as a preferred form. Overall, the study pointed out the importance of teacher agency in professional development through leadership.

Adopting Mezirow’s transformative learning, Ince (2017) analyzed the risk managing skills of the facilitators in professional development sessions designed for experienced literacy teachers to become teacher educators in England. Within this exploratory multiple case study, the researcher carried out interviews with eight facilitators and investigated the audio-recorded sessions focus of which was on the concept of cognitive dissonance. The study suggested that there were five essential factors that affected facilitators’ skills at managing risks in adult professional development: “the ability to critically reflect; experience in the role; acuity of observation; personal motivation and commitment; and knowledge and understanding of cognitive dissonance in learning” (p. 203). The findings also indicated that the quality of the learning environment, handling group dynamics in the sessions, and trainers’ subject knowledge also affected participant teachers’ development in the sessions.

In the USA context, teacher leaders perform similar tasks and roles to teacher trainers. In order to reach a clearer understanding of teacher leaders from the perspective of teachers, Margolis and Doring (2013) collected data in the forms of interviews and observations from the interaction between teacher leaders and teachers. More than 50 teachers’ perceptions of teacher leaders were analyzed. The findings offered that teachers considered different roles for teacher leaders varying from observers to evaluators or administrative, which affected their willingness to communicate with them. In other words, if teachers regarded them as an inspector, they would not contact them for assistance. The teachers found professional development activities authentic when teacher leaders referred to actual classroom

practices or exemplified the issue through students' actual works. More importantly, the teachers were reluctant to work with leaders when they found the time spent with them not worthy. In addition, the teachers wanted to see leaders' teacher-identity present during their interaction so that they could relate leaders' suggestions or remarks to their classroom.

To investigate the phenomenon of teacher leader, Margolis and Deuel (2009) collected data from five teacher leaders working with literacy teachers. Adopting a phenomenological approach, the researchers interviewed the leaders to analyze their motivations, challenges, concerns, and supports in relation to being a teacher leader. The findings showed that the leaders were both intrinsically and extrinsically motivated. They were engaged in leadership to develop themselves personally and professionally, to serve students better in general, and to network with educators from universities and other stakeholders. They clearly stated that as there was a considerable amount of increase in teacher leaders' yearly income, the monetary incentives further drove them to invest in this new job as much as the desire to be recognized did. The study also indicated that teacher leaders also did not attach great importance to the title of their job; the role itself mattered to these leaders. Moreover, their growth as being more reflective and practicing more effective instructions enhanced their leadership quality through the use of certain strategies such as encouraging their peers through transparent phrases representing their own classroom experiences as a teacher. In this way, the leaders reported that they became more approachable, and their ideas and suggestions tuned out to be worthy of trying out.

2.4.2 Research on INSET in Turkey

Within Turkish context, Mengü (2005) explored the qualities of effective teacher training sessions, and effective teacher trainers. The data were collected from 56 teachers and six trainers via an open-ended questionnaire and interviews conducted with 12 participants. The results demonstrated that teachers and trainers generally agreed on the characteristics of effective training sessions, listing the amount of practice and practical information, loop input, time allocated for reflection and participants' freely asking questions as the most essential features. With regard to trainer qualities, the findings suggested that all of them stated trainers' ability to

connect theory and practice, experiences as a teacher and trainer, presentation skills, and well-preparedness as an indicator of their effectiveness. Yet, the study concluded that the novice teachers paid attention to the personal characteristics of the trainers – being flexible, approachable- while experienced teachers regarded trainers' professional qualifications such as their degrees and knowledge of linguistics as the most significant. On the other hand, the teacher trainers underlined both the personal and professional qualities of trainers as a sign of their effectiveness.

In order to find out the numbers of the INSET programs designed for English language teachers and elicit the reflections of the participating teachers and teacher trainers of these programs between the years 1998 and 2005, Küçüksüleymanoğlu (2006) conducted an evaluation study. The researcher collected the data through a questionnaire from 150 teachers and interviews with five trainers. The results revealed that the number of the INSET programs implemented for language teachers was insufficient, out of total 3201 INSET programs between 1998 and 2005, only 122 were prepared for language teachers. The data also showed that there was no needs assessment analysis conducted earlier to the programs, the content of the programs was centrally decided by the MoNE. The study also revealed that language teachers attended the same training programs regardless of their school levels and types, which yielded contradictory issues about the implementation and delivery of the programs.

By comparing policies and practices about in-service teacher training in Japan and Turkey via studying the general frameworks, the roles of official institutions and the types of INSET activities, Bayrakcı (2009) presented the absence of professional staff, collaboration among teachers and systematic training model in Turkey. The researcher utilized qualitative research methods, namely site visits and face-to-face interviews with teachers, administrators, and experts in Japan, and with administrators and officials from Turkey. Pertaining to the in-service teacher training system in Japan, the researcher concluded that there are systematic, sustainable programs for teachers that offer both basic and specialized training with a combination of collaboration among teachers and research based on teacher and school needs. On the other hand, the study illustrated that there are no expert trainers to plan and conduct the training, which is reported to be the major problem of the professional development system in

Turkey. Therefore, it is suggested that employing professional staff on teacher training is of great significance to improve the system and conditions of INSET.

Another study on the effectiveness of the INSET programs carried out by the MoNE was conducted by Odabasi Cimer et al. (2010). The researchers collected data from 20 primary and 18 secondary school teachers via semi-structured interviews. Overall, the participants found the programs ineffective. They stated that there was no needs assessment at the planning phase, and the training content lacked the depth. They further claimed that the time and duration of the courses were inappropriate and quite short, thereof resulted in only direct instruction without active teacher participation. The study also illustrated that the lack of qualified instructors, or evaluation at the end of the training to sustain the support was also the main reasons for the ineffectiveness of the INSET. The researchers suggested that there should be more practical components combined with presentation and modeling; more cooperation between academics and the MoNE.

Claiming the scarcity of systematic evaluation studies of INSET in the field of language teaching, Uysal (2012) conducted an evaluation study on a one-week INSET offered by the MoNE. The data were gathered via three sets: 1) course material analysis, 2) interviews with teachers and trainers, and 3) a questionnaire implemented one and a half years after the training. The results illustrated that teachers were positively disposed towards the course in general. However, they reported certain shortcomings about the training design and its evaluation phase. Teachers claimed that their needs were not taken into consideration, and trainers said that they were not provided with sufficient time for preparation. As for the evaluation, there was no systematic follow-up procedure or no feedback collected to assess its effectiveness. The study concluded that the impact of the training program on teacher practices in the classroom was limited.

Uztosun (2018) studied the effectiveness of in-service teacher training (INSET) seminars offered by the MoNE for English teachers in Turkey. He presented more than 2000 teachers' perspectives by means of a survey study. He listed personal and professional development and collegial cooperation as the strong points of the seminars. On the other hand, the results suggested that the ineffective sides of INSET outnumbered its strengths. The frequently-mentioned shortcomings were poor

numbers of seminars, overreliance on theoretical focus and lecturing, issues of time and place, the lack of depth in content, and the shortage of qualified trainers. The participants claimed that the trainers were unqualified, and they mostly transferred bookish knowledge and hardly possessed real classroom experience. The researcher offered that trainers should be selected among experienced and expert English teachers with the cooperation of academics.

Focusing on in-service teacher educators who offer professional development seminars to the practicing teachers, O'Dwyer and Atli (2015) investigated the roles of in-service educators at the tertiary level. Via an exploratory approach, the researchers administered questionnaires and carried out interviews with 17 school-based teacher educators upon their roles, challenges, and success indicators. Upon this inquiry, the researchers came up with a model, including five categories, which listed school-based teacher educators' roles. The model highlighted the significance of affective aspects and interpersonal skills. It characterized the roles as 1) developing trust, 2) active counseling, 3) responding to practice, 4) imparting knowledge and experience, and 5) establishing role identity (p. 7). Overall, they concluded that expertise in effective teaching is necessary but not sufficient to educate practicing teachers; certain people skills are definitely needed.

CHAPTER 3

METHODOLOGY

This chapter presents a detailed account of the research methodology and the overall design of this doctoral dissertation. In this regard, it introduces its research design and the role of the researcher. It also provides thick descriptions of data collection tools and procedures, sampling and participant details, and data analysis process. Finally, it shows the issues pertaining to trustworthiness and ethics.

3.1 Qualitative Case Study

This dissertation is designed as a qualitative case study drawing on social constructivism. Its ontological premises follow the recognition of the existence of multiple realities (Creswell, 2013). It embraces the idea that reality is not singular but multiple, and it can be observed by various perspectives. In this alignment, the epistemological understanding of the study proposes that multiple realities can be seen by subjective evidences which display the dynamic and complex nature of realities (Denzin & Lincoln, 2005). According to social constructivism also known as interpretivism, individuals construct subjective meanings out of their experiences, which are plural and various (Creswell, 2013). Researchers in this paradigm seek the complexity of these subjective understandings through eliciting their participants' personal insights and opinions. They recognize that individuals' self-informed understandings are constructed through historical and social relationships they form in daily interaction with other people (Schwandt & Gates, 2018). Therefore, the social and cultural contexts of the participants carry the utmost significance for these researchers. Moreover, as Creswell (2013) suggests, researchers are aware of the fact that their own backgrounds have a role in making sense of the participants' individual

multiple understandings. In other words, they acknowledge that their interpretations of the participants' perspectives are also informed by their own cultural, historical, and social positioning in life.

The aim of this study is to get an in-depth understanding of a group of ex-language teachers' processes of taking up teacher trainer professional identity. This purpose calls for a more focused and detailed method of inquiry. Therefore, a qualitative case study is a good fit to explore the teacher trainers' process of becoming, practicing, knowing, being, and belonging as a teacher trainer in the context of offering in-service teacher training seminars by the name of the Ministry of National Education (MoNE).

As Yin (2018) clearly suggests, providing a clear definition of a case study is challenging since researchers regard case study either as the mode of inquiry, or as the method of inquiry or as the unit of inquiry. In this regard, there are multiple definitions of a case study. For Stake (1995), it is "the study of the particularity and complexity of a single case" (p. 4). Similarly, and in a more expanded way by highlighting its utility for reaching deep and many-sided meanings of composite beings, Crowe et al. (2011) defined it as "a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context" (p. 1). In line with these definitions, Yin (2003) emphasized the limited role of the researchers over the events, its descriptive and exploratory purposes, and its relation to the authenticity: "The preferred research strategy when how or why questions are being posed, when the investigator has little control over events, and when the focus is on contemporary phenomenon within some real-life context" (p. 1). As these definitions highlight, the power of case study derives from its emphasis on real people in authentic situations, which enables researchers to study a specific group of people in their own complex situations. Besides, a case study offers a detailed and deep understanding of the focus of an investigation, which provides a holistic panoramic view. To make use of all these benefits of a case study, the researcher is expected to define the case, which is considered to be the initial and vital step. As Yin (2018) argues, individuals, organizations, processes, programs, institutions, communities, relationships, and events can be the case, or phenomenon of a study as long as "the boundaries between the phenomenon and context may not be clearly evident" (p. 15). The inseparability of

the phenomenon from its context is also mentioned as the bounded system or bounded unit (Merriam & Tisdell, 2016).

In this research, the studied case is the professional identity development of a group of English language teacher trainers who worked in the MoNE context extensively between the years 2009 and 2012. The case is bounded by the trainer training programs they attended and the INSET program they worked, which will be explained in detail in the context section. The phenomenon- teacher trainer identity development- is considered bounded to and embedded in its context, which is offering professional development seminars for state school language teachers across the country for the MoNE as of 2009. The local peculiarities of the training program the teacher trainers served in were on the focus of the investigation.

This case study can be defined as both descriptive and exploratory in its nature. As one of the primary aims of the study is to accomplish a detailed and holistic view of the phenomenon, which is the teacher trainer identity development of ex-school language teachers in Turkish MoNE context, it could be regarded as a case study. However, as Schwandt and Gates (2018) assert, “there is very little effort to engage existing scholarship, either theoretical or empirical” in descriptive case studies (p. 607). On the other hand, this study heavily and strongly draws on teacher educators’ professional identity literature and theories. In addition, it primarily seeks to explore the process of teacher trainer identity development in the MoNE context by relying on theoretical ideas of teacher educator professional identity. By making use of the theoretical-methodological framework by Davey (2013), this dissertation aims to contribute to the emerging field of research on the professional identity development of teacher educators. Moreover, I -as a researcher- do not think designing this research in a case study tradition as a limitation in terms of statistical generalization. Rather, as Yin (2018) and Schwandt and Gates (2018) suggest, I regard the case study as a very significant chance to advance certain theoretical principles via analytic generalization believing that “the generalizations, principles, or lessons learned from a case study may potentially apply to a variety of situations, well beyond any strict definition of the hypothetical population of “like cases” represented by the original case” (Yin, 2018, p. 38). This study aims to improve and add certain theoretical considerations that fuse into its design. Therefore, it is exploratory in nature as well. In addition, it is a single

case study with multiple units of analysis (Yin, 2018). The concept of the professional identity development of teacher trainers is the case studied, and the participants are the units of analysis or the instances of the case in this dissertation.

3.2 The Role of the Researcher

The researcher's role is very vital in qualitative studies as the researcher is the instrument (Patton, 2015). This suggests that researchers have the potential to affect and get affected by the process (Merriam & Tisdell, 2015). Therefore, it is of great significance for researchers to express their assumptions, insights, positioning as well as their function and background in relation to the study (Creswell, 2013; Merriam & Tisdell, 2015; Patton, 2015). In other words, the researcher should be self-reflexive, state her own dispositions, and be aware of her effects on the study from the very beginning to the end. Following Lincoln and Guba's ideas (1985), I regard myself as a human instrument that "can be a marvelously smart, adaptable, flexible instrument who can respond to situations with skill, tact, and understanding" (p. 107).

As the researcher, I had been a research assistant for five years when I decided to work on the professional identities of teacher trainers. I had conducted a couple of qualitative research studies as a component of the master and doctoral programs in which I was enrolled. I had mainly focused on pre-service English language teacher education as I was working in one of the pre-service teacher education departments in Turkey. For a doctoral dissertation, which is the biggest project that I have completed so far, I would like to conduct a study involving in-service teacher training issues. With the encouragement of my supervisor, I had a conversation with one of the participants in this study. Back then, my initial dissertation topic revolved around the long-term effects of action research on English language teachers, and my supervisor told me that this participant was engaged with research projects. After I had a telephone conversation with her for nearly 40 minutes, I developed an interest in how teachers became a teacher trainer in the MoNE context. I was familiar with the academic track as I was one of those candidates for being a teacher educator. I was educated/trained to be a teacher educator (university-based) since I was affiliated with the ÖYP program (Teaching Staff Training Program), which aimed to educate future academics for the developing universities in the country and my area of study was teacher education.

Therefore, this contact with the participant encouraged me to dig into the different ways of becoming a teacher educator.

To carry out this study, I had to visit 11 cities over eight months. Stake (2005) states that “qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict” (p. 459). I was literally a guest in my participants’ life. I paid the maximum attention to arrange the dates of the interviews so that their daily schedule would not be interrupted. I planned the interview days as they wished. I really appreciated their hospitality as well since they arranged the places of interviews. Most of them (eight) were kind enough to host me in their offices or schools. They spared more than six hours for me. Some of them spent nearly the whole day with me. When I mentioned my participants’ hospitality and the duration of the interviews to my colleagues, they were all surprised by their generosity. This also really boosted my motivation for this study.

Yin (2018) draws an analogy between qualitative researchers and detectives suggesting that the former should interpret the collected data “much like a good detective” (p. 86). He claims that the detective reaches the crime scene after it is committed, and draws inferences related to what really has happened upon “congruent evidence from witnesses and physical evidence as well as some unspecifiable element of common sense” (p. 86). When I started the data collection process, I also felt exactly like a detective because most of the content of the interviews was retrospective based on my participants’ recollection, and I was trying to make inferences out of their accounts. I took specific measures to deal with the issue of recalling the past events (please see data collection procedure). Besides, like a professional detective, I took notes immediately after the interviews about my first impressions of my participants, and the procedure of the interviews. One of those reflective researcher journal entries is available in Appendix A.

The two concepts, i.e. neutrality and rapport, guided my interviews. Informed by Patton (2015), as the interviewer, I tried to be non-judgmental, and seemed neither favoring nor disfavoring what my participants said. In addition, I tried to establish a good rapport with them and showed respect to whatever they said. I tried to communicate the message that they were the expert on the topic of the interview, so their feelings, knowledge, and experiences were critically important to me. Given the

duration of the interviews, at certain points some of the participants were carried away by the topic, became emotional, and even shed tears. At those moments, I expressed my sympathy as Patton (2015) states the researcher is not “a cold slab of granite unresponsive to learning about great suffering and pain that may be reported and even re-experienced during an interview” (p. 495). Yet, I was not either a therapist or a judge. However, overall the participants seemed to enjoy sharing their experiences and insights with me.

3.3 Sampling, Participants, and the Context

3.3.1 Sampling

In qualitative studies, it is vital to decide on sampling, participants, and units of analysis. As a requirement of its nature, this dissertation employs the strategy of purposeful sampling. In the shortest yet the most straightforward way, purposeful sampling is “selecting information-rich cases to study, cases that by their nature and substance will illuminate the inquiry question being investigated” (Patton, 2015, p. 265). In this sense, the first step of sampling was to reach participants who could inform the understanding of the teacher trainers’ professional identity development in the MoNE context. To achieve this, one of the purposeful sampling strategies, the snowball technique (Creswell, 2013; Patton, 2015), was used. In brief, this required me to reach one of the relevant and information-rich participants, and then ask her to provide me with the contact information of a group of people who have experienced the phenomenon (Patton, 2015). In this way, I created a chain of contacts of people who know other people who could offer information-rich cases and clearly express their lived experiences (Creswell, 2013). While doing this, I followed the principle that “choices of participants, episodes, and interactions should be driven by a conceptual question, not by a concern for representativeness” (Miles, Huberman, & Saldana, 2014, p. 48). Therefore, the group of participants, all of them, have the experience of becoming a trainer and practicing teacher training after a certain amount of in-class experience in language teaching.

With the reference of my supervisor, I contacted one of the teacher trainers. Upon the second conversation with her, I explained my dissertation topic and asked

her whether she could share the names of other in-service teacher educators who could provide information-rich accounts. The trainer provided a list of 12 teacher trainers. I then sent e-mails to these potential participants to inform them about the plan of conducting a research study on their teacher training experiences. Out of 12, nine teacher trainers responded to the research call and agreed to participate in the study (May 2017). In this sense, the participant I talked to in the first place enabled me access to those people who have shared the experience of training teachers. Therefore, she was a gatekeeper and informant for me (Seidman, 2006). In addition, in the first interview session, the teacher trainer also listed a few more teacher trainers who could contribute to the representation of the teacher trainer group with numerous experiences of teacher training. In total, after conducting interviews with 12 teacher trainers, I felt that I reached the saturation point and ended the data collection procedure. There were three more potential participants who were willing to take part in the study, though.

3.3.2 Participants

Since the aim of this dissertation was to “construct a single, composite portrait of the case” which is teacher trainer professional identity development, I studied “several instances of the case” (Schwandt & Gates, 2018, p. 608). Therefore, to reach the particularistic and holistic meaning of the case, each participant will be described in more detail below with their educational background, teaching experiences, professional development practices, and their involvement with teacher training, and current positions. Yet, brief background information is given in Table 3.1. The participants were given pseudonyms for ethical considerations.¹

Overall, there were 12 participants in this study. Three of them were male, the rest, nine, were female. They had English language teaching experiences varying from seven to 14 years. Eight of the participants were ELT graduates, three studied language and literature, and one participant graduated from a physics teaching department.

¹ In order to emphasize the participants’ trainer identity, the term ‘hoca’ followed the participants’ pseudonyms each time they were referred to. In this study, teachers who were receiving training in the INSET context called teacher trainers ‘hoca’. ‘Hoca’ means teachers, trainers, educators. Please see the definitions of terms part in Chapter I for a more detailed explanation.

Three participants held a Master's degree, two were pursuing their doctoral degrees, and one participant completed a non-thesis PhD study in computer science.

Table 3.1 Participants' Demographic Information (when they became a teacher trainer)

Participant Name	Gender	Experience as a teacher	Bachelor Degree & Graduation Year	Master Degree & PhD Degree
Gamze Hoca	Female	11 years	American Culture and Literature & 1998	-
Ahmet Hoca	Male	13 years	ELT & 1996	PhD in Computer Science
Aynur Hoca	Female	12 years	Physics Teaching & 1997	MA & PhD in Educational Administration
Gül Hoca	Female	12 years	American Culture and Literature & 1997	-
Onur Hoca	Male	7 years	ELT & 2002	-
Emine Hoca	Female	14 years	English Language and Literature & 1995	-
Zehra Hoca	Female	7 years	ELT & 2002	MA in ELT PhD in Educational Sciences
Sultan Hoca	Female	7 years	ELT & 2002	MA in ELT
Oya Hoca	Female	13 years	ELT & 1996	MA in ELT
Aslı Hoca	Female	11 years	ELT & 1998	-
Betül Hoca	Female	11 years	ELT & 1998	-
Tolga Hoca	Male	13 years	ELT & 1996	MA in Testing

Participant 1: Gamze Hoca

She obtained her bachelor's degree from the faculty of letters, studying American Culture and Literature in one of the state universities in the Aegean region in 1998. Although she attended the certificate program to be a teacher, she was hoping to engage with a non-teaching job. After graduation, she worked as an English instructor at the university she graduated from. With the encouragement of her father, she became a language teacher in an Anatolian high school in a different city. She worked in the school for about six years, and “evolved into one of the prominent teachers of the school, even the city”. She was transferred to another Anatolian vocational high school. Except for the period she worked as a teacher trainer, she has been teaching English to “academically undervalued” vocational school students.

From the beginning of her teaching career, Gamze Hoca attended various professional development seminars because she felt relatively incompetent at teaching methodology as she “was not a graduate of an ELT department”. In addition, she followed the publications of the British Council and other private publishing companies and attended their seminars as well. She underscored the importance of two training sessions she attended in terms of enabling her to be a teacher trainer. The first one is a nationwide training program, *Practical English Speaking Methods and Techniques* held in Mersin for one week in 2007. She resembled the program to the American Embassy's *Shaping the Way We Teach English* webinars. She met there a couple of ELT teacher educators. For the first time, Gamze Hoca, who was intrigued by the concept, imagined what it was like to be training other teachers. Interestingly, although she only participated in this training to improve her teaching methodology, she was assigned by the MoNE to train other language teachers in her city on the subject of the training just because she attended it. She offered training for two days. One year later, while she was working at an Anatolian hotel management and tourism vocational high school, she attended a *trainer training program*. This program was coordinated by the British Council. Based on the news that English language teachers in hotel management and tourism vocational high schools were not able to speak English, such a program was organized. It lasted for two weeks. Although she took her certificate of teacher training, she never practiced training in this context.

She had been teaching English for 11 years when she took part in the teacher training project this study was based on as a teacher educator. After her job in the teaching training project came to an end nearly three years later, she went back to her vocational high school. She has been engaged in *eTwinning*² projects, offered an online course on educational mobile applications, and organized webinars on these projects as a teacher trainer. She was also employed as a teacher trainer in the project of *Innovative Technologies in Education* in 2015. In 2016 she trained English teachers within the context of FATİH project (The Movement for Increasing Opportunities and Enhancing Technology). She prepared a training guide for the project, and since then, she has offered training sessions to teacher trainers.

Participant 2: Ahmet Hoca

Ahmet Hoca, who is a graduate of an ELT program from a state university in the southeastern part of Turkey, did not plan to be a teacher. He graduated from the program just because he needed the diploma. During his college years, he worked as a paid entrepreneur for the United Nations and the Turkish-American Air force Base in Pirinçlik. Due to his translating duties, he traveled to every part of the eastern Anatolia; therefore, he did not attend his courses often. Nevertheless, he underlined that his English was quite improved. After graduation, he worked as a manager of a private language course. In 2000, he started working as a language teacher in a state school teaching English to young learners. He also attended various kinds of development seminars, out of which he benefitted a lot.

In 2006, he also attended *Practical English Speaking Methods and Techniques* seminars and became a trainer. For two years, he offered pieces of training on methods and techniques to state school teachers for speaking practical English in various provinces in the Mediterranean region of Turkey. Additionally, in 2007 with the

² eTwinning offers an educational platform for the teaching community in Europe. Teachers collaborate through technology-based projects, and continue to develop professionally via eTwinning. In Turkish context, it operates within the Directorate-General for Innovation and Education Technologies. For further information, please visit <http://etwinning.meb.gov.tr/etwnedir/> and <https://www.etwinning.net/en/pub/index.htm>.

introduction of the program *DynEd*³ into the state schools, he first attended its courses as a teacher. He learned everything about it since he was interested in computers, programming, and technological advances. Then he became a trainer of *DynEd*, introduced the program to in-service teachers, and displayed how to integrate it into language teaching. He believed that due to his administrative duty in the provincial branch of the Ministry of Education, he was able to be part of the teacher training project. When he started to involve in the project, he had been a state school language teacher for nine years and a project coordinator for two years simultaneously. Since the teacher training project ended, he has been working as the *DynEd* coordinator of his city and providing students, English teachers, and parents with training. He has recently completed his second online non-thesis Ph.D. studies on educational leadership.

Participant 3: Aynur Hoca

Aynur Hoca obtained her bachelor's degree in physics education from an English-medium university in 1997. She wanted to be a teacher believing that teaching was like a part-time job. She worked as a physics teacher for a year in one of the prestigious private colleges in Ankara. Until 2001, she taught science to young learners in another private school. Running out of stamina and searching for a recharging engagement, Aynur Hoca, who was qualified in her field and was able to speak a foreign language, decided to apply for a graduate program. Due to the excessive working hours in a private institution, which challenged her to start a graduate program, she decided to transfer to a state school after having a high score in the public personnel selection examination. She began to work as an English teacher in a primary school in Ankara since her bachelor's degree was obtained from an English-medium university. That is why she called herself "a fake English teacher". In 2002, she began to pursue her master's degree in Educational Administration, Supervising, Planning, and Economics in one of the state universities in Ankara. For one year, she tried to adapt to teaching English. She tried to attend professional development seminars

³ DynED is an English language learning software. In Turkey, it is offered free of charge for state school students in grades 4 to 12 nationwide. It has been in use since 2007. For further information, please visit: <https://www.dynedeurope.com/about-us/> and <https://www.dyned.com/>.

varying from how to prepare projects for the EU to how to teach students with special needs. She believed in the benefits of in-service teacher training in terms of knowledge reconstruction and professional socialization. When she became engaged with the teacher training project, she was also a *DynEd* coordinator and a Ph.D. student in Educational Administration and Policy. By the time her duty as a teacher trainer ended, she also completed her Ph.D. studies. “Without any chance to teach English, and implement what she preached” at a public school, she started to work as an assistant professor at a state university. She has been working as a teacher educator in the field of Special Education and contributing to the initial teacher education.

Participant 4: Gül Hoca

Gül Hoca, like Gamze Hoca, was not a graduate of an ELT department. She studied American Culture and Literature in one of the state universities in Ankara between 1993-1997. Similarly, she did not want to be a teacher, planning to be an interpreter. However, she took education courses within a certificate program with her father’s encouragement. Thanks to her good luck, she became a teacher in one Anatolian high school in Ankara. She expressed that she was not quite prepared to be a teacher, and she learned the job by doing through consulting experienced teachers. Over the years, by benefitting from the opportunity of working in a high school with language preparation classes, she attended many seminars offered by the foreign publishing houses and met the coursebook writers. The year she began training teachers, she was transferred to Zonguldak, her hometown. She had been teaching English for 12 years when she became a teacher trainer.

After her assignment as a trainer ended, she taught at many schools, like vocational high schools, secondary schools, and kindergarten. She currently works at a Science and Art Center. She has recently possessed a non-thesis master’s degree in ELT, and she is planning to apply for a Ph.D. program. She still contributes to teacher professional development through different projects. She trains teachers within the context of *technology-enhanced language teaching*. She is also an *eTwinning* coordinator in her city.

Participant 5: Onur Hoca

Onur Hoca graduated from an ELT department. He studied ELT in one of the state universities in Eskişehir between 1998-2002. He emphasized that he received a high-quality pre-service education from accomplished teacher educators. He even started working as a language teacher in a private language school in his junior year. After graduation, he taught English to many learner groups, elementary school students, high school students, and adults in various parts of the country. When he took up the trainer position, he had been working in an Anatolian high school in Konya for four years. In that school, he was involved in many projects, through which he took his students to many countries for summer schools. He was also quite interested in international teacher training projects. He visited various countries for training: two-week-long training for European Teachers of English at Primary Level and Citizenship and Community Cohesion in England, School Leadership and Value-based Management in Denmark, Innovative Learning Methods in Adult Education in The Czech Republic, Educating the 21st Century Learners in Greece. He stated that he benefitted from both international and national training programs. Believing its worth, he regarded in-service teacher training as a must for all teachers since it enables teachers to keep up with recent developments in the field. After the termination of his assignment as a teacher trainer, he worked at the same Anatolian school for two more years. Then, he went to Germany to teach Turkish and Turkish culture for a year. Upon his return, he was assigned to a vocational high school. Currently, he works at both a vocational school and a maturation institute in Konya, teaching English to adult women.

Participant 6: Emine Hoca

Emine Hoca, like Gamze Hoca and Gül Hoca, graduated from the department of English Language and Literature in one of the state universities in the Aegean region in 1995. Although she did not want to be a teacher, she took education courses starting from the sophomore year in the context of a certificate program for in-case situations. Even though her father did not want her to be a teacher, she started to work as a part-

time instructor at the school of foreign languages in one of the state universities in Adana immediately after graduation, which lasted only for one semester. She described herself as a diploma-holder, but not qualified to teach for that time, emphasizing that the courses she took were inadequate to prepare her for teaching. Then she was assigned as a high school language teacher in Gaziantep, and she worked there for four years until 2000. After marriage, she came back to Adana and began working in an Anatolian high school after successfully passing the exam to be able to work in an Anatolian high school. Simultaneously, she also taught English to university students in the context of *İÖLP*, *distance education* of Anadolu University. Until the project of training language teachers, she was a full-time language teacher in the same school. In this school, she was engaged with projects, such as taking groups of students to England for summer schools, through which she was able to participate in teacher training seminars in England. Since she was not a graduate of an ELT department, she sought opportunities for professional development. In 2005, she applied for a teacher training program in Yalova with the encouragement of a friend, which turned out to be a trainer training program. This was a two-week program, instructors of which were from the MoNE and foreign coursebook publishing houses, and she completed it successfully. She was told that she would organize training sessions in Adana as a teacher trainer. In this context, she offered training seminars twice, and then as the coursebook policy changed, she was not called for such meetings. Yet, she was still a contact person in the city about the arrangement of in-service training seminars.

In 2009, she was called to be involved in the teacher training project this study was based on. She had been teaching English for 14 years when she became a teacher trainer for the second time. After her job in the teacher training project came to an end, she worked for short periods in multiple schools at multiple levels: elementary schools, secondary schools, and vocational high schools. By teaching in different schools, she received a reputation as a hard-working teacher, which promoted her to get a position in the District Directorate of National Education, as a project coordinator. She coordinates projects of Tübitak and foreign institutions, enabling teachers and students from state schools to go abroad and participate in international works.

Participant 7: Zehra Hoca

She is a graduate of an ELT department, studying in İstanbul between 1997-2002. Since she attended college in the biggest city in the country, she had multiple opportunities to work as a language teacher even in her bachelor year. In addition to attending multiple ELT conferences and events as a student teacher, she became the manager of a private language institution in her senior year. She expressed that she received a very high-quality ELT education. After graduation, she worked as the instructor in the same university simultaneously in both the school of English and the vocational school of social sciences, teaching ESP courses, which prompted her to pursue a master's degree in Organizational Behavior. Two years later, realizing that she wanted a career in language teaching, she applied for a second master's degree in ELT. Then, she was appointed as a language teacher, beginning to teach high school students in the same city. Thanks to her master studies, like Emine Hoca, she started to offer language and methodology courses to pre-service language teachers for a distance-education program, *İÖLP*. This duty lasted for nearly three years. In the meantime, she also attended multiple teacher training programs abroad such as Finland, Italy, and England on subjects like CLIL, facilitating oral production and other skills, which contributed to her teaching career enormously. In the following years, she became a coordinator in her district directorate for managing teacher training projects. Along with her students, she visited multiple countries and offered teacher training sessions abroad. In 2009, she started to pursue her Ph.D. degree in educational sciences. Although she did not have as many years of teaching experience as other trainers in the study, her earlier teacher training experiences and master's degree enabled her to be the part of the project the study was based on.

When her assignment as the trainer came to an end, she returned to high school teaching along with the duty of project management in both the district directorate and a private school. She continued on international teacher training projects in cooperation with technology companies like *Intel Teach Advance Online*. She, as a senior trainer, educated a group of teachers to company her teacher training sessions as master trainers on the alternative lesson designs such as 5E and project-based plans. In other words, she trained teacher trainers. Along with her team, she still keeps

offering teacher training and organizing international projects with teachers and students. Additively, she also works as a trainer for Tübitak for how to start up international projects offering seminars to teachers. She is about to complete her Ph.D. dissertation.

Participant 8: Sultan Hoca

She graduated from an ELT department in one of the state universities in the Marmara Region in 2002. She immediately started to work as a language teacher in a village in one of the cities from the Aegean region. One year later, she applied for a master's program to overcome the challenges of working in a rural area. Due to her master's studies, she was appointed to the same city with her university to a village school. From her induction year, she worked within challenging situations. She taught English to students with special needs for two years and in multi-grade classes for three years. She believed that these experiences made her a better teacher, and she had a chance to enable economically underprivileged students to actualize their potential. With her students in villages, she was able to open an exhibition in which they displayed their instructional materials made out of recycling materials. They were even on TV for their success and visited by many academics and bureaucrats in the city. This event was so successful that the following year, teachers from different schools asked her to be their partners for such organizations.

In the meantime, she attended multiple teacher training sessions abroad, such as Portugal, England, Wales, and Scotland on ELT and project-writing. She was able to finish her master's thesis, which was about the benefits of keeping a diary on teaching as a reflective practice. She claimed that she always kept journals for her professional development as well.

When she was engaged with the teacher training project, she was working in one of the cities in the southeastern part of the country for a year. She was quite renowned in the city for her success. She came back to her high school when the project ended. She was then assigned to İstanbul, worked in many high schools, including vocational high schools and Anatolian high schools. In 2015, she went to Germany to teach Turkish and Turkish culture for a year. Upon her return, she started to work in

one of the prestigious state high schools in İstanbul as a language teacher. Currently, she enjoys her school and students, and she works on international projects.

Participant 9: Oya Hoca

Oya Hoca, who always wanted to be a teacher, graduated from an ELT department in the eastern part of the country in 1996. Realizing the gap between theory and practice, she started to pursue a master's degree in ELT in the same university, which promoted a great deal of professional satisfaction for her. She was also immediately appointed as a language teacher in the same city, teaching in high schools with language preparation classes. However, during her college years, she wanted to be an academic to educate the next generation of teachers. She was always in contact with her professors. She was offered a position when she had to move to another city as a requirement for her husband's job. From the first year of her teaching career, she attended multiple in-service teacher training sessions in Turkey, through which she admired teacher trainers and saw them as idols. As a result of her efforts for professional development, she had chances to take part in teacher training projects. Like Emine Hoca and Zehra Hoca, she taught language courses to pre-service language teachers for three years in the context of *İÖLP*. She was specially chosen for this duty as she was the only language teacher in the city with a high language score in stake exams. She was also a mentor teacher, working with student teachers for a couple of years.

By the time she was involved in this teacher training project, she was teaching in the Far East part of the country in a small city for five years. She was quite famous in this city as she conducted multiple international projects and in-service teacher training. Similar to Gamze Hoca and Ahmet Hoca, she also received *Practical English Speaking Methods and Techniques* seminars by the MoNE, became a trainer in her city, and offered seminars in her hometown multiple times. When her assignment as a trainer finished, she returned to her school as a vice-principal after passing the required exam. She is now a vice-principal in a middle-school, engaged with administrative duties, and a lesser degree of language teaching.

Participant 10: Ash Hoca

Despite believing that teaching is not suitable for her character, she studied ELT, graduating from one of the prestigious universities in Ankara in 1998. She was immediately appointed as a language teacher in one of the cities in the Mediterranean region, and worked there for five years. When she began to teach professionally, she noticed that her professors prepared her for the job quite well. She has always worked with high school students, considering that teaching young learners does not appeal to her. Before this teacher training project, she also attended another trainer training program by the MoNE, but she did not work in that context. She also attended many in-service teacher training in Turkey and took her students abroad via international projects.

When her job of training language teachers ended, she came back to her high school. She is currently a bit resentful of the current status of language teachers and skeptical about the role of teacher training. She is planning to apply for a master's degree to get motivated again.

Participant 11: Betül Hoca

Like the majority of the participants, she is a graduate of an ELT department, and finished her bachelor's degree in 1998 from a state university in the Black sea region. She clearly expressed her dissatisfaction with the quality of her undergraduate education, claiming that she learned most of how to teach from her practices. Before her appointment as a language teacher by the MoNE, she worked in multiple private colleges in her hometown, and even became a founder of one private institution. She taught English to students in elementary and middle schools. In her early years, she went through challenging experiences due to the earthquake in her city, which made her more perseverant and committed to teaching. Thanks to her multiple talents as couching and scouting, she was able to take her students abroad many times. She was quite famous in her city for her success as a teacher. In 2004, she started to work in state schools, in different cities of the northern part of the country. In 2007, she became a *DynEd* coordinator like Ahmet Hoca and Aynur Hoca, and offered seminars to

teachers. When her duty as a teacher trainer ended, she returned to her job as the project coordinator in the district directorate. She also studied in the testing committees, and prepared questions for the high stake exams in her city. She is now the *eTwinning* coordinator of the city, encouraging teachers to be involved in this project by her seminars. Within the *eTwinning* context, she received six-month-long training to become an ambassador. With Gamze Hoca, she was also employed as a teacher trainer in *Innovative Technologies in Education* in 2015. She offered training sessions to English teachers within the context of FATİH project. Currently, she is teaching in a middle school, working on Tübitak projects, continuing on her studies as an *eTwinning* coordinator. Betül Hoca is now a teacher trainer in the technology-based training of the MoNE.

Participant 12: Tolga Hoca

He graduated from one of the state universities in the southeastern part of the country in 1996. He was appointed as a language teacher in one of the cities in the Mediterranean region, which was followed by teaching in many cities in the eastern part. He came back to his hometown as a language teacher after four years of working with high school students. In his city, he taught in the English preparation classes in Anatolian High schools and engaged with multiple international projects via which he took his students abroad. Since it was a small city, he became quite popular among teachers, which enabled him to work as a project coordinator in the district directorate. Within this duty, he offered training for teachers to be involved with projects. In the meantime, he also attended multiple in-service teacher training programs both in the country and abroad: Poland, Portugal, Croatia, and England. Thanks to this job, he was able to participate in the teacher training project this study was based on. By the time he became a language teacher trainer, he had just completed his master's degree in assessment and evaluation. He was also a mentor teacher who was quite appreciated by student teachers and university supervisors. Furthermore, he was the group leader in his city in English language teaching.

With the termination of the training language teacher job, he started to work in a different Anatolian high school for three years. In 2015, he started to work in the

Directorate-General for Innovation and Education Technologies as an expert in digital material development and evaluation. He primarily worked on the learning management system, EBA (Educational Informatics Network). For three years, he evaluated the content of every document uploaded in the system concerning English language teaching. In addition, he offered training seminars across the country as to how to use this system for teachers. Like Gamze Hoca and Betül Hoca, he offered trainer training for language teachers about technology integrated language teaching, introducing Web 2.0 tools in order to raise them as teacher trainers for their own cities. When the interview was conducted with him, he was just assigned to his home city as a language teacher once more. He is now a Ph.D. candidate in instructional technology.

3.3.3 The Context

The fact that all the participants attended the same trainer training programs and trained teachers in the same MoNE teacher training project constituted the context of the present study.

With the beginning of the new millennium, Turkey initiated a series of educational reforms in the national curriculum. In the academic year 2004-2005, the constructivist view of teaching was integrated into primary and secondary school curricula and textbooks. Some of the reasons for such a significant change were stated as the advancements in the field of educational science, keeping up with the latest developments, and poor scores of Turkish students in the international exams (MoNE, 2004; Şahin, 2012). This drastic reform also affected the primary and secondary school English language teaching curricula, which was also thought to be adjusted by the continual updates and standardization in the field of language teaching required by the norms of the European Union (Kırkgöz, 2009). The more communicative and eclectic approach was followed, and the improvement of students' communicative competence was aimed. Therefore, the frequent use of the target language was emphasized. Besides, an integrated approach to four-skills teaching was highlighted. These changes also necessitated an adjustment in assessment, which resulted in the focus on alternative assessment, including performance, and process-oriented student outputs (MoNE, 2006; Şahin, 2012).

As Şahin (2012) underlines, the curriculum development gave way to staff development programs organized by the MoNE for the purpose of presenting the new curricula to language teachers. She further states that:

The most comprehensive in-service teacher education programs started as of 2009. This program aimed to reach all English teachers working for the MoNE all around Turkey through one-week local INSET seminars. However, considering the difficulty of training approximately 48.000 English teachers in a short time, a nation-wide staff development program was conducted through the cascade training model. (p. 7)

The participants of this doctoral dissertation attended this cascade training, which was composed of a series of trainer training seminars. They offered teacher training seminars to all English language teachers at state schools across the country within this context. They trained teachers for a week in these INSET seminars entitled “English Language Curricula, Methods, and Techniques”. Figure 3.1 shows the duration and places of the trainer training programs, and the beginning of the INSET seminars.

As the figure indicates, the participants received the basic training component over six months in four separate sessions before they were assigned to their new job as teacher trainers. Six months later, they attended one more training session, which lasted one week. In 2011, they were sent to the USA to receive Best Practices in TESOL and Training Teachers. This was a six-week-long training program in Massachusetts by the SIG Graduate Institute.



Figure 3.1 Duration and Places of the Trainer Training Programs

3.3.3.1 Content of the Trainer Training

As can be seen in Appendix B, the first training the participants attended was mainly about the introduction of the back-then new curriculum as the names of the sessions suggest: Philosophy of the curriculum, Process of preparing new teaching curriculum, The basic characteristics of the new curriculum (4th to 8th grades), the CEFR, General evaluation of foreign language curricula, Relation between the new curriculum and the course books, New terms used in the new curricula. It also included general ELT methods and techniques sessions: Technologies for teaching and learning, Assessing learners, The problems of EFL in Turkish state schools (Primary Education), Teacher's role in foreign language teaching, Teaching listening, Primary school course books, Storytelling as an EFL technique, Integrating songs and games in the EFL classroom, Developing family and student awareness about foreign language learning, Using TPR (Total Physical Response) effectively with children,

Teaching writing and speaking, Teaching reading, Samples of assessment and evaluation, Learning technologies for the language classroom.

As the course titles imply, the first training the teacher trainers received was to update their teaching skills and knowledge about ELT rather than teacher training/education.

The second training they attended also covered the issues related to language learning and teaching, assessment, and the curriculum and course book relationship (please see Appendix C): Roles of stakeholders in language studies (teacher-pupil and school-parent cooperation), Mastering classroom language and managing classroom activities, Testing and assessment, Effective teaching using drama in classroom, Theories of language learning, Practical teaching skills in grammar and vocabulary, Theories of listening and speaking, Theories of reading and writing, The philosophy of CEFR, The program-course book relation, Planning and preparing effective lessons for different types of learners, TPR and task-based learning for young learners, Using task-based activities in language teaching, Homework–Portfolio, Self-assessment, Learner autonomy, NLP in Language Learning. However, in this training the concept of teacher educator/trainer was introduced, and there were sessions related to language teacher training: Training teachers and teacher trainers, Awareness of the professional values expected of teachers, Trainer training methodology.

The third training in Bilkent spared quite a lot of space for workshop design, and teacher training in its content compared to the first two training programs. As can be clearly seen in Appendix D, the program primarily centered around teaching trainer candidates how to design workshops for teaching language skills, including sessions on Principles of workshop design for different skills, Preparing a workshop, Teacher learning and role of trainers. The trainers appreciated this particular training as it enabled them to embrace the trainer role.

The training in Ankara-Başkent Öğretmenevi was the trainers' practice training experience under the supervision of three distinguished professors preceded by the revision of the first three trainer training programs (please see Appendix E). The next training took place two months after they started to train language teachers in different cities. The aim of this session was to standardize the content and procedure of the training sessions across the country. More than one year later, the trainers were sent to

the USA to receive Best Practices in TESOL and Teacher Training program. It lasted six weeks, it included multiple contents regarding ELT and teacher training such as mentoring and supervision.

The project in which the trainers participated was initiated by the Board of Education with the collaboration of academics from the departments of English Language Teaching of the different universities, of the British Council and the American Embassy. The trainer training sessions were instructed by these academics and trainers. The significance of the contents and the instructors in relation to their teacher trainer identity development will be presented in the result chapter.

3.4 Data Collection

3.4.1 Data Collection Instruments

Since this study followed a descriptive and exploratory approach towards the issue of identity development of teacher trainers, it utilized more open-ended devices (Miles et al., 2014). Hence, the primary data source of the study is soft, which means that the collected data are reports from the participants who have lived the experience (Morse, 2018). Such data are “interpretive because participants report them; the researcher does not experience or see the event firsthand” (p. 1390). In this sense, the main data collection tool of this doctoral dissertation is individual, semi-structured, face-to-face interviews. In addition, documentation was also used to describe the context, and to corroborate the findings of the interviews.

3.4.1.1 Qualitative Interviews

About the reason why researchers carry out interviews in qualitative researchers, Patton (2015) claims that:

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

Hence, the aim of qualitative interviewing is to reach the participants' points of view, which are the means of multiple realities the researchers seek after. These perspectives are the results of the participants' attitudes, opinions, stories, beliefs, perceptions, past experiences, accounts, inferences, interpretations, and reflections (Morse, 2018). Interviews make it possible to reach those personal constructs.

As Yin (2018) states, interviews are one of the most commonly used instruments in case study research since they allow an explanation for the phenomenon by providing participants' reflective relativist accounts. They guide the conversation between the participants and the researchers, which distinguishes qualitative data collection from a pre-determined structure. In line with Yin (2018), Brinkmann (2018) identifies three different approaches to interviews in terms of its structure: structured interviews, unstructured interviews, and semi-structured interviews. Arguing that there is no complete unstructured interview as the researchers always have an agenda, Brinkmann (2018) states that:

Semi-structured interviews can make better use of the knowledge-producing potentials of dialogues by allowing much more leeway for following up on whatever angles are deemed important by the interviewee and the interviewer has a greater chance of becoming visible as a knowledge-producing participant in the process itself, rather than hiding behind a preset interview guide. (p. 1002)

As the quotation suggests, such interviews allow the interviewer to elicit knowledge pertaining to her objective upon the descriptions given by the interviewees. Besides, researchers can follow the newly-emerging issues in the interview rather than sticking to pre-defined sets of knowledge, which provide them the flexibility to have an in-depth understanding of the phenomenon. Therefore, in this study, semi-structured interviews were utilized.

3.4.1.1.1 Construction of the Interview Questions

After conducting an intense literature review about the professional identity of teacher educators, I decided to draw on the methodological framework offered by Davey (2013). This theoretical-methodological framework includes the following five essential perspectives on professional identity:

- Becoming Lens (Professional identity as motivation and aspiration): professional biography, motivations; push-pull factors; hopes and expectations; induction experiences; professional development; career plans.

- Doing Lens (Professional identity as job description and activity): job description, key roles, and responsibilities, professional activities, task scope, priorities and commitments.
- Knowing Lens (Professional identity as knowledge and expertise): sources of credibility, experience and qualifications; knowledge-bases; teaching perspectives and philosophy, concepts of curriculum; perceived specialisms and skills.
- Being Lens (Professional identity as the personal in the professional): adopted and ideal personae; roles; personal qualities; emotionality, likes and dislikes; sources of pleasure and anxiety; self-image and self-imagery, values.
- Belonging Lens (Professional identity as group membership and affinity): functional relationships, group affiliations; communities of practice; similarities and differences to/with other professional groups. (p. 38)

This frame of reference is quite comprehensive in its scope as it covers multiple significant issues such as the transition period, professional practices, knowledge bases, personal approaches, and the sense of community in training teachers. It also offers methodological thematic devices as in the form of its lenses. These thematic devices informed the content of the major part of the interview questions. In other words, I constructed the interview questions mainly on the methodological framework offered by Davey (2013) and related literature review. The preliminary telephone conversation with one of the participants provided certain background information about the teacher trainer group, which was also reflected in the guide. To give an example, since the participant groups do not practice teacher training in the specified context any more, additional questions were integrated into the guide about their current positions and teacher training practices.

During the construction process, I divided the questions into the nine parts (please See Appendix F). Part A includes questions about participants' demographic information as well as educational and brief career backgrounds. Part B is about how and why they applied for being a teacher trainer. The questions in Part C address their preparation and training processes. Part D is made up of questions about their daily experiences and job descriptions. The items in Part E uncover their knowledge and expertise in teacher training. Their personal approaches towards training teachers are questioned in Part F. Part G is about their professional community and the similarities or differences between teaching learners of English and training teachers of English. Part H consists of questions about their professional development as teacher trainers. Part G focusses on their post-teacher training experiences.

I prepared interview questions in English in the beginning. I was advised to carry out interviews in the participants' mother tongue as the issues pertaining to

identity were very personal, and interviews in Turkish would yield richer data. Therefore, I translated the questions into Turkish, the mother tongue of the participants. I asked one PhD candidate in ELT to check the interview guides in both languages. In order to have an external opinion on whether the interview questions had the potential to serve for the research aim, the research and interview questions were sent to two experts in the field of ELT. The first expert, an assistant professor, was knowledgeable about the profile of the participants, who contributed to their training and preparation process for teacher training. She commented on the wording and order of the interview questions. I revised the questions. One of the adjustments made upon the first expert feedback was related to the wording of the interview questions. In the first draft, one of the questions in Part E used to be “In which ways was educating teachers different from teaching in the classroom?”. As the expert drew attention, the question was made more identity-focused by replacing it with “Are there any similarities or differences between the knowledge needed to be a language teacher and abilities, knowledge and expertise to become a teacher educator? What are your opinions about this?”.

Upon the revision of the questions, the second expert, an instructor with a PhD degree in ELT who is not familiar with the participants, checked the revised interview questions and research questions as well. Her feedback was also incorporated into the final version. Upon her request, a question, “Could you please generate a metaphor for being an-in-service teacher educator?” was added to Part F.

As for the piloting of the interview questions, I piloted the interview guide with one of the teacher trainers who was also a potential participant, taking the risk of losing a valuable source of data. This was conducted as a regular interview process, and the participant answered every question in the guide. The interview yielded that the questions promoted quite rich answers in terms of unearthing the lived experiences. The piloting interview lasted 240 minutes. I modified some questions, added new ones, and finalized them. For instance, I inserted a new item “What was the thing that affected you the most while training language teachers?” to Part F.

3.4.1.2 Documentation

Yin (2018) argues that the main function of the document analysis is to corroborate the findings of other research tools. Documents are also useful to verify “the correct spellings and titles or names of people and organizations that might have been mentioned in an interview” (p. 115). In this sense, the participants’ CVs, assignment letters and notes, and the schedules of trainer training and INSET seminars were collected. The participants also submitted copies of the certificates they earned during the process of becoming a teacher trainer. These documents were especially useful to identify the times and duration of the training period.

3.4.2 Data Collection Procedure

While I was writing my proposal, I contacted the group of teacher trainers whose e-mail addresses were given to me by the informant mentioned earlier in the role of the researcher section. I sent an e-mail to 12 teacher trainers by the reference of my informant. I expressed my intention of conducting a research study on the professional identity development of teacher trainers in the MoNE context. Out of 12, nine teacher trainers responded to the research call and agreed to participate in the study. Also, they provided brief background information about their current positions and the city they lived.

Upon receiving the ethics committee approval from my institution, I delivered informative e-mails about the progress of the study to the teacher trainers who had previously agreed to participate in, and I stated that I could start conducting the interviews. In the message, I clearly underlined that the interview would take approximately three-to-four hours based on the piloting interview. I also requested them to share the materials they utilized during the project and any sources of documents related to teacher training experiences. Six trainers out of nine responded to my messages. The interview dates and settings were arranged based on the participants’ preferences and schedules nearly one and a half months earlier. Since the participants lived in different cities, they were presented with two options: 1) carrying out the interview in one row on the same day, or 2) based on their preferences, doing it on two consecutive days. All of them wanted it to be on the same day. In addition,

in the first interview session, the teacher trainer also listed a few more teacher trainers who could contribute to the representation of the teacher trainer group with numerous experiences of teacher training. A similar procedure was conducted with them. In total, I arranged 12 interviews over the eight-month period (January 2018- August 2018). I visited 11 cities; two of the participants lived in the same city.

Since the participants did not train language teachers in the context described earlier during the interview time, and the focus of the interview was their previous lived experiences, this situation involved “considerations about human memory, and about how to enhance the trustworthiness of human recollections” (Brinkmann, 2013, p. 37). Therefore, in order to assist the participants in reporting specific memories in a more improved way, I tried to follow the recommendations by Thomsen and Brinkmann (2009):

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

In this sense, four days before the interview date, I sent the interview questions to the participants in order to enable them to reflect on the topics and recall their experiences about the teacher training project. During the interview, I frequently utilized expressions such as “the first time you trained teachers” to make the cues more concrete. In addition, I tried to specify the time and the location of the trainer training programs and the seminars, and referred to specific groups of people related to their experiences such as “the reactions of young teachers or teachers about to retire towards their training”. In other words, I strived to contextualize my questions. In this way, I endeavored to reach descriptions of the participants that were close to their lived experiences.

All the 12 interviews were audio-recorded with two voice recording devices and one smartphone. In total, I had the interview data of 44 hours and 30 minutes. The date, city, duration of the interviews are shown in Table 3.2. The interviews were carried out in Turkish, the mother tongue of the participants. In the results chapter, the

quotations are presented in English; yet, the original ones can be seen in Appendix G. The translated excerpts were reviewed by three different PhD candidates and edited when needed.

Table 3.2 Schedule of the Conducted Interviews

Participant Name	Current Job	City	Interview Date	Duration
Gamze Hoca	Teacher	İzmir	January	3 hours 25 minutes
Ahmet Hoca	Project Coordinator	Mersin	January	2 hours 35 minutes
Aynur Hoca	Asst. Professor	Giresun	January	4 hours 40 minutes
Gül Hoca	Teacher	Zonguldak	February	3 hours 40 minutes
Onur Hoca	Teacher	Konya	February	3 hours 20 minutes
Emine Hoca	Project Coordinator	Adana	March	3 hours 10 minutes
Zehra Hoca	Project Coordinator	İstanbul	March	4 hours 5 minutes
Sultan Hoca	Teacher	İstanbul	March	3 hours 15 minutes
Oya Hoca	Vice-Head	Kars	April	4 hours 15 minutes
Aslı Hoca	Teacher	Antalya	April	4 hours 25 minutes
Betül Hoca	Teacher	Düzce	April	4 hours 40 minutes
Tolga Hoca	Teacher	Bolu	August	3 hours

3.5 Data Analysis

The literature on qualitative research (Creswell, 2013; Merriam & Tisdell, 2016; Miles et al., 2014; Patton, 2015; Yin, 2018) suggests the multiplicity of carrying out data analysis. For instance, Patton (2015) says that there exists “no single right

way to engage in qualitative analysis” (p. 552) and “no recipe” (p. 521) for the transformation of the data into results. Another frequently mentioned point about qualitative data analysis is the fact that it is “the process of making sense... a complex procedure that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation” (Merriam & Tisdell, 2016, p. 202). In addition, it is highlighted that it is the researcher who makes the call about how to do the conduct of making sense upon the data based on her experiences and understanding (Merriam & Tisdell, 2016). In other words, the description and interpretation of the collected data depend on the researcher’s craft as Patton (2015) expresses “since as a qualitative analyst you do not have a statistical test to help tell you when an observation or pattern is significant, you must rely first on your own sense making, understandings, intelligence, experience, and judgment” (p. 572). Miles, Huberman, and Saldana (2014) also point out the role of the researcher in the process of making sense as “the words we choose to document what we see and hear in the field can never truly be “objective”; they can only be *our interpretation* of what we experience” (p. 30). However, this interpretative conduct can be rigorous by following certain systematic strategies. For instance, the analysis can be done step by step through 1) condensing data, 2) displaying data, and 3) drawing conclusions from or verifying data (Miles et al., 2014).

Following their suggestion, the first step in this dissertation was to gather all the data sources- interviews, documents provided by the participants, and the researcher’s notes- together to create a case study database (Yin, 2018). This firstly required the audio-recorded interviews to be transcribed. I verbatim-transcribed five of the interviews by using the Express Scribe Transcription Software. Since the interviews were very lengthy, I asked three university students from different disciplines studying in different universities to transcribe the rest, seven audio files. When these transcribed interviews were submitted, I went over them by listening to the audio file and correcting the spelling of English words and adding some phrasal-level missing parts. I tried to keep the grammar mistakes, slip of tongues as they were to keep the authenticity of what the interviewee uttered. As Brinkmann (2013) suggests, the process of transcribing is also the part of analysis since researchers

transform the material from oral to written. All the transcribed interviews were saved in Microsoft Word files.

Before transferring the files into the selected qualitative data analysis software, which is *MAXQDA Standard 2018 (release 18.0.8)*, all the interviews transcriptions were entirely read once more for getting to know the data better. This phase can be considered memoing (Creswell, 2013). I wrote notes and took memos in the margins of the transcription. These memos included the summary and the paraphrasing of the participant speech in English. I also jotted down my first impressions about the significance of specific sentences.

In this dissertation, thematic content analysis was utilized to draw conclusions from the data. As Patton (2015) offers, most of the time, it is associated with the counting of certain words or themes. Yet, it is generally used for the analysis of the texts in the form of interview transcripts or documents. Content analysis is “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2015, p. 541). In other words, via content analysis, patterns and themes which are the core meaning of the text become available. Coding is the first step in reaching patterns and themes.

3.5.1 Coding

In this process, researchers use codes which are “labels that assign symbolic meaning to the descriptive or inferential information compiled during a study... attached to data “chunks” of varying size and can take the form of a straightforward, descriptive label or a more evocative, complex one” (Miles et al., 2014, pp. 78-79). Although considered to be a tedious, mechanic work earlier to the actual job of making meaning by some researchers, coding is believed to be a primary reflection and interpretation at a deeper level (Miles et al., 2014). In other words, one needs to read, reflect, and interpret intensively to reach the core meaning of the data to start coding. The memoing phase was preparatory for me to start coding.

Saldana (2013) offers conducting the coding process in two main steps: first cycle and second cycle coding. I followed her coding principles. However, before carrying out the first cycle coding, I identified certain sections of the interview

transcripts that respond to my research questions by reading the entire documents. In other words, considering the purpose and research questions of my study which are informed by the theoretical lenses that I used (Davey, 2013), I looked at the data and highlighted certain segments such as “becoming”, “knowing”, and “belonging”. As Miles, Huberman and Saldana (2014) clearly articulate, the studies on identity are informed by their conceptual framework which requires a selective eye towards data to decide on how to make a meaningful relationship out of the provided information:

Constructs such as *culture*, *social intelligence*, and *identity* are the labels we put on intellectual “bins” containing many discrete actions, states, variables, categories, processes, and events. Any researcher, no matter how inductive in approach, knows which bins are likely to be in play in the study and what is likely to be in them. Bins come from theory, from personal experience, and (often) from the general objectives of the study envisioned. Setting out bins, naming them, and getting clearer about their interrelationships help lead you toward a conceptual framework. (p. 37)

In this sense, the theoretical-methodological frame of the study guided me in this process. This might also be associated with what Yin (2018) suggests as “relying on theoretical dispositions” as one of the “four general strategies” as a means of having “a general analytic strategy” in the case-study analysis (p. 168). Therefore, this could also be regarded as holistic or deductive coding at this stage since these general labels derive from the conceptual framework (Saldana, 2013).

For the first cycle coding, I made use of a couple of coding approaches in a compatible and combined way as Saldana offers (2013). For instance, I assigned in vivo coding to certain parts as I wanted to “prioritize and honor the participant’s voice” (Miles et al., 2014, p. 80). I used the exact words of one of my participants such as “dusting” and “exchange of experience” to describe the teacher trainers’ job. In addition, I benefitted from values coding as those codes represent the participants’ values, insights, perceptions which are very much related to the concept of identity. Besides, sub-coding was also needed to enrich the first entries. Some parts required “more extensive indexing, categorizing, and subcategorizing into hierarchies or taxonomies, or for nuanced qualitative data analysis” (Miles et al., 2014, p. 85). Last but not least, as the results chapter will suggest, I frequently drew on simultaneous coding as one single section of the interview necessitated more than one code from different lenses. In other words, I assigned multiple codes to the same unit of datum. The first cycle coding was inductive since I spent efforts “to look at the data afresh for

undiscovered patterns and emergent understandings” (Patton, 2015, p. 543). To put it differently, I was open to discovering what the interview data suggested for the new concepts. At certain points, in the direction of the research questions, I also order the codes in chronological order.

Table 3.3 A sample of Coding Procedure

Quotation	Holistic Coding	First Cycle Coding	Second Cycle Coding	
Şimdi ilk gün bakıyorsunuz tepkili. Ondan sonra son gün bir bakıyorsunuz “Aman hocam, işte posteri de yaptım. Nasıl olmuş, iyi olmuş mu bir bakalım? Sizinle birlikte bir fotoğraf çekinelim beraber.” diyor. Kendilerince hediyeler düzenliyorlar. Gidiyorlar çiçekler yaptırabiliyorlar. Hani öyle bir beklentimiz yok aslında. Bir hafta alt tarafı iki üç kere eğitime giriyorsunuz ama size bir şey organize ediyor, düzenliyor. Hani bu öğretmenlerin de aslında “takdir ediyoruz yaptığınızı. Bir hafta bize emek verdiniz ve biz bu emeğin sonunda teşekkür ederiz” deme şekli. Bunu yapan öğretmenler de çok oldu. Bu da çok güzel aslında. Sizi de motive eden bir şey. Hani değer buluyor demek ki. (Zehra Hoca)	Being a teacher trainer	Resistant teachers	Participant teacher-oriented Motivation / Pleasure	Sources of Pleasure
		Witnessing teacher change in their reactions		
		Motivating-Pleasant		

As Table 3.3 displays, in the second cycle coding, I grouped the codes I generated out of the first step into more coherent and combined smaller numbers of categories (Saldana, 2013). This was how different, and multiple numbers of codes became united under the similar emerging explanatory or descriptive titles in a meaningful way (please see Appendix H for the codes used in this dissertation). All in all, the overall data analysis steps are illustrated in Figure 3.2.

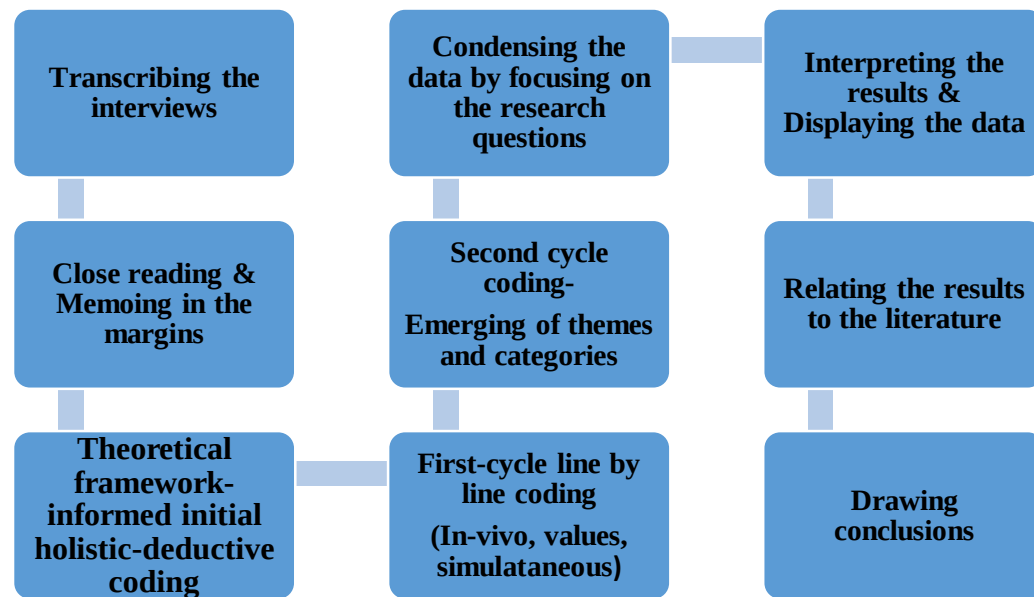


Figure 3.2 Data Analysis Procedure of the Study

3.6 Quality Criteria

Standards for rigor are required for any type of research study regardless of their orientation (qualitative, quantitative, or mixed-method). Since qualitative research approaches reality differently from its quantitative counterpart, its quality criteria also differ (Merriam & Tisdell, 2016). Therefore, the terminology used for ensuring rigor also distinguishes. Lincoln and Guba (1985) introduced commonly utilized perspectives and criteria for naturalistic inquiries. By emphasizing the term *trustworthiness*, they offered four categories for qualitative research: 1) *credibility* instead of internal validity, 2) *transferability* for external validity, 3) *dependability* instead of reliability, and 4) *conformability* instead of objectivity.

Credibility is about whether the results, given the data displayed, are valid and credible. Therefore, it is of significance to “understand the perspectives of those involved in the phenomenon of interest, to uncover the complexity of human behavior in a contextual framework, and to present a holistic interpretation of what is happening” for ensuring credibility (Merriam & Tisdell, 2016, p. 246). To increase the credibility of a study, certain strategies are available for researchers such as

triangulation, prolonged and adequate engagement in data collection, member checking, peer debriefing or review, and researcher's flexibility (Merriam & Tisdell, 2016; Morse, 2018). In this sense, I addressed the issue of credibility through member checking, adequate engagement, peer examination, and researcher's position.

To begin with, I primarily utilized member checks, which is “the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on” (Maxwell, 2013, p. 126). In this regard, I sent all the participants my preliminary analysis and asked them whether they would confirm my interpretation of their interviews. Ten participants responded and clearly expressed that my interpretations were accurate to them. Two of them changed the wordings of some of their utterances. For instance, Oya Hoca stated that she would like to replace the expression “teaching teachers” with “sharing with teachers” in one of her quotations in the text. Secondly, for adequate engagement, I collected data until I decided to reach saturation. In other words, I gathered similar instances of the phenomena, professional identities of teacher trainers, to the point that I began to hear the same things over and over, and the interviews yielded no different information. Another utilized strategy is external and peer audit. As Merriam and Tisdell (2016) expressed, “all graduate students have this process built into their thesis or dissertation committee, since each member of the committee reads and comments on the findings” (p. 249). The dissertation committee met four times before the defense meeting, provided feedback, and reviewed the process from its beginning. Besides, one of my PhD colleagues who was knowledgeable about the content and design of this dissertation read all the analysis, and assessed the plausibility of the results. Last but not least, I declared my position throughout the study in the role of the researcher section to be reflexive.

As for dependability, which is about whether the findings are consistent with the data, Merriam and Tisdell (2016) offered strategies such as peer examination, investigator's position, and the audit trail. In this sense, for the purpose of peer examination for consistency, a PhD in ELT also coded the two interview transcripts upon the theoretical-methodological framework separately. Then, we held a meeting, discussed our coding, and agreed on the themes and categories. An audit trail in naturalistic studies is pertaining to the detailed description of how data are collected,

how interpretations are made, and how the results are presented (Merriam & Tisdell, 2016; Morse 2018). For this purpose, I kept a research journal during the data collection and analysis. I took notes of how I merged the codes into more coherent smaller numbers of unified categories. Besides, this lengthy methodology chapter can also function as a form of external audit (Merriam & Tisdell, 2016).

With regard to transferability, that is the extent to which the results of the study can be transferred to other contexts, I provided rich and thick descriptions of the context of the study, and presented the profiles of the participants in detail so that readers may compare the study to their own situations. Moreover, I included adequate suggestions of the findings in the form of quotations from the interviews. As for conformability, alternative to objectivity, I designed the study drawing on the heavy literature review, justified my design choice by giving a detailed account of its methodology. This is also in line with the external audit used for dependability.

3.7 Ethics

Prior to the study, I applied to the Human Subjects Ethics Committee of the university to take permission to carry out this research. I submitted the required documents for the committee's reviews. When it was granted permission (please see Appendix I), I conducted the study in accordance with the codes of ethics. During every interaction with the participants, ethical conducts were followed. From the very beginning, they were informed about the purpose of the study. Before the interviews, their consent was taken. They were also informed about the fact that interviews would be audio-recorded. In order to ensure the confidentiality of my participants, I assigned a pseudonym to each participant.

CHAPTER 4

RESULTS

This chapter presents the results of this doctoral dissertation. The research questions organize the order of the results. In the first part, the teacher trainers' descriptions of the experience of training language teachers are listed. The second section displays the analysis of how the teacher trainers' identity is shaped in the following five areas: 1) motivation and aspiration, 2) job description and activity, 3) knowledge and expertise, 4) the personal in the professional, and 5) group membership and affinity. Finally, the trainers' post-training experiences are shown in the third part.

4.1 Describing the Experience of Training Language Teachers

In order to answer the first research question 'How do English language teacher trainers describe the experience of training language teachers?', each of the in-depth interview transcripts was analyzed in detail from beginning to the end as the participants described the experience of training language teachers multiple times with various focuses. The analysis of how teacher trainers made sense of the experience of training language teachers was a significant part of this dissertation as the way they described the experience was part of their new identity as a teacher trainer. Their descriptions are very much linked to their motivations, job portrait, knowledge bases, challenges, pleasures, and sense of community in their new job. The analysis indicated that these descriptions could be grouped under five headings: training teachers as 1) a progressive and educating process, 2) a rewarding job full of enjoyment, 3) self-transformation, 4) cooperation with academics, and 5) a duty requiring efforts and responsibility as can be seen in Table 4.1.

Table 4.1 Descriptions of Training Language Teachers

Descriptions	Frequency (f)	Number of Participants
A progressive and educating process	110	12
A rewarding job full of enjoyment	95	11
Self-transformation	49	8
Cooperation with academics	28	9
A duty requiring efforts and responsibility	14	9
Total	296	12

4.1.1 A Progressive and Educating Process

The analysis of the interviews indicated that all of the teacher trainers described the experience of training language teachers in learning and progress terms. In other words, while they were expressing their experiences, they laid a great amount of emphasis on educating and enabling aspects of the experiences. Since these two concepts of education and progress were quite intricate and interrelated, the results were presented under one theme but with two aspects as Table 4.2 below shows.

Table 4.2 Teacher Training as a Progressive and Educating Process

Emphasis on	Frequency
The Progressive Aspect	25
Add-on	9
Growth	16
The Educating Aspect	85
Instructional gains in general education and ELT	30
Social learning & learning in the community	29
Continuous learning & learning	17
Training like an academic degree	9
Total	110

4.1.1.1 The Progressive Aspect

In terms of expressing progress while describing the experience, teacher trainers mostly employed statements in relation to either their add-on gains or their growth in the job. Thus, the descriptions were categorized as either add-on progress or growth progress depending on the way the participants put them into words.

4.1.1.1.1 Add-on Progress

In such descriptions, teacher trainers told that the experience contributed to their lives and they utilized phrases meaning an extra gain earned out of this process. For example; Sultan Hoca reported that she gained the experience of meeting new teachers she normally would not: “Being a trainer provided me with the experience of going to the places, talking to the teachers that I would normally would not¹”. Emine Hoca, on the other hand, regarded these training experiences as a journey in which she filled up her basket: “I was saying to myself that you took up a good journey, enjoy it, and learn whatever you learn and stuff your basket²”. Zehra Hoca made a general comment in which she gained from the experience not only as a trainer but also as a teacher: “I believe that it added a lot not only to my teacher training but also to my teaching³”. However, Tolga Hoca claimed that his gains were much better when he was the trainer. He said that in training teachers, he had to see the larger picture which required him to possess a detailed bulk of knowledge: “Your gains are greater when you are the trainer because you have to do a different kind of study, see the big picture. To do this, you need to know every detail of your content⁴”.

4.1.1.1.2 Growth Progress

In the description of the experience of training language teachers, teacher trainers concentrated on the growth they lived in the process. They put this growth into words as they developed or improved, or in a way that conveyed the meaning of progress. For example; Betül Hoca clearly expressed that she grew while doing this job and regarded it as an opportunity given to her: “I learned by doing the job. I grew up. I was given the chance and I came that far⁵”. Gül Hoca interpreted training as

reaching a higher level in the profession of teaching as if she were stepping up a ladder: “I could go a step forward in the profession... we developed as if climbing up a ladder⁶”. She also further detailed her progress as the trainer by understanding all learners, teachers and trainers in this particular job: “I believed that I grew, changed a lot. I realized that I learned how to put on the student hat, teacher hat, or trainer hat. I could change and carry all these thinking modes⁷”. In the same way, Sultan Hoca made a similar allusion of progress in her description. She described the experience as carrying things forward by reflecting on past experiences and enriching the future: “I interpret teacher training as a process in which we drag our stone forward by reflecting on the past and bettering it for a nicer direction⁸”. Ahmet Hoca expressed the growth in terms of broadening of the horizon: “It expanded our horizon⁹”.

4.1.1.2 The Educating Aspect

Each and every teacher trainer who participated in this study interpreted the experience as entirely educating. They accentuated not only the actual training process where they trained teachers but also the induction, preparation steps as another school. The expression by Aynur Hoca can represent all the participants’ insights in terms of their learning: “It was a great experience for me. I learned more than I taught. Not just the preparation but also the interactive processes in training teachers were very educating for me¹⁰”.

In terms of referring to the educating aspect of the training experiences, teacher trainers laid emphasis on various facets of learning. They attached importance to not only how they learned but also what they learned. In that sense, the analysis yielded four main categories: 1) instructional gains in general education and ELT (content of their learning), 2) their learning in community, including academics, other trainers and participant teachers, 3) the value of continuous learning, and 4) training like a tertiary level degree.

4.1.1.2.1 Instructional Gains in General Education and ELT

While emphasizing the point that the experience was full of learning, the trainers clearly elaborated on the content of their learning. Their statements included both general educational new learning contents and field specific, ELT-oriented learning.

In this connection, they firstly, talked about how their teaching style changed into more scientific and reflective ways. For instance, Gamze Hoca focused on integrating different perspectives into teaching and adding a certain degree of scientific elements into her teaching: “It taught me how to blend different perspectives. When I took up training, I knew stuff but this was perhaps what I produced. I had taught based on my experience. I learned how to be scientific there¹¹”. Or Sultan Hoca expressed that she learned how to order negative and positive feedback while correcting students: “I used to state negative aspects firstly as if it would change immediately like ‘you could have done this’. This is who I am but I learned in training that focusing on positive things at first is better¹²”.

Secondly, they referred to the significance of setting objectives, the relationship between objectives and the lesson delivery, importance of reading the curriculum, and newly learned activity types at the instructional level learning. To give an example, Tolga Hoca mentioned how he used to ignore the crucial part of ice-breakers in a lesson: “I didn’t know that ice-breakers and energizers are so effective. I learned it in training. I guess I used to think these as a waste of time and didn’t pay attention. The training taught me their values¹³”. From a broader perspective, Oya Hoca underscored the necessity of reading the curriculum as a teacher, and how she was unaware of it despite many teacher training seminars she attended as a teacher earlier:

No one told me that “There is a curriculum, you need to read it. The annual plan is made accordingly, the topics in the curriculum are being taught”. Teacher training enormously contributed to me. Despite many training programs I had attended earlier, I learned the job in teacher training.¹⁴

Thirdly, they frankly stated that they lately learned some of the pedagogical content knowledge in ELT. For instance, Gül Hoca whose major was American Literature referred to Total Physical Response, material development, the Common European Framework of References (CEFR) as her gains:

I didn't know ice-breakers. I learned its importance in training. I was like teaching, shadow copying what the state sent me in terms of material adaptation. But, no. I learned that I could adapt the materials, choose the activities, and as long as I follow the instructional objectives, I am really not bounded by the coursebook. I learned how to implement TPR. It really works with children and adults as well. I learned the Common European Framework of References, and why we are using it. I also taught it. Perhaps I was like those teachers who ask "why are elementary, intermediate levels not used anymore?", but later I got it.¹⁵

In the same way, Gamze Hoca who studied non-ELT program in the university listed testing and assessment, rubric preparation, and material development as the areas she learned while training language teachers: "I had no knowledge about testing or assessment. I didn't know rubrics. I learned these in teacher training. I was okay with classroom integrated skills but I had never experienced materials adaptation¹⁶".

4.1.1.2.2 Social Learning & Learning in the Community

Teacher trainers pointed out the fact that they were engaged in social learning while offering training sessions. They clearly and strongly underlined that they learned from other educators/ trainers and participant teachers. Regarding their learning in the community, they either emphasized social learning or the content of the learning. To exemplify, Zehra Hoca acknowledged her learning gains from other trainers by calling her colleagues as her "learning community". She conceptualized this learning opportunity as journey, and she believed that it was a long-term experience full of learning:

This journey of mine was long, full of learning and gaining a lot of friends. I called the group as my learning community. The training had this. I wanted to be with the group, this was my journey. I would be with them, visit cities, and do stuff. This was really long termed, very educating experience.¹⁷

In a similar way, Gamze Hoca underscored learning from other trainers. She stated that she paid attention to other trainers' teaching style and management: "This was a process of learning. How is she teaching, how is she beginning, how is she managing the process?. The training had this all¹⁸". By keeping the content of learning as wide as life, teaching and learners, Sultan Hoca also reported her peer learning as still offering valuable implications: "We learned a lot from each other. This was the education that I gained a great bulk of knowledge about life, teaching and students and I still use these¹⁹". Aslı Hoca, on the other hand, praised peer learning by stating her

colleague's name, Zehra Hoca, and calling her as the cornerstone of her education in training teachers. She even utilized a metaphor, feeding, about her own learning:

I aimed for graduate studies, professionalism because I love the philosophical aspects that feed me, I love talking to the similar-minded people. I constantly fed my brain. Since I love this feeding, Zehra Hoca was my cornerstone in that sense. She was the source of my feeding. We fed each other till 2:00 or 3:00 am in the mornings through our conversations.²⁰

Parallel to peer learning, teacher trainers also acknowledged learning from their students, participant teachers. In line with this, Onur Hoca said that participant teachers enlarged his repertoires of in-class activities and offered precious insights for his next training session as for how to behave: "I learned a lot from teachers. In addition to in-class activities I learned, they also gave me very practical, useful tips for how to behave in a different way in the following seminars²¹". With regard to recognizing participant teachers' contribution to the training sessions, Sultan Hoca defined the experience as a sharing platform on which teacher trainers not only passed on their knowledge but reconstructed it with the help of participant teachers: "We felt really good because we were in a platform that we could share our knowledge and experiences with the audience and we were still learning. We combined new knowledge with the older, communicated it and learned from teachers²²". By appreciating everyone's active part in her learning, Oya Hoca pointed out her learning in the community in addition to her a decade longer experience as a teacher: "We were learning from everybody. I had 13-years of teaching experience in 2009. I had attended multiple training programs. I had a master's degree but I kept learning from everybody. I learned so much from teacher training²³".

4.1.1.2.3 Continuous Learning & Learning

The analysis of the descriptions for training language teachers indicated that trainers' statements focused on the need for continuous learning in the job. They frankly talked about how they felt inadequate in training teachers and tried to deal with this feeling. Gül Hoca associated the requirement of constant learning with a swamp, suggesting that the more she learned, the more she felt the need for learning more:

It was like this: You feel that there is a gap inside you. You constantly feel the need to fill the gap but there is swamp in this gap and whatever you put, it goes down into

the swamp. It was like the more you learn -the more you understand-the less you know.²⁴

In the same way, Oya Hoca also underlined the need for continuous learning in the sense of being filled up with knowledge. She always felt obliged to know more as she could not bear the idea of her being an incompetent trainer from the participant teachers' perspective. Therefore, she always observed other trainers or academics' training sessions: "Whatever the session, I attended. It was really helpful. I kept learning still doing the job because I had to. I can't bear the idea of a teacher's thinking or saying 'huh, what is that you know?'"²⁵.

Aslı Hoca, on the other hand, pointed out the different degree of trainers' learning during the experience of training teachers: "Everyone was learning and everyone's gain was different, at different levels²⁶". In line with this, Emine Hoca talked about the degree of her own learning. She emphasized the fact that her major was literature not language teaching; therefore, she took every minute of the experience as a learning opportunity: "Since I was a literature graduate, I spent every minute learning. Every word was precious, I was taking notes secretly. Since I didn't know or knew a little, I was taking notes of presentations. These were very valuable²⁷".

4.1.1.2.4 Training like an Academic Degree

In their attempts to describe the experience of training language teachers, teacher trainers referred to a tertiary level degree like bachelor's or master's to display how they considered the job of training. By highlighting the fact that she did not pursue a master degree, Gamze Hoca considered her teacher training experiences as equal to master studies: "I don't have a master's degree but I can say that my teacher training experience was like a master's degree for me²⁸". Sultan Hoca, who already completed her master thesis by the time she became a teacher trainer, called the process as a continuation of the bachelor degree and as a school of life: "This process was like the continuation of the university for me. It was the university of life because I experienced it. Nothing was meaningless. We learned a lot from each other. We all experienced it by doing²⁹".

4.1.2 A Rewarding Job full of Enjoyment

The data analysis of the interviews indicated that nearly all teacher trainers (n=11) put a great deal of emphasis on professional satisfaction and the sense of privilege in the description of their training experiences. As Table 4.3 demonstrates, the reasons for this satisfaction showed variety. The sense of professional fulfillment stemmed from feeling professionally distinguished, being appreciated by the teachers attending their sessions, bureaucratic support from the MoNE, the support provided by academics, doing the dream job, and having a multiplier effect.

Table 4.3 Teacher Training as a Rewarding Job

Satisfaction Sources in Descriptions	Frequency
Feeling professionally distinguished	22
Appreciation by teachers	14
Doing the dream job	12
Bureaucratic support	10
Appreciation by academics	8
Having a multiplier effect	7
A means of reward	22
Total	95

4.1.2.1 Feeling Professionally Distinguished

Teacher trainers referred to reaching professional satisfaction in the experience of offering in-service training seminars multiple times. They underlined the fact that they felt professionally distinguished in this training career. They attributed the reasons for professional contentment to various elements. For instance, Zehra Hoca claimed that she found a great deal of satisfaction in training not only her own high school friends but also her secondary school teachers and her mentor teacher of the period when she was a student teacher: “The all experience of teacher training over two and

a half years was very satisfactory. I trained my high school friends, my elementary and high school teachers, even my mentor teachers. I trained my friends from the college³⁰". Betül Hoca, on the other hand, stated that she considered the training job to be the best career point in the educational field and she believed that she fulfilled her ideal:

My ideal was to be a better teacher, to reach a more proficient position in my profession. For me who always questioned "What can I do more" from the beginning of my teaching career, this training experience was the peak point. What could be the higher position than being a teacher trainer in our profession?³¹

In addition, teacher trainers found the job gratifying in terms of contributing to teacher growth, especially when they witnessed their change. Zehra Hoca stated that: "It was a great pleasure to see the teacher change. This is why I love training teachers. I mean when you see, can see teacher change³²". In a similar way, Gül Hoca also mentioned that when she enabled resistant teachers in the sessions to actively participate in her activities, she felt content: "I really enjoyed practicing ice-breakers in training, seeing the resistant teachers who crossed their arms on the first day running around for activities later. Really liked when they were reading sleepy in the mood activity. Felt really appreciated³³".

4.1.2.2 Appreciation by Teachers

The feeling that participant teachers enjoyed in their training sessions was another source of satisfaction for teacher trainers. While teacher trainers were describing their experiences, they said that teachers appreciated them. This appreciation, in the form of either teachers' direct oral feedback given to the trainers as praise or teachers' implementation of the trainer activity in their classes, gratified teacher trainers. For example, Gül Hoca defined training experiences as satisfactory since she encountered in the social media that teachers actually utilized the activity she suggested in the training sessions. This situation really fulfilled her: "The groups that used my suggested material, (i.e. the clothes line), really affected me. They are implementing what I suggested. Saying 'it works, they use' makes me really happy³⁴". In this sense, Oya Hoca explained the satisfaction in training by comparing students' appreciation with participant teachers' gratitude and underlined the magnitude of the reward she found in training teachers. She resembled the contentment of completing

her master thesis to the fulfillment of training teachers. She also added that she was afraid of flying on planes; she took the bus to İstanbul (she lived in Kars) due to this satisfaction:

Teachers are your colleagues. Isn't it very natural to feel valuable when they appreciate you? Quite natural. Students may love you, say "You are good". They can't assess your capacity, or know your knowledge. They are emotional; yet, it is your colleagues who could truly assess you. So, you feel satisfied, say "I made it". I was really happy when I earned my master's degree and was always looking at it as I produced it. Training was like this. It worked, teachers smiled. It contributed to them, you see it in their comments like "It is good" or they are taking notes. When they take notes, you say "they must attach value to what I told", they don't have to but they do. You see if they care for your teaching or not. You immediately see it. And when you see that, you are happy and take a bus to İstanbul.³⁵

In a similar vein, Gamze Hoca mentioned the importance of appreciation by teachers in this job. She talked about an incident that she had to teach in a training session when an experienced native speaker trainer failed to attend. She stated that participant teachers liked her own training so much that these teachers were glad that the other trainer could not make it:

I had Facebook groups for my students, I was working on them. I was using an online newspaper generator in my lessons. I told teachers that I would show them those examples. They really loved it. They said "It is good that Elizabeth couldn't make it". She was a little slow, but of course very successful. However, what I taught was very useful, parallel to their teaching context. It wasn't like a lecture but implementation. It was really a good process.³⁶

4.1.2.3 Doing the Dream Job

Some of the teacher trainers (n=4) described the experience of training language teachers as their dream job. They expressed their previous efforts or desires to be an academic and emphasized that being a teacher trainer was equal to or even better than working at the tertiary level. For instance, Oya Hoca wanted to follow an academic career, yet she could not. She believed that being a trainer was better and she reached professional satisfaction via training: "Training was great, different. I tried to work at a university for years and I was disappointed for not making it, now I am glad that I couldn't because I had a way better satisfying experiences in training teachers³⁷". Additively, four teacher trainers defined this period of training teachers as dream. While Aynur Hoca said that "It was a different world of dreams³⁸", Betül Hoca called the experience enchanting: "We were really happy in the magic of that time³⁹".

4.1.2.4 Bureaucratic Support

While trainers were referring to satisfaction or the sense of privilege in their description of the job, they clearly stated that they were supported by the Board of Education and the MoNE as these instructors worked as a trainer in the MoNE project. They claimed that the bureaucratic support promoted a sense of empowerment and enabled them to act as decision-makers. Gamze Hoca, for example, mentioned that she was respected, felt empowered, and made a decision on behalf of the ministry with regard to the place of the training: “We were respected, felt powerful. You are assigned by the ministry and go to teacher training units. I visited schools. Principals accompanied me, showed me the classes to approve their suitability⁴⁰”. Onur Hoca, on the other hand, touched upon the comfort provided for trainers in the job in terms of transportation and accommodation:

We used to travel by plane and stayed in a single room. This is an interesting detail. We didn’t stay in a double room. My flight and accommodation expenses were paid. That is also very effective. Consider staying with three people like a normal participant teacher. No. You should feel exclusive.⁴¹

4.1.2.5 Appreciation by Academics

Another source of satisfaction the teacher trainers expressed in the description of the job was the support, praise, and approval of academics who co-trained teachers along with the trainers. Zehra Hoca laid emphasis on academics’ positive feedback and appreciation of their training duty as well as frequent meeting with them: “We were always together with academics, still in touch. They really appreciated us very much. They said ‘you are good, valuable, you should be acknowledged’. This really motivated us⁴²”. To Betül Hoca, observing academics’ teaching and co-training boosted her ego and enabled her to feel that she was professionally equal to them. She also made a resemblance between co-training and sharing the major roles in a play on the stage:

Our egos were very-much boosted back then. We felt really precious. When the academics and we co-trained, they called upon us to speak by asking “What do you think about it?” in their turns. It was amazing. It was like being on the stage with a seasoned actor as a novice one to replace her, and taking the same role was amazing. It was like a demo of the play. Metaphorically speaking, we acted actually. We had an opportunity to live through a title, a position that we could never have.⁴³

4.1.2.6 Having a Multiplier Effect

In their descriptions of the experience of training language teachers, teacher trainers also underscored the value of indirectly reaching a wider audience, which is students and having a larger degree of influence on the educational system. In line with this, they also dwelled on the concept of being more productive in this way. For instance, Emine Hoca conceptualized training as a multiplier effect, which enabled her to reach learners eventually: “Those times were wonderful. You were training teachers, making a difference in their lives, not students’. However, you know that the difference would reach down to students. I was really happy. It was good to be helpful to teachers⁴⁴”. In the same vein, Zehra Hoca also referred to the cascading impact, and explained it via numbers:

In teacher training, you immediately see this: I always say this to the teachers who complained about being apart from their students. As a trainer, I touch the life of a teacher, this teacher will touch 100 students. As a teacher, you will only influence 100 students. However, as a trainer, when you touch 10 teachers, this will mean a thousand students. You realize this in training. You don’t directly touch students but when you influence 10 teachers, you could see you reflections in thousands students. This was a great source of satisfaction.⁴⁵

4.1.2.7 A Means of Reward

Teacher trainers also described the experience of training language teachers as enjoyable, or they enjoyed practicing it. For example; Onur Hoca, who missed the birth and early babyhood of her daughter due to the frequent commuting to offer training, said that the period of training was the best time of his life: “I could say that I spent the best days of my life in teacher training. I was away from my daughter but I had very pleasant times⁴⁶”. Gül Hoca saw the job as not a burden: “I never thought training as a burden. I always loved it⁴⁷”. With strong emphasis, Aynur Hoca interpreted the experience as so enjoyable that she started to love her profession which she had not been fond of: “You are doing a job, the audience is not there to insult you. You are trying to understand the issue of sharing. It was really joyful. I loved my job, what else can I say?⁴⁸”.

4.1.3 Self-transformation

The analysis of the interviews demonstrated that teacher trainers conceptualized the training experience as a self-transformative process. They said that all the induction and actual teacher training brought about a change in them. The concept of change was interpreted differently by these trainers. As one of those striking perceptions, Zehra Hoca's expression focused on the strong version of change in every trainer thanks to the experience. In other words, she believed that teacher trainers went through a process of evolution: "A door opened for us. After that opening, all of us went through a huge change. Everyone evolved. I really believe that we evolved⁴⁹".

In light of the description analysis, teacher trainers' change or transformation can be traced at various levels. The first level included a change of perspectives about the language teaching profession, learning, and teachers. Secondly, there was strong emphasis on the concept of self-actualization and breakthrough. Their statements also covered changes in their personalities and references to increased confidence and awareness. Last but not least, they underlined novelty in their teaching as a result of these training experiences. The table below (Table 4.4) shows the frequency of the stated changes.

Table 4.4 Teacher Training as Self-transformation

Self-transformation related Emphasis	Frequency
Change in perspectives about the profession/ learning/ teachers	16
Self-actualization & self-discovery	14
Change in personality	8
Increased confidence & awareness	7
Change in teaching	4
Total	49

4.1.3.1 Change in Perspectives about the Profession/ Learning/ Teachers

Teacher trainers claimed a revision in their understanding of the profession of language teaching, learning, and teachers as a result of the experience of training teachers. While some trainers simply stated that this experience changed their views about the profession, and learners like Emine Hoca who said: “My point of view about life, teaching and students changed⁵⁰”, other trainers provided a detailed account of such changes. They talked about a restructure in their understanding of the importance of individual differences in learning, in their perceptions of the profiles of language teachers, and how students learn in the classroom.

For instance, Aynur Hoca, whose major was physics teaching, reflected on the transformation she had via training language teachers. Before her experience as a teacher trainer, she saw teaching as a patterned-fixed job, believing that specific behavior led to either specific good results or inevitable harmful consequences. She associated her understanding of the profession as molded with formulas in physics. However, via working with teachers, she understood that teaching required taking initiatives and being open to change, which reconstructed her way of thinking about teaching: “Teaching was a fixed-patterned job for me. If you do this, good. If you do that, bad. This job actually requires an entrepreneurial spirit; that is, it is necessary to reconstruct it all the time. I realized this in training⁵¹”. In a similar vein, by putting special emphasis on the significance of classroom culture and the role of learner cognition in learning, she expressed that she was previously not aware of the importance of such concepts:

Training teachers is really a source of inspiration for me. Of all the educative programs I attended, I haven't seen a classroom environment which emphasizes the cultural diversity in the class or I haven't carried any concern for creating a learning atmosphere for diversity. I was a physics teacher. My job was $E=mc^2$. What I taught was formulas. I didn't have concerns such as students don't adopt particle physics, they don't believe in big bang, they believe in God's creation and you have to deal with it. I mean, positive sciences are not about dealing with in-class culture.⁵²

4.1.3.2 Self-actualization & Self-discovery

Like the term evolution, one of the strong expressions with regard to transformation is self-actualization. Teacher trainers regarded the experience of

training language teachers as a vehicle for their self-discovery or breakthrough. In this sense, while Gamze Hoca interpreted the experience as a breakthrough “It was a huge breakthrough for me⁵³”, Emine Hoca said that “I realized my own potential. My point of view about life, teaching and students changed... I mean I discovered the real Emine in me⁵⁴”. Referring to her ex-school teaching as a vicious circle, Aslı Hoca conceptualized training language teachers as a means of self-actualization: “I was completely feeding myself. I was coming out of the vicious circle because I was going through self-actualization. Being a trainer supported my self-actualization⁵⁵”.

4.1.3.3 Change in Personality

Another level of self-transformation that emerged from the analysis was a change in teacher trainers’ characters. By taking an active role in training language teachers, they reported noticeable changes in their personality as Aynur Hoca said: “your personality changes. It was quite a formation for us⁵⁶”. In this context, trainers stated that they became more cooperative, open to change, more reflective and started to show sympathy. For instance, Aynur Hoca made a remark about how she turned into a cooperative person in contribution to other language teachers’ development processes. She claimed that she previously preferred to work alone: “Group works were not my thing. I couldn’t work with other people. However, through discussion you learn how to manage people... I still have maintained my collaboration skills. This is a gain out of training⁵⁷”. In another example, Aslı Hoca talked about how the concept of reflective cycle in teacher professional development affected her communication skills, self-learning and interpreting events, and behaviors:

This was really effective: the implementation of reflective cycle. What, why? What did you do? What could have you done differently?... This cycle changed the whole perspective of life let alone teaching practices. It affects your daily communication. Why did I say so? What really triggered me? You reflect on. This is a game changer in learning, self-understanding, self-analysis, and behavior-analysis. I felt it. I was like in a psychological therapy.⁵⁸

4.1.3.4 Increased Confidence & Awareness

Similar to the change in personality, teacher trainers also mentioned transformation in terms of gaining self-confidence and raising awareness about

teaching. While some teacher trainers shortly concluded that out of this process of training language teachers they became more aware in general, other trainers were more specific in which ways the issue of awareness transformed them. For instance, Betül Hoca claimed that since she became more interested in theoretical aspects of language teaching in training, she started to make sense of certain things she did not use to as a school teacher: “After I became a trainer, I became much more aware of the stuff that I read and couldn’t realize as a teacher. Being acquainted with theories made a difference. It brought about awareness⁵⁹”. With regard to confidence, teacher trainers stated that they overcame the fear of public speaking and became much more outgoing. For example, Sultan Hoca frankly talked about how she used to be afraid of speaking in public and now how she is comfortable with that: “I was very excited, I couldn’t talk in public. My hearts used to thumb and I shook. I couldn’t tell what I wanted. Being a trainer gave me a style, confidence. I overcame my fears. I am comfortable now⁶⁰”.

4.1.3.5 Change in Teaching

Teacher trainers described the experiences of training language teachers as a change in their teaching style as well. They referred to the teaching-related gains in their descriptions. They talked about changes in their delivery in terms of being more systematic and flexible. In this sense, Emine Hoca focused on the flexibility of teaching English to every group of learners regardless of their age: “I can teach an adult now, I can teach English to 60-years old people or very young learners. Training gave me this. We are flexible, calibrated now⁶¹”. Sultan Hoca, on the other hand, said that she used to work unplanned yet via being a trainer, now she is a teacher with better planning skills: “Training enabled me to be more systematic than ever. I was working a bit unplanned to save the children back then. But now, I have become a more systematic teacher who is planning the process a lot better⁶²”.

4.1.4 Cooperation with Academics

The analysis of the interviews also suggested that teacher trainers attached a great deal of importance to learning from and involvement of academics in the field of

language teaching in Turkey while they were describing their teacher training job. All the statements about academics were related to the support they provided for teacher trainers. Yet, they placed emphasis on different aspects of their engagement in this job, such as their quality and renown, the type of inspiration they offered, the degree of acquaintance trainers shared with them, and the extent of consultation they provided as shown in Table 4.5.

Table 4.5 Teacher Training as Cooperation with Academics

Cooperation with Academics in Descriptions	Frequency
Involvement of best/ acclaimed academics	8
Inspiration & motivation	7
Learning/ support in familial terms	7
Day and night consultation	6
Total	28

4.1.4.1 Involvement of Best/ Acclaimed Academics

The statements of teacher trainers showed that they regarded academics' teaching them in the trainer training and co-working as an opportunity. While they were praising academics' engagement, they mostly referred to the fact that these academics were the best in their field, and they were quite acclaimed. Therefore, they interpreted academics' contribution to the training sessions as a privileged situation. For instance, Betül Hoca gave credit to both native speaker trainers and academics in terms of their contribution to teacher training. She saw native speaker trainers' presence as a strength and believed that academics were glorious and an asset for them: "The foreigner trainers were together with us in most of the seminars. They were a source of strength for us. The acclaimed academics were really good, they made training more appealing, and they added value to the work₆₃". In a similar vein, Aynur Hoca complimented academics on their involvement in the training in terms of their unique contributions:

This was a very important experience, how many people lived it, huh? The most prominent, successful academics in their fields... I mean the ministry invited a very unique group of academics, they were very interesting and very exclusive. They differed from each other in style, methodology, rapport. For instance, Ayşe Hoca was like the queen of the group in terms of her attitudes and effective communication with people, and politeness. If we convey these, this is the reflection of Ayşe Hoca. The shameless jokes in the sessions are representation of Fatma Hoca. Or the encouraging words, motivating speeches are Hayriye Hoca's signs.⁶⁴

4.1.4.2 Inspiration & Motivation

In their description of the experience, teacher trainers placed a huge amount of importance on the inspiration and motivation academics offered for the trainers. They expressed that academics' positive feedback and encouragement made them happy and motivated to keep their job. As Zehra Hoca clearly expressed, academics were a source of inspiration for them, and they utilized their input in teacher training by acknowledging their contribution:

We always reflected on how we could improve the seminars in training. This wasn't our own thing. Ayşe Hoca, Fatma Hoca, and Hayriye Hoca were the leading people, they inspired us. We didn't teach from scratch. We produced the training materials out of what was taught to us.⁶⁵

4.1.4.3 Learning/ Support in Familial Terms

Academics' support was considered quite essential in teacher trainers' meaning-making process of training language teachers. They found academics' involvement very valuable and entirely educating. They stated that they learned from academics not only the content of training but also the style and methodology of in-service teacher education through observing academics' sessions and even in daily conversations. As Aslı Hoca put it into words, even academics' attitudes and enthusiasm were a learning moment for teacher trainers:

There were no boundaries between academics and us-the trainers- in the seminars or off-the-seminars. They were always open to conversation, sharing. In this sense, this was a huge contribution to us. Their dispositions, motivations were amazing. I was always observing how they delivered the sessions rather than what they taught.⁶⁶

Another striking point in their description was that teacher trainers' relationship with academics was so sincere and close that they used familial terms to acknowledge their support. For instance, Onur Hoca believed that they were a family

with academics and acted as a team in this job: “We were never under academics’ shadow. This was a team work, we never saw ourselves as students. This was a family with academics and trainers. We were all part of it⁶⁷”. Likewise, Gamze Hoca put the support provided by academics into familial discourse by saying that she loved academics as if she were their child: “Ayşe Hoca, Fatma Hoca were always with us in the training process, especially Fatma Hoca. She still supports us. We are like children to her, we love her very much. We had a long process with them⁶⁸”.

4.1.4.4 Day and Night Consultation

Similar to the previous item, teacher trainers also praised academics’ active involvement in the process by referring to the comprehensive support and suggestions they offered day and night. Since teacher trainers and academics co-worked in different cities of the country, they mostly stayed in the same place. Teacher trainers’ remarks also indicated that academics’ engagement was not limited to only day time and in-class teaching. For instance, after calling the atmosphere as friendly, Sultan Hoca appreciated academics’ cooperation as unique:

It was as if we were with friends. For instance, we could knock up on Ayşe Hoca’s door at midnight and ask “How shall we do this?” Normally, we would never do that. Our relationship was very strong. We worked together. We used to show up in academics’ rooms and evaluate our works by asking “I did this but how can we do this? What should I do tomorrow, shall I add a story?” The atmosphere was great.⁶⁹

4.1.5 A Duty Requiring Efforts and Responsibility

Another aspect that teacher trainers emphasized in their descriptions of the experience of training language teachers was the issue of efforts and responsibility. The teacher trainers clearly expressed that although they found a great amount of satisfaction in this job, it was not free of a high degree of responsibility and effort. The analysis of the interviews provided valuable insights into how the teacher trainers put the necessity of responsibility and labor in different terms in their descriptions as Table 4.6 illustrates.

Table 4.6 Teacher Training as a Duty Requiring Efforts and Responsibility

Efforts and Responsibility in Descriptions	Frequency
Commitment & self-sacrifice	7
Laborious nature	4
Sensitivity to teacher education	3
Total	14

4.1.5.1 Commitment & Self-sacrifice

Teacher trainers regarded the job of training language teachers as quite difficult, and they highlighted this nature with overemphasis on their commitment and enthusiasm to overcome the difficulties. For example, Tolga Hoca explained the study as extraordinary and full of self-sacrifice: “This was an extraordinary work with a huge amount of self-sacrifice and great efforts₇₀”. He further linked the self-devotion to responsibility, and added that the job was actually not so demanded by other people as it necessitated a huge amount of responsibility: “It is a job that not everyone would like to do because it is loaded with responsibility₇₁”. In this sense, Aynur Hoca defined these training experiences as growing responsibility in her character. She believed that teacher trainers put their desire for appreciation and spoilt behavior aside, and took responsibility: “Being a trainer means an expression of increasing responsibility. We took responsibility for other teachers by suppressing our egos, controlling our spoilt behaviors. I think this is very significant₇₂”.

4.1.5.2 Laborious Nature

Some teacher trainers associated the heavy amount of labor with the efforts spent on their professional development and other technical- mechanical duties (which will be explained in detail in RQ2 answers). Zehra Hoca presented these two perspectives in a very concise way. Not only did she refer to the efforts in the personal investment process to become a better teacher trainer: “In training, you need to read a lot, and find materials. You have to study on anything because there might be a

question about it. You really need to invest in yourself⁷³". But also she put emphasis on the commitment to perform other outside-the-class tasks: "Such things were very exhausting. This is where our self-sacrifice lies. Okay, teacher training was our job, but we did such stuff additionally. No one told us to do. But someone had to do and we did it⁷⁴".

4.1.5.3 Sensitivity to Teacher Education

Another aspect of responsibility and efforts that emerged from the analysis of descriptions was that teacher trainers developed a sense of sensitivity and altruism for training language teachers. In other words, they did not adopt a self-centered and indifferent approach; quite the contrary, they took responsibility for this difficult job. For instance, Aslı Hoca interpreted the sensitivity to teacher education in a way that they felt responsible for paying off for the investment done on the group to raise them as teacher trainers:

Training means being sensitive to what you do, not being indifferent. In the business of teacher training, this isn't to say that "Someone else would do it, it is difficult, and I don't care" but to take on responsibility and sensitivity. It isn't declining responsibility. It is a kind of sensitivity of the necessity of teacher training. This is not to say that "okay, I have attended trainer training, I enjoyed it, I stayed at the five-star hotels" but to show loyalties.⁷⁵

All in all, the group of trainers who participated in this study described the experience of training language teachers with positive words. All of them emphasized their gains out of this process either as in the form of learning and changing or as finding satisfaction in their job. They also underlined the benefits of getting to know renowned academics of ELT during the process of working as a trainer. The only issue they raised as a form of challenge was the necessity of efforts and responsibility to perform the job successfully. As the following sections will display, the way the trainers described the experience was an integral part of their identity formation as a teacher trainer. All the sub-constructs of the professional identity of teacher educators- namely their history of becoming, job description, knowledge domains and expertise, personal approaches towards the job, and sense of professional belonging- converged in their description of the experience of training language teachers. As will be seen in the next parts, similar concepts will be presented with different degrees of focus. All

these overlapping issues were the result of the dynamic and integrated nature of the professional identities of in-service language teacher educators.

4.2 The Professional Identity of Teacher Trainers: Motivation and Aspiration

The phase of becoming a language teacher trainer is multifaceted. It covers multiple issues such as their previous professional careers, their involvement with the job of training teachers, their decision making, the trainer training they received, and their first experiences in this new role. All these elements made the transition from school teaching to teacher training gradual and enabled the teacher trainers to adjust to their educator identity in the least challenging way.

4.2.1 By Chance or by Design?

The pull-push factor for the trainers in this study was quite complicated. It was not a simple situation that either they were pulled by others, or they pushed for the job. While for some of them, being a teacher trainer was a goal and a destination reached as a result of conscious attempts; for the rest, it was a satisfactory practice bestowed upon them in the pursuit of professional growth. The nature of the project they were involved in and their career histories and previous experiences as trainers/educators in different contexts made it more intricate. What is more, their opinions about teacher trainers and their desire to grow professionally played a role in their involvement in training teachers.

4.2.1.1 A Clear Practitioner Pathway yet Infused with Academic Engagement

As the nature of the project/ program the trainers took part in, they were all ex-school language teachers; they followed the practitioner pathway to training teachers. This means that their past experience as practicing teachers enabled them to train language teachers. Yet, this does not mean that they were not engaged with academy which is another means of becoming a teacher educator. In the academic pathway, possessing a master's degree and a doctoral degree opens up a way of teaching in the faculties of education and leading in-service training sessions as a trainer.

In the context of the present study, when the trainers first participated in the training period of becoming a teacher trainer, half of them were already involved in the graduate studies. One of them, Ahmet Hoca, completed an online distance Ph.D. program (non-thesis) in Computer and Instructional Technology. Two of them, Aynur Hoca and Zehra Hoca, were Ph.D. candidates in educational sciences. Three trainers- Oya Hoca, Sultan Hoca, and Tolga Hoca- completed their MA theses (2 in ELT, 1 in Assessment and Evaluation). Aynur Hoca and Sultan Hoca clearly expressed that they did not follow these degrees to be an academic or teaching pre-service teachers at the tertiary level. On the other hand, the rest made themselves quite clear that they wanted to work in academia and educate future teachers. For example, Tolga Hoca straightforwardly expressed his desire to work as an academic: “I believe there is no one who starts graduate studies without considering an academic career⁷⁶”. For Oya Hoca, this situation was a passion, a dream but not fulfilled when she started to train language teachers: “I always dreamed of working at a university... during my college years I wanted to be an academic at the faculty of education. Teaching is my life⁷⁷”. Therefore, academic engagement may have also triggered the process of becoming a teacher trainer.

4.2.1.2 Previous Experiences as Trainers/ Educators

With regard to their earlier lived experiences as a trainer, nine out of 12 trainers in the study contributed to teacher education/ training to different degrees as a teacher educator/trainer. In other words, when these participants started to train language teachers on a regular basis (every two weeks for nearly three years), they were already trainers in multiple contexts and contents such as being a mentor teacher, being a *DynEd* coordinator, teaching in the context of *İÖLP*, participating in the cascade trainer training programs earlier, and being a project coordinator. In addition, the data analysis indicated that participants were engaged in these different forms of training simultaneously, which means that they worked as a trainer in more than one context. In order to present each participants’ unique combinations of previous engagement in teacher training and involvement in this project, their experience as a trainer/educator was listed below case by case.

Gamze Hoca: She accidentally found herself offering *Practical English Speaking Methods and Techniques* seminar for the MoNE in her hometown after she had participated in the same program as a participant teacher. After the training, she was informed that she had to teach the content she was taught in a similar way. She regarded this experience as very basic in terms of her training skills: “There were more than 200 teachers in the room. They wanted us to tell them what we learned but I was such a beginner⁷⁸”. One year later, while she was working in a tourism vocational high school, she received a two-week-long trainer training for language teachers in tourism vocational high schools organized by British Council. However, she did not work in this context. For the project of this study, she applied for the training period of becoming a teacher trainer without knowing the purpose of training language teachers across the country for more than two years. She learned the aim and procedure in trainer training. She was the only one in the participant group who actually applied for the program, choosing it from the MoNE bulletin. As her earlier career indicated, she desired to be a teacher trainer.

Ahmet Hoca: As he was interested in instructional technology and completed a non-thesis Ph.D. on it, he became a *DynEd* coordinator in his hometown. As a coordinator, he offered seminars to teachers as to how to integrate this program into teaching and how to popularize it among teachers in his city, so he was recognized as a hard-working teacher. Therefore, his name was nominated by the directorate for the present project. In other words, he was invited to this project. He was also a mentor teacher, engaged within pre-service teacher education for nearly five years when he started this teacher training project. In addition, he had offered training in language teaching, especially for integrating creative drama into teaching English to young learners for teachers working in private schools. Like Gamze Hoca, he offered *Practical English Speaking Methods and Techniques* seminars for the MoNE multiple times after he attended the training as a participant. He clearly expressed that he sought every opportunity to become a trainer: “I attended every available program to be a teacher trainer⁷⁹”. So, he was making conscious efforts, and he was really looking for a career in teacher training.

Aynur Hoca: Like Ahmet Hoca, she was a *DynEd* coordinator, and she led workshops for both teachers and learners about how to incorporate this interactive

program into language teaching and learning for three years. Therefore, she was a recognized teacher in her city. The directorate invited her for this duty as she was known as committed and hardworking. When she was called by the directorate, she expressed her hesitation to apply for becoming a language teacher trainer. Since she was a graduate of a non-ELT department, she considered herself not fully competent to address English language teachers in the context of training:

He told me that they would train formateurs for English language teachers and he wanted me to be one of them. I said to him “I am not even an English language teacher, how come? My language proficiency may not be suitable for the job, after all I am a graduate of physics. These teachers are all ELT graduates, I don’t think I will be able to address them”. He responded to me that he particularly wanted me to attend the program, because at least the preparation process would help my teaching.⁸⁰

When she became a teacher trainer, she was about to complete her Ph.D. dissertation. She clearly told that when she first started her Ph.D. studies, she did not want to be an academic; she pursued the degree for her professional growth as a teacher.

Gül Hoca: She was one of the three participants who had no previous engagements with training teachers earlier than the project this study was based on. The directorate invited her for this duty as she had an acquaintance with the provincial director. Nevertheless, she said that she was the directorate’s fourth choice for this job although she was a graduate of a prestigious university, and had worked in the capital city for many years. The first three did not want to attend a training program during the summertime.

Onur Hoca: He was the second participant who had no experience in training teachers earlier. However, he attended many in-service training sessions both in Turkey and abroad. Therefore, the provincial directorate of another city knew him and wanted him to be a part of this project. In other words, he was invited to this duty. Since he attended multiple seminars as a teacher, he formed a negative opinion about the structure of teacher training in the country, which, he believed, led to negative perceptions among teachers. He claimed that he and like-minded trainers could change the perception, which might be a triggering reason for him to be a part of the project:

They assign a trainer randomly. He enters into the class, tries to tell something. This is the system. The system requires a person, gives him a PowerPoint presentation and says “Take it and go”. This is how INSET works in our country. I don’t know how this conception about INSET will go away. It actually will if there are three or five crazy people like me.⁸¹

Emine Hoca: She had received training earlier to become a trainer but it was accidental. In other words, she applied for the program for her professional growth as a teacher. However, the program she attended turned out to be a trainer training course:

They told us that “We will offer a training program called ‘Shaping the Way We Teach English’, and certificate you. In return, you will spread this training. You will be the trainer and you will train the teachers in your city in the same way this trainer trained you”.⁸²

She attended the training in two sets, one for the updating ELT knowledge in terms of methods and techniques, and the second designed for how to deal with participant teachers’ reactions and reluctance towards teacher training. This course was supported by native speaker trainers of British Council, the American Embassy and private publishing houses. She organized two training seminar weeks in her hometown afterward. Like Zehra Hoca and Oya Hoca, she also taught language courses to pre-service teachers in the context of *İÖLP*. In addition, she worked as a mentor teacher. With regard to the project, she was asked for this duty based on an obligatory call due to her earlier assignments as a trainer.

Zehra Hoca: She had to attend this duty based on an obligatory call by the district directorate due to her earlier teacher training projects. She was engaged with training teachers in multiple contexts. First of all, she was offering language improvement courses and methodology courses to the student teachers of a distance ELT program in İstanbul for nearly three years (*İÖLP*). She claimed that she was in demand as the number of her classes increased each year with growing numbers of students, and her gains about teacher education were noteworthy:

This was a great experience for me in terms of both content proficiency and teacher education. I started to educate teachers at the age of 25. I have a lot of former students who happened to be teachers. It is amazing. I am still in contact with them. They told me that they still use what we had together in the class. This was one of the cornerstones of my life.⁸³

In addition, via the District Directorate of National Education, she coordinated international projects about the use of folk stories in teaching foreign languages. Within that context, she, along with her team, designed a teaching program and introduced it and trained teachers to use it in four different countries and in national contexts:

We offered training about this teaching method for both state and private school teachers in the district directorate program. It was short two-days but very intensive training. Nationwide, we had 10-15 training programs, and each program had at least 60 teachers. In addition, I offered international training. The programs were in four

countries with at least 25 teachers. In each country, we offered a week-long seminar. For two years, I was in the business of constant training.⁸⁴

Therefore, she was quite well-known in her city. In relation to her involvement in this teacher training project, her master thesis was about the extent to which the educational programs in language education at the elementary level in Turkey were in alignment with the CEFR document. Since the CEFR was stated in the call for document of this duty, she was especially chosen by her directorate:

There was a call for document for training and it was written that teachers with master's and doctoral degrees were preferred. The content was about the introduction of the CEFR and the new curriculum. They immediately asked the subject of my master thesis. I didn't get it in the first place. I studied on the degree to which the national educational programs in language education at the elementary level were aligned with the CEFR document. I analyzed the CEFR and the Board of Education's Reviews for the last 30 years. I listed all the objectives in the curricula and matched them. The person in charge said "this is a training program about Zehra Hoca, let's write her name".⁸⁵

Sultan Hoca: She was the third person who was not involved in training teachers before the project. She was asked for this duty based on an obligatory call since she was a recognized teacher in her city. She was known as a hardworking teacher with an MA degree and having accomplished workshops in material development with her students (please see Participants section). In other words, the combination of her successful teaching career and master's degree enabled her to be a language teacher trainer.

Oya Hoca: Like many of the trainers, Oya Hoca was also engaged within teacher training earlier in different contexts. Firstly, she worked as a mentor teacher in her early career, which she believed enabled student teachers to become better teachers:

I worked with student teachers intensively. I let them observe my lessons, then I observed theirs. I always held post-teaching conferences. I had a rubric, shared it with them and we discussed their teaching accordingly. I tried to understand why they did what. After they observed my lessons, we all reflected on them to enable teacher candidates to see why I did this at that moment or what I could have done differently.⁸⁶

In her city, she was a recognized teacher with a master's degree. Secondly, like Zehra Hoca, she also taught language courses and some methodology courses to pre-service language teachers for three years in the context of *İÖLP*. She was proud of her work in that program as she was the only instructor from the MoNE. The rest were academics working in the university: "I was the only state school teacher. The rest were academics from the university⁸⁷". Thirdly, like Ahmet Hoca and Gamze Hoca,

she offered seminars on *Practical English Speaking Methods and Techniques* for the MoNE multiple times as in the cascade training. This means that she participated in the same seminar as a participant without knowing the ultimate consequence that she would offer the same training in her hometown as a trainer. Comparing her previous training experiences, she called her engagement within pre-service teacher education in the form of teaching language improvement courses to student teachers as children teaching. She expressed that she experienced adult education for the first time in that training, and she found a great source of pleasure and professional satisfaction in it:

I offered training to the teachers in the district for a week and another for the teachers in the province and villages. This was my first teacher training experience. I mean, university students (teacher candidates) were children. I experienced adult education in this program, and it was amazing. Great satisfaction, professional fulfillment, great love. The feedback was incredible. I was over the moon. It was so good.⁸⁸

Although she was invited to this duty, she told that she was not called in the first place. She took part in the second trainer training session because the first trainer candidate from her city was eliminated as he failed in the exam. Her resentment for not being invited as the first trainer of the city might be understandable since training teacher was her dream job; she always wanted to become an academic: “I always dreamed of working at a university at the faculty of education... Since I couldn’t do it, at least I wanted to do something for the MoNE but I didn’t know how. I wanted it badly⁸⁹”.

Ashı Hoca: Like Emine Hoca, she had received training earlier to become a trainer. Her involvement in the earlier trainer training program also showed the same exact pattern with Emine Hoca. Seeking ways for professional development as a teacher, she applied for the training without knowing the purpose of providing training for teachers on behalf of the MoNE in her hometown. It was a two-week-long training organized by the cooperation of the MoNE and British Council. She regarded it as a kind of refreshment of ELT methods and techniques sprinkled with some “skills of teacher training dos and don’ts”. Although she did not have any chance to work as a trainer in this context, she emphasized that being a trainer earlier in the ministry context was a rare situation: “Back then the MoNE trained its formateurs but they were very few. There were not as many formateurs as there are today. It was very appealing⁹⁰”. Although she had to perform this duty of training teachers based on an obligatory call by the provincial directorate due to her trainer certificate, she did not

see it as compulsory. Quite the contrary, it offered her a way of breaking the vicious cycle of teaching and expanding her horizon, which might have influenced her decision to keep doing the job: “my biggest motivation was to improve myself and get out of the vicious circle of the routines of going back-and-forth between school and home. I wanted to be a part of professionalism which would widen my horizon⁹¹”.

Betül Hoca: After attending training for what *DynEd* exactly was and how it functioned in language learning classes, she became a *DynEd* coordinator. She offered seminars to teachers about how to use this program in their teaching in her city. She claimed that she visited schools multiple times and assisted teachers in understanding its purpose and functions by conducting workshops. Her interaction with a significant number of teachers as a *DynEd* coordinator enabled her to be successful at adult education as a teacher trainer:

There were many teachers who refused, didn't want to be involved in *DynEd* but I worked with that. When you approach people as if you were their superiors, they immediately reject you. When they don't accept you, they don't accept your job either, they undermine it. As adults, we shouldn't be in such a dialogue, you shouldn't lord it over. I figured this out in *DynEd*. Since it is reflected in training teachers, the transition to training was smooth and good.⁹²

In her city, as a result of her commitment to *DynEd*, she was recognized as a hard-working teacher, which enabled her to be invited by the directorate for the training teacher project.

Tolga Hoca: He was invited to this duty as he was working in the provincial directorate to assist teachers to work on international projects by the support of the National Agency. He enabled other language teachers to go abroad via projects. In addition, he was the group leader in his city in English language teaching. Therefore, he was known as hard-working, interested in training teachers: “Since they know me as interested in adult education, they told me that I could do it⁹³”. He claimed that he considered teacher training a platform in which he could share his ideas about language teaching with other teachers by the support of academics. He told that he always followed communicative activities in his classes and this should be prioritized in language teaching:

I always supported the teaching of communicative skills over grammar, the skipping of the old-dated stuff in the coursebooks, and not covering the whole book. When I raised these issues in the group leaders' meeting, many people argued against me. With this teacher training project, I thought that I found a platform- of course if the academics also would support me- which I could speak of my ideas by saying “even the academics say so, do so”. That is why I wanted to be a part of it.⁹⁴

He had just finished his MA thesis when he took part in the trainer training. He wanted to be an academic, educate student teachers in initial teacher education when he was pursuing a master's degree. He was also a mentor teacher for a couple of years when he became a trainer, out of which both he and his mentees benefited: “Former student teachers sometimes wrote to me stating they could learn the things they didn’t from their professors as classroom environment is totally different. Working with them was helpful for both them and me⁹⁵”.

All in all, the process of becoming a trainer is not a simple pull or push situation. Apart from three trainers, they were engaged with contributing to teacher growth in different degrees. Their previous endeavors to assist teachers to develop professionally promoted a reputation for them as successful and committed educators in their home cities, which enabled them to attend the trainer training program that was the first step for becoming a teacher trainer in this context. Although three trainers did not have any training experiences, their efforts to improve themselves as a teacher, either attending plenty of training sessions or accomplishment of material development with students and master degrees facilitated their participation.

4.2.2 Receiving Professional Support and Scaffolding through Trainer Training

In addition to the participants’ previous experiences as teacher trainers/educators in different settings at different time intervals, their involvement in training language teachers as a result of receiving specialized trainer training marked their becoming process of a teacher trainer. As their story of first-time involvement in the project indicated, they attended the first trainer training part mostly based on the formal obligation. Only a trainer participated as a result of conscious attempts to become a trainer. The question of ‘what kept them in the job?’ could be better explained by the fact that they did not start to work as a trainer suddenly and they received a considerable amount of professional support and scaffolding. This situation made their transition from teaching to training gradual, through which they found a chance to improve themselves professionally. The trainer training rewarded them with a possibility of a different professional career which they envisioned as more satisfactory and having a great amount of impact on the educational system as their descriptions of the job indicated (please see results of RQ 1).

The professional trainer training they received enabled the participants to negotiate where they had come from and where they were headed to. The education of how to train teachers initiated and smoothed their adaptation for the new role they adopted. The content, procedure, instructors involved in the trainer training opened up their pathway and offered a significant boost in taking up the new identity.

The analysis of the interviews and the documents the participants provided indicated that they as the trainer candidates, attended multiple trainer training sessions over two years of a period (for detailed information please see Methodology Chapter, The Context). The trainers received the primary training component over six months in four separate sessions before they were assigned to their new job as a teacher trainer. Six months later, they attended one more training session, which lasted one week. In 2011, they were sent to the USA to receive Best Practices in TESOL and Training Teachers. It was six-week-long training in Massachusetts by the SIG Graduate Institute.

4.2.2.1 Content and Procedure of the Trainer Training

As can be seen in Appendix B, the first trainer training the participants attended was mainly about the introduction of the back-then new curriculum as the names of the sessions suggest: Philosophy of the curriculum, Process of preparing new teaching curriculum, The basic characteristics of the new curriculum (4th to 8th grades), CEFR, General evaluation of foreign language curricula, Relation between the new curriculum and the course books, New terms used in the new curricula. It also included general ELT methods and techniques sessions: Technologies for teaching and learning, Assessing learners, The problems of EFL in Turkish state schools (Primary Education), Teacher's role in foreign language teaching, Teaching listening, Primary school course books, Storytelling as an EFL technique, Integrating songs and games in the EFL classroom, Developing family and student awareness about foreign language learning, Using TPR (Total Physical Response) effectively with children, Teaching writing and speaking, Teaching reading, Samples of assessment and evaluation, Learning technologies for the language classroom.

As the course titles imply, the first training the teacher trainers received was to update their teaching skills and knowledge about ELT rather than about teacher

training/education. Oya Hoca interpreted this step as the refreshment of their pedagogical content knowledge: “Actually, we knew most of the contents, it was quite refreshing, very useful⁹⁶”. However, for other trainers whose background was not related to ELT like Gamze Hoca, Gül Hoca, Emine Hoca, and Aynur Hoca, this training offered new contents to be mastered as Emine Hoca expressed: “There were a lot of things that I learned, 80 % of the stuff was new to me. I just previously knew 20 %. As I studied literature, and attended the teaching certificate in Turkish, these were all new⁹⁷”.

The procedure followed in the first training was mostly lecture as there were more than 120 trainer candidates in the first meeting. As Zehra Hoca said, “The presentations were lecture-based. There were more than 120 teachers. They didn’t divide us. Certain topics were introduced⁹⁸”. At the end of two weeks, the candidates were asked to make presentations about themselves, which was believed by the participants to be a source of evaluation to elect the future trainers as Aslı Hoca mentioned “I think we did presentations so that academics would see our general teaching skills, whether we were worthy of listening to, whether we grasped attention rather than they would assess our content knowledge⁹⁹”.

Besides, the trainer candidates were tested again for the purpose of choosing the best among them on the content of the training such as TPR, task-based teaching, MoNE competences, approach, methods and techniques as Zehra Hoca claimed:

We also took a written exam. They asked what TPR is. Who developed it? Which of the followings in task-based teaching is in the cognitive dimension? What competences were listed as skills in the MoNE curriculum? They gave us an example and asked through which skills we would teach it. They asked what was taught to us.¹⁰⁰

The issue of electing among the trainer candidates or their drop out appeared multiple times in the interviews as a way of showing their perseverance for this job. Additively, this topic can offer a way of seeing these participants as the qualified and accomplished trainer candidates who made it through all those difficult exams and the process of election. With regard to dropping out, Zehra Hoca stated some numbers for each training they received: “There were 120 teachers in Antalya, 90 teachers in Ankara. We were being elected. 58 teachers attended to Bilkent Training¹⁰¹”. As inferred from the numbers, more than half of the trainer candidates who attended the first training in Antalya quitted or they were eliminated. In this sense, while Gül Hoca

referred to familial and financial problems “There were a lot of people who quitted or didn’t want to work because of either family problems or monetary reasons. There weren’t 81 trainers from 81 cities unfortunately¹⁰²”; Tolga Hoca laid emphasis on the challenging nature of the exams or presentations or teaching practiced by the candidates at the end of each session: “The exams were very challenging, there were no unqualified people among us. The ones who couldn’t make through the exams, speak in front of three professors, teach their lessons were gone like defeated as 0-3¹⁰³”. From a different perspective, Aynur Hoca interpreted this process of election by the academics as ego-boosting: “Our egos were terribly bolstered. The state of being elected boosted our egos and we kept being elected because they did this election at every stage. The successful remained, the rest were sent away¹⁰⁴”.

The second training they attended also covered the issues related to language learning and teaching, assessment, the curriculum and course book relationship (please see Appendix C): Roles of stakeholders in language studies (teacher-pupil and school-parent cooperation), Mastering classroom language and managing classroom activities, Testing and assessment, Effective teaching using drama in classroom, Theories of language learning, Practical teaching skills in grammar and vocabulary, Theories of listening and speaking, Theories of reading and writing, The philosophy of CEFR, The program-course book relation, Planning and preparing effective lessons for different types of learners, TPR and task-based learning for young learners, Using task-based activities in language teaching, Homework–Portfolio, Self-assessment, Learner autonomy, NLP in Language Learning. However, in this training the concept of teacher educator/trainer was introduced; there were sessions related to language teacher training: Training teachers and teacher trainers, Awareness of the professional values expected of teachers, Trainer training methodology. As Aslı Hoca put it into words: “We were called to Kızılcahamam as teacher trainers I guess... It was trainer training¹⁰⁵”, the trainer candidates were called teachers of the teachers, and the name of the program was trainer training. The participants expressed that the notion of offering teacher training sessions all over the country at the end of the series of training became more prominent in this two-week-long program. For instance, Betül Hoca claimed that “We didn’t know what we would do back then. There was no such a thing as commuting from city to city, training teachers in the first training¹⁰⁶”. Similarly,

Onur Hoca told that “We didn’t have such an expectation in the beginning. We didn’t know that we would visit cities, attend training, and it would be a big project. We realized that this evolved into a different direction after that training¹⁰⁷”.

The analysis indicated that in this training, different types of teaching techniques were utilized. Instructors started with the lecture, which covered the theoretical background of the content, then employed pair or group works, and ended with workshops in which the trainer candidates put their learner hats on. This combination was appreciated by the trainers as for learning how to train teachers as Aynur Hoca put it into words: “If the lesson started with lecture, then it was followed by a pair or group work and it concluded with workshop. It was so combined that the structure was well-planned¹⁰⁸”.

The third training in Bilkent was considered the best in Turkey by the trainers as it spared quite a lot of space for workshop design and teacher training in its content compared to the first two training programs. As can be clearly seen in Appendix D, the program was especially centered around teaching trainer candidates how to design workshops for teaching language skills including sessions on Principles of workshop design for different skills, Preparing a workshop, Teacher learning and role of trainers. Trainers appreciated this particular training as it enabled them to take up the trainer role. Both Gül Hoca and Gamze Hoca put emphasis on the delivery of this program, which is loop input, as the very effective method for being a role model for teachers: “We received training on how to be a trainer in Bilkent. The instructors used loop input which is a really effective method. They treated us the way they wanted us to treat teachers. You become a role model¹⁰⁹”, and “There were foreigner instructors in Bilkent. It was five-day long. We received training on teacher training such as put your teacher's hat on put your student's hat on¹¹⁰” respectively. Similarly, Onur Hoca praised the training offered in Bilkent in terms of procedure as it included various interactive and product-based training techniques: “Bilkent Training was very successful, incredible. We learned a lot. It was one of the top quality training sessions we had ever received as we were divided into groups, we delivered lectures, organized group works and workshops. Amazing training¹¹¹”.

The training in Ankara-Başkent Öğretmenevi was the trainers’ practice training experience under the supervision of three distinguished professors. In this step, trainer

candidates were assigned a particular topic such as “training teachers on how to teach writing: process writing”, asked to design a training session and deliver it in front of 20-30 actual language teachers. While trainer candidates were presenting their sessions, they were evaluated by these three academics, given feedback, and requested to revise it based on the comments and re-deliver it. In addition, trainer candidates provided feedback to one another as a requirement of the training. As Gül Hoca stated, this practical session involving training real teachers offered an opportunity for the trainers to self-evaluate their training skills before the actual training started:

We were in front of actual teachers in Ankara. They told us to make presentations. After the sessions, we came together and criticized ourselves, the professors evaluated us. The other trainer candidates evaluated the others. We were very harsh to each other. It was so useful. I will never forget this. I think it was the most beneficial training as we experienced training teachers before the actual sessions started, we learned what we were doing and what might appear as problems.¹¹²

The next training took place two months after they started to train language teachers in different cities. The aim of this session was to standardize the content and procedure of the training sessions across the country. For this reason, trainers formed groups for each training course such as the CEFR, teaching speaking, etc. Under the guidance of an academic and a teacher trainer from a prestigious university, they evaluated and revised the content of the presentations:

We produced the materials we use now for a week in Bilkent, Ankara. With the guidance of a professor, we decided on what to include in our presentations, prepared our presentations, then we presented it. We received feedback, then revised it. Do we use the same thing? We make revisions. We can add our own activities but the content of the presentation remained the same for instance, process writing. I could teach it through either a dictation activity or a scenario-based one. However, if I am going to give its steps, tell the process of writing cycle, I have to tell these. The aim was to standardize the content, topic. It was very helpful indeed.¹¹³ (Zehra Hoca)

More than one year later, the trainers were sent to the USA to receive the Best Practices in TESOL and Teacher Training program. It lasted six weeks; it included multiple contents regarding ELT and teacher training such as mentoring and supervision. The educators expressed that they were bombarded with a lot of knowledge about teaching in this training: feedback types, alternative lesson designs, alternative assessments and portfolio, smart objective writing so on and so forth. In addition, they also taught English to adult learners from different backgrounds there. In these teaching sessions, they were observed by trainers and their trainer colleagues,

which yielded a task in which they gave feedback to their practicing colleagues as a trainer and evaluated by the program trainer in all of these aspects:

ECRIF was introduced. We received training on giving feedback, writing smart instructional objectives, SWBAT. Then there were two language learner groups: one was with Japanese and Chinese learners at the elementary level, the other one with Spanish, Puerto Rican learners at the pre-intermediate level. We were divided into two groups, and received teacher training with these two groups.¹¹⁴ (Zehra Hoca)

We implemented portfolio, experienced hands-on learning. We learned portfolio and writing a letter of intention. For portfolio studies, there were articles and we wrote three essays on these. Then you put these into your portfolio. Then, the instructor checked these portfolios, and we said we learned such and such. Also, we learned feedback sandwich, which was not appropriate for us. We criticized each other very harshly. The trainer said: “What kind of feedback is this? This isn’t even feedback at all. This is vilifying”. It was very hard for us but in the end we learned it.¹¹⁵ (Gül Hoca)

The trainers interpreted all these training components as an integral part of the process of becoming a trainer. They considered all the trainer training sessions very comprehensive and well-designed. The analysis showed that the trainer training phase contributed to the trainers’ transformation from teacher to trainers. To Aynur Hoca, this was not just a content to be learned, it was a character formation: “This wasn’t just a content building, but a character formation simultaneously¹¹⁶”. Sultan Hoca’s comment on the trainer training phase demonstrated that this was a gradual process, enabling them to start from the basic concepts and reach the higher levels built on the previous learning and experiences by the collaboration of well-known academics. This also suggested that via the trainer training, the trainers experienced a sense of advance accompanying the transition from teaching to training:

This trainer training process really accelerated our transition. We started with a simple, introductory training session in Antalya. In Kızılcabamam, we started to enjoy. We met Fatma Hoca and Hayriye Hoca again. These were trendsetters in teacher training. Training in Bilkent was incredible, it was exactly tailored for us. We made one-to-one presentations. Each training was built upon the previous and it was getting more and more educating. We were always moving up and further as the old Turkish saying goes: ‘I was raw, I became cooked, and I was burnt’.¹¹⁷

4.2.2.2 Academics’ Support

The project in which the trainers participated was initiated by the Board of Education with the collaboration of academics from the departments of English Language Teachings of the different universities, of the British Council and the American Embassy. The trainer training sessions were taught by these professors and

trainers. The analysis of the interviews showed that all of the trainers appreciated the academics' and instructors' efforts and involvement and believed that their engagement contributed to their training skills, knowledge and identity.

As in their descriptions of the experience of training language teachers (results of RQ1), the trainers placed a certain amount of emphasis on academics' teaching and support in the trainer training programs. The trainers regarded them as a source of motivation thanks to the encouragement and praise academics offered to the trainer candidates. They appreciated instructors' enthusiasm in cooperation and their quality as the pioneers of the job of teacher education. Along with these, trainers also underscored their learning from them as a significant component of the process of identification with the job.

The analysis of the interviews about the trainer training phase suggested that the trainers as candidates for the job were greatly encouraged by the instructors and academics. As the trainers passed the exams and were selected based on their success for presentations or teaching practices, they were appreciated as the best of the teachers by the academics as the future teacher trainers. For example, as Gamze Hoca put it into words, one of the prominent professors addressed the trainers as the best of the best, which really inspired them a lot. Besides, the message that 'they were the best teachers to be teacher trainers' was not just verbally said but also conveyed in academics' behaviors and relationships to the trainers:

Ali Hoca attended that training. He told us that we were the *crème de la crème*. This really motivated us. They all appreciated us. It was perfect. Fatma Hoca was phenomenal. They treated us very sincerely. They made us feel highly valued. They treated us as their colleagues, as the *crème de la crème*.¹¹⁸

In a similar way, academics' positive evaluations of the trainer candidates and their praises offered a special form of motivation for the trainers. For example, Gül Hoca particularly recalled one of the instructors' appreciation of her job with which she was really delighted: "In Ankara, we had practice training, we trained actual teachers. We never experienced it earlier. Later, Hayriye Hoca said to me 'you are born for this job'. I really appreciated this comment¹¹⁹". Likewise, Aynur Hoca also regarded the personal comments of the academics as compliment since their individualistic characteristics were also noticed and appreciated. This bolstered her ego as in the way of becoming a teacher trainer: "The academics took care of us individually, tried to understand our characteristics. One of them said that I was

carrying leadership material. This is a real blessing, a very good praise. Our egos were constantly boosted¹²⁰”. Academics’ awareness of the aim of the training and the context in which the trainer candidates would work, and their future-oriented preparation accordingly further encouraged trainers more as Tolga Hoca underlined: “The instructors were well-equipped and prepared. We noticed this. They were great in communication. They were aware of the purpose, who we were. They really encouraged us, told us that we would be doing a great job¹²¹”.

Although most of the participants had been previously engaged with training teachers in different contexts to different degrees, they claimed that their journey of how to train teachers was heavily influenced by their learning from academics. The trainers gave credits to the academics’ impressions on them as Betül Hoca claimed: “We were impressed by Ayşe Hoca, and Hayriye Hoca. Fatma Hoca influenced us greatly¹²²”. In terms of instructional gains from academics, the trainers attached a great amount of importance to their role as a model for how to train teachers and how to build rapport with adult learners. As Aslı Hoca stated, academics’ prioritizing the skills of teaching offered a way of modelling for trainer candidates: “They were teachers in the first place. Perhaps, without noticing, we took them as role models, that is why it is a different kind of training. These instructors were experts in their field and the forerunners in teacher training¹²³”. In a similar vein, Betül Hoca also referred to academics’ role-modeling in terms of seeing teachers as adult learners. She clearly expressed that they tried to imitate academics in their growth as teacher trainers:

Perhaps, we learned adult education from academics. Perhaps we possessed the knowledge of adult education from their approaches to us. We approached teachers in the same way as the academics approached us because we did what we saw. This was good, very good indeed. They appreciated our deeds.¹²⁴

As the trainer training programs were also supported by British Council and American Embassy, their native speaker trainers were also teaching to the trainer candidates in the project. Their contribution was also acknowledged as a source of gaining discipline and responsibility in training. Emine Hoca asserted that “There were native speaker instructors. You know they are perfectionist. We really gained the sense of discipline and responsibility from them¹²⁵”.

While the teacher trainers were narrating the importance of the trainer training programs they received, they also referred to the quality and reputation of the academics and instructors to show the quality these programs. For example, Gül Hoca

expressed her contentment that they were trained by the prominent instructors who were the best in their fields, which also showed the quality of the programs:

It was a really well-designed program. The best academics in their fields trained us. I mean if Ahmet Hoca was good at something, he showed up not anyone else. Ali Hoca taught us the CEFR because he was good at it, he didn't teach anything else. ..Very few people study teacher training like Fatma Hoca and Hayriye Hoca. They trained us in the field of their expertise. That is why I am very happy.¹²⁶

Overall, as the quotations above clearly and vividly represented, the trainer training, the participants received, promoted a smooth transition for their new roles as teachers of teachers. They expanded their ELT knowledge and learned about teacher training. The process of election over the course of trainings enhanced their ego and confidence as trainer candidates. In addition, their references to being selected suggested that they were perseverant, willing to do this job and relatively competent enough to perform as a trainer. As in the descriptions of the experience of training language teachers, academics' involvement, motivating encouragement and praise contributed to the smooth transition from teaching to training, which eased the process of becoming a teacher trainer.

4.2.3 First Experiences: Finding a Source of Assurance and Credibility

Having successfully completed the preparation phase, the group of trainers' began to work as a teacher trainer. Their first assignments and experiences were marked by professional collaboration, powerful guidance of the academics and the positive feedback of the participant teachers. They did not feel the sense of isolation in their new job as their cooperative studies continued. However, this does not mean that they did not have any concerns for their first practices.

The analysis of the interviews indicated that some of the teacher trainers had worries about their self-images as the trainers. They were intimidated by the fear of failure or the possibility of participant teachers' challenging their knowledge or authority as the trainer. They claimed that they had the hidden fear of failing to satisfactorily answer participant teachers' questions, which put them into a certain degree of trouble. Betül Hoca, for instance, was self-questioning her decision to be a trainer since she believed that addressing many people was not an easy job and there was the possibility of failure and of undermining her knowledge as the trainer: "I

questioned whether I could make it because it isn't easy to address many people. You can't be fully competent, you may get stuck, go to pieces. They may say 'You don't know anything and dare to train us?'¹²⁷". In the same way, Sultan Hoca also felt threatened by the idea of being unable to satisfy participant teachers' curiosity and the fact that they may disregard her:

I had the fear of being unable to answer teacher questions or saying "Let's search it altogether" may not satisfy them. I was hesitant at first whether they would ask a question and I could answer it. I had a hesitation and worked all the time so that teachers wouldn't say "Look, who is here? Whom have they brought as a trainer? She doesn't know anything".¹²⁸

Coming from a different background, studying physics in college, Aynur Hoca had a different kind of a fear, which is, speaking English in front of a group of language teachers would be very threatening and it required a great amount of courage. Yet, when she first practiced training teachers without any problems, she concluded that she was a fluent speaker of English and found assurance: "I was really stressed out at first because I wasn't quite sure whether I was a fluent speaker until I was in front of teachers all alone¹²⁹".

On the other hand, some trainers were free of any worries with regard to their first experiences in this context as they were counting on their trainer training, previous experiences either in teacher training or with adult learners. Most of the participants claimed that they were well-prepared for the job. Gül Hoca said that "When we went to Isparta for the first training, we were experienced. We weren't like a fish out of water. We knew what to do¹³⁰". Tolga Hoca's remark showed that he was not very worried about training teachers thanks to his previous experiences with grown-ups: "I had taught English to adults earlier. My previous experiences in adult education prepared me for training teachers¹³¹". Similarly, Ahmet Hoca, who had been engaged with teacher training in various contexts accentuated his comfort by comparing himself to his fellow trainers:

Most of my colleagues had worries about how they would stand in front of a large group or how they would persuade them. Of course after a couple of training weeks, it was all gone. I was lucky in this sense because I studied with both macro and micro groups in *DynEd* earlier. I was a little advantaged in coordinating teachers.¹³²

Despite the worries, all of the trainers claimed that they had smooth first experiences. In other words, none of the trainers reported a major issue directed at them in these first weeks. Quite the contrary, they expressed that they enjoyed the

participant teachers' feedback and attitudes toward them, which contributed to their perseverance. Acknowledging the enthusiasm of the participant teachers in the training sessions and her dream job, Oya Hoca spoke very highly of her first experiences: "The first teacher training week was amazing, teachers were very enthusiastic, we had a great incredible energy. The first training was phenomenal... I didn't have any problems because this was my dream job¹³³". In a similar way, the trainers felt even lucky in their first weeks, they found the seminars very fruitful. This situation promoted higher expectations for the upcoming sessions from the trainers' part. For instance, Zehra Hoca said that:

The first group of teachers was very enthusiastic, open to learning. This was our good luck. First sessions were smooth and very fruitful. Teachers were very hopeful. We were thinking that since our first sessions were so satisfying that the upcoming ones would be even better. There was no hard situation. We were a little worried at first, yet it was quite satisfactory, perhaps it was my favorite training session ever.¹³⁴

The significance of experiencing satisfactory and successful first sessions can be better understood in Asli Hoca's remarks. As she expressed, successful first experiences enabled them to persevere in this job. If they had had a bad start, they might have given up: "In general, teachers were content. They found the training very useful. Their feedback was very positive. They congratulated us. If there had been strong resistance from teachers, we wouldn't have continued to train. We were really motivated indeed¹³⁵".

Another noteworthy stimulating force the teacher trainers drew on in their first experiences is academics' company and support. Trainers clearly pointed out that academics' guidance in their induction period was their critical point which enabled them to maintain their roles. For Betül Hoca, academics' positive comments on her training increased her self-confidence and assisted her to overcome her worries: "I was very excited. The academics' positive feedback really increased my self-confidence. While I was having doubts whether I could do this job, the start was a little difficult, but their appreciation was a turning point for me¹³⁶". Sultan Hoca's co-training with successful academics who inspired her in induction soothed her and passed through the transition without any identity problems. In other words, academic support contributed to the identification with the new role:

I didn't have any major identity issues because I always worked with academics who instilled in me suggestions. I always gave Veli Hoca as an example because he and I

co-trained a lot. Fatma Hoca was a big source of motivation for us. I also had a chance to work with her one-to-one. So, I didn't have identity problems.¹³⁷

As can be inferred, the social support in the form of participant teachers' positive attitudes or academics' encouragement seems to assist trainers to deal with their fears of failure in initial experiences. In addition, the trainers made use of certain strategies to ease their first experiences. Nearly all of them underscored the significance of warm-up in the teacher training sessions multiple times during the interviews. They stated that they utilized certain ice-breakers activities not only to create a bond between themselves and the participant teachers but also to indicate that they were worth listening to. For instance, from his first sessions Tolga Hoca started to create an interactive environment via warmers in order to engage teachers who were indifferent to the training in the beginnings:

In the lesson of Ice-breakers and Energizers, I implemented a couple of name learning activities so that people got to know each other. They were all about music, dancing and writing. The teachers who were gazing pensively at me in the beginning let themselves go and became very enthusiastic. That lesson went so well. It really satisfied me, I was very happy.¹³⁸

While Tolga Hoca put emphasis on the ice-breakers as a way of energizing participant teachers, other trainers regarded them as a way of proving their worth as the teacher trainer. In order to indicate this, they reported on referring to their educational or working background. Some trainers referred to the trainer training phase they participated or they mentioned their academic accomplishments. Emine Hoca was one of the educators who underlined the trainer training to imply her qualifications in teacher training: "I told them I took such and such training as a trainer. Then, they would say 'she is qualified' because they wanted to see trainers who are different from them. They didn't want trainers to be similar to them¹³⁹".

In line with this, Aynur Hoca and Zehra Hoca talked about their academic engagements to suggest that they were qualified to train teachers. For instance, Aynur Hoca, who made colorful cards on which she listed some of her features so that participant teachers would guess who she was, specifically put a logo of her college and a statement about the fact that she was pursuing a PhD degree in order to prove her worth. She said that these two points positioned her as relatively higher than participant teachers, which offered a suggestion that she was better than the audience and worth listening to:

For the warm-up parts, I prepared mini cards. I distributed those among teachers and asked them to make predictions about who I was. Of course I put the logo of ABAB University to show that I am not one of them, I studied physics. Also, I tried to put a visual to sign that I was about to complete my Ph.D dissertation. This was for proving that I was a level beyond them, a level better than them so that they would listen to me.¹⁴⁰

On the other hand, Sultan Hoca and Gamze Hoca pointed out their teaching career as a source of credibility in training teachers. They expressed that they frequently referred to their teaching experiences under difficult circumstances. Sultan Hoca, who worked in village schools for a long time and accomplished a couple of material development exhibitions with her students, believed that her accounts were persuasive and the indicator of proving her worth. Moreover, she also brought videos and photos of her students' accomplishments while talking about an activity:

Since I worked a lot in village schools, what I said was credible and convincing. That was important. Teachers frequently challenge as "Come and teach it in my school". Since I had multiple student samples, I used to bring all these works, videos and photographs, they wouldn't say such things to me. ¹⁴¹

In the same manner, Gamze Hoca told that she was showing her vocational school students' language productions via the social media to convey the message that she was a credible source of teaching and training. In other words, by bringing her low proficiency level students' sentences, she suggested that she was well aware of the participant teachers' teaching conditions, yet she achieved her goals even in these worse situations:

Being a teacher in a vocational high school turned into my advantage. Another advantage of mine was to use technology. I had Facebook groups for my students, and I had digital student samples. I was able to show teachers those clearly. They could see that no matter how poor my students' language proficiency was, they tried to communicate with me in English. As long as you show them, it is OK. Yet, if you just tell them, they would say "Come on, it is impossible in vocational schools". If I had been an Anatolian high school teacher, if I hadn't worked with such challenging learner groups, if I hadn't tried to teach them so badly, it would have been different. In the sense of getting teachers, showing them that you have experienced, lived the same things, and this change actually works even through simple student sentences over Facebook was my way of reaching out to them.¹⁴²

All in all, the stage of becoming a teacher trainer covers multiple issues such as their previous professional careers, their engagement with the job of training teachers, their decision making, the trainer training they received and their first experiences in this new role. All these elements made the transition from school teaching to teacher

training gradual, and enabled the participant trainers to adjust themselves to their new educator role as smoothly as possible.

While all the participants were ex-school teachers, nine trainers out of 12 had been engaged with teacher education to a certain degree in various contexts earlier. These different training experiences enabled them to be a teacher trainer in the MoNE contexts. For majority, attending the trainer training was an obligation, yet their persistence in the training and performing the job were voluntary. They consciously chose to be a trainer. For some, their reputation as a successful teacher or their networking promoted the chance of attending the trainer training. The training they took to become a trainer professionally prepared them for the job. It offered not only an expansion of ELT knowledge- the content of the teacher training-, but also a means of taking up trainer identity via academic support and practice training opportunity under the supervision of the distinguished instructors. In other words, as one of the participants called, they were not like a fish out of water in their new roles as the trainer. In a similar way, the presence and contribution of a noticeable other, in the form of academics, or participant teachers as the client of their service was a significant part of identification with the new identity. Their encouragement and positive attitudes played a crucial role in transition. As for the first experiences, while some of them had worries about their self-images and the fear of failure as a trainer, they overcame these due to the assurance they found in the participant teachers' comments and attitudes toward their training sessions. In addition to the academics and the participant teachers' welcoming collegiality, the trainers' conscious attempts to remove possible difficulties in the first sessions and prove their worth as a trainer further assisted them to embrace the educator identity without major problems. Figure 4.1 can briefly summarize the overall stage of becoming a language teacher trainer.

The Professional Identity of Teacher Trainers: Motivation and Aspiration

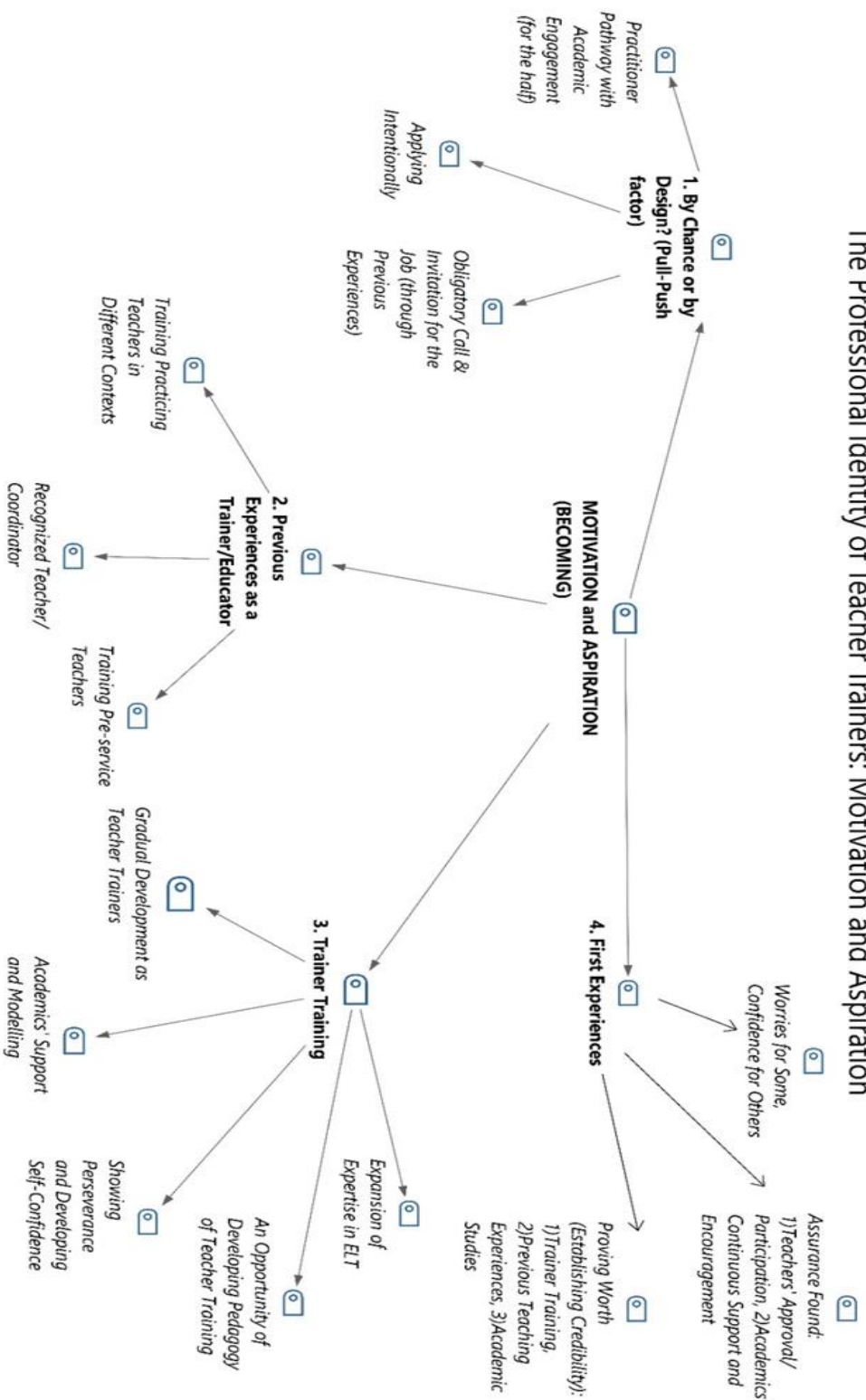


Figure 4.1 Visual Representation of Teacher Trainers' Motivation and Aspiration

4.3 The Professional Identity of Teacher Trainers: Job Description

This component of professional identity was not just limited to what sorts of works teacher trainers undertook in training language teachers. As the analysis demonstrated, the job description was quite related to the official title(s) assigned to the trainers and the lack of an officially recognized position as trainer. Moreover, the way the trainers perceived the professional goals which guided all these practices was vital to deeply understand the professional functions they carried out.

4.3.1 Is it really ‘What is in a Name’?: Formatör or Eğitimcilerin Eğitimcisi?

In order to explain what their job of training language teachers entailed, the teacher trainers talked about the title given to them to perform this job. In English, the job is training teachers and the performer of the job is called ‘teacher trainer’. However, in Turkish context, the situation is a little ambiguous and confusing. There is no established, commonly used name for the trainers. By referring to this, the participants expressed two titles they used to explain their job: 1) ‘formatör’ (formateur from French origin meaning ‘trainer’) and 2) ‘eğitimcilerin eğitimcisi’ (meaning ‘trainer of trainers’ or ‘educator of educators’). Each name had its own problems as the trainers claimed.

The name formateur was ambiguous in Turkish educational system. It was used in two contexts: 1) for computer education and instructional technology (CEIT) and 2) teacher training. As Tolga Hoca explained, CEIT teachers were known as formateur teachers. They have established and fixed the information systems in their schools in relation to *Fatih Project* (The Movement for Increasing Opportunities and Enhancing Technology) within a decade:

When you say ‘formateur teacher’, people think it is CEIT teachers because in schools there are informatics formateur teachers. These are the ones who worked for Fatih Project. With the initiation of computers and informatics systems at schools, CEIT teachers became formateur teachers of their schools. In this sense, these are the ones who fixed computers and developed an infrastructure. Their name is informatics formateurs, formateur teachers.¹⁴³

Therefore, when this group of participants was firstly called formateur teachers, Sultan Hoca immediately associated this with CEIT teachers: “I had known

the word *formateur* because I have many friends who were informatics *formateurs*. I always thought that *formateurs* could be those¹⁴⁴”.

On the other hand, this term was also used for the teachers who offered seminars in the name of the MoNE. As can be seen in Appendix J, this term was officially written in the certificate awarded to Emine Hoca and Aslı Hoca when they had participated in the trainer training program earlier. In other words, teacher trainers were called *formateur* teachers as well. Aslı Hoca, who was previously known as a *formateur* teacher, told that “The word *formateur* was used in the MoNE training. There was the state of being a *formateur*. What do *formateurs* do? They offer INSET training, and train teachers. ‘*Formateur*’ is the name they have used since the 80s¹⁴⁵”. Although it was utilized in the training context, the trainers felt that this did not convey the meaning accurately. For instance, Tolga Hoca clearly expressed that the name ‘*formatör*’ in Turkish did not refer to trainers: “I guess *formateur* is of a French origin when it is linguistically analyzed. Back then, we searched why they used *formateur*. I mean they probably couldn’t find an expression in Turkish, they left it as it was¹⁴⁶”. However, drawing on the morphological component of the word, Aslı Hoca found the name *formateur* compatible with the purpose of training language teachers which encompasses updating teacher knowledge and informing them about the recent advancements in the field as it is derived from ‘*format*’ as used in computer science:

I think it is formatting rather than forming. I guess formatting is from French. Like formatting computers, education is also updated. It means in-service training. Everything changes in education: approaches, methods. So, as in other professions, sharing knowledge is formatting, updating in teaching as well.¹⁴⁷

Around the time this project started, the name ‘*eğitimcilerin eğiticisi*’ was coined to be employed to mean trainers. By highlighting the fact that the new term was also not so straightforward but more preferable compared to the former, Tolga Hoca told that “Now, it is called trainers of trainers (*Eğitici Eğiticisi*) by the MoNE. They haven’t used *formateur* since we started. Instead they go with trainers of trainers. It doesn’t convey the meaning though. Yet, it is a better expression than *formateur*¹⁴⁸”. In a similar way, Sultan Hoca also found the title inappropriately translated: “They called us trainers of trainers. We asked ‘what is it, like *formateurs*?’. Trainers of trainers was brand-new to us. It felt like they couldn’t properly translate it and come up with this Turkish expression. It is teacher trainer¹⁴⁹”. On the other hand, other trainers easily adopted this new term and began to introduce themselves as teachers of

teachers to tell people what they did. For instance, Ahmet Hoca highlighted that he always utilized the name ‘trainer of trainers’: “I call it trainer of trainers. There is no such a thing as a formateur. I always say I am a trainer of trainers. I have never used formateur. I am a trainer of trainers^{149,2}”. In a similar vein, Emine Hoca, who had been previously called ‘formatör’ in the earlier trainer training program, highlighted that via the new term, she could explain her job:

We were told “You are a teacher trainer. You will take care of training of teachers, not students”. I didn’t introduce myself as a formateur. I couldn’t explain what I did. I told: “I am a teacher trainer, I train teachers not students”. They asked: “How do you train?”. I responded: “I inform teachers about new developments, updates about language teaching. I tell them techniques, methods and new approaches at certain intervals”. ¹⁵⁰

The ambiguity still continues among the trainers. Some trainers keep using formateur to introduce themselves as well. For instance, Gül Hoca claimed that when she used the English term among language teachers, she preferred to employ formateur in general: “We called ourselves trainers among us... I introduce myself as formateur¹⁵¹”. Putting emphasis on the fact that the term formateur is still in use in the teaching field, Oya Hoca sometimes called herself formateur: “I sometimes use formateur because this word is used in the teaching community but since there is no such a position I don’t use it most often¹⁵²”. Her statement about the absence of the official position for teacher trainers is the other issue the trainers frequently mentioned in relation to what they did as trainers.

4.3.1.1 The Absence of the Official Position as Teacher Trainer

The analysis of the interviews indicated that the teacher trainers worked on an assignment basis for nearly three years, which means that their position did not change as a trainer. In other words, their official status was still a teacher. Every instructor referred to the fact that their assignments were temporary. For example, Aslı Hoca told that “Our position remained the same. We were temporarily assigned to the District Directorates. Our position was the same. This is how things work in the MoNE¹⁵³”. In the same way, Gül Hoca stated that they were not officially titled as a trainer: “If you asked whether there was an official title for us, there wasn’t¹⁵⁴”. Ahmet Hoca explained the situation in the MoNE, claiming that there is a ranking system among the administrative staff in the ministry while no special status is present for teachers:

“I am still a teacher. Nothing has changed because the MoNE doesn’t use special expressions for these things. There are administrative positions in the MoNE: a head, vice head or departmental manager. There are no such things for teachers¹⁵⁵”. Likewise, Tolga Hoca referred to the fact that teachers can be categorized based on their experiences and they are not rewarded with the promotion: “There is no promotion in teaching. There are expert teachers or head teachers¹⁵⁶”.

The fact that there is no official status as teacher trainer in the MoNE affected teachers in multiple ways. To set an example, Sultan Hoca mentioned that introducing herself as a trainer was not meaningful and sensible for other people as their career did not change: “In terms of the career, we were still the same. We were in the teacher position. For instance, when we said ‘we are trainers of trainers’, this didn’t mean anything¹⁵⁷”. Concerning the absence of an official position, Emine Hoca talked about the temporary nature of their job. In addition, she mentioned that the title as teacher of the teachers was assigned to her by the Board of Education not by the provincial directorate where she was supposed to work for the weeks when she was in city:

I was temporarily assigned to the department. The title, I mean, trainer of trainers wasn’t given by this department. The District Directorate didn’t entitle us, didn’t know us. They were just following the instructions of the Board of Education. They didn’t know what we were doing.¹⁵⁸

The lack of change in the trainers’ status was also influential in their explanation of what their job involved in terms of promotion. While some of the trainers did not regard it as a sort of promotion since there was no adjustment in their position, others perceived it as an internal promotion. Tolga Hoca believed that being a teacher trainer was just a guidance service, not a promotion: “Being a teacher trainer is not a promotion. Since there was no change in my status as a teacher, I don’t see it as a promotion. It is just a service of guidance¹⁵⁹”. Oya Hoca also regarded it as the lack of promotion by referring to the fact that the ministry trained and employed trainers on a temporary basis and there was no continuation in this sense:

There is no such an official promotion. As far as I know, there is no position as teacher trainer in our country, right? There is no such a status. There is an INSET unit in the MoNE but there is no such a position as “These people are our trainers, come and train”. There were us, they left us, and trained another group of trainers. There were former trainers that I admired, who trained us. What happened to them? I do really wonder, there is no one at the service now. Today I am not there, tomorrow, the current ones won’t be there because there is no such an official promotion.¹⁶⁰

On the other hand, acknowledging the absence of official status as a teacher trainer, the majority of the participants interpreted the job of training language teachers as an intellectual, cognitive and internal promotion. For instance, while Sultan Hoca described it as a promotion in terms of advance in her knowledge: “I think it is a raise in the sense of knowledge in the teaching career¹⁶¹”, Gül Hoca called it as psychological promotion: “I believe it is a promotion at least psychological one¹⁶²”. In the same way, Aslı Hoca saw it as a cognitive development yet underlined the fact that there was no financial or status improvement: “If the MoNE adds stuff like a raise in salary or seniority, then it is a promotion. Unless so, it isn’t. It might be a cognitive promotion of knowledge raise. It isn’t technically a promotion¹⁶³”. Aynur Hoca, on the other hand, interpreted being a teacher trainer as a promotion, although there may not be a financial gain. She envisioned training as an internal promotion since trainers, as one person, address teachers as a group. She further stated that being a trainer was a separate career choice requiring a specific form of education even though they could not use the title before their names:

It is a personal promotion, internal one. You are promoted in your head. Why? Because you nominate yourself as a person who will address others and you stand alone to the group of teachers. Then, it is a promotion. They didn’t write trainers of trainers before our names in lists but it is a promotion to me. Actually, it is a position for which people should be particularly trained.¹⁶⁴

Overall, the teacher trainers reflected on the title attributed to them for this job and the absence of a formal position as teacher trainer while describing what kind of activities their job was made up of. As the trainers strongly underscored, the assigned names were not straightforward to represent their job and lacked a meaningful correspondence in society’s perception. Since the name ‘formateur’ is also used for CEIT teachers, it created a sort of ambiguity for them. Yet, it was the name that had been in use for decades in the context of INSET to refer to trainers. While it was appropriate in the circle of education to introduce themselves as formateurs, it did not offer a sense in the social community. To make the situation more complex, the group of trainers began to be named as ‘eğitimcilerin eğitimcisi’, meaning ‘trainer of the trainers’. Although it was believed to be more meaningful than formateur, there was an understanding that this new title could not convey the job appropriately either. Thus, in terms of introducing themselves, the trainers had a certain kind of confusion, which needed to explain their job in longer terms, tell people what they did in detail. Although

they claimed that they did not witness any significant problems in adjusting to their new identity in their groups, they had challenges in the social community. The potential root of the problems is related to the absence of the official position as a teacher trainer in the MoNE structure. In other words, they were appointed to the job of training teachers based on temporary assignments without any change in their status. This situation is one of the reasons for why the trainers stick to the teacher identity in the process of developing trainer identity. It affected their practices and the messages delivered to the participant teachers as can be seen in the activity, in-class teaching description part.

4.3.2 Professional Goals of Teacher Trainers: Two Dynamic Dimensions

In relation to what their job as a teacher trainer included, the participants also underscored their professional goals, which were to achieve via their job activities. The analysis indicated that there was duality in the professional goal of training teachers. In other words, there were two dynamic dimensions as for the aim of training language teachers: 1) teacher trainers attempted to reach professional self-actualization, and 2) teacher trainers assisted teachers in accomplishing their self-actualization.

4.3.2.1 Self-actualizations of Teacher Trainers

As the trainers made it very clear in their description of the experience of training language teachers (please see the results of RQ1), they considered the job as a vehicle for their own professional development. Betül Hoca's honest revealing illustrated this situation very vividly: "I don't know whether they used us or we used them. Honestly, I utilized each training for my own development, the sessions offered opportunities to improve myself, to correct myself₁₆₅". In this context, their efforts to self-actualize then became one of the professional goals as well.

The remarks of the trainers even suggested that trainers' professional growth could be even their primary goal. For instance, Tolga Hoca claimed that since nearly all the trainers in the job were willing for it, this might be their biggest aim: "Their professional aim was probably to improve themselves further because they were all

enthusiastic. Some of them had already training experiences, some of them had different engagements like me. I think their biggest aim was to improve themselves¹⁶⁶”. Similarly, Aynur Hoca also conceptualized the job of training teachers as an opportunity for trainers’ professional development. She stated that this group of trainers strived to become a better version of themselves in every seminar session by training teachers in the best way they could:

There is nothing more enjoyable than to witness a trainer’s efforts for self-actualization... You know, you were supposed to share the room with another trainer and you had the chance to observe that person while she was getting prepared for the next day. The aim was beyond to save the day or to present in the best way. We were trying to improve ourselves professionally. All the efforts were for this aim.¹⁶⁷

4.3.2.2 Contributing to Teacher Growth

The second dynamic dimension of the trainers’ professional goal was to enable language teachers to improve themselves professionally and to assist them in their pursuit of professional growth. This second goal included many levels in itself. In other words, the analysis of the interviews indicated that the trainers stated this aim with different focal points and on various scales. As in the line of their job in which they offered professional development seminars across the country, addressing all English language teachers working in the state schools regardless of their school levels, the aims to which the trainers referred can be analyzed in three levels: 1) macro level professional goals, 2) mezzo level goals, and 3) micro level aims.

4.3.2.2.1 The Macro-goals

As a reflection of their job in which the trainers travelled all over the country and met nearly all English teachers working at state schools, the trainers’ professional goals encompassed nationwide aims. Their remarks suggested that they started the job to solve the problems of teaching English to students. As Tolga Hoca’s expression indicated: “Every training is a result of a problem¹⁶⁸”, their focal point was to deal with the negative situation around language teaching rather than maintaining successful practices. The purpose of training language teachers to eliminate adverse criticisms directed at country-wise language instruction was even likened to attending a funeral and taking care of the burying process by Zehra Hoca who questioned their training

practices in line with their objective: “Why am I going to train teachers? Is this a job or is it a mission? For this discussion, it was said ‘there is a body out in the open, we will bury it all together’¹⁶⁹”.

In her arguments for the purpose of the job, Gül Hoca ordered their professional goals. She clearly expressed that resolving this nationwide problem functioned as a comprehensive guide for their practices: “We can’t teach English. I think our basic – umbrella term- aim was to wipe off the sentence ‘English isn’t taught well in Turkey’¹⁷⁰”. Onur Hoca referred to the project’s aim while talking about why language teacher trainers did their job: “In this country, teaching English is a problem. The project was initiated with good intentions to train teachers so that this problem could be solved¹⁷¹”. In the same way, Sultan Hoca stated the problems of language teaching in the country by taking the issue from a much broader perspective. She mentioned the country’s proximity to Europe and the multiplicity of the international projects conducted in this issue. She concluded that she aimed to enable teachers to question current language teaching practices:

As a country, we are very close to Europe. We have multiple books and sources. We have many educated English language teachers. We are one of the very few countries that are funded and make use of projects. Despite these, what is the reason for our students’ inability to speak English? What is that we’re doing wrong? Are teachers not well-trained? Or they are trained but don’t they do enough in-class studies or is the curriculum that is determined for us the problematic aspect? Our aim was to train teachers in the direction of questioning and comparing things, to train teachers to assist them in answering the question: “What is that we are doing wrong?”¹⁷²

4.3.2.2.2 The Mezzo-goals (Improving Language Teachers’ Competency)

The professional aims stated by the trainers which can be categorized as mezzo-goals are related to the content of the sessions delivered to language teachers. The trainers stated their purposes in relation to the title of the courses they offered. In general, these were related to improving language teachers’ competencies. Zehra Hoca’s statements indicated that the trainer group’s professional goal, which was not orally conveyed by the Board of Education, was to enhance teacher competencies in subject knowledge, assessment and evaluation, managing the teaching and learning process and creating learning environments. She claimed that she inferred this goal from the content of the sessions:

We have our professional aims. We were told that we would train teachers in the direction of teacher competencies. I mean to improve their skills in 1) subject competencies, 2) monitoring students, assessment and evaluation, 3) communication, student interaction and classroom management. Curriculum knowledge and lesson design were among the courses we taught and among teacher competencies as well. We weren't directly told that but these were in the content of the sessions.¹⁷³

In relation to the umbrella aim of improving teachers' competency, teacher trainers' focal points were various and they referred to three main functions in which they aimed to develop in language instruction: 1) introducing the new curriculum, 2) promoting communicative language teaching (CLT) and 3) exemplifying new methods and techniques. They put a considerable amount of emphasis on these three issues in their statements of professional goals.

4.3.2.2.1 Introducing the New Curriculum

Within the context of the program the trainers worked, introducing the new curriculum was repetitively mentioned by the trainers as their aim. Another concept they emphasized in terms of introducing was the CEFR. Including themselves in the group of teachers who were previously not knowledgeable about this framework of reference (please see the results of RQ1 since they paid a great deal of attention to learning what the CEFR is in practicing training teachers), the trainers stated that they also aimed to inform teachers about this document. In this sense, this curriculum introduction was not just about presenting it but also about displaying how it could be implemented and reflected in the classroom. It made training sessions beyond a methods and techniques seminar as Oya Hoca underlined:

There was a new curriculum back then. The CEFR was used but nobody knew it. Our teachers had a problem in this sense... Our aim was primarily to introduce new curricula. This wasn't a method and technique seminar in general. This was entirely for new curricula. Our mission was to introduce the curriculum and to inform teachers about how it could be implemented, reflected in the classroom. ¹⁷⁴

4.3.2.2.2 Promoting Communicative Language Teaching (CLT)

Another professional aim the trainers expressed was to facilitate more communicative and interactive classroom environments by conveying the necessity of more skills-based teaching in English classes. For instance, Tolga Hoca attached a significant amount of importance to telling teachers the necessity of student

production. He even regarded promoting learner talk as his mission in training teachers. He further claimed that he could accomplish this purpose by modelling ideal practices and in the end, teachers were able to internalize it:

Our aim was to teach teachers how to remain silent in the classroom. Teachers will be silent and students will talk. They will talk to each other, peer-learning. When it comes to assessment, self-assessment, peer-assessment, peer learning. I mean it was to enable teachers to know very well the terms of group work, pair work. We started training on this mission. Since we didn't just tell but implemented these in our sessions with teachers, they naturally internalized these.¹⁷⁵

In a similar vein, Emine Hoca expressed the professional objective of training as delivering the message that language instruction should be actually based on skills. While Tolga Hoca believed that he could reach his objective, Emine Hoca claimed that she was not very successful in realizing her aim. However, she was not very pessimistic: "Teachers still teach grammar as they learned it like Math. Our aim was to convey that English teaching is actually skill-focused. Have we achieved it? No, but we tried. Even if one of them tries, it is a gain¹⁷⁶".

4.3.2.2.3 Exemplifying New Methods and Techniques

Since the title of the training program the participants were in charge of was "English Language Curricula, Methods, and Techniques", they expressed their goal was to deliver the new methods and techniques, update teachers in terms of current issues and promote teacher renewal. They put a tremendous amount of emphasis on new methods and techniques in their mission statement. Emine Hoca, for instance, placed importance on teacher renewal: "Our aim was to update all teachers actually and to inform them about changes, developments¹⁷⁷". Aslı Hoca also underlined the title of the seminar by stating the purpose of delivering those techniques. Furthermore, since the audience was already-practicing teachers appointed by the ministry, she claimed that their purpose was to share knowledge in current issues: "Our goal was to deliver and share the current issues that the MoNE decided...The content was methods and techniques in English Teaching. English teachers know these, they are already appointed. Then, the aim is to share¹⁷⁸". The issue of 'sharing' and 'not educating' was also frequently raised by the participants, which will be presented in the activity description part below.

4.3.2.2.3 The Micro-goals (Heroically Facilitating a Need for Change and Growth)

While the trainers' expressions in the previous levels included the country and program-wise aims, the micro-goals were about how they perceived the mission on the individual level. In other words, the trainers stated their professional objectives in terms of how they interpreted their roles and missions in training language teachers. Such purposes focused on offering a different perspective or new ideas, expanding teacher horizon via good examples, assisting them, coming up with multiple solutions to teacher problems collaboratively, enabling them to question their practices, and promoting a commitment to teacher growth.

Among all the individual interpretations of the mission of teacher training, facilitating a need for continuous professional development was the most frequently expressed one. For example, Aynur Hoca conceptualized training teachers with experiences, perceptions, and philosophies about education and classrooms as a heroic job -like Sultan Hoca-. She claimed that trainers asserted to save teachers from going to the wrong directions in their teaching. She stated that trainers entered into the classroom with this noble purpose and maintained their goal throughout the sessions:

Your audience is adults and they have their own experiences, philosophies, perceptions about their classrooms and education. You, like a hero, enter into the classroom and during the day try to maintain your heroism. I mean you save teachers from the wrong paths they follow.¹⁷⁹

Aynur Hoca thought that this heroic deed could be actualized by enabling participant teachers to feel a need for professional development. She expressed that in these sessions participant teachers should feel that they need to improve and trainers should communicate the message that: "Today, I am here with you, telling you but this isn't the point. When I am gone tomorrow, please still regard development as a need¹⁸⁰". She regarded this as a legacy to be handed down to the teachers as the trainers did not deal with teacher knowledge, culture, or qualifications or shortcomings in these. She further expanded this message content adding that trainers tried to tell that each day the concept of qualification enlarges; hence, teachers should see improvement as a need: "We told that 'what is qualifying today may not be tomorrow, so, you need to keep your development continuous, see it as a need. Please don't let tomorrow be a repeated today'¹⁸¹".

In the same way, Zehra Hoca placed an enormous amount of emphasis on promoting a need for change and development among teachers. She clearly expressed that she aimed to increase teachers' self-esteem and self-efficacy, and initiate a small change which would bring about continuous development afterwards. By acknowledging the time limit of the program, she underlined the fact that their practice was not magical but like putting a bug in teachers' ears so that they would seek ways of change eventually, which was the part of their hidden curriculum:

Our aim is to make teachers feel valued, increase their self-sufficiency, and enable them to enter into the classroom differently. We were telling this: "We don't use a magic wand, everything won't change over a week". But what happens? We put a bug in teachers' ears. They say "What can I change with this?" When teachers start to ask this, the change starts. This is continuous professional development. I can't change everything in a week but I initiate it. This is our hidden aim.¹⁸²

Sultan Hoca's personal mission in training language teachers was to enable them to question their practices. Laying extra emphasis on the fact that trainers neither aimed to educate teachers nor to give them a shape as they were already educated, she referred to her goal as encouraging teachers to interrogate their methodologies: "Teachers are already educated. It isn't like molding them. Our aim is to enable them to question their methods, think differently, think what they haven't thought about¹⁸³". Another frequently stated professional goal was to inspire teachers and make them believe that they could be a better teacher. Since this objective was very much interrelated to the activities the trainers practiced in their training sessions, its results will be displayed in the next chapter.

All in all, the trainers regarded the job of training language teachers as a vehicle primarily for their own professional growth, and secondarily for assisting teacher professional development. Since they conceptualized this job as a sort of higher level teaching (please see the results of RQ1), they aimed to improve themselves in the first place to perform it successfully. This primary goal was also in line with their personal approach in the job which will be introduced in the next chapters. Their purpose of self-improvement is linked to their conceptualization of the job as constant evolving and moving forward. With regard to contributing to teacher improvement, they expressed their goals in different scopes. Firstly, they expressed their initial attempts as resolving the frequently stated problem of the country, which is language instruction is not as effective as desired. Secondly, they stated their goals as facilitating more

communicative classes, informing teachers about the new curriculum, and displaying how the new techniques and methods could be applied in classrooms. Thirdly, the purpose of the training was presented as assisting teachers in pursuing continuous professional development from the trainers' perspective. By positioning themselves as the initiators of both national and individual teacher change, they attributed a heroic and missionary purpose to their new identity. They assumed a more powerful and influential role in their new job.

4.3.3 Job Description and Professional Activities

Identity is not only psychological or social based on relationships; it is also performative. The sorts of activities the professional group performs also constitute their identities. Therefore, illustrating what teacher trainers undertook as their professional job activities is the fundamental part of their identity formation. In this section, the trainers' job descriptions will be presented.

The analysis indicated that the majority of trainers' professional responsibility was about in-class teaching. It means they were required to offer training sessions on specific topics in the pre-determined rooms and time intervals. The secondary duties were composed of managerial and organizational works. These two essential job constituents were quite related and should be performed equally well so that the quality of training teachers can be maximized. This may lead to conclusions that the trainers had clearly-established engagements; however, the fact that they had to travel to different cities and stay there for a week to deliver their training turned it into a complicated job. Furthermore, as one of the participants, Aynur Hoca said, they had weekly engagements not daily: "I didn't have daily experiences but weekly involvements¹⁸⁴". Thus, they had one week full of requirements of training in-class and one week in their home cities preparing for the training.

4.3.3.1 Weekly Experiences

4.3.3.1.1 In-class Training Week

The participants' assignments as teacher trainers meant that they would no longer teach in their schools (except for Tolga Hoca). Their job as training teachers included a weekly busy training, travelling back and forth, and a week-long training-free duty in the Provincial or District Directorates of National Education. They were required to travel to the cities where training sessions would take place and stay there for a week. Therefore, the first component of the job was physically tiring and away from home.

The analysis of the interviews indicated that before elaborating on what they did within the scope of teaching, the trainers firstly listed what they did not do in training. Although the trainers made it quite clear that their biggest duty was in-class teaching, this aimed neither to assess participant teachers' teaching and language proficiency nor to educate them. Since their audience was already officially-appointed language teachers, they believed that every teacher had the necessary competencies; therefore, assessing teachers was not their business. They found it necessary to convey this orally in order to make teachers feel welcome in sessions. For example, Tolga Hoca put emphasis on the fact that testing teachers' English proficiency was not within their scope of training: "We didn't test teachers' English, it wasn't our duty. We'd tell it in the beginning 'We aren't here to test your English proficiency. You are appointed English teachers competent at your subject', so, everyone became part of the group¹⁸⁵". Another significant point the trainers directly expressed was the fact that they did not educate participant teachers. They underlined the fact that the teachers had already been educated in their colleges, and more or less, they knew the topic of the sessions. They specifically elaborated on the difference between education and training. For instance, Onur Hoca drew attention to the academics in the university who are actually educating teachers, not trainers: "Teacher trainers aren't like teachers' instructors at university. They don't teach a subject because teachers already know it¹⁸⁶". In a similar vein, Tolga Hoca pointed out the fact that teachers received education earlier in their lives: "You don't educate teachers they are already educated you know at primary, secondary, tertiary levels¹⁸⁷".

4.3.3.1.1.1 Procedure in In-class Teaching

The teacher trainers were quite articulate in terms of providing a detailed account of their job. They told that in the weeks of their assignment in different cities, they had nearly 15 hours of training sessions, starting from 9:00 am on Monday to 3:00 pm on Friday. In order to begin the sessions effectively, all of them underscored the required and ongoing preparation time they spared, which suggested that the group started working for teaching a night earlier. They collaboratively worked on their teaching, prepared their materials as Aynur Hoca told: “We couldn’t sleep during the training week. We reached the city on Sundays. Although we taught the same thing every week, we studied all over, prepared materials, presentations, discussed. I remember that we were up till 3:00 am working¹⁸⁸”. As for to indicate their preparation for training sessions, all of the trainers put a vast amount of emphasis on updating their presentations. For instance, Betül Hoca said that “We would update our presentations. When we noticed better things, when other trainers talked about their successful practices, we were intrigued and added these as well. This was a never-ending process. I never told the same things in training¹⁸⁹”. Zehra Hoca elaborated on the reason why they always updated their presentations. To her, trainers should offer a piece of knowledge which teachers would find valuable and worth listening to, via which trainers encouraged and motivated teachers. This required well-prepared presentations:

I have input for teachers. I could tell it either in lecture or via activities. But, teachers take it when they find it valuable. No such a thing for children. I mean, when you say “Let’s use communicative language teaching, you won’t teach grammar in that way anymore, you will do concept-checking, content-checking” to the teachers who have used the direct method for ages, they say “Why would I?”. Do I convince children? No. However, I need to convince teachers, to tell them, show them. My mission is to encourage teachers to use it, convince them, and enable them. So, preparing presentations was very important.¹⁹⁰

Upon completing their preparation, all the trainers started the week with the warm-up sessions in which they introduced themselves, and stated the purpose and procedure of the training program via ice-breaker activities. Every trainer underlined the importance of ice-breakers in the training sessions. For instance, Emine Hoca believed in the necessity of explaining the aim and procedure of the training in the first hour as teachers felt relaxed when they knew what was expected from them: “You

need to tell teachers why they are there. You say ‘we’ll offer training, sharing for five days’. You give programs, tell beginning-ending hours. Time is very important for them. When you meet their expectations, they get relaxed¹⁹¹”. Gül Hoca emphasized the significance of socialization between the trainer and teachers and among teachers that the ice-breaker activities provided: “Ice-breakers perfectly work. Teachers should socialize among themselves, with you. If you skip ice-breakers, even if you are from MIT, Harvard, no, it won’t work. During ice-breakers, people laugh. If they converse, I accomplish, they do whatever I want¹⁹²”. Onur Hoca, on the other hand, thought that ice-breaker activities were well-designed and hugely influential in changing misconceptions about INSETs among teachers from the very first hour:

Teachers get up, kinesthetic, run in and out. You know what? It was ice-breakers & warmers that really distinguished our training from other INSET programs. The best designed lesson in the program was ice-breakers & warmers because it affected teachers’ perception about INSET. Teachers were prejudice but when they got up, played games in the first lesson, they said “This is going to be different obviously”. This was really good.¹⁹³

In one week, trainers taught different subjects, and they were informed about session contents one week earlier. They indicated that they were all perfectly instructed to teach every subject in the program. Tolga Hoca told that they were able to work on a hectic schedule and teach various courses in a row: “Our day changed depending the heaviness of the schedule. In some cities, it was very intense. When you taught six hours in a day, it was very exhausting. Teach ice-breakers, then speaking, then integrated then assessment and evaluation¹⁹⁴”.

The trainers offered sessions in three-hour units; the first half was about the theoretical background of the subject and discussing its classroom implications. The second half required them to design and organize a workshop session on the subject, calling participant teachers to act like language learners. In these procedures, they utilized multiple teaching methods, lectures, pair works, group works, and presentations. They mainly found workshops beneficial in terms of initiating a change in teachers’ teaching. In this implementation phase, participant teachers had an opportunity to both observe the steps of activities and experience them from the perspectives of students. Zehra Hoca explained the significance of workshops in their training sessions in an articulate manner. She stated that by actively engaging

participant teachers with hands-on learning, the trainers persuaded and motivated them to apply the activities in their classes without blandishing:

For example, as a teacher I would like to change my grammar teaching but I don't know how. If I don't know the application aspect, I can't do it, right? For instance, I make a beautiful pen folding paper and give it to you. Good. If I didn't show you how to do it, would you do it? You could say: "Zehra folded the paper and made a beautiful pen". That's it. You try, make efforts but if I don't show you, you can't do it. So, workshop sessions were very important. We had activities and applications for every concept we taught. You will make teachers do it, try the techniques. First, they will experience it, see it. Then, they will do it. This is convincing indeed. There is no such a thing as saying "I swear, I promise this is good. Please do it, you will love it". You could achieve it when teachers implement it and say it "OK, here it is, good".¹⁹⁵

As the requirement of the nature of the program, the trainers always attended the sessions in pairs. They and academics or native speaker trainers sometimes co-trained as well. This situation enabled them to observe multiple trainers and coordinate with others in their teaching. For instance, Gamze Hoca told that "While my colleague was teaching, I was observing her or I substituted for my colleagues when they were sick¹⁹⁶" by adding the substitute training in their job description as well. Being in pairs also promoted a collaborative atmosphere in the class. They stated that they never felt a sense of loneliness in their training. They could find another asset in the class when they needed another source of knowledge and opinion. Betül Hoca expressed the collegiality as complementary to their practices, and she told that they were in cooperation with academics and foreigner trainers: "Fortunately we weren't alone in training, we were all together, complementary to each other. The foreigner trainers were together with us, a source of strength for us. The academics made training more appealing, and added value to the work¹⁹⁷".

Another significant point trainers mentioned in these in-class sessions was the medium of instruction, which was English. These training sessions were designed for English language teachers; therefore, the delivery was supposed to be in English. Speaking English was not an extra duty for the trainers since all of them told that they spoke English in their school teaching. Speaking English was crucial in the sense of proving their worth as a trainer and offering a value in the sessions. Emine Hoca mentioned the impact of speaking entirely English on the participant teachers as establishing an image of an expert trainer: "Teachers paid attention to it very much, said "I like it, the trainer always speaks English". They liked it. I never spoke Turkish because it affected the audience's perception about you. They considered you to be a

real expert¹⁹⁸”. Similarly, Aslı Hoca talked about how teachers appreciated and admired the trainers when they spoke English:

State school teachers used to think that “This is a classic MoNE INSET, we go, travel, have chit-chat, spend some time and come back”. I guess this was the first time they attended such a program. When the trainer tells the content in the target language, they say yes. They give in, psychologically say “OK”, and accept the trainer. We start positively. Since most of the teachers still don’t teach in English, they teach in Turkish, they go rusted. They liked it when we spoke English. They even got envy of us and asked us “How did you become a trainer? We never heard it, I wish we could do it”.¹⁹⁹

Since the majority of the trainers’ work was composed of in-class teaching, all the trainers detailed their delivery to a great extent. Based on the variety of the characteristics of the participant teachers, the trainers described the training in many ways. By drawing attention to the different academic degrees the participant teachers held, Gül Hoca made a resemblance between selling ice to an Eskimo and training language teachers: “Teachers already studied for four years, plus they could possess master’s degrees, doctoral degrees. And you are selling ice to an Eskimo. Like sellers, you have to sell. She is an Eskimo already, you have to do marketing well²⁰⁰”. Her metaphor could be an umbrella term to describe the in-class teaching of trainers.

4.3.3.1.1.2 Training Teachers as ‘Selling ice to an Eskimo’

As this metaphor alludes, the audience in training sessions were practicing teachers with teaching experiences and teaching philosophies, appointed by the ministry. This situation led the trainers to conclude that the content of the training sessions was not entirely new to the teachers. Their understanding of the training reflected the notion of enabling teachers to recall significant issues about language teaching. Gül Hoca interpreted this recalling process as ‘dusting’ by assuming that teachers already knew the content: “She is a teacher, already knows. You just remind her. I used to say that ‘we will just do dusting, you already know’²⁰¹”. Zehra Hoca also raised a similar approach. She also believed in the significance of conveying the message that teachers already knew the content; they just needed to revisit their knowledge. In this way, she displayed that she found participant teachers’ knowledge valuable:

Was the content in training brand-new? No, but it is inspiring... This was our mission. We used to say “You already know. You are already aware. Let’s just recall them, OK?”. This is important. You have to make teachers feel valued, “Your knowledge is

very precious, would you like to share?" We always do this. "Your knowledge is very precious to me, let's use it".²⁰²

In relation to 'selling ice to an Eskimo', the trainers defined their job via the discourse of 'sharing', 'collaborative work', 'mutual study', and 'exchange of experiences'. In this way, the trainers acknowledged the knowledge and experience the participant teachers brought into the class. They also attempted to communicate the message that they were also –or ex- teachers who completely understood their worries and situations. In other words, they were empathic towards the participant teachers. The trainers believed that when they expressed their teaching career, their practice increased its credibility, and the possible distance between the trainer and the teachers erased. It also encouraged the participant teachers to try beyond their daily practices as Onur Hoca put it into words: "Trainers are also teachers. The first thing he conveys is that he is like them. This was our greatest advantage: "I don't work at private schools. I am a state school teacher. I implemented these. You could do it"²⁰³". As a reflection of this understanding, the teacher trainers frequently emphasized that their in-class teaching was composed of exchanges of experiences. In other words, the trainers clearly talked about how they incorporated their own experiences into in-class training. However, this was not just a one-way expression of trainer experiences. The trainers also attempted to elicit participant teachers' experiences. For instance, Betül Hoca underscored how they acted like a mirror to enable teachers to reflect on themselves via the exchange/sharing of experiences: "We enabled teachers to see their own practices. We started like 'this are suggested practices, this is how we do teaching, how do you work?' In this way, it became collaborative, cooperative, interactive, and we shaped our studies accordingly"²⁰⁴". In a similar vein, Ahmet Hoca talked about clearly conveying the message that he learned many things from the participants in these sharing activities: "We'd say 'in the end, both you and us will benefit from it. We will learn how you prepare your materials, what you do with difficult groups in vocational schools. We will help each other' and share our practices"²⁰⁵". Aynur Hoca interpreted the situation of sharing as a requirement of teacher learning. As adults, teachers learn and reinforce their learning by talking about their previous experiences and reconstruct their frame of interpretation by the act of sharing: "There is great richness at adult education. Adults learn by talking about their experiences, enrich their learning. It is sharing of experiences. It isn't like imposition of knowledge. Knowledge

is constructed, reconstructed and synthesized each time²⁰⁶". About sharing of experience, Aynur Hoca further stated that in order participant teachers to freely talk about their own experiences without the fear of being judged, the trainers managed the interaction and provided psychologically safe zones: "Actually, we managed the psychologically-safe zone in the classroom with the contribution of teachers in terms of sharing. We fed the interactive format that completed one another²⁰⁷".

Exchange of experiences not only suggested a collaborative work between the trainer and the teachers but also facilitated a fruitful conversation among teachers so that they could engage in peer learning in these sessions. For instance, Tolga Hoca highlighted this perspective and the importance of revealing successful teaching practices through guidance. He further claimed that the participant teachers had great ideas and lived experiences: "We guide teachers. We enable them to share with each other, which is very important. Since there are a lot of brilliant ideas, people, we need to find out them. It isn't unearthing the unknown but sharing the known²⁰⁸". The trainers took peer learning among participant teachers a step further and enabled the exchange of experiences across cities. They especially attached a tremendous amount of attention to collecting successful teaching practices and sharing those with teachers in different cities. For example, Sultan Hoca stated that she spared a certain amount of time in her in-class teaching to elicit teacher practices: "There were teachers with excellent practices. I took their photos. For instance, we did good works in Mardin, then I told them in Midyat, then I took it to Kocaeli. I spared the last 20 minutes for such works²⁰⁹". In this sense, Gül Hoca mentioned a teaching practice she really liked. With the permission of the teacher, she shared this practice, and now she could see that this was quite popular among young language teachers:

For instance, teachers were complaining about the limited or lack of resources by the ministry. One day from a teacher I learned that: she didn't have any board, and she used a clothing line. I asked her permission to tell this to other teachers. She allowed me and said "It would be better if other teachers used it". Now, I have multiple Facebook groups and I see clothing lines, and say "Our training, activities are practiced by young teachers".²¹⁰

With regard to in-class teaching, at the end of the week, trainers enabled the participant teachers to evaluate the program by distributing a questionnaire each Friday afternoon.

4.3.3.1.2 Training-off Week

The trainers reported that their duties in their hometowns were to work in the buildings of Provincial or District Directorate of National Education so that they could do research and prepare for the upcoming sessions. As Gamze Hoca underlined, they were very tired of going back and forth between cities. Assigning them to work in the directorate was a way of enabling them to recharge for the next training sessions: “We were drawn from schools, assigned to the directorates. Our only duty was to prepare for the next training. We set out during the weekends and reached home the following weekends. This is how we got rested²¹¹”. Among 12 teacher trainers who participated in this study, only one trainer, Tolga Hoca, continued to teach in his schools in the training-off week. He said that it was tiring but at the same time rewarding since he could implement what he preached and integrate what his trainer colleagues suggested:

I continued teaching at my school, but it was no problem. Actually, it was very beneficial. I implemented what I preached in my teaching. For instance, a trainer had got an idea, worked on this, and trained speaking with it. I took it and applied it in my classes then reported its usefulness back to him.²¹²

It may seem that the trainers’ pre-defined duty was to teach in-class. However, the trainers claimed that they engaged with multiple responsibilities including mechanic and organizing-managing duties.

4.3.3.2 Organizational and Managerial Duties

Teacher trainers briefly touched upon trainers’ organizational responsibilities defining them as implied hosting duties. They claimed that if the training sessions were in a trainer’s home city, the trainer became a host. They were to arrange materials, such as photocopy materials, scissors, crayons, post-its, etc. for the workshop sessions, and organize classrooms where the seminars would take place. To achieve this, they might visit schools or available large halls. They were even responsible for arranging the hotels that other trainers coming from different cities would stay. Besides, they arranged the food served to both participant teachers and trainers. They were also to arrange groups and deal with ministry permission for the participant teachers. As Zehra Hoca explained those duties in detail, such hosting engagements were not officially

assigned to them; they took initiatives on a voluntary basis. These duties were quite tiresome indeed:

You arrange accommodations, schools, all technical issues... You also convince school administrators, then announce lists, place trainers. You handle trainers' logistic works. I mean, you take all these responsibilities with your own resources. You do everything when you are the host. It is quite exhausting like organizing a conference. This is where our commitment, self-sacrifice lied. Okay, training was our job but we did other stuff as well. And no one told us to do it. Somebody had to and we did it. ²¹³

In addition, the trainers were also required to report on the quality of the training they offered. In these reports, they wrote about the physical characteristics of the rooms and the attentiveness of the participant teachers as Tolga Hoca told: "We kept reports for each city. We wrote lengthy evaluation reports. We talked about the training environment, its physical suitability, sound quality, adequacy of digital materials, teacher attitudes, etc.²¹⁴".

In terms of professional activities, in-class teaching seemed to take up most of the time and energy of teacher trainers, although they had to deal with specific organizational duties. Therefore, the trainers allocated quite a lot of time to expatiate their in-class training. While doing so, they accentuated their audience as knowers already as the metaphor 'selling ice to an Eskimo' represented. The trainers always conceptualized teaching as a mutual reconstruction of knowledge and exchange of experience. They acknowledged participant teachers' contributions to the class. This had an impact on the trainers' positioning in class. They did not consider themselves as a source of knowledge or authority. Rather, they attempted to convey the message that they were equal to the participant teachers by underlining the fact that they were also ex-school teachers who were truly in sympathy with them. This also influenced their practice in a way that the trainers needed to motivate and inspire teachers rather than to educate them. They tried to achieve this via unearthing successful teacher practices and sharing these with them. On the other hand, this situation urged the trainers to assert themselves as an expert worthy of listening to. For this reason, they particularly emphasized the significance of speaking merely English in these sessions. All these two-sided polarized elements seemed to affect their enacted identities in the class.

All in all, with regard to teacher trainers' job description and activity, the interview data indicated that the trainers had weekly engagements, which included

travelling and in-class training. However, their duties were not restricted to teaching only, they also included various responsibilities such as administrative and managerial tasks in hosting contexts. All these engagements were needed to achieve two dynamic goals, which are the professional development of trainers and facilitating teacher professional development. Assigned names- formateurs or trainer of trainers- and the lack of an adjustment in their official position as teacher trainer posed a level of challenge for them to name and introduce themselves. However, these two issues did not hold them back from practicing these stated professional activities for the purpose of achieving both trainers' and teachers' professional development. The process of doing as a language teacher trainer can be visually summarized in Figure 4.2.



The Professional Identity of Teacher Trainers: Job Description

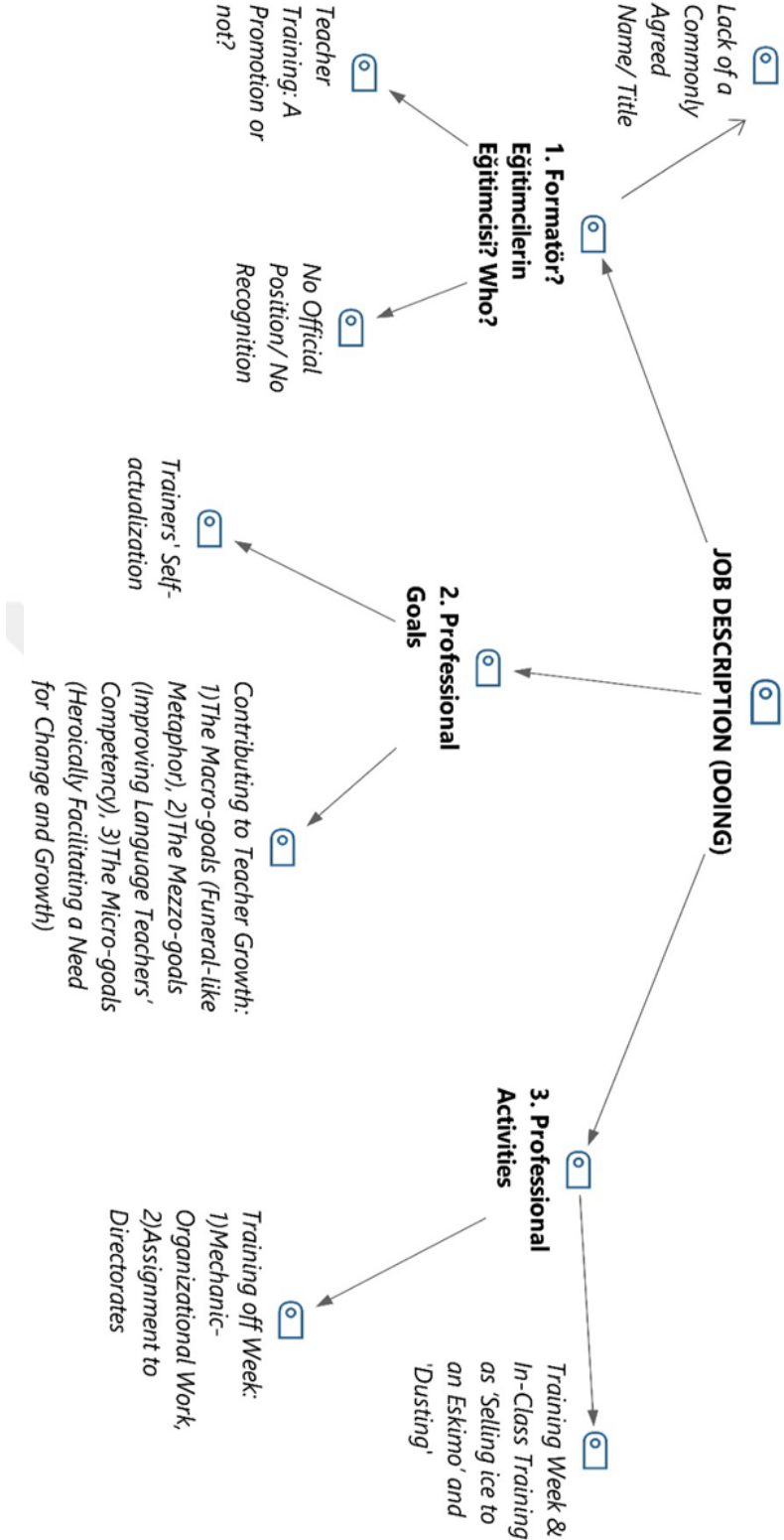


Figure 4.2 Visual Representation of Teacher Trainers' Job Description

4.4 The Professional Identity of Teacher Trainers: Knowledge and Expertise

As in the results of the previous constructs- motivation and aspiration, and job description- teacher trainers' knowledge and expertise are also very intricate and interrelated. This complicated nature exposes itself in two layers. Firstly, there is a spiderweb like relationship between the knowledge teacher trainers possess and the other components of professional identities of teacher educators. In other words, the knowledge domains the trainers mentioned were quite related to the journey they took up to become a trainer, the professional activities they performed, the challenges and personal issues they dealt with, and the sense of belonging and affinity they had. Secondly, the knowledge bases, which I endeavored to categorize making use of Davey (2013) and Goodwin and Kosnik (2013), were very much connected to each other as the analysis process indicated. For example, 'the use of reflective questioning skills to enable participant teachers to evaluate their own experiences' which belonged to the category of procedural knowledge of teacher trainers was also quite related to 'the knowledge of adult education' in which the trainers emphasized an adult characteristic that their audience was filled with various kinds of experiences on which they frequently commented. Therefore, the statements made by trainers can appear in multiple domains.

The analysis yielded four main knowledge bases for training language teachers in an EFL context: 1) Propositional Knowledge of Training, 2) Procedural Knowledge of Training, 3) Reflexive-self (Personal) Knowledge, and 4) Social Knowledge: Knowledge of Others/ Teachers/ Learners. Overall, the trainers' accounts specifically laid heavy emphasis on the procedure of training teachers in relation to the content of the training, and participant teachers as the adult audience. The trainers distinguished the job from the expertise of teachers since the students of the training program were adults with specific knowledge of the content of the training. In other words, the trainers underlined the fact that the knowledge required for training teachers differed from teacher knowledge to a great extent, although they referred to the overlapping parts as well. Constantly comparing teacher knowledge and their knowledge as trainers, they asserted that teacher trainer knowledge is much more extensive than teacher knowledge and it differs in terms of its magnitude, width, and length. For example, Oya Hoca put this difference in words by likening teacher knowledge to sea,

trainer knowledge to ocean: “You cannot equate trainers with teachers. If teachers are seas, trainers should be oceans. The knowledge for training is entirely different. Teachers don’t have to know trainer knowledge, but trainers should know both trainer and teacher knowledge²¹⁵”. The dissimilarity between trainer knowledge and teacher knowledge was also raised in terms of the necessity of trainer training in this context. By implying that just because one is a good teacher does not ensure being a trainer, Betül Hoca emphasized the fact that she needed to receive a certain amount of scaffolding to perform as a trainer, which also made the knowledge bases different: “I could train because I received certain training on this; otherwise, I couldn’t have done it. I couldn’t have done without training or deliberately reflecting on it. Trainer knowledge is different²¹⁶”. The other differences will be displayed in detail in relation to the knowledge categories below.

4.4.1 Propositional Knowledge: Knowledge of Subject/ Pedagogy/ Theories

This knowledge category is made up of knowledge-that. In other words, it is related to the ‘things’, ‘stuff’ or ‘matters’ that trainers need to know about in order to train teachers effectively. Since the study was conducted within an EFL context, there was massive emphasis on the language component which is the content knowledge of a language teacher. Similarly, as the trainers followed the practitioner pathway to training/educating teachers, they particularly underscored the necessity and significance of knowing the subject in relation to proving their worth and establishing their authorities as a trainer in front of participant teachers whom the trainers called ‘colleagues’. The act of suggesting that the trainers were different from the participant teachers in the sense of their knowledge gravity was also supported by the attention they attached to the knowledge of theories, research, and academic content in which they believed teachers were not required to master. They also touched upon general pedagogic knowledge in relation to educational psychology and sociology. In addition, they referred to the curriculum of the training program as the must-know content, which was aiming to improve language teachers’ pedagogical content knowledge (PCK). Therefore, teacher PCK appeared as trainer content knowledge in this case.

On the other hand, the language they utilized to express their knowledge bases might have yielded a sort of confusion in their conceptualization of subject knowledge.

Their comments which included the term subject mostly referred to teacher pedagogical knowledge rather than content knowledge with a little number of references to the knowledge of the language, English. Those expressions are related to content mastery. Quite similarly, another phrase that they frequently made use of is being equipped in the subject knowledge. If the trainers clarified the meaning of these expressions in relation to language, it was coded as subject knowledge, if they meant the knowledge related to ELT, than it was categorized as teacher PCK.

4.4.1.1 Subject Knowledge

As a must knowledge basis for training language teachers, the trainers put a considerable amount of significance on knowledge of English, which was mostly related to language proficiency in oral production. They underpinned the importance of issues such as accent, pronunciation, intelligibility, and fluency.

As one of the trainers, Zehra Hoca, clearly identified, to be a competent trainer, the concept of possessing subject knowledge requires its application in terms of oral production. By comparing training language teachers to training physics teachers, she claimed that “If I train physics teachers and have subject competency, my delivery will be easy. However, in training language teachers, if I have subject competency but don’t know how to use it, it won’t suffice. First, I must use it myself₂₁₇”. By using ‘being equipped’ in the sense of language proficiency, Oya Hoca paid attention to the element of pronunciation. She claimed that trainers should have a good command of pronouncing the words and of fluency; otherwise, s/he should not be allowed to train teachers: “Trainers should be equipped. For example, her English proficiency should be good. This is very very important. If she has poor pronunciation or speaks too slowly, she shouldn’t train teachers₂₁₈”. Zehra Hoca, on the other hand, placed significance on the trainer accent. She claimed that participant teachers paid attention to the trainer accent, and therefore, the trainer should also cater for it: “Teachers care your pronunciation and ask: ‘Is it British or American? How did you pronounce it? Is it how you used it? But you pronounced it differently a while ago’. Then, you start to care yours to be consistent₂₁₉”.

Another significant issue about proficiency in oral production in English was related to the trainers’ interpretation that advanced level oral production enabled them

to prove their worth and establish their authority as a trainer (please also see results of RQ2b). Briefly, Betül Hoca expressed that the trainer should speak English effectively so that she would not lose her credibility within teachers: “The trainer shouldn’t let teachers say about her that ‘she herself can’t speak English but she dares to train me’²²⁰”. In the same way, Onur Hoca drew attention to the power of speaking fluent English, correct pronunciation and syntactically advanced sentence use as a means of suggesting that the trainer was distinguished from or a level beyond the audience in his language proficiency so that he could reinforce his identity as a trainer:

Your subject competency supports your fluency. If you raise the feeling that “He is like me” by speaking English slowly, it won’t work. You need to prove yourself as better than teachers, at least a level beyond them so that they could be in the receiver position. Otherwise, you create an image like “I can’t learn from him, he can’t offer me anything”. For example, if you mispronounce a word or utter a grammatically incorrect sentence, it won’t work. If you say “After I had finished my courses”, it is OK. But if you say, “Having finished my courses”, it makes a difference. You see? When you enrich your use of language by different words and different structures, your influence on your audience gets much better. ²²¹

4.4.1.2 Pedagogic/ Pedagogical Content Knowledge (Methodological Knowledge)

In this knowledge sub-domain, the trainers talked about general pedagogic knowledge and English language teacher PCK such as the CEFR, how to teach language skills and grammar, language assessment, and curricular knowledge. While referring to those, most of the time the trainers used “subject” knowledge to mean ELT knowledge which was interpreted as teacher PCK in this context. Almost every expression to highlight or elaborate the criticality of such knowledge was followed by its rationale. This reasoning was present at two levels: 1) the trainers’ efforts to prove their worth and restore their trainer authority and 2) their emphasis on the audience as possessing approximately a similar degree of ELT knowledge. To set an example, Tolga Hoca who utilized content knowledge as ELT knowledge clearly articulated that the trainers’ qualifications in the subject should be advanced to be accepted by the participant teachers. He elaborated that this acceptance was not in the sense of domination but in terms of a conclusion that the trainer was more qualified than the audience: “Your subject competency should be higher. Teachers should accept you, you need to possess some qualities to enable your acceptance. They shouldn’t see you as practicing domination but consider you to possess certain qualities, know different

implementations than they do²²²". Quite similarly, Oya Hoca who also meant ELT knowledge by content knowledge, focused on being equipped. By emphasizing the audience held more or less a similar amount of ELT knowledge with the trainer, she asserted that trainers should be more knowledgeable than the participant teachers in order to establish their authority and be accepted as a trainer:

Your audience has similar content knowledge with you. I mean you can't be incompetent. You have to be at least a level beyond them. When you ask a teacher to tell other teachers, the others say "Wait a minute! What is the difference between you and me so that you tell me something?" So, you have to be so equipped that they should accept you as a trainer. They should say "This is one of my colleagues that there is something I could learn from her and share my ideas with her". They should take you seriously and listen to you. So, you need to be well-equipped.²²³

Zehra Hoca also raised another significant reason for why trainers should have a good command of ELT knowledge. She claimed that trainers' proficiency in the target language was a must; yet insufficient to train teachers. As the trainers in the context of the study were non-native speakers, she asserted that they were, unfortunately, unable to present the content as a native speaker trainer does. She suggested that to overcome the challenges of being a non-native speaker, the trainers should master content knowledge meaning ELT knowledge. In this sense, she also exemplified how she taught the concepts the participant teachers did not know by emphasizing the significance of in-depth knowledge in the content:

Speaking English isn't enough to become a trainer for English teachers. Knowing suffixes, prefixes, and the grammar isn't enough. Yes, it is necessary because I present it in English. This is what I always say: "We can't present like a native speaker. The fact that we can't present it comfortably in English is our shortcoming". There are points that we get stuck on, we lack. But, if we have good subject competence, provide good examples, we can go over these good examples and don't feel much challenged. For instance, when we said sociolinguistic competence, there were teachers who opened their eyes wide and got intrigued. There were teachers who heard the term for the first time. We taught pragmatic competence by simple examples: "When students can't recall the word skyscraper, how do you help him? He can say tall buildings, do circumlocution, say it indirectly, they learn how to use the strategies". If you know these terms and subjects, then you present it. I always say "Subject competency is a must".²²⁴

In terms of general pedagogic knowledge, Tolga Hoca interpreted the expression of content mastery as including not only educational psychology, educational sociology, assessment and evaluation in general but also ELT knowledge in particular: "The person who doesn't have content mastery can't be a trainer. He should possess teacher knowledge I mean educational psychology, sociology,

administration, testing and assessment in general and ELT (content) knowledge in particular²²⁵”. As the quotation implied, content mastery was used by the trainers to mean both general pedagogic knowledge and teacher PCK. In this sense, the trainers thoroughly elaborated on English language teacher PCK. While doing so, they referred to how to teach grammar, language skills, language assessment and evaluation, the CEFR, curricular knowledge, all of which were the courses they taught in the training program. In other words, they elaborated on the training curriculum as teacher PCK.

To begin with, the trainers believed that the methodological knowledge of how to teach grammar and vocabulary was very precious. For instance, Asli Hoca, who asserted that language teachers were mostly in need of facilitative knowledge of how to teach grammar, vocabulary and how to integrate language skills, suggested that language teacher trainers should offer practical knowledge in these topics as an accumulation of their experiences as a teacher:

Trainers should pay attention to how to teach four skills, how to handle grammar in skills teaching, how to teach integrated skills. Though teaching vocabulary and grammar is in the center, trainers should additionally design activities through which students will reflect on and take responsibility for their own learning. They should do these as teachers so that they could do similar things as trainers and meet teacher needs. They should offer practical knowledge when teachers report to have problems in such things.²²⁶

Secondly, they talked about the CEFR as a must knowledge. Claiming that most of the participant teachers were not familiar with the framework (including themselves in this group until they attended the trainer training program), they said that language teacher trainers should be knowledgeable about the CEFR. For example, Gül Hoca stated that: “Trainers should know what the CEFR is, how it works, why coursebooks have A1 written on them, what can-do statements mean. They should know and teach these²²⁷”. They also mentioned knowledge of how to assess language in the classroom, especially formative assessment. The common understanding about language assessment and evaluation was the fact that the participant teachers had difficulties in this topic; therefore, the trainers must know it very well. To set an example, Tolga Hoca, who had a master degree in testing and evaluation, expressed that language assessment was a problematic area for most of the language teachers and he was successful at teaching it to them: “As for my expertise field, I offered very good practices on testing and evaluation. There were multiple teachers who said they would never imagine loving testing and evaluation because it was always their nightmares. I

always utilized alternative assessment methods²²⁸”. Similarly, Gül Hoca also emphasized the knowledge of language assessment. She claimed that language teachers were not well-informed about alternative assessment: “Teachers teach well but assess poorly. Then, no, teaching doesn’t work. Teachers should know assessment especially alternative one. This isn’t common, everyone does traditional testing. When I teach portfolio, teachers still don’t know portfolio or how to use it²²⁹”.

Another teacher PCK that the trainers saw as a must-knowledge was curricular knowledge, the relationship between coursebooks and curriculum, between activities and objectives. To give an example, Aslı Hoca attached an enormous amount of importance to the knowledge of lesson and material design, emphasizing the significance of objectives. She said that she prioritized the content of materials adaptation, replacing activities based on objectives in the context of teacher training:

Trainers should inform teachers about materials adaptation. How do teachers replace an activity? The same kind? You as the trainer should grasp the key points and present these to teachers. A teacher has found a game, a very good game! We could play the game but what is the learning outcome? Students will have fun and do some vocabulary activities by the way? Or does the game match her instructional objective? So, such things, especially matching reading passages with objectives were my favorites.²³⁰

4.4.1.3 Theoretical Knowledge

In order to differentiate teacher trainer knowledge from teacher knowledge, the trainers also touched upon the significance of academic and theoretical knowledge. They underlined the necessity of knowing in deep and detail and of being engaged with research. They referred to such knowledge types to assert themselves as distinct from teachers and to prove their worth as a trainer.

With this regard, Onur Hoca talked about the necessity of knowing the theoretical component of the training content as their sessions were divided into two: 1) theory discussion and 2) workshop: “You also need to use terminology. This isn’t all about sample lessons. In the beginning, you teach theories. What is grammar? What is structure? He said that, she said this etc. You should know these²³¹”. Similarly, Oya Hoca talked about the example of Audio-lingual Method and Behaviorism. She emphasized the fact that being a trainer required a detailed knowledge of the content

to be taught. She claimed that the trainers know such theoretical content and they do a lot of research in order to train teachers:

What is the method that is based on behaviorism? Audio-lingual method, right? More or less, you know this, don't you? What are the suggested activities? How does it work? It is important to know the underlying philosophy. Teachers may not know it all the time, but trainers should do so that they have mastery. Trainers should know why she tells what she tells. The underlying reasons. This is what being equipped means: knowing in detail and depth, both theory and application. They should show the connection between theory and practice. When you teach teachers, share with them, you learn more, satisfy your urge to do research. You explore the source of knowledge, the underlying assumptions.²³²

In a similar vein, Zehra Hoca put a huge amount of significance on academic competence. She exemplified the vitality of academic knowledge via the CEFR. She associated the necessity of academic engagement with restoring the trainer credibility in the case of meeting teachers who happened to know about the content in detail:

Academic competence. Unless you invest in your academic studies, there are multiple pitfalls that you can fall. I remember that we talked about the CEFR for hours: what it is, its levels and content. In order to understand it, one needs to know the philosophical understanding of communicative language learning, plus action-oriented learning. This isn't like "Okay, I will tell them about the CEFR". If there is a teacher who has studied on this in the session, this is especially a difficult subject to tell.²³³

Zehra Hoca, who stated that she made use of her academic knowledge very much in her training sessions as she was a PhD candidate when she became a teacher trainer, further elaborated on the academic competence of the trainers. In terms of gravity of teacher trainer knowledge, she claimed that the trainers should be so academically-equipped that they could offer further materials to be read or issues to be studied by the participant teachers, via an allusion to Krashen's theory of second language acquisition, comprehensible (i+1) input hypothesis, suggesting this job also required intellectual growth. She underscored its necessity for trainers to prove their worth as trainers especially when they trained teachers with various engagements:

As a trainer, my universe can't be a classroom or my school. It has to be a lot larger. I mean my intellectual level should be different. I should be the person who offers i+1 when a teacher brings up a subject and say "Have you read this one? This tells it very clearly" etc. You need to show this. You need to improve yourself both academically and intellectually because sometimes a participant teacher is not just an average teacher. She might also have different studies, works, and qualifications. Teachers might be coaching, preparing students for the TOEFL, working on projects, consulting to companies. They also expect something from you. You must have stuff to offer to these teachers. ^{233.2}

Overall, propositional knowledge of teacher trainers includes content knowledge, teacher pedagogical content knowledge, and theory and academy-oriented

knowledge. Since this study set to explore the professional identities of teacher trainers in an EFL context, the remarks about content and pedagogical knowledge focused on the language component to a great extent. While these two knowledge sub-domains of teacher educators appeared as areas of overlapping expertise with teachers, the knowledge of theory and research seemed to differentiate trainers from teachers. From the participants' perspectives, what is shared across all three knowledge bases is the vitality of mastery in each for the purpose of proving authority as a trainer. Teacher trainers' concerns to be accepted as a trainer in front of practicing teachers whom the trainers addressed as colleagues offered a window of interpretation to understand the importance of propositional knowledge of teacher trainers.

4.4.2 Procedural Knowledge: Knowledge of Reflective Practices and Experiential Learning

While propositional knowledge is about the stuff teacher trainers need to know in order to train practicing teachers, procedural knowledge refers to propositional knowledge-in-action. It is the performance of propositional knowledge on stage, which is related to how teacher trainers enable participant teachers to learn in the training sessions. It is where the propositional knowledge meets the pedagogy of training teachers; therefore, it could be regarded as pedagogical content knowledge of teacher trainers. The knowledge referred by the trainers in this category includes how they facilitated teacher skills and knowledge to teach English. Quite similar to other knowledge bases, the data analysis displayed that there was huge emphasis on the experience the audience held as practicing teachers in trainers' elaboration on this 'how' knowledge, which shaped their pedagogy to a great extent. Since the clients of their sessions were already assigned teachers with different amounts of teaching experience, their approach to training teachers focused on enabling teachers to recall their knowledge or facilitate their skills rather than teaching them brand new concepts. Thus, there appeared multiple modes of training that brought teacher experiences to the forefront: use of various reflective practices through which the participant teachers reflected on their teaching such as reflective questioning, coaching, and hands-on learning via workshops for facilitating new experiential learning. These modes were not separate; on the contrary, they were very intricate and built on each other. The

importance of combining theory and practice lies at the heart of these facilitative practices in their training sessions.

4.4.2.1 Facilitating New Experiential Learning: Workshops

The significance of designing workshops was raised by all of the trainers in the study. They paid a considerable amount of importance to designing workshops as trainer knowledge, which distinguished them from teachers. In other words, having mastery in managing the process of training teachers was the key to a distinguishable teacher trainer. Underpinning the variety of learning modes in training, they claimed that managing the workshop sessions, the walking the talk part, laid at the heart of a successful teacher training seminar. They talked about not only its significance but also theoretical notions they utilized in these sessions such as loop input, peer learning, and managing the interactive environment.

As Aslı Hoca indicated, the distinctive characteristic of training teachers was offering teachers an opportunity in which they implement what theory suggests. Claiming that teachers can reach and read theories from the available books easily, she told that training required to show teachers how theoretical background supports practice. She exemplified this via the objective, course book and curriculum relationship. Asserting that without the knowledge of the activity and objective relationship teachers might skip activities and, therefore, may not reach their objectives, she told that designing implementation of theory was needed:

What makes our training different from other seminars was the fact that we didn't just talk about theories, we showed how to implement them in practice. Theories, like how to teach reading theories are easily available on books. One of the greatest challenges teachers have is to match coursebooks and programs, objectives and activities. What is your objective? I mean the relationship between curriculum and activities, what curriculum reflects in practice. I mean I saw that the underlying philosophy for a simple instruction like insert the sentences into the paragraph was missing for teachers. I realized that the parts teachers skipped in coursebooks were maybe for reinforcing cognitive skills and teachers skipped very significant objectives while omitting some activities. In this sense, trainers should know how to design workshops.²³⁴

The trainers regarded the implementation part as an integral part and cornerstone of a successful training seminar. While expressing its vitality, the trainers emphasized the knowledge and experience their audience brought into the training

sessions. In other words, they frequently mentioned their clients' profiles as already practicing teachers, which drove them to underline different aspects of workshops in terms of its key role. For instance, Tolga Hoca underscored the fact that in these implementation sessions, trainers designed activities in which the content was not novel to teachers; they enabled teachers to practice what they know but do not frequently implement in their classes: "This is sharing about ELT, implementation of what teachers know. The content isn't unknown, not practiced. They know the value of interactional environments but don't know how. You offer such an activity that they must do pair work²³⁵". He further added that in these workshop sessions, the trainers set an example by exemplifying different and functional activities, which underscored the trainer difference from teachers: "Ability to implement activities different from traditional ones. Your ability to design group works in which two students speak and the third asks questions rather than asking them to read shows your difference. Teachers wait for examples to implement²³⁶". Hence, Tolga Hoca put emphasis on offering new activities and facilitating already-existent knowledge in teachers in the significance of workshop designing.

The knowledge of facilitating experiential learning on the spot in the training sessions was so appreciated by the trainers that they tried to tell accounts in which the lack of workshop was criticized by the participant teachers. By highlighting the fact that when there was no implementation session, the training remained very theoretical, Gül Hoca narrated an instance in which an academic read his presentation and did not design a workshop session, which gave away teacher complaints:

An academic prepared his session quite well. It was a presentation that was very loaded and inspirational for me but not for the participant teachers. Remember that we aimed to teach how to teach English communicatively. There was nothing for this purpose in that presentation. He just told technical stuff. He couldn't touch that audience and the teachers complained a lot: "It is boring and we already studied these in college. Why are we being presented what we studied back then?" He should have done activities, designed a workshop.²³⁷

In addition to stating the critical role the workshop played in training teachers, the trainers also underlined specific theories and concepts they frequently made use of in their implementation sessions such as loop input, modelling, peer learning, and managing the interactive environment and giving feedback.

The analysis suggested that the concept of loop input received a significant amount of importance from the trainers. They expressed that they mainly implemented

loop input in their workshop sessions. For instance, Aslı Hoca said that she used loop input in her sample lessons to promote interactive activities instead of direct instruction. She defined loop input as implementing the same techniques suggested for teaching pupils to train teachers without raising their consciousness: “We utilized interactive activities in our sample, demo-lessons by integrating theories. These interactive implementations weren’t lecture-based but participatory. We used loop input with teachers in which we discreetly practiced the same methods and techniques suggested for students²³⁸”. In a similar vein, Gamze Hoca emphasized loop input as treating teachers as they are supposed to treat pupils. She underlined the fact that teachers did not show a reaction when the trainers used loop input: “We were trying to practice loop input. When you use this technique, teachers don’t show reactions. You do exactly what teachers should do in their classes while telling them what they need to do²³⁹”. Zehra Hoca also underpinned its feature as smooth and not raising teacher consciousness. She also added that to plan a workshop embedded with loop input was more challenging than lecture type training: “It is easy to lecture but not practice loop input. It isn’t that simple; it is difficult to teach the topic embedded within activities without overtly raising teacher consciousness²⁴⁰”. While Zehra Hoca emphasized the difficulty of planning it from the perspective of trainers, Gül Hoca mentioned its benefits for teachers. She stated that loop input provided multiple perspectives to teachers; they could analyze the tasks from the angles of both learners and teachers. To highlight this characteristic, she also referred to the phrase of being in one’s shoes or hats:

With loop input, you provide two perspectives. Teachers analyze activities as both a teacher and a student. We call this ‘changing hats’, put on a student hat, a teacher hat. It is also called in one’s shoes. We ask them to put on the student hat, we put on the teacher hat and carry out a sample speaking lesson, I teach like a teacher and ask them to do tasks. Later, they conclude that this grammar topic can be also taught in this way. ²⁴¹

While the quotations above about loop input implied instructional modelling without clearly saying it, some of the trainers mentioned modelling for exemplifying the desired activities suggested for teachers. For instance, Tolga Hoca emphasized modelling in terms of displaying that the activities were actually practical: “Trainers should follow innovative practices and possess required competency to implement them in lessons because he should show teachers that every activity he suggests is

actually doable²⁴²”. Similarly, Emine Hoca elaborated on modelling. She considered it a must to offer changes in teachers, and regarded it as a means of dealing with possible resistance teachers might show as a result of breaking their vicious cycle of making use of old teaching styles:

Everybody lives through a vicious cycle, they don’t want to step outside. When they have to, they resist it. Only and only if you are a good model, then you could break their resistance by exemplifying the use of it. They learn from the way you treat them, they are moved by your behavior not your words. I didn’t try to change teachers but treated them way I want them to treat their students.²⁴³

Another significant skill that the trainers referred to in workshop sessions was managing the interaction among participant teachers. The trainers told that the teachers worked in groups in the implementation part and grouping them was a critical point. Underlining the heterogeneity of the audience in terms of both the experience and the school type they worked in, the trainers paid attention to deciding on who would work with whom. For example, Sultan Hoca talked about mixing the novice teachers with the experienced in order to maximize interaction and peer learning among them: “There are heterogeneous groups with novice teachers and teachers about to retire. It is important to group them properly, give them the floor equally. I always mixed the young with the experienced so that they could see different practices²⁴⁴”. Similarly, Ahmet Hoca also mingled primary school teachers with high school teachers believing that teachers working in the primary school teachers do not speak English very much in their lessons; therefore, they may have hesitations to interact with other teachers unless they have to:

I group teachers according to their ages and experiences. If I see active teachers, I group them with shy ones. I always group primary school teachers with secondary teachers. I don’t make homogeneous groups. Because when a teacher teaches at primary school for so long, he comprehends very well but may feel hesitant to interact with other teachers as his use of language is limited to few instructions in class. He may hesitate because he feels afraid of making grammatical mistakes and other teachers’ judging him. So, I always mingle them. ²⁴⁵

On the other hand, Aynur Hoca approached facilitating interactive learning environments for teachers from a different perspective. She valued the importance and the presence of psychologically safe zones. She stated that trainers did not primarily focus on teachers’ weaknesses; rather, they supported teachers when they alone could not explain situations or problems, and they managed the psychologically safe environments so that teachers would be willing to share their practices without any

hesitation. She also added that when interaction was maintained among teachers, the knowledge was reconstructed in the learning environment: “Being a trainer means supporting teachers when they struggle and have difficulties in explaining stuff. Actually, we managed the psychologically-safe zone in the classroom with the contribution of teacher interaction through which knowledge is reconstructed all the time²⁴⁶”.

In relation to interaction among teachers, the trainers focused on the importance of peer learning as well. In workshop sessions, the participant teachers were asked to collaboratively prepare posters or present their lesson plans as a group. The trainers believed that promoting peer learning was also a skill that a trainer should possess. For example, Aslı Hoca touched upon facilitating peer learning as a priority in her session: “We provide peer-learning by those poster sessions in which teachers learn and produce together. This is one of the most important things we care about²⁴⁷”. In the same way, Ahmet Hoca also talked about how the participant teachers were encouraged to listen to each other, take notes and improve the practice by building on their peers’ works in his training sessions:

After the implementation, teachers as a group present their work. For example, while five teachers are presenting their production, I expect them to listen to the previous groups and take notes and improve their works by adding the missing parts of the former groups. I mean they should both learn, live, and edit to make it better even perfect.²⁴⁸

Upon the completion of the group works in the workshop sessions, the trainers stated that they had to give feedback to teachers about their study. The knowledge of giving appropriate feedback to teachers was thought as must. Especially Zehra Hoca elaborated on this delicate issue. She found giving feedback to multiple teachers within a limited amount of time quite challenging. She regarded this evaluation phase as the way of correcting misunderstandings and completing the missing parts. She regarded observation as the basic skill for giving feedback and she was trying to improve her feedback skills:

After I present a topic for four hours, teachers should make use of these concepts easily, and produce something and talk about it. We aren’t so much product-oriented but you can see it. Teacher product appears and you need to evaluate that product and give feedback. Teachers prepare a presentation for 40 minutes, after 40 minutes each group presents it within five minutes. After five minutes of presentation, within two minutes, you evaluate. It is difficult to listen to every single step, follow the study and give feedback at the right moment. You need to learn to observe for longer durations, take necessary notes, and comment properly. We as trainers say, “This activity is good

but shall we move it to other parts? Is it possible? Does it make much more sense?” If there is a misunderstanding, we correct them at that moment. I still consider myself to be insufficient on this. Also, teachers aren’t used to receiving feedback, they may take it as a criticism. You need to give proper feedback. This is very significant.²⁴⁹

4.4.2.2 Enabling Reflection on Teacher Practices

Although the trainers also asked teachers to reflect on their practices in the workshop sessions via the concepts of peer learning and giving feedback, reflective practices were especially used in the theory discussion part. During the theory presentation, the trainers asked teachers to discuss their practices in relation to the presented theoretical part. In such procedure, they especially utilized reflective questioning or coaching skills to encourage teachers to deliberately think on their teaching practices, which was considered a prioritized skill in training teachers.

Sultan Hoca, for example, expressed that she especially benefitted from reflective questioning in her training. Similar to the metaphor of training as selling ice to an Eskimo, she also likened the training job to a midwife’s assisting the childbirth via asking reflective questions. Her conceptualization also drew attention to the fact that the audience was already-practicing teachers with a certain amount of knowledge and teaching experiences. By questions, she believed that she enabled teachers to evaluate their practices and discuss them and self-question themselves in terms of their job quality. To her, this was a heroic job and required training:

We assist the childbirth, you know push push. They already have this. They don’t come empty but in terms of teaching we are unearthing what is inside by asking right questions so that teachers could reflect on. Teachers should evaluate, reflect on their jobs, their students, their colleagues. I mean we have this audience and they aren’t inexperienced. They bring different things to the classroom. Right or wrong, they have experiences. It is a heroic job to enable teachers to discuss and reflect on their experiences. You need to ask right questions and for this you should have good training.²⁵⁰

Similar to reflective questioning, coaching was another skill that was very much needed to train teachers and promote discussion. Betül Hoca, who had received training on coaching, stated that she acted like a coach or a moderator to elicit answers from the audience so that they would reflect on their practices. She claimed that she reflected the asked questions and facilitated an environment in which the solutions were also generated from the audience via her coaching skills:

I brought up the topic openly as what they thought about it and answers just showed up. I actually gave back them what they gave earlier. I mean I was moderating, reflecting their answers. It is important to elicit answers from teachers. They needed a help, I tried to help by asking back “Let’s think altogether, work as a group. A good question, let’s try to answer it. What can we do for this? What do you think?” It is a kind of coaching, there is a problem out there, and you shouldn’t answer the question or give a recommendation. You shouldn’t say “do this, do that”. You just give them an opportunity to articulate what they could do, how they could fix the issue. They themselves know the answer but just don’t think they do. You just reveal it. I always used this technique and it proved well.²⁵¹

Overall, the pedagogical content knowledge of in-service teacher educators was mostly made up of reflective practices in each phase of in-class training sessions. The primary reason for this was, as they clearly articulated, the status of their audience as already-practicing teachers with a tremendous amount of knowledge and experience in ELT. The trainers’ self-expressed roles as assisting child birth, moderating, or coaching all depicted their training students as quite knowledgeable and experienced. Therefore, as the results indicated, the pedagogy of training practicing language teachers was built on facilitating knowledge and experiences via the workshops in which participant teachers experienced hands on learning. In this relation, as one of the trainers, Aynur Hoca stated, the trainers offered a program of intent, which might have driven them to put massive emphasis on the implementation part a lot: “We don’t use the word trainer in the sense of someone who observes teachers’ classrooms and fixes the problematic parts. We as trainers bring teachers together and offer a program of intent. We offer suggestions for betterment²⁵²”. Therefore, concepts like modelling and loop input were presented as quite essential to train teachers successfully.

4.4.3 Reflexive-self (Personal) Knowledge

In order for teacher trainers to successfully manage the procedure of training, all trainers referred to the necessity of reflexive-personal knowledge. The analysis indicated that this knowledge base included 1) certain personality traits such as self-confidence and humbleness, 2) leadership qualities, 3) real classroom experiences as a teacher, 4) constant search for improvement, and 5) presentation skills.

4.4.3.1 Personality Traits

While talking about the expertise of training language teachers, the trainers referred to specific characteristics a teacher trainer should possess in order to perform the job successfully. In terms of trainers' being reflexive and aware of their personalities, they put emphasis on overcoming conflicts and dealing with prejudices, keeping their ego in balance in certain cases, boosting self-confidence, and showing commitment to the job (please see results of RQ1 for details).

In relation to addressing all participant teachers in the training sessions, for instance, Aynur Hoca considered dealing with personal conflicts and dispelling prejudices to be the priority of a trainer: "As trainers, you should overcome personal conflicts and remove your prejudices. There are a variety of people in the sessions, some of whom you approved physically and ideologically, some not. But your actual job isn't this, but to address all teachers²⁵³". On the other hand, Betül Hoca highlighted the quality of being devoted to the job in terms of travelling to different cities over the country to serve teachers: "Trainers should be self-sacrificing and unselfish in this job. When asked to travel, they shouldn't say 'no'. They should be fearless²⁵⁴".

One of the frequently raised personality traits that the trainers dwelled on is centered on the issue of ego (please see RQ1 to see its connection to personal satisfaction). The trainers expressed that their egos should be kept in balance to be successful at training teachers. In their accounts, the concept of ego was underlined in relation to their relationship with the participant teachers who also happened to possess a certain amount of knowledge and became a source of knowledge at certain times. For instance, Aynur Hoca claimed that in order to listen to the experience and knowledge of the participant teachers as another source of expertise, one should remove her ego: "Since we listened to teacher experiences and their learning, it is as important to listen to the knowers as to transmit what you know. I mean knowledge doesn't just belong to you, there shouldn't be any ego issues²⁵⁵". In a similar fashion, by underpinning the fact that in the audience there were different people, who might obtain higher levels of degrees such as Ph.D, Aslı Hoca thought that the trainer firstly should complete her self-actualization or satisfy her ego so that she would not feel inferior and be able to acknowledge participant teachers: "Since trainers will meet multiple personalities with different accomplishments, they should first satisfy their

egos, realize their self-actualizations²⁵⁶”. Similarly, Oya Hoca attached a great deal of attention to being humble as a trainer by connecting it to knowing more. She offered a metaphor for the humbleness of the trainers by resembling the trainer to the ear of a plant. She suggested that as the more seeds the ears of the plants include the shorter it gets, the trainer should become more humble as she turns into a more knowledgeable person: “You should know what being a trainer means. You should absorb it. My motto is: a full anther stands rounded. One shouldn’t be conceited, everyone has got a weak point to improve²⁵⁷”. In this metaphor, she also refers to constant search for improvement the trainers should be engaged with, which will be discussed later.

Another individual trait that the trainers frequently mentioned is possessing self-confidence. They expressly referred to the issue of confidence in order to establish their authority as a trainer. By hypothetically talking about the catastrophic results of a lack of self-confidence by trainers, they regarded this trait as a must-have characteristic. For example, Onur Hoca told an incident in which he had to deal with the situation with an enormous amount of self-confidence. In one of the training sessions, he had to train a group of elderly female teachers who were quite experienced, knowledgeable and believed to be very wealthy. He forgot to write ‘e’ in the word teacher on the board, and one of the participant teachers noticed this and raised it. He turned his mistake into one of those moments that his authority was accepted and his misspelling was approved by the rest thanks to his act of self-confidence:

I went to sessions in Istanbul. The day before that, there was a meeting, and the unit head said that “The teacher profile here is different from the ones you saw before. Teachers in here have higher life standards. They go abroad, their husbands are wealthy. You will see in the morning that they are dressed up very chic, they have expensive cars. They may treat you as a child, don’t mind it”. The first lesson on Monday morning was ice-breakers and warmers. I could see that they were very chic and stylish. On the board, it was written: “Welcome to the in-service *tacher* training”. One of the fancy ladies said, “Excuse me, sir?” upon my saying “Welcome, my name is Onur”. I said “Yes, please”, she responded “You forgot to put an e in the teacher”. I looked at the board and said, “Excuse me, madam, don’t you know *tacher*, what *tacher* means?”. She said “No”. I responded back “This means teacher, but this is old English. In the Shakespearean era, it was a teacher, and it is called *tacher*, so I have raised your awareness; congratulations!”. One of the other teachers said “Yes, this is teacher. It used to mean teacher”. Of course, there is no such a thing as *tacher*. I forgot to put an e in the teacher.²⁵⁸

4.4.3.2 Leadership Qualities

As in line with some of the metaphors that the trainers generated for the job of training language teachers (see results of RQ2.d), most of the trainers viewed this job as a form of guidance; therefore, they believed that the trainers should have a certain degree of leadership qualities. While referring to being a leader, they associated the concept with being more qualified and more competent in multiple areas. They also put the leadership into the words as being “beyond”, “ahead”, and “above” compared to the participant teachers. As one of the trainers, Aynur Hoca asserted the nature of the training program required trainers to suggest a program of intentions in a trainer-led context rather than visiting schools, observing teachers, or suggesting ways of improvements. In order to successfully deliver this intention, the trainers should raise a sense of respect and convey a message that they are more qualified than the participant teachers. She based her opinion on the idea that people listen to others who are more qualified and different than themselves:

You have an inclination to listen to people who are different from you, who are more qualified than you. We don't use the word trainer in the sense of someone who observes teachers' classrooms and fixes the problematic parts. We as trainers bring teachers together and offer a program of intent. We offer suggestions for betterment. Since we don't observe how they implement these, we only convey intents. To do so, the others should respect you, see you as more qualified, should feel like so. We expect teacher trainers to be from these chosen, elite groups. ²⁵⁹

In terms of being a leader in the training sessions as a trainer, Ahmet Hoca focused on the necessity of conveying the leadership to the audience. He claimed that the trainers can restore themselves as leaders via their speech, actions, behaviors and expanding the content the participant teachers brought up: “You convey your trainer difference by your speech, actions, knowledge. I mean they talk about a couple of websites; you ask for different, dozens of them. They have experienced video recording; you ask them to do both video-recording and animations²⁶⁰”.

4.4.3.3 Craft Knowledge (Real Classroom Experiences as a Teacher)

Nearly all teacher trainers stated that possessing real classroom experience as a teacher is a must for all teacher trainers working with both student teachers and practicing teachers. They put particular emphasis on choosing and educating trainers

among teachers. Knowing teachers' contexts, working conditions and difficulties was believed to be an essential component of being a successful trainer. By utilizing "being in the kitchen" metaphor as previously teaching English to real pupils to mean coming up through the ranks, they regarded it as a real asset for their training performance and credibility as a trainer. In addition, while talking about the necessity of "being in the kitchen", they compared themselves with or referred to the academics as the group of instructors who lacked classroom experiences.

Betül Hoca, who was a recognized teacher in her city as a language teacher and teaching English to multiple age groups, believed that since she was already practicing what she was preaching, she became a successful teacher trainer, producing good examples and activities in her sessions, which made the transition period easier for her. She claimed that unless she had implemented the activities she gave as an exemplary practices, she wouldn't have been as creative as she was:

I already used to do those activities, my own studies weren't so much different. Perhaps that is why I didn't have many challenges in the transition to training teachers. It worked for classroom management, arranging group works, or designing materials. These were all complementary. In the light of my teaching experiences, I succeeded in training teachers. The stuff I gained from my first-hand experience in teaching was reflected in training, developed in training, they gave shape to our training practices, enriched them. I mean without my teaching experiences, I couldn't have produced those practices in training.²⁶¹

In a similar vein, Onur Hoca also expressed that since he was already implementing the suggested activities in the resource books for the teachers previously, he considered his classroom experience a treasure to build on. He referred to himself as 'being in the kitchen' and already applying tons of activities in his lesson: "My biggest advantage was that I was coming up through the job 'from the kitchen' doing hundreds of activities. I mean I already practiced the suggested activities in books²⁶²". As can be seen in quotations, while Onur Hoca interpreted being in the kitchen- coming up through the ranks as a successful implementers of the desirable activities suggested for teachers, Oya Hoca regarded the metaphor as living in the teachers' contexts, being aware of their working conditions and a means of combining theory and practice and building empathy. As she was emphasizing that she had those skills as an ex-teacher, she referred to some academics who were preaching without any knowledge about teacher contexts in the MoNE. She also suggested that the

university-based teacher educators should definitely have the experience of teaching in state schools:

There are very precious academics from universities but I believe that teachers are much better in training teachers. I believe that academics should have former teaching experiences at state schools. I think they should ‘be in the kitchen’ come up through the ranks. Just talking about teaching doesn’t work. Firstly, you should know the audience’s environment, contexts, and conditions, then empathize with them, understand them. You should connect theory with practice. This isn’t only about saying “Do it, do it”. We came up through the ranks.²⁶³

In relation to being in the classroom as a language teacher, Sultan Hoca and Aynur Hoca, on the other hand, attached attention to the necessity of choosing and educating trainers among teachers rather than candidates without any experiences. Sultan Hoca proposed that the trainers with teaching experiences were better educators, believing it to be the key to success. She stated that when the trainers were not ex-teachers, they had to deal with teacher complaints and they lost their credibility as the trainer: “Teacher trainers should have teaching experience, live through difficult conditions. Such educators are better. This is 200% vital. Otherwise, you can’t succeed. Your audience doesn’t listen to you saying, ‘she wasn’t a teacher, she can’t solve my problems’²⁶⁴”. In the same way, by referring to the academics, Aynur Hoca argued for choosing the trainers among teachers. She claimed that even academics should be selected among teachers. Otherwise, training/ educating teachers yielded situations in which academics’ examples did not correspond to teacher problems or situations: “Teacher educators should be former teachers. It isn’t even appropriate for people without teaching experiences in primary, secondary education to teach at universities, to educate teachers. Their examples don’t match real teaching²⁶⁵”. In the sense of academics’ not having classroom teaching experiences and being unable to comprehend teachers’ contexts fully, Aslı Hoca compared herself with them and claimed that her practices and examples were more realistic, responsive to the participant teachers’ genuine situations as she followed the practitioner pathway to the training. She expressed that the academics in the training program were receiving comments from the teachers which underscored their lack of familiarity with teachers’ context:

You can present utopic games to teachers but at the end of the day they have coursebooks. So, I was trying to implement activities which teachers didn’t call unrealistic or dream like when they went back to classrooms because teachers said that “You are saying this but in reality this isn’t the case”. They especially said this to

academics as “Come and experience what it is like to teach at state schools”. They couldn’t say this to us because we were actual teachers.²⁶⁶

The accumulation of real classroom experiences was so significant to the trainers that they considered it to be a pre-requisite for the job. For instance, Tolga Hoca emphasized that without good teaching skills, one cannot train teachers: “Teaching is a pre-requisite. I mean without being a good teacher, how could one educate teachers, train teachers? How could he convey what he doesn’t have? It is definitely a pre-requisite²⁶⁷”.

4.4.3.4 Constant Search for Improvement

As in line with conceptualizing the job as a progressive and educating process (please see results of RQ1), all of the trainers considered that welcoming novelty and self-updating is a must for trainers. They claimed that trainers should possess the ability to adjust to all sorts of development. By emphasizing their being life-long learners and regarding competency as reaching the completeness, they considered themselves always incompetent as there is always more to learn.

For instance, Aynur Hoca believed that trainers should always search for ways of professionally improving their practices and increasing their capacities. In her case, she said that she never considered herself a competent teacher trainer because she believed that this profession always required its practitioners to be a learner. Nevertheless, she claimed that she was a successful learner: “I love learning, am I willing enough, competent enough to learn more? Yes, then it will go on forever. From training I learned that there is always room for improvement. This is a very important lesson for me²⁶⁸”. In a similar way, Tolga Hoca and Sultan Hoca also underlined the fact that they did not feel competent in the job as training teachers necessitated life-long learning. Tolga Hoca, for instance, argued for trainers to always self-develop in the sense of implementing different techniques and methods. He made an honest remark that he still did not feel competent in training teachers as there is a long way to go and did not refrain from calling himself illiterate: “Trainers should constantly grow professionally. They should implement activities different from those teachers use. I don’t see myself competent at anything, I always try to improve myself. I say ‘I’m illiterate when I see a new thing to learn’²⁶⁹”. Similarly, Sultan Hoca also emphasized

the fact that what constituted their job was to be updated; therefore, she considered claiming to be competent is like osteoporosis, which means she would no longer develop: “I never call myself competent. When I say so, my osteoporosis starts, I step back. What our job involves is to work harder, be updated all the time to keep up with the age²⁷⁰”. On the other hand, Onur Hoca focused on the means of being updated and keep learning in the training job. He suggested that trainers should take reflective notes after each session and keep diaries to improve themselves: “A successful teacher trainer should definitely keep notes of his experiences good, bad, everything all the time. He should take notes about, reflect on and keep diaries on his sessions²⁷¹”. In a similar vein, Betül Hoca underscored the fact that the trainers should be welcoming the developments and possess the necessary skills to adapt to them. She gave an example over the end and ultimate receivers of the training sessions, which are pupils. She recommended the trainers that they envision the future classes and learners: “Trainers should adapt to changes, be open to innovations, developments. They should be aware of the fact that they educate learners of the future classes which will be totally different from today’s classes, they should imagine this²⁷²”.

4.4.3.5 Presentation Skills (for Better Self-representation)

Although possessing a high quality set of presentation skills can be considered mechanic and technical, the trainers placed a vast amount of importance on the significance of presentation as a way of better self-representation. As a reflection of their conceptualization of the job as ‘selling ice to an Eskimo’ (please see results of RQ2b), they believed that specific marketing skills were needed to a great extent; and they focused on different aspects of presentation. They perceived it as a form of building authority and respect in the training sessions. In other words, presentation skills were emphasized as a necessity for better self-representation as teacher trainers. They touched upon multiple issues in terms of the significant components of effective presentation such as posture, dress-code, language, and eye-contact. In addition, they resembled having strong presentation skills to show business and a form of art.

Onur Hoca, who expressed that he had a particular interest in presentation skills, regarded it as a sine qua non for trainers. He saw it as a key to getting the audience to listen to the trainer. He especially stated that the presentation does not

mean reading the materials in hand. He resembled it to hosting a talk show. In order to support his ideas, he mentioned Ted talks: “Presentation is the most important thing. The ones who don’t have presentation skills can’t teach anything, get himself listened to. Presentation doesn’t mean reading from PowerPoint. Check Ted Talks, do they read? Presentation means show business, you are a showman²⁷³”. In a similar way, Oya Hoca also associated presentation skills to a form of art on a stage performed by the artists: “It is like being an artist on stage, like outperforming. Teacher trainers should have great performances, outperform too. This is a skill. Two people do the same activity, one appeals to you, and the other bores you²⁷⁴”.

With regard to presentation skills, Zehra Hoca interpreted the posture as the most challenging aspect of presentation for her. She believed that posture was off significance to convey the message that the trainers have the authority to offer seminars. In other words, she regarded it as a way of establishing authority in the training sessions, which gave trainers credibility in a way that differentiated them from the participant teachers:

I needed to improve myself on presentation because I lost myself in presentations. It was as if I came from the movie The Exorcist, my head to one direction, and my body to another. My posture, for example. Should I stand like this or that? You should have standing to suggest that you have something to offer, you should stand strong. You should get yourself listened to in order to give the message of “I came here to give you something”. Posture was the most challenging part for me. How do you stand in the classroom? Do I stand like a trainer or a regular teacher who just happened to be there? The way you dress, stand is very important.²⁷⁵

Gül Hoca, on the other hand, saw eye contact, smiling all the time and not lecturing on the desk but wandering around the classroom as unwritten rules of training that needed to be followed by all trainers: “You must keep eye contact, stay cheerful. I don’t lecture, I also wander around the classroom, sit with teachers on the floor. These are the unwritten rules of teacher training²⁷⁶”. Another issue that was raised by the participants as an important aspect of presentation is dressing. Nearly all of them underlined that they paid a significant amount of importance to the way they were dressed, suggesting they were trying to be chick and neat. In this sense, Onur Hoca clearly expressed that dressing was a means of giving a positive first impression and raising respect from the audience:

When you enter into the room as a trainer, teachers shouldn’t say “Is he going to train me? Come on, look at his clothing, we are colleagues”. When they say so, they feel that they couldn’t learn from the trainer. They might be wrong, perhaps the trainer is

very wise. It is wrong to judge people on their clothes but have you ever seen a wise scholar who is raggedly dressed up? I don't think there are any except for the nuts.²⁷⁷

Zehra Hoca further dwelled on the issue of presentation concerning the language use, the discourse elements. She clearly stated that in the training sessions, the trainers should speak in a more polite manner even in giving instructions: "It is important to present effectively. You can't say 'I want you to, you have to, must'. But we really did this because this is how teachers communicate with children. You should politely say 'I kindly, will you please'²⁷⁸".

With all these in mind, the trainers' statements about reflexive personal knowledge focused on certain personality traits such as self-confidence and ego management, leadership features, personal practical knowledge as an ex-teacher, ways of professional growth as a trainer, and presentation skills. All of these sub-categories were deemed essential to be a successful teacher trainer. Similar to propositional knowledge, the trainers noted the vitality of these skills and expertise in relation to position themselves as more knowledgeable, more experienced than teachers. In other words, they presented those sets of knowledge as functional for their endeavors to prove their worth and establish their authority as a trainer in class. In addition, the status of the learners of the in-service training as already knowers with experience is quite likely to drive the trainers to focus on certain areas of expertise like leadership and experiencing real language teaching. Via these features, the trainers believed that they possessed the necessary means of credibility to lead teacher training sessions.

4.4.4 Social Knowledge: Knowledge of Others/ Teachers/ Learners

This knowledge domain is shaped by the trainers' expressions of knowledge, which put 'others' in the center. These other people were mainly participant teachers and their students. Among all knowledge bases and sub-categories, the emphasis on teachers as adults with a certain amount of expertise and experience received the greatest amount of attention from the trainers in the study. Therefore, the knowledge of audience, especially adult education, is the main component of this social knowledge. Dwelling on the characteristics of the audience, participant teachers as adults, the trainers regarded communication and observation skills as the equally significant knowledge sub-domains. Overall, social knowledge is composed of 1)

knowledge of audience and adult education, 2) observation skills, and 3) communication skills. While the trainers mentioned observation and communication skills as similar to those of teachers, they interpreted the knowledge of adults, adult education, as the distinctive expertise of training teachers.

4.4.4.1 Knowledge of Audience and Adult Education

As a unique professional characteristic of the job of training language teachers, knowledge of the audience, which is adults with a certain amount of expertise and experience in the field, was noted by all participants with strong emphasis. All of the trainers argued for the vitality of being familiar with the characteristics of adults and knowing the needs of the audience. They clearly indicated that this particular knowledge base distinguished language teacher trainers from language teachers. As they put a huge amount of emphasis on their audience as a heterogeneous group with different levels of expertise in ELT, which affected their approach towards them, they paid the greatest attention to the fact that their audience was adults with certain established beliefs and practices. Therefore, a specific section below was spared for adult education to present its features in detail following their statements about the necessity of knowledge of the audience in general.

Every trainer regarded the knowledge of audience as a must. They asserted that this knowledge is needed to arrange the content of training sessions and respond to their needs. For instance, Aslı Hoca clearly talked about it: “Trainers should be competent enough to adapt and organize her content to the audience’s profile, meet their needs on the go or adjust her objectives²⁷⁹”. The trainers seemed to value attending to the participant teachers’ needs considering that the audience was composed of teachers with various backgrounds, teaching experiences, and various engagements. In other words, they had to address a diverse group. Zehra Hoca stated the need to appeal to each participant teacher by exemplifying the difference in the audience: “Sometimes a participant teacher is not just an average teacher....Teachers might be coaching, preparing students for the TOEFL, working on projects, consulting to companies. They also expect something from you. You must have stuff to offer to those teachers²⁸⁰”. Gül Hoca, on the other hand, touched upon a different kind of diverse background of participant teachers. She mentioned that since all of the state

school language teachers had to attend the training, the trainers should address language teachers with various learner profiles. She claimed that:

All English language teachers working at different schools attend our sessions: disadvantaged, primary, elementary, secondary. You have to specify possible contexts. For example, I say “This may work with high school students but you need to simplify it for lower grades” or “The frog story, jump jump on the pond is perfect for primary school students but you need to find different stories for high school students”. They certainly need directions.²⁸¹

This variety in the profile of participant teachers was reported to affect the way the trainers offered their training session. They stated that they changed their strategies or tactics for the purpose of responding to their needs. For instance, based on her experiences as a trainer, Zehra Hoca concluded that teacher training goes along with a continuum varying according to the participant teachers’ profiles with a different level of knowledge, which necessitated modification in her teaching pace:

I learned that teacher training is based on a continuum. We divided teachers into categories and asked, “At which category are these teachers?” 1, 2, 3, 4. If, say, there are teachers at Level 1 awareness, then we arrange our training accordingly. For this aim, we used to play simple games. For instance, I will teach the first topic which is constructivism. I project a game on the board to see how much they know about it, whether they could know the word that argues against constructivism. Some of them talk and talk about it. Then, it is OK, I go quickly because they are equipped at the knowledge level. But, some of them don’t know anything about it, then you need to start from the very beginning.²⁸²

In a similar vein, participant teachers’ age and accompanying experience also seemed to influence trainers’ attitudes toward them. The trainers claimed that from the very beginning they acknowledged the experience of older-aged groups to create a positive atmosphere, which turned out to be a very popular strategy among the trainers. Gül Hoca, for example, explained that she showed her respect to older teachers in the very beginning so that they could feel appreciated and easy to participate in the sessions. Otherwise, they, she claimed, turn into resentful if the trainers assert that they would teach them new subjects:

First, you know the group. You change your strategy to their ages. For instance, they say “I am a teacher of 30 years, 40 years”. At that moment, you need to modify your tactics. You immediately give them the floor. They will talk. Then, when you say “it would be overstepping my bounds to claim that I will teach you. It is the other way around, I would like to learn from you”, they just give in. However, I will tell, teach them but when I say this on the first day, they follow my instructions. Yet, if I say “I am here to teach you new things”, they won’t listen to me, react against me. They will fry me like a fish and eat up. ²⁸³

Likewise, Sultan Hoca noted to utilize the same strategy in her training sessions, appreciating the experienced teachers and asking them to share their accumulated practices: “I observed groups’ reactions. Then I played on the experienced teachers as ‘let’s listen to them’. I always praised them because they spent years on teaching. Experience makes you stronger so I integrated their experiences into my teaching²⁸⁴”.

4.4.4.1.1 Adult Education

Adult education as a subtitle deserved a particular part in this dissertation as all of the participants highlighted the significance of knowing it in training language teachers. They conceptualized expertise in adult education as the distinctive characteristic of being a teacher trainer. This vital topic manifests itself in different ways in the trainers’ expression of how to better facilitate teacher in-service learning. Firstly, they underpinned the established beliefs that teachers possess and how this feature affected their training practices. Similarly, they secondly underlined the fact that teachers are already-knowing professionals with certain practices, which drove them to utilize more reflective practices with adults. Thirdly, they stated that teachers as adults are prone to show resistance compared to the K-12 students. They talked about the ways of teacher resistance and how they overcame it.

Teachers’ beliefs about teaching English which emerged out of their teaching practices after some years of experience were seen to be quite significant in training language teachers as the trainers reported that it was too difficult to change them, which posed another layer of challenge on their job. For instance, Onur Hoca strived to express the struggle of altering teacher beliefs over a metaphor of baked dough. He told that experienced teachers’ beliefs were like dough which was already put into the oven; therefore, undoing this process becomes very painful compared to changing those of young students:

It is a simple metaphor but you have dough and you can give it whatever shape you want: a star, a snake. But with adults, that dough is already in oven and it is about to bake. That dough is already shaped, I mean it is transformed and it is very challenging to reverse that process. In this sense, teacher beliefs are very important. It is a lot more difficult to change teacher beliefs than student beliefs.²⁸⁵

In a similar vein, Gül Hoca also drew attention to the established beliefs and practices of teachers and claimed that teacher training was more challenging than teaching young students. She told this via a Nasreddin Hodja joke. The wise hodja asked for more money to teach to an older sibling with a limited knowledge compared to the young one who did not know anything. She also added that as long as a trainer accomplishes to deal with wrongly-established practices, she is precious:

Our profile is more challenging. There is this joke. A man pays Nasreddin Hodja and says “I have two children, one knows a little, the other knows nothing. How much do you want?” Hodja says “I want more for the one who knows a little and less for the one who doesn’t know anything”. The man argues against it: “Hodja, how come? I say this one knows, the other doesn’t”. The Hodja responds back “Okay, he has a lot more wrongdoings as he knows”. Our profile also has got many fossilized mistakes. It is very challenging to fix them, expand their horizons but you are valuable as long as you accomplish this.²⁸⁶

The fact that the trainers’ audience was already-knowing professionals with experience and established beliefs was also presented in relation to the trainers’ pedagogy of teacher training. The trainers brought up the issue of certain practices they utilized to train these knowledgeable groups. For instance, Sultan Hoca put particular attention to reflective questioning (this was also presented in the section of teacher trainer procedural knowledge) to enable teachers to think about their practices thoroughly.

Emphasizing the richness of adult experiences, Aynur Hoca also mentioned how teachers learn in the training sessions. She expressed that teachers as adults learn by talking about their own experience of teaching no matter how short or long it has lasted. Therefore, she conceptualized training as exchange of experience rather than imposition of some sets of knowledge. She underlined the fact that teachers are very active in the training sessions therefore the training, she noted, is not like filling an empty basket or, in her own words, writing on a blank sheet:

There is great richness in adult education because teachers gain experience from the moment they step into the classroom. I worked with teachers with three-to-five months of experience. Adults learn by talking about their experiences, enrich their learning. It is sharing of experiences. It isn’t like imposition of knowledge. Knowledge is constructed reconstructed and synthesized each time. Teachers aren’t passive in training sessions, it isn’t like working on them, adding into them, no. Adults aren’t static, there is no such a situation as you are writing on a blank sheet with adults, they are not tabula rasa.²⁸⁷

On the other hand, the experience and beliefs that adults as language teachers brought to the training sessions seemed to be a source of resistance as well. Another

feature of adults that the trainers characterized was that they are more resistant to the training and learning more. The statements of the trainers suggested specific reasons for teacher resistance in the training. They expressed that trainers should have the necessary skills to deal with it (this issue will be displayed in a more detailed way in RQ2d as teacher resistance is one of the most-frequently stated challenges the trainers experienced in their job). For this part, trainers' expressions that the resistance was also related to the audience as the adults are presented below although it is quite challenging to separate adults from teachers in their speech.

Adults-focused comments were mostly about the possibility of crisis and their reasons. While the trainers honestly remarked that managing adults who hold nearly similar amounts of ELT knowledge with the trainer was more complicated than teaching children, claiming that the age difference between the teacher and students was a very effective element in classroom management. However, with adults, the age gap, which could be a negative determinant when the audience was much older than the trainer, lost its effectiveness. In this sense, Gamze Hoca said that "Teachers have a different kind of authority over students. Since they are children, they may respect your age. However, you may meet older teachers in teacher training. In this sense, adult education isn't easy²⁸⁸". To exemplify this argument, Onur Hoca narrated an event of a resistance from an older male teacher who accused the trainer of showing off his English. The trainer claimed that knowledge of how to deal with adults was very essential in this job; when the trainer loses his management once, the rest would be disastrous:

In one of the seminars, there was a teacher who was in his 50s. He was very chic. I like wearing stylish clothes and think that teachers should be a role model for their students in the way they dress. When I saw this teacher, I felt very happy. I started the session. Five minutes later, he said "Are you showing off your English proficiency, why are you speaking English?" I responded as "I guess you have at least 25 years of teaching experience, you can see these young teachers. In developed countries, teachers at your age mentor novice teachers, help them because you have much more expertise than we do. You are the ones who are capable of comparing the past and the present, not us. Your words don't upset me". Later, I saw that he was sad. You see adult education is very different. If the trainer ignored such behaviors like his, his training would be wasted. The person who says such things then criticizes another thing. Other teachers who witness that also start criticizing. Then it will be out of control.²⁸⁹

Other reasons for resistance of teachers as adults were reported to stem from the trainers' background/ status or competency. For example, Aslı Hoca mentioned the

similar status of the trainers to teachers due to their practitioner pathway. She told that adult education is more interactive yet since their status is not so different from the participant teachers, it might also yield resistance as well: “Adult education is more interactive. The more interactive it gets, the more resistance it may yield because trainers and teachers are in an equal position. You aren’t in a higher position. They may resist as ‘you aren’t my superior’²⁹⁰”. On the other hand, Zehra Hoca argued for possibility of teacher sabotage to display their knowledge and expertise if they happened to find the trainers incompetent, which posed complications for training teachers:

When you attend teacher training as a participant teacher, you also have presence, knowledge and expertise. You would like to show this especially when you find the trainer not-so-competent. However, if you are satisfied with the content, you try to learn, internalize it, and think about how to use it but if you aren’t convinced, you may try to sabotage what is being done. You may do this consciously or unconsciously. We really saw many instances. That’s why, adult education is very challenging.²⁹¹

As the quotations above indicate, knowing the characteristics of adults, or expertise in adult education, was believed to play a pivotal role in training language teachers. As the sections of other lenses of teacher trainer professional identity display, the trainers’ emphases on adults’ established beliefs and practices, and the possibility of resistance were two significant issues of training practicing teachers, which affected nearly all constructs of professional identity of teacher trainers in this study.

4.4.4.2 Communication Skills

People skills were one of the expertise areas that all of the trainers mentioned as essential in training English language teachers. It was considered *sine qua non* by all participants. Since the majority of their job was composed of offering in-class training sessions, they highlighted the significance of effective communication skills in establishing rapport with participant teachers for their participation and attendance in seminars. They also referred to the functions of effective communication skills as building empathy, motivating teachers, managing class and changing their beliefs about teaching.

Oya Hoca, for instance, considered communication skills to be very precious, and even a form of art. She believed that effective communication was like performing on a stage by actors: “Communication is very valuable, I think it’s an art. As teachers

are on stage in class, trainers are also on stage. The ability to use that stage is vital. You have to communicate with teachers²⁹²”. In order to emphasize the significance of communication with teachers in the training sessions, she narrated an account in which a university-based teacher educator failed in establishing rapport with teachers, which yielded quite a lot of complaints by teachers and the lack of people skills by the educator:

There was an academic who taught materials and adaptation. I observed his session. If I had been one of the participant teachers in that session, I would have left. He humiliated the teachers badly. He sat on the computer desk which was facing the windows, so he was telling towards it. He was talking about his doctoral dissertation. Teachers got bored, huffed and puffed. He politely said that “I am the authority here, look what is written in front of my name. I will tell, you will listen”. All of them were dead silent. They should have left the room, I waited to see how he would go on.²⁹³

Quite contrary to the educator depicted in the above quotation, the trainers underscored the role of communication skills in building empathy between the trainers and participant teachers. They talked about how they communicated the message that the trainers were also ex-school teachers, one of them. For instance, Tolga Hoca believed in the power of communication skills in addressing all the participant teachers regardless of their differences and in showing that the trainer was easily reached as one of them: “A professional teacher trainer should first and foremost have strong communication skills, address all teachers. There will be different teachers. Teachers should feel they could easily communicate with the trainer. He should convey that he isn’t different from them²⁹⁴”. Similarly, Ahmet Hoca also paid a great amount of importance to people skills to present himself the trainer as one member of the group and to deal with the issue of distance: “I tell things about myself like why I chose that job. I definitely communicate that I am one of them, not different from them, I am at the same level with them so that they won’t be biased, distant²⁹⁵”. The issue of presenting trainers as one of the group members was also discussed in relation to listening skills. For instance, Gamze Hoca put knowing the participant teachers’ background into the words as ‘being on the same page with them’ thanks to her listening skills: “Academic knowledge is important but being on the same page with teachers is equally important. I think I got this. I mean I was collaborative, I listened to them²⁹⁶”. Communication skills were also reported to play a huge role in motivating teachers to participate in the sessions. Tolga Hoca drew attention to the trainers’ people skills for encouraging teachers to present in front of their colleagues at the end of the

sessions: “You need to use your communication skills effectively to maintain good atmosphere, encourage teachers to present. You tell them they will make a presentation in the end and they need encouragement. You need to communicate well for this purpose²⁹⁷”.

In this relation, communication skills were also highly rated by the trainers in terms of changing their cognition, and triggering a teacher change. For instance, Onur Hoca regarded people skills as more effective than academic knowledge for the purpose of inspiring teachers, making them believe that they could be a better teacher following better practices, seeking professional development. He also asserted that when the trainers promoted teacher self-actualization, they would be the best trainer ever:

Teachers have their own truths which were formed over years or by their teachers’ teaching. It is very challenging to change them, demolish them. If teachers shut down, refuse to communicate, don’t want to develop, you need to find ways to reach them out. Your academic knowledge doesn’t suffice for this, they don’t care about your academic knowledge. Developing your communication skills is the first step to encourage him. Later, you can show crystal clear that suggested practices are actually doable with good samples and help him in discovering himself. Perhaps he has resentment, you will overcome, remove this bitterness and enable him to believe in himself to be a better teacher. Then you will be the best trainer ever.²⁹⁸

In addition, the trainers underpinned the function of people skills in managing the adult classroom and dealing with teacher resistance. As will be presented in the results of RQ2.d, teacher resistance towards in-service teacher training sessions was a critical issue for trainers. They claimed that teachers were reluctant to attend these seminars at the beginning of the week, and to overcome this problem, trainers should possess practical communication skills. For example, Aslı Hoca emphasized the fact that when trainers make use of listening skills and remain calm in the cases of teacher resistance, they can easily handle such issues: “Communication skills are very important. Trainers should remain calm. For instance, if teachers are already resistant and if you are also obstinate, the two would crash. However, if you listen to them, empathize with them, it is good²⁹⁹”.

As all the trainers underlined the criticality of communication skills, they also talked about how they achieved effective communication with participant teachers. They reported that they frequently utilized humor for this end. While some of them made fun of themselves through physical characteristics, some of them made up of

certain jokes for language teaching and language teachers. For instance, Onur Hoca claimed that his after-life joke was handy for his people skills:

I told this joke: afterlife, we are dead, we will be questioned. With the list in its hands, a hellhound will ask you “Oh really, you are an English teacher? Welcome”. He also speaks English. “Have you ever been to an English speaking country before? Which English is this?”. You say “No” but crying at the same time, but it has another thing, and asks “You own a house, a car, and even two houses. You worked for 30 years, you earned money out of this job. Haven’t you ever wondered, been to England or English-speaking countries? You were never curious about them, huh? And you taught English, you earned money, took care of your children? Step aside, we will do a second inspection”. Everyone laughed, it cracked them up. It was very effective.³⁰⁰

4.4.4.3 Observation Skills

The ability to notice things and watch them carefully in the context of training language teachers was presented earlier in relation to the trainers’ endeavors for self and professional improvement. The language teacher trainers also talked about observation skills as an essential component of training language teachers for different purposes. As a reflection of the central activity of their job, offering in-class training sessions, the trainers referred to the significance of observation skills in class such as monitoring group dynamics, evaluating teacher products and giving feedback upon them, predicting how teachers make use of the training in their classes and noticing teachers’ attitudes towards the sessions.

Aynur Hoca, for instance, claimed that trainers need to observe interaction in the groups as well as the topic of the group work, suggesting that all these observation focal points required a special analysis from the trainers’ part: “Trainers should observe the interaction among teachers: which groups are working on what? Who leads them, which knowledge types show up? So, it is actually a field of analysis³⁰¹”. In this relation, she regarded the observation skills as quite essential to predict how the trainers’ service would reach the pupils after experiencing certain events in which she became very worried about how one participant teacher would integrate the training into her teaching English:

We were carrying out evaluation the last day. One teacher approached me and asked “Can I use the same materials you used here in my classes?” This really hurt me because she couldn’t realize that these materials were not for her classes. Why? You are addressing a different group of different age, cognitive skills, and readiness. She couldn’t grasp that “You are a teacher; I am practicing with you but your students can’t manage it the same way you did”. In such cases, teacher trainers should foresee

how their services will reach students. Sometimes you feel worried that I tell this to teachers, but they may not realize it and try to do the exact same thing with their students.³⁰²

With regard to the immediate importance of in-class observation skills, Zehra Hoca touched upon its role in noticing teacher change over five days in the training week. She claimed that even a tiny proportion of change was expected from participant teachers. The trainers were required to observe that change either in a poster presentation or in teacher reflective notes. This required trainers to be on watch and, to a certain extent, an evaluator: “Teachers are expected to change to a certain extent by a week of training. You can see the change in their posters or reflective notes. You need to observe it, you need to reflect on and evaluate them³⁰³”.

Observation skills were also raised by the trainers in the sense of trainers’ roles as motivating teachers, encouraging them to express their ideas, and communicating the message that the presence of teachers is valuable to the trainers. For instance, Zehra Hoca said that she had to observe teachers in order to understand how they were feeling in the session so that she could motivate teachers: “As the trainer, I am the one who motivates teachers. Even if what they say may not be so meaningful, I have to show that it is valuable, they are valuable. I have to discover how they feel³⁰⁴”.

All in all, the study indicated that the in-service language teacher trainers’ knowledge and expertise are quite complex and comprehensive. The knowledge domains of in-service teacher education, as proposed by the participants, draw on various sources such as their experiences as teachers, the trainer training they attended, academic and theoretic knowledge, and ultimately their practices as teacher trainers. As a consequence, it included various expertise aspects, from knowledge of self to knowledge of others, from propositional knowledge to procedural knowledge. It is suggested that each and every sub-domain of expertise requires special attention separately, yet becomes more meaningful and useful when they are interwoven. This presents the interconnected nature of knowledge sets. Moreover, as the quotations suggest, certain knowledge types may be needed more than others, which makes the whole knowledge system dynamic.

As the analysis process implies, the knowledge categories are quite related to, and also reflect, other lenses of teacher trainer professional identity. The way trainers define the job (as a way of professional growth), the professional activities they are

engaged (in-class training sessions), and the areas of challenges (teacher resistance) are frequently raised issues as needed to be attended as a trainer in the knowledge bases. Furthermore, the overall analysis of the knowledge sets shows that there are a couple of specific topics that emerge across each domain such as the audience of the training as adults with a certain amount of knowledge and experience in ELT and the trainers' endeavors to increase their credibility as a teacher trainer. In some knowledge sub-categories like knowledge of theory and audience, these issues become more dominant and prominent, which turned the former (adult education) into the reason and the latter (credibility) into the result in terms of their significance and functions.

Last but not least, the practitioner background of the trainers seemed to drive them to often compare the knowledge bases of teaching to teacher training. This resulted in their conceptualization of expertise of training as much broader and more profound in its nature, including the teacher knowledge as its one of the knowledge branches. Although they defined some skills like communication and observation as similar to those of teachers, they concluded that knowledge of adult education, of facilitating teacher experiential learning, and academic knowledge stand out as distinctive trainer knowledge. The language teacher trainers' knowledge and expertise can be visually conceptualized as in Figure 4.3.

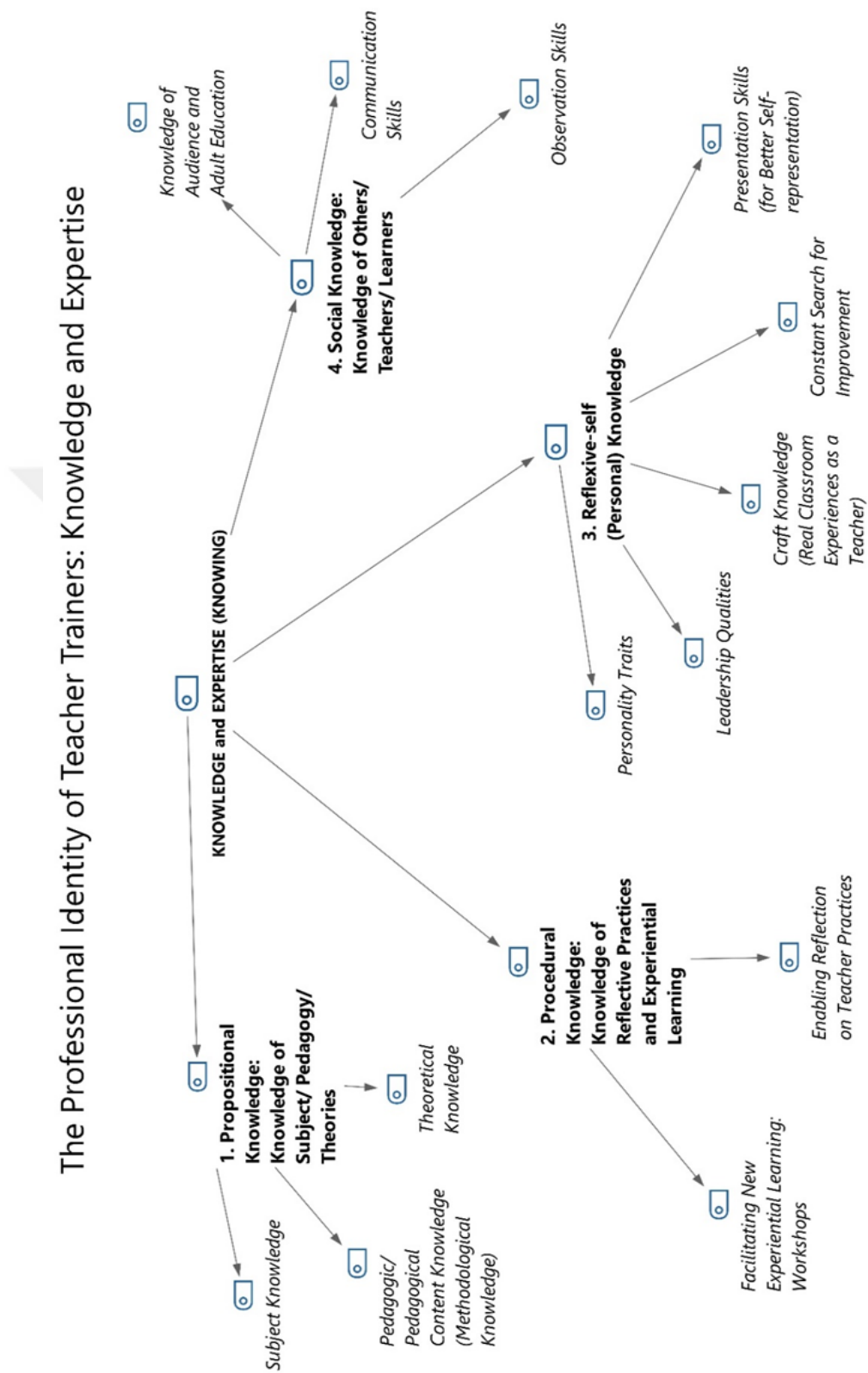


Figure 4.3 Visual Representation of Teacher Trainers' Knowledge and Expertise

4.5 The Professional Identity of Teacher Trainers: The Personal in the Job

In this section, the results of how the language teacher trainers made sense of their selves in the job will be presented. The focal point of this part is the teacher trainers' emotional states and self-images. These issues will be presented in relation to the trainers' statements about the sources of satisfaction, the challenging aspects of the job and training metaphors generated to describe the profession. The analysis suggested that all these three essential matters of being a teacher trainer are in line with other research (sub) questions. In other words, the themes of the personal approach are entirely linked to the trainers' description of the experience, their professional activities as the trainer, and the knowledge domains required to perform this job, which displays the multi-faceted, dynamic, and complicated nature of professional identities of teacher trainers.

4.5.1 Teacher Training as a Mixture of Satisfaction and Challenges

The accounts of the language teacher trainers showed that teacher trainers experienced many struggles emotionally and professionally. However, they still successfully maintained their commitment to the job. This was possible due to the values they placed upon being a teacher trainer and the satisfaction and happiness they found accompanying those challenges. As the analysis suggested, the relationship between satisfaction and challenge is like a seesaw in the sense of the weight of concepts they touched upon as the sources. More or less, the trainers referred to the same concepts as the underlying reason for their professional happiness or difficulties. What separated them as either professional contentment or a kind of demanding area is the trainers' emotional interpretation. To exemplify, participant teachers' attitudes toward training or trainers appeared as both a sort of satisfaction and difficulty. When the participant teachers were enthusiastic about the content of the sessions, participated attentively, and thanked the trainer for their endeavors, this situation was regarded as the most significant source of pride. On the other hand, teachers' resistant and uncooperative behaviors, as the teacher trainers called, turned into a great challenge to be dealt with to serve their purposes successfully. Therefore, it should not be taken by

surprise when similar notions were presented as sources of both fulfillment and drawbacks.

4.5.1.1 Sources of Professional Fulfillment in the job of Training Language Teachers

The issue of professional satisfaction out of training teachers was already presented with respect to how the teacher trainers described the experience of offering professional development seminars to language teachers. As the results of RQ1 displayed, the job itself was enormously satisfying, and the trainers had multiple sources of fulfillment. In the results of RQ1, the points the trainers raised with regard to their descriptions were given, some of which were also related to their satisfaction. Thus, some of the items were also included in this part.

The trainers' remarks strongly suggested that they found a great source of pleasure in this job. Their statements included expressions such as "delight", "pride", "satisfaction", "feeling valued", and "pleasing", which indicated that their emotional investment in the job was rewarding. For instance, Zehra Hoca underpinned her arguments for the professional satisfaction of training language teachers by comparing it to teaching pupils, which she considered routine:

Professionally, I am a lot more comfortable as a teacher in the class but even if you don't have a promotion in training, your professional satisfaction is distinctive because you see teaching as a routine job to be carried out, but in training the satisfaction is great. You feel you are adorned with a greater mission. I mean everyone can teach, but you invest in yourself to be a trainer. Consequently, when you do it properly, it is a lot more fulfilling.³⁰⁵

As all of the teacher trainers directly emphasized the satisfying nature of the job, they attributed to the happiness to different sources. The analysis yielded two primary sources of fulfillment: 1) participant teachers' attitudes, and 2) the nature of the program.

4.5.1.1.1 Participant Teachers' Attitudes

As previously stated, the attitudes of participant teachers towards the training sessions and the trainers made a huge difference in motivating teacher trainers. Their behavior, enthusiasm, and speech increased trainers' emotional involvement in the job.

In this sense, trainers were satisfied with participant teachers' appreciation of their efforts, their changed behavior from resistant to cooperative, and meeting young and promising language teachers across the country.

During the tiring and challenging process of training teachers, receiving acclaim from participant teachers who appreciated the trainers' efforts was a source of satisfaction. As the trainers pointed out, the time and the forms of these appreciative practices varied. Receiving positive feedback, expressions of gratitude from the participant teachers drove the trainers to a great sense of fulfilment. For instance, Ahmet Hoca directly linked his happiness to receiving positive feedback from his attendants who thanked him for his contribution to their current success: "Sometimes, the teachers who attended my sessions called me, e-mailed me saying 'I am using what you suggested, and my students are very much better now'. Such feedback means a lot to me and makes me happy³⁰⁶". As in this quotation, the trainers put an enormous amount of importance on receiving e-mails after the sessions, which motivated them to keep working. Similarly, Oya Hoca also underlined the fact that receiving messages from the participant teachers increased her perceived usefulness and felt her very-much valued: "Teachers' getting in contact with me really pleases me. I think that training worked, I had an influence on them. I feel happy, emotionally-satisfied. I was valued, which really moves me³⁰⁷". She further shared an e-mail which she kept for years in which a former participant teacher thanked her for motivating teachers:

Dear Oya Hocam,

I have attended your seminar in WWW School... You stated that you would send your presentation. If you could, I would be very happy. Thank you for your efforts. Please believe me you motivated us, encouraged us. I also follow you on Facebook. Regards.³⁰⁸

Similarly, Betül Hoca felt very happy when she received messages from participant teachers considering that she touched upon the lives of those teachers and even one of 10 teachers found professional satisfaction via the training, it is a huge gain for trainers: "Touching teachers' lives. We were in touch with teachers for a while, we exchanged e-mails. It was good to hear that our suggestions worked. Even increasing professional satisfaction of one teacher out of 10 is a gain for us³⁰⁹".

As the afore-mentioned quotations touched upon the appreciation after the training sessions, some of the trainers focused on the immediate in-class gratitude by participant teachers. For example, Onur Hoca regarded teachers' attentive

participation in the sessions, their high-quality production in the workshops and thankful sayings as a payment of their job and a source of pride:

It was satisfying to see the consequences of our job. Teachers' presenting with pleasure after the workshop and seeing their good productions were a source of satisfaction. It was really fulfilling. Later, they contacted us and told they implemented what we did together and it worked, and thanked us. This was really a source of pride.³¹⁰

With regard to in-class appreciation, some of the trainers drew attention to receiving positive feedback in terms of enabling participant teachers to speak English. They talked about some cases in which participant teachers claimed that they had not spoken English for many years and regarded this training as an opportunity to practice the language. They both felt thrilled by such statements. Gamze Hoca told that: "Some teachers said 'I haven't spoken English for years. It is very good'. Teachers were happy about finding a chance to speak English rather than the content of training. This is another aspect, which I really enjoyed³¹¹". As Gül Hoca clearly indicated, receiving such highly-rated comments from the participant teachers outweighed the troubles and tiring duties: "Teachers wrote very good comments on the evaluation forms, they also said it aloud. I got goose bumps. When we heard such positive comments, we returned to our homes very happily forgetting the tiredness³¹²".

In a similar vein, the trainers also found a huge amount of satisfaction in class when they witnessed a change from the perspectives of participant teachers. The trainers stated that the expected change may appear in different forms, and triggering even an intention for professional development and seeing it in the audience made them quite fulfilled. For instance, Zehra Hoca narrated an event in which a participant teacher burst into tears as she felt very incompetent after attending the training. Zehra Hoca and she developed an action plan for her classes and improved her practices. Zehra Hoca called the situation as "being a trainer":

The last day, a teacher approached me and asked "Shall we have tea?". Then, she started crying. I was shocked. She said "I am very much embarrassed". I asked "Why?". She responded, "You have told so many things, I wasn't even aware of them". I said "That is good Hocam! Now being aware of it is a gain for you. Don't you think so?". She kept telling "I didn't do any of these, I feel very ashamed of my teaching". We sat together, worked on what she could do. I turned on my laptop, she took notes. We designed a simple action plan. I asked her to read some books, articles. She was very enthusiastic. I said "Go on step by step, if you try to reform everything, you will crash it, lose your students". Later, she started to write to me: "I began to do such and such this week". She sent me photos. She e-mailed me: "This week, we studied these words, we put notices of words, and students prepared posters" etc. She

sent me letters her student wrote. This is the teacher. This is the change. You changed dramatically this teacher over a week. This is huge, you know. This teacher has changed. I said “This is how it is, being a trainer”.³¹³

Trainers’ one of the greatest source of pleasure was also witnessing the change the teachers showed in terms of their attitudes towards the training sessions. The trainers claimed that when teachers appreciated the significance and benefits of the training, they felt happy. For instance, Emine Hoca became thrilled when teachers, especially resistant at the beginning of the session, came to realization that their learning was life-long and not over: “I was very happy because those teachers saw this in me: ‘our learning continues, we aren’t actually done with training. There are still a lot of things to learn’³¹⁴”. In a similar vein, Gül Hoca enjoyed her job when she noticed that she broke the ice. In other words, when the participant teachers who were resistant in the beginning became cooperative, eager to learn and actively participated in the training, she was pleased: “I enjoyed breaking the ice in training, seeing the resistant teachers who crossed their arms in the first day were running around for activities later. Really liked when they were reading sleepy in the mood activity. Felt really appreciated³¹⁵”.

Last but not least, meeting young, newly-recruited, and promising language teachers was another point of satisfaction for these teacher trainers. Nearly all of them placed an enormous amount of importance upon encountering young and enthusiastic language teachers especially in the small cities and the eastern part of the country. Highlighting their compelling work situations and yet their promising dedication to job, they asserted that getting to know these young language teachers was a delightful part of the job. For instance, Onur Hoca considered working with novice teachers in the eastern and central Anatolia very joyful: “Teachers were very young in the eastern and central Anatolia, they were newly-appointed. We really enjoyed working with them, they were fresh graduates and willing to learn³¹⁶”. Similarly, Aynur Hoca underpinned the youthfulness, support and struggle of young teachers in the eastern part of the country. She said that those young teachers were very smart, witty, eager to learn from the trainers and supportive to each other: “You appreciate the wisdom and struggles of young teachers in small cities like Van. It was this group of very young teachers, they knew each other, supported each other. The energy was amazing there, I dearly remember it³¹⁷”. In a similar vein, Betül Hoca enjoyed very much training

young teachers who were very dedicated to their jobs under difficult working conditions. She claimed that getting to know such inspiring teachers made her particularly hopeful for the future of the country:

For example, teachers in Mardin were very young. They collaborated under difficult circumstances, cooperated well. They were tight-knit. It was one of the training weeks that I really enjoyed. They were very attentive, participative. I mean meeting such a group of teachers pleased me when I think about the future of the country. You say “A successful generation of teachers is coming”. They were really patriotic, conscious, and lovely. In this sense, you feel satisfied.³¹⁸

4.5.1.1.2 Nature of the Program

Teacher trainers also kept working happily and harder due to some of the elements and nature of the program they worked within. These sources included a sense of belonging to a hardworking group as a result of team work, having a multiplier effect on the educational structure compared to school teaching, and seeing new places and cultures.

As presented in the results of the RQ2.b Job description, the teacher trainers worked in pair in training sessions. In addition, as displayed in RQ2.a Motivation and aspiration, the trainers attended the same trainer-training sessions; they experienced learning in the group. As a result, they attached a great deal of significance to teamwork and a sense of belonging to their fellow trainers.

The analysis indicated that the teacher trainers valued being a member of this group of language teacher trainers whom they called hardworking and successful. For instance, Gamze Hoca appreciated being a part of an accomplished group and thanks to this sense of belonging, she claimed that she did no longer feel lonely and she could quickly solve problems collaboratively: “It was very important for me to be a part of a successful, well-known group. I didn’t feel alone, we completed each other. We solved problems as a team³¹⁹”. Moreover, the trainers expressed their belonging in familial terms. To give an example, Betül Hoca regarded the team as her family as a result of spending a week together, working on the same issues, and acknowledged this bonding: “We were very excited to meet again. We were like a family, part of our families. Now, there are miles between us, but there are those like Gamze who gets me³²⁰”. In a similar vein, Ashı Hoca appreciated particularly one of her colleagues’ involvement, and considered her a source of feeding-learning for herself: “I really

enjoyed being partners with Zehra Hoca. I loved being in the same sessions with her. I did like learning from her³²¹”. Like Aslı Hoca, Onur Hoca also acknowledged the teamwork he was engaged in. He emphasized the motivating and educating aspects of the group work. He claimed that the group supported each other both academically and professionally: “We were very happy, we motivated and supported each other both professionally and academically. I learned from my colleagues. We learned together³²²”.

Another appreciation point in terms of belonging was the fact that the teacher trainers realized that they were not alone in their efforts to better the educational structure or in their dedication to solving the educational problems. Gül Hoca, for example, stated that she learned that there were more than just a few people who tried to improve English teaching in the country: “You realized that you aren’t alone in the aim of teaching English successfully. Teachers are also working hard for this³²³”. Similarly, Sultan Hoca also underlined the opportunity of meeting similar-minded people who worked harder under any sorts of conditions: “Being a trainer is an experience that enabled me to meet teachers like me. I met people who work hard under any conditions, no matter what conditions, who feel happy for producing, who always spread the knowledge³²⁴”.

As also presented in the results of RQ1, the teacher trainers found training language teachers satisfactory in terms of having a broader impact on the educational structure. In other words, the idea of reaching indirectly a wider audience, that is either pupils or administrative people, was interpreted as a greatest source of happiness. For instance, Oya Hoca referred to reaching administration or policy makers easily as a trainer and enabling teachers to make their voices heard: “We are competent at our job but we can’t get into politics. We could raise our voice in our job. When you are a trainer, your voice is louder, you can reach out to dozens of teachers and administrators³²⁵”. On the other hand, the frequently stated wider audience is pupils of the participant teachers. Onur Hoca believed that via training teachers, he contributed to the students’ learning in a better and joyful way, and this was the most valuable thing in training teachers for him: “I am not just training teachers, I’m also training their students. I contribute to their learning in a better and joyful way. In this sense, this is the most precious thing. I always had this notion in teacher training³²⁶”.

Concerning the structure of the in-service teacher training program they took part in, the trainers pointed out the opportunity of seeing new cities, meeting new people and cultures as a source of pleasure. As previously presented, this group of trainers travelled across the country every two weeks to deliver their professional development seminars to all English language teachers working at state schools. It means that they had to travel to different cities and get to know their cultures. The trainers' expressions showed that they were happy about seeing new places. For instance, Betül Hoca regarded travelling as a pleasure: "It was pleasing to meet different people, see different cities, and get to know different cultures³²⁷". Similarly, Gül Hoca mentioned the invaluable contribution of networking she had through training teachers, from academics to participant teachers: "I can't put a price on the academic network that the training offered me. I know many academics around the country who will host me any time. Also, I know teachers across the country. These are all moral support³²⁸".

In addition to sources of trainers' professional satisfaction in training language teachers, which enabled them to keep their commitment to the job, the trainers referred to certain values. These assets further strengthened their bond with the profession. To begin with, almost all trainers highlighted their love for the country as an underlying force for maintaining their job. They perceived the job as giving back to the country. They also mentioned their love for the profession to be further engaged within the training job. In this sense, Gül Hoca presented her patriotic feelings as one of the underlying reasons for her commitment to travelling every two weeks for three years: "We were all incredibly patriotic. It doesn't seem logical now to stay home a week, stay in another city for another week. It was snowy, rainy or too sunny. We worked unbelievably with superhuman enthusiasm³²⁹". In a similar vein, Sultan Hoca also prioritized the future of the country in her job considering the challenging work conditions: "I didn't mind much the person I worked with, I could work with anybody. What mattered most was the future of the country. We worked under any circumstances³³⁰".

On the other hand, Zehra Hoca underscored the investment of the country in these ex-school teachers to become teacher trainers and saw the job as a higher level of a mission for herself, which kept her perseverance in training teacher: "I cared

trainers' sincerity, sense of mission. I had to do it properly because the state invested in me. This actually costs. It could have been someone else, then she would have done it. I just couldn't give up³³¹". As a continuation and reflection of the notion that the country invested in these ex-school teachers, these trainers paid attention to working under ethical circumstances. Zehra Hoca mentioned the mission of improving English language teaching within the boundaries of MoNE as a prioritized issue when it comes to dealing with teacher complaints. She claimed that it was easy to complain with teachers, yet the mission of the trainer was to better the status of language teaching in the country:

You could criticize everything with teachers but it doesn't work. You could say "Yes, you are right, the MoNE does this, does that" and it could be a fun session but nothing good comes out of it. Of course, you won't play devil's advocate, but you have to present things that teachers could actually make use of. This is important because sometimes we lost the track. Teachers were right. But this isn't about whether they are right or wrong. I have a mission and in the light of this mission, what can I do as a trainer? This is the purpose of the trainers. We don't build a huge facility.³³²

With all these in mind, the expressions of the teacher trainers indicated that they found a great source of happiness in training language teachers across the country. The primary motivating component for the trainers was the attitudes of participant teachers. They attached a tremendous amount of importance to teacher feedback, which maintained their commitment to the job and felt pride in their profession. Besides, having a multiplier effect on the educational structure and patriotic feelings enabled them to increase their bond to the job. All these senses of power in terms of giving shape to the future of the country and being acknowledged by others contributed to their sense of being a teacher trainer, and offered them to notice the emotional significance of their job.

4.5.1.2 Various Challenges and Tension

In order to better understand teacher trainers' personal approaches into the profession, the account of lived challenges, and tension were also studied. This inspection yielded their expectations from, commitments to, desires for their training practices. The analysis revealed that teacher trainers in the process of facilitating the professional development of language teachers experienced many problematic issues, resulting from 1) personal questioning and concerns, 2) the status of their position as

trainers, and 3) contextual elements of the program. Therefore, the findings of this part are presented at three levels.

4.5.1.2.1 Personal Concerns and Challenges

The challenges and ambivalences at the personal levels are related to the trainers' leaving their families behind quite often and the questioning of their competency as a trainer. As this job required trainers to travel every two weeks and stay in the city for at least five days, being away from their families put a specific layer of personal challenge upon them. Although commuting was also regarded as an opportunity to see new places and cultures, it was also a problem for them. Also, the fatigue out of travelling was another frequently-stated concern for them. Such issues may sound very mechanic and technical; however, they were reported to affect the quality of their training. For instance, Onur Hoca said that he missed his daughter's birth as he was away from home for training: "I left my family, child behind. I mean I was at home for a week and out of town for another week. I missed my daughter's birth. This required self-devotion³³³". The frequent commuting and its tiredness were interpreted as being like a nomad or a traveler, which drove the trainers' self of belonging to shake. Aslı Hoca called it quite challenging for her to be on the road for the training: "There was a busy schedule. It was busy but good. This was challenging for our families. You didn't feel belonged either there or here. Like a traveler, you had an open suitcase. This was hard³³⁴". About these training trips, Sultan Hoca mentioned the sleepless nights and delayed flights: "You forget those sleepless nights, delayed flights, wasted times³³⁵" while Oya Hoca talked about her aerophobia, fear of flying: "I travelled every five days. It was OK to go to the near cities but going to the distant cities was problematic for me because I have an aerophobia. I generally took buses and my legs swelled up³³⁶". Tolga Hoca touched upon another aspect of travelling, which was the fact that people perceived it as a kind of vacation. However, he claimed that in some cities, they worked intensely and only visited the stations: "We couldn't spare time for ourselves. But people considered that we were on a vacation. Most often we went to the training center straight from the station and back to the station without visiting any places³³⁷".

Another area of personal conflicts the trainers felt was about their competency. They reported that they went through a process of self-questioning their efficacy as a trainer. They noted that this questioning decreased as they gained more experience in the job. For instance, Sultan Hoca said that self-checking her competency was stressful; it faded away as she progressed along the way: “You want to please teachers because you’re trained, you want to give it back. It was very challenging to live with the stress of questioning my competency to train teachers for a week. But it wore off³³⁸”. Similarly, Zehra Hoca also examined her performance, her competency. She further called into question her commitment to training teachers as she had to halt her doctoral studies to serve in this context:

Am I doing it properly? Would it be OK if someone else was doing it? You question this because by accepting the job, you take it over from someone else. So, I questioned a lot if I did the job thoroughly, whether it was worth it. I really loved the atmosphere, I didn’t want to end it. But it was really compelling. Two years. I had to take a leave of absence from my graduate studies. I lost time. I questioned that “I am making a compromise on my dissertation, is it actually worth it?” because this was also a means of my academic improvement.³³⁹

This act of competency questioning was experienced differently by Aynur Hoca whose major was physics education. She had different ambivalence in comparison to other trainers. From the very beginning of training teachers, she self-questioned her suitability for the job as a person who was educated to be a physics teacher. This was the biggest ambivalence she experienced. She continuously asked the question, “Am I a good fit for the mission?”. As her assignment as a teacher trainer continued, this question turned into “Am I doing the right thing?”. In other words, she started to pursue a self-inquiry into professional development as a trainer in the way of self-actualization: “It was a nightmare to be chosen as a trainer for English teachers as I studied physics. Later, I questioned whether I told it properly. I mean I was 45 years old but still questioning my identity, realizing missions³⁴⁰”.

In addition to these frequently stated problems, the trainers also individually talked about the demanding areas for themselves. For instance, Zehra Hoca talked about how hard it was for her, especially in the beginning, to arrange her pace of training and give appropriate feedback to participant teachers. Aslı Hoca touched upon her sense of insecure in terms of responding to the questions related to the coursebook and curriculum. While these two concerns were related to the trainers’ professional development, Oya Hoca revealed her doubts about coming from the eastern part of the

country, and her struggles to adjust to the trainer group because of her more conservative worldviews.

4.5.1.2.2 Position-related Challenges

As presented in the results of the RQ 2.b professional job description part, the trainers worked on a temporary assignment basis, which means that there was no adjustment in their status. This lack of an official position as a trainer in the MONE context manifested itself in many challenges for the trainers varying from the lack of recognition to the lack of respect, from unclear job description to the sense of being undervalued.

In this sense, one of the worries the teacher trainers felt in teacher training was the lack of recognition they hoped for. The trainers referred to the lack of social recognition in the society or their professional environment. For instance, Sultan Hoca mentioned the lack of social correspondence of the term, teacher of the teachers: “In terms of the career, we were still the same. We were in the teacher position. For instance, when we said ‘we are trainers of trainers’, this didn’t mean anything³⁴¹”. Likewise, Emine Hoca experienced a lack of recognition as a teacher trainer in her environment. In her workplace, her colleagues did not try to understand her job as a trainer and regarded her duty as travelling for pleasure: “After training, you come back to your city but there is nobody you could share your experience with. There is nobody who appreciates you. When I say I have been to training, they take it like travelling for pleasure³⁴²”. She believed that the reason for such an approach was the absence of social and official recognition. She experienced difficulty in explaining her assignment as a trainer multiple times because there was no credential for this job:

There is no diploma for this job. Without a diploma, it is difficult to talk about your job. They always ask for it. I travel often to train teachers, even at the hairdresser’s people ask me “Why do you travel so often?”. What do you say? When I say “I am a teacher”, they respond as “Why do other teachers not travel then?”. I sometimes don’t know how to represent myself. I have to explain my job all the time. Then I have started to tell that “I train teachers”. Then, they react as “Why do you train them? Aren’t they already trained/educated?”³⁴³

The lack of change in their status posed a couple of problems for the trainers in their provinces or ex-schools as well. Since their position remained the same as a teacher in their ex-schools, they received criticism in terms of occupying the position

by the school administration or the District Directorate of National Education. Moreover, since these administrative people were not knowledgeable about the specifics of the training job, they did not appreciate the trainers either. For example, Betül Hoca had to deal with her ex-administrator's negative and accusing remarks about her being away and not opening any vacancy in the school, which she interpreted the situation as a lack of respect for her job: "People criticized as 'You always travel. Is it really necessary?'. You get upset when they disrespect your job. My former principal challenged me 'You are always away. You take up vacancy in school'. I wasn't valued as a trainer³⁴⁴". In a similar vein, Oya Hoca talked about the fact that the Board of Education assigned their job, they were well-appreciated by the board, yet the local directorates did not recognize them, and did not respect their job:

What we did was important. It was important to the Board of Education. They valued us but in directorates they didn't care because they didn't know what our job involved. The governor didn't know my job. He said, "The lessons are not covered, she takes up vacancy". He thought for the school not for the country. They asked, "What have you done for this city, what services have you offered?". Our work wasn't valued. The local directorates didn't know what we did. The ministry did, they appreciated it, but the directorates never knew. What we experienced in the directorates really upset us.³⁴⁵

4.5.1.2.3 Contextual Concerns

The context of the teacher training was well-presented in the job description section. The trainers' challenges and concerns at this level covered the problems about the structure of the training program, quality of some trainers in the team and the attitudes of the participant teachers towards either the training or the trainers, especially in the form of teacher resistance, which was also discussed in relation to the teacher trainers' knowledge bases and expertise. Among the three levels- personal, position-related, and contextual- the context-related challenges were reported more frequently and as more profoundly affecting the trainers' job performance.

4.5.1.2.3.1 The Structure of the Training Program

The analysis indicated that the biggest ambivalence the trainers felt was related to the nature and structure of the training program. They particularly underlined the specific missing points in the program they wished it had for the purpose of responding

to the participant teachers' needs. They referred to a lack of needs analysis, of follow-up, of school visits and observations. As the job description part displayed, the main component of their training was in-class training sessions, and the trainers highlighted it was not sufficient for their purposes.

For instance, Onur Hoca paid a considerable amount of attention to the limited duration of the program. He dwelled on the fact that it was not possible to expect any changes in teacher beliefs within a few hours underlining the necessity of more extended teacher engagement for professional development: "When you reverse teachers' misconceptions, you become successful. Yet, it is very difficult to do so because the time is very limited. Within a few hours, how could you change a teacher's cognition about teaching?³⁴⁶". With respect to the planning phase of the training program, he stated the importance of needs analysis and criticized the lack of this analysis phase in the program they were involved within: "It is necessary to understand, know teachers, learn their needs, and act accordingly. This is how INSET starts. You conduct needs analysis but we didn't do it because we didn't have time. Actually, it was possible but...³⁴⁷".

In the same way, Aynur Hoca felt professional discomfort in the structure of the program she served. Since this program of training teachers took place outside of teachers' actual workplace, more clearly their schools and classrooms, she found the program incomplete and incoherent. She admitted that trainers assumed that they were hopefully able to make some changes in teachers' practices or beliefs. However, they were not able to observe those participant teachers in their classes; hence, they could not track the assumed changes in teachers' language teaching. In that sense, she felt that they were incapable of 'reaping the crop': "We were incapable of, short of reaping the crop³⁴⁸". Therefore, she was also emotionally challenged by the very own structure of the program in which she involved: "Since we couldn't observe the teachers' behaviors that we assumed we somehow changed in the classroom, the program was not complete in itself, it was short. I don't have any evidence for this. It was poor in this sense³⁴⁹".

Gamze Hoca also mentioned the same missing point in the structure of the training program. However, she touched upon the significance of school visiting and classroom observation before the start of the training seminars. It would have enabled

teacher trainers to prepare school-based action plans for a more extended period. Similar to Aynur Hoca, she believed that their program was incomplete and lacking needs analysis:

It could have been complete if it had been designed better in the beginning. I wish they had told us that “This is the framework, study on this, prepare a program for what you could do for teachers in your district”. I wish we had prepared it, they had approved it, later we had put it into a schedule and shared with our colleagues. I could have visited different schools, observed classrooms and prepared a program accordingly.³⁵⁰

Another source of difficulties the trainers raised is related to the organizational issues. They underlined the late paper work, which put them in a difficult position. For instance, they noted the late notification of teachers. The participant teachers were notified quite a late time as a result of the directorates’ late announcement, which drove them to resist as Tolga Hoca claimed: “We had issues about planning, schedules because of irresponsible heads. You go to the training center and there are no teachers. It hasn’t been announced. Teachers are immediately called, they come in hurry and develop a grudge against us³⁵¹”. The “inattentive” directorate officials were also mentioned by Sultan Hoca with respect to the lack of preparation for the training classes: “Unit heads in directorates sometimes caused problems. There should be a projector in every class, but there were none or it was broken. There were many inattentive heads who didn’t understand the job or care for it, neglected it³⁵²”.

4.5.1.2.3.2 The Incompetency of Some Trainers

Similar to the aspects of travelling every two weeks and participant teachers’ attitudes, the quality of the trainers in the group was regarded as both a source of fulfillment due to the success and hard-working qualities, and a point of concern because of the incompetency of some. The trainers clearly expressed that the incompetency of some of the trainers was an issue of emotional tension. With strong emphasis, they claimed that some trainers were not meant for the mission of training teachers, not capable of inspiring teachers, did not show leadership qualities, and were not suitable for group works.

For example, Onur Hoca felt unhappy because of the poor quality of communication and presentation skills of particular trainers in the group. He took pity on both those trainers and the teachers whom they trained: “I was upset with some of

our colleagues' poor training skills. What a pity! The missing part was not their content knowledge but communication and presentation skills. Giving instructions by whining without enthusiasm isn't training³⁵³". In a similar way, Emine Hoca called some trainers as accidentally on the job and interpreted their mission as just sightseeing. She further claimed that such trainers considered training teachers reading from a presentation, which resulted in teacher reaction and she strived to compensate for their weaknesses: "There were some trainers who were there by chance, aimed for travelling. We criticized them. They read it aloud from PowerPoint presentation and got teachers feel like 'we didn't learn anything'. I was trying to compensate for their weaknesses³⁵⁴".

On the other hand, Oya Hoca expressed her concern and dissatisfaction with working with not-so-dedicated trainers. She was upset as their lack of equipment for training influenced the reputation of the trainer group badly:

Teachers reacted against some trainers who weren't qualified as "What is this?". Their reactions labeled not only these trainers but all training. So, I was also influenced by this. I was unhappy to be in the same position with those who just chitchatted while they should have introduced the CEFR. Unfortunately, there were trainers who shouldn't have been there.³⁵⁵

4.5.1.2.3.3 Teacher Resistance

Participant teachers' attitudes towards the training and the trainer were the most-frequently stated challenge the trainers experienced in training teachers. This was also referred in terms of the necessary knowledge domain of an in-service teacher educator, which required particular attention (as presented in the results of RQ 2.c teacher trainers' knowledge base and expertise).

All of the trainers strongly and clearly emphasized that participant teachers developed a considerable amount of resistance on the very first day of training, which made the trainers' job very challenging from the very beginning. They all believed that teachers might have a point in their reaction since attending this training program was compulsory for them. In other words, to them, the primary reason for first day reaction was the fact that the program was not based on voluntary consent. It was thought to pose problems for teachers to arrange their daily life. For instance, Zehra Hoca stated

that from the very first moment, they spent their efforts on motivating and convincing teachers for the worth of the training:

We always had to convince teachers on the first day. This was actually exhausting because teachers should have attended the training on a certain preparedness level and willingly. Yet, the training was compulsory and they had to take the certificate within two years. I mean teachers were obliged to attend, and since they weren't enthusiastic, they were resistant. I mean they sometimes said "Why are you keeping me here? I already know this. Are you going to introduce the curriculum? You are teaching skills that I have already studied at college".³⁵⁶

Other trainers also raised similar expressions. They put a huge amount of significance on the teachers' compulsory attendance as the primary reason for teacher resistance. This seemed to be a more problematic issue especially in the training session in big cities as Aynur Hoca put it: "Since it was compulsory for teachers, they huffed and puffed. Leaving their children was a problem. It was much more problematic to maintain teacher attendance in big cities compared to small ones. We had to squeeze into their agendas³⁵⁷". Furthermore, the trainers reported that teachers were mostly notified at the last minute about the training, which drove them to seek excuses for not attending. Onur Hoca expressed what he witnessed in the classroom at the very first day of training:

Teachers generally had sullen faces in the mornings. This is what we constantly find in the mornings. We would learn where to go for training the last minute. Teachers would also learn it on Monday mornings. The general conception about INSET among teachers is so bad that they ask, "Why are we here?" and they try to get other teachers to sign their names for them and find excuses even taking a sick leave for not attending.³⁵⁸

However, trainers differed in their explanations for the additional causes of reaction. For instance, Onur Hoca expanded the reason for the resistance by adding that teachers had negative previous experiences regarding in-service teacher training programs, which demotivated teachers to further attend seminars or made them regard it as a waste of time: "Our training is the best INSET delivered so far. Teachers attend seminars without any expectations, they have zero motivation. There is learned helplessness. Their perceptions are always negative. They see INSETs as a waste of time³⁵⁹". Likewise, Aslı Hoca also mentioned the misconception about the INSETs. She claimed that participant teachers held prejudice against the quality of the training offered by the MoNE, which yielded a barrier from the teachers' perspectives: "It was challenging to deal with teacher prejudice against traditional INSET, I mean, coping with their questions like 'how good could the MoNE be at INSET'³⁶⁰".

On the other hand, Gamze Hoca asserted that teacher reaction was, secondarily, due to their beliefs that they do not need any further training: “Adults resist the idea of training believing that they are already trained and knowledgeable. Some of them are reluctant to learn more³⁶¹”. Emine Hoca similarly underscored the teachers’ reluctance to learn more, which was regarded as another kind of barrier: “Teachers aren’t open to training, they don’t like renewing themselves. There were a lot of teacher barriers as ‘what is this about? I have classes’, ‘we already know these’³⁶²”. In relation to this, Zehra Hoca referred to another potential reason for teacher resistance, which is inappropriately-prepared demotivating opening speech. She claimed that such speeches offended teachers and gave away resistance which was very difficult to remove for a week:

There are some wording, stylistic problems because directorates are responsible for the opening. They start with the argument that “We can’t teach English”. What have you done? Everyone is an English language teacher there. You have brought 500-600 language teachers and said “We can’t teach English”. Can we teach Math? The beginning might be problematic at some places. But when you start the training like “Why do we offer training? We do it for you so that you will improve your competency”, this is good, and this must be the beginning point. When you say “We can’t teach English, so we are here”, you can’t make up to teachers even if you work miracles.³⁶³

The teacher trainers held a second opinion about teacher reaction. They believed that participant teachers might turn into more resistant in terms of questioning the trainers’ competency. In other words, teachers tended to undermine the trainers’ competency, which might yield more teacher resistance. For example, Emine Hoca believed that participant teachers would like to meet a trainer who was more qualified than themselves; otherwise, they reacted: “Teachers should say that the trainer is qualified because they wanted to see trainers who are different from them. They didn’t want trainers to be similar to them³⁶⁴”. She further added that there were also a group of teachers who sought ways for posing challenges for trainers in order to test trainers’ knowledge: “Actually, the know-it-all teachers immediately react³⁶⁵”. Likewise, Oya Hoca expressed that teachers challenged the trainers by questioning their status: “There were a lot of cases of teacher resistance in classes as ‘you can’t teach me’. And it was not few. The most important thing was to break the resistance³⁶⁶”. In a similar vein, Gül Hoca also touched upon the further reasons for the resistance issues. She claimed that one of the reasons for the reaction was also the teachers’ assumed

nepotism. Teachers regarded trainers as a favored group of teachers and questioned their assignments as a trainer: “They asked ‘how did they choose you?’ They want to mean I could also be a trainer by saying ‘we haven’t heard about it’. They considered us favored³⁶⁷”.

The teacher trainers raised certain strategies to deal with teacher resistance and their credibility shaking comments. For instance, Ahmet Hoca asserted that teacher trainers should never tolerate such resistance and respond to comments immediately; otherwise, the respect for the trainer may disappear: “Trainers never belittle themselves or let teachers humiliate them. Never ever because once it happens, everybody hears about it and afterwards teacher attitudes completely change. They should be careful about this³⁶⁸”. In this relation, Gül Hoca drew attention to the role of ice-breakers: “First day, it was always difficult. They were always crossing their arms. If you didn’t do ice-breakers, teachers would be ready to skin you alive³⁶⁹”.

All in all, teacher trainers constantly experienced challenges and tension in their jobs. They felt ambivalent at many levels with regard to their assignment as a trainer. The reasons for such struggles were various. For some, the structure of the program had shortcomings, which seemed to influence their understanding of the role as a trainer. In some cases, the lack of recognition and respect from their colleagues or the directorates drove the trainers to question their practices and worth as a teacher trainer. Some trainers felt unhappy due to the incompetency of other trainers while for many, self-questioning of their competency was also a reason for internal tension.

With all this in mind, it seemed that the sources of pleasures and challenges were two opposite poles, which influenced the teacher trainers’ motivations and enthusiasm to maintain their job as trainers. They reflected on the same concepts as the sources of both satisfaction and difficulties such as frequent commuting, the quality of the trainer group, and, more importantly, participant teachers’ attitudes. The quality of the relationship between the trainers and participant teachers seemed to influence every component of professional identities. Given that the becoming, doing, and knowing phases of in-service teacher educators were explained by the trainers in terms of their efforts to establish their worth as a trainer in front of their audience, their emphasis on participant teachers’ attitudes as either a satisfactory or demanding aspect seemed reasonable. Overall, the job of training language teachers was not free of

contradictions and difficulties, yet the trainers were able to find resources to perform their job.

4.5.1.3 Multiple Conceptualizations of Training

In this study, metaphors were studied in order to investigate teacher trainers' self-images in the profession of in-service teacher education. The metaphor adopted by teacher trainers revealed their understanding of the roles, duties, responsibilities in training teachers. Furthermore, metaphors helped to unearth how trainers positioned the participant teachers they served and perceived the process of training.

The analysis of data demonstrated that teacher trainers conceptualized training teachers in various ways. Most of them perceived the job in terms of guiding teachers in their practices, leading a journey of their own, and co-travelling along the way of professional growth. Similar to the concept of a journey as a means of moving ahead professionally, the trainers' metaphors focused on their constant becoming or evolving via each training session. They also conceptualized the job as offering services of care and comfort. Such perceptions were related to the organizational structure of the program and taking care of the needs and problems of participant teachers. The third category of metaphors indicated that training or teaching was a life style, which suggested that personal life and professional life is intricate and nested. Besides, the metaphor analysis pictured trainers as a representative agent of the ministry or cities they worked in.

The analysis also displayed that the trainers generated multiple metaphors for this job, and it was possible to see that they had created metaphors of all three categories. This pointed out that all these conceptualizations were not separate or unconnected. Quite the contrary, they were interrelated and overlapping, which offered a holistic perspective in understanding how the trainers expressed their self-images as teacher trainers. The common underlying message of all categories was the fact that the trainers endeavored to position themselves with respect to the solid fact that the students of the training sessions were practicing teachers with a certain amount of knowledge and experience in English Language Teaching. As already presented in the earlier results sections, this situation was quite apparent in their taking up the professional identity of teacher trainers. Previously introduced metaphors that the

trainers generated about the job description and knowledge basis also supported this argument. For instance, the resemblance of training to assisting childbirth like a midwife, selling ice to an Eskimo, and dusting also depicted the participant teachers as already knowledgeable and experienced. This allusion frequently appeared in these three categories as well.

4.5.1.3.1 Training as Constant Evolving and a Journey (Emphasis on both Trainers and Teachers' Moving forward- Being a Fellow Traveler)

The metaphors in this category presented training as an act of constant evolving, developing of both trainers and teachers either separately or together. Quite similarly, the metaphor of training as a journey or being on the road suggested that the trainers and participant teachers were trying to move ahead in their profession. Particularly in the statements of the journey, the trainers emphasized specific phrases or words such as “guide”, “show the way”, and “co-travelling”. Such expressions were interpreted as guidance to teachers. In the metaphors of training as leading teachers’ learning journey, trainers were positioned as the more knowledgeable and experienced other in this process. They were “showing certain ways” to teachers so that they would reach a better position. Teachers were represented as knowers searching for alternative or different practices. Additively, both teachers and trainers were in search of better practices. The teacher trainers in this study frequently resorted to such conceptualizations. Nearly all of them expressed themselves in these two ways of evolving and travelling. Below, firstly, the metaphors focusing on the trainers’ own evolving or taking up a journey will be presented, then the ones particularly emphasizing teacher progress will be introduced. Finally, cooperation and interaction focused metaphors will be shown.

Some of the teacher trainers’ expressions showed that they focused on their growth or journey of learning while producing a metaphor to describe their job. They emphasized how much they learned out of this process and how much progress they made. For instance, Zehra Hoca saw training as a platform of freedom in which she felt completely free, creative and unchained. She believed that with cooperative teachers she could produce entirely original works in the training, which made her very enthusiastic: “Photographically, I envision teacher training as a place where I am free.

I feel free in training teachers. Especially if there is a collaborative sharing atmosphere with the groups, you could jazz up and be incredibly creative and original³⁷⁰". Aynur Hoca regarded training language teachers as something growing. Her expressions evoked an image of a tree which was continually growing, whose root belonged to her and with each experience, it was transforming: "Professionally, it was a great learning experience. It was like something alive, constantly growing. It has roots in me and it keeps growing and expanding. It changes with each experience, it doesn't remain the same³⁷¹". In a similar vein, Sultan Hoca also conceptualized training teachers as a progressive development, a kind of journey in which she enriched her practices by reflecting on the past. She even called herself a traveler considering the requirement of the job was to travel every two weeks. She tailored herself a duty of an ethnographer who studies the practices of local people. Similarly, she believed that she unearthed teacher practices in this job. Via this resemblance, she depicted the teachers she served as already knowledgeable and experienced people:

It is like a timetable. I mean we say time is cruel, always moves forward and never comes back, you can't live a moment again but you can make the future beautiful. Based on the experiences, I interpret teacher training as a process in which we drag our stone forward by reflecting on the past and bettering it for a nicer direction like a timetable. Like a traveler, no one plans a schedule for you. You make your own program. You have also collected stuff. For example, there are many travelers, they go to Spain or Mexico. Instead of going to New Mexico, she visits a tribe, a non-familiar place. It is similar to us. I see myself as an inner traveler who unearths teachers' unknown practices, practices that they even aren't aware of.³⁷²

In this sense, Sultan Hoca adopted a different role for herself as a teacher trainer. She considered herself a teacher experience collector and by disseminating such practices across the country, she became an experience bearer:

You have a role of experience sharing. You visit multiple cities. I think that I have a role of carrying good practices in a city to another. For example, carrying a good practice in Midyat to İzmir, a practice in İzmir to Denizli. This isn't one-sided, it is more dynamic.³⁷³

In the second set of metaphors for this category, the trainers' presented themselves as showing better ways, and enjoyable routes to teachers. In other words, they pictured themselves as facilitators of learning as one of the participants said. In these metaphors, the participant teachers' experience and knowledge were also acknowledged. For instance, Tolga Hoca resembled teacher trainers to a tourist guide.

He particularly emphasized teachers' already-accumulated English knowledge, and he claimed that trainers might add to their knowledge:

You take tourists to the Sultan Ahmet Square, you show the Blue Mosque, inside-outside. People see it but they learn its history, and know its story. Training is like guiding tourists because teachers also know the English language but you tell unknown things to them. You add a different dimension. So, I think it is like being a tourist guide.³⁷⁴

Similarly, Oya Hoca conceptualized the training as a sort of guidance. She argued for the necessity of the trainers to enable transformation of teachers like the vitality of rain for the regeneration of the nature. She expressed that pre-service teacher education offered the basics of teaching and after a while teachers were struck. The trainers were the ones who guided such struggling teachers: "Rain is necessary for natural regeneration. Similarly, trainers are necessary for teacher improvement. University education gives you basics, prepares you to a certain extent. Then you get stuck. Then trainers step up, guide, lead, and assist you in the profession³⁷⁵". By the discourse of showing an enjoyable way and opening up a different window of practices, Betül Hoca also conceptualized training language teachers as a guidance. She further called teacher trainers as facilitators of teacher learning: "Training is opening up a new window through facilitating activities for teacher learning, offering a different window and showing them ways for reaching out to students with more joys in their job. We could use the word facilitator for trainers³⁷⁶".

Onur Hoca approached training from a leading stance as well. His understanding of leading is resembled to an orchestra conductor. Specifically referring to the workshop component of training, he believed that the trainers endeavor to harmonize teachers' beliefs, which differ in each person. He regarded teachers' attitudes towards teaching as the instrument of orchestral musicians. He paid attention to keeping teacher beliefs synchronized in the workshop sessions so that a coherent, united practice can be achieved, to which every teacher can be related through their different but harmonized beliefs:

Training is like conducting an orchestra. There are different musicians and instruments in an orchestra like people in classes, they are all unique individuals. Each instrument is like the teachers' attitudes towards teaching, their beliefs. There are 20 teachers with different beliefs. Trainers need to keep these beliefs harmonious, synchronized without diversifying or excluding any. There is no right or wrong way. He needs to address each teacher by at least taking one of those beliefs into account. When you do that, you are successful. Through this, you can guide teachers in terms of how they perform teaching in a joyful way.³⁷⁷

In addition, the teacher trainers reflected on both their own progress and participant teachers' company on their journey or constant becoming as their metaphors yielded. They emphasized the significance of learning and experiencing together. For instance Aynur Hoca interpreted training language teachers as co-cooking which required both the trainers and teachers to cooperate in their own ways, which resembles to the concept of fellow traveler: "You need to collaborate. Everyone should contribute to the studies in their own ways, to their knowledge and capacity. You cook a meal, everyone will make a contribution. You need to work on these³⁷⁸". On the other hand, Betül Hoca firstly focused on her ideal, reaching her dream-like job, which is being a trainer as a means of fulfilling her potential. Later, she resembled her efforts to a journey of learning and becoming a better instructor. She said that participant teachers accompanied her, they hopped on and off during her journey, which is directly linked to becoming a fellow traveler:

My ideal was to be a better teacher, to reach a more proficient position in my profession. For me who always questioned what I can do more from the beginning of my teaching career, this training experience was the peak point. What could be the higher position than being a teacher trainer in our profession? This job was my ideal and I reached this ideal. I touched this star. In this journey, I tried a lot, spent efforts. I was tired but I did rest upon beautiful docks. This journey was a process for me. A journey with teachers, some of them left me, some of them joined me in different stations. I met different teachers on my way.³⁷⁹

In this sense, perhaps, the most interesting metaphor was generated by Aynur Hoca. She likened training teachers to quicksilver by adding that her major was physics-science: "I studied physics, training is like quicksilver (mercury). It is the liquid metal without shape³⁸⁰". She explained the resemblance in multiple ways. Firstly, quicksilver is shiny, it draws attention. In the training context, she clarified that trainers are always notable, different from their audience and they need to be followed: "It is shiny, wherever it goes, it glows. Trainers are also shiny, notable with their practices. They receive attention in the class³⁸¹". Secondly, quicksilver is metallic, which means it is strong. Its relation to teacher training is the fact that trainers have high expectations and they demand teachers to change their classroom practices, enable their students to speak English frequently, and enjoy teaching:

It is metal. Trainers are also metallic in the sense of their expectations and demands. They demand teachers to change their practices and the world. You want teachers to teach English so good that students can fluently speak it whenever they need. Trainers have high ideals, you want teachers to be happy and enjoy their profession so your expectations are very hard and strong, and so you are metallic.³⁸²

Aynur Hoca expanded the metaphor adding that quicksilver is a fair conductor, which is good at transmitting electricity. Similarly, she stated that trainers always transfer their knowledge and share it with teachers. She also touched upon its feature as lacking a pre-determined shape, which was linked to the trainers' flexibility. To her, trainers should be flexible in terms of how teachers acquire knowledge and promote life-long learning. In addition, she felt that trainers seem to be fitting into the teachers profile but they also contribute to their evolvement: "Trainers seem to be fitting into the teachers profile but they also contribute to their evolvement. They should have such an aura that both teachers and the trainers themselves should evolve in each session³⁸³". Overall, her metaphor for teacher training implies a constant state of becoming or evolving in terms of her development, which accompanies teacher professional improvement. In this sense, she could be a fellow collaborator in teacher training.

Overall, the metaphors associated with continually evolving, leading, and guidance firstly position trainers as more experienced educators who are capable of facilitating change in teachers' perceptions or behavior. In these metaphors, participant teachers' roles were not clearly articulated. However, the image metaphors evoked is that teachers are in need of direction, not knowledge since teachers are depicted as already knowledgeable about their profession in nearly all resemblances. Training is for demonstrating an alternative way to teachers. Secondly, the trainers were pictured as also a learner who endeavored to progress along with the participant teachers, which assigns them the role of a fellow collaborator.

4.5.1.3.2 Training as Serving Care and Comfort

The teacher trainers' metaphors in this category presented various concepts as an essential component of training language teachers. Some of the trainers emphasized the concept of nurturing via the discourse of feeding, which meant learning and offering care in such conceptualization. In some, the feeding act was mutual; the trainers referred to their own learning as well. On the other hand, the rest provoked the image of older people who were taking care of novice teachers. With regard to comfort, the trainers mentioned the task of organizing such training events. The combination of comfort and care was observed in the metaphors of dealing with teacher complaints or

difficulties. Nearly all the teacher trainers stated that listening to teacher problems was one of the essential duties of training teachers, and they generated various metaphors especially for this aspect. The roles of moderating and coaching, which were already introduced in the job description and knowledge and expertise sections, were also apparent in their metaphors to emphasize the same status of the trainers with participant teachers.

With respect to nurturing, the emphasis was on feeding teachers as well as trainers' being fed by the process of training. Such a connection may call for transmission discourse, which can be associated with passing on information. However, the focus is generally on the desired interpersonal relationship. Emine Hoca's metaphor for training covers certain parental and caring elements. She referred to feeding multiple times. She described the process of feeding in two ways, both feeding teacher and being fed by their feedback: "You feed teachers and in return they feed you with positive feedback. It was great³⁸⁴". She further defined training young novice teachers in the eastern part of the country as feeding a bird: "It is like a sparrow waiting to be fed. The young teachers in our sessions were waiting just like that. They were actively participative and attentive. They told their problems in areas of hardships but they were happy and appreciated³⁸⁵" in relation to the fact that young teachers attentively listened, participated in the training session and shared their issues since they were working in stressful situations; hence, they were appreciated.

Another nurturing discourse was employed by Zehra Hoca, who resembled trainers to mothers in terms of adopting the whole organization of training language teachers. She claimed that they adopted the teachers and the process like a mother: "We adopted everything like a mother: organization, process, and teachers. For some times, this was literally the case, we embraced everything³⁸⁶". With respect to acting like an organizer, other trainers also touched upon the roles of managing the training organization. For example, Aynur Hoca put an enormous amount of significance on pastoral needs believing that when such issues were handled, the quality of teacher participation increased. She described trainers' job as "we were comfort providers³⁸⁷". She tried to create an environment that was both physically and psychologically safe for teachers. For the first feature, a physically comfortable environment, she even brought a puffy chair for a pregnant participant-teacher in order to decrease the burden

of being compelled to attend the seminar. She even defined the environment as “It was a field of great consideration in which we cared about, valued each other³⁸⁸”.

The teacher trainers strongly emphasized their roles of serving the mixture of comfort and care in their metaphors as for listening to the problems and complaints of teachers like a consultant. In these metaphors, the teachers were depicted as people with experiences. These experiences sometimes put them in stressful situations, which drove them to complain. As reflected in some of the statements, the trainers were regarded as the representative of the MoNE; therefore, participant teachers expressed their complaints, which will be discussed in the next category.

For example, Gamze Hoca resembled being a teacher trainer to an operator in call-centers assuming people direct their criticism to these people. She claimed that participant teachers had problems with centrally-governed exams and public course books. Since the trainers worked on assignment by the MoNE, the teachers addresses their complaints to the trainers:

Since we were assigned by the ministry, they saw us as the defender of new curricula. For instance, questions in the high school placement exam were from certain course books. To give an example, the questions were from the Book A but some parts of the country were sent the Book B. They both were prepared according to the same curriculum, both passed through the commissions but questions were from one book. To whom do teachers react then? They yelled at us, complained to us as if we were operators in call-centers. We had to explain ourselves most of the time.³⁸⁹

The same issue of listening to teacher complaints was also raised by Zehra Hoca. Firstly listing the trainers’ roles as motivating teachers and convincing them about their worth and contribution to the session, she resembled the job of training to the one of a therapist, even quasi-therapist- by referring to the founder of Community Language Learning- Charles Curran- as the trainers had to listen to teacher complaints about the many aspects of course books. She further called listening to teacher problems as “outgassing”:

We are the ones who persuade teachers. Really, we have this role. I am trying to convince that “You are teachers, you are valuable, what you do is important and precious. Don’t forget that. Don’t present excuses like the lacks of course books, curriculum. You are the ones who change it”. I am a motivator: “You already know these, let’s just recall them”. This approach is important, you have to be the one to make them feel valued: “Your knowledge is valuable for me, would you like to share it?” We always do this. There might be teachers who talk about irrelevant things but it is okay. You are like a therapist there because when it is Materials and Adaptation session, they complain a lot. They start with the New Bridge to Success and end up with the Spot On. You know that they will complain about misspellings, pictures, visuals, everything. You have to act like: “I understand, yes you are right, let’s

improve it!” Curran calls it being a quasi-therapist in Community Language Learning. You are just like a quasi-therapist, you need to know listening to teachers, let them talk about it. If you stop them, they will react, you need to find a balance in your discourse. Some call it “outgassing”. It is actually like this. First I need to release it, otherwise I can’t start the session.³⁹⁰

In the same issue of listening to the criticisms about the curriculum and the course books, Betül Hoca referred to the role of a mediator between the teachers and the MoNE, claiming that she tried to find a common ground with teachers: “When there were too many complaints, we were trying to soften them. Perhaps, this was also one of our duties. I think the Ministry used us as a mediator between teachers and them³⁹¹”.

Overall, in this metaphor category over the association of feeding, trainers are depicted as providers- what they provide may be ambiguous though- and nurturer. Since the trainers also laid emphasis on the mutuality of feeding, training is not one-way transmission, it is two-sided, which suggests that out of this relationship, both teachers and trainers benefit. The trainers also generated metaphors concerning taking care of teachers’ complaints and troubles. They referred to being a call-center operator, a therapist, a mediator whose job was to serve comfort and care for participant teachers in the context of training language teachers. These allusions contribute to the picture of the students of the training were already experienced teachers, who consulted the trainers for a piece of advice or resolutions.

4.5.1.3.3 Training as a Life Style and Representation

In understanding training as a life style, the emphasis was placed upon the inseparability of private life and professional life. The trainers were conceptualized as the ideal model even outside the training sessions. Trainers’ selves were tightly knitted to the practice of training. In other words, they were the enactment of training teachers. Trainers’ fulfillment and emotional significance of the job were also considered significant in these metaphors. With regard to representation, the trainers were seen as the agent of the MoNE or the cities they worked in.

Ahmet Hoca’s conceptualization dwelled on training as a life style rather than an occupation. He integrated his self into the training, and tried to make the process more enjoyable and exciting for both himself and participant teachers. In Ahmet

Hoca's understanding, the focal point was the trainer's self. His efforts to facilitate teacher professional development required him to personally involve in the process, and turned the training into his life style. His personal sense of satisfaction was prioritized in training teachers as he paid attention to the joy and excitement. Yet, this did not seem adequate since he also aimed to enable teachers to share the same joy and emotion in the process of training:

For a person who sees teaching not as an occupation but as a life style, I am such a person, I loved training. I always try to give more and try to associate things with my life. In this way, it is quite exciting and enjoyable. I love conducting my sessions. I feel excited each time even if the content is not new to teachers. In short, I enjoy it. And you need to communicate your feelings and enable them to share your emotions. Otherwise, it doesn't mean much.³⁹²

The understanding of training as a life style was also shared by Sultan Hoca. She placed a huge amount of significance on her feelings as enjoying the process of training and learning, and belonging. She claimed that she found her place in life, suggesting a sense of belonging to the training community. She regarded herself as a spring of knowledge along the process of training as well:

I started to enjoy the job because I am a life-long learner. This job enabled me to make a great contribution to my students' learning. We were working with a successful group, and this was emotionally rewarding. We learned a lot, and this process was good for us. So, we really felt good in training. We were on a platform where we could share our knowledge and we were still learning, learning new things from teachers. It was so loaded that I think we were all springs of knowledge. I think emotionally I have found my place. I was in the right place, there is a reason why I was there. ³⁹³

As to representation, the trainers called themselves as the representative agent of their cities, and it seemed that they enjoyed the situation. For example, Emine Hoca regarded herself as the city representative as she was speaking on behalf of the teachers in the city and informing others about language teaching in her city: "You take up such a role that you represent your city. In my mind, I was the representative of Adana because wherever we went, I was talking about practices in Adana, I was informing them³⁹⁴". In a similar vein, Gül Hoca also regarded herself as representing her city, and she was enjoying this name: "You represent your city. I mean I wasn't just Gül, I was Gül the representative of Zonguldak. Then they said that we would be called formateurs but 'the city representative' appeals to me more³⁹⁵".

The teacher trainers referred to being a representative of the MoNE as well. They claimed that the teachers assigned the trainers such a role as they worked on assignment by the ministry. For instance, Gül Hoca said that: "We were like a

representative of the Ministry but we weren't. Teachers reported their complaints to us and asked to forward them. We said 'we would'. We talked on behalf of the Ministry quite often. We defended it³⁹⁶". Similarly, Aslı Hoca talked about how participant teachers asked the trainers to report their problems since the trainers were seen as the face of the ministry, which led to some off-the-topic discussions in the training session:

Teachers could report their psychological or professional problems to you. They could go off-topic because they want to find a respondent. You become the Ministry's face. They see you like this. When you put the Ministry's logo on your name tag, they see you as a representative, as someone from the higher position rather than a trainer. So, they could easily go off-topic.³⁹⁷

All in all, in this conceptualization of life style, the focus was on the trainers themselves, their fulfillment, and the emotional importance of the job. Via this way, training as a professional life was depicted as inseparable from private life and as a kind of life mission. The representation metaphors revealed that the trainers took up extra roles as speaking on behalf of a specific group of people or the institution.

Overall, all the metaphors produced by the teacher trainers enabled a window of opportunity to see how they perceived the job, how they positioned themselves, and participant teachers in the training process. By the accounts of the metaphors, their self-images were made available. Most of the metaphors focused on both the teacher trainers' and teachers' journey of improvement and learning, sometimes depicting the trainers as a fellow-collaborator/traveler. Although the images of guidance presented teacher trainers as more experienced and knowledgeable, participant teachers were not shown less knowledgeable or less experienced. Quite the contrary, teacher experiences were primarily on the focus of multiple conceptualizations, mainly in serving care and comfort. The trainers took up the role of a therapist-consultant who advised and recognized teachers for their complaints and problems. On the other hand, the issue of representation also strengthened the trainers' leading roles. Trainers' feelings and emotions were critical in their understanding of the job as a life style. Their discourse generated an image of professional life nested upon private life.

Another significant point across nearly all metaphors is the fact that their nature required a limited time for the occurrence of their function. In other words, the teacher trainers' conceptualizations reflected the short period of interaction between the trainers and participant teachers over a week. The metaphors of a tourist guide, quasi-therapist, operator, mediator, or representative suggested that the service for such

functions does not take a long time; most of the time their interaction with their clients or audience takes place over a short period, which perfectly reflects the one-shot nature of in-service teacher training. Only the resemblance to motherhood evokes a necessity of a more extended period, which is utilized to describe the process of all training experiences. This usage of the process also justifies its status, which provokes a longer time in itself as the organization of the seminars was the trainers' responsibility for more than two years.

All in all, the language teacher trainers' personal understanding of the job of teacher training can be visually summarized in Figure 4.4. As the figure displays, the emotionality of the job is quite crucial to perform as teacher trainers.



The Professional Identity of Teacher Trainers: The Personal in the Job

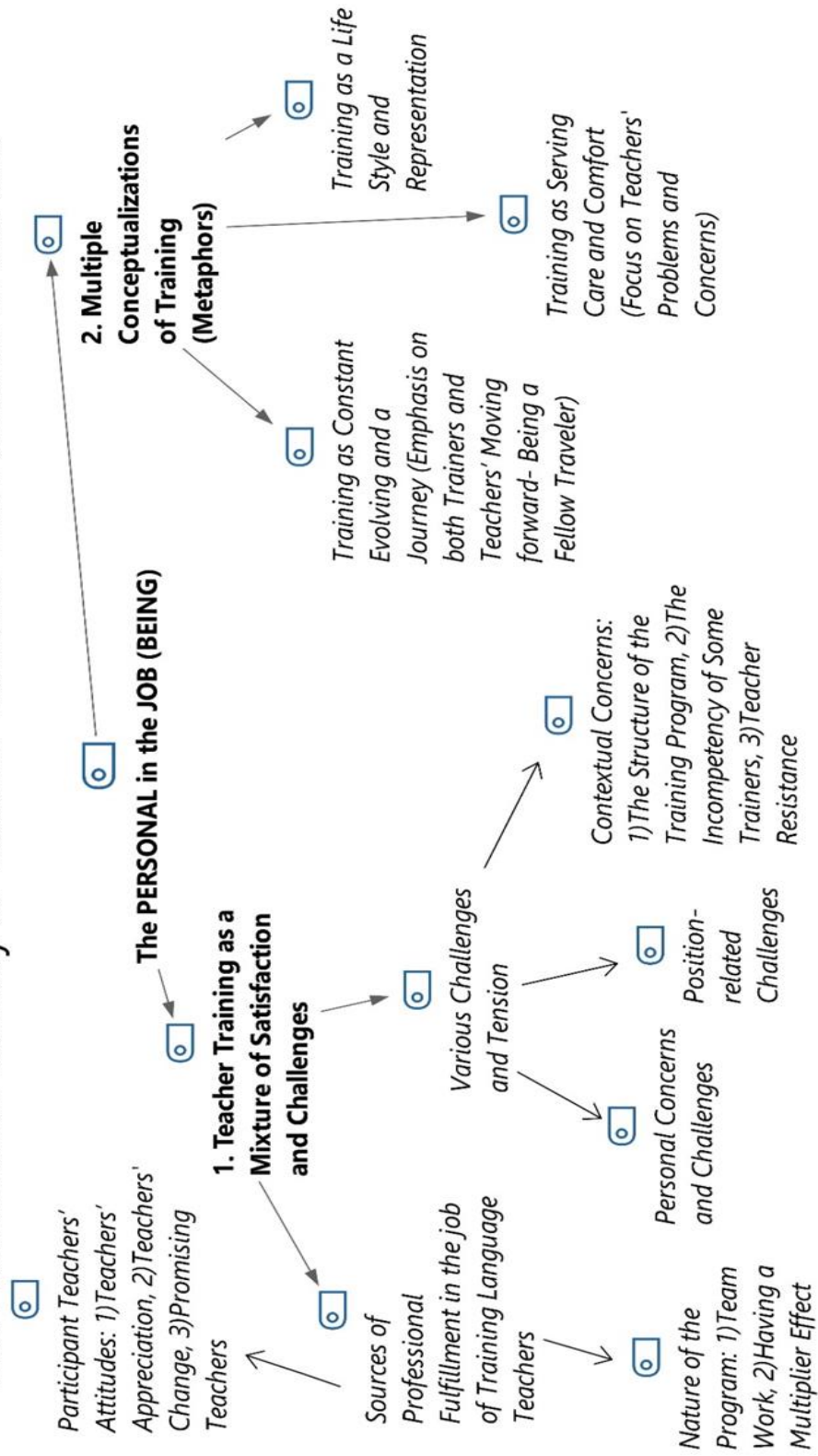


Figure 4.4 Visual Representation of Teacher Trainers' Emotionality/ Personality in the Job

4.6 The Professional Identity of Teacher Trainers: Group Membership and Affinity

Professional identity is not just individual but social; it emerges and develops in the community. Therefore, the characteristics of trainers as a professional group should be examined in relation to the communities they are linked to so that one can reach a panoramic understanding of professional identities of language teacher trainers. In this lens, the analysis suggested that teacher trainers' sense of professional belonging in the job of facilitating teacher professional development in the context the MoNE was observed for two groups: 1) teachers and 2) university-based teacher educators (henceforth UBTEs). The affinity for the former, the teaching community, was quite dominant as the teacher trainers in this study followed the practitioner pathway to training language teachers (as presented in the results of RQ2.a becoming a teacher trainer part). Moreover, their official positions remained the same as a teacher although they were titled as teacher trainers (as introduced in the section of RQ2.b job description). The allegiance to academics, UBTEs, emerged from the fact that UBTEs took part in in-service teacher training as an instructor, and both teacher trainers and academics have the same purpose, which is to educate high-quality, competent teachers. However, the group of language teacher trainers was presented as different from the previously-mentioned two groups in terms of their perceived success, contexts and means-approaches. The analysis also indicated that this component of professional identity is also connected to becoming, doing, knowing, and being lenses of the professional identity of teacher trainers, which espouses the dynamic nature of professional identity once more.

4.6.1 Professional Characteristics of Language Teacher Trainers

Certain qualities of teacher trainers were displayed earlier in relation to knowledge domains of in-service teacher educators in the section of self-knowledge. In combination and addition to those, the teacher trainers listed some features of the group of teacher trainers because they claimed that identifying oneself as a teacher trainer is a separating act from the rest of the teaching community. Aynur Hoca clearly articulated this argument: "When you define yourself as a trainer, you define yourself

as different from others³⁹⁸”. In this regard, firstly, the qualities the teacher trainers attributed to the group will be presented below, which will be followed by the ways they were affiliated with the teacher community.

Since this group of language teacher trainers attended the same trainer training, from the period of receiving scaffolding to be a teacher trainer, they started to build a sense of belonging among each other, which still continues. As previously displayed in the results of RQ2.d, the trainers found a massive amount of satisfaction and happiness out of this sense of belonging. Their expressions succinctly revealed that the bond among themselves was quite strong, and they felt emotionally attached to the group. For instance, Gül Hoca called the group as a family who hosted no rivalry: “There were 35 trainers, there was no competition, and I mean we were like siblings, a family³⁹⁹”. In a similar way, Zehra Hoca touched upon the amiability between the trainers. She talked about the fact that they missed each other when they were in their hometown for a week; they were looking forward to meeting, and they knew each other’s families and surroundings: “We didn’t see each other for a week, and missed each other. We saw them more often than our spouses, we were looking forward to meeting because we were a close group, and we knew each other’s families⁴⁰⁰”. In this context, Onur Hoca regarded the group’s friendship as very significant and saw the sense of belonging as the key to their successful teacher training: “I think the friendship we had in the group was very valuable. We had the sense of belonging, which is the most significant reason for why we were so successful⁴⁰¹”.

Regarding the sense of bonding, the teacher trainers also emphasized the cooperative and educative function of the trainer group. It seemed that the concepts of cooperation and professional learning community possessed a significant place in their growth as a teacher trainer. They defined themselves as life-long learners who were seeking ways of learning. However, their learning process, as their accounts revealed, was entirely collaborative. In this regard, Sultan Hoca underscored that she both learned and taught in this group of trainers. She called them process-oriented people who regarded their learning as profit and developed along the way: “Being a trainer enabled me to meet people from who I learned and to whom I taught at very early ages. We learned a lot from each other. We were process-oriented. Each learning was a gain for our improvement⁴⁰²”. Similarly, Gül Hoca mentioned that they argued with each

other for professional reasons and she attended multiple sessions of her colleagues to learn from them: “We argued, had quarrels at times over professional issues. Were we all perfect? No. We taught each other a lot. I attended my colleagues’ sessions more than 100 times⁴⁰³”. On the other hand, Betül Hoca emphasized learning together with the group, supporting each other, studying together even on the road for the sessions: “We collaborated. We were making presentations to each other, which was really helpful. Gül, Tolga and I travelled together. We studied together even on the road by our computers. We supported each other, encouraged to achieve more⁴⁰⁴”. Zehra Hoca, who is pursuing a Ph.D. degree in curriculum and program evaluation, called this group as her learning community, each member of which grew together professionally and personally: “We were a learning community, we changed a lot, and we evolved indeed. This was my learning community in which we experienced things together. I believe I drastically improved both personally and professionally. We raised each other⁴⁰⁵”. She continued to define the group as very collaborative as they were substituting and taking care of each other: “If a trainer gets ill or an urgent business pops up, another trainer steps in and substitutes for her. We really looked after each other⁴⁰⁶”.

A second characteristic that the teacher trainers attributed to themselves as the professional group is being devoted and idealistic. Emine Hoca regarded her trainer group as caring the job and trying to do the best: “We, Oya, Gamze, Gül, really cared about this job, we tried to do the best⁴⁰⁷”. Gamze Hoca also considered the group hard-working and idealistic: “Our team was passionate, hard-working, and really mission-driven. We were all idealistic, never gave up on our idealism, and still carry on with our purposes madly⁴⁰⁸”. Onur Hoca thought that the group was really dedicated to the job, and devotion was needed considering its length and physically demanding nature:

They devoted themselves to the job. They were dedicated. They believed in something. Since the process of teacher training lasted quite long, and we visited nearly 80 cities, it couldn’t have taken place without dedication. This dedication was the result of belief. How could they all believe in this? I mean there was no financial gain. I mean one could only do such a thing if a substantial amount of money was offered to her and with her husband she would decide to do the job. But that was not the case.⁴⁰⁹

As Onur Hoca’s quotation also underlines, it seemed that the financial gain out of this job was nearly out of question and the teacher trainers did not expect any kind of extra monetary income. This issue was also identified as one of the important

features of the trainer group. For instance, Gül Hoca mentioned that the team worked for the educational purposes and the country: “There are people who earn a lot of money with one of the certificates I have in my CV. We weren’t money-oriented, just education-focused. We worked for the country⁴¹⁰”. Quite similarly, Gamze Hoca also compared her trainer group to the freelance teacher trainers who worked for private institutions: “We didn’t earn extra money. People make money from this. There are private teacher training institutions in İzmir, and they charge teachers. We didn’t work like this. We did it to learn more, we were on a mission, a duty⁴¹¹”.

Although cooperation-collaboration was shown as the quality of the trainer group, the trainers also emphasized diversity among themselves. They reported that they were from different cultures, and accomplished different achievements, which made the teacher trainer group very dynamic. For instance, Sultan Hoca emphasized the different talents in the group: “You met many trainers, they were all accomplished people. They were talking about their previous training experiences, projects. This was the first time that I met such a talented group⁴¹²”. Aslı Hoca saw the variety in the group as richness and being dynamics: “Our group was very social, diverse and dynamic. We were all trainers who tried to do their best, represent the job best. We all had different strengths and weaknesses but we were dynamically collaborative and cooperative⁴¹³”. However, this diversity did not refrain the group from working harmoniously. Betül Hoca paid attention to this quality by paying credits to the role of good intention and devotion to the unity in diversity: “We were all from different cultures but without knowing each other we collaborated within harmony, and if we still have this collaboration, this means that it is a group of people with good intentions and devotion⁴¹⁴”.

As the above quotations indicate, the group of language teacher trainers was internally driven by the sense of belonging. They acknowledged the bond among the group, which enabled them to learn more in the community. They attributed positive qualities to themselves as being devoted, hard-working, idealistic, and expecting no financial gains. As listing these features, they affiliated themselves with the teaching community, especially English language teachers in the country. However, while doing so, they presented themselves as the *crème de la crème*, best of the best.

4.6.2 The Crème de la Crème (Best of the Best)

The teacher trainers in the study expressed their association with the teacher community multiple times. The analysis of such episodes indicated that the affiliation with teachers manifested itself in three particular ways. The first way was through presenting themselves as very successful, recognized even the best language teachers. The second approach to the state of belonging to the teacher community was to emphasize that there was no change in their official status. The third track was employed for methodological-rapport purposes, to show sympathies to teachers by giving the message that they were ex-school teachers who were truly capable of understanding their working conditions.

From the very first days of attending the trainer training, this group of teacher trainers were recognized as the *crème de la crème*, best of the best, by one of the academics who contributed to their formation as a trainer. This expression was directly noted by half of the teacher trainers to describe themselves as the professional group. For instance, Aynur Hoca told that:

We were praised as the *crème de la crème*. We really counted on this compliment. This means the cream of cream. We were valued as: “You are better, much more accomplished than the rest, and so we have great expectations from you. You as a group already deserve it. That is why your name is teacher trainer”.⁴¹⁵

Similarly, Gül Hoca defined the group as the *crème* on the top of the cake: “We are the *crème de la crème*. We are the cream on the top of the cake⁴¹⁶”. Via this allusion, the trainers presented themselves as the best or better compared to the rest of the teaching community. The message of being a more competent and accomplished teacher was communicated by other teacher trainers as well.

Sultan Hoca referred to the group as gaining their spurs on teaching: “Trainers were all experienced teachers who proved themselves in different branches of teaching⁴¹⁷”. She further commented on the fact that the group was unique in the teaching community as they received so much scaffolding and training: “There is no one who is trained like us, who went to the USA to receive training. When I told people that ‘we thirty one teachers went to the USA’, they found it shocking⁴¹⁸”. In the same way, Gamze Hoca touched upon being a teacher. Yet, she presented herself as not a regular teacher but like a leading head teacher who did not feel like a normal teacher: “They regarded us as academics. I mean they didn’t think that we were ex-teachers.

Back then, being a teacher trainer was top-ranking. Of course you don't feel like a regular teacher, you feel like a headmaster⁴¹⁹". The status of being distinguished among language teachers was also mentioned by Tolga Hoca. He referred to the group as well-trained, high quality teachers who made through all the exams delivered at the stage of trainer training:

A successful team of educators, well-selected teachers. The exams were very challenging, there were no unqualified people among us. The ones who couldn't make through the exams, speak in front of three professors, teach their lessons were gone like defeated as 0-3. The group was very colorful. Since they passed through all these exams, they were professionally accomplished.⁴²⁰

As the results of the RQ2b Job description presented, there was no change in the official status of the teacher trainers in their new job as a teacher trainer. They kept working on an assignment basis, and their position remained the same as a teacher. This condition also drove the teacher trainers to hold their allegiance to the teacher community. Aslı Hoca referred herself as a teacher as she was employed through temporary assignments: "We were temporarily assigned to the directorates. Our position remained the same. This is how things work in the MoNE. I was technically a teacher⁴²¹". Similarly, Sultan Hoca expressed the lack of adjustment in her official status by referring to the lack of correspondence in society for the term teacher of teachers: "In terms of the career, we were still the same. We were in the teacher position. For instance, when we said 'we are trainers of trainers', this didn't mean anything⁴²²". Oya Hoca, on the other hand, underscored the trainers' same status with teachers in the context of the teachers' rights to criticize trainers if they were not equipped: "If I am not equipped enough, the audience has a right to criticize me. I am one of their colleagues. I can say that we are equal in knowledge, our positions and profession are the same⁴²³".

In addition, the teacher trainers' link to the teacher community seemed to originate from their credibility sources. In other words, the teacher trainers underlined their affinity to teachers in order to prove their worth as ex-school teachers who had shared the same culture and practices with participant teachers. In this way, they strengthened their trainer authority in the training sessions. In this sense, the trainers expressed that they communicated the message that they were also actual teachers. However, they immediately emphasized their distinct feature which, is receiving the trainer training. For instance, by referring to one of the academics who trained her, Gül

Hoca said that she told the participant teachers she was also like them, one of them just with trainer training: “We learned being equal with the audience from Fatma Hoca. She said ‘I am here because I read a lot more articles’. I also told teachers ‘I am a teacher like you. I am here because I received more training’⁴²⁴”. In the same way, Emine Hoca also used the same strategy: “You need to tell teachers why they are there. You say ‘we are teachers like you, we received training, we will tell you, share with you the training we had over five days as much as we can⁴²⁵’”. Emine Hoca further narrated that following the practitioner pathway enabled her to easily communicate with teachers and establish her authority as a trainer because she knew their working conditions:

It would have been a lot more challenging if we had been academics from universities. But we were one of them, we knew what they had been through. Understanding teacher conditions was very important. I already knew their context, which is why I didn’t have major problems.⁴²⁶

Onur Hoca also found communicating the message that the trainer was also once a teacher vital. He believed that via that message, the trainer showed teachers the possibility of implementing desirable teaching activities so that he could encourage them to try further: “Trainers are also teachers. The first thing he conveys is that he is like them. This was our greatest advantage: ‘I don’t work at private schools. I am a state school teacher. I implemented these. You could do it’⁴²⁷”. Tolga Hoca similarly emphasized the significance of conveying the similarity between trainers and teachers. Presenting the trainers as the same with the teachers without positioning them as hierarchically superior closed the possible distance between them: “You have to show that you aren’t different from teachers. Never have an attitude like ‘I am your boss, your head’. We always said ‘we are also language teachers like you’. You definitely convey that you are one of them⁴²⁸”.

4.6.3 Trainers: Cooking vs. Academics: Writing about Cooking

The second professional group to which the language teacher trainers held allegiance is academics who work as university based teacher educators. The UBTEs were involved in the trainer training part as the instructors of future teacher trainers as introduced in the becoming phase of RQ 2.a. Moreover, they contributed to the training of language teachers in the training seminars by co-training with the teacher trainers

they educated (already presented in RQ2.b Job Description section). All these issues seemed to drive the teacher trainers to link themselves to this professional group. The quotation below by Betül Hoca vividly displayed the reason why the teacher trainers had an affinity with the group: “Academics and we, trainers, co-trained. From teachers’ perspectives, we weren’t different from them. I mean we did the exact same thing the academics did. We were like them, we were partners, equals. Our egos were top-boosted⁴²⁹”. As she stated, the co-training component of INSETs made the teacher trainers following the practitioner pathway equal with UBTEs who had academic degrees that enabled them to work as teacher educators. Therefore, the teacher trainers expressed their similarities with and differences to UBTEs in their conceptualizations of belonging as teacher trainers. While doing so, the trainers commented on and compared UBTEs’ involvement in in-service teacher training, background, services in pre-service teacher education with theirs in the context of INSET by the MoNE.

As the previous result sections introduced, the teacher trainers appreciated and enjoyed the engagement of UBTEs in in-service teacher training from the trainer training phase to actual teacher training. From the very first day of trainer training, the trainers respected and positioned UBTEs as their teachers and idols. They considered UBTEs more experienced and educating the trainers. For instance, Oya Hoca clearly said that “They trained us, we trained teachers⁴³⁰” and Betül Hoca told that “They trained us, hundreds of people like us. They have massive, a lot more experience in training teachers⁴³¹”. Referring to their trainer training, the teacher trainers expressed their heartfelt gratitude to UBTEs as they achieved a considerable amount of learning about teacher training thanks to them. Betül Hoca emphasized that UBTEs shaped her approach toward adult learners: “Perhaps, we learned adult education from academics. Perhaps we possessed the knowledge of adult education from their approaches to us. We approached teachers in the same way as the academics approached us⁴³²”. Zehra Hoca paid attention to the fact that academics were a basic source of inspiration for the trainers and they initiated the trainers’ process of teacher training: “Ayşe Hoca, Fatma Hoca, and Hayriye Hoca were the leading people, they inspired us. We didn’t teach from scratch. We produced the training materials out of what was taught to us⁴³³”.

In terms of co-teaching with UBTEs, the teacher trainers expressed multiple issues varying from the participant teachers' expectations, reactions to the UBTEs' methodology of in-service teacher training. The trainers' statements indicated that the very first expectation of participant teachers is to receive training from UBTEs as Tolga Hoca told: "Teachers have higher expectations from academics. Some groups have a greater amount of interest for them as they are from universities⁴³⁴". In this relation, the trainers' comments indicated that some of the UBTEs met this teacher expectation, and some teacher educators delivered phenomenal performances in these professional development sessions. The trainers referred to certain UBTEs as legendary and very influential. For instance, Gül Hoca very much appreciated a certain UBTE who was really dedicated: "For example Fatma Hoca. She was always phenomenal. I never saw her reading from the PowerPoint presentation. She was always active. She was dedicated⁴³⁵". Similarly, Tolga Hoca also referred to the same UBTE and another acclaimed professor whose contributions made a difference in the training sessions. He called these academics as exceptional as well:

We can't do even the half of what Fatma Hoca does. How many people are there like her? She is great at communication, witty, an expert in her field. Ayşe Hoca's sessions are also very accomplished. She is also a very experienced, and equipped educator. These are exceptional. Teachers are happy to be with them.⁴³⁶

On the other hand, the teacher trainers also claimed that the majority of UBTEs who accompanied them in training sessions in different cities did not appeal to participant teachers. These UBTEs were reported to remain too theoretical, utilize lecture-type training, and, even in certain situations, give way to teacher discontent. The trainers also criticized such educators for not integrating teacher experience into their training and relying on theories too much. For instance, Emine Hoca talked about the dissatisfaction of participant teachers because of UBTEs' plenty of academic knowledge and lack of hands-on activities in their presentations: "There were obvious differences. Generally, academics prepared presentations and many teachers didn't like it because they gave academic knowledge, and didn't touch upon teacher experiences. They didn't have implementation most of the time⁴³⁷". Similarly, Aynur Hoca also expressed that most of the UBTEs were not able to interact with teachers and manage interactive relations in training. She stated that the majority did not have any actual classroom teaching experiences; they heavily focused on the PowerPoint presentations. However, she underscored the fact that offering workshops necessitated

different expertise. The quotation below represented her opinions about UBTEs' performance in training teachers:

Back in cities, academics from ELT departments of the universities in these cities also participated in training teachers. They supported us. Following their presentations, there appeared teacher complaints because they couldn't build rapport with the groups. Most of them don't have any in-class teaching experience. You are managing human interaction there, you tell to the knowers. Read from the PowerPoint presentation, etc. No way! So, engaging teachers, human interaction is totally different. Academics may not be familiar with this.⁴³⁸

The analysis suggested that UBTEs' heavy reliance on academic knowledge and the absence of practical activities was quite an issue among participant teachers. It seemed that when UBTEs were unable to maintain participant teachers' preferential desires to see a UBTE as a trainer, the teacher trainers' efforts became more appreciated and preferred as Tolga Hoca said: "If teacher expectations aren't met by academics, they prefer us. If academics use only lecture and read the PowerPoint presentation, teachers share their opinions with us and say 'we wish you could train us, we don't want academics from universities'⁴³⁹". Other teacher trainers also told similar accounts. For instance, Gül Hoca claimed that their training became more prestigious when UBTEs remained too technical: "Some academics go technical, I mean they prepare presentations on what is reading or speaking. But teachers don't want this, sometimes what we do became much more valuable than academics' work especially towards the end⁴⁴⁰". Gamze Hoca also reported participant teachers' reactions, preferences for teacher trainers during the times UBTEs did not engage participant teachers in their training: "There were academics from teaching departments with us. Some of them prepared PowerPoint presentations with 100 sentences, and just read them. Some of them were really boring. Some teachers said 'if only you delivered sessions'⁴⁴¹".

In this regard, the teacher trainers mostly regarded UBTEs as a content expert in in-service teacher training, assigning them the role of a source of in-depth academic knowledge. In comparison to their store of academic knowledge, the trainers found them very competent and more advanced. For instance, Zehra Hoca highlighted the fact that the trainers focused on more applicable content like MoNE objectives. However, UBTEs were expected to present academic knowledge at which they were great: "We worked on implementation parts, the MoNE competencies and objectives. We emphasized these. Academics had to present academic content and they were

really good at this. We really need to work harder on this aspect⁴⁴²". Likewise, Oya Hoca depicted UBTEs as content experts and a source of knowledge, some of whom were distant from classroom teaching: "Academics from universities are experts, a source of knowledge but we are the ones who are closer to the teaching field, knowledgeable about it. Unfortunately, they are not, I mean most of them are not⁴⁴³". While emphasizing UBTEs' academic knowledge and content expertise in these training sessions, the trainers attributed themselves the role of a source of inspiration and of managing interaction as previously presented in job description, knowledge bases and metaphors sections. To show her opinions of UBTEs in general, Aynur Hoca who is also a UBTE now underscored the overweight of theories in UBTEs' sessions which did not serve for inspiring teachers: "Academics are theory-driven. They don't employ group works, project-based teaching or workshops to inspire teachers, to be a role model for them. Teachers don't see any sample lessons from academics⁴⁴⁴". Similarly, Onur Hoca assigned the mission of inspiring teachers to teacher trainers in the sessions: "Teacher trainers aren't like academics at university. They don't teach a subject because they already know it. They inspire teachers, most importantly, make teachers believe that they could do different things. When teachers believe that, the rest is easy⁴⁴⁵".

In relation to the roles of UBTEs and teacher trainers in the training sessions, Zehra Hoca offered a different perspective with regard to the organization. She called UBTEs as guests and teacher trainers as hosts since UBTEs' contribution to these sessions were limited in time and scope compared to the teacher trainers who spent five days, taught multiple sessions, and were responsible for nearly everything:

In training teachers, academics were like a guest except for some. So, they couldn't actually live through teacher training, they remained there for a couple of days and then left. Our situation was different. I mean we completely adopted the process. We were in charge of mistakes if there was any. Something got lost, we were in charge. Something good happened, again we were the responsible ones.⁴⁴⁶

Another common point among the teacher trainers about UBTEs is assuming that their background did not involve any actual classroom teaching. In other words, the teacher trainers claimed that the majority of UBTEs did not have any real teaching experience in K-12 settings, which made them distant from the essence of language teaching. On the other hand, they compared themselves with UBTEs and emphasized that they were ex-school teachers who had been in the participant teachers' shoes.

Therefore, they were more realistic, influential and successful at training language teachers. In order to support this argument, they utilized metaphors such as the trainers were in the kitchen cooking whereas UBTEs were writing about cooking without being present in the field. They further resembled the job of UBTEs to teaching how to swim in the shallow waters like pools while they depicted themselves as a company in the deep waters.

The teacher trainers depicted UBTEs as distant from classrooms where real language learning and teaching took place. They saw them as inexperienced in terms of teaching language in general, especially in state schools. Therefore, they described their methodology of in-service teacher training as utopic, not realistic, and detached from the needs and concerns of participant teachers. For instance, Sultan Hoca believed that the training sessions of UBTEs were aloof from the realities of the classroom as they did not see any classroom as a teacher: “Academics from universities are training in a way that is detached from classroom as they didn’t see any classroom as a teacher⁴⁴⁷”. Similarly, Ahmet Hoca claimed that UBTEs talked about perfect and ideal situations without understanding the problems and concerns of teachers: “Like the concept of being in her/his shoes, you have to be in the classroom. Without teaching in real classrooms, one cannot tell teachers the perfect, idealistic practices. Teacher concerns are different from academics’ training without knowing teacher concerns⁴⁴⁸”. Onur Hoca, on the other hand, emphasized on UBTEs’ pre-service teacher education services and research engagements to learn about classroom realities. He claimed that these were insufficient so that UBTEs should have at least a couple of years of classroom teaching experience:

I think UBTEs should have at least three-four years of teaching experience and then move on to academic studies. You cannot learn teaching by reading books, taking student teachers to practice teaching or observing them once a week. You cannot achieve it either by administering surveys, analyzing them or by supervising theses.⁴⁴⁹

In contrast to their conceptualizations of UBTEs’ teaching as lacking classroom experience and full of utopic practices, the teacher trainers underscored their feature as ex-school teachers as a way of credibility sources. In addition, they manifested themselves as better than UBTEs in the sense of offering more realistic practices which were responsive to participant teachers’ real needs and concerns. For instance, Sultan Hoca thought that she was more influential than UBTEs as her training included many instances from her own classroom experiences: “Since we know real

classes, we are much luckier. Is it me or a UBTE who influences teachers more? I think I influence more because I work like them. My examples are from classroom. I worked with many students⁴⁵⁰”. Aslı Hoca approached the issue from the participant teachers’ reactions towards UBTEs, which implied UBTEs’ practices as non-responsive to state school conditions in contrast to the trainers’ being actual teachers “Teachers said that ‘you are saying this but in reality this isn’t the case’. They especially said this to academics as ‘come and experience what it is like to teach at state schools’. They couldn’t say this to us because we were actual teachers⁴⁵¹”. Likewise, Zehra Hoca also commented on UBTEs’ disconnected presentations comparing it to the trainers’ classroom-driven examples: “Academics explain things incoherently but we don’t. For example, when we present strategies about communicative language learning, we give multiple examples, specify how to use it at which activity because we have experienced it. We know student reactions, responses⁴⁵²”. In this relation, therefore, the trainers positioned themselves as the real primary experience-holder in the field or kitchen to mean they came up through the ranks and saw UBTEs as secondary sources. They tried to support this argument by certain metaphors. For instance, Onur Hoca regarded the trainers as the cooks in the kitchen and UBTEs as writers of cooking books:

While we are cooking, academics are writing a cooking book. We are in the kitchen, I mean I experienced all language teaching problems with students, I know whether an activity works or not, I have issues with parents or the administration and none of the language learning course books talks about these. There are great differences between us: teacher trainers from schools and academics from universities. They may know better academically but in terms of its applicability, SWOT analyses, they cannot know, they can just interpret, analyze in the light of their readings from books. They can administer surveys, read theses, and conclude but I personally live through it.⁴⁵³

Aslı Hoca brought up another metaphor to explain the difference between UBTEs and teacher trainers. She said that UBTEs were like a swimming instructor who taught how to swim in a shore and sent the swimmer to the deep water through which she had not been. However, teacher trainers were the company of the swimmers in dangerous waters, who was capable of understanding her conditions:

Do they know what pre-service teachers do after they start teaching? No, they don’t. They aren’t even interested. The after part is like being in deep water. I mean they are like teaching how to swim in deep water by a shore. What do teachers do over there? What kind of problems do they have? Do academics understand the danger of deep

water? Have they ever swum there? In this sense, I know and understand the context of deep water swimmers.⁴⁵⁴

The issue of being empathic towards participant teachers' conditions was also related to the fact that the audience in in-service training is teachers with a certain amount of experience and knowledge. In this sense, the teacher trainers also commented on the audience of pre-service teacher education. They claimed that teacher candidates in initial education did not show resistance or reaction as practicing teachers did in training seminars. In other words, the trainers' expressions implied that pre-service teachers did not complain about or criticize their instructors, however participant teachers had the potential of challenging their instructors counting on their experiences as teachers. For instance, Tolga Hoca stated that the job of teacher trainers was more difficult than UBTEs in terms of the audience disagreement with the instructors: "Our audience is a group of practicing teachers with real problems, so our engagements are more realistic. A more experienced teacher may argue against you. A university student isn't likely to do so, thus we had more challenging roles⁴⁵⁵". In the topic of teacher resistance, Zehra Hoca talked about some instances in which teachers were resistant to UBTEs as their methodology did not appeal to teachers. She explained these quarrels in relation to the experience of participant teachers and UBTEs' expectations to meet a group similar to student teachers who were reported to lack resistance:

Teacher candidates don't make a resistant group since they don't have any experience. We have an experienced audience, for example we witness many instances of academics' quarrels with teachers. Academics expect teachers to behave like a candidate. Teachers ask "Why are you teaching me?". The wording is problematic, you are a teacher, first you should address properly. But she wants to say "Don't present it like this". Then, academics say "Know your place" so on and so forth and endless arguments. We experienced these, academics are accustomed to teacher candidates, and their reactions are different. Teachers say "I have lived experiences, you should give me something practical, something useful". A teacher candidate doesn't say so to an academic but a teacher does.⁴⁵⁶

While comparing themselves to UBTEs, the teacher trainers also drew attention to the different responsibilities of UBTEs. They mostly stated that UBTEs had other engagements such as conducting research and publishing articles. Aynur Hoca, a UBTE now, said that UBTEs were concerned with research and publication: "Academics have concerns like producing science and publishing articles⁴⁵⁷". They also reported that UBTEs were more international in their scopes of teacher education

as they were funded to go abroad, and they had a chance to meet foreign educators as well. In this sense, Sultan Hoca claimed that the teacher trainers were more local than UBTEs who were more international: “We, trainers, are local groups. We know our contexts. We don’t have many chances to meet teachers from other contexts. But academics have programs, funds. In this sense, academics are international; we are local⁴⁵⁸”. Another significant issue is UBTEs’ role of assessor and gatekeeper. The trainers touched upon the fact that UBTEs had the power of assessing teacher candidates, yet in the context of INSET, the evaluation of teachers was out of question. Betül Hoca said that: “We didn’t evaluate, there was no pass/fail in teacher training. Academics do evaluate; student teachers have to pass courses, work hard, know things willingly or unwillingly. Teachers didn’t have any official obligations to participate, it was up to them⁴⁵⁹”. The analysis also indicated that UBTEs were regarded as pioneering people in teacher education. In other words, they were reported to set trends in teacher education at national level. The trainers followed their pioneering steps in order to establish their practices. In this sense, Betül Hoca told that UBTEs were a level beyond teacher trainers: “Academics are future-oriented. I mean they aim the establishment of future-directed subjects, we try to establish the practices they introduce three years earlier. They are a level beyond trainers pioneering on the top, we are implementers at the bottom⁴⁶⁰”. She further associated this situation with the trainers’ better quality of analyzing teacher needs. She claimed that UBTEs were more interested in theories and philosophical considerations whereas the trainers were good at identifying teacher needs as they interacted them at the implementation level:

Since we are ‘in the kitchen’, come up through the ranks at the local level, active at the implementation level, we could carry out needs analysis better. I mean academics are interested in approaches at the philosophical level. I think we could be at better service to detect teacher needs in reality at the implementation level.⁴⁶¹

Overall, the results indicated that teacher trainers felt related to two main professional groups: 1) teacher community and 2) UBTEs. The affinity with the former emerged out of three primary levels. The first layer was pertaining to the fact that they were ex-school teachers who followed the practitioner track in becoming a teacher trainer. Their recognition as a successful teacher and receiving appraisals from the academics made them feel quite accomplished. Secondly, a lack of official change in their position also maintained their connection to teachers. Thirdly, the necessity of conveying the message that they were also ex-school teachers drove them to be

strongly linked to teachers. They interpreted communicating this message as a resource of credibility for the training job. No matter how powerful the allegiance the trainer held to the teacher community was, they positioned themselves as distinguished, as the *crème de le crème*. In other words, although they put themselves in the “us” group of teachers, they at the same time separated teacher trainers from this “us”, and created an “us-them” discourse. A similar positioning can be observed in their comparison to UBTEs. By claiming that they shared the same professional goal with UBTEs and became equal in teacher training, which is actually a matter of pride and satisfaction, they utilized an “us” discourse. Nevertheless, by diversifying the audience, the means-approaches and the backgrounds educators and trainers made use of, they exploited a form of duality. To put it differently, through statements of their better practices which were reported to respond to teacher needs and conditions, and of the challenging nature of their audience, that is practicing teachers with knowledge and experience in comparison to inexperienced teacher candidates, they emphasized a kind of dissimilarity, which portrayed them as dealing with a more complicated job. In this way, they conceptualized the group of teacher trainers as unique yet connected to the various groups. Figure 4.5 visually illustrates the professional affinity of the language teacher trainers in a summarized manner.

The Professional Identity of Teacher Trainers: Group Membership and Affinity

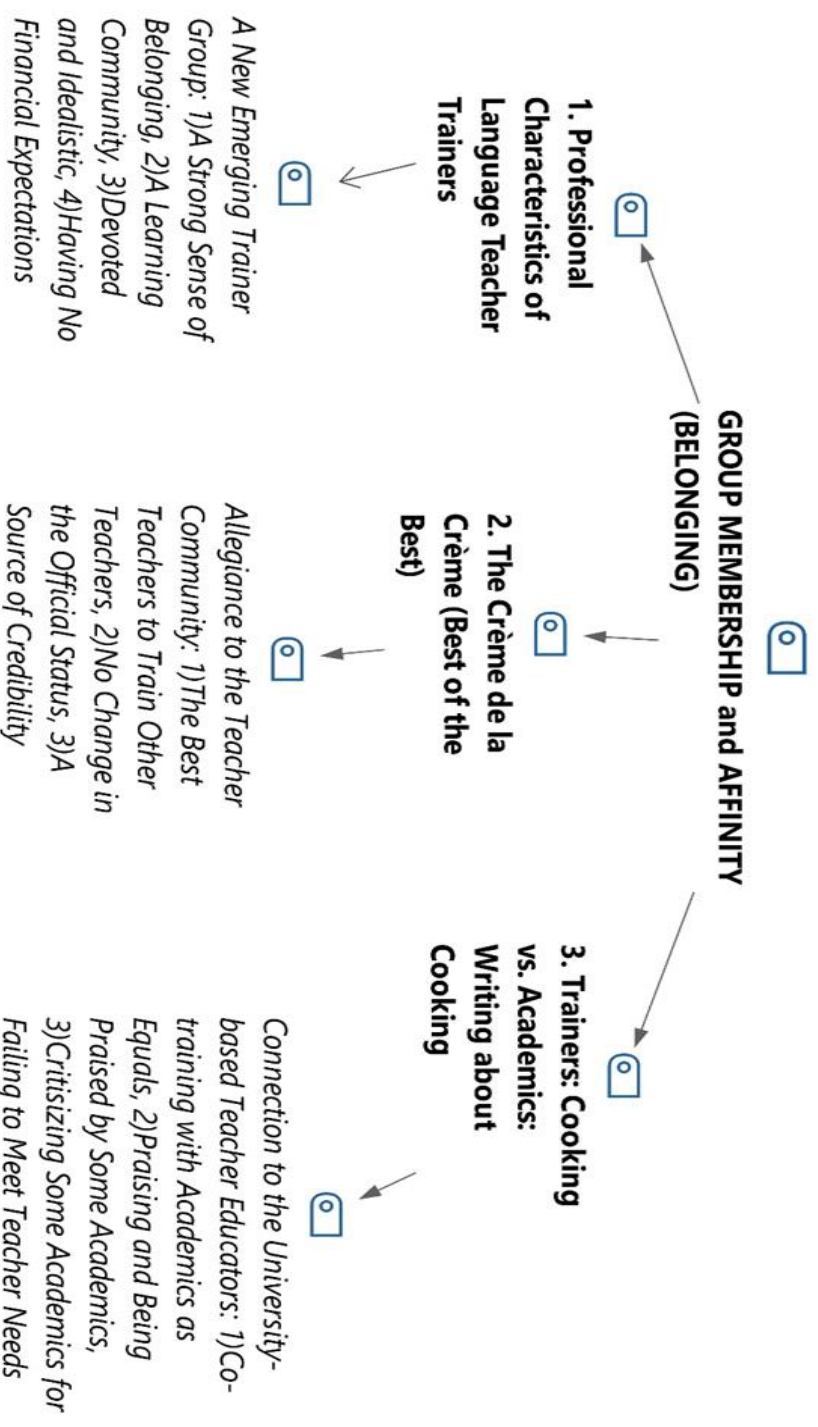


Figure 4.5 Visual Representation of Teacher Trainers' Group Membership and Affinity

4.7 The Post-Teacher Training Period: Current Educational Practices

The final part of the presentation of the findings addresses the third research question, which explores the post-training experiences of the group of English language teacher trainers. It also shows the examination of how the experience of training language teachers affected their current educational practices. After this group of teacher trainers continued offering in-service teacher training seminars across the country for nearly three years, their assignment came to an end. This result section, firstly, presents the ending procedure from the perspective of the participants. Secondly, their current educational positions and duties are listed case by case. Thirdly, it shows the stated changes and improvements in their teaching practices and teacher training-education engagements as a result of training language teachers.

4.7.1 Incomplete Duties, Unfulfilled Promises, and Disappointment

The accounts of the teacher trainers displayed that their teacher training job was composed of two phases: 1) offering in-class training sessions in each city of the country, and 2) guiding language teachers in their own cities like a teacher leader permanently. As the results of the second research question showed, the language teacher trainers completed the first component to a great extent. They claimed that they could not visit only a couple of cities in the eastern part of the country due to the potential security problems. Aynur Hoca told that the local security forces were worried about the possible security attacks which would harm such a high quality group of educators: “We didn’t go to cities with issues. When the local security forces said ‘we cannot ensure their security. We would be sorry if something happened to such a high quality group’, the Board cancelled the training in these cities⁴⁶²”.

On the other hand, the second phase of the teacher training duty would not take place. The trainers expressed that following their training seminars around the country, they would be ELT teacher trainers in their cities. This job would be permanent, and in cooperation with other units of the ministry such as Directorate General for Teacher Training and Improvement, and Provincial Directorate of National Education. This extended duty would require the trainers to guide all language teachers in the city, observe their classes, give feedback, and keep the record of their development. In

short, they would be in charge of professional development of teachers in a city in an extended way:

Actually, there was a second phase but it didn't take place. At this stage, we would be the city coordinator or city formateur in our hometowns. I think we would be in charge of professional development of English language teachers in our hometowns, observing their classes, mentoring them, keeping their traces, and guiding them.⁴⁶³ (Onur Hoca)

We would be titled as foreign language coordinator. In our hometowns, I would support the teachers I trained, observe their classes, give feedback, and comment on their practices. Consequently, I would share sources for practice. This was the definition of being a coordinator. It was actually a good model.⁴⁶⁴ (Zehra Hoca)

This group of trainers was also assigned to prepare sample lesson plans and activities in alignment with the CEFR to be distributed to language teachers. The trainers noted that they actually designed the required materials, but they were never used. For example, Oya Hoca told that “We were distributed the CEFR objectives and told to prepare lesson activities to achieve these objectives in certain units. And we did, spent so many efforts but they didn't use them. I prepared two really good lessons⁴⁶⁵”. The trainers explained the rationale for this abrupt ending of their trainer duty as the change of the minister. Gül Hoca said that: “When the minister was replaced, it ended⁴⁶⁶”. Zehra Hoca articulated the reason for the termination of their trainer assignment. She claimed that the new approach towards teachers was as follows: “Teachers are teachers, they should be in class. We were dismissed⁴⁶⁷”.

The trainers narrated that the ending was quite abrupt and unexpected. They were expecting to maintain their training job in a more local yet more teacher needs-responsive way as the second phase job descriptions indicated. Their expressions showed that they were profoundly and genuinely sorry for the sudden end which yielded a massive amount of disappointment and resentment. Oya Hoca said that “We were all down in the dumps, badly dispirited. It ended all of a sudden and we were back at our schools⁴⁶⁸”. Emine Hoca called the situation as shocking and disillusioning, and they could not come to their senses for a while: “It was a huge disappointment, we were all shocked. We couldn't feel well for a year⁴⁶⁹”. They perceived the ending as a waste of efforts and investments. Emine Hoca stated that this group of teacher trainers was invested; the country needed teacher trainers; and they were inactive as a trainer: “What a pity! I am trained here, you invested in me. You need trainers but you can't find me, I am lost. Although there are multiple well-trained people like us, you don't

take advantage⁴⁷⁰". Similarly, Gamze Hoca also regarded their situation as a forgotten group of people whose trainer records were not kept: "What really affected me most is that we are forgotten, there is no record of us. They don't reach us to take advantage of our experience. The ministry doesn't hold our contact information⁴⁷¹". In a similar fashion, Tolga Hoca touched upon the lack of sustainability in the ministry in terms of their records. He told that with the change of the minister, a new group of people were recruited. Their information was not sustained although they were an educated and experienced group of trainers:

I have met a couple of department heads. They didn't know about our training project because unfortunately there is no sustainability. The cadre was replaced. The institutional memory was gone, lost. The new-comers don't know anything. When we told our training experiences and our trainer team, they were surprised. They recently tried to recruit another group of trainers but they couldn't do it. These are actually very expensive projects, they don't take advantage of ready people.⁴⁷²

The trainers reported that they started working in the schools or directorates where their positions belonged. As the previous result sections displayed, they were working on an assignment basis. Sultan Hoca said that "Everyone went back to their schools but some kept working in the directorates. As they were already engaged with *eTwinning*, projects, DynEd etc., they moved to different departments⁴⁷³". Upon their return to their previous working places, they vigorously endeavored to make their voices heard for being re-assigned as teacher trainers. They claimed that they were writing reports to the ministry each year hoping that they would recall their contribution and practices as teacher trainers. Oya Hoca said that "We are trying to make our voice heard. We write reports to the ministry, send e-mails saying 'Employ us as trainers, you invested in us, sent to the USA, why don't you take advantage of us?'⁴⁷⁴". Gamze Hoca claimed that they have written to the ministry each year that they were capable of training teachers in their initial years; they were willing to offer training to the novice teachers: "For six years, at the beginning of academic years, we have asked the ministry to employ us because we want to train the newly-appointed teachers to prepare them for the job⁴⁷⁵". Their efforts to be taken seriously and employed as teacher trainers as a group seemed to remain unresponded. Emine Hoca told that they felt like a mosquito whose buzzes were not heard: "We formed a group named mosquito buzzes. They didn't even treat us as a mosquito⁴⁷⁶". Therefore, as Gül Hoca asserted, they tried to contribute to teacher training individually since some lost

their hopes to be recruited as teacher trainers again: “We are individually trying to be recruited again. Some of us lost hopes⁴⁷⁷”. Hence, most of the participants in this study worked hard to maintain their trainer job individually. After the termination of the duty or over the period of post-training time, most of them changed their schools and worked in different units.

4.7.2 Current Positions and Duties

Below, the participants’ post-training positions and roles were listed to show their current educational services.

Gamze Hoca: She returned to the vocational high school to which her position originally belonged. As she prefers changing schools every three years, she is working in another vocational high school. As Gamze Hoca claimed, majority of the trainers started to coordinate projects within the contexts of *eTwinning*: “The majority of our team became *eTwinning* coordinators in cities⁴⁷⁸”. Therefore, she also engaged in *eTwinning* projects. In addition to her *eTwinning* projects with her students, she organized online training for English language teachers on mobile educational applications after receiving three-months long training about how to offer webinars. She further stated that she enlarged the scope of the training thanks to her training experience: “They told me to prepare online training on *eTwinning*, but my teacher training experience was so strong that I chose a topic on mobile applications in education rather than just focusing on *eTwinning*, and prepared online training⁴⁷⁹”. Her contribution to teacher training as a teacher trainer was not limited to the *eTwinning* context. She also took part in other projects. Within FATİH Project, she and Betül Hoca prepared a training guide. She has offered trainer training sessions to English language teachers (trainer candidates) on technology-integrated language teaching:

I offer trainer training for Fatih Project technology-integrated English language teaching. I have offered it three times so far. This is a five-days long training. What is expected from us is to enable teachers to prepare lessons on 5E model covering Call, Mall, and constructivism-oriented teaching. They want us to integrate technology and EBA into training within five days. The attendants of the training will offer training for other teachers in their cities.⁴⁸⁰

As can be seen, Gamze Hoca’s training duties are not over. She is still a teacher trainer, even a trainer of trainers. She regarded her continuous efforts to train teachers

as reaching up higher levels which basically required her to know “how to be a teacher trainer”:

Each training I received in my life carried me up one level higher each time. I mean I was prepared for the training job step by step. One opportunity led to another. I mean I became a teacher trainer, then a trainer of trainers for technology-enhanced education. It is like a level beyond or a different version of it. But the essence is basically knowing how to be a teacher trainer.⁴⁸¹

Ahmet Hoca: While training language teachers across the country, Ahmet Hoca maintained his position as a *DynEd* coordinator. In other words, he was not away from her home city for training; he was working in the Provincial Directorate of National Education in his city. Therefore, with and since the end of the teacher training project, he has coordinated the *DynEd* works full-time. He has been offering seminars to primarily English language teachers, secondarily to students and parents. He has followed the amount of *DynEd* use by students, and he has organized one-to-one meetings with teachers to increase the benefits of using this system. He further observes teachers’ in-class *DynEd* practices and provides feedback. Therefore, his teacher training duty still continues.

Aynur Hoca: With the ending of her assignment as a teacher trainer, she intended to practice teaching English to young learners in her previous school: “I can ensure you that I had a strong urge to go back to school teaching⁴⁸²”. Simultaneously, she also completed her Ph.D. dissertation. Her Ph.D. supervisor’s insistence on taking up a position in university drove her to the faculty as a teacher educator. Aynur Hoca is currently an assistant professor in the field of Educational Science in the faculty of education in one of the universities in the Black Sea Region. She has been working in the same university for six years. She clearly indicated that she is still engaged within educating-training teachers within a different setting: “Training teachers is not over for me, I still educate teachers⁴⁸³”. She teaches professional ethics and school culture. Her area of research covers organizational psychology, culture, and ethics. Aynur Hoca reported that she enriches educating student teachers with her training skills, which will be introduced in the next part.

The expertise and knowledge of training teachers also infused into her research conducts. Inspiring from the overemphasis on cultural diversity during the trainer training program, she published an article on multicultural education. She reported that

she supervised a master thesis, which is on the metacognitive reading skills of elementary school teachers. She stated that:

One of the master theses I supervised was about how elementary school teachers used metacognitive reading skills in their classes. What does that have to do with my career? I had a doctoral degree in Educational Administration. I was basically a physics teacher. I trained English language teachers. Nothing to do with my career. But I was quite knowledgeable about the content. How come? During my experience as a teacher trainer, I intensively studied metacognitive reading skills.⁴⁸⁴

In addition to her engagement with initial teacher education, Aynur Hoca sometimes offers in-service training seminars in cooperation with local units in non-ELT issues. She said that she employed the presentation skills she possessed during the process of training teachers to a great extent within a different content. She recently took part in an adult education project thanks to her certificates of training teachers.

Gül Hoca: With the end of her teacher trainer assignment, she returned to the vocational high school in which her position remained. Later, she taught at a couple of schools such as secondary school and kindergarten. She has been teaching English to gifted students at a Science and Art Center for nearly three years. She has recently obtained her non-thesis master's degree in ELT. She has plans to apply for a Ph.D. degree in Special Education to better serve her students. While working on her career as a language teacher, she did not give up on her teacher trainer roles. She claimed that once a trainer is always a trainer: “Training teachers gets into your blood⁴⁸⁵”. Like Gamze Hoca, she also became an *eTwinning* coordinator. She trained teacher trainer candidates on technology-enhanced language teaching within the scope of *Fatih Project*. In other words, she became a trainer of trainers. In addition, she is a teacher trainer on *Innovative Technologies in Education*. She said that she could offer local training, yet she is currently not doing: “I am now a trainer on Innovative Technologies in Education. I can offer local training. If you ask me whether I am doing it, no I am not currently⁴⁸⁶”.

Onur Hoca: After the termination of his assignment as a teacher trainer, he worked at the same Anatolian school for two more years. Then, he went to Germany to teach Turkish and Turkish culture for a year. Upon his return, he was assigned to a vocational high school. Currently, he works at both the vocational school and a maturation institute in Konya, teaching English to adult women. He utilizes his expertise in adult education in the latter institute.

Emine Hoca: After her job in the teacher training project came to an end, she went back to her former high school. However, her school had more than the necessary number of teachers; therefore, she was assigned to multiple schools on short bases. These brief duties required her to teach at every level: elementary, secondary, and vocational high. She claimed that being a trainer enabled her to adjust herself to different schools: “Everyone was like ‘she is a high school teacher, she can’t teach at primary’. I immediately told that ‘I am a teacher trainer, I can do it’⁴⁸⁷”. By teaching in different schools, she earned a reputation as a hard-working teacher, which promoted her to get a position in the District Directorate of National Education, as a project coordinator. Currently, she coordinates projects across the schools in her district. She is responsible for both local and national projects like Tübitak, and international programs such as Erasmus plus. She stated that via these projects, both teachers and students from state schools have opportunities to go abroad and participate in international works. As a coordinator, she endeavored to motivate teachers from all disciplines to take part in projects and maintain their participation. To achieve this aim, she visits schools, arranges meetings, and offers seminars on projects. She expressed that being a teacher trainer lies at the heart of this job:

I contact teachers in person, I introduce myself and visit schools. I ask whether they are interested in projects. If the number is high, I give in-service training. Seminars are still a part of my life. I train teachers on PCM-project cycle management, how to write project reports. Being a teacher trainer was at the heart of this job. I mean all are built upon each other. In the center, there lies teaching, followed by teacher training. Without my training experiences, I wouldn’t build rapport with teachers. Now it is under the title of project but it covers all teacher training skills.⁴⁸⁸

As can be seen, like the majority of the teacher trainers, Emine Hoca intensively sustained the duty of teacher training. She further expanded her scope; she contributes to the professional development of teachers from different disciplines by enabling them to work with international teachers collaboratively.

Zehra Hoca: She is one of the teacher trainers whose teacher training duties have not come to an end with this project. Quite the contrary, her teacher training job has enlarged its scope, content, and context since then. With the ending of this project, Zehra Hoca desired to teach English to students. She was assigned to an Anatolian Vocational School. However, the District Directorate of National Education in her district asked her to work with them on teacher training projects. She told that her contribution to teacher professional development projects was limited to two days per

week at first. Later, she began to full-time work with both the district directorate and the provincial directorate. She previously started to work with a private educational institution to coordinate its both national and international projects: “We constantly train teachers on how to initiate projects, how to write reports. We also run big-scale projects not just with teachers but as an institution such as Tübitak and European-funded projects⁴⁸⁹”. With the encouragement of the provincial directorate, she was involved with an international teacher training project in cooperation with a technology company, *Intel Teach Advance Online*. Within this project context, she became a senior trainer for Turkey, responsible for educating a group of teacher trainers called master teachers. She received a trainer training in England on technology enhanced alternative lesson designs across different disciplines. Then, she educated a group of teachers from different backgrounds such as math, science, and religion. She trained them about various lesson designs like project-based, problem-based and 5E. These teachers planned lessons together, implemented them, revised, and re-implemented them. She stated that she trained 30 master teachers and offered training with them for more than two years:

I had a teacher group. I taught them how to design lessons. Each time, teachers collaborated with teachers from other disciplines, designed lessons, implemented and then revised them. We reviewed lessons and revised them one more time. We saw teacher growth each time. This is called cascade training. In this master group, I had 30 teachers. I needed to generalize it. Then, I helped these teachers to develop trainer identity. This lasted for two and half years.⁴⁹⁰

With this group of trainers, she offered multiple interdisciplinary teacher training sessions over the years with the coordination of the provincial directorate. She also worked with Tübitak for teacher training. She mastered training teachers on topics such as creative drama, technology integration in innovative classes, problem-based teaching, and the social-psychological skills of teachers with the cooperation of universities in Europe. She further offered seminars on how to write, review and evaluate projects. She contributed to teacher training projects on STEM, and philosophy for children in which children were encouraged to approach towards robotic programming critically. She believed that she is currently a competent teacher trainer: “I believe I am a competent trainer now. Unless it is a very different topic, I can design a successful training session. After so much time, it is time for me to give

it back. They invested in me⁴⁹¹”. When the interview was carried out with her, she was about to obtain her Ph.D. degree.

Sultan Hoca: She returned to her high school when her duty of training teachers ended. After working at the school for a year, she was assigned to İstanbul. She taught English at a couple of high schools. Like Onur Hoca, she also went abroad, Germany, to teach Turkish. She remained there for a year. When Sultan Hoca came back, she began to teach at one of the academically-successful high schools in Istanbul which she called her dream school. She said that: “I taught in five cities, two countries. With assignments, this is my 14th school. This is my dream school⁴⁹²”. As she is teaching English to academically-advanced students whom she described as “chosen students. They are all competent at English, speak very fluently. Some of them studied abroad. They are like native speakers⁴⁹³”, she is pursuing professional development in international contexts. She has completed *eTwinning* and Comenius projects with England and Germany, respectively. She is planning to conduct Erasmus projects in her school. She is one of the very few teacher trainers who have not involved in in-service teacher training after the project. Nevertheless, she is contributing to pre-service teacher education through mentoring student teachers in their practice teaching.

Oya Hoca: After her assignment of training teachers ended, she returned to her high school. Feeling sorry for the abrupt ending, and having a desire for involving in many projects and contributing to the educational system in her full capacity, she applied for being an administrative. She told that “Since I was interested in projects, I thought that if I had been an administrator, I would have a lot more time for these so I took administration exam to improve schools⁴⁹⁴”. She passed the required exam and became a vice-principal at her high school. She has been a vice-principal since then at this crowded school with a dormitory. She is now responsible for administrative issues and practically never teaches English. She said that “I don’t do anything related to my profession⁴⁹⁵”. As a vice-principal, she once organized a teacher training seminar at her school. She designed a workshop on the significance and practical use of instructional objectives for teachers regardless of their disciplines. She claimed that teachers benefitted from her sessions:

I talked about preparing lessons according to the objectives. SWBAT is important. I realized that this is missing among teachers, this is very superficial in our teaching. I

wanted to share its significance with teachers. I designed an amazing session. I conducted an English session for all teachers, not just for English language teachers. I tried to generalize it. All disciplines have objectives, right? I treated teachers as if they were students and taught them English. I talked about its theories. It was amazing, very appreciated.⁴⁹⁶

Although Oya Hoca seemed not to contribute to teacher training as much as she desired, she has a proposal for in-service teacher training system. She conceptualizes teacher training as continuous, based on classroom visits and observation, and responsive to teacher needs. She suggested that trainers like her should be employed in teacher academies:

There should be teacher academies and I have to work there. It has to be permanently-structured. Each city should have such a center. The instructors should be trainers like academics at universities. We should visit schools, observe teachers' classrooms, invite them. It should be based on teacher consent. This is important, communication is important, we should promote teacher willingness with sharing, brainstorming, observing and being observed. We should enable teachers to discover themselves. We should be co-travelers with teachers. There should be centers that teachers should consult. We shouldn't wait teachers to come. We should pay regular visits. This should be process-based at least two-month-long. We should be present at their schools, assisting them.⁴⁹⁷

Aslı Hoca: She started to teach again at the previous Anatolian high school she used to before the project. She still teaches English at the same school. She feels resentful of the recent developments in language teaching and the status of language teachers. She is questioning the function of in-service teacher training. She has plans to apply for a master's degree in ELT to feel encouraged. She contributed to in-service teacher training once when she was mentoring a novice English teacher in her initial year. She said that it lasted for a year, and she made use of her training skills and knowledge to a great extent, which will be presented in the next section.

Betül Hoca: When her duty as a teacher trainer ended, she returned to her job as the project coordinator in the district directorate because she has been managing DynEd works. She was also asked to prepare questions for the high stake exams to be administered in her city. Betül Hoca's services as a teacher trainer have continued in multiple contexts. Firstly, since the end of the teacher training job, she has been the *eTwinning* coordinator of her city like Gamze Hoca and Gül Hoca. Within this *eTwinning* project, she encouraged teachers to participate in international projects. To achieve this aim, she organizes seminars and one-to-one meetings with teachers, and visits schools to motivate teachers: "I keep teacher alive all the time, I motivate them.

I have one off-day. I have recently finished training in provinces. I am conducting one-to-one application training now. This is tiring but I like it, prefer it⁴⁹⁸". Although *eTwinning* coordinators in other cities work in the district directorate, Betül Hoca preferred to return to classroom teaching. For three years, she has been teaching English to middle school students and coordinating *eTwinning* projects. In addition, within this context, she became an international *eTwinning* Ambassador upon attending six-month-long online training, which rewarded her with a title to offer training in Europe: "I am now an international *eTwinning* Ambassador. It means I could offer training in any part of Europe when I'm invited. Eight people started this ambassadorial training from Turkey, I was one of the three people who finished it⁴⁹⁹". Besides, she offers webinars in integrating technology into language teaching in this context. Secondly, along with Gamze Hoca, she was a trainer of trainers in *Fatih Project*. She trains English language teachers to become a trainer on technology-embedded language teaching over a week-long program. She has offered training twice so far. She claimed that their earlier teacher training experiences provided them with the necessary background for this study: "We trained a second group of trainers last year. They started to train teachers in their cities. This was completed briefly. If we hadn't had teacher training experiences earlier, we couldn't have done it in such a short notice⁵⁰⁰". Thirdly, like Gül Hoca, she is a teacher trainer on *Innovative Technologies in Education*. However, unlike her, she offers local training in her city nearly every year. She said that this teacher training is interdisciplinary, which means teachers from other subject fields attend her sessions. She trains teachers on how to update educational programs by integrating web tools via alternative lesson designs such as project-based and problem-based:

I am also a teacher trainer on innovative technologies in education. I offer this training in the city. This isn't just for English language teachers but for all teachers from different subjects. Generally, elementary school teachers, science teachers and pre-school teachers attend it. So far, I have offered this training twice, we are trying to shape syllabi and objectives in a more innovative way. We start asking questions as "How do you see yourself now? Where and how will students be in future? What can we change in this transition?" Then we present new ideas, and tools as we use it and ask them to shape their own teaching.⁵⁰¹

With all these various teacher training duties, Betül Hoca said that she reached a different phase in which she aimed to improve adult education and to achieve collaborative interdisciplinary teaching: "I passed merely concentrating on what I can

do for students. Now, I'm concerned with adult education. I mean rather than just teaching language in class individually, I focus on teacher growth in collaboration with teachers from other disciplines⁵⁰²".

Tolga Hoca: As he was the only teacher trainer who also continued classroom language teaching in his city, he became a full-time language teacher with the termination of the training language teacher job. However, he was assigned to a different Anatolian high school. He worked in this school for three years. In 2015, he began to work in the Directorate-General for Innovation and Education Technologies as a content and assessment expert in digital educational material development. He specialized in EBA (Educational Informatics Network), the national learning management system in Turkey. He said that he was able to work as an expert since he had a master's degree in assessment and evaluation. His job included reviewing the content of the tests and texts to be uploaded onto the system: "I studied on EBA as an expert in assessment & evaluation. I reviewed the content of the e-texts and e-tests. Tests for English language teaching were sent to me and I reviewed them, either approved or rejected or revised them⁵⁰³". On the other hand, his teacher training duties continued and flourished. As for the system EBA, he participated in more than 15 training programs as a trainer. He trained teachers from all disciplines on how to use EBA effectively: "We offered training on EBA for all teachers from all disciplines. There were nearly 15-20 training sessions. At first, we introduced the network, later we did some implementations. We asked for teacher contribution for uploading materials or tests⁵⁰⁴". He claimed that the number of participants varied in these training sessions. He trained 1500 teachers in some sessions while he designed workshop training for much smaller groups: "I offered training sessions of three to four hours in large halls at 1500 people capacity. These were lecture-based because you cannot do a workshop with 1500 teachers. But there were also smaller groups, we carried out workshops with them⁵⁰⁵"

Like Gamze and Betül Hoca, he is also a trainer of trainers. Similarly, he trained a larger group of language teachers so that they could train teachers in their own cities. The topic of these training sessions was also technology-integrated language teaching. He said that he trained nearly 300 teacher trainers among English language teachers:

We trained English language teachers on techno-pedagogic approaches. I mean I lead training on technology-integrated language teaching, Web 2.0 tools integration, and new trends. So far, I have offered training three times, two in İstanbul, one in Yalova. They became trainers in the end. I trained 280-300 trainers in total.⁵⁰⁶

As can be seen, his teacher training role has increasingly continued. When he was interviewed, he was just reassigned to his home city as a language teacher. Currently, he is pursuing his Ph.D. degree in instructional technology.

All in all, as the teacher trainer group's current educational engagements illustrated, the majority of them (8 out of 12) are still at service of teacher training-education. They facilitate teacher training in multiple contexts and different disciplines. Only Onur Hoca has not involved in teacher training since the end of the project. Sultan Hoca, Oya Hoca, and Aslı Hoca contributed to teacher training once in only one context. Although the degree of their contribution to teacher education showed variety, one thing remained constant in their accounts, which is their teaching practices and teacher training-education engagements improved to a great extent as a consequence of training language teachers as Gül Hoca claimed: "It made a huge difference. It was groundbreaking⁵⁰⁷".

4.7.3 Enriched Teaching and Teacher Training Practices in the Post-Training Period

As the results of the first research question vividly indicated, the teacher trainers conceptualized the training experiences as a means of self-transformation and a progressive and educating process. In this line, the analysis for the third research question displayed that the experience of training language teachers substantially helped the trainers improve their language teaching and assessment practices, and teacher-training implementations in the post-period. The effects of the training experiences seemed to be observable and still infusing to their job as Aynur Hoca told: "Teacher training has made a great contribution to our work. It isn't over. It still affects our job enormously⁵⁰⁸".

4.7.3.1 Higher Quality English Language Teaching

In line with the results of RQ 1, the teacher trainers underscored their improved teaching practices as a result of their experiences of training language teachers. All of the trainers stated their improvements to different degrees. For instance, Onur Hoca interpreted its benefits in terms of being a better language teacher considering the fact that the best way to learn is to teach: “I became a much better teacher. It vastly contributed to me because you learn more when you teach⁵⁰⁹”. On the other hand, Gamze Hoca claimed that she is not a reformed teacher but a more conscious one: “I can’t say I have become a reformed teacher but now I do teaching with greater awareness⁵¹⁰”. Similar to the extents of stated improvements, the teacher trainers’ refined areas of language teaching also varied in their accounts. They reported enhancement in their instructional materials use, activity and lesson designs, assessment and professional development efforts.

4.7.3.1.1 Improved Materials Use and More Hands-on Learning

After their teacher training experiences, the trainers noted that their classroom practices evolved and flourished thanks to their richer materials use and efforts to enrich the student learning environment. The trainers offered a relationship between their learning as a trainer and their students’ learning. In other words, they stated that the more they learned in training teachers, the higher quality they achieved in teaching pupils. For example, Zehra Hoca talked about how she tried to maximize learner space. She told that she expanded the student learning environment from the classroom to outside academic learning opportunities such as conferences and national competitions. She said that: “I thought that a student’s universe is her school. But we should expand this and I showed students that there are different things to see and experience outside the school because students need to see where they could reach⁵¹¹”. She associated her endeavors with her learning gained out of training language teachers: “The more I learned the more I taught. I took students to conferences, instructed them to do debates. First, they did it normally later I took them to the Sabancı Debates and they saw the British style⁵¹²”.

Onur Hoca, on the other hand, stated that he enriched the in-class learning environment and material use. He integrated workshop techniques into his teaching practices via seating arrangement and cooperative works: “I taught four skills to my students at social science high school in the workshop style. Each student had markers, fine liners, workshop papers. They were sitting in groups, which is very important. They made posters and presented them⁵¹³”. Similarly, in addition to her out of school experiential learning practices, Zehra Hoca also utilized richer materials to encourage her students to produce language in a concrete situation: “I have a bag as we had in training. I have tack-its, scissors, stickers, post-its, A3 size papers. It is always in the school. I ask my students to prepare posters, they make a presentation all the time⁵¹⁴”. While Onur Hoca and Zehra Hoca referred to the students’ own productions via improved materials use, Betül Hoca talked about how she also diversified her teaching in addition to students’ self-made materials: “I don’t just ask students to read any more. I divide reading texts into parts. For instance, if there is a passage about nature, I copy it into a tree-shape paper or prepare practical mini-books. Students also do it⁵¹⁵”.

4.7.3.1.2 Enhanced Activity and Lesson Designs

Similar to the trainers’ learning points previously presented in the results of RQ1, the teacher trainers drew on the content of their lessons in the training program to better their language teaching practices in the post-training teaching period. They talked about their changed teaching in relation to the significance of objectives, different lesson designs, employing reflective practices with learners, and sparing time for warm-up activities.

To begin with, the teacher trainers particularly mentioned how their teaching started to mainly revolve around the instructional objectives, which they previously ignored. They frankly talked about their previous teaching experiences, which were mostly based on covering the coursebook. However, after their teacher training duty, they adopted objective-based teaching rather than coursebook-focused one. For example, Sultan Hoca told that she no longer taught the page. Rather, she executed her lessons according to instructional objectives and skipped some parts in the course book: “Sometimes I skip some units as I ‘don’t teach the page’. I learned to design lessons to objectives. The same activity yields the same objective. I can’t see students’

different skills. I don't follow the book page by page⁵¹⁶". Quite similarly, Emine Hoca also used to cover the course book before being a teacher trainer. However, afterwards, she claimed that she designed more comprehensive lessons based on the objectives: "Before training teachers, I followed the course book directly. I prepared plans to books. After training teachers, I started to design more comprehensive lessons based on objectives. I put course books into a second place⁵¹⁷".

Secondly, the trainers referred to different lesson designs they made use of in their post-training teaching practices. For instance, Zehra Hoca told that she did alternative lesson planning besides the traditional form of pre-, while- and post-design: "After training, I experienced different lesson planning in English language teaching. I mean I always followed pre, while, post. I started to change the design. This contributed to my teaching greatly. It was very effective⁵¹⁸". In this sense, the trainers also highlighted certain activities as their improved teaching practices. As in alignment with the results of RQ1, the teacher trainers expressed that they started to make use of ice-breakers and warm ups. With this regard, Oya Hoca told that until she trained teachers, she was not aware of the significance of warmers in her lesson: "Until I offered training on it, I wasn't aware of its importance. First, you have to warm up students. I didn't use warmers earlier. Now, I definitely use it. This really affected my teaching⁵¹⁹". While Oya Hoca talked about the change in starting lessons, Onur Hoca reported a change in ending his lessons. He told that in the trainer training in the USA, he learned a reflective practice to evaluate one's own learning. He implemented this practice with his students: "I practiced reflection with my students after training. I asked my students to keep diaries and answer these three questions: How do you feel today? What helped your learning? What hindered your learning? After lessons, I read them⁵²⁰".

4.7.3.1.3 More-Informed Professional Development

Although the trainer group's teacher training duties continued, they also endeavored to develop professionally as a teacher after they returned to in-class teaching. As a consequence of the experience of training language teachers, the trainers reported that they have become more informed in their decisions about professional development and more conscious in their selection of professional development

means. For example, Gamze Hoca said that she raised awareness on the significance of reading the curriculum and following updates in teaching regulations: “Training teachers contributed to my profession in terms of studying the curriculum, what it is, what it entails and increasing consciousness about the necessity of following new teaching regulations⁵²¹”.

Concerning being selective in professional development ways, Sultan Hoca underscored her increased awareness of attending in-service training programs. She told that she previously used to apply for every INSET program offered regardless of its topic. However, now she makes more-informed decisions: “I keep growing consciously. I used to apply for every training regardless of its title just believing that it would be helpful as I worked in villages. After training, I started to make informed-choices. I became a conscious consumer⁵²²”. On the other hand, Zehra Hoca sought reflective professional development in her classroom. She told that she started to record her teaching and conduct some discourse level analysis on her lessons: “I started recording my lessons to see what kinds of questions I asked. I also started to pay attention to how I used my language at the discourse level. I started to reflect on my teaching⁵²³”.

4.7.3.1.4 Refined Assessment

Half of the trainers clearly expressed that they improved their assessment practices to a great extent. They unambiguously associated their higher quality assessment with the teacher training course they offered. They made honest remarks about their lack of familiarity with alternative assessments before their training job. Nevertheless, they stated that they enhanced their evaluation. They expressed their modifications in process-oriented assessment, preparing rubrics, peer assessment, and portfolio use.

Emine Hoca is one of the trainers who revised her testing by utilizing process-oriented assessment. She told that she had not been informed about process oriented assessment, she mainly used to assess students on their products: “I started using process-oriented testing rather than product-oriented one. I didn’t know about it. This is a real gain for me. I assess students based on communication not writing only. My style of assessment-evaluation changed a lot⁵²⁴”. Similarly, Gül Hoca honestly said

that she was not knowledgeable about alternative assessment earlier. She claimed that students are much happier with her portfolio and alternative assessment now:

I learned portfolio, how to use it, whether we use it. Alternative assessment became a part of my teaching life. There was no such a thing earlier. I used to utilize traditional testing, administer test, grade them and announce them. That was it. I saw that we came up with excuses for not doing alternative assessment but students are much happier with alternative testing. You could do Kahoot or use web tools as well. These could be also a means of testing.⁵²⁵

Pertaining to improved assessment practices, Sultan Hoca was more articulate. She elaborated on various dimensions of her prominent testing implementations. She started to make use of self- and peer-assessment in her teaching: “I am conducting peer-assessment very frequently. We have small plays. Students write their scripts and perform them. I give them rubrics before the tasks, they know the criteria earlier. They do both self- and peer-assessment⁵²⁶”. Furthermore, she told that after her training job, she began to prepare her rubric and share it with her students, which made the testing process more systematic:

I didn’t use to prepare rubrics. I mean I planned for a couple of questions but I learned that students need to see the points for each question earlier. This was actually one of the topics I told teachers. When I was back at school teaching, I utilized it. I mean I plan my criteria, students know before the task and make preparations accordingly. There are multiple systematic changes in my criteria now.⁵²⁷

Overall, after returning to in-class language teaching, the teacher trainers seemed to improve their ELT practices in many ways. They reported enhancement in their materials use, lesson design and implementations, professional development, and assessment. They associated their modifications with the teacher training experiences. They expressed this link by stating their earlier practices which seemed to be found insufficient by the trainers and expressing their superior current applications as a consequence of teacher training experiences.

4.7.3.2 Enriched Teacher Education

As presented in the current positions and duties section in detail, the teacher trainers widened the scope of their services in in-service teacher training. They involved with interdisciplinary teacher training, which means that they offer training for all teachers regardless of their subject fields. Moreover, four of them have taken up the role of trainer of trainers. In other words, they have trained teacher trainer

candidates among teachers. For Tolga Hoca, Gamze Hoca, Gül Hoca, and Betül Hoca, the trainer training program they taught was designed for English language teachers so that they could become a trainer on technology-enhanced language teaching. On the other hand, Zehra Hoca trained teacher trainer candidates across various disciplines for instructional design-based and international projects. What is common in these different levels of teacher training services is the fact that they perceived their previous experiences of training language teachers as a stepping stone to their current training experiences (please see particularly Gamze Hoca, Gül Hoca, Emine Hoca and Betül Hoca's current positions and duties). The trainers seemed to draw on the training skills they improved during the period of training language teachers, especially communication and presentation skills and adult knowledge, as displayed in the previous section. Therefore, this part will introduce the teacher trainers' enhanced teacher education practices with pre-service students and novice teachers, which they linked to their previous experiences of training language teachers.

4.7.3.2.1 Enriched Initial Teacher Education

As the previous sections presented, the participants' teacher training roles did not come to an end. They have carried on training teachers in different contexts and levels. They contribute to not only in-service teacher training but also initial teacher education. Aynur Hoca took up a new job at a university and became a university-based teacher educator. Aslı Hoca, Sultan Hoca, and Emine Hoca served novice teachers as mentor teachers. No matter in which contexts they contributed, they all expressed their higher quality training practices as a consequence of the experience of training language teachers. They asserted that they made use of reflective practices with teacher candidates. These reflective practices were reported to be gained in the process of training language teachers. Moreover, improved relationships with other parties and flexibility in teacher education were also linked to the experience of training language teachers. Since Aynur Hoca is a full-time teacher educator engaged with pre-service teacher education, firstly, her stated refined practices will be presented. Secondly, the other trainers' mentoring engagements will be displayed.

Aynur Hoca reported that she enriched the act of educating student teachers with her training skills. This implementation of training knowledge and skills can be

observed at many levels. For instance, at the classroom level, her students found her distinguished from the rest of the faculty due to her integration of training knowledge. She stated that unlike many instructors in the faculty, she allowed her students to use her mobile phones and tablets in the lesson as a resource. She could also use different alternative materials in her teaching:

My students say that I am different. Why? Because being a teacher trainer offered me a new focal point for how to educate adults, so for example the use of mobile phones is allowed in my classes. After eliciting a couple of answers from students, I ask them to check their smart phones. I can easily adapt to the new situations. Training affected me positively to use various materials going beyond standard ones.⁵²⁸

Moreover, she made use of jigsaw activities in her in-class teaching, which surprised her students: “For instance, I do group works. I can use jigsaw activities. Senior students are still amazed. I ask them whether they have practiced it earlier. They have never experienced jigsaw⁵²⁹”. She associated her flexibility in integrating such grouping activities into her teaching with her teacher training experience: “Being a trainer increased my readiness. I could easily make adaptations and groups can be surprised. This is very precious actually. I can definitely say that training improved my group and process management skills⁵³⁰”. In addition, she stated that she aimed to enable pre-service teachers to think out of box and be flexible. She specifically related her practice to the experience of training teachers claiming that before the training experience she conceptualized teaching as a fixed job, and she believed that her practices distinguished her in a good way from the rest of the faculty:

I can give different examples in classes and I think none of the faculty staff here can do it. I mean I give examples from my observations. For instance, a teacher assigns homework on natural disasters: “Read the text and answer the question”. Then I ask them to analyze that homework. “Is this suitable for every student? In which other ways can we observe that the students actually learn it? I mean let them prepare a model, a poster, ask questions about the text. It is okay to ask for summary. At least let them do a drama activity, a role-play about the disaster. Don’t these activities show that students have understood? For what purposes do you give homework? Please let them learn it, focus on enhancing their learning. Teachers don’t like the assignment, why? Because it is ugly, the format isn’t as they want. Is this the purpose? What is that you need to concentrate on? I mean, students submit the assignments but the format isn’t as you specified but there are signs that they actually learn it. What do you do to assess this?” I am trying to encourage them to say “Okay, I have a rubric but I can design one more”. I learned this from being a teacher trainer. Teaching was a fixed-patterned job for me. If you do this, good. If you do that, bad.⁵³¹

At the practicum level, she expressed that she integrated reflective practices, which she learned in training teachers into her supervision. For example, after

observing student teachers in practice teaching, she asked them to select three minutes and reflect on what they did, how students behaved, how they managed learning within this three-minute-period, and to justify the situation. She utilized this practice quite often, believing that three minutes could reflect student teachers' approaches and perceptions toward teaching. She further added that student teachers still failed to perform this task since they were not used to such activities: "After observing students' practice-teaching, I ask them to choose one three-minute-long working part in their lesson. But since they haven't experienced such a thing earlier, they just can't select that part, analyze their teaching process but they will⁵³²".

In the context of mentoring, Aslı Hoca worked for a year as a mentor teacher once. She guided a novice teacher who was in her initial year. She stated that she incorporated her reflective feedback form into her mentoring. She particularly drew on her training skills while observing the novice teacher: "The 'what I see and what I think' framework we learned in the USA worked well for me. I used it while observing the teacher candidate. I took notes of what she did, and how she could improve it⁵³³". Similarly, Emine Hoca also elaborated on her mentoring for student teachers who observed her classroom in the practicum context. From the beginning of her speech, she immediately related her mentoring practices to training language teachers: "I used all the techniques I learned from training in mentoring. Since I am a graduate of English language and literature, if they had asked me to do mentoring earlier, I couldn't have done anything. I didn't know anything⁵³⁴". She told that she utilized reflective practices with student teachers and explained them the purpose of their tasks assigned by their supervisors: "When I see student teachers' files, I tell them their supervisors' expectations upon analyzing it. I recommend them to get to know class, observe me, and keep a journal of their observations. I ask them to write my teaching⁵³⁵". She claimed that she was a good mentor teacher thanks to her teacher training skills: "I think I am a good mentor teacher. They also say so because I tell them what I learned from training teachers. In this sense, their supervisors are also very happy to work with me⁵³⁶". In addition, like Aslı Hoca, she also utilized the same feedback form, the 'what I see and what I think' framework, and she held post-teaching conferences with student teachers in which she encouraged and motivated them by her training skills: "I give them the feedback form I received from the USA to show how I'll evaluate them. Then,

I hold post-teaching conferences to learn their opinions for alternative teaching. I always encourage them. Training has positively affected my mentoring⁵³⁷”. While Aslı Hoca and Emine Hoca reported that they directly integrated their training skills and knowledge into mentoring, Sultan Hoca claimed that the training effect on her mentoring is indirect. She told that since she taught English in a more enriched way after the training, student teachers could witness her improved practices: “I have two mentees now. Since I reflect what I gained from training teachers in my classes, they observe it even I don’t specifically talk about it. They could benefit from it in this way⁵³⁸”.

All in all, the teacher trainers’ accounts illustrated that they drew on their teacher training skills in initial teacher education services. Either as a supervisor or as a mentor teacher, they reported that their practices were more reflective and encouraging for teacher candidates. They attributed their better practices to their previous teacher training knowledge and skills.

Overall, the analysis for the third research question indicated that the ending of the teacher trainers’ training job was abrupt and disappointing. Although they worked on an assignment basis, they were promised a permanent position as a teacher trainer with more comprehensive duties (e.g. observing classrooms and offering one-to-one consultation for teachers). With all the disillusionment and efforts to remind the ministry of their teacher training role, they returned to the schools or directorates where their positions originally belonged. Except for Ahmet Hoca (*DynEd* coordinator) and Aynur Hoca (University-based teacher educator), the rest taught English in class in different times, either immediately afterwards or later. Their accounts illustrated that their current in-class language teaching and assessment practices enhanced to a great extent thanks to their teacher training job.

On the other hand, over the course of time, apart from one trainer, Onur Hoca, they contributed to both initial teacher education and in-service teacher training in different contexts to different extents. In other words, their teacher training roles carried on. Sultan Hoca, Oya Hoca, and Aslı Hoca contributed to teacher training once in only one context. They either mentored teacher candidates or offered professional development seminars for their colleagues. Eight of them promoted teacher training in various contexts and multiple disciplines. Aynur Hoca became a university-based

teacher educator who enriched her practices based on training skills and knowledge. The rest continued to improve themselves as a teacher trainer, and four of them took up the job of a trainer of trainers. They offered trainer training programs for teachers not only for language teachers but also for science, math and other teachers within different disciplines such as technology-integrated teaching, alternative design-based teaching, and international interdisciplinary projects. All of them stated that their previous experience of training language teachers was a cornerstone for their improved teacher training practices.



CHAPTER 5

DISCUSSION AND CONCLUSION

This study primarily aimed to investigate how English language teacher trainers constructed their trainer identities in Turkish INSET context. While doing so, it explored how the trainers described their experiences of training language teachers and how their professional identities emerged in relation to the following five identity constructs: 1) motivation and aspiration, 2) job description, 3) knowledge and expertise, 4) the personal in the job, and 5) group affinity. Since the trainer group who participated in this study do not practice any longer teacher training in the same context the study displayed, their post-teacher training experiences were also examined. This chapter, firstly, presents the discussion of the results in relation to the literature of teacher educator professional identity and INSET in Turkey. The discussion is presented in the order of research questions. Secondly, the chapter concludes by stating the limitations of the study and offering implications for practice and research.

5.1 Discussion on Teacher Trainers' Descriptions of Training Language Teachers

The investigation of how language teacher trainers made sense of the experience of training teachers was of great significance since the way they described these experiences offered a preview of their professional identity development. In this sense, the results of the first research question “How do English language teacher trainers describe the experience of training language teachers?” indicated the dynamic nature of the experience and teacher trainer professional identity, which can be traced at two levels. Firstly, the trainers' descriptions are very much connected to the professional identity lenses: their motivations, job portrait, knowledge bases,

emotionality, and sense of community in their new job. Therefore, some of the discussions will be presented in detail in the following parts. Secondly, the five main categories of their experience descriptions are enormously interrelated.

The teacher trainers described their teacher training experiences in five prominent ways: teacher training as 1) a progressive and educating process, 2) a rewarding job full of enjoyment, 3) self-transformation, 4) cooperation with academics, and 5) a duty requiring efforts and responsibility. As the results chapter displayed, these defining categories were significantly related to each other. For instance, the trainers conceptualized the experience as very satisfactory (category 2: a rewarding job) because these experiences enabled them to learn within a community (category 1: an educating process) and with the guidance of experienced teacher educators (category 4: cooperation with academics). This indicated the dynamic feature of the job of training teachers because learning lies at the heart of the business of teaching of all sorts as the common aim and teacher trainers are lifelong learners (Fransson et al., 2009; Holme et al., 2016). In this regard, it is quite natural to find out that the trainers primarily described their experiences as a progressive and educating process. The progressive aspect as both growth and add-on was perfectly in line with the trainers' professional goals and metaphors generated to describe the job, which will be discussed later. Similarly, trainers' tremendous emphasis on their learning will appear in each identity lens discussion: becoming, doing, knowing, being, and belonging because continuous professional learning was one of the pillars of their identity development as teacher trainers. However, certain concepts deserve an introductory discussion in this part.

The trainers' focus on the educative aspect of the experience primarily highlighted the significance of learning in the community along with other colleagues. One third of their descriptions related to the educative aspect (29/85) was on learning with and from other trainers. Although this perspective will frequently reoccur in relation to identity development, the trainers' overemphasis on learning communities might be related to the fact that becoming a part of professional learning community offered them an opportunity to develop their knowledge and practice not only in teacher training but also in language teaching. Considering that some of the trainers were not graduates of an ELT department, trainers' attention to learning new contents

in language teaching and seeing the experience as a form of a higher education degree further increased the prominence of the educative perspective. Trainers' articulate expressions about their gains in terms of instructional and ELT practices can be a sign of their identity development as an expert in language teaching. Apart from trainers' learning in the pedagogy of teacher training which will be discussed in becoming and knowing parts, their knowledge in language teaching expanded as a result of their training experiences and further strengthened their expert identities. Similar findings were also reported with regard to the development of school-based teacher educators who taught student teachers and led professional development seminars in their own school contexts via dual roles (White, 2014; White et al., 2015). These teacher educators were reported to express positive impacts of teacher training on their professional expertise through the improvements of practices in interactive activities, lesson planning, assessment, and development of self-confidence and awareness.

Secondarily, the trainers described the experience of training language teachers as a rewarding job full of enjoyment. Since the issue of professional satisfaction is a part of their professional identity, most of the topics will be discussed in the lens of being a teacher trainer. For example, academics and participant teachers' appreciation of trainer practices is one of the building blocks of teacher trainer identity construction, which is part of becoming and being a teacher trainer. On the other hand, the act of calling the experience as full of professional fulfillment was quite related to their self-belief that they were actually successful at their new job. As the trainers narrated, witnessing teachers' change or their implementation of trainer suggestions seemed to contribute to their self-esteem and self-worth as a teacher trainer (Izadinia, 2014). Positive self-review in terms of satisfactorily performing the job further drove them to regard the experience as the dream job, or the best days of their lives. All these professional satisfaction-laden descriptions supported the proposition that regardless of the degree of challenge, responsibility, or effort, the business of training teachers is full of rewards and enjoyment which keep the community of teacher trainers committed to their job (Amott, 2018; Hadar & Brody, 2018; Margolis & Deuel, 2009; Murray, 2016; Murray et al., 2009; Swennen et al., 2009; Vanassche & Kelchtermans, 2016).

Among the professional fulfilment elements, the teacher trainers interpreted having a multiplier effect on the educational structure as an important source of satisfaction. They adamantly stated that either affecting student outcome positively or enabling teachers to change their language teaching practices was loaded with rewards. They clearly expressed the fulfillment out of the notion of multiplier effect. On the other hand, the research on teacher education interpreted the multiplier effect (i.e., affecting the unseen children of student/practicing teachers) as either “obligations”, “moral purpose”, “the ethical basis” (Hamilton et al., 2016, p. 185), a kind of responsibility which “makes the work of teacher educators socially complex” (Swennen et al., 2009, p. 93), or “a *double commitment*” (Ben-Peretz et al., 2010, p. 118). While all these terms highlighted the seriousness or relatively unfavorable aspect of the job of teacher education in the context of initial teacher education, the trainers in the study interpreted it as a positive reinforcing element of their job in the INSET context. Such an interpretation may be linked to the idea that being a school teacher after a certain amount of time is considered to be in a vicious cycle as some of the trainers raised it.

The trainers also regarded the experience of training language teachers as self-transformation. They succinctly expressed changes, transformation, even evolution in their perspectives about language teaching, learning, in addition to emphasizing their self-actualization and breakthrough, and improved personality as a result of training language teachers. The trainers’ emphasis on increased awareness and confidence as a consequence of investment in theories was similar to school-based teacher educators’ personal development (White, 2014; White et al., 2015). It was reported that the educators’ expanded expert identity enabled them to feel self-confident about knowledge. In this dissertation, some of the trainers referred to their self-actualization or breakthrough in this process within the discourse of an evolution. They claimed that they found themselves, or achieved self-actualization. Such expressions were in line with the findings of Clemans et al. (2010) and Holme et al. (2016). The teacher educators in Clemans et al. (2010) were noted to find themselves in the job after losing themselves by their teacher colleagues’ undermining efforts in the professional development seminars. Holme et al. (2016) suggested that teachers who were already willing to reinvent themselves personally and professionally considered teacher

education to be an opportunity for their self-exploration. Similarly, teacher trainers' all change-related expressions and processes seemed to be the consequences of their growth in their knowledge and expertise, which Murray (2016) presented as a feature peculiar to teacher education. She claimed that certain expressions such as "‘reforming’, ‘re-defining’, ‘re-constructing’, ‘restructuring’ and even ‘re-packaging’ but all transformations of some sort" (p. 63) were utilized to describe the transition from teaching to teacher education, in order to emphasize teacher educators' change and growth.

Another way of describing the experience of training language teachers was referring to it as cooperation with academics, i.e. experienced teacher educators. Similar to the previous points of discussion, this will also be immensely discussed in becoming, doing and belonging lenses of professional identity. Nevertheless, the recurrent mentions of academics as collaborative partners in teacher training seemed to contribute to the trainers' sense of accomplishment in this experience. Through best/acclaimed academics' involvement, their support in familial terms via day/night consultation, and their being a source of inspiration and motivation, the trainers upgraded their job and sense of self-worth. Teacher education in academia may not be considered prestigious or teacher educators may not be regarded as real academics or researchers in most part of the world (Davey, 2013). However, from the trainers' perspectives, the occasion of working with academics of teacher education, learning from them, and having an acquaintance with them was very exclusive and thereby, very much appreciated. They frequently emphasized their constant interactions with the experienced. This actually enabled the trainers to learn from them and become a part of professional community. As situated learning theory asserts, learning takes in (in)formal workplace communities when newcomers have a chance to interact with the experienced (Lave & Wenger, 1991). Listening to the seasoned educators' experiences or being listened to and appreciated by them seemed to facilitate these teacher trainers' inclusion and participation in the group of teacher educators. What really stood out in teacher trainers' accounts of the experience in terms of cooperation with academics was the support and consultation offered by the experienced along the process of teacher training. The trainers enormously appreciated the academics' involvement and encouragement, which was believed to be one of the reasons for their

successful practices. While the support provided for the development of novice trainers was well-acclaimed (Boyd & Harris, 2010; Hökka et al., 2017; Izadinia, 2014; MacPhail et al., 2019; White, 2014), the beginner educators' chance of interacting with the experienced was noted to be very slim. For instance, Boyd and Harris (2010) and Hökka et al. (2017) argued that the close physical location and appropriate time arrangement for such gatherings were quite significant to promote effective collaborative engagements and form shared learning environments in which novice educators encounter the seasoned. Similarly, the researchers also claimed the scarcity of collaborative learning platforms for educators (Boyd & Harris, 2010; MacPhail et al., 2019). For example, the teacher educators (Boyd & Harris, 2010) were noted to be reluctant to ask for advice from the experienced educators as they thought that the elderly professionals were already on a tight schedule and seeking help from them may give way to losing their credibility as appearing needy novice educators. On the other hand, the participants in this dissertation did not feel hesitant to ask for suggestions from the experienced academics. Quite the contrary, they made use of all the physical, spatial, and interpersonal closeness (familial term descriptions) to interact with them. It might be their willingness to expand their knowledge and expertise in the job of training teachers that drove them to fully cooperate with academics.

The only issue the trainers raised as a form of challenge in their descriptions of training experience was the necessity of efforts and responsibility to perform the job successfully. Its weight compared to the previous four aspects was very low, which further suggests that the trainers frequently described the experience in positive terms. In this context, the trainers mentioned that commitment and sensitivity to the need for teacher training were important factors in offering INSET. In that sense, the trainers should possess "moralistic stances" as Margolis and Deuel (2009, p. 272) found out in their studies investigating five teacher leaders' motivations, meaning and approaches to teacher leadership. They displayed that teacher leaders were intrinsically driven to lead teachers based on some moral imperatives such as equity, sharing and helping more. In this regard, sensitivity and responsibility towards teachers' professional development became one of the definitional aspects of the teacher training job for these teacher trainers.

5.2 Discussion on Teacher Trainer Professional Identity: Motivation and Aspiration

As it is seen in the findings, becoming a teacher trainer was multifaceted and marked by multiple issues such as their previous professional careers, their engagement with the job of training teachers, their decision making, the trainer training they received and their first experiences in this new role.

With regard to career histories of teacher educators, Davey (2013) categorized two distinctive routes to teacher education: 1) the academic pathway and 2) the practitioner pathway. One becomes a teacher educator through higher education or doctoral studies in the academic way. On the other hand, the practitioner pathway suggests that teachers take up an educator position in teacher training institutes due to their experience or success as a school teacher. The research has found that the practitioner pathway is the common track to work as a teacher educator, which indicates that teachers become teacher educators mostly without any academic engagement after spending many years on school teaching (Davey, 2013; Kelchtermans et al., 2018; Mayer et al., 2011; Murray, 2016; Murray & Male, 2005; Murray et al., 2011). Similarly, the participants in this study became teacher trainers because of their state school experience as teachers. This means that they followed straight the practitioner pathway towards teacher training. However, half of them already completed master's degrees or were engaged with doctoral studies when they first took part in teacher training in this context. Therefore, it could be argued that for half of the trainers, this was the practitioner pathway converged with the academic way.

Another significant constructive element in teacher trainers' becoming phase was their previous teacher training engagements. Nine out of 12 trainers in this study had contributed to teacher training of both pre-service and practicing teachers within different contexts to varying degrees before taking up a trainer position in the context of the dissertation. Their former services initiated their involvement in teacher training. Only three teacher trainers did not previously train other teachers. However, their renown in their cities as accomplished teachers made it possible for them to become trainers. Except for one trainer, the rest were called to attend the trainer training phase on obligation. In other words, they officially had to be present at the trainer training,

otherwise they would have had to formally state excuses for absence. Despite this compulsory call, they willingly continued to participate in the series of trainer training. This suggested that they consciously chose the job of teacher training. Even for some teacher trainers, this was a dream job they pursued over the course of their teaching career. Therefore, their career as teacher trainers was not serendipitous as Mayer et al. (2011) put forward. These researchers claimed that teacher educators had accidental careers, and happened to train teacher by chance. However, as Murray (2016) asserted, even though the beginning of their career might be based on the factor of chance, teacher educators make conscious choices to serve as educators, which is quite the same with the trainers of this study. In addition, the trainers' former teacher training works functioned as a sort of "anticipatory socialization activities" (Murray & Male, 2005, p. 135) which relatively smoothed their transition from school teaching to teacher training.

What tremendously characterized the participants' process of becoming a teacher trainer was the trainer training phase designed by the ministry within the cascade model. The trainer training period was immensely appreciated by the participants, and the presence of such a trainer training period had a special role in the trainers' professional development in numerous ways. Firstly, especially the first two training sessions expanded their subject knowledge, which is English language teaching. In this way, their expertise in the field was reinforced. Secondly, trainers' learning in the preparation phase contributed to their conceptualization of the pedagogy of teacher training. They particularly highlighted the significance of the sessions on how to organize workshops for language teachers. In a way, such training facilitated the development of second-order pedagogy (Murray & Male, 2005). Although it may seem limited and their professional learning continued during the course of teacher training, the trainer training period refrained the participants from fully experiencing the 'expert become novice' situation (Murray & Male, 2005). The trainers did not feel "new", "thrown in at the deep end" or "in the dark" (Boyd & Harris, 2010, p. 13) in relation to how to teach adults (i.e., teaching content or training strategies). To the contrary, as in their expressions, they were "not fish out of water", but quite knowledgeable about the content and the procedure of training language teachers.

Through the trainer training, teacher trainers boosted self-confidence to effectively lead training sessions. This is also reflected in White (2014). In the context of school-based teacher education, she reported that teacher educator candidates' confidence increased by receiving preparation for the upcoming role. In the context of the present study, the participants' expanded self-confidence and boosted-ego were also related to the fact that they were assessed and able to pass through the exams administered at the end of each training session. The issue of assessing and electing is also remarkable to illustrate the trainers' perseverance to become teacher trainers. As their accounts displayed, although more than 100 teachers attended the first trainer training, nearly 30 teachers made it through the end. Besides, they could have given up on it as some of the teachers did. However, they persistently attended the training sessions. In this sense, their perseverance over the course of trainer training could be interpreted as part of their professional agency since these teacher trainers acted intentionally, exercised control and had an effect on their professional development and identity (Hökka et al., 2017).

Above all, the contribution of trainer training to the emergence of professional identity of teacher trainers can be discussed in relation to the significance of community, participation, and interaction with the old-timers (Boyd & Harris, 2010; Dinkelman et al., 2006; Fransson et al., 2009; Hamilton et al., 2016; Izadinia, 2014; MacPhail et al., 2019; McKeon & Harrison, 2010; Swennen et al., 2010; White, 2013; White, 2014; Williams & Ritter, 2010). As discussed in the trainers' description of the experience of training language teachers, the academics- experienced teacher educators- were involved in the project from the trainer training phase to the end of the project, accompanying the trainers' services across the country. During the trainer training, the experienced teacher educators in a way provided mentoring to these teacher trainers. The trainers' expressions illustrated that the academics worked with them one-to-one, and shared their knowledge, activities, methods, and materials with them. All these cooperative practices contributed to the development of (in)formal learning communities where the novice teacher trainers listened to the senior educators' advice, suggestions and accumulated experiences. In this way, they were able to establish professional bonds with the experienced peers, and they learned teacher training in a supportive collegial environment. In this fruitful learning-focused

collaboration, the academics functioned as role models (Boyd & Harris, 2010; Swennen et al., 2010) via which the candidates could base their emerging identities as teacher trainers. As Swennen et al. (2010) claimed, “teacher educators are in need of role models, expert teacher educators who show them what it means to be a good teacher educator and support them in becoming second-order teachers” (p. 146). The participants’ accounts vividly illustrated how they looked up to the academics, and took them as their role models so that they could learn how to approach adults.

These role models also played a crucial role in teacher trainers’ creating a sense of self-esteem and self-worth in their identification with the new job (Izadinia, 2014; White, 2014). By calling the trainers “*crème de la crème*”, the academics encouraged and appreciated the candidates along the way of learning how to train teachers. They accelerated the trainers’ process of self-categorization with the professional group of teacher educators/ trainers since “the groups’ approval and acceptance of the individual’s role increase feelings of self-worth, self-esteem and self-efficacy and lead to self-verification” (Izadinia, 2014, p. 432). In other words, the trainers began to feel accepted into the teacher trainer community, which was conducive to the sense of belonging for the trainers (This will be discussed in the group affinity part). In this sense, the trainer training phase played the role of induction which was reported to be missing in literature in relation to the identity development of teacher educators (Hamilton et al., 2016; Izadinia, 2014; McKeon & Harrison, 2010). Via receiving training from multiple academics and trainers from the British Council and the American Embassy, they were introduced to the communities of practice (Wenger, 1998). As the other identity phases illustrated, the trainers always worked with the experienced teacher educators and trainers, which implied that their participation in these learning communities was continuous and influenced their trainer identity construction to a great extent (This will be discussed in the job description and group affinity parts). As the previous research shows (Clemans et al., 2010; Izadinia, 2014; Swennen et al., 2010), not knowing how to interact with the senior educators leads to a sense of loneliness and a lack of belonging. However, the trainer training the participants received eliminated the feeling of isolation; quite the contrary, it built a sense of community and togetherness.

Overall, the trainer training the participants received promoted a smooth transition for their new roles as teachers of teachers. They expanded their ELT knowledge and learned about teacher training. The process of election over the course of trainings enhanced their ego and confidence as trainer candidates. In addition, their references to being selected suggested that they were perseverant, willing to do this job and relatively competent enough to perform as a trainer. As in the descriptions of the experience of training language teachers, academics' involvement, motivating encouragement and praise contributed to the smooth transition from teaching to training, which eased the process of becoming a teacher trainer.

Although the trainers went through trainer training which was full of learning, collaboration, and support, they still had concerns about their self-images as trainers in their first practices. They were intimidated by the fear of failure or the possibility of participant teachers' challenging their knowledge or authority as the trainer, which put them into a certain degree of trouble. Clemans et al. (2010) called this situation as *impostorship*, and claimed that novice teacher educators have the notion that they have taken up "false identities" (p. 216) that might be easily figured out. Therefore, they need to convince themselves that they are competent enough to lead teachers and overcome their doubts. In this regard, while some of the trainers experienced this *impostorship* syndrome, the other trainers were quite confident about their future roles counting on their trainer training and previous experiences either in teacher training or with adult learners. Although the trainers reported that they enormously drew on the trainer training, it seems that they also benefitted from and depended on their previous experiences earlier to the job of teacher training. In this sense, Olsen and Buchanan (2017) discussed that in the absence of a common preparation base, teacher educators were more likely to be influenced by their personal histories, and educational studies. However, even after the active participation in some sorts of induction programs, the influences of the previous teaching experiences cannot be denied as the trainers' expressions displayed. It could be argued that regardless of the presence/absence of a preparation base, the previous experiences are too powerful to be ignored in teacher trainers' professional development.

The concept which appeared in every lens of professional identity of teacher trainers is the issue of credibility. The trainers' endless efforts to prove their worth as

the teacher trainer began in their first training experiences. In this regard, they resorted to certain strategies to persuade their audience that they were qualified enough to train them, i.e. referring to trainer training, academic engagements, previous English language teaching careers, particularly dwelling on the experiences under difficult circumstances and bringing their students' productions or artifacts to the training sessions to convey the success of their teaching abilities. The trainers' perceived urgent need to claim their credibility from the very early sessions can be explained by O'Dwyer and Atli's (2015) proposition. The researchers stated that when the trainers and trainees in the context of INSET share similar students and can be considered colleagues, the trainers feel the need to maintain their professional credibility on a day-to-day basis. The efforts for trainer credibility were also evident in the context of teacher leading. Margolis (2012), Margolis and Doring (2013), and Margolis and Deuel (2009) illustrated that when the leaders (trainers) referred to their own teaching experiences, difficulties they experienced in pupil teaching, and showing student works, teachers were convinced of the usefulness and worth of the sessions, "let down their guard" (Margolis & Doring, 2013, p. 194), and became more approachable and receptive. In this sense, the results were in alignment with the suggestion that the message of 'I have been there' was quite useful for trainers.

On the other hand, Murray et al. (2011) suggested that clinging on to teacher identity and knowledge is strategically used by teacher educators in the academy-based initial teacher education to indicate that they were not from ivory towers, or distant from the reality of school life. In this line of thought, academic engagement is interpreted as not really close to classroom teaching and it has to be compensated by the presence of actual pupil teaching. Yet, the present study also showed that for some trainers, the message of being engaged with academy, and higher education (i.e., pursuing a doctoral degree) was a source to establish their credibility and signal that they were worthy of listening to. This might be related to the context of INSET in which the students of the training are practicing teachers who claim to be colleagues to the trainer and share more or less similar profiles of pupils (O'Dwyer & Atli, 2015). Therefore, further academic degrees were seen as a means of additional upgrade in INSET contexts.

In addition to figuring out the ways of credibility establishing as a teacher trainer, the trainers' first practices were marked by the continued collegiality of academics, experienced teacher educators, and the welcoming attitudes of the participant teachers of INSETs. In other words, the trainers were recognized by the other significant social parties in the beginning of their career as teacher trainers. As White (2014), and Vanassche and Kelchtermans (2016) proposed, receiving positive feedback from the students of the teacher education and the perceived success of the sessions contributed to the educators' strong self-esteem and self-belief in their professional capacity to deal with the upcoming challenges. In this connection, the trainers' positive self-review enabled them to maintain their job. With regard to this, the emerging professional identity of teacher trainers was regarded as "something that they can use to make sense of themselves in relation to other people, and to the contexts in which they operate" (Attard Tonna & Bugeja, 2018, p. 12). Their trainer identity was formed by not only the meanings they attributed to themselves but also the meanings attached by the students of their sessions and their senior colleagues who further encouraged them in their paths of becoming teacher trainers.

Overall, the research on teacher educator professional identity indicates that teacher educators experience identity shock (Davey, 2013), anxiety and challenges in multiple issues while developing researcher and academic identity (Boyd & Harris, 2010; Izadinia, 2014; Murray, 2016; Murray & Male, 2005), sense of loneliness and isolation (Dinkelman et al., 2006; Izadinia, 2014; Murray, 2016; Williams & Ritter, 2010) as a result of a lack of an induction or preparation program. Therefore, it was reported that they cling to their strong and accomplished teacher identity (Boyd & Harris, 2010; Izadinia, 2014; Murray, 2016; Murray & Male, 2005). However, the trainers in this study received a considerable amount of professional scaffolding and support, which enabled them to professionally prepare for the job, interact with senior teacher educators in the field, develop a sense of belonging to the trainer community, initially develop the pedagogy of teacher training, and gradually embrace their trainer identity without major issues.

5.3 Discussion on Teacher Trainer Professional Identity: Job Description

The findings about teacher trainers' performing the job illustrated one very significant building block of professional identity development: context matters. As Hamilton et al. (2016) and MacPhail et al. (2019) argued, contextual, cultural, and national differences shape identity and have a drastic impact on the manner teacher educators perceive their task, work and positions. In this sense, the context- in-service teacher training for state school English language teachers in Turkey- seemed to have an influence on the ways teacher trainers 1) named their job and themselves, 2) conceptualized their professional goals, and 3) described the details of their daily-weekly duties. By this way, the results illustrated the intricately interwoven nature of context and professional identity construction once more. With regard to the enacted identity in terms of job description, the results emphasized three significant points: 1) the titles assigned to the trainers, and their official positions, 2) their perceived goals of being a teacher trainer, and 3) training teachers as "selling ice to an Eskimo" in the discourse of sharing, collaboration and exchange of experiences.

The literature on teacher educators mostly discussed the issues of naming and being named in the context of university-based initial teacher education (Davey, 2013; Murray & Male, 2005; Pinnegar & Hamilton, 2015). It was discussed that the term teacher educator does not hold a prestigious label in academy, and teacher educators prefer not to be identified with the job of teacher education as it is generally used to position teacher educators "less than real academics and professors intellectually and socially" (Pinnegar & Hamilton, 2015, p. 26). It is further asserted that when public schools and districts label academics as teacher educators, they position the educators' knowledge as irrelevant, or distant from real life. Similarly, in the context of school-based teacher education, teacher educators holding dual roles of both teaching pupils and educating teachers were also reported to be reluctant to be called teacher educators, or teacher tutors (White, 2014; White et al., 2015). However, in the context of this dissertation which is in-service teacher training organized by the MoNE, the participants enjoyed being named as 'teacher trainers' regarding the job as a more distinguished position (please see RQ1 results-teacher training as dream job). As Pinnegar and Hamilton (2015) claimed, being named and naming oneself a certain title is the beginning of identity-formation. In this sense, the participants' identifying

themselves as teacher trainers seemed to contribute to their professional identity construction positively. What really problematized the trainers' situation in terms of being named was the titles assigned to them. Although in Turkish INSET context teacher trainers had been known as "formateurs", this group of trainers began to be called "eğiticilerin eğiticisi-trainers of the trainers". The group agreed on the fact that both terms had its own problematic issues in terms of conveying what their job entailed. Yet, while some of the trainers embraced the former title, others claimed for the latter. In this sense, as argued "naming practices and the giving and taking up of names across institutional and cultural contexts is not a straightforward process" (Pinnegar & Hamilton, 2015, p. 24). It is evident that the trainers' agency played a crucial role in either embracing the name or resisting it. While some of them preferred to introduce themselves with a name with a historical and social background, some of them associated themselves with the new term. Although Pinnegar and Hamilton (2015) discussed the multiplicity of the terms in relation to university based teacher educators, the in-service teacher educators also had their unique challenges regarding the diversity of assigned names.

As the results of RQ1 vividly suggested, the trainers' accounts of academics' cooperation (experienced teacher educators) in terms of familial and team-work discourse indicated the emergence of trainers' affinity identity and discourse identity (Gee, 2000) in taking up the name of teacher trainers. However, as the signal of institutional identity, the title of "eğiticilerin eğiticisi/trainers of the trainers" appeared to carry a couple of problems. In addition to its lacking the history associated with it in the community of teachers, the name was assigned to the group by the Board of Education who initiated and ran the project. The participants were not recognized as teacher trainers by the rest of the MoNE divisions such as the provincial or district directorates. As the participants frequently dwelled on, the more confusing aspect of all is the fact that their official status did not change at all. Their positions remained the same as a teacher. Therefore, the issue of titles was a quite a crucial issue for the trainers in terms of their job portrait. On the other hand, despite all the confusions and the lack of an official status as a teacher trainer, it might be the teacher trainer roles that actually meant to them rather than the exact assigned title as their commitment to the job for over two years implied. As their responses in the RQ1 suggested, they found

a tremendous amount of professional fulfillment in performing the job and they interpreted the job as a cognitive or psychological promotion despite the absence of an official financial one. These factors are likely to have assisted them in overcoming this name struggle. This resonates with the case of teacher leaders as well (Margolis & Deuel, 2009). When asked what motivated them to become a teacher leader, the leaders reported that they attached importance to the roles of the job rather than the title, and they even preferred to be called “former participant” or “consultant” (p. 276).

Examining teacher educators’ goals and commitments is vital to any understanding of their professionalism; overlooking their objectives only offers an erroneous conceptualization (Vanassche & Kelchtermans, 2016). In addition, neglecting their inner motivations and guiding principles displays a flawed perspective of enacted identity. Hence, how the teacher trainers positioned themselves in relation to their professional goals suggested very insightful clues for their professional identity development. The trainers’ self-actualization as their primary aim is intricately interwoven with their metaphors of teacher training, which was expressed in terms of taking up journeys and constant evolving. The literature provides varying perspectives for the order of professional goals. For instance, for teacher leaders, professional growth was listed as second following the desire to improve learning environments for both students and teachers (Margolis & Deuel, 2009). On the other hand, school-based teacher educators and university-based teacher educators succinctly prioritized their professional learning as their goals (Holme et al., 2016; White et al., 2015). Holme et al. (2016) further asserted that the educators’ desire to seek opportunities for reinventing themselves both personally and professionally was “a driver for change, rather than a result of change” (p. 345). In addition, the educators’ efforts for continuous development were also emphasized as one of the main factors for involving in teacher education. Similarly, White et al. (2015) also indicated that school-based teacher educators found the job engaging and personally motivating in the first place, which means that they attached importance to their professional gains in educating teachers. With regard to professional goals, the teacher trainers in this study can then be claimed to show similarities to university-based and school-based teacher educators rather than teacher leaders by prioritizing their personal gains and professional learning over the course of training teachers.

In connection with the professional goal of contributing to teacher growth, O'Dwyer and Atli (2015) asserted that in-service teacher educators' goals show variety depending on the context, model and the focus in which they operate. Since it was the in-service teacher training context which had the primary aim of introducing a new curriculum, the trainers' stated professional aims revolved around challenging and altering the current practices of English language teachers in their instruction across the country rather than replicating the already existing methodology (Graves, 2009). Their expressions regarding the nation-wise aims conveyed their endeavors to change the current undesirable language teaching practices which were noted, by the trainers, to yield a huge number of complaints from every stakeholder. They even conceptualized the process of fixing the current status as attending a funeral and taking care of the burying process. Their overemphasis on initiating a process of change in ELT instruction or teachers manifested the trainers as leaders who would serve for directing teachers in the desirable ways and displaying the conditions for them to be the part of that change. Similar results are also found in Attard Tonna and Bugeja (2018). The trainers aiming for improving student outcomes in the nation-wide curriculum development process in Malta were also noted to take up leadership roles and empower other teachers.

In line with the new curriculum, the trainers' goals to improve students' language outcome in terms of increasing their competency in communicating in English can be interpreted as "larger *moral imperatives* connected to a perceived need to create better learning environments for both teachers and students" (Margolis & Deuel, 2009, p. 271). As the trainers commonly underlined, they already believed in the utility of CLT. In this way, their goals were directed by their moral beliefs in what is right in language teaching. In this sense, it could be argued that their goal is a mediational one (Perry & Boylan, 2017) rather than directly teaching students in the light of what they considered to be right (i.e. methodologically following a communicative approach in language teaching). This intermediate aim is actually the result of their job, the nature of which is second-order (Murray & Male, 2005). They functioned as a bridge between the policy makers, language teachers and even their students in the educational structure. By showing the feasibility, desirability and implementation of more communicative language teaching to teachers, the trainers

aimed to “make the reforms more teacher-friendly, and the teachers more friendly to reform” (Margolis, 2012, p. 311) similar to the roles of teacher leaders working on school reform efforts. By positioning themselves as the initiators of both national and individual teacher change, the teacher trainers attributed a heroic and missionary purpose to their new identity. They assumed a more powerful and influential role in teacher learning.

With regard to the professional tasks teacher trainers took up, the trainers mainly dwelled on teaching-training sessions. This was quite natural since as Murray (2008, as cited in McKeon & Harrison, 2010, p. 36) claimed, teaching is the “anchor of professional identity” of teacher educators. However, it is noteworthy that they mentioned what they did not do before starting to talk about their job specifics, i.e. not educating teachers and not assessing teacher linguistic competency or teaching proficiency. In this sense, the context of in-service teacher training perceived by the trainers can be limited to certain roles and performances. For instance, following the difference between training and education (Richards, 2008), most of them claimed that they did not educate teachers as they were already-educated, officially-appointed language teachers. This feature of the students of INSET seemed to impact the trainers’ professional tasks to a great extent. In this regard, they reported that they did not assess teachers’ language proficiency or teachings skills like an administrator does. The fact that the attendance in the training sessions was compulsory for teachers and the INSET was organized by the ministry may have led teachers to view trainers as a sort of assessor. However, the trainers did not occupy such a position. In fact, they claimed that such a view made their job even harder to engage teachers in the sessions. Therefore, they always felt obliged to express that they would not evaluate their language and teaching skills. This was in line with the dilemmas teacher leaders went through as well. Similarly, teacher leaders also felt the need to express that they were not in an administrative role, they were aiming to facilitate a collaboration among teachers, not fear (Margolis, 2012).

In terms of their in-class training sessions, the trainers elaborated on multiple issues. Firstly, they talked about how much time they spared for preparation. They stated that they were revising their training each week to serve better. Similarly, novice teacher educators were also noted to put a lot of effort for preparation not least because

they were new in the job, but they would also like to perform their job well (Swennen et al., 2009). Secondly, the trainers reported that they were not alone in their sessions; they were co-teaching with other trainers or experienced teacher educators, academics. This team-teaching enabled the trainers to observe other training practices, and consequently enhanced the quality of their training. Although it was claimed that team teaching and working with an appointed mentor teacher was rare for teacher educators (MacPhail et al., 2019) and professional development facilitators (Perry & Boylan, 2017), the teacher trainers in this context enjoyed and appreciated every blessing of team work. In this sense, the results are in align with the research (Amott, 2018; Attard Tonna & Bugeja, 2018; Boyd & Harris, 2010; Izadinia, 2014; MacPhail et al., 2019; Pereira et al., 2015; Perry & Boylan, 2017; Swennen et al., 2009; White, 2014) which states that peer learning, learning in the community of practitioners, observing experienced teacher educators as role models, and being in the supportive collaborative community enable teacher educators to develop their own pedagogy of teacher education practices and assist them in constructing professional identities.

In relation to the mode of the training sessions, the trainers not only delivered courses on the topics via lectures but also organized more collaborative, supportive activities via hands-on tasks. They especially underlined the importance of workshop sessions in terms of motivating teachers and convincing them to try out communicative language teaching. Actually, such an approach to teaching teachers was significantly intertwined with the profile of the students of in-service teacher training. The fact that the audience was already knowledgeable and experienced about language teaching seemed to vastly mark the trainers' enacted identities.

To begin with, they elaborated on the job in the discourse of "selling ice to an Eskimo", "dusting", "sharing", "collaborative work", and "exchange of experiences" by accentuating the significance of knowledge the participant teachers brought into the sessions. Teachers' expertise was regarded as another source of knowledge for trainer professional learning as well. The trainers strived to emphasize their position as equal to the participant teachers to engage them, and to create a collaborative atmosphere conducive to learning. The issue of sharing was also reflected in teacher leaders' work (Margolis, 2012; Margolis & Doring, 2013). In order for teachers to accept leaders and consider leadership fair, they utilized a sharing discourse, acknowledged teachers'

existing experiences, and referred to actual classroom teaching situations. In this way, they were considered insiders; otherwise, when the leaders were associated as “telling teachers what to do”, they were positioned as outsiders. In addition, this sharing discourse was also reported to increase the leaders’ credibility by convincing the teachers about the worth of the practices. This was reported to be a good way of saying “I have been there”.

In addition, the student profile of the in-service teacher training drove the trainers to utilize certain activities in their sessions such as reflective practices. Since the audience was a group of teachers with experiences, knowledge, educational philosophies and beliefs, trainers frequently elicited their prior knowledge, and asked them to reflect upon their practices as similarly reported in Ince (2017) and McKeon and Harrison (2010). Through reflective practices and more teacher participation, the trainers also promoted student-led (in this case teacher-led) learning in the training sessions (McKeon & Harrison, 2010). Margolis and Deuel (2009) also revealed that when teachers reflected on, and talked about their own teaching experiences rather than taking a passive role in terms of receiving advice, they learned more in the training sessions.

On the one hand, the trainers paid a significant amount of attention to underlining the fact that they were equal to the participant teachers as ex-school teachers and did not aim to assess their competency; on the other hand, they simultaneously had to prove their legitimacy as the trainer to lead the session. The issue of credibility, which was previously discussed, appeared multiple times in terms of doing teacher training. As indicated earlier, trainers’ referring to their teaching experiences or keeping their teacher identity was one of the prominent means of conveying credibility rather than a signal of not aligning with the new training role. In this sense, this could be interpreted “not as deficit” but as “the strategic deployment of valuable capital” (Murray, 2016, p. 2). As pointed out in their accounts, another unique aspect of language teacher trainers’ proving their worth was that they always and only spoke English, as the target language of the language teaching, which strengthened their legitimacy among the audience. As the previous research (O’Dwyer & Atli, 2015; Perry & Boylan, 2017) discussed for the trainers to be credible, they are required to and able to display their subject matter knowledge in the training sessions. Since one

of the professional aims of the trainers' group was to eliminate the argument that teachers have difficulties in speaking English, their oral proficiency in English in the sessions may have rewarded them with credibility.

With respect to the trainers' organizational duties such as hosting and arranging sessions, it could be argued that this job specific was part of their service in teacher training. Similarly, Davey (2013) claimed that university-based teacher educators interpreted service as internal administrative duties. These duties included committee work or professional development, though. From the teacher trainers' perspectives, performing these organizational duties were the signal of their commitment to the job as they were not officially required to do them. However, in order to maximize the effectiveness of the in-class training session, they felt obliged to do these tasks, which can be interpreted as their dedication to the job.

All in all, the job portrait of the teacher trainers indicated the close connection between identity and practice once more. The development of the teacher trainers' practices was linked to the development of their identity (Ben-Peretz et al., 2010; Izadinia, 2014), which suggests that the teacher trainers' sense of professional self was seen as reflected in their practices (Kelchtermans et al., 2018). All these espoused Wenger's argument (1998) that:

There is a profound connection between identity and practice. Developing a practice requires the formation of a community whose members can engage with one another and thus acknowledge each other as participants. As a consequence, practice entails the negotiation of ways of being a person in that context. (p. 149)

5.4 Discussion on Teacher Trainer Professional Identity: Knowledge and Expertise

The results of this study showed that teacher trainers' knowledge base is mainly distinctive compared to teacher knowledge although there are some overlapping concepts such as communication and observation skills, and content and pedagogical (content) knowledge. The trainers' conceptualization of the teacher trainer knowledge as much broader, wider and deeper also reflected its comprehensiveness in comparison to teacher knowledge. The research similarly reported teacher educators' understanding of teacher educator knowledge as mostly distinguished despite similarities to teacher knowledge (Dinkelman et al., 2006; Moradkhani et al., 2013;

Swennen et al., 2009). Swennen et al. (2009) called the distinctiveness as an expansion of teacher knowledge; Dinkelman et al. (2006) presented educator knowledge as not comparable to teacher knowledge because of its complicatedness. In the INSET context, it was commonly seen that the trainers felt the need to frequently elaborate on the discreteness of trainer knowledge. This could be explained by their practitioner pathway to becoming a teacher trainer. This fact was quite likely to urge them to distinguish themselves from the students of the training sessions whom they called colleagues. Their motive for standing out from participant teachers manifested itself in every knowledge sub-domain identified in the study.

Making use of teacher educator knowledge categories in Davey (2013), and Goodwin and Kosnik (2013), this dissertation identified four main teacher trainer knowledge domains in teacher trainers' reflections: 1) propositional knowledge: knowledge of subject/ pedagogy/ theories, 2) procedural knowledge: knowledge of reflective practices and experiential learning, 3) reflexive-self (personal) knowledge, and 4) social knowledge: knowledge of others/ teachers/ learners. Table 5.1 summarizes the trainer knowledge domains with their sub-domains.

Table 5.1 Teacher Trainers' Knowledge Domains Identified in the Study

1. Propositional knowledge: Knowledge of subject/ pedagogy/ theories
a. Subject knowledge
b. Pedagogic/ pedagogical content knowledge (Methodological knowledge)
c. Theoretical knowledge
2. Procedural knowledge: Knowledge of reflective practices and experiential learning
a. Facilitating new experiential learning: Workshops
b. Enabling reflection on teacher practices
3. Reflexive-self (personal) knowledge
a. Personality traits
b. Leadership qualities
c. Craft knowledge (Real classroom experiences as a teacher)
d. Constant search for improvement
e. Presentation skills (For better self-representation)
4. Social knowledge: Knowledge of others/ teachers/ learners
a. Knowledge of audience and adult education
b. Communication skills
c. Observation skills

In relation to propositional knowledge in teacher training, the trainers referred to subject knowledge, pedagogic/ pedagogical content knowledge and academic/theoretical knowledge. Since the context of this study was an EFL context, the trainers explained the significance of these knowledge sub-bases in relation to English language teaching. In terms of the criticality of subject knowledge, which was generally phrased as high proficiency in oral production in English, the concept of credibility appeared for the trainers to prove their worth and establish their authorities as teacher trainers. As O'Dwyer and Atli (2015) and Perry and Boylan (2017) highlighted, in-service teacher educators must show their subject matter knowledge in the training sessions to increase their credibility. By portraying a competent speaker of the target language in the training sessions, they often claimed that they increased their legitimacy as trainers in front of the practicing language teachers. This result is in line with Moradkhani et al. (2013) which studied the major categories of English language teacher educators' pedagogical knowledge base. By interviewing 15 teacher educators in Iran, the study indicated that the participants stated knowledge of language and related disciplines as the core of their profession. Quite similarly, those teacher educators also demonstrated high proficiency in English as a way of impressing teacher candidates. Based on the combination of literature and the results of the present study, it could be proposed that EFL contexts seem to orient teacher educators/ trainers to rate high proficiency in the target language as a means of credibility. Knowledge of theories and academic disposition also appeared as contributing to the trainers' worth. The trainers talked about the vitality of theoretical knowledge and English language PCK in boosting their acceptance by the students of the sessions who also happened to know and possess experience in language teaching as officially-appointed teachers. In addition, mastery in academic knowledge enabled the trainers to communicate their message in the professional discourse. As Zeichner (2005), Moradkhani et al. (2013), Thorne (2015), and Davey (2013) highlighted, comprehensive knowledge of available literature and theoretical issues help educators to be a knowledgeable member of the professional community, which also differentiates them from teachers.

Although propositional knowledge was presented as a category separate from procedural knowledge, these two knowledge bases were extremely interwoven. The

latter was where the former met the pedagogy of training teachers; therefore, it could be regarded as the pedagogical content knowledge of teacher trainers. With regard to the procedural knowledge of teacher trainers, the results of the study strongly underlined the fact that the experience the audience held as practicing teachers shaped the trainer pedagogy to a great extent. Since the clients of the sessions were already-assigned teachers with different amounts of teaching experience, trainers' approach focused on enabling teachers to recall their knowledge or facilitate their skills rather than teaching them brand new concepts. While doing so, they always underscored the importance of combining theory and practice via workshop sessions. This walk the talk part was reported to be the heart of the trainers' pedagogy. The concepts of loop input and modeling drew a huge amount of attention as evident in their accounts of the significance of workshops. Loop input which has become popular among English language teacher trainers (Woodward, 2003) was argued to increase the trainers' effectiveness in the implementation sessions. This was also reflected in Mengü (2005) who investigated the characteristics of effective teacher trainers and teaching sessions. The study showed that the trainers and teachers regarded utilizing loop input and combining theory with practice as the main feature of an effective teacher trainer.

Along with loop input which was also a type of modelling, explicit modelling also appeared to be vital for the procedural knowledge of teacher trainers. Actually, modelling has been well-acknowledged in the research as one of the primary skills of teacher educators who train student teachers (Lunenberg et al., 2007; Swennen et al., 2009; White, 2013). While more than a decade ago, it was presented as uncommon among teacher educators (Lunenberg et al., 2007), the recent research has stated that modelling good practice and telling anecdotes are prevalent among teacher educators (Field, 2012; McKeon & Harrison, 2010; White, 2013). On the other hand, they all agreed on the fact that in the context of training student teachers in pre-service education, educators' modelling is critical but not sufficient on its own (Lunenberg et al., 2007; Swennen et al., 2009; White, 2013). The educators are also required to explicitly discuss their practices in terms of how they are linked to theory. It can be inferred from the results of this study that the same situation is applicable to INSET contexts. Trainer modelling is important but not enough on its own; they should also articulate the connection of their practices to theory. However, this is for offering an

alternative better practice to teachers' already existing language teaching methodologies or showing how to implement CLT in their courses for the ones who were not familiar with. This is in contrast to what the literature implied for student teachers who do not possess any experience in teaching. In this sense, the modelling practice in INSET enabled participant teachers to reflect on both the trainers' and their own practices, which can be interpreted as dual reflection. Pereira et al. (2015) referred to teacher educators' job of demonstrating the relationship between theory and practice especially through reflection as the relational aspect of the procedural knowledge. In a similar perspective, this promoting dual reflection can also be considered mediational as well, facilitating participant teachers to mediate between both their own in-class practices and trainers' proposed language teaching. As indicated earlier, the audience's already existing knowledge and experience were argued to infuse into the trainers' procedural knowledge. This especially manifested itself as the frequent use of reflective practices such as asking reflective questions or coaching. In a similar line, Ince (2017) and Perry and Boylan (2017) also presented that in the context of leading teacher professional development, trainers' questioning, probing and coaching skills were necessary to elicit teachers' tacit knowledge and assumptions.

In addition to propositional and procedural knowledge domains of teacher trainers, the results also offered a third knowledge category which is reflexive-self-knowledge. This knowledge category was very comprehensive including multiple sub-domains such as 1) certain personality traits such as self-confidence and humbleness, 2) necessity of possessing leadership qualities, 3) requirement of real classroom experiences as a teacher, 4) constant search for improvement, and 5) presentation skills. One common feature of all these knowledge sets was the fact that the trainers referred to them as a means of maintaining their legitimacy as a trainer in the eyes of their audience. In other words, the significance of self-knowledge derived from the fact that these were essential for trainer credibility and distinguishing them from their audience.

In this sense, the results offered some basic personality characteristics teacher trainers should possess to successfully perform the job such as being self-confident, overcoming conflicts and dealing with prejudices, keeping their ego in balance, and being humble. These were reported to affect the effectiveness and quality of the

relationship with the participant teachers and increase the trainers' acceptance. The literature on in-service teacher educators also emphasized these characteristics as a requirement for effective relationship and increasing credibility (Margolis & Doring, 2013; Mengü, 2005; Murray & Male, 2005; O'Dwyer & Atli, 2015; Perry & Boylan, 2017).

Another significant component of self-knowledge was the trainers' reliance on their craft knowledge as a teacher. In other words, the trainers claimed that teacher biographies were a powerful source of trainer knowledge even though they immediately underscored that personal practical knowledge as a teacher was not adequate for their job. In this sense, they talked about its benefits such as maintaining and boosting their legitimacy, promoting empathy towards participant teachers, and being aware of their problems, contexts, and situations. On the one hand, the literature was built on the divergence of teacher education from school teaching; on the other hand, it simultaneously argued for the significance of teacher craft knowledge for teacher educators. The research claimed that teacher educators naturally and strongly draw on their teacher identity in teacher education (Boyd & Harris, 2010; Dinkelman et al., 2006; Field, 2012; Goodwin & Kosnik, 2013; McKeon & Harrison, 2010; Pereira et al., 2015). In other words, it is noted that teacher identity or the former teaching career is one of the foundational elements of teacher educator identity. For instance, Field (2012) especially claimed that teacher educators utilized their previous K-12 experiences in classroom management, managing teaching and learning, and interpersonal skills, which was quite similar to the trainers' accounts in this study. Dinkelman et al. (2006) asserted that teacher biography boosted the educators' confidence as well.

In terms of craft knowledge as a sub-domain of self-knowledge of teacher trainers, Perry and Boylan (2017) also claimed that previous teaching experience enabled teacher educators to be familiar with the contexts and educational frameworks in which teachers operate. The trainers in this study also raised the same issue; their craft knowledge made it possible for them to be familiar with the curriculum, and contexts of the participant teachers in K-12. Parallel to the accounts of the teacher trainers in the sense of 'coming from the kitchen' as in holding actual teaching experiences to mean coming up through the ranks, Murray et al. (2011) proposed that

the strategic use of teacher identity offers academics a tool for dealing with teacher skepticism because of the assumed distance from the realities of school life directed at university-based teacher educators. Although the trainers in this study did not work in an academic institution, the wise decision to prioritize teacher identity could be perfectly applicable for them as well, especially in terms of their overemphasis on presenting themselves ‘coming from the kitchen’ to mean coming up through the ranks compared to the academics who co-trained with them.

All these discussions were actually pertaining to teacher trainers’ endeavors to maintain credibility in teacher training. The trainers’ efforts to seek credibility as a trainer seemed to encourage them to emphasize their teacher identity quite often. The issue of acceptance is especially getting prominent in INSET contexts where the students of the sessions are actual teachers. Hence, the similar results were also reported by Margolis (2012), Margolis and Doring (2013), Fransson et al. (2009), O’Dwyer and Atılı (2015), and Ben-Peretz et al. (2010). Besides, Margolis and Doring (2013) suggested that teacher leaders should construct their leadership in a way that their teacher identity should be easily recognized by other teachers, which further highlights the criticality of craft knowledge. Similarly, Fransson et al. (2009) interpreted experience as the way of gaining legitimacy in facilitating teacher professional learning, suggesting that teachers prefer to be guided by the instructors from the profession. Although the results of being lens of teacher trainer may not support the last argument in the context of this study (i.e., participant teachers were reported to prefer academy-affiliated instructors), the teaching career was viewed as an asset for trainer acceptance by teachers. Overall, the presence of teacher identity in teacher trainers’ knowledge base was vital for their successful performances in the job. Among all knowledge bases and sub-categories, the emphasis on the learners of the training sessions as adults with a certain amount of expertise and experience in ELT received the greatest amount of attention from the trainers in the study. Therefore, the knowledge of audience, especially adult education, appeared as the main component of social knowledge. While observation and communication skills were pictured as similar to those of teachers, knowledge of adults, adult education, manifested itself as the distinctive expertise of training teachers.

In the context of pre-service education, the issue of teaching adults was also raised as a new territory in relation to teacher educator identity development (Swennen et al., 2009). However, in INSET situations, teaching adults takes on new significance as adults have experiences, knowledge, established beliefs, and philosophies about subject teaching, and they constitute a heterogeneous group of learners with different needs. The results of the study indicated that this posed various challenges and issues for trainers such as age differences among teachers and between teachers and the trainers, grouping them in activities, difficulty of altering established teacher beliefs, and possible teacher resistance practices (which will be addressed in the next discussion part of being lens). In addition, since the trainers also took up the practitioner path to teacher training, their trainer authority was also noted to be susceptible to credibility-shaking comments and reactions. The nature of INSET yields situations that teachers may become more knowledgeable, and more experienced in language teaching than the trainer, or newly graduated teachers might be more updated. This lack of homogeneity in relation to teacher needs, and the expertise and experience of participant teachers naturally characterized the trainers' approaches and relationship with them. In addition, as O'Dwyer and Atli (2015) argued, "the fact that the in-service relationship may not be a master/apprentice one, and that the in-service trainee is a fully-fledged member in the institutional context, is a source of increased pressure on the educator" (p. 14). Therefore, in INSET, the adult audience unavoidably generated credibility concerns for trainers. Knowing how to overcome these issues appeared as one of the main knowledge sub-domain of the social knowledge of teacher trainers. In this sense, the findings of this dissertation illuminated the delicate relationship between the teacher trainers and participant teachers. Izadinia (2014) proposed that:

Although a large body of literature related to the influence of factors contributing to the development of teacher educators' professional identity, little is known about how a teacher educator identity re/shapes under the influence of their relationships with student teachers. There certainly must be dynamics associated with the interaction between student teachers and teacher educators that are important to consider in achieving a thorough understanding of factors influencing teacher educator identity and its development. (p. 437)

In this regard, this dissertation illustrated that the students of INSET as official members of the teaching staff, and already knowledgeable and experienced in language teaching constituted a major area of close scrutiny on teacher trainer identity

development. The dynamic relationship with participant teachers drove teacher trainers to constantly struggle with credibility restoring and interpret the necessity of all sets of teacher trainer knowledge from the perspective of proving their worth as trainers.

Considering in-class training sessions as the central activity of their job, the trainers referred to the significance of observation skills in class such as monitoring group dynamics, predicting how teachers make use of the training in their classes, and noticing teachers' attitudes towards the sessions. Overall, they asserted that the observation skills played a particular role in a conducive atmosphere for learning as these skills contributed to its positive and constructive nature. The necessity of acute observation skills was discussed in detail by Ince (2017). The study emphasized that the facilitators need to be good at observing the teachers' physical and emotional responses to improve the procedure of training.

Similar to observation skills, communication skills were also acknowledged by the teacher trainers as the significant component of social knowledge. As the trainers clearly indicated, high-quality people skills were a means of establishing rapport with participant teachers, building empathy, motivating teachers, managing class and changing their beliefs about teaching. The essentiality of communication skills lied at its facilitating a productive learning environment where no participant teacher was judged or felt insecure. As the trainers elaborated, people skills turned out to be more useful in motivating and inspiring teachers in comparison to other knowledge sub-sets. Parallel arguments were made by other researchers who investigated the roles of in-service teacher educators (Ince, 2017; O'Dwyer & Atli, 2015; Perry & Boylan, 2017). The scholars expressed the criticality of communication in organizing groups, promoting psychologically safe and collegial environment in professional development seminars.

The overall analysis of the knowledge sets showed that there are a couple of specific topics that emerged across each domain such as the audience of the training being adults with a certain amount of knowledge and experience in ELT, and the trainers' endeavors to increase their credibility as a teacher trainer. In some knowledge sub-categories like knowledge of theory and audience, these issues became more dominant and prominent, which showcases the significance of trainer legitimacy in

adult education. All in all, the study indicated that language teacher trainers' knowledge and expertise are quite complex and comprehensive. The discussion implied that each and every sub-domain of expertise requires special attention separately, yet becomes more meaningful and useful when they are discussed as interwoven. This presents the interconnected nature of knowledge sets. Moreover, as the quotations suggest, certain knowledge types may be needed more than others, which makes the whole knowledge system dynamic.

5.5 Discussion on Teacher Trainer Professional Identity: The Personal in the Job

It is seen in the results that the job of teacher training is emotionally-driven, and personally-invested. That is why, when the trainers were asked to describe their experiences of training teachers, they strongly underlined the fact that the job is full of professional fulfillment (please see RQ1 answers and discussion). On the other hand, as their accounts revealed, the job was also very challenging and full of tension. Besides, the same source of satisfaction was reported to be the reason for uncertainties and difficulties. The teacher trainers mainly but not exclusively raised similar issues when talking about the underlying forces for both satisfaction and hardship. In the sense of referring to the similar sources for both satisfaction and challenges, training language teachers required a delicate balance of performance which could yield either tension or professional satisfaction. The research also presented the business of teacher educators as both rewarding and compelling at the same time (Amott, 2018; Hadar & Brody, 2018; Margolis & Deuel, 2009; Murray, 2016; Murray et al., 2009; Swennen et al., 2009; Vanassche & Kelchtermans, 2016). Finding the joy of educating teachers among complexities was valued by the teacher educators in those studies. Table 5.2 summarizes the emotionality of training teachers raised by the trainers in this study.

Table 5.2 Teacher Trainers' Emotionality Identified in the Study

1. Teacher trainers' sources of professional fulfillment
a. Participant teachers' attitudes (teacher appreciation, observing teacher change, meeting young and promising language teachers)
b. Nature of the program (a sense of belonging to a hardworking group, having a multiplier effect, seeing new places and cultures)
2. Teacher trainers' sources of challenges and tension
a. Personal concerns and challenges (leaving families behind, commuting, and questioning competency)
b. Position-related challenges (lack of recognition, lack of respect, sense of being undervalued)
c. Contextual concerns
• Structure of the training program (limited duration, lack of needs analysis, lack of follow-up, lack of school visits and observations)
• Incompetency of some trainers (poor quality of communication and presentation skills, and leadership qualities, incapacity to inspire teachers)
• Teacher resistance (late notification, negative previous experiences & preconceptions, reluctance to learn more, questioning trainer competency)

Parallel to other constructs of teacher trainers' professional identity development, the audience effect was the most prominent element for both professional satisfaction and challenge. In other words, the participant teachers' attitudes constituted the bulk of professional fulfilment and difficulties. In terms of the rewarding aspects, the participant teachers' approval for the trainers' efforts, their cooperation in the training sessions and changes either in attitudes or in teaching behaviors were noted to be the enormous source of professional satisfaction. Similar findings were also reported by White (2014) and Vanassche and Kelchtermans (2016). In the context of school-based teacher education, teacher educators were positively rewarded by the success of the sessions, which was interpreted as positively contributing to teacher educator identity (White, 2014). In a similar perspective, positive relationship with student teachers in initial teacher education enabled teacher educators to bear the institutional tension (Vanassche & Kelchtermans, 2016). All these results conclude that the group acceptance and praise significantly contribute to

and increase the educators' sense of self-worth and self-esteem (Izadinia, 2014). This also suggests that while recognition appeared as financial rewards and promotional advancement in the case of teacher leaders (Margolis & Deuel, 2009), for the teacher trainers in the INSET context, the appreciation of trainers' talents and efforts by participant teachers served for professional self-worth. Hence, the acknowledgement of trainers' endeavors by teachers enabled the trainers to maintain their job and strengthen their commitment.

In addition, the nature of the training program also reinforced the degree of professional satisfaction for teacher trainers. Their accounts on having a chance to work with a successful, hardworking, similar-minded group of people; affecting pupil outcome indirectly (also discussed in RQ1); and seeing different parts of the country seemed to increase their aspiration for the job. As previously presented in becoming and doing as teacher trainers, and to be discussed in the next part, the sense of belonging played a pivotal role in boosting their well-being. The previous research also presented that a sense of belonging and participating in a learning community is directly linked to teacher educators' sense of satisfaction (Amott, 2018; Attard Tonna & Bugeja, 2018; Hadar & Brody, 2018; Margolis & Deuel, 2009; White, 2014). Similar to the trainers' expressions of being grateful for meeting accomplished teachers- normally they would not-, Attard Tonna and Bugeja (2018) and White (2014) presented teacher educators' perceptions that they felt blessed because of collaborating with educators who were concerned about teaching as they were. They discussed that this opportunity gave them an appreciation of their value, and personal expertise. Likewise, as Margolis and Deuel (2009) indicated in the context of teacher leaders, the chance of working with other educators and the lack of a sense of isolation sustained the trainers' retention in the job despite their multiple struggles. Furthermore, trainers' happily and satisfactorily maintaining their job was also related to their strong beliefs that they contributed to pupils' learning and outcomes, initiating a multiplier effect. This resonates with the results of Vanassche and Kelchtermans (2016) and Thorne (2015) in terms of teacher educators' finding a huge amount of satisfaction by empowering the next generation of pupils through teaching student teachers.

In relation to the other side of the coin, which is the challenges and tension of teacher training, the trainers talked about those issues at three levels: 1) personal

problems, 2) position-related challenges, and 3) contextual concerns. Among the personal problems, leaving family behind, being tired as a result of frequent commuting, and self-questioning their trainer competency received the highest importance. As their job required them to travel to the city of the training every two weeks and stay there at least for five days, they considered their job to be exhausting and causing some emotional challenges in terms of leaving their families behind. Similarly, Dinkelman et al. (2006) also referred to the teacher educators' guilt for leaving their families behind. Davey (2013) showcased teacher educators' accounts about out-of-town travel because of practicum visiting and school advising, which was interpreted as a personal sacrifice quite similar to the teacher trainers' understanding in this study. In terms of calling their efficacy into question, the trainers went through an *impostorship* syndrome (Clemans et al., 2010) as previously discussed. However, as the accounts of the teacher trainers clearly indicated, this fear vanished as they became more experienced.

With regard to position-related problems, the teacher trainers referred to their assignment-based positions, the lack of official and social recognition, and acknowledgment of their efforts. Although it was previously discussed in terms of clinging to teacher identity as a strategic use for proving their worth (see discussion on RQ 2.C), the presence of being a teacher despite their teacher trainer role manifested itself strongly in the issue of the absence of a change in their status. Since the trainers still held a teacher status officially, they experienced multiple problems in expressing their current training job, and they observed that they were not recognized and appreciated for their services. As Izadinia (2014) and Lunenberg and Hamilton (2008) underlined, the job of teacher education is not viewed as significant. As argued by Gee (2000), recognition is a must for identity formation, and the absence of appreciation may have a negative effect on the process of identity construction. In this sense, the trainers' challenges in presenting themselves as teacher trainers in their teacher status seemed to keep their teacher identity alive along the way of embracing teacher trainer identity. Actually, this was also related to the lack of a sustainable position for teacher trainers in the Turkish educational system as expressed by Bayrakci (2009). In his comparison of INSETs in Japan and Turkey, he concluded that the ministry does not offer a position for trainers to plan and conduct the training on a permanent basis in

Turkey. The ministry, as argued, invited academics or experienced teachers to train teachers ad hoc, not systematically. In Turkish context, the absence of a systematic approach- as the trainers are hired on assignment-basis- was very likely to drive the trainers to struggle the issues of recognition and respect for their job.

In addition to personal and position-related problems, the trainers mainly talked about the contextual concerns as the major source of challenges. These contextual elements included issues about the structure of the training program they worked in such as limited duration, the lack of needs analysis, follow-up, school visits or observations; and incompetency of some trainers like poor quality of communication and presentation skills, leadership qualities, and incapacity to inspire teachers. Above all, they mentioned participant teachers' resistant behaviors to a great extent by revealing some of the reasons for such an attitude like late notification, negative previous experiences and preconceptions, reluctance to learn more, and questioning trainer competency. The expressed discomfort for the nature of the training program was very much related to the well-documented problems of Turkish INSET. The research on INSET in Turkish context pointed out the lack of needs analysis in the planning phase (Bayrakçı, 2009; Bümen et al., 2014; Odabaşı Cimer et al., 2010; Özer, 2004; Uztosun, 2018; Uysal, 2012), and the lack of a follow-up in its evaluation (Bümen et al., 2014; Odabaşı Cimer et al., 2010; Uysal, 2012). Indeed, all these concerns lied at the very heart of the one-shot nature of Turkish INSET. As the trainers' accounts vividly represented, they worked on a single training program, delivered the same courses across the country without taking teacher needs into consideration. Besides, they were in touch with the teachers just over a week (the trainers also mentioned prolonged engagement but this was voluntary, up to the trainers). Therefore, it could be inferred that the national shortcomings of the INSET programs yielded tension for the trainers as they believed in the necessity of responsive and lengthy teacher training programs for language teachers. As Vanassche and Kelchtermans (2016) explained, the discrepancy between "one's self-image ('what I am doing?') and task perception ('what ought I be doing?')" (p. 357) yields vulnerability and strong emotional responses. As far as these teacher trainers are concerned, the lacks in the structure of the INSET program drove them into emotional struggles and questioning the effectiveness of their services.

Appearing as the most-frequently stated challenge of training teachers, participant teachers' resistance posed a significant amount of tension for teacher trainers as presented earlier. The trainers also referred to some of the potential reasons for teacher resentment such as late notification, negative previous experiences and preconceptions, reluctance to learn more, and questioning trainer competency. All these reasons resonate with both national and international research on in-service teacher education. To begin with, in the national context, teachers were reported to think that the time of the training programs is generally inappropriate for their schedule; the training places are not suitable for the practical implementations (Bümen et al., 2014; Odabaşı Cimer et al., 2010; Özer, 2004; Uztosun, 2018), which was one of the reasons for teacher resistance that the trainers had to deal with. From the international perspective, Fransson et al. (2009) similarly suggested that when the goals and activities of INSETs are defined by the administrators or authorities (in this case the MoNE) but not by the teachers themselves, they tend to consider the INSET to be imposed upon them and have negative attitudes towards the trainers by becoming uncooperative. All these negative teacher attitudes were pertaining to the way the sessions were delivered, which was decided by the MoNE. This means that the trainers did not have any agency in changing them. Nevertheless, some of the reasons for teacher resistance were linked to teacher perceptions. For instance, the trainers frequently raised the issues of teacher negative preconceptions based on previous INSET experiences. In Turkish context, it was well-presented that teachers were demotivated and unwilling to attend further teacher training programs (Özer, 2004).

On the other hand, the fact that the learners of INSETs were adults with certain amount of knowledge and experience in teaching appeared as the prominent reason for teacher resistance. In this sense, as O'Dwyer and Atlı (2015) clearly explained, the relationship between the trainer and teachers was not based on master-apprentice rapport, and the fact that teachers were already officially-appointed teachers might have posed another source of pressure on the trainers. Teacher resistance or lack of commitment was also raised by teacher educators in Clemans et al. (2010). These educators also associated reluctance with the teachers as being adult learners. Quite similarly, Ince (2017) proposed that teachers are reluctant to put themselves in a student position as they perceive it as risk-taking with the fear of losing credibility by

proposing something wrong. Teacher reluctance was also reported to be a problem for teacher leaders who observed teachers' withdrawal by reading a newspaper, or talking with others (Margolis & Doring, 2013). However, in the context of leadership these teachers were noted to exhibit no resentment to the selection of teacher leaders; they did not question the leaders' position (Margolis & Doring, 2013). Nevertheless, as the findings of the present study revealed, in Turkish INSET context, when the trainers were ex-school teachers, they might be susceptible to teacher complaints and discomfort for their selection as trainers. Such reactions and trainers' comments reveal "a teacher culture that does not easily acknowledge that a colleague may have knowledge to share" (Katzenmeyer & Moller, 2001, as cited in Margolis & Deuel, 2009, p. 267). Considering all these arguments, the trainers' approaches to teacher training in the discourse of "sharing", "exchange of experience" and "dusting" might be justified as well. All in all, as Fransson et al. (2009) suggested, it could be asserted that the challenges, criticism and confrontations in the profession contribute to the depth and comprehensiveness of professional learning of teacher trainers as well as their identity construction.

Table 5.3 Teacher Trainers' Metaphors for Training Teachers

1. Training as constant evolving and a journey (emphasis on both the trainer and teachers' moving forward- being a fellow traveler)	A traveler, an ethnographer, an experience collector & bearer, a tourist guide, an orchestra conductor, a co-cook, a fellow traveler, quicksilver, a platform of freedom, an image of a tree which was continually growing
2. Training as serving care and comfort	Feeding teacher, feeding a bird, a mother, an operator in call-centers, a quasi-therapist, a mediator
3. Training as a life style and representation	A life style, enjoying & belonging, a representative agent of cities, a representative of the MoNE

As Table 5.3 illustrates, the study of metaphors in order to investigate teacher trainers' self-images in the profession of in-service teacher education revealed three main conceptualizations: 1) training as constant evolving and a journey (emphasis on both the trainer and teachers' moving forward- being a fellow traveler), 2) training as serving care and comfort, and 3) training as a life style and representation.

In the first conceptualization, the emphasis was on dual layers. Firstly, the trainers were guides of their own journey of development, which was perfectly in line with their professional goals (discussed previously). The first set of metaphors emphasized teacher trainers' development, life-long learning and continuous professional learning (as also reflected in their descriptions of the experience) in the discourse of growth, journey and guidance. Secondly, they were leaders of teacher professional learning in INSET, and trainers and teachers co-travelled during their own journeys of professional progress. This was revealed as initiating a chain of change across the country by informing teachers for better practices. The issue of guiding teachers towards better practices was also frequently raised by the teacher trainers in this study. While doing so, they strongly underlined the fact that the teachers already had teaching practices but the trainers offered them better alternatives, which displayed the effect of the audience in their conceptualization. They further guided the teachers by negotiating and managing dilemmas, and promoting learning environments in connection with teacher socialization and constituting a network among them. This aspect was also apparent in the trainers' metaphors especially the metaphor of ethnographer when they unearthed successful teacher practices and spread these across the country. The image of trainers/ educators as leaders was well-presented in research as well (Attard Tonna & Bugeja, 2018; Boylan, 2018; Clemans et al., 2010; Davey, 2013; Fransson et al., 2009; Ince, 2017; O'Dwyer & Atli, 2015).

The conceptualization of training as serving care and comfort for teachers mainly underscored the significance of interpersonal and affective dimensions. While feeding metaphors were in the discourse of nurturing, and communicated the issues of taking care and learning, the rest of the metaphors- i.e. being an operator in call-centers, a quasi-therapist, and a mediator- conveyed the necessity of offering comfort for teachers' problems. In this sense, the teachers were presented as experienced people with issues who are in need of being heard and, in return, advice. This required

trainers to attend to teacher problems, needs, and consequently acknowledge their experience and struggles. In pre-service teacher education context, the educators' pastoral roles in form of offering care, empathy, support and nurture were mentioned as well (Murray et al., 2011). On the other hand, in INSET contexts, the educators' roles of offering comfort and care seemed to turn into a mediator one with the purpose of smoothing issues (O'Dwyer & Atli, 2015). It is also possible to come across intermediary responsibilities in the stated roles of teacher educators who are engaged with initial teacher education (Meeus et al., 2018; Moradkhani et al., 2013). Yet, this mediating role was for bridging between schools and universities. Nonetheless, in in-service education, the trainers took up the role of mediator between the ministry-policy makers- and teachers- policy implementers-. This especially manifested itself in coping with teachers' complaints and soothing them. Therefore, in the teacher trainers' metaphors, teacher training was also conceptualized as representing the MoNE. All these arguments underscored the vitality of interpersonal skills and affective dimension in INSET as O'Dwyer and Atli (2015) suggested.

One outstanding significance of nearly all metaphors was the fact that by its very nature, teacher training involved a limited time for the implementation of its practices. In other words, the teacher trainers' conceptualizations reflected the short period of interaction (i.e., over a week) between the trainers and participant teachers. The metaphors of a tourist guide, quasi-therapist, operator, mediator, or representative suggested that the service for such functions did not require a long time; most of the time their interactions with their clients or audience took place over a short period, which perfectly reflected the one-shot nature of in-service teacher training. Pre-service teacher educators in Davey (2013) generated metaphors for their job in the discourse of construction (architect) and ecology (gardener) along with nurturing (care giver) and journey (fellow traveler) metaphors as in this study. The images of construction (architect) and ecology (gardener) can be interpreted as a more prolonged engagement and based on future projection of building and growth. This might also be related to the profile of their students who are at the very beginning of their learning how to teach. On the other hand, the learners of the INSET are teachers with knowledge and experience. Therefore, the training conceptualization of the trainers focused on solving their problems, and listening to their complaints. In other words, the job was perceived

as care taking on-the-spot and support providing. As Harré and van Langenhove (1999, as cited in Erickson & Pinnegar, 2017, p. 119) assert, “not only what we do but also what we can do is restricted by the rights, duties and obligations we acquire, assume or which are imposed upon us in the concrete social contexts of everyday life”. In this sense, the one-shot nature of the training program the trainers served in and its audience seemed to enormously affect their conceptualization of the job. As in the previous discussions of the trainers’ professional identity development and the sources of both professional satisfaction and challenges, the effects of the audience in the training sessions were always apparent, which could be seen as one of the primary driving forces in building their trainer identity.

5.6 Discussion on Teacher Trainer Professional Identity: Group Membership and Affinity

As it is seen in both the results and the previous discussions (descriptions of training teachers, and the parts on becoming teacher trainers, and doing as teacher trainers provide a more detailed discussion of the community effect in identity development), this group of teacher trainers easily developed a sense of belonging to the professional community of teacher educators. While doing so, they did not cut their ties from the teaching community either. To briefly remind the previous discussions, the involvement of academics- experienced teacher educators- in training teachers from the trainer training phase to the end of the project enabled the teacher trainers to hold allegiance to teacher educators. The academics functioned as role models (Boyd & Harris, 2010; Izadinia, 2014; MacPhail et al., 2019; Swennen et al., 2010) who illustrated what it meant to be a teacher trainer. In this way, the trainers were able to base their emerging identities on those role models. The academics also increased the speed of the trainers’ sense of acceptance and inclusion into the trainer community (Izadinia, 2014; MacPhail et al., 2019; Wenger, 1998; White, 2014) by appreciating their developing training practices. All these encouraging practices along with the trainers’ co-teaching with academics facilitated (in)formal communities of practice where the trainers enjoyed collaborative professional learning, the significance of which was well-documented in teacher educator professional identity development

(Amott, 2018; Attard Tonna & Bugeja, 2018; Boyd & Harris, 2010; Izadinia, 2014; MacPhail et al., 2019; Pereira et al., 2015; Perry & Boylan, 2017; Swennen et al., 2009; White, 2014).

While the academics' involvement offered foundational bases for the trainers' professional identity development, a professional group of language teacher trainers emerged simultaneously. This group of teacher trainers also established a sense of affinity among each other, which was bounded by some characteristics they attributed to themselves such as being devoted, hard-working, idealistic, and expecting no financial gains. Moreover, they acknowledged the sense of community among each other, which enabled them to learn more in the community. This was even called professional learning community by one trainer (please see discussions on descriptions of training teachers, doing as a teacher trainer, and becoming a teacher trainer for the significance of belonging to the trainer group). As the trainers' accounts suggested, they developed a collegial and trusting relationship with other trainers, and a collaborative learning environment emerged in the trainer training phase. This enabled them to express their ideas, assist other trainers' professional learning, and eventually develop a sense of trainer identity (Izadinia, 2014). In addition, as their expressions implied, they enjoyed and looked forward to meeting and working together. This created "collective identity (i.e. a shared perception of "who we are as a group")" (Hökka et al., 2017, p. 44). Their comments clearly displayed that they were seen, heard, understood, and supported by the group not only emotionally but also professionally, which also increased their sense of belonging to the group. Along with the teacher educators' communities of practice in which they were able to participate, they also formed a professional learning community among each other in which they shared their knowledge and insights, solved problems, and told their stories and challenges. Via these communal practices, they built networks (Clemans et al. 2010; Fransson et al., 2009) which supported their reflections, professional learning and identity construction as teacher trainers. Last but not least, through these communities, the teacher trainers did not suffer from the sense of loneliness which was reported to be one of the main challenges of novice teacher educators (Izadinia, 2014; Murray, 2016; Williams & Ritter, 2010). Overall, teacher trainers' collaboration revealed in this study is likely to support Wenger's (1998) argument that "developing a practice

requires the formation of a community whose members can engage with one another and thus acknowledge each other as participants. As a consequence, practice entails the negotiation of ways of being a person in that context” (p. 149).

Similar to building new forms of relationships with experienced teacher educators and other trainers through participating in new communities of practices, the teacher trainers maintained their affinity with the teaching community as well. As indicated and discussed in detail (please see discussions on becoming, and being a teacher trainer; and doing, and knowing as a teacher trainer), the trainers’ affiliation with teachers was particularly prominent in two ways: 1) there was no change in their official status, and 2) their previous teaching careers rewarded them with credibility as trainers by giving the message that they were ex-school teachers who were truly capable of understanding participant teachers’ working conditions. This gave way to a complex situation in terms of belonging. By being assigned the title “trainer” by the Board of Education, the trainers were exposed to Institutional-identity (Gee, 2000). Yet, this Institutional-identity was not accepted by the local directorates (please see results of the being lens). Through their participation in communities of experienced teacher educators and teacher trainers, the trainers’ Affinity-identity (Gee, 2000) can be interpreted as successfully developed. Nevertheless, in their Discourse-identity (Gee, 2000), one can still see the remains of teacher identity. The partial development of Institutional-identity and Discourse-identity illustrated the complexity of teacher trainers’ sense of affinity.

On the one hand, the trainers frequently raised these two arguments, i.e the lack of status change, and the former school teaching experience as a means of credibility; on the other hand, they often emphasized that they were the “*crème de la crème*”, best of the best among English language teachers who could dare to train other teachers. In this way, they espoused the idea that the enhanced quality of teacher training is about the involvement of the right people (White et al., 2015) regardless of their status. Hence, no matter how powerful the allegiance the trainer held to the teacher community was, they positioned themselves as distinguished, the best of the best, which could be interpreted as a *crème de la crème* syndrome. In other words, although they put themselves in the “us” group of teachers, they at the same time separated themselves from this “us”, and created an “us-them” discourse.

A similar positioning can be observed in the trainers' comparison and contrast of themselves with university-based teacher educators (UBTEs) whom they also collaborated with. By claiming that they shared the same professional goal and became equal in the practice of offering professional development seminars with UBTEs, which is actually a matter of pride and satisfaction, they utilized an "us" discourse. Nevertheless, they also exploited a form of duality by diversifying the audience, the means-approaches and the background educators and trainers made use of. The trainers distinguished themselves from the UBTEs in terms of their actual classroom teaching experiences and being a source of inspiration for teachers as indicated in their metaphors. For instance, the trainers associated themselves with a cook, yet UBTEs with writing about cooking. Moreover, they made a resemblance between UBTEs and a swimming instructor who taught how to swim in a shore and sent the swimmer to the deep water through which she had not been. On the other hand, they pictured teacher trainers as the company of the swimmers in dangerous waters with the capability of understanding their conditions. As these images and results implied, the trainers presented UBTEs as not appealing to participant teachers, remaining too theoretical, utilizing lecture-type training, and as a content expert in in-service teacher training who lacked the knowledge of implementation. However, they at the same time gave credits to some UBTEs as legendary, very influential, and phenomenal. In this respect, as O'Dwyer and Atli (2015) drew attention, in-service educators' full-membership of the institution brings familiarity with the contextual elements and experience in the organization, which was interpreted as the significant factor that differs from pre-service educators. In addition, in-service educators are required to know about the curriculum and exemplify the desirable behaviors expected from the trainee teachers. These expectations from in-service educators might corroborate the teacher trainers' comments on their holding advantages as being ex-school teachers, and being familiar with participant teachers' curriculum and teaching contexts.

Additively, through statements of their better practices which were reported to respond to teacher needs and conditions, and of the challenging nature of their audience, that is practicing teachers with knowledge and experience in comparison to inexperienced teacher candidates, the teacher trainers emphasized a kind of dissimilarity, which portrayed them as dealing with a more complicated job. In this

way, they conceptualized the group of teacher trainers as unique yet connected to the various groups. Considering the influences of others, i.e. academics (experienced teacher educators), other trainer colleagues, and participant teachers on the professional identity construction of teacher trainers, it might be claimed that the relational and social dimension is incorporated into every other lens of teacher trainer professional identity as the backbone of scrutinizing who a teacher trainer is.

5.7 Discussion on Post-Teacher Training Period: Current Educational Practices

As previously raised by multiple times, the group of teacher trainers was working on assignment basis, which means that their job was not permanent. Their accounts revealed that the job was actually composed of two components: 1) offering in-class training sessions in each city of the country, and 2) guiding language teachers in their own cities. The second part, which was promised to be stable, did not take place as their assignments were called off unexpectedly. Since the trainers were hoping to maintain their job in their cities with expanded roles, the cancellation of assignments drove them to be profoundly and genuinely sorry, and yielded a massive amount of disappointment and resentment. In addition, as the previous discussions presented, the trainers considered the job to be a place of professional satisfaction, continuous learning, and belonging. This seemed to further upset and disappoint the trainers. As Vanassche and Kelchtermans (2016) argued, “exactly those people who do care and work with a lot of enthusiasm are the most vulnerable when that enthusiasm is shredded by the system” (p. 364). Considering the trainers’ physical and moral commitments, the trainers’ resentment and disillusionment can be interpreted as predictable.

After the termination of their teacher training duties, the group started working in the schools or directorates where their positions originally belonged. Since their multiple attempts to be recruited as trainers as a group were not responded, they tried to serve as a trainer individually. That is why while most of them continued teacher training in different contexts, some dedicated their time to teaching pupils. As the trainers pointed out many times, the lack of a sustainable trainer position appeared as the main reason for the assignment-based trainer training and recruitment. Although the trainers were awarded with certificates or titles, the temporary nature of their job

(even though they were promised to be in a permanent position) gave way to their return to their school teaching routine in addition to multiple challenges in the course of teacher training.

The network they built over teacher training enabled most of them to take part in different teacher training projects such as *eTwinning*, *Fatih Project*, and *Innovative Technologies in Education*. While most of them maintained their school teaching, they simultaneously contributed to in-service teacher training. Some of them were also engaged with pre-service teacher education as mentor teachers or as a UBTE like Aynur Hoca. As the results of the first research question vividly indicated, the teacher trainers conceptualized the training experiences as a means of self-transformation and a progressive and educating process. In their accounts, one could see the powerful influence of teacher training. In other words, basing their actions on teacher training duties, they claimed to enhance not only classroom language teaching but also teacher training with expanded focuses (not only language teaching) within interdisciplinary modes.

In terms of improvement in language teaching, they all expressed that they became a better teacher. They clearly stated that they started to teach what they preached in the training sessions. Hence, their improved practices revolved around more effective materials use and more hands-on learning, activity and lesson designs based on the instructional objectives, and refined assessment, which perfectly reflected their training curriculum. Furthermore, they asserted that they practiced more-informed professional development, which was based on awareness and reflective engagements. In this sense, the trainers' accounts illustrated an enormous amount of overlapping with the professional and personal development of both school-based teacher educators and teacher leaders (Margolis & Deuel, 2009; White, 2014; White et al., 2015). In their understanding of what it means to be a teacher educator, those teacher leaders and educators emphasized their gains in terms of instructional improvement. Quite similar to the accounts of the teacher trainers in this study, they referred to the better grasping of curriculum knowledge, assessment types, more effective and purposeful lesson planning, the frequent use of classroom interactive strategies, and better understanding of educational theories (White, 2014; White et al., 2015). These educators were also reported to increase enthusiasm and motivation for

professional development, and become more reflective (White, 2014; White et al., 2015). Last but not least, the researchers noted that being a teacher educator increased their self-confidence as a teacher, and strengthened their teacher identity considering themselves to be an expert. Hence, it must be reasonable to claim that training other teachers hugely contribute to trainers' teaching skills and expertise as teachers.

With regard to their contribution to teacher training, the trainers made honest remarks that thanks to their teacher training duty, they were much more confident about organizing and leading professional development seminars. In time, as they gained experience, they further expanded their scopes and the variety of their audience. Therefore, it could be argued that the trainers took advantages of these training experiences as a stepping stone for more varied teacher training duties. Similar approaches were also observed with school-based teacher educators (White, 2014). Those educators became more nationally recognized, and developed confidence to organize whole school training by taking up more expanded leadership roles. Considering their involvement in initial teacher education, the trainers in this study also referred to their improved mentoring skills as a result of their teacher training duties for nearly three years. They specifically gave credits to training teachers for better communication skills with teacher candidates, offering more effective feedback and developing more reflective practices. This result resonates with White et al. (2015). School-based teacher educators in the study also underlined their developed mentoring expertise along with observation, communication and reflective skills.

Overall, although the trainer group did not achieve to continue to serve as teacher trainers collectively and officially as they desired, they were able to lead teacher training either in INSET contexts or in initial teacher education due to their networks and recognition as hard-working teachers/trainers. These results clearly indicated that they benefitted from their teacher training experiences to a great extent, and they sought ways for offering these gains to other teachers as a result of understanding that the country invests in them and these endeavors should be attended to by serving as trainers or better language teachers in their own contexts.

5.8 Concluding Remarks

The present PhD dissertation examined the professional identity development of English language teacher trainers in Turkish INSET context. As part of the study, the trainers' descriptions of their experience of training language teachers and post-training educational engagements were also examined. Overall, the study presented and discussed the significant elements of developing teacher trainer professional identity. However, four issues emerged as the parameters of trainer professional identity construction in the context of the study.

- 1) From the very beginning of trainer training, the teacher trainers had the opportunity to frequently and effectively interact and work with experienced teacher educators. As their descriptions (please see results of RQ 1) and trainer training experiences (results of becoming a teacher trainer) illustrated, the trainers enjoyed every minute of collaborating with academics. They stated that they learned from the seniors who served as role models for them, which was interpreted as a chance to participate in a professional well-established community of practice (Wenger, 1998). In other words, the multiple collaborations with academics offered the trainers a professional learning community, which promoted role modelling for the trainers in their professional identity construction. Thanks to the experienced teacher educators' appreciation and encouragement of the trainers' efforts, they could easily transition to the new job of teacher training. Their acceptance by the academics as the "crème de la crème" contributed to their positive self-review by boosting their self-worth and confidence. In addition, the chance of co-teaching with them (results of doing as a teacher trainer) maintained academics' constructive approval of the trainers' practices. Moreover, as the trainer group developed various networks with multiple academics, some of whom the trainers regarded as poorly performing in the INSET context, they strengthened their positive self-images by observing their practices or receiving participant teachers' poorly-formed evaluative comments on the academics' involvement. All in all, experienced teacher educators' involvement in INSET played a huge role in teacher trainers' identity development. Although the literature highlighted the importance of being a member of community of practice through its lack (Izadinia, 2014; Murray & Male, 2005; Olsen & Buchanan, 2017) and underlined its scarcity

(Boyd & Harris, 2010; Clemans et al., 2010; Izadinia, 2014; MacPhail et al., 2019) in professional identity development, this study offered a vivid example for how the direct and recurrent communication with the experienced professionals positively contributed to the novice teacher trainers' professional identity development.

- 2) The second most vital building block of teacher trainer identity, the study indicated, is the effect of the characteristic of the students of in-service teacher training. In INSET, the audience was officially-appointed language teachers with experience and knowledge about ELT. Moreover, as the results revealed, the participant teacher profile was quite heterogeneous, varying from novice teachers to the experienced who were about to retire, from non-ELT graduates to teachers with doctoral degrees. Having the colleagues as the audience and following the practitioner pathway to teacher training seemed to incite the trainers to constant struggle for legitimacy (please see results of motivation and aspiration, job description, and knowledge and expertise). They resorted to certain practices to prove their worth (i.e. talking about their graduate degrees, trainer training period or teaching experiences under difficult circumstances). The trainers explained the knowledge, skills, and expertise of teacher training to distinguish themselves from participant teachers, namely suggesting their trainer credibility. In addition, they conceptualized the teacher training in the discourse of sharing, exchange of experiences and knowledge, dusting, co-travelling to underline the fact that their audience was teachers with knowledge and experience about the content of the training. Above all, since the trainers considered the participant teachers to be their colleagues, teacher attitudes which were either encouraging-praising or resisting played a critical role in their identity construction. They constantly reviewed themselves based on the participant teachers' behavior and approaches. Overall, the relationship with participant teachers was the pillar of their professional identity development. Izadinia (2014) asserted that "little is known about how a teacher educator identity re/shapes under the influence of their relationships with student teachers" (p. 437). In this sense, this doctoral dissertation offered very insightful revelations about how the dynamics between teacher trainers and

participant teachers influenced the trainers' professional identity construction in the INSET context.

- 3) The effect of the context on identity development is well argued (i.e., Hamilton et al., 2016; MacPhail et al., 2019). In this study, the teacher trainers worked in the INSET context, and their job was assignment-based. This means that although they were assigned the title "trainer" by the Board of Education, their official status did not change. Their position remained the same as teachers. This was perhaps the only negative aspect which influenced the trainer professional identity development. The lack of restructure in their position was the main reason why they clung to their teacher identity. On the other hand, they also strategically utilized their teacher identity as a means of establishing credibility. As to be presented in the implication parts in detail, the lack of a tenure track position in the Turkish educational structure revealed the absence of recognition by the directorates or acknowledgement by their school principals for the trainers' job, as well as the issue of participant teachers' questioning their trainer authority. This situation gave way to trainers' sense of being undervalued, and consequently, negative self-review from time to time. On the other hand, this deficiency did not refrain the trainers from committing themselves to the job. Among all, this was the greatest contextual challenge for the teacher trainers to deal with in professional identity construction.
- 4) From the pre-training period to the post-training era, one concept remained stable, which is the trainers' desire for life-long learning, and both personal and professional development. As the results yielded, their orientation to training language teachers began with their pursuit of further development in their profession. One of the biggest motivations for taking up the job of teacher trainer was pertaining to their conceptualization of the job as an educative and progressive process. Taking every opportunity to learn from academics, regarding their trainer group as a professional learning community, and observing their colleagues' training sessions seemed to play a positive role their identity development. Their professional learning-oriented view manifested itself in their metaphors generated to describe their job. They saw the job as their own professional learning journey and as a way of constant evolving and moving ahead. The internal drive for

professional improvement was even prioritized as their primary professional goal in the teacher training job. As a way of creating a sense of belonging, they attributed life-long learning to the trainer group. In the post-training educational engagements, their wish to show a progress in their training duties promoted them to attend multiple trainer training occasions and expand their scope of teacher training. Embedded in the previous three main arguments, the notions of life-long learning and continuous professional development were vital in teacher trainers' professional identity construction.

5.9 Implications of the Study

Focusing on the professional identity construction of English language teacher trainers, this study has multiple implications for in-service teacher training in Turkey, i.e. the status of the trainers, the recruitment process, trainer training, and the practices of teacher trainers.

To begin with, the current PhD dissertation clearly illustrated that there was no official status as teacher trainers in the educational structure of the MoNE. This yielded teachers with trainer training to work on assignment basis. The lack of a sustainable trainer position posed multiple challenges for the teacher trainers in the context of the current study such as a lack of recognition by the directorates or acknowledgement by their school principals, and participant teachers' questioning their authority as the trainer. The study showed the necessity of a durable permanent job for teacher trainers. Since it was reported that there is an ongoing study for the Teaching Profession Act in Turkey (MoNE, 2018b), a tenure track position for teacher trainers might be included into the act. With a clearly-stated pathway to the position, the job could be a promotion prospect for teachers who meet the requirements. With the right to remain permanently in the job, an official, widely-accepted, commonly-agreed title could occur. In other words, if there is an official position, then a proper title acknowledged by every member of the teaching community can be assigned to trainers. In this way, the ambiguity of naming, and the lack of social correspondence in terms of job credentials would be dismissed. With the long-term trainer position with clearly-defined steps which imply that every teacher can have the opportunity to become one, the trainer credibility might be restored pre-emptively. To put it differently, when the

requirements for the positions are announced earlier and stability is assured, potential teacher resistance in terms of undermining trainer legitimacy may be impeded. As proposed in Strategy Paper for Teachers 2017-2023 (MoNE, 2017), if there would be Teacher Academies, then a tenure-track trainer position might be possible.

Secondly, whether there would be a tenure track position for trainers or not, it seems that cascade teacher training will be still in use. In either case, the recruitment process is of the highest significance. Above all, it should be transparent. The steps for the position should be determined earlier and the call for such a job should be distributed to every teacher. Otherwise, as in the case of the present study, teachers might be resentful and resist the trainer selection, posing challenges for trainers' positive self-images and self-worth. The acceptance by the participant teachers plays a crucial role in their identity development. Therefore, a thorough process of recruitment must be followed. In this sense, the study showed that such a position would require not only experience in teaching especially in the contexts of participant teachers, but also propositional, procedural, reflexive and other-oriented knowledge domains. Whilst knowledge of theories and propositional knowledge might be possessed through a carefully-designed trainer training program, communication skills must be sought among trainer candidates. As the study made it very clear, trainers' such interpersonal skills are considered to be more inspiring than their accumulated propositional knowledge. As in the context of the study, former teacher training experiences might offer insights for the candidates since it was considered anticipatory socialization (Murray & Male, 2005). Yet, signals of commitment and willingness are spontaneously critical for the job as the trainers' comments indicated.

In relation to and with the possibility of a permanent position for the trainers, the structure of training might also transform into a continuous professional development format. When the trainers are recruited on a full-time contract, they could find ways of handling the frequently stated shortcomings of Turkish INSETs. They could, for example, conduct needs analysis, and work with teachers one-to-one. They could carry out classroom observations either at the planning phase or as a follow-up. In other words, they could lead a school-embedded professional development. In this way, they could offer more structured and systematic training mechanisms. As the

study revealed, the limited nature of the training programs posed contextual challenges to the teacher trainers and their task perceptions were in conflict with their self-images.

As the data revealed, the trainer training component played a critical role in teacher trainers' formation as trainers. Thanks to the multiple trainer training programs, they increased their expertise in ELT and developed the pedagogy of teacher training. While doing so, the involvement of academics-experienced teacher educators, was observed to be remarkable. The abundance of interactions with senior educators and co-teaching with them facilitated a community of practice (Wenger, 1998) for the trainers, and academics' encouragement and acknowledgement of trainer success enormously contributed to their identity development as teacher trainers. Therefore, there should be more cooperation between the MoNE and academy. Professional learning communities should be provided for trainer candidates. Increasing the opportunities for trainers to learn from the seasoned educators and take them as a role model for how to build a teacher trainer identity should be prioritized.

In addition, the trainer training should not just aim to expand the candidates' content expertise, but also reinforce identity building. There should be particular courses for developing their content expertise as well as an integrated approach that specifically focuses on how to promote a working rapport with adult learners and how to convey trainer legitimacy to participant teachers. As the study displayed, the concern for trainer credibility was the essence of their professional identity construction. Assisting trainer candidates in accomplishing credibility might, thus, ease the process of establishing their worth as trainers.

The accounts of the trainers suggested that they immensely benefitted from co-teaching and cooperation between trainers. They considered the trainer group to be a professional learning community full of collaboration and support. Team-works and peer-learning were key to their professional development as a trainer. In this sense, teacher trainers should be encouraged to collaborate with their colleagues. This would easily eradicate the sense of isolation and loneliness which is noted to be one of the main challenges for novice teacher educators during the process of developing professional identity in their first years.

Despite many of the research studies which consider educators' strong attachment to teacher identity to be a fault, this study suggests that trainers'

maintaining teacher identity should not be seen as a lack. Rather, it could be regarded as a strategic mechanism to motivate teachers to improve themselves. As the trainer accounts vividly illustrated, referring to actual teaching experiences offered the feasibility of the suggested content and encouraged teachers to imagine a better version of teaching.

Last but not least, theoretically speaking, the literature mentioned the significance of naming and names of teacher educators for their professional development (Davey, 2013; Pinnegar & Hamilton, 2015). The present study also corroborated the significance of titles assigned to teacher educators. Moreover, the study contributed to the discussion by illustrating the importance of the official position. The lack of a change or adaptation for teacher trainers in their official status might appear as a hindrance for developing professional identity. Therefore, there should be some sort of restructure in teacher trainers/ educators' official position to facilitate accommodation to the new role.

5.10 Limitations of the Study and Recommendations for Future Research

This study set out to explore professional identity development of English language teacher trainers in the INSET context. To achieve this aim, a case study design based on face-to-face semi-structured interviews was utilized. One of the drawbacks of the current PhD dissertation was related to the fact that the participants do not practice teacher training any more in the same context the study presented. In other words, the participants' accounts were most of the time recollections of the past events; hence, retrospective in nature. Although certain measures were taken to deal with the effect of memory (please see methodology chapter), there might be some trainer interpretations that were compiled over the years after the experience. Therefore, such comments may be nostalgic. However, the consistency and similarities in the trainers' accounts and abundance of the stated challenges might be regarded as clues for accurate representations. Moreover, much of the research on teacher educator identity is also based on retrospective data; the educators as the researcher reflect on their past experiences (Hamilton et al., 2016).

Another limitation of the study was its sole reliance on interviews as the major data collection tool. The retrospective nature of the teacher training the participants

drew on made it possible to use interviews only. It would be very revealing and stimulating to do field trips and observe the training sessions, in this way, the performative nature of identity could be better grasped.

Although the context of the study was in the past, this does not mean that it does not yield any current or future projections. Quite the contrary, the results are very timely. As the participants pointed out, the MoNE raised teachers to be teacher trainers and employed them on tentative basis. Even currently, a group of English language teachers are being trained to become teacher trainers (G. Seferoğlu, personal communication, November 18, 2019). Examining the concurrent identity development of this upcoming group of trainers would be very convenient and illuminative. While doing so, methodologically speaking, researchers could carry out field trips and observations in addition to interviews.

In addition, the cascade training is not only limited to English language teaching. In other subject fields or interdisciplinary manners, teachers are trained to be teacher trainers. Investigating those trainers' professional identity construction would contribute to the development of research on teacher educators as well.

Moreover, since identity is always in the process of formation and educators are always in the phase of becoming, it would be worthy of scrutinizing how teacher trainers establish their credibility or legitimacy in each training session. Such research studies would yield credibility-restoring strategies which could be taught to trainer candidates in their formation.

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APPENDICES

APPENDIX A- A SAMPLE OF REFLECTIVE RESEARCHER JOURNAL

Let's start with İstanbul, first Sultan Hoca and then Zehra Hoca☺

I met Sultan Hoca in Ortaköy at Starbucks. She gave me a hug, we sat there for a while and walked like 5 minutes to reach the school. We conducted the interview at her school, CCCC Lisesi. Firstly, we went to the school yard, which is just near the sea. We even took a selfie☺. We went to the zumre room for language teachers. There was a big table, we sat across each other. When I gave her the gift that I bought for her (ODTU MUG and MAT), she was so happy, she said that she hadn't had anything from ODTU. Then I switched on two recording devices and my cell phone. She signed the consent form. We started the interview. While introducing her, she talked about her BA and MA degrees, how writing her MA thesis improved her. She studied with teachers who wrote reflective journals, she emphasized that she herself constantly wrote and took notes about her previous courses and this helped her to prepare for the next courses. The fact that she worked at Kaynaştırma (Mixed) Schools for a couple of years improved her teaching, especially her material development. She talked about the projects she accomplished with her students. She said that she spared a room in her house where her students frequently visited and prepared course materials together. They even exhibited their teaching materials with the presence of the mayor and some other administrative people.

Since she worked with various students with different learning styles and profiles, she could easily convince the teachers she trained. Since she took photos/videos of the materials her students prepared, she could easily show them to teachers, which made her job easier to a certain extent. She also attended a few teacher training sessions abroad, in England & Portugal & Italy.

I think she is a good teacher, she is dedicated to her students. She also happily did her teacher training. She is a graduate of an ELT department. Although she believes that her pre-service education was OK, she considered the preparation phase of the teacher training as equivalent to 4 year pre-service education.

She was proud of working at this high prestigious school. She said that it was her dream. She was complaining about the problem of extending the effect of teacher training. She

believed that if a teacher has benefited from a certain session, she should share her gains with other teachers.

Overall, her MA degree made a difference, she gave me very satisfying and enlightening responses.

Zehra Hoca picked me from a subway station. It was around 4:00 pm. We went to FFFF Kolejleri Administrative Building. After working till that hour and leaving her one-year old son to her husband, she met me. This was so special to me. In order to be a participant in my study, she arranged all the stuff and she spared me like five hours. It was priceless for me. Our interview lasted more than four hours. During the interview two or three times she left the room to talk to her assistants about the next week schedule, in total it was not more than 15 minutes. Other participants had already told me that “Zehra deniz deryadır”. And indeed she was. Before stating this teacher training project, she taught pre-service teachers various language courses, and approaches and methods courses. So she was quite an expert on the content. She said that while she was pursuing her MA degree, her supervisor arranged this job. She holds an MA degree in ELT from Marmara Uni and she has nearly completed her PhD dissertation in educational sciences on instructional model design. She said “güzel” to the most of the questions that I asked as the first response, which made me think that she liked my questions. This was especially important to me because she can be considered Dr (though she hasn’t defended her dissertation yet) and my interview questions were appreciated by her (Actually, Sultan Hoca also said “güzel” to some of the questions). Although she works as a consultant to FFFF Kolejleri for EU projects (she is the head), she is also a high school language teacher on a maternal leave in a state school. She provides training and sessions to in-service teachers as to how they could do projects. She said that she had a team and with her team, she completed quite a lot of training programs with the sponsorship of INTEL and other corporations.

APPENDIX B- 1ST TRAINER TRAINING PROGRAM

Süre	PAZARTESİ (MONDAY) 13.07.2009	SALI (TUESDAY) 14.07.2009	ÇARŞAMBA (WEDNESDAY) 15.07.2009	PERŞEMBE (THURSDAY) 16.07.2009	CUMA (FRIDAY) 17.07.2009
8.00-08.30	Saygı Duruşu, İstiklal Marşı, Açılış Konuşmaları Program ve öğretmenin beklentisi	*Program Felsefesi <i>Philosophy of the curriculum (Secondary Education)</i>	*Devlet okullarındaki(İlköğ retim) dil öğrenme sorunları <i>The Problems of EFL in Turkish State Schools (Primary Education)</i>	<i>Yabancı dil öğretiminde öğretmenin rolü Teacher's role in foreign language teaching</i>	*Dinleme öğretiminde izlenecek sıra (dinleme öncesi, dinleme anı ve dinleme sonrası etkinlikleri) <i>Teaching listening</i>
08.30-09.20					
09.20-09.50		Ara	Ara	Ara	Ara
09.50-10.40		*Öğrenci değerlendirmesi <i>Assessing learners</i>	*Yeni öğretim programlarını hazırlama süreci <i>Process of preparing new teaching curriculum</i>	*Yeni öğretim programının içerdiği yeni kavramlar/ Terimler <i>New terms used in the new curricula</i>	*Yeni Program ve kitap <i>Time for English and The New Curriculum</i>
10.40-10.55	Ara	Ara	Ara	Ara	Ara
10.55-11.45	*OBM CEFR	*Farklı ülkelerdeki öğretim tecrübeleri <i>Teaching experiences in different countries</i>	<i>Yabancı dil programlarının genel değerlendirilmesi General evaluation of foreign language curricula</i>	*Yeni ilköğretim programının temel özellikleri <i>The Basic Characteristics of the New Curriculum (4th to 8th grades)</i>	*Ortaöğretim ders kitapları ve program ilişkisi <i>Relation between the new curriculum and the coursebooks</i>
11.45-11.55	Ara	Ara	Ara	Ara	Ara
11.55-12.45	* Öğretim ve öğrenim teknolojileri <i>Technologies for Teaching and Learning</i>	UYGULAMA	UYGULAMA	UYGULAMA	UYGULAMA
12.45-13.45	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ
13.45-15.20 BLOK DERS	UYGULAMA	UYGULAMA	UYGULAMA	UYGULAMA	UYGULAMA

Süre	PAZARTESİ (MONDAY) 20.07.2009	SALI (TUESDAY) 21.07.2009	ÇARŞAMBA (WEDNESDAY) 22.07.2009	PERŞEMBE (THURSDAY) 23.07.2009	CUMA (FRIDAY) 24.07.2009
08.30-09.20	<i>*İlköğretim kitapları Primary School Coursebooks</i>	<i>*İlköğretim Kitaplarını n kullanımı Using "Time for English" 4th and 5th grades)</i>	<i>*Yabancı dil öğreniminde aile ve öğrenci farkındalığını arttırmak Developing family and student awareness about foreign language learning</i>	<i>*Okuma öğretimi Teaching reading</i>	<i>*Dil öğrenen sınıflar için öğrenme stratejileri Learning technologies for the language classroom</i>
09.20-09.50	Ara	Ara	Ara	Ara	Ara
09.50-10.40	<i>*Hikaye anlatma Story Telling as an EFL Technique</i>	UYGULAMA	<i>*Çocuklarda Tüm Fiziksel Tepki yöntemini etkili kullanma Using TPR (Total Physical Response) effectively with children</i>	<i>*Ölçme-değerlendirme örnekleri Samples of assesment and evaluation</i>	<i>*Dil öğrenen sınıflar için öğrenme stratejileri Learning technologies for the language classroom</i>
10.40-10.55	Ara	Ara	Ara	Ara	Ara
10.55-11.45	<i>Program uygulamalarına ilişkin öğretmen görüşleri ve yabancı dil sorunları</i>	<i>*Ders hazırlama ve uygulamada dikkat edilecek hususlar</i>	<i>*Yazma ve konuşma öğretimi Teaching writing and speaking</i>	DEĞERLENDİRME	<i>*Seminere ilişkin kapanış değerlendirmesi Evaluation of the seminar</i>
11.45-12.45	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ	ÖĞLE YEMEĞİ
12.45-13.35	UYGULAMA	UYGULAMA	UYGULAMA	<i>*Dil öğrenen sınıflar için öğrenme stratejileri Learning technologies for the language classroom</i>	UYGULAMA
13.35-14.20	UYGULAMA	<i>* Yabancı dil derslerinde şarkı ve oyun kullanımı Integrating songs and games in the EFL classroom</i>	UYGULAMA	UYGULAMA	UYGULAMA

APPENDIX C- 2ND TRAINER TRAINING

TARİH/GÜN	SAATLER	SÜRE	EĞİTİM KONULARI
PAZARTESİ (MONDAY) 31.08.2009	8.30-09.30		
	10.00-11.30	2	* Öğretmen ve Eğitimcilerin Eğitimi Nedir? Training Teachers and Teacher Trainers
	11.45 -13.15	2	*Dil Öğreniminde Paydaşların Rollerini(Öğretmen-Öğrenci, Okul-Aile İşbirliği) Roles of Stakeholders in Language Studies (Teacher-Pupil and School-Parent Cooperation)
	14.15-15.45	2	* Değerlendirme Çerçevesi Oluşturma Instituting an Assessment Framework
SALI (TUESDAY) 01.09.2009	9.00- 10.30	2	*Öğretmenlerden Beklenen Mesleki Değerlerin Farkındalığı Awareness of the Professional Values Expected of Teachers
	11.00- 12.30	2	*Sınıf Dilini Kavrama ve Sınıf Aktivitelerini Yönetme Mastering Classroom Language and Managing Classroom Activities
	13.30- 15.00	2	Test ve Ölçme Değerlendirme Testing and Assessment
	15.15- 16.45	2	Sınıfta Drama (Oyun) Kullanarak Etkili Öğretim Effective Teaching Using Drama in Classroom
ÇARŞAMBA (WEDNESDAY) 02.09.2009	9.00- 10.30	2	*Yabancı Dil Öğrenme Teorileri Theories of Language Learning
	11.00- 12.30	2	* Dil Bilgisi ve Kelime Bilgisinde Pratik Öğretim Becerileri 1 Practical Teaching Skills in Grammar and Vocabulary 1
	13.30- 15.00	2	* Dil Bilgisi ve Kelime Bilgisinde Pratik Öğretim Becerileri 2 Practical Teaching Skills in Grammar and Vocabulary 2
	15.15- 16.45	2	* Dil Bilgisi ve Kelime Bilgisinde Pratik Öğretim Becerileri 3 Practical Teaching Skills in Grammar and Vocabulary 3
PERŞEMBE (THURSDAY) 03.09.2009	9.00- 10.30	2	*Dinleme ve Konuşma Teorileri Theories of Listening and Speaking
	11.00- 12.30	2	*Dinleme ve Konuşmada Pratik Öğretim Becerileri 1 Practical Teaching Skills in Listening and Speaking 1
	13.30- 15.00	2	*Dinleme ve Konuşmada Pratik Öğretim Becerileri 2 Practical Teaching Skills in Listening and Speaking 2
	15.15- 16.45	2	*Dinleme ve Konuşmada Pratik Öğretim Becerileri 3 Practical Teaching Skills in Listening and Speaking 3
CUMA (FRIDAY) 04.09.2009	9.00- 10.30	2	*Okuma ve Yazma Teorileri Theories of Reading and Writing
	11.00- 12.30	2	*Okuma ve Yazmada Pratik Öğretim Becerileri 1 Practical Teaching Skills in Reading and Writing 1
	13.30- 15.00	2	*Okuma ve Yazmada Pratik Öğretim Becerileri 2 Practical Teaching Skills in Reading and Writing 2
	15.15- 16.45	2	* Okuma ve Yazmada Pratik Öğretim Becerileri 3 Practical Teaching Skills in Reading and Writing 3

PAZARTESİ MONDAY 07.09.2009	9.00- 10.30	2	*Genel Lise Program Felsefesi The Philosophy of the Program for General Lycees
	11.00- 12.30	2	*OBM Ana Felsefesi The Philosophy of CEF
	13.30- 15.00	2	*Yeni İlköğretim İngilizce Program Felsefesi, Yeni Program ve Ders Kitaplarının Tanıtımı The philosophy of the New English Curriculum for The Primary education, Introducing New Curriculum and Coursebooks
	15.15- 16.45	2	*Program Ders Kitabı İlişkisi The Program-Coursebook Relation
SALI TUESDAY 08.09.2009	9.00- 10.30	2	*Farklı Öğrenci Grupları için Etkili Ders Hazırlama ve Planlama Planning and Preparing Effective Lessons for Different Types of Learners
	11.00- 12.30	2	*Örnek Ünite Tanıtımı Introducing Sample Units
	13.30- 15.00	2	*Hikaye Anlatımı (Etkili Ders Anlatımı) Story Telling (Ways of Making it More Effective in Language Teaching)
	15.15- 16.45	2	*Genç Öğrenciler için TPR ve Görev Temelli Öğrenme TPR and Task-Based Learning for Young Learners
ÇARŞAMBA WEDNESDAY 09.09.2009	9.00- 10.30	2	*Yabancı Dil Öğretiminde Yapısalcılık Constructivism in ELT
	11.00- 12.30	2	*Dil Öğretiminde Eylem Tabanlı Faaliyetlerin Kullanımı Using Task-Based Activities in Language Teaching
	13.30- 15.00	2	*Formator Eğitim Metodu Trainer Training Methodology
	15.15- 16.45	2	*Formator Eğitim Metodu Trainer Training Methodology
PERŞEMBE THURSDAY 10.09.2009	9.00- 10.30	2	* Evödevi – Portfolio, Öz Değerlendirme ve Öğrenci Özerkliği Homework – Portfolio, Self Assessment, Learner Autonomy
	11.00- 12.30	2	*Dil Öğretiminde İletişim Becerileri ve Güven Oluşturma Communication Skills and Building Confidence in Language Learning
	13.30- 15.00	2	*Dil Öğretiminde NLP NLP in Language Learning
	15.15- 16.45	2	*Dil Öğretiminde NLP NLP in Language Learning
CUMA FRIDAY 11.09.2009	9.00- 10.30	2	* Genel Değerlendirme GENERAL TEST
	11.00- 12.30	2	*Yabancı Dil eğitiminin geliştirilmesi için yapılan ve yapılması planlanan çalışmalar Present work and future planning towards improving Foreign Language Teaching

APPENDIX D- 3RD TRAINER TRAINING

	Monday 9 November	Tuesday 10 November	Wednesday 11 November	Thursday 12 November	Friday 13 November
08.30- 09.00	Opening Ceremony 216 Ministry1-2				
09.00- 10.30	Teaching Vocabulary (Demo workshop)	Teaching Listening (Demo workshop)	Teaching Speaking (Demo workshop)	Teaching Writing (Demo workshop)	Integrated Skills Teaching (Workshop + discussion)
10.30- 10.50	BREAK				
10.50- 12.30	Principles of Workshop design (Discussion)	Principles of Workshop design (Discussion)	Principles of Workshop design (Discussion)	Principles of Workshop design (Discussion)	Learner-based Teaching (Workshop + discussion)
12.30- 13.30					
13.30- 15.00	Preparing a Vocabulary Workshop (Groupwork)	Preparing a Listening Workshop (Groupwork)	Preparing a Speaking Workshop (Groupwork)	Preparing a Writing Workshop (Groupwork)	Teacher Learning and Role of Trainers (Workshop + discussion)
15.00- 15.15	BREAK				
15.15- 16.30	Group presentations x 4/5 (Feedback and discussion)	Group presentations x 4/5 (Feedback and discussion)	Group presentations x 4/5 (Feedback and discussion)	Group presentations x 4/5 (Feedback and discussion)	Course evaluation Closing ceremony

APPENDIX E- TRAINER TRAINING IN BAŞKENT ÖĞRETMEN EVİ

TARİH/GÜN	SAAT	EĞİTİM KONULARI
PAZARTESİ (MONDAY) 21.12.2009	8.30- 09.00	
	09.15-10.45	697 no'lu Antalya, 997 no'lu Ankara-Kızılcahamam ve 1024 no'lu Ankara Merkez'de yapılan İngilizce Eğiticilerin Eğitimi Kurslarından İzlenimler ve Genel Değerlendirme Reflections and Overall Evaluation of the Courses for the training of trainers in Antalya, Ankara-Kızılcahamam and Ankara-City Centre. Diller için Avrupa Ortak Başvuru Metni (OBM) Common European Framework of Reference For Languages (CEF)
	11.15 -12.45	İlköğretim ve Ortaöğretim Öğretim Programlarının Genel Tanıtımı (programların felsefesi, vizyonu, genel amaçlar, programın kapsamı, programın temel özellikleri) Primary and Secondary Education Curricula (Philosophy of the Curriculum, General Objectives, Concept, Principles)
	13.45-15.15	İlköğretim programlarına göre hazırlanan İngilizce ders kitaplarının tanıtılması (Time For English, Spot On) Books based on the Primary Curriculum
	15.30-17.00	Ortaöğretim programlarına göre hazırlanan yeni İngilizce ders kitaplarının tanıtılması (Breeze) Books based on the Secondary Curriculum
SALI (TUESDAY) 22.12.2009	09.00-10.30	Kelime ve Dil Bilgisi Öğretimi Teaching Vocabulary and Teaching Grammar
	11.00 -12.30	Uygulama- Workshop
	13.30-15.00	Okuma Öğretimi Teaching Reading
	15.15-16.45	Uygulama Workshop
ÇARŞAMBA (WEDNESDAY) 23.12.2009	09.00-10.30	Dinleme Öğretimi Teaching Listening
	11.00 -12.30	Uygulama Workshop
	13.30-15.00	Konuşma Öğretimi Teaching Speaking
	15.15-16.45	Uygulama Workshop
PERŞEMBE (THURSDAY) 24.12.2009	09.00-10.30	Yazma Öğretimi Teaching Writing
	11.00 -12.30	Uygulama Workshop
	13.30-15.00	Tümleşik Dil Becerileri Integrated Skills Teaching
	15.15-16.45	Uygulama Workshop
CUMA (FRIDAY) 25.12.2009	08.30-10.00	Ölçme Değerlendirme Örnekleri (Performans görevi, dereceli puanlama anahtarı, proje, öğrenci ürün dosyası, öz değerlendirme, akran değerlendirme) Samples of Assessment And Evaluation Applications (Performans Task, Rubric, Project, Portfolio, Self Assessment, Peer assessment)
	10.30 -11.30	Uygulama (Workshop)
	11.30-12.30	Course evaluation Genel Değerlendirme

APPENDIX F- INTERVIEW QUESTIONS / MÜLAKAT SORULARI

HİZMETİÇİ ÖĞRETMEN EĞİTİMCİSİ (FORMATÖR) MÜLAKAT SORULARI

A. GENEL BİLGİLER

1. Eğitimle ilgili geçmişinizi kısaca anlatabilir misiniz? (Hangi yıl, hangi üniversiteden hangi bölümden mezun oldunuz?)
2. Mezun olduğunuz eğitim programıyla ilgili ne söyleyebilirsiniz? Öğretmenlik yaşantınıza bu program sizi ne kadar etkili hazırladı?
3. Ne kadar süre öğretmenlik yaptınız? Hangi okullarda görev yaptınız? Hangi gruplarla çalıştınız?
4. Hizmetiçi öğretmen eğitimcisi olabilmek için başvuru yapmadan önce, hizmetiçi eğitim seminerlerine katıldınız mı? Bu eğitimlerle ilgili deneyimleriniz, düşünceleriniz, duygularınız nelerdir? Bu eğitimlerin size katkısı oldu mu? Nasıl?
5. Öğretmenlik yaptığınız sürede, ne tür mesleki gelişim faaliyetlerinde bulundunuz? (Atölye çalışması, günlük tutma, meslektaş gözlemi vb.)
6. Öğretmenlik yaptığınız sürede, uygulama öğretmeni olarak öğretmen adaylarıyla çalıştınız mı? (Ne kadar süre çalıştınız? Kaç tane öğrenciyle çalıştınız? Bu deneyim kapsamında ne tür uygulamalar yaptınız? Uygulama öğretmeni olarak düşünceleriniz ve duygularınız nelerdi?)

B. FORMATÖRLÜK PROJESİ BASVURU

7. Hizmetiçi öğretmen eğitimcisi (Formatör) yetiştirmek için hazırlanan projeye başvurma sebepleriniz nelerdi?
 - a. Bu projeden nasıl haberiniz oldu?
 - b. Hizmetiçi öğretmen eğitimcisi (formatör) projesine seçilme süreci hakkında kısaca bilgi verir misiniz?
 - c. Sizi bu projeye yönlendiren, bu projede sizi destekleyen kişiler var mıydı?
8. Sizin öğretmen eğitimcisi olarak parçası olduğunuz hizmetiçi eğitim projesi ile ilgili ilk varsayımlarınız/ tahminleriniz/ beklentileriniz nelerdi? Bu hizmetiçi eğitimin sınıfıçi öğretmenliğinden hangi yönlerden farklı ya da benzer olacağını düşünmüştünüz?
9. Bu projeden önce öğretmen eğitimcileri hakkındaki genel düşünceleriniz neydi? Öğretmen eğitimcisi olmayı hiç düşünmüş müydünüz?
 - a. Hizmetiçi öğretmen eğitimcisi olmak eğitim kariyerinde terfi midir? Bu konu hakkında ne düşünüyorsunuz?
 - b. İyi bir öğretmen olmak iyi bir öğretmen eğitimcisi olmanın ön koşulu mudur? Bu konuyla ilgili yorum yapabilir misiniz?

C. FORMATÖRLÜK PROJESİ-EĞİTİM SÜRECİ

10. Formatör kelimesi üzerine yorum yapar mısınız? Niçin size formatör denildi? Neyi ne amaçla form ediyorsunuz?
11. Öğretmen eğitimcisi (formatör) projesinin ne hakkında olduğunu anlatabilir misiniz?
12. Bu proje eğitim süreciyle ilgili bilgi verebilir misiniz? Ne kadar sürdü? Kac tane eğitime katıldınız? Bu eğitimler nerede gerçekleşti?
13. Öğretmen eğitimcisi (formatör) projesinin katılımcısı olarak neler yaptınız? Bu eğitim sürecinde sizden beklentiler nelerdi? Ve size ne gibi roller yüklenmişti?

- a. Öğretmen eğitimcisi (formatör) projesinin eğitim içeriği ile ilgili bilgi verir misiniz? Sizin önceden bildiğiniz konular var mıydı, varsa nelerdi? İçerikte ilk kez öğrendiğiniz neler vardı?
 - b. Öğretmen eğitimcisi (formatör) projesinin eğitiminde hangi öğretim yöntemleri kullanıldı? (lecture/ group work/ workshop)
14. Öğretmen eğitimcisi olmak için aldığınız eğitimler sizce yeterli miydi? Bu projeye ne eklenebilirdi/eklenmeliydi?
15. Bu eğitimlerde atmosfer nasıldı?
- a. Bu eğitimleri verenlerin size karşı tutumu nasıldı?
 - b. Hizmetiçi öğretmen (formatör) yetiştirme proje eğitimini verenlerle ve diğer eğitim katılımcılarıyla ilişkiniz nasıldı?

D. FORMATÖRLÜK PROJESİ-DENEYİMLER

16. İlk kez öğretmenlere öğretmen eğitimcisi olarak hizmetiçi eğitim verdiğiniz zamanı hatırlıyor musunuz? Nasıldı? Öğretmenlerin size ve sizin uygulamanıza tepkileri ne olmuştu? Bu görevinizde kimliğinizle ilgili bir uyum sorunu (identity shock) yaşamış mıydınız?
17. Öğretmen eğitimcisi olarak hizmetiçi eğitim verdiğiniz zamanlardaki günlük deneyimlerinizi kısaca anlatır mısınız?
18. Sizin de üyesi olduğunuz hizmetiçi öğretmen eğitimcisi grubunun mesleki amac(lar)ı neydi?
19. Hizmetiçi öğretmen eğitimcisinin işini nasıl tanımlarsınız?
- a. Sizce öğretmen eğitimcisi olarak işinizi oluşturan neydi, işiniz ne içeriyordu?
 - b. Ne gibi görevleriniz vardı? Ve öğretmen eğitimcisi olarak işleviniz neydi? Bu görev ve işlevler arasından hangileri daha çok vakit, çaba, ilgi ve öncelik aldı?

E. FORMATÖRLÜK PROJESİ-BİLGİ ve UZMANLIK

20. Profesyonel bir öğretmen eğitimcisi ne tür bilgilere sahip olmalı?
- a. Bu bilgi türleri arasından siz hangilerini öğretmen eğitiminde etkili bir şekilde kullandınız? Örnek verebilir misiniz?
 - b. Öğretmen eğitimcisi olarak etkili olabilmek için en çok hangi bilgilere ihtiyaç duydunuz?
21. Kendinizi yeterli bir öğretmen eğitimcisi olarak görüyor muydunuz? Siz hangi durumlarda kendinizi öğretmen eğitimcisi olarak yeterli hissettiniz?
22. Öğretmenlik yapmak için gerekli bilgi ile hizmetiçi öğretmen eğitimcisi olmak için gerekli bilgi, yetenek ve uzmanlık arasında bir benzerlik ya da farklılık var mıdır? Bu konuyla ilgili ne düşünüyorsunuz?

F. FORMATÖRLÜK PROJESİ- ŞAHSİ YAKLAŞIM

23. Bu hizmet-içi öğretmen eğitimcisi projesi sürecinde zorluklar ve ikilemler yaşadınız mı? Bu zorluklar nelerdi? Bu proje boyunca ne gibi roller üstlenmiştiniz?
24. Hizmetiçi öğretmen eğitimcisi olmak nasıl; neye benziyor?
- a. Profesyonel deneyim olarak öğretmen eğitimini zihninizde nasıl canlandırıyorsunuz?
 - b. Proje boyunca çalışmalarınıza yön veren değerler nelerdi?
 - c. Hizmetiçi öğretmen eğitimcisi olarak işinizde memnun olduğunuz ve olmadığınız şeyler nelerdi?
 - d. Hizmetiçi öğretmen eğitimcisi olarak işinize duygusal bağlılığınızı nasıl sağladınız? İşinizle ilgili duygusal ikilem yaşadınız mı? Evetse, hangi yönlerden bu ikilemi yaşadınız?
 - e. Sizi formatör olarak en çok etkileyen olay nedir?
 - f. Formatörlük deneyimini nasıl tanımlarsınız?

G. FORMATÖRLÜK PROJESİ- MESLEKİ AİDİYET

25. “Formatörlük” kapsamında hizmetiçi öğretmen eğitimcisi grubu nasıl bir topluluktu? Özelliklerini kısaca belirtebilir misiniz?
- a. Diğer hizmetiçi öğretmen eğitimcileriyle (formatör grubuyla) ilişkileriniz nasıldı?
 - b. Hizmetiçi öğretmen eğitimcisi olarak çalıştığınız süre boyunca meslektaşlarınızdan, öğrencilerinizden ve Milli Eğitim Bakanlığından destek aldınız mı? Ya da bu süreçte size sorun çıkartan, engel olan insanlar oldu mu? Kısaca bahsedebilir misiniz?
 - c. “Formatörlük” kapsamında hizmetiçi öğretmen eğitimcisi grubunu üniversitede çalışan öğretmen eğitimcilerin-den ayıran/-e benzer kılan özellikler nelerdir? (Uygulama, roller, sorumluluk, bilgi, ihtiyaç ve zorluklar konusunda yorum yapar mısınız?)

H. FORMATÖRLÜK PROJESİ- MESLEKİ GELİŞİM ve SON ZAMANLAR

26. Öğretmen eğitimcisi olarak mesleki gelişiminiz için neler yaptınız?
- a. Öğretmen eğitimcisi olarak çalıştığınız ilk yıl ve üçüncü (ve ikinci) yıl arasında mesleki gelişiminiz ile ilgili fark ettiğiniz değişiklikler oldu mu? Kısaca bahsedebilir misiniz?
27. Hizmetiçi öğretmen eğitimi görevinizin son bulması ile ilgili duygu ve düşünceleriniz neler oldu? Bu durum sizi etkiledi mi? Nasıl?

İ. 1.FORMATÖRLÜK PROJESİ SONRASI TECRÜBELER (Öğretmen)

28. Hizmetiçi öğretmen eğitimi deneyiminden sonra nasıl ve neden sınıf-ıçi öğretmenliğe döndünüz?
29. Nerede tekrar öğretmenliğe başladınız? Hangi seviye öğrencileriyle çalışıyorsunuz?
30. Öğretmen eğitimcisi deneyimi öncesi ve sonrası öğretmenlik kariyerinizde ne gibi benzerlikler ve farklılıklar oldu?
31. Öğretmenlere (yetişkinlere) eğitim vermekle ilköğretim ya da ortaöğretim öğrencilerine eğitim vermek arasındaki farklar nelerdir?
32. Hizmetiçi öğretmen eğitimcisi olmak sizin öğretiminize katkı sağladı mı? Nasıl? Şu anki öğretmenlik hayatınızda hizmetiçi öğretmen eğitimcisi tecrübelerinizden faydalandığınızı fark ettiğiniz zamanlar oldu mu? Kısaca bahsedebilir misiniz?
33. Öğretmen eğitimcisi deneyimi sonrası öğretmenlik kariyerinizde, uygulama öğretmeni olarak öğretmen adaylarıyla çalıştınız mı? Evetse, bu çalışma nasıldı?
34. Öğretmen eğitimcisi deneyimi sonrası öğretmenlik kariyerinizde, mesleki gelişim faaliyetlerinde bulunuyor musunuz? Kısaca bahsedebilir misiniz?
35. Öğretmen eğitimcisi deneyimi sonrası öğretmenlik kariyerinizde, hiç hizmetiçi mesleki gelişim eğitimlerine/programlarına katıldınız mı? Katıldıysanız, bu eğitimlerde ne tür uygulamalar yaptınız?
36. Öğretmen olarak mesleki gelişiminiz hakkında neler söyleyebilirsiniz? Neler mesleki gelişiminize katkı sağladı?
37. Şu anda Milli Eğitim Bakanlığınca verilen hizmetiçi öğretmen eğitiminin etkili tarafları ve geliştirilmesi gereken yönleri hakkında neler söyleyebilirsiniz?
38. Eski bir öğretmen eğitimcisi olarak şu anki güncel hizmet-ıçi öğretmen eğitimine katkınız oluyor mu? Evetse, nasıl?

İ. 2. FORMATÖRLÜK PROJESİ SONRASI TECRÜBELER (Proje Koordinatörü)

28. Hizmetiçi öğretmen eğitimi deneyiminden sonra nasıl ve neden proje koordinatörü olarak çalışmaya karar verdiniz?

29. Proje koordinatörü olarak ne yapıyorsunuz?
30. Proje koordinatörü olarak kime karşı sorumlusunuz? Kimle çalışıyorsunuz?
31. Proje koordinatörü olarak öğretmenlik bilginizi kullanıyor musunuz? Nasıl? Bu işinizde yabancı dili kullanıyor musunuz? Nasıl, nerede ve ne amaçla kullanıyorsunuz?
32. Hizmetiçi öğretmen eğitimcisi olmak şu anki işinize bir katkı sağlıyor mu? Nasıl? Hizmetiçi öğretmen eğitimcisi tecrübelerinizden şu anki yeni kariyerinizde faydalandığınızı fark ettiğiniz zamanlar oldu mu? Kısaca bahsedebilir misiniz?
33. Proje koordinatörü olarak mesleki gelişiminiz hakkında neler söyleyebilirsiniz? Neler mesleki gelişiminize katkı sağladı?
34. Şu anda Milli Eğitim Bakanlığınca verilen hizmetiçi öğretmen eğitiminin etkili tarafları ve geliştirilmesi gereken yönleri hakkında neler söyleyebilirsiniz?
35. Eski bir öğretmen eğitimcisi olarak şu anki güncel hizmetiçi öğretmen eğitimine katkınız oluyor mu? Evetse, nasıl?

İ.3. FORMATÖRLÜK PROJESİ SONRASI TECRÜBELER

(Yüksek Öğretim Merkezli Öğretmen Eğitimcisi)

28. Hizmetiçi öğretmen eğitimi deneyiminden sonra nasıl ve neden yüksek öğretim merkezli öğretmen eğitimcisi olarak çalışmaya karar verdiniz?
29. Lisansüstü çalışma ve araştırma alanlarınızdan bahsedebilir misiniz?
30. Yüksek öğretim merkezli öğretmen eğitimcisi olarak işiniz neyi içeriyor?
31. “Formatörlük” kapsamında hizmetiçi öğretmen eğitimcisi olmak şu anki öğretmen adaylarına verdiğiniz eğitime katkı sağlıyor mu? Nasıl?
32. “Formatörlük” kapsamında hizmetiçi öğretmen eğitimi ve yüksek öğretim merkezli öğretmen eğitimi arasında benzerlikler var mıdır? Örnek verebilir misiniz?
33. “Formatörlük” kapsamında hizmetiçi öğretmen eğitimi ve yüksek öğretim merkezli öğretmen eğitimi arasında farklılıklar var mıdır? Örnek verebilir misiniz?
34. Hizmetiçi öğretmen eğitimcisi tecrübelerinizden şu anki öğretmen adaylarına verdiğiniz eğitimde faydalandığınızı fark ettiğiniz zamanlar oldu mu? Kısaca bahsedebilir misiniz?
35. Öğretmen eğitimcisi olarak mesleki gelişiminiz hakkında neler söyleyebilirsiniz? Neler mesleki gelişiminize katkı sağladı?
36. Şu anda Milli Eğitim Bakanlığınca verilen hizmetiçi öğretmen eğitiminin etkili ve geliştirilmesi gereken yönleri hakkında neler söyleyebilirsiniz?
37. Eski bir öğretmen eğitimcisi olarak şu anki güncel hizmetiçi öğretmen eğitimine katkınız oluyor mu? Evetse, nasıl?

APPENDIX G- TURKISH VERSION OF THE QUOTATIONS

1. Hani normalde gidemeyeceğim yerlere gidip konuşamayacağım öğretmenlerle konuşmak deneyimini kattı bana formatörlük eğitimi.
2. Bir yola çıktın güzel bir yoldasın keyfine bak ne alıyorsan al sepeti doldur.
3. Hani sadece öğretmen eğitmenliği değil öğretmen olarak da çok fazla katkısı olduğuna inanıyorum.
4. Esas kazanım eğitmeni olarak gittiğim zamanlarda daha büyük çünkü farklı bir çalışma yapmak zorundasınız. Hani büyük resmi görmek zorundasınız. Resmin bütününe görerek çalışmanın içine giriyorsunuz, dolayısıyla her ince noktasından bilgi sahibi olmanız gerekiyor.
5. Ben bu işi yaparken öğrendim. Büyüdüm. Bana dokunuldu. Bana fırsat verildiği için ben burada bu kadar yapabildim.
6. Ben mesela meslekte hani bir tık daha ilerleyebildim...tabi merdiven çıkar gibi ilerledik.
7. Ben çok çok geliştiğime değiştiğime hani o hatlar vardı ya trainer hat teachers hat işte students hat bütün hatleri değiştirebildiğimi ve taşıdığımı fark ettim öğrendim.
8. Ben de bu süreci öyle değerlendiriyorum. Hani hep bir taşımızı bir ileri sürüklediğimiz ama geçmiş de düşünerek güzelleştirdiğimiz taşımızı hep güzel şeylere sürüklediğimiz bir süreç.
9. Ufkumuzu açtı yani.
10. Benim için müthiş bir deneyim alanıydı. Ben öğrettiğimden çok öğrendiğimi biliyorum burada, yani sadece hazırlık süreci değil bütün ders esnasında da yaşadığımız interaktif süreç de çok öğreticiydi benim için.
11. Farklı görüş açıları farklı görüşleri harmanlamayı öğretti. Formatörlüğe gittiğimde ben bir şeyler biliyordum ama bildiklerim belki benim ürettiklerimdi. Benim hayat tecrübelerime göre bir şey anlatıyordum. Birazcık bilimselliği de korudum aslında.
12. Olumlu geribildirim konusu. Ben bazen olumsuzları ilk önce söyledim. Sanki o hemen düzeltilecekmiş gibi 'aa bak şunu şöyle yapabilirsin filan'. Nedir, üslup evet hep normalde de böyleyimidir ama olumlulara odaklanmanın daha iyi olduğunu burada öğrendim.
13. Ice-breaker ve energizerların bu kadar etkili olduğunu bilmiyordum. Bunu orada gördüm açıkçası. Hani belki onu sınıfta öğrenciler için zaman kaybı olarak bile görüyordum, onları çok fazla önemsemiyordum ama ne kadar önemli olduğunu bu eğitimlerde gözlemledim ve önemli gördüm.
14. Bana kimse demedi ki "bir öğretim programı diye bir şey var, bunu okuyorsun, yıllık plan da zaten ona göre yapılıyor ve o programdaki konular çocuklara veriliyor". Bu çalışmanın bana çok katkısı oldu, inanılmaz etkisi oldu. O kadar eğitimlere katılmış olmama rağmen işi asıl orada öğrendim.
15. Bir kere bildiklerimiz klasik reading writing listening speaking four skills. Ice-breakerları bilmiyordum ben, öğrendim. Material adaptation hani ben de o kafadaydım: devlet ne gönderdiyse moto mot dıt dıt dıt. Yapma, hayır. Adapte edebileceğimi, etkinlikleri kendim seçebileceğimi, programda kazanımlar odaklı gidebildiğim sürece çok da kitaba bağlı olmadan gidebileceğimi öğrendim. TPR uygulamayı öğrendim ve çok işe yaradığını küçük özellikle küçüklerde hatta büyüklerde bile işe yaradığını öğrendim. Başta ortak başvuru metni, neden ortak başvuru metni kullanıyoruz, onu öğrendim ve aktardım. Seviye olarak neden elementary, intermediate yok diye soran öğretmenden belki de sonra işin içine girdik.
16. Testing ve assessment, o konuda hiçbir bilgim yoktu. Rubric bilmiyordum. Nedir bu süreçte öğrendim. Classroom integrated skills yani evet şeydeydim tamam ama materials adaptation üniversitede hiç yapmamıştım
17. Bu yolculuğum benim uzun soluklu, çok öğrenmeli, çok fazla dost ve arkadaş biriktirdiğim. Yani zaten ben hep şey diyordum öğrenme, öğrenme topluluğum oldu benim artık. Orada o vardı yani. Ben o grupta beraber olayım, yani benim o yolculuğum aslında oydu. Grubumla beraber olacağım, orada gideceğiz yeniden bir şeyler yapacağız. Bu benim uzun soluklu gerçekten çok fazla öğrenmemin olduğu bir deneyimim.
18. O da bir öğrenme süreciydi. O nasıl anlatıyor, nasıl giriş yapıyor, nasıl süreci yönetiyor? Bunlar da vardı işin içerisinde.
19. Çok şey öğrendik yani birbirimizden yani benim en çok hayata, öğretmenliğe, öğrencilere dair çok iyi bilgiler aldığım ve hala kullandığım bir eğitim oldu.
20. Beynim yüksek öğretimde. Profesyonellikte çünkü beni besleyen işin felsefi yönünü seviyorum, konuşmayı seviyorum benimle aynı frekansta olanlarla. Hep beynimi besliyordum. Bu beslemeyi sevdiğim için de Zehra Hoca o anlamda mihenk taşımdı benim... Dedğim gibi o benim beslenme kaynağım olduğu için paylaşımlarımız.. Biz gece 2-3'e kadar sohbetlerimizde beslenirdik.

21. Ben öğretmenlerden de çok şey öğrendim. Aktivite konusunda, sınıf içi uygulanabilir etkinlikler konusunda şeyler öğrenmemin yanı sıra bir sonraki seminerimde nasıl daha da başka davranmam gerektiği konusunda da bana çok güzel tüyolar verdiler.
22. Orada kendimizi iyi hissettik çünkü orada bilgilerimizi paylaşabileceğimiz bir platformdaydık. Bilgilerimizi ilettiğimiz deneyimlerimizi paylaştığımız bir karşı kitle vardı ve bir yandan hala öğreniyoruz. Yeni öğrendiklerimizle eski bildiklerimizi harmanlayıp gruba veriyoruz ve onlardan da bir şey öğreniyoruz.
23. Herkesten bir şey öğreniyorsunuz. Kaç yıllık öğretmendim ben o zaman? 2009'da 13 yıllık öğretmendim. O kadar seminere katılmışım. Eğitimimin dışında işte yüksek lisans var falan ama herkesten bir şey öğreniyorsunuz. Ben o eğitimlerde de çok şey öğrendim çok şey.
24. Şöyle bir şey oluyor: sürekli kendinde bir gap olduğunu hissediyorsun. Sürekli bir şeyle o gapi doldurma ihtiyacı hissediyorsun ama o gapte bir bataklık var, attığın her şey o bataklığın içine giriyor. Sanki hiçbir zaman olmadığını ne kadar çok olmuşsan olmadığını anlarsın ya öyle bir şey oluyor işte.
25. Hangi ders olursa girdim dinledim, çok şey kattı. O işi yaparken de öğrenmeye devam ettim çünkü öğrenmek zorundaydım. Ben kaldıramam karşımdakinin “hadi be sen de! Ne biliyorsun?” demesini ya da düşünmesini kaldıramam.
26. Herkes kendi öğrenmesini gerçekleştiriyordu ve herkesin öğrenmesi de farklıydı, farklı seviyelerdeydi.
27. Tabi ben hani edebiyat çıkışlı olduğum için her dakika öğrenerek geçti benim için. Her kelime çok değerli, not alıyordum böyle gizli gizli. Sunumları not alıyordum ben hiç bilmediğim için ya da üzerinden hafif geçildiği için. Çok değerliydi.
28. Hani şey diyebilirim benim formatörlüğüm hani ben yüksek lisans yapmadım benim için yüksek lisans gibi bir şey oldu.
29. O süreç bir üniversitenin devamı gibi oldu aslında benim için. Hani hayat üniversitesi oldu çünkü içindeydim. Hiçbir şey havada kalmadı. Birbirimizden çok şey öğrendik. Nedir bazı şeyleri hep içinde gördük.
30. 2, 2-5 yıllık eğitimimi düşündüğümde, hepsi çok büyük tatminle geçti. Ve bu süreçte ben mesela lisedeki arkadaşlarımı eğittim, lisedeki öğretmenlerimi eğittim ve ortaokuldaki İngilizce öğretmenlerimi eğittim, yanlarında stajyer olduğum öğretmenleri eğittim. İstanbul'da. Eskişehir'de. Kendi öğretmenlerimi. Üniversite arkadaşlarımı eğittim.
31. Hani idealim neydi dersem hep daha iyi olmak, kendi mesleki becerimin üzerinde daha iyiye ulaşmak. Mesleğe başladığım andan itibaren hep daha ne yapabilirimi sorgulayan bir insan olarak bu benim için zirve oldu. İşte yani daha formatör eğitimliğin üzerine ne olabilir ki başka mesleki anlamda.
32. Öğretmenlerdeki çok büyük bir değişim, çok büyük bir haz. Ve ben öğretmen eğitimini bu yönden çok seviyorum. Yani öğretmendeki değişimi görürseniz, görebilirseniz.
33. Eğitim yaparken ice-breaker yapmak çok hoşuma giderdi. O buzu kırdığını görüyor olmak, İlk gün kollar kavuşmuş biz niye geldik diyen o resistant insanların bir süre sonra kollar açılıp da etkinliklerde koşturtmaları. Mood etkinliğinde uykulu oku diyorsun gerçekten uykulu okumaları çok hoşuma gidiyordu tabi çok değerli hissettim kendimi.
34. Hani benim çamaşır ipimi gördüğüm gruplar, o beni çok etkiliyor. Benim anlattığım bir şeyi yapıyorlar uyguluyorlar. ‘işe yarıyor kullanıyorlar’ demek çok hoşuma gidiyor.
35. Öğretmen senin meslektaşın, seni beğeniyorsa eğer çok normal değil mi kendini çok kıymetli hissetmen? Çok doğal. Öğrenci sana her şekilde iyi diyebilir, ne bileyim sana yağıcılık yapar. Sen onu seversin, sana iyi der. Öğrenci senin kapasiteni ölçemez ki, senin bilgini bilemez ki. O duygusal bakar olaya, ama meslektaşındır gerçek anlamda seni ölçebilen. Dolayısıyla orada haz duyuyorsun, orada başarılı olabiliyorsan haz duyuyorsun “ben bir şeyim, bir şey başarıyorum” diyorsun. Ne dedik ben yüksek lisans tezim bittiği an o kadar mutlu olmuşum ki alıp böyle bakıyordum bunu ben yaptım yani bunu ben yaptım. O da öyle bir şey. İşe yaradı, insanların yüzü gülüyor. Bir şey kattılar ki alıyorsun çünkü o yorumları. “Aa bu ne kadar güzelmiş” diyor kendi arasında mesela ya da not alıyor. Not aldığına diyorsun ki “bak bu kıymet veriyor” almak zorunda değil almayan da var. Anlıyorsun öğretmenin senin orada verdiklerini alıp almadığını, kıymet verip vermediğini. Anlıyorsun anında. Görüyorsun gözlerinden görüyorsun. Onu da görünce insan mutlu oluyor, ondan sonra gidiyorsun İstanbul'a kadar otobüsle işte.
36. Öğrenciler arasında facebook gruplarım vardı, bir sürü çalışmalar yapıyordum. İşte online newspaper generator benzeri bir şeyler öğrenmişim İngiltere'de. Bunları zaten uyguluyordum dersimde. O örnekleri göstereceğim dedim. Mesela o çok beğenilmişti, çok beğenilmişti. “İyi ki Elizabeth gelmedi” falan demişlerdi. Yani o biraz ağır bir kadındı, çok çok başarılıydı tabii ki, o da harikaydı ama hani daha onların teaching contextine daha paralel bir şey oldu. Yani bir anlatım gibi değil de uygulama göstermiş oldum. Çok çok güzel bir süreçti.
37. Formatörlük çok güzeldi farklıydı ve ben yıllarca üniversiteye geçmeye çalışmış geçememiş onun hayal kırıklığını yaşamış bir insan olarak diyorum ki ‘iyi ki geçmemişim’ çünkü ben bunlarla daha güzel olduğuna inandığım tecrübeler yaşadım. Daha çok doyuma ulaştığım tecrübeler yaşadım.
38. Başka bir rüya dünyasıydı.
39. O anın büyüünde biz çok mutluyduk.

40. Çok sayıldık, saygı gördük, güçlü hissettik. Yani bakanlık görevlendiriyor ya da ile geliyorsun hizmet içi eğitim birimine gidiyorsun bakanlık bunu yapmamızı istiyor ben okul okul gezdim okul müdürleri bana sınıfları gösterdiler sınıfları gezdirdiler olur mu sizce diye.
41. Biz uçakla uçuyorduk ve gittiğimiz seminerlerde hep tek başımıza kendi odalarımızda kalıyorduk. Çok ilginç bir ayrıntı bu, biz iki kişi kalmadık otel odalarında. Tek başıma kaldım, uçak param ödendi. Bu bile o kadar etkili ki aslında. Yoksa düşünsenize buradan gidiyorsunuz, üç kişi aynı odada kalıyorsunuz normal participant gibi olmuyor işte. Senin kendini özel hissettirmen lazım.
42. Hocalarla hep beraberdik, hala görüşüyoruz, onların işte bizi değerli göstermesi belki odur. Akademisyenlerimiz onu çok fazla yaptı bize. “Siz iyisiniz, siz değerlisiniz, sizin değerlendirilmeniz gerekiyor” dediler. Bu da bizi çok motive etti.
43. Egomuz belki tavan yaptı yani o noktada. Önemli hissettik gerçekten kendimizi hani. O hocayla aynı derse girince, işte hocayla birlikte de ders anlattığımız oldu çünkü. Bize “siz ne düşünüyorsunuz?” deyip işte lafı bize verdiği dönem de oldu. Hani onunla birlikte orada sahnede aynı rolü alan baş aktörle yeni başlayan işte ne gibi o oyuna yeni başlayan o oyundaki sahnedeki yeni deneyimleyen kişi gibi aynı rolü üstlenmek tabii ki güzel bir şeydi. Yani onun demosu gibi bir şey oldu. Bir oyun oynadık aslında bir yönden. Gerçekte sahip olamayacağımız bir ünvanı belki orada yaşama imkânı bulduk.
44. O zaman çok güzeldi. Öğretmenlere eğitim veren birisiniz, öğretmenlerin hayatına dokunuyorsunuz, öğrenci değil de öğretmenlere. Biliyorsunuz ki o sonra oraya gidecek aşağıya doğru. Çok mutluydum yani çok güzeldi, insanlara faydalı olabilmek üretken olmak.
45. Eğitimlikte direkt şunu görüyorsunuz, ben bir sınıfa girsem ben hep bunu söylerim öğretmen eğitime geldiklerinde çocuklarımdan beni kopardınız bir hafta boyunca diye çok şikâyet eder öğretmenler. Şey derim bakın bunu eğitimlik boyutunda, ben bir kişiye dokundum bir öğretmen 100 tane öğrenciye dokunacak. Ama öğretmen olarak gittiğinizde sadece 100 öğrenciye etki edeceksiniz. Ama siz 10 öğretmene dokunduğunuzda binlerce öğrenci. Orada aslında onu fark ediyordunuz. Direkt öğrenciye dokunmuyorsunuz ama orada temas ettiğiniz 10 öğretmen, orada belki binlerce öğrenci olarak yansımanızı göreceksiniz. Bu çok büyük bir haz.
46. Ben ömrümün en güzel günlerini geçirdim diyebilirim. Ya kızımдан ayırdım ama çok keyifli vakitler geçirdim
47. İşte yükümüş gibi falan düşünmedim yani hep çok severek yaptım.
48. Bir iş yapıyorsunuz, karşınızdaki kişi sizi yermeye gelmemiş. Bir şey paylaşmaya çalışıyorsunuz durumunu algılamaya başlıyorsunuz. Çok çok keyifliydi ya diyorum ya mesleğimi sevdim daha ne diyeyim.
49. Bize bir kapı açıldı. O kapı açıldıktan sonra ben zaten hepimizi ilk başladığımız güne şu anki şeyde acayip bir değişim oldu. Herkes evrimleşti. Gerçekten evrim geçirdiğimize inanıyorum.
50. Bakış açım değişti hayata öğretmenliğe öğrenciye.
51. Eskiden öğretmenlik benim için çok kalıp bir meslekti. Şöyle yapılırsa iyi oluyor böyle yaparsan kötü olur durumu vardı. Aslında bu iş kendi içinde bir girişimci gerektiren yani yeniden yeniden formatlanması gereken alana tekabül ediyormuş. Bu programda onu anladım.
52. formatörlük benim için hakikaten ilham kaynağıdır. Aldığım o kadar program içerisinde ben insanların kültürel farklılıklarına vurgu yapan bir sınıf ortamı ya da bunu kabul eden bir öğrenme alanı oluşturmak gibi bir kaygıyı taşımadım. Ben fizik öğretmeniydim yani $E=mc^2$ benim işim. Bu formüllü durumdur öğrettiğim. Sınıftaki öğrencin parçacık fiziğini benimsemez, büyük patlamaya inanmaz; Allah'ın yarattığına inanır da senin bunula başa çıkman gerekir gibi sorunların yoktur fiziği öğretirken. İnanın yani hani pozitif bilimler sınıf içi kültürle ilgilenen bilimler değildir yani.
53. Çok çok çığır açtı diyebilirim benim için.
54. İçimdeki potansiyeli keşfettim bakış açım değişti hayata öğretmenliğe öğrenciye ... içimdeki esas Emine'yi keşfettim onu demek istiyorum.
55. Tamamen besleniyordum kendimi besliyordum. Ortam kısır döngüden çıkıyordum çünkü kendimi gerçekleştiriyordum diyeyim sana. Formatörlük de o konuda destekliyordu beni, kendimi gerçekleştiriyordum.
56. Kişilik değiştiriyorsunuz hakikaten önemli formatı bizim için.
57. Grup çalışmaları kişiliğime de uygun değildir. Ben hiçbir işi başka biriyle yapamam yani. Ama böyle ne tartışmalarla insan yönetmeyi öğreniyorsunuz...Hala işbirlikçi durumum devam eder o da formatörlükten kaynaklanan artı bir değer yani.
58. Mesela öğrendiğim öğretmen eğitiminde şu çok etkiliydi: reflective cycle'ı uygulamış olmaları. Şimdi o döngüyü hani what, why, hani ne yaptın? Sence neden yaptın? Farklı ne yapabilirsin? ... O reflective cycle bir kere o öğretmenliğe bırak olaylara bakış açısını değiştiriyor insanın... Yani normal iletişimini etkiler. Ben neden bunu böyle söyledim? Ya beni tetikleyen ne oldu? Bir kere önce bunu düşünme bir reflecting yapıyorsun kendini bu tamamen bir kere insanın öğrenmesinde kendini anlamasında, analiz etmesinde, davranış analizinde bir şey ve bunu bana hissettirdiler. Ve ben psikolojik olarak bir terapideydim yani.

59. Öğretmenken kendi okuduğum okuyup da farkına varmadığım şeyleri formatör olduktan sonra farkına vararak üzerinden geçtim diyeyim. Yani tabi teoriyle daha fazla haşır neşir olmak biraz daha farklı oldu yani. O farkındalık oldu.
60. Benim heyecanım vardı. Toplum içinde konuşamazdım. Bir yere çıktığımda evet bildiklerim var paylaşmak istediklerim var. Kalbime bir çarpıntı olur. Küt küt atar böyle elim titrer. Kafamdakilerin hiçbirini söyleyemezdim. Formatörlük bana stil kazandırdı. Korkularımı yendim. Şimdi her koşulda derdimi anlatabiliyorum.
61. Mesela bir yetişkine de eğitim verebiliyorum ben şu anda. 60 yaşındaki birine de eğitim verebiliyorum üç yaşındaki çocuğa da İngilizce öğretebiliyorum. Bunu kazandırdı bana. Yani şeyi kazandırdı biz esnedik kalibre olduk.
62. Formatörlük deneyimimden önceki yaşadığım her türlü deneyimi daha sistematik hale getirdiğim... Biraz plansız da çalışıyordum ben hani oradaki hayatı kurtarmak adına çocukları kurtarmak adına... Birazcık planlama yapmadan gelişigüzel çalıştığım zamanlar da oldu ama daha sistematik hale getirdim. Artık sürecimi çok daha iyi planlayan bir öğretmen olarak çıktım ben bu süreçten.
63. Çoğu eğitimlerimizde yabancı hocalar da vardı, bizlerle birlikteydiler. Bunlar bize güç oldu. Akademisyen hocalarımız vardı, çok iyi hocalardı, çoğu eğitimlerde ki onlar zaten programın yüzünü güzelleştiriyorlardı. İçeriğine değer katıyorlardı.
64. Bu çok önemli bir deneyim kaç kişinin başına gelmiştir ki seçkin alanının en başarılı profesörlerinden hocalarından. Yani bakanlık öyle bir seçki yaratmıştı ki oraya gelenler, ders anlatan insanlar çok enteresan tiplerdi. Hiçbiri birbirine benzemiyordu, ne üslup olarak ne seçtikleri öğretim yöntem ve teknik olarak. Yani mesela Ayşe hoca grubun böyle bir kraliçesi bir prensesi nizamında üslup, sınıfta duruş, kişilerle etkili iletişim kurmakta seçilen kelimeler, o nezaket yani direkt Ayşe hocanın taklididir eğer yansıttıysak bunu. Sınıfta ulu orta yapılan arsız espriler tamamen Fatma hocanın eseridir. Mesela gruba motivasyonu vermek yani iyisini yapacağımıza güveniyorum, kötülerini kafanızdan atın, kesinlikle Hayriye hocanın etkisidir.
65. Burada her seferinde ne yapabiliriz diye düşünüyorduk. Bunlar belki kendi şeyimiz değildi. Bir Ayşe hoca bir Fatma hoca bir Hayriye hoca sürekli aslında yolumuzu açan bu konuda bizi inspire dediğimiz esinlendiren kişiler aslında. Biz sıfırdan bir şey bulmadık, orda bize verilenleri biz malzemeye dönüştürdük, eğitim malzemesine dönüştürdük, içeriğe dönüştürdük.
66. Gerek eğitim içi gerek eğitim dışı her türlü paylaşımda aramızda duvar yoktu sınır yoktu. Hepsini paylaşımaya açtık o anlamda da yani dolaylı öğrenme olarak tabi ki çok şey kattı bize. Bu mizaç bir kere her şeyden önce o motivasyon. İşlerini içerikten ziyade ben onları dinlerken o şevkleri yapıp şekilleri anlatış şekillerine bakıyordum.
67. Biz kendimizi hiçbir zaman ezik hissetmedik. Bir ekip var işte yani öğrenci mantığıyla düşünmedik biz bir aileyiz. Onlar da bu ailenin bir parçası. Biz de onların bir parçasıyız.
68. Ayşe hoca Fatma hoca o süreçte bizim yanımdızlardı Fatma hoca özellikle. Hep hep hep yanımdaydı, hala daha öyledir yani. Böyle çocukları gibi biz de onu çok seviyoruz, böyle onlarla uzun bir süreç yaşadık.
69. Böyle bir arkadaş ortamı gibiydik. Atıyorum Ayşe hocanın gece kapısını çalıp “ya hocam bunu nasıl yapalım” dediğimizi biliyorum. Yani normal hayatta olsa bunu yapamayız. İlişkilerimiz çok iyiydi. Beraber çok çalışıyorduk. Kimin odası olursa olsun tıp tıp tıp dalıyorduk “Ben bunu böyle yaptım şunu nasıl yapabiliriz?” diye beraber hep konuşup işte akşam değerlendiriyorduk gün bitiminde. “Yarın ne yapalım, şunu mu yapsak, bu hikâyeyi mi koysak nasıl etkileriz?” diye. Yani atmosfer çok iyiydi.
70. Yani sıra dışı bir çalışmaydı açıkçası o. Dolayısıyla büyük bir özveri vardı. Özveri diyebilirim buna yine büyük bir özveri, gayret.
71. Herkesin yapmak istemeyeceği bir iş çünkü hani sorumluluğu ve alanı çok geniş.
72. Sorumluluk geliştiren bir ifade oldu ki bizim için biz kendi kişiliklerimizi ve egolarımızı ya da ne bileyim yani şımarıklıklarımızı bir şekilde kenara bırakıp diğerleri için sorumluluk aldık ve bu bana göre önemli bir şeydi.
73. Eğitimlikte çok okumanız gerekiyor. Materyaller bulmanız gerekiyor, herhangi bir soru çıkabilir onla ilgili çalışmanız gerekiyor. Doğrudur, bu alanda kendinize çok yatırım yapmanız gerekiyor.
74. O tür şeyler çok zahmetliydi. Yani özverimiz oradaydı zaten. Eğitimlik belki evet işimizdi ama eğitimlik dışında biz bunları da yapmıştık kimse de bize yap demedi aslında. Birileri yapmak zorundaydı burada da biz yaptık.
75. Yaptığımız işte duyarlı olmak yani “bana ne” değil. Yani böyle bir öğretmenlere hizmet veriliyor dolayısıyla bana neci olmayıp “birileri aman yapar, bu zor şimdi, ben ne yapayım?”dan ziyade elimi işin altına koyup o anlamda bir duyarlılık gösterme. Bu sorumluluktan kaçmama. Hani bu konunun öğretmenin eğitiminin kendisi, bu konunun bir kere olması gerektiğine dair bir duyarlılık. Yani bana ne ya da “ben bu eğitimleri aldım, o kadar yedim içtim gezdim. En güzel beş yıldızlı otellerde kaldım” dememek, bu konuyla vefa hissetmek duyarlı olmak.
76. Yani yüksek lisansa hiç akademik kariyer düşünmeden başlayan birisi yoktur herhalde.
77. benim tabii hayalimde üniversitede çalışmak var ... üniversitedeyken akademisyen olmaya karar verdim eğitim fakültesinde ama yani öğretmenlikle ilgili bölüm öğretmenlik benim hayatım.
78. 200 öğretmen büyük bir salonda, belki 200’den fazladır. Onlara öğrendiklerimizi anlatmamızı istediler ama ben tabii ki o kadar başlangıç seviyesindeyim ki.
79. Eğitimci eğitici olabilmek için ne varsa hepsine katıldım.

80. Telefonda bana dedi ki: “İngilizce öğretmenlerine formatör yetiştireceğiniz programa dâhil olmanızı istiyorum”. Ben dedim ki “ben İngilizce öğretmeni bile değilim nasıl olur hocam? Benim yabancı dil yeterliliğim de uygun olmayabilir, sonuçta zaten fen bilimlerinden gelme insanım. Bu insanlar İngilizce öğretmenliği okumuş insanlar, onlara hitap edebileceğimi düşünmüyorum”. Dedi ki “hocam ben mutlaka programa katılmanızı istiyorum, en azından hazırlama süreçlerinden geçmenizi çünkü bu sizin öğretmenliğinize de faydalı olacak”.
81. Biri gelmiş işte onu yazmışlar oraya. Eğitim görevlisi gelmiş burada bir şeyler anlatmaya çalışıyor çünkü sistem belli. Sistem birini alıyor. Bir tanesi slayt sunum veriyor “sunumu al, git” diyor. Yani bizdeki hizmet içi budur. Bu hizmet içi eğitim algısı bizim ülkede nasıl yıkılır bilmem yani. Yıkılır ama yani 3 5 deli olacak benim gibi yıkılır yani.
82. Dediler ki ‘Size shaping the way we teach English adında bir kurs ve kurs belgesi vereceğiz. Bunun karşılığında sizden bu kursu yaymanız istenilecek. Siz öğretmen olacaksınız, bu öğretmen size nasıl anlattıysa siz de bu öğretmenin anlattıklarını kendi ilinizde öğretmenlere anlatacaksınız.
83. Benim için çok büyük bir deneyim oldu. Hem alan yeterliliğim açısından hem de ben bu öğretmen yetiştirmeyi 24-25 yaşında deneyimlemeye başladım. Şu anda çok fazla öğretmen olmuş öğrencim var. Ve bu da çok güzel bir deneyim. Ve hala da görüştürüm. Söylerler derslerde yaptığımız uygulamaları yaptıklarını söylerler. Benim için de çok gerçekten hani hep böyle evet piştiğim an dediğim süreçtir.
84. Bir de özel okullar ve devlet okullarında biz bu öğretim metodunu hizmet içi öğretmen eğitimi olarak Kadıköy ME açmıştı, oralarda iki günlük kısa eğitimler veriyorduk. O sürede çok yoğun eğitim verdik. Yani ulusal boyutta 10-15 eğitim vermişizdir. Ve her eğitim en az 60 öğretmenliydi. Bir de bunun yanı sıra uluslararası eğitimler verdim. Uluslararası eğitim 4 ülkede 25 öğretmenli eğitimler verildi. Ve her ülkede birer haftalık eğitimler veriyorduk. Yani 2 yıl boyunca sürekli bir eğitim sürecimiz vardı.
85. Bu eğitim yazısı geliyor ve yazıda şu söyleniyor: YL ve doktorası olanlar önceliklidir. Ve içeriğinde de şu yazıyor: Avrupa ortak başvuru metni ve yeni programlar tanıtılacaktır. Benim hemen tez konumu istemişlerdi, ben de onu anlamamıştım ilk başta. Benim tez konum, YL tez konum Avrupa ortak başvuru metninin ME programına ortaokul ve ilkokul kazanımlarını ortak başvuru metni ile örtüşmesine bakmıştım. Ben adamakıllı aldım, CEFR ı incelemiştim, CEFR üzerinden de bu son 30 yıla yani bütün talim terbiye dergilerini inceledim. Bütün programdaki kazanımları aldım listeledim. Onun üzerine bir ekleme yapmıştım. Ve o da hah bu Zehra Hoca ile ilgili bir şey deyip oraya eğitime o yazmış beni.
86. Onlarla ciddi anlamda çalıştığımı düşünüyorum. Hem kendi derslerimi onlara izlettirir, gözlem yaptırır hem de ben onları gözlemlerdim. Ve gözlemden sonra mutlaka onlarla konuşurdum. Rubric im vardı onlara da verirdim, rubric üzerinden tartışırdık. Neyi neden yaptıklarını anlamalarını çalışırdım. Benim dersimi gözlemlerinden sonra benim dersimi de tartışırdım burada neden bunu yaptık ya da ne yapabildik nasıl olabilirdi diye.
87. İlde bir tek ben vardım zaten Milli eğitimden, öbürleri hep üniversitedendi hocalarımızın.
88. Yani iki hafta tek başıma burada önce il merkezdeki öğretmenlere sonra ilçedeki köylerdeki öğretmenlere iki grup halinde birer hafta seminer verdim. İlk deneyimim oydu, yani üniversitedekiler yine çocuklardı. Adult education dediğimiz olayı orada yaşadım ilk, muhteşemdi. Korkunç bir haz, korkunç bir mesleki tatmin, korkunç bir aşk sevgi. dönütler inanılmaz yani böyle ağızım kulaklarımda, yani çok güzeldi.
89. Benim tabi hayalimde üniversitede çalışmak vardı eğitim fakültesinde...tabii üniversitede kalamadığıma göre onu yapayım bari diye düşünüyordum fakat o ilk yıllarımda bakanlık mevzuat bu tür şeylerden çok uzaktım bu konularda bilmiyordum ... hani istiyordum hevesim vardı.
90. Yani milli eğitim o zamanlar kendine formatörü öyle yetiştiriyordu ama sayılıydı o dönem formatörlük. ...Şimdi olduğu gibi, fazla formatör yoktu çok da hani dediğim gibi cazip gelmişti.
91. En büyük motivasyonlarımdan biri kendini beslemek ve o bulunduğum kısır döngünün içinde okula gel git rutininin dışında beni açan beynimi açan ufku genişleten profesyonelliğin içinde olmam oldu.
92. DyNed’de reddeden yapmak istemeyen çok öğretmen oldu ama hani ben bunu çözdüm. İnsanlara “ben sizden üstünüm ben biliyorum” diye yaklaştığınızda insanlar kabul etmiyorlar. Sizi kabul etmedikleri zaman sizin işinizi de kabullenmiyorlar, değersizleştiriyorlar. İnsanlarla-hepimiz yetişkiniz-bu diyaloga girmek gerekiyor, üstünlük taslamamak gerekiyor. Ben bunu DyNed’de çözdüm. Belki de formatörlüğe yansımaları bundan belki o geçiş yumuşak ve güzel oldu.
93. Sonrasında da bu proje çıkınca sizi zaten biliyorlar yetişkin eğitiminde bu da yetişkin eğitimi bunu sen yaparsın gibi bir şey oldu.
94. İşte grammer yerine ben iletişim becerilerinin özellikle öğretilmesi, güncel konuların öğretilmesi, eski kitaplarda kitabın tamamının verilmek zorunda olmadığı güncel olanların verilmesi gerektiği güncel olmayanları skip et geç başka konular ver gibi. Ben bu tür şeyleri hep zümre toplantılarında dile getirdiğimde karşı çıkan çok oluyordu. Şimdi böyle bir platform buldum ki kendime ben dilediğim şeyi hani eğer hocalar da eğitim esnasında beni desteklerse “bunu bakın hocalarımız bile öyle söylüyor, koskoca profesörler bile böyle yapıyor.” diyebileceğim bir platform oluşacağını düşündüm. O yüzden özellikle hani bu çalışma içerisine girmek istedim.
95. Bana ara sıra yazarlar: hocalarımızda göremediğimiz şeyleri sizden öğrendik çünkü ders ortamı sınıf ortamı bambaşka diyen öğrenciler oldu. Onlar için de çok verimli oldu benim için de onlarla beraber çalışmak.
96. İşlenen konuların çoğunu biliyorsunuz aslında bir çoğu tekrar da demeyelim baya bir refresh ediyorsunuz her seferinde her zaman işe yarar yani bu güzel oldu.

97. Yeni öğrendiğim bir sürü şey vardı hani %80ini yeni öğrendim diyebilirim %20 biliyordum çünkü düşünsene İngiliz dilinde okumuşsun hani orada formasyon adı altında Türkçe dersler verdiler bize hepsini yeni öğrendim diyebilirim.
98. Antalya’da sunumlar hep lecture boyutundaydı. Çünkü sayı çok fazlaydı. Sınıfları bölmediler. Bize belli konular tanıtıldı.
99. Genel öğretmenlik becerimizi görmek, aktarım, eğitmen olarak dinlenir dinlenmez, ilgi çeker çekmez gibi. Sanki o yönden içerikten ziyade sanki o amaçla sunum yaptık gibime geliyor.
100. Bir de sınava girdik. Yazılı sınav. Yani neler soruldu TPR Metodu nedir? Bu metodu geliştiren kişi kimdir vb, task based learning de hangisi cognitive boyuttadır, ME programında hangi competence yeterlikler beceri diye geçer yeterlik demiyorlardı hangi beceriler üzerinden. Ondan sonra bir örnek verir bu sizce hangi skills de öğretilir, falan diye orada bize sunulan eğitimlerin bir sınavı yapılmıştı.
101. Antalya’da 120 kişi, Ankara’da 90 kişi gelmiş. Gittikçe elenmeye başlamıştık. Bilkent’e 58 kişi katılmış.
102. Çok hani bırakan oldu, istifa eden oldu, çalışmak istemeyen oldu. Ailevi sebeplerle veya maddi sebeplerle kabul etmeyen oldu, 81 ilden 81 formatör olmadı.
103. Çok zorlayıcı sınavlardı yani niteliksiz hiç kimse yoktu aramızda. O aşamalardan o 3 tane profesörün karşısında anlatamayan kişi elendi zaten. O hani iki lafı bir araya getiremeyip kekeleyip dersini anlatamayan kişi pat diye 3-0 mağlubiyetle ayrıldı gruptan.
104. Çok egolarımızın beslendiğini hatırlıyorum. Bir kere seçilmiş olmak zaten çok ego besledi ve seçilmeye devam ediliyor olmak. Çünkü her aşamada elediler. Olabilen kaldı, olamayana yolladılar.
105. Kızılcahamam’a gittik. Kızılcahamam’a eğitimcilerin eğitimcisi adıyla çağırıldık zannedersen... Eğitimcilerin eğitimi denmiş.
106. O zamana kadar biz bilmiyorduk bile belki de ne yapacağımızı. Hani böyle il il gezeceksiniz, şöyle şöyle olacak öyle bir şey yoktu ilk seminerde.
107. Biz başladığımızda böyle bir beklentimiz yoktu. Türkiye’yi gezeceğimiz, böyle eğitimler alacağımız, bunun bu kadar büyük bir proje olacağı, bu içeriği hakkında ben çok fazla bilgi sahibi olduğumu düşünmüyorum... Bu işin farklı yöne evrildiğini o seminerlerden sonra anladık yani.
108. Bir ders başında lecture la başlıyorsa devamı group or pair grup çalışmasına dönüyordu. En sonunda mutlaka bir çalıştay düzenleniyordu yani o kadar kombine ki akış çok ayrıntılı planlanmıştı.
109. Bilkent’in hazırlık hocalarıyla onlardan trainerlık eğitimi almıştık onlar da loop input onlar bize nasıl davranmak nasıl davranmamızı istiyorlarsa öyle davranıyorlardı. Bence çok etkili bir yöntem. Hani role model oluyorsun sen örnek bir şey yapıyorsun.
110. Bilkent’in hazırlık hocaları vardı yabancı tam net isimler yok aklımda orada beş günlük teacher training ile ilgili eğitim aldık. Put your teacher's hat on put your student's hat on gibi.
111. Bilkent çok başarılıydı. Aldığımız eğitimlerin içerisinde en kaliteliyelerinden birisi diyebilirim çünkü orada dört gruba bölmüşlerdi bizi, orada lecturelar group workler workshoplar biz sunum yapıyorduk, orada bize verilen eğitim harikaydı.
112. Sonra Ankara’da da öğretmen evinde attılar bizi öğretmenlerin önüne. “Sunum yap” dediler. Herkesin sessionından sonra her akşam biz toplanıyorduk, kendimizi eleştiriyorduk, hocalar bizi eleştiriyordu. Bir de diğer trainerlar trainer adayları eleştiriyordu. Birbirimizi kılıçtan geçiriyorduk. Yani tabi çok faydalı oluyor asla da unutmuyorum. Bu bence en faydalısıydı çünkü sahaya çıkmadan önce biz bu deneyimi yaşadık ne gelebilecek ben ne yapıyorum sunumumla ne haldeyim onu öğrendik.
113. Ankara Bilkent’te biz bir hafta boyunca bizim şuan da kullandığımız materyalleri çıkarttık. Herkes bir sunumu aldı, bir hafta boyunca akademisyenimiz modölatörümüz ile içerisine ne koyacağız, sunumlarda nelerden bahsedeceğiz, materyalimiz nedir gibi her şeyi hazırladık ve son gün herkes birbirine bunu sundu. Sonra da feedbackleri aldık. Revize ettik. Aynısını kullanıyor muyuz? İçerisinde değişiklikler yapıyoruz. Kendi etkinliklerimizi ekleyebiliyorduk ama anlatacağımız konu mesela ben writing’de process writing anlatacaksam odur. Bunu bir dictation etkinliği ile de yapabilirim giderim bununla ilgili bir senaryo da verebilirim. Ama bunun steplerini vereceksem sürecini cycleni anlatacaksam böyle anlatmak zorundayım. Yani onun dışına çıkamam. Amaç anlatacağımız konuların standart olması. Sunumlarda ağız birliğiyle aynı şeyleri söyleyebilmemiz. Bu da bence çok iyi olmuştu.
114. Bize Ecrif yöntemi tanıtıldı. Feedback nasıl alınır, feedback verme, bir ders planına aktif kazanımları yazabilme, SWBAT, smart bir hedef yazma. Ona dair eğitimler aldık. Sonra da bize iki tane grup belirlediler. Biri Japon Çin karışık bir gruptu. Daha böyle elementary seviyesindeydi. Bir tane de Katalan grubu dediğimiz İspanyol Porterikolu. Pre-intermediate seviyesinde olabilir. Öyle seviye, iki tane sınıf var, bunlara eğitim veriyorsunuz. Bizi ikiye böldüler, iki farklı grupta eğitim almaya başladık.
115. Portfolio biz yaptık orada bize hani hands on learning gibi yaptırıldılar. Portfolio ne demek, niyet mektubu ne demek. Hani portfolyoda ölçmede makale veriyor, 3 tane onunla ilgili essay yazmanı istiyor. İşte şu kadar sürede onu da küçük bir hale getirip portfolyona atmanı istiyor. Sonra da portfolyona hoca bakıyor “Bunları bunları öğrendik” diyorduk. Bize göre bir şey değil sandwich etkisini öğrendik. Şimdi biz birbirimize çatır çatır söylüyoruz ama nasıl kılıçtan geçiriyoruz. Trainer dedi ki “siz ne biçim feedback veriyorsunuz, bu feedback değil. Bu resmen yemek”. Bize orada kırmadan kişiliğe söylemeden sadece işi eleştirmeyi bilmiyormuşuz biz çok zorlandık eleştiriyor olmaktan ama becerdik galiba bir de sandwich i öğretmişlerdi iki iyi şey söyle ortasında kötü bir şey söyle.
116. Yani sadece bunu bir içerik olarak görmeyin orada bir kişilik geliştirme de vardı eş zamanlı olarak

117. Bu süreç bize hakikaten bir ivme kazandırdı... Evet, basit olması gereken şeylerle başladık mesela Antalya bir başlangıçtı. İşte daha sonra Kızılcahamam'da daha bir arttı. Kızılcahamam'da ah dedik işte hoşumuza gidiyor. İşte Fatma hocalar gelmiş Hayriye hoca gelmiş filan. Böyle dolu tarz insanlar var. Ondan sonra işte Bilkent tam bize göre yapılmış yani bir hafta bize ayrılmış. Hep birebir sunumlar yapıyorduk. Bilkent'te muhteşemdi eğitimleri.... Bu program düzenliydi. Bir konunun arkasından hangi konu gelirse diğer bir önceki konuyu pekiştirir bu proje ona karşılık gelmişti. Ben öyle düşünüyorum. Hani biz o süreçte evet pekiştik....ee Bilkent bizi daha da pekiştirdi. Biz aşağı gitmek yerine üste çıktık. Yani hani hamdım piştim olduk.
118. Ali Hoca geldi oraya. Creme de le Creme demişti bize. Çok havaya soktu bizi, çok kıymet verdi yani.. Çok güzeldi, Fatma hoca çok efsanedir OOOO hoca yani çok yakın davrandılar çok güzel davrandılar. Çok değerli hissettirdiler bize böyle meslektaş gibi davrandılar, creme de le creme gibi davrandılar.
119. Ankara'da eğitim yaptık, hiç bilmeyen öğretmenlere trainerlik yaptık. Hiç hayatımızda sunum yapmamışız. Sonra Hayriye hoca demişti ki "sen bu iş için doğmuşsun" mesela çok hoşuma gitmişti.
120. İlgilendiler de bireysel olarak kişisel özelliklerimiz bile anlamaya çalıştılar. Ya bu aslında ne kadar bir lütuftur, yani "liderlik özelliği gösteriyor sınıfa girince parlıyor" demeleri. Bunlar çok çok güzel iltifatları ve yani çok egolarımızın beslendiğini hatırlıyorum.
121. Eğitimciler bir kere çok donanımlı ve hazır geliyorlardı, onun biz farkındaydık ... İletişimleri çok iyiydi hani. Ne yaptıklarının farkında, bizim kim olduğumuzu biliyorlardı. Bize de çok güzel cesaret veriyorlardı "ilerde siz çok büyük bir çalışmaya gireceksiniz" diye.
122. İşte Ayşe hocanın çok etkisi oldu. Sonradan Hayriye hocadan çok etkilendik, Fatma hocadan onlardan çok etkilendik.
123. Onlarda tamamen bir kere her şeyden önce öğretmenlik ön plandaydı. Dolayısıyla o anlamda belki farkında olmadan onların da rol modellikleri bizim için farklı bir eğitimdi... Eğitimciler aslında işin uzmanıydı bunu hissediyorduk, biliyorduk. Gerçekten işin duayenleriydi.
124. Belki de onlardan edindik biz o asıl şeyi. Oydu belki de yetişkin eğitimini. Belki de onların bize yaklaşımıyla öğrenmiş edinmiş olabiliriz. Onlar bize nasıl yaklaşıyorduydu biz de öyle yaklaştık karşımızdaki insanlara çünkü gördüğümüzü yaptık. O da bir güzeldi yani çok çok güzeldi. Mutlaka yaptığımız şeylerde bir güzellik buluyorlardı.
125. Yabancı hocalar vardı ya onlar biliyorsunuz çok mükemmeliyetçiler, onlardan çok disiplin ve sorumluluk duygusunu kazandık gerçekten.
126. Gerçekten çok iyi tasarlanmış, gerçekten en iyi hocalardan, hani atıyorum Ahmet Hoca neyde iyiye o geldi, ama haftaya onunla ilgili bir şey yoktu. Onun yerine Ali Hoca geldi çünkü o CEFR da iyiydi. CEFR da iyi olduğu için sadece CEFR'a geldi, onun dışındaki başa hiçbir şeye gelmedi... Teacher training nedir zaten çok az kişi çalışıyor bu konuda Fatma Hoca ile Hayriye Hoca. Herkesin uzman olduğu alanda bizi yetiştirdiler. O bakımdan çok memnunum.
127. İlk dönemde yapabilir miyim bu işi diye sorular vardı aklımda çünkü basit değil o kadar insanın karşısına çıkacaksınız. Mutlaka eksik olduğunuz yerler var ve tıkanabilirsiniz, kötü duruma düşebilirsiniz. İşte diyebilirler "sen ne biliyorsun? Bir şey bildiğin yok, bizi mi eğitiyorsun?"
128. Korkmuştum öğretmen bir şey sorarsa cevaplayamam diye ya da hani "evet olabilir bir araştıralım beraber" demek çok onları tatmin etmeyebilir. Onun için biraz çekinmiştim, soru sorarlar mı cevap verebilir miyim filan diye. Öyle bir çekincem oldu çünkü onların "aa bak kimi getirmişler, kimi getirmiş de koymuşlar başımıza. Bilmiyor bir şey" demesinler diye o yüzden hep sürekli çalışırdık.
129. Hay ömrümden ömür gitti desem yani ben çok bir fluent speaker olup olmadığımdan çok emin değilim sınıfta tek başıma kişilerin karşısına çıkana kadar.
130. Biz Isparta'ya gittiğimizde deneyimli bir şekilde gitmiştik Sudan çıkmış balık gibi gitmemiştik... Ne yapacağımızı zaten biliyorduk.
131. Yetişkinlere İngilizce kursu çalışmalarım vardı. Oradaki deneyimlerim zaten beni bu şeye hazırladı.
132. Birçok arkadaşın kaygısı vardı-yani sahaya çıkınca ilk ya da ikinci eğitimden sonra hepsinin geçmiştir gerçi de- 'işte büyük gruplara karşı nasıl duracağım ben? Nasıl onları ikna edeceğim?' gibi. Ben bu konuda şanslıydım çünkü önceden DyNed ile başladığım için çok büyük gruplara hem makro hem mikro gruplarla çalıştım. Ben biraz daha bu konuda öğretmenleri koordine etmede daha avantajlıydım.
133. İlk eğitim müthişti öğretmenler inanılmaz istekliydi bir de bizim inanılmaz bir enerjimiz vardı ilk eğitimim başkaydı harikaydı... Ben hiç sorun yaşamadım çünkü zaten hayalimdeki işti.
134. Öğretmen grubu ben ne alırım diye gelmişti böyle bekliyordu. O bizim için en büyük şansımızdı. Çok güzel geçti o yüzden çok rahat geçti eğitimler, çok verimliydi. Öğretmenler çok umutluydu. Yani böyle hatta şey dedik "burası çok yüksek, diğerleri artık nasıl olacak" çünkü biz çok mutlu olduk çok iyi geçti çok rahattı, zorluk yaşanmadı ki herkes çok korkuyordu acaba nasıl olacak diye ve ilk eğitimimiz gerçekten belki de en severek eğitim verdiğim en zevk aldığım yerdir.
135. Öğretmenler genelde memnundu. "Gayet faydalandık" diye dönütlerle, çok memnun bir şekilde döndüler ve tebrik ettiler. Yani biz bu işi yaparken gerçekten çok sevkle böyle ayaklarımız giderek yaptık yoksa yani başta bir iki ilden sonra tepki olsaydı gidemezdik korkardık.
136. Çok büyük heyecan vardı. Hocaların dönütünün iyi olması benim kendime olan güvenimi. Yani hala aklımda yapabilir miyim bu işi diye sorular varken bu işe başlamak gerçekten zor ama benim kırılma noktam o oldu.
137. Uyum sorunu çok olmadı çünkü benim yanımda hep böyle beni iyi yönde telkin eden hocalarla çalıştım. Yani hani hep Veli hocayı örnek veririm çünkü ben en çok onunla derse girdim. Fatma hoca çok büyük bir

- motivasyondur bizim için. Mesela Fatma hocayla birebir çalışma şansım da oldu. O sebeple uyum sorunu çok olmadı aslında.
138. Ice-breaker energizer dersinde 2-3 tane isim öğrenme aktivitesi ile 2 tane farklı aktivite daha yapmıştım insanların birbirini tanıması ile ilgili. Müzik, dans ve yazma ile ilgili. Tabii öğretmenler ilk girdiğinden böyle kös kös niye geldiniz diye bakan öğretmenler bir anda coştur ortam böyle değişti, o ders çok güzel geçmişti. İlk dersimi hatırlıyorum beni de tabii çok memnun etmişti çok mutlu olmuştum.
139. Şu kadar seneden beri teacher trainer olarak şu şu şu eğitimleri aldım kısaca diyordum. O anda zaten onlar bu vasıflı biri diyor çünkü istiyorlar ki kendilerinden daha farklı bir insan eğitim versin kendilerine. Kendileriyle birlikte aynı insanın olmasını istemiyorlar.
140. Mesela kartlar hazırladığımı hatırlıyorum. Onları dağıtıp tahminlerde bulundurmuştum kendimle ilgili. Ne olabilirim kim olabilirim. İster istemez ABABnün logosu var lisansta sizden değilim ben aslında fizik okudum gibi. Bir PhD degree gösteren bunu da edinmeye çalışıyorum gibi. Tabii onlar hani diyorum ya bir tık yukarıda daha iyisi olduğunuzu ispat etmek zorundasınız ki sizi izlesinler durumuna yönelikti.
141. Bir de ben böyle köy okullarında da bir şeyler yaptığım için de inandırıcı geldi aslında onlara. O önemliydi. Hani hep insanlar diyor ya “gelin bir de bizim okulda bir öğret”. Benim de çok fazla örneklerim olduğu için bütün çalışmalarımı götürüyordum. Videolar, fotoğraflar gösteriyordum. Bana diyemiyorlardı.
142. Meslek lisesi öğretmeni olmak benim avantajım oldu. Bir başka avantajım teknolojiyi kullanmak oldu. Mesela Facebook’ta öğrenci grubum vardı ve çalışmalarımı ilgili dijital ortamda örnekler vardı, onlara net olarak gösterebildim. Yani öğrencinin ne kadar kötü de olsa İngilizcesi benimle iletişim kurmaya çalıştığını o sistem üzerinden paylaştım, gördüler. Şimdi onlara gösterebildiğin sürece sıkıntı yok ama onlara anlattıysan “hadi canım meslek lisesinde olur mu?” diyorlar. O yüzden avantajım o oldu. Belki bir Anadolu Lisesi öğretmeni olsaydım, bu kadar zorlu bir grupta çalışmasaydım, bu kadar delicesine onlara öğretmeye uğraşmasaydım farklı olacaktı. O açıdan yani öğretmene ulaşabilmek bu anlamda aynı şeyleri yaşadığımı deneyimlediğini ve bu değişimin işe yaradığını öğrencindeki değişimi de Facebook’ta basit bir gruptaki uyduruk cümleleri ile gösterebilmek aslında hani onlara ulaşabilmenin yolu oldu.
143. Formatör öğretmen denildiğinde genelde bilişim formatör öğretmenleri bilinir çünkü okullarda bilişim formatör öğretmenler vardı. Fatih projesinin de alt yapısını oluşturanlar onlardı. Okullara ilk o bilgisayarların, bilişim sistemlerinin girmesiyle birlikte bilgisayar öğretmenliği bölümü mezunları kendi okullarının formatör öğretmeni oldular. Buradaki tanımdaki formatör öğretmenler okuldaki bilgisayarları tamir eden, o alt yapıyı kuran öğretmen. Onun adı bilişim formatörü, formatör öğretmen.
144. formatör kelimesini önceden biliyordum, bilgisayar formatörü arkadaşlarım çok vardı. Onlardan biliyordum. Ben hep formatörlerin onların olabileceğini düşünmüştüm.
145. Milli Eğitim kurslarında formatör kelimesini kullanılıyordu. Yani formatörlük vardı, formatör öğretmenler de ne yapar? İstenildiğinde hizmet içi eğitime gider, iki haftalık orada öğretmenleri eğitir. Benim bildiğim milli eğitimde kullanılan ismi formatördü. Yani 80’lerden beri kullandıkları genel ismi formatörlük.
146. Fransızcadan geliyor herhalde işin dil bilimi açısından kökenine incek olursak. O zaman araştırmıştık arkadaşlarla neden formatör denilmiş diye de. Yani Türkçe’de karşılık gelen bir ifade herhalde bulamamışlar, o yüzden formatör olarak bırakmışlar.
147. Form etmeden ziyade format gibi bakıyorum. Format zaten Fransızcadan sanki. Derinlemesine inmeden düşünüyorum format dediğimiz yani bilgisayarlardaki gibi güncelleniyor sonuçta eğitim. Dolayısıyla her zaman hizmet içi demektir zaten. Eğitimde her şey değişir. Yöntemler değişir, teknikler değişir. Dolayısıyla bu her meslekte olduğu gibi bizim alanımızda da hele eğitim alanında öğretim alanında. Dolayısıyla da bilgi paylaşımı format atmaktır, güncellemektir, update yapmaktır.
148. Şimdi Eğitici Eğitici diye geçiyor bunun karşılığı. Bakanlıkta da böyledir. Formatör ibaresini kaldırdılar tam bizim başladığımız dönemdi sanırım. Onun yerin eğitici eğitici o da çok karşılamıyor ama formatörden daha iyi bir ifade.
149. Eğitimcilerin eğitimcisi dediler bize. Ne bu dedik formatör mü yani? Formatörü biliyoruz ama eğitimcilerin eğitimcisi bizim için yepyeni bir deyimdi. Hani şey olur ya bazen tam çeviriyi yapamazsınız oraya bir Türkçe koyarsınız. Onun gibi gelmişti bize yani teacher trainer.
- 149.2. Ben buna eğitimci eğitimcisi diyordum. Formatörlük diye bir şey yok, ben her zaman derim ben eğitimci eğitimcisiyim. Formatörlük diye bir kavram hiçbir zaman kullanmadım, ben eğitimci eğitimcisiyim.
150. Bize dendi ki “you are a teacher trainer” yani dendi ki siz bir öğretmen eğitimcisiniz. Siz öğrencilerin değil de öğretmenlerin eğitimiyle ilgileneceksiniz. Ben de insanlara hiç formatörüm demiyordum ben öğretmen eğitimciyim çünkü başka türlü açıklayamıyordum ne yaptığımı. “Ben öğretmen eğitimciyim” diyordum. “Hani öğrencileri değil, öğretmenleri eğitiyoruz” diyordum. İşte “nasıl eğitiyorsunuz?” diyorlardı. “Belirli zamanlarda onlara yeni gelişmeler hakkında, dil konusunda, yeni gelişmeler hakkında onlara bilgi veriyoruz” diyordum. “Teknikleri öğretiyoruz, metotları, yeni yaklaşımları anlatıyoruz” diyordum.
151. Trainer diyoruz biz kendimize kendi aramızda trainer diyoruz...formatör olarak tanıtıyorum kendimi.
152. Bazen kullanıyorum bunu çünkü camiada bu kelime kullanılıyor ama öyle bir kadro olmadığı için çoğu zaman kullanmıyorum.
153. Kadromuz aynıydı. Yani biz sadece geçici görevlendirme ile İl Millî Eğitimlerde görevli görünüyorduk. Kadromuz aynıydı yani MEB’de işler öyle dönüyor teknik olarak.
154. Şu an bize desen ki titemiz resmi olarak var mıydı, yoktu.

155. Ben halen İngilizce öğretmeni olarak geçiyorum, hiçbir değişiklik yok çünkü Milli Eğitim bu tür şeylere özel bir sıfat tanımlamaz. Milli Eğitim için idareci kadrosu vardır: ya müdürsündür ya müdür yardımcısı ya şube müdürsündür. Böyle ara şeyleri yoktur öğretmenler için.
156. Zaten öğretmenlikte terfi yok. Sadece uzman öğretmen başöğretmen var.
157. Hani kariyer olarak biz yine aynıydık. Hani yine öğretmen olarak görev yapıyorduk. Mesela eğitimcilerin eğitimcisiyiz dediğimizde kimseye bir şey ifade etmiyordu.
158. Kalıcı mevkiisi olmayan bir bölümdeydim. O (eğitimcilerin eğitimcisi) vasfı da bu kurum vermemiş size. İl milli eğitim vermemiş, sizi tanımıyor. Sadece yukarıdan gelen resmi yazıyı uyguluyor. Bizim ne yaptığımızı da bilmiyorlardı.
159. Öğretmen eğitimcisi olmak bir terfi değil. Benim öğretmenlik statümle ilgili herhangi bir değişim olmadığı için terfi olarak görmüyorum. Sadece bir rehberlik hizmetidir.
160. Zaten resmiyette öyle bir terfi yok. Yani ülkemizde bildiğim kadarıyla öğretmen eğitimcisi diye bir şey yok şu an, var mı? Öyle bir kadro yok. Hizmet içi öğretmen birimi var da öyle bir kadro yok. Yani bizim bu formatörümüz gelsin diye bir şey yok. Biz vardık, bizi bıraktılar, yeni formatörler yetiştirdiler. Bizden önce başka formatörler vardı. Benim eğitim aldığım o hayranlık duyduğum formatör hocalarımız nerde, onlara noldu? Hakikaten merak ediyorum şu anda hiçbirisi yok piyasada. Bugün ben yokum piyasada, yarın şimdikiiler olmayacak öyle bir kadro yok çünkü dolayısıyla resmiyette böyle bir terfi yok.
161. Eğitim kariyerinde bilgi olarak terfi bence.
162. Bence kariyerdır en azından ruhsal olarak.
163. Eğer milli eğitim onu bir maaş ya da kıdem gibi ek karşılık koyarsa terfidir. Onun dışında terfi değildir ancak bilişsel terfi olabilir. Bilgi terfisi olabilir belki yani. Teknik olarak terfi değil.
164. Kişisel anlamda terfidir, içsel olarak terfidir. Kafanızda terfi etmenizdir. Niye? Çünkü dediğim gibi diğerlerine hitap etmeye aday gösteriyorsunuz kendinizi ve karşılarında duruyorsunuz onlar bir grup oluyor siz tek oluyorsunuz. O zaman terfi bu. Adımızın önüne eğitimcilerin eğitimcisi yazmadılar hiçbir listede ama terfidir bana göre. Bir kariyerdır bence özel olarak yetiştirilmesi gereken bir kariyer hatta.
165. Bilmiyorum onlar mı bizi kullandı, biz mi onları kullandık. Açıkçası ben her eğitimi kendim için kullandım, benim için kendimi geliştirmeme fırsat oldu, öncelikle kendimi düzeltmeye fırsat oldu.
166. Mesleki amacı mesleklerinde kendilerinin bir adım ileriye taşımaktır herhâlde çünkü hepsi istekli gelmişti. Daha önce bazılarının formatörlük deneyimi zaten vardı, benim gibi farklı çalışmalar içinde olanlar zaten vardı. Dolayısıyla kendilerini geliştirmeyi en büyük hedefleri bence.
167. Bir formatörün kendisini gerçekleştirmesi için çabasını ve mücadelesini izlemek kadar keyifli bir şey olamaz ... Hani her defasında bir odada diğer arkadaşınızla odayı paylaşmak durumunda kaldınız, ve o insanın ertesi güne hazırlığını izleme fırsatı buluyorsunuz. Amaç ertesi günkü programı kurtarmak, en iyi şekilde sunmanın çok ötesindeydi. Bu kişiler kendini en iyi yapmaya çalışıyorlardı. Meslek olarak kendimizi iyileştirmeye çalışıyorduk biz. Bütün bu çaba onun içindi.
168. Her eğitim bir problemten ortaya çıkar.
169. Ben niye öğretmen eğiteceğim? Bu benim için bir meslek mi sadece yoksa bunun benim üzerimde bir misyonu var mı? Bu tartışmada 'ortada bir cenaze var, birlikte kaldıracamız' denirdi.
170. İngilizce öğretemiyoruz. İngilizce Türkiye'de öğretilmiyor' cümlesini yok etmek bence esas en basic en şemsiye terim olarak, bence oydu amacımız.
171. İngilizce öğretilmiyor sonuçta bu ülkede. Bunu çözmek amacıyla öğretmen eğitimi projesi bu problemi nasıl çözebiliriz diye iyi niyetle ortaya çıkmış bir proje.
172. Biz yıllarca eğitim aldık. Avrupa'nın bitişiğindeyiz. Adımımızı atsak Avrupa. Bir sürü kitaplarımız var, fotokopiler hazırlıyoruz. Bir sürü İngilizce öğretmenimiz var yetişmiş. Projelerde dünya genelinde ulusal ajansa en çok başvuru alınan ve bu eğitimlerden faydalanan ülkeler arasındayız. Buna rağmen bizim çocukların İngilizce konuşamamasının nedeni nedir? Aslında buradan çıkmış neyi yanlış yapıyoruz? Öğretmenler mi eğitelemedi ya da iyi eğitildi ama sınıflarda mı çok çalışma yapılmıyor ya da bize evet belirlenen bir eğitim sistemi müfredat var, onda mı bir sorun var acaba? Birazcık da sorgulayan, soran, karşılaştırma yapan öğretmen yetiştirmek bence. Öğretmenlere yardımcı olacak aslında "biz neyi yanlış yapıyoruz?" sorusunun cevabını bir şekilde de olsa gösterecek öğretmenler yetiştirmek bence.
173. Hani şimdi bizim tabii belirlenmiş bir mesleki amacımız var. Denildi ki öğretmen yeterliklerine göre öğretmen yeterliliği ne? 1) alan yeterliliği öğretmenin alan yeterliliğini geliştireceksin, 2) izleme ve denetleme ölçme değerlendirme becerilerini geliştireceksin tamam, 3) iletişim becerisi ve öğrenci etkileşimi, sınıf yönetimi eğitimi falan veriyorduk. Program hakimiyet ve tasarım bunlar bizim vereceğimiz şeyler ve milli eğitimin kendi standartları içerisinde bize çizilmiş bir şeydi. Bu direkt bize söylendi mi? Söylenmedi ama yapacağımız sunum içeriği de bunlar vardı zaten.
174. O zaman yeni bir öğretim programı yazılmıştı. İşte CEFR kullanıldı programda fakat kimse CEFR'ın ne olduğunu bilmiyor. Dolayısıyla öğretmenlerimizin böyle bir sıkıntısı vardı... Yani öğretim programlarını tanıtmak birinci derecede o aslında. Bu genel anlamda bir yöntem teknik semineri değildi, öyle bir çalışma değildi. Bu tamamıyla bu öğretim programa yönelik bir çalışmaydı. İşlevimiz görevimiz arkadaşlara programı tanıtmak ve bu programın nasıl işlenebileceği, nasıl yürütülebileceği, sınıfa nasıl yansıtılacağı konusunda öğretmene bilgi vermektir.
175. Bizim amacımız öğretmenlere sınıfta susmayı öğretmektir. Öğretmen susacak öğrenciler konuşacak, öğrenci öğrenci ile konuşacak işte peer learning. Değerlendirmeye gelince self assessment peer assessment peer learning... Yani group work pairwork terimlerini sınıflarda artık öğretmenlere hani çok iyi bir şekilde bilmesini

- sağlamaktı. Biz hani o misyon üzerine başladık göreve. Bunu hani sadece söylemek değil biz zaten uygulamayı da o şekilde yaptırdığımız için ister istemez içselleştirdi öğretmenler.
176. Hala kendi öğrendiği gibi öğretiyor grameri. Matematik gibi öğretiyor. Amacımız İngilizce öğretiminin aslında beceri odaklı olduğunu anlatmaya çalışmaktı. Kırabildik mi? Kıramadık ama çalıştık. Bir tanesini bile denese kardır.
177. Amacımız bütün öğretmenleri yenilemekti aslında. Yenilemek, öğretmenlerin değişikliklerden haberdar olmalarını sağlamaktı aslında.
178. Formatör olarak güncel konuları, milli eğitimin belirlediği konuları en güzel şekilde aktarmak, paylaşmak, iletmek ... İçeriğe baktığımızda neydi İngilizce öğretim yöntem ve teknikleri. Dolayısıyla nedir? İngilizce öğretmeni zaten genelde bunu bilir. Zaten milli eğitimin atanmış öğretmeni. O zaman nedir? Bilgi paylaşımı.
179. Karşınızda bir yetişkin var ve deneyimleri var bu insanların kendi sınıflarına ve eğitime ilişkin felsefeleri var, algıları var, doğruları var, yanlışları var. Ve sen bir kahraman olarak sınıf içerisine atıyorsun kendini ve bütün gün boyunca da o kahramanlığını devam ettirmeye çalışıyorsun. Yani kurtarıyorsun insanların gittikleri yanlış yollardan, geri çeviriyorsun gibi bir iddian var.
180. Bugün buradayım yanındayım sana bir şey anlatıyorum ama meselemiz bu değil ben yarın gittiğimde de lütfen sen bunu ihtiyaç olarak gör.
181. Dedik ki: Arkadaş bu gün için nitelikli olan yarın için olmayabilir. Onun için de gelişimi hani sürekli güncel tutmak zorundasın, bunu ihtiyaç haline getir. Yarın lütfen bugünün tekrarı olmasın.
182. Öğretmenleri kendini değerli hissettirmek, öz yeterliliği arttırmak. Öğretmenin artık sınıfına farklı girmesini sağlamak. Biz zaten öğretmenlere onu söylüyorduk: “sihirli değneği dokundurmuyoruz, bir haftada her şey hemen değişmeyecek” ama ne oldu? Kulağına kar suyu kaçıyor. ‘Artık bununla ilgili ben neyi değiştirebilirim?’. Öğretmen bunu sormaya başlıyorsa zaten oradaki değişim başlıyor. Hani CPD dediğimiz şey de sürekli mesleki gelişim. Ben bir haftada bir şeyi sürekli geliştiremem, değiştiremem ama ben onun adımlarını attırması oluru başlatırım yani aslında bizim gizil amacımız buydu.
183. Öğretmenler zaten eğitim olarak geliyor sana. Onları bir kalıba değil de hani nedir? Kullandıkları yöntemleri sorgulama, biraz düşünmedikleri şeyleri düşündürme.
184. Benim günlük deneyimim yok aslında benim haftalık deneyimim vardı.
185. Kimsenin İngilizcesini sınamadık, o haddimize değil. Bunu da hep ilk başta söylüyorduk ‘Kimsenin İngilizce bilgisini sınamak haddimize değil. Burada herkes İngilizce öğretmeni, bakanlıkça atanmış, alanında yeterlidir’. O havayı verdik. Dolayısıyla herkes grubun bir parçası oluyordu hiç kimse ayrılmıyordu.
186. Yani hizmetçi eğitim öğretmeni eğitimcisi üniversitedeki hocası gibi değildir. Yani ona bir konuyu öğretmez o. Çünkü o konuyu biliyor zaten o.
187. Siz eğitim vermiyorsunuz ki eğitimini almış bu insan ilkokul anaokulu ortaokul lise üniversite. Eğitimini alıyor insan siz ona eğitim vermiyorsunuz ki.
188. Program boyunca uyuyamıyorduk, pazar günü çalışacağımız ilde oluyoruz. Her hafta aynı şeyi anlatıyor olmamıza rağmen o gün oturuyoruz, ertesi günün materyallerini hazırlıyoruz, konu sunumlarına bakıyoruz, tartışıyoruz. Yani gece saat 3:00’e kadar çalıştığımızı bilirim.
189. Yeni şeyler ekliyorduk devamlı. Daha güzel olacağını düşündüğümüz bir şey varsa, kendi aramızda konuşurken ‘ben şunu yaptım. Bu çok güzel oldu.’ dediğinde ‘naptın? bir bakayım’ deyip onu da ekliyorduk. Yani o bitmiyordu. Hiçbir zaman bütün sınıflara aynı şeyi anlattığım olmadı.
190. Şimdi öğretmene bir inputum var. O inputu aslında ben düz de anlatabilirim, etkinlikle de anlatabilirim. Ama öğretmen onda değer bulursa alır onu. Çocukta değer bulma yok aslında. Yani yıllarca direct metodu kullanmış bir öğretmene siz gelip “hadi bakalım, biz etkileşimsel dil öğretimi kullanacağız. Sen artık grameri böyle öğretmeyeceksin, hadi bakalım bir concept checking yap, content checking yap” deyince “Neden yapayım?” diye soruyor öğretmen. Ben çocuğu ikna eder miyim etmiyorum ama burada öğretmeni ikna etmem, onu anlatmam, göstermem gerekiyor. Burada benim misyonum o öğretmeni bunu kullanmaya ikna etmek, teşvik etmek, yönlendirmek. Onun için zaten burada sunumu hazırlamak çok önemli.
191. Neden orada olduklarını anlatmanız gerekiyor. Diyorsunuz ‘ülkemizde böyle bir eğitime karar verildi, beş gün boyunca bu eğitimleri elimizden geldiğince anlatmaya, paylaşmaya çalışacağız’. Programı veriyorsunuz, şu saatte çıkacağız. Saat çok önemli onlar için. O beklentilerinizi verdiğiniz anda hemen rahatlıyorlar.
192. Ice-breakerler mükemmel işe yarıyor. Öğretmenler kendi aralarında kaynaşmalı, senle kaynaşmalı. Eğer sen ice-breakeri bir şekilde atladın istersen MIT’den Harvard’tan gel olmaz... Ice-breaker sırasında bir gülüşme oluyor, eğer insanlar birbirine dönüyorsa ben başarmışım zaten. Sonra onlara ne istediysem yaptırıyorum.
193. Öğretmenler ayağa kalkıyorlar, kinestetik. Çıkıyorlar, koşuyorlar. Bunun diğer hizmet içilerden farklı olduğunu aslında ilk kıran o ice-breaker & warmer kendisi oldu, biliyor musunuz? Bence oradaki en iyi kurgulanmış ders ice-breaker & warmer dersi idi çünkü öğretmenlerin kafasındaki hizmet içi eğitim algısını paramparça etmiş bir şeydir o. Şimdi ne oluyor? Öğretmen belli bir önyargıyla geliyor. Daha ilk ders ayağa kalkıyor, oyun oynuyor. “Bu farklı olacak demek ki” diyor, o çok güzeldi.
194. Ders yoğunluğuna bağlı olarak değişir günümüz. Bazı illerde ders yoğunluğu çok oluyor. Bir günde altı saat ders vermek zorunda olduğunda çok yorucu, kan ter içinde kalıyorsunuz. Ice-breaker çık speaking, speakingden çık integrated. Integrated çık ölçme değerlendirme.
195. Mesela ben öğretmen olarak gramer teachingimi değiştireceğim ama nasıl değiştireceğim bunu bilmiyorum. Ben uygulama boyutunu bilmiyorsa yapmam, bu her zaman öyle değil midir? Mesela bakın ben kâğıdı katlayarak çok güzel bir kalem yaptım, bu kalemi elinize veriyorum hım güzel. Nasıl yapıldığını göstermedikten sonra siz yapar mısınız bunu? Sadece şunu diyebilirsiniz “Zehra kâğıdı kullanarak çok güzel

- bir kalem yaptı” o kadar. Uğraşırsınız, çaba sarf edersiniz ama bunun nasıl uygulandığını göstermezsem yapamazsınız. Bu yüzden bizim workshop’ta bu çok önemliydi. Her yapacağımız kavram için etkinliğimiz vardı ve uygulama etkinliği... Bir aracı, bir tekniği bir uygulamayı öğretmene yaptıracaksınız. Önce kendisi deneyimleyecek, görecektir. Ondan sonra zaten yapmaya başlar. Yani ikna boyutu aslında bu. Burada hani oturup “vallahi çok güzel, bakın hocam. Yapın, siz de seveceksiniz” diye bir şey söylemek yok. Bunu etkinliğe maruz bıraktığınızda uygulatarak öğretmene “Tamam, işte bak. Buymuş.” dedirtebilirsiniz.
196. Arkadaşım ders anlatıyorsa ben arkada dinliyordum ya da hasta olan birisi olunca onun yerine geçebiliyordum.
197. Çok şükür ki çoğu eğitimimizde hiç yalnız değildik hep birlikteydik. Birbirimizi hep tamamladık. Çoğu eğitimlerimizde yabancı hocalar da vardı bizlerle birlikteydiler. Bunlar bize güç oldu. Akademisyen hocalarımız vardı o çoğu eğitimlerde ki onlar zaten programın yüzünü güzelleştiriyorlardı. İçeriğine değer katıyorlardı.
198. Öğretmenler ona çok dikkat ediyordu “Hoca hep İngilizce anlatıyor çok beğendim” diyorlardı hoşlarına gidiyordu. Başından sonuna kadar hiç Türkçe konuşmazdım çünkü gerçekten o karşınızdaki kitlenin sizin üzerinizdeki düşüncesi çok değişiyor. Bu konuyu gerçekten bilen bir insanmış diye düşünüyorlar.
199. Bir kere MEB’de şöyle bir algı var varmış: ‘klasik milli eğitim semineri ne olur? Gideriz, iki gezeriz, lak lak ederiz, zamanı doldurur, geliriz. Sanırım ilk defa böyle bir şeyle karşılaşılıyorlar. Şimdi zaten trainer anlattığı konuyu yabancı dille anlatılabiliyorsa evet diyor. Hani ister istemez kırılıyor. Bir hafif boyun eğiyor, psikolojik bir “tamam” diyor, kabul ediş oluyor. +1 ile başlıyoruz. Öğretmenlerin çoğu hala İngilizce anlatmadığı, Türkçe anlattığı için bir kere zaten zamanla köreliyor ister istemez. İngilizce konuşmamız hoşlarına gitti. Hatta öyle gıpta edildi ki “siz nasıl oldunuz? Biz hiç duymadık, keşke biz de yapsaydık” dediler.
200. Hani dört senelik üniversite mezunu var, bunun yüksek lisansı olabilir, doktorasını yapmış olabilir. Ve sen tereciye tere satıyorsun. Hani pazarcıların satışı var ya öyle satmak zorundasın o zaten tereci yani iyi pazarlama yapmak zorundasın.
201. Öğretmen o. Zaten biliyor. Sen ona sadece hatırlat. Ben hep öyle diyordum ‘sadece toz alacağız, biz tozunuzu alıyoruz, siz zaten biliyorsunuz’.
202. Eğitimlerde çok yeni bir şey anlatıldı mı? Anlatılmadı ama ilham vermek... Bizim misyonumuz oydu. Burada ‘siz zaten biliyorsunuz. Siz bunun farkındasınız şimdi hadi bunu bir hatırlayalım mı?’. Burada çok önemli. O kişiyi değerli hissettiren olmak zorundasınız, sizin bilginiz benim için değerli paylaşmak isteyen var mı? Bunu hep yaparız. Bilginiz benim için değerli kullanalım.
203. formatör öğretmenlerin içinden gelmiştir. Hissettireceği ilk şey öğretmene kendisi gibi olduğudur. Bizim en büyük avantajımız oydu. ‘Ben özel okulda çalışmıyorum. Senin gibi devlet okulunda öğretmenim. Ben bu teknikleri uyguladım olabiliyor. Sen de dene yapabilirsin’.
204. Öğretmenlerin şu anki çalışmaları neler kendilerini görmelerine vesile olduk bizler. ‘İşte böyle böyle çalışmalar yapıyor arkadaşlar. Bizler de derslerimizde böyle çalışıyoruz. Sizler nasıl çalışıyorsunuz?’. Hani böyle paylaşımcı, karşılıklı tartışmalı ve bunlardan çıkan sonuçlarla aslında hepimizin sonraki çalışmasını şekillendirdiğimiz alandı.
205. buradan çıkarken siz de karlı olacaksınız biz de karlı olacağız ... biz de sizden elinizdeki materyalleri nasıl hazırladığınızı, neler yaptığınızı öğreneceğiz. Zor sınıflarda, meslek sınıflarında neler yaptığınızı öğreneceğiz. Karşılıklı yardım da bulunacağız burada” deyip paylaşım yapıyorduk.
206. Yetişkin eğitiminde müthiş zenginlik vardır. Yetişkinler deneyimlerini anlatarak öğreniyorlar, öğrendiklerini pekiştiriyorlar. Deneyim paylaşımı söz konusu. Yani bilginin dayatılması söz konusu olmuyor. Bilgi her defasında kendi deneyimleri doğrultusunda değerlendiriliyor ve tekrar sentezleniyor.
207. Aslında biz sadece sınıftaki güvenli psikolojik alanı yönettik bir paylaşma anlamında diğerlerinin de katkılarıyla. Böyle interaktif birbirini tamamlayan bir formatı besledik.
208. Biz rehberlik ediyoruz. Onlardan birbirleriyle paylaşmalarını sağlıyoruz bu çok önemli. Esas grup içerisinde böyle güzel fikirler, öyle farklı kişiler oluyor ki onları hemen ortaya çıkartıp onları hani sahneye almak gerekiyor. Yani bilinmeyen bir şeyi ortaya koymak değil, bilineni hemen paylaşmak.
209. İllerde çok iyi örnek yapan öğretmenler vardı. Alıyordum fotoğraflarını. İşte Mardin’de çok güzel çalışma yaptık, sonra onları Midyat’ta anlattım. Midyat’taki iyi örnekleri aldım Kocaeli’nde anlatıyordum. Son 15 20 dakikamı onların çalışmalarına ayırıyordum.
210. Mesela öğretmenler devlet bize şunu vermiyor ya da okul imkanları kısıtlı şu yok bu yok diye şikayet ediyorlardı. Bir gün bir öğretmenden ben şunu öğrenmişim: panosu yokmuş çamaşır ipi kullanıyormuş. Dedim “İzniniz olur mu? Ben bunu illere gidiyorum ve anlatabilir miyim?”. “tabii ki hocam müsaade ederim ne güzel başkaları da kullansın” dedi. Şimdi facebook gruplarına üyeyim, hepsinde çamaşır ipi görüyorum ve diyorum ki “Bizim verdiğimiz eğitimlerin tamamı, yaptığımız etkinliklerin tamamı şu an genç öğretmenler arasında uygulanıyor”.
211. Bizi okullardan aldılar. İlde bize yer verdiler, orada bizim tek görevimiz seminerlere hazırlanmaktı çünkü şöyleydi süreç: Bir hafta dinlenin gibi çünkü icabında cumartesi yola çıkıyorum pazar yola çıkıyorum cuma akşamı eve dönüyorum bu süreçte bizi ancak öyle dinlendirebildiler.
212. Okulunda öğretmenliğe devam ettim, yani ikisi de bildiğim iş olduğu için sıkıntı olmadı hiçbir zaman. Hatta besliyordu. Orada yaptığımı sınıfa veriyordum. Mesela formatör arkadaş bir fikir buluyor bir çalışma yapmış. Speaking konusunu onla çalışıyor. Alıyordum ben onu, bizim sınıfa geliyordum uyguluyordum gerçekten çok iyi iş çıkıyordu.
213. Konaklama ayarlıyorsunuz, okul ayarlıyorsunuz, okulun bütün teknik işleri... Bir de okulun idarecisini ikna ediyorsunuz. Sonra izin listeleri yayınlıyorsunuz, eğitimcileri paylaşıyorsunuz. Eğitimcilerin lojistik işi

- oluyor onu hallediyorsunuz. Yani bu tür işleri tamamen siz yükleniyorsunuz. Tamamen kendi imkanlarınızı kullanarak yapıyorsunuz. Her şeyi siz yapıyorsunuz ev sahibi olduğunuzda. Yani sizin için baya bir zahmetli süreç oluyor, bir kongre düzenliyorsunuz gibi. Yani özverimiz ordaydı zaten. Eğitimlik belki evet işimizdi ama eğitimlik dışında biz bunları da yapmıştık. Kimse de bize yap demedi aslında. Birileri yapmak zorundaydı burada da biz yaptık.
214. Her ilde biz rapor tutardık. Bir hafta sonunda sayfalar dolusu rapor çıkarıyorduk. Rapor içinde kurs ortamından tutun da hani fiziksel ortamın uygunluğu, ses düzeyinin dijital materyallerin yeterliliğinden tutun da kursiyerlerin ilgisine kadar birçok başlıkta raporlar yazıyorduk.
215. Farklıdır zaten birbirinden yani teacherla teacher trainerı bir tutamazsın teacher bir denizse teacher trainer bir derya olmak zorunda... bilgi tamamen farklı öğretmen formatörün bilgisini bilmek zorunda değil ama formatör her iki alanı da bilmeli.
216. Ben bu işi belli bir eğitim aldım da yapabildim hani almasaydım yapamazdım. Yani o eğitimi almadan, üzerine kafa yormadan hemen pat diye bir anda olmadı. O anlamda tabii ki farklı.
217. Dil eğitimcisi olarak bizde İngilizce’de şöyle bir boyut da var: Ben bir fizikçiysen, alan yeterliliğim varsa sunumum rahat olur. Ama İngilizceciysen, alan yeterliliğim var ama kullanmayı bilmiyorsam işe yaramaz. Yani ilk önce onu kullanma becerimin olması gerekiyor.
218. Donanımlı olmalı. Mesela İngilizcesinin iyi olması gibi. Yani çok önemli, çok önemli çok. Abuk sabuk bir telaffuzu varsa ya da çok yavaş zor konuşuyorsa öğretmenın karşısına çıkması çok doğru değil.
219. Telaffuzunuza dikkat ediyorlar. ‘Amerikan aksanı mı İngiliz aksanı mı, bunu nasıl söylediniz? Siz böyle mi kullanıyorsunuz ama biraz önce bunu British söylemiştiniz’ diyorlar. Bu sefer ona dikkat etmeye başlıyorsunuz. Tutarlık olsun sunumda diye.
220. Yani trainer öğretmenlere kendisiyle ilgili şunu dedirtmemeli: ‘kendi konuşmıyor ki bana gelmiş konuşuyor.
221. Yani sizin alanınızdaki yeterliliğinizi sizin fluency’niz de destekliyor. Siz böyle yavaş yavaş tane tane İngilizce konuşarak kendisi gibi “aa bu da benim gibi” algısını yaratırsanız olmaz. Ondan bir gömlek, bir tık üstte olduğunuzu hissettirmeniz lazım ki o orada alıcı konumunda olsun. Yani yoksa “Ben bundan bir şey alamam, bu bana bir şey veremez” intibasını verdiğiniz anda. Mesela bir kelimenin yanlış bir telaffuzunda ya da yanlış bir gramer cümlesi söylediğinde olmuyor. Şimdi after ı had finished my courses cümlesini söylerseniz sorun yok. Having finished my courses dediğinizde işin rengi değişiyor. Anladınız mı? Farklı kelimeleri, farklı structureları kullandığınızda dilinizi zenginleştirdiğiniz zaman da dinleyici kitlesinin üzerindeki etkiniz daha bir güzel oluyor.
222. Tabii ki alanınızla ilgili yeterliliklerinizin üst düzeyde olması gerekiyor. Sizi kabul etmeleri gerekiyor kabul görülebilirliğinizi arttıracak niteliklere sahip olmanız gerekiyor. Yani sizi otorite olarak algılamayacak ama sizin belli niteliklere sahip olduğunuzu görebilecek orada. Onun düşündüğünden farklı şeyleri uygulamada bildiğinizi görebilecek.
223. Content knowledge olarak seninle aynı seviyede olan insanlar var karşında. Yani oraya boş çıkamazsın. Bir tık üstte çıkmak zorundasın. Şimdi öğretmenlerde vardır böyle bir şey: öğretmeni koy öğretmenin karşısına de ki “anlat”, der ki öğretmen “bir dakika senin benden farkın ne ki bana bir şey anlatıyorsun?”. Haklı olarak dolayısıyla öyle bir çıkmanız lazım ki donanımlı olmanız lazım ki o da seni bir kabul etsin. Desin bu benim meslektaşım ama öğrenebileceğim fikir alışverişinde bulunabileceğim bir şey var, seni bir ciddiye alsın da orada bir dinlesin. Onun için donanımlı olmak zorundasın.
224. Bir kere İngilizce konuşmak İngilizce eğitmeni olmak için yetmez. İngilizceyi çok iyi bilmek suffixini prefixini gramer yetmez. Evet gerekli çünkü İngilizce sunacağım tabii ki. Benim hep söylediğim buydu “bir native gibi sunamıyoruz, bizim eksikliğimiz bu dili bu kadar rahat anlatamıyoruz”. Tıkandığımız yerler var. Eksiklerimiz bu ama siz bir alana hakimseniz ne kadar iyiyseniz örneklemimizi iyi yaparsınız onun üzerinden gidersiniz. Yine zorlanmazsınız. Hani mesela bir sociolinguistic competence diyardık öğretmen gözleri böyle açıyordu neymiş bu falan diye! İlk defa duyan var sociolinguistic competence’ı. Pragmatic competence diyorsunuz ama basit örnekler veriyorsunuz. Yani bak öğrenci bir kelimeyi bulamıyor skyscraperı söyleyemiyor nasıl söyletirsiniz tall buildings diyecek, circumlocution yapacak dolandırarak yapacak öyle verecek diyorsunuz anlıyor onu yani artık strateji kullanmak böyledir böyledir diye. Şimdi bunu bilerseniz onu sunarsınız. Ben her zaman diyorum alan yeterliliği lazım.
225. Ya alana hakim olmayan kişi zaten öğretmen eğitimcisi olamaz. Bir kere öğretmenlik bilgisi yani eğitim psikolojisi, sosyolojisi eğitim yönetimine kadar, ölçme değerlendirme kadar bilgi sahibi olması gerekiyor. Onun haricinde özelde de işte ELT alanındaki bilgilere de sahip olması gerekiyor.
226. Bu seminer adına konuşursak eğitmen zaten temel olarak dediğimiz gibi dört beceri nasıl öğretilir, dil bilgisi için neresindedir, nasıl olmalıdır, bir kere bütünlük, integrated language teaching önem vermelidir. Vocabulary ve gramer teaching’in nasıl öğretileceği en temelde de olsa bir tane sağlam öğrencinin düşünmesini öğrenmesini sorumluluğunu üstüne alabilmesini sağlayacak şekilde aktivite hazırlayacak. Bunları yapabilmeli öğretmen olarak ki öğretmen eğitimcisi olarak da benzer şeyleri yapabilsin. Öğretmenliğin ihtiyacını karşılayabilsin. Şunu öğretirken sorun yaşıyorum dediğinde pratik bilgileri olabilmeli.
227. Dediğim gibi CEFR nedir? Ne işe yarar? Neden kitabın üzerinde A1 yazıyor? Can-do statementları ne demek? Onu bilmeli ve bunları öğretmenlere verebilmeli.
228. Alanım olduğu için ölçme de iyidim. Çok güzel uygulamalar yaptırdım. Ölçme-değerlendirmeyi bu kadar seveceğimizi hiç düşünmezdik diyen -hep korkulu rüyaları olmuş- birçok öğretmen oldu. Ölçme-değerlendirme bu kadar güzelymiş bu kadar kolay mıymış diyen. Çünkü ben hep alternatif ölçme değerlendirme yöntemleri üzerinden giderdim.

229. Assessment mutlaka bilinmeli öğretmen yapıyor yapıyor her şeyi çok güzel anlatıyor ama assessmentı çok kötü o zaman olmadı özellikle alternative olan bilinmeli. O çok bilinmiyor herkes klasik ölçme yapıyor portfolyo diyor daha hala portfolyo ne demek bilen yok, nasıl kullanacağını bilen yok.
230. Materials adaptation yönünden öğretmeni beslemeli. Öğretmen bir aktivitenin yerine ne koyacak? Aynı tür mü? Hani klişe noktaları keşfedip ona sunabiliyorsa keypoint olarak tamamdır. Öğretmen bir oyun buldu, bu oyun çok güzel! Oyunu oynatırım ama o oyunu seçerken arkasındaki kazanım ne? Bu çok güzelmiş çocuklar çok eğlenir hem arada da birkaç kelime kapar mı? Yoksa bire bir hedeflediğin kazanımla örtüştürebiliyor musun? Dolayısıyla bu tarz şeyler benim için böyle readingi kazanımla örtüştürmek hani en sevdiğim kısımlarıydı.
231. Terminolojiyi de bilmek kullanmak gerekiyor. Yani o sadece örnek ders olarak geçmiyor ki. Sunumun ilk başında siz teoriyi veriyorsunuz yani. What is grammar? What is structure? Yani o dil bilgisi nasıl oluşuyor? O onu demiş, bu bunu demiş, şu şunu demiş. Onlar olmak zorunda.
232. Şimdi mesela behaviourismden olan metod neydi? Audiolingual method, değil mi? Şimdi aşağı yukarı bunu bilirsin, değil mi? Aktiviteleri nelerdir? Nasıl işlenir? Bunun altında hangi felsefenin olduğunun bilmek önemlidir. Öğretmen onu bilmeyebilir her zaman ama öğretmen yetiştiren birinin onu bilmesi lazım ki daha hakim olsun. Bir şeyi anlatırken neyi ne için anlattığını bilsin. Bir şeyin sebebinin ne olduğunu bilsin. Budur yani donanımlı olmak. İnin cinini dibini bilmektir. Üstünü de bilmektir, teorisini de bilmektir. Ve onu bağdaştırmaktır, ezbere bilgi değildir. Öğretmenlere öğretince, onlarla paylaşım yapınca daha çok öğreniyorsunuz ya araştırma ihtiyacı altını dolduruyorsunuz. Bilginin nereden kaynaklandığını, onun neden yapıldığını, o hareketin neden yapıldığını araştırıyorsunuz.
233. Akademik yetkinlik. Ve bundan önce ciddi bir akademik çalışma yapmadıysanız aslında çok fazla tökezleyeceğiniz yerler olabilir. Yani ben şeyi bilirim, çok fazla arkadaşlarla oturup saatlerce CEFR 1 konuştuğumuzu. CEFRın ne olduğunu basamaklarını içeriklerini CERF 1 anlamaları için aslında Communicative Language Learning felsefesini anlamaları gerektiğini bunun yanı sıra, o bile yetmiyor, action oriented learning diye bir şey var, bir de onu anlamaları gerektiğini. Bu hani CEFRı anlatacağım deyince anlatılacak bir konu değil. Bunun üzerine çalışmış bir arkadaş da varsa sizin karşınıza çıkarsa aslında çok fazla zorlanacağınız bir konu.
- 233.2 Eğitimci olarak benim evrenim sınıf olamaz. Benim evrenim sadece eğitim verdiğim kurum da olmaz. Daha geniş olması gerekiyor. Yani entelektüel düzeyin biraz daha farklı öğretmene hani bir şey dediğimde ben ona bir i+1 denilen bir şey var ya onu verebilecek kişi olmalıyım. Hocam hiç şunu okudunuz mu? Hani bunu da söyleyebilecek kişi olmalıyım: “bakın şurada çok güzel bahseder”. Bunu da ortaya dökmemiz gerekiyor. Bu anlamda tabii hem akademik açıdan önemli belki hem de bir entelektüel okumanızın da hani farklı alanlarda çalışmalarınızın da olması gerekiyor çünkü gelen öğretmen bazen sadece öğretmen değil. Farklı çalışmaları da var, farklı yetkinliği de var. Bunun danışmanlık yapma var, TOEFLa çalıştırma var, projelerle ilgilenenleri var, şirketlerde danışmanlık yapma var. Öyle öğretmenler de geliyor. O sizden bir şey bekliyor. Hani bir yine o öğretmen profiline de verebilecek şeyiniz olmasını gerekiyor.
234. Sadece teorinin değil, teorinin uygulama ile birlikte gösteriliyor olması diğer seminerlerden farklı kılmıştır. Teoriyi zaten hani reading theories nasıl öğretilir bunlar kitapta her yerde var. Öğretmen olarak en büyük sıkıntılardan bir tanesini program ders kitabı örtüşmesi, o kitabın içindeki reading hedef örtüşmesi. Hedefin ne? Yani program-uygulama ilişkisi. Programın realitede yansıttığı. Yani tek basit bir yönergenin mesela insert the sentences into the paragraph normal temel egzersiz diye görülen bir şeyin altında yatan teorinin aslında mantığın ne olduğunun eksik olduğunu gördüm. Aslında belki öğretmenlerin ders kitabından çoğunu atlattığı bölümlerin bilişsel bir beceri kazanmaya hitap ettiğini farkında olmadan yani orayı at burayı at şurayı at derken belki çok önemli kazanımları attığını gördüm. Bu anlamda öğretmen eğitimcisi olarak dediğim gibi workshop hazırlamaya ihtiyaç var.
235. ELT ile ilgili paylaşım bilinen şeyin paylaşımlı uygulaması diyebiliriz yoksa onların bilmediği şeyler değil ama uygulamıyorlar. Konuşmayı bilmiyor değil ama konuşmuyorlardır. Çünkü konuşmayı oluşturacak ortamı bilmiyorlardı, sınıfta teker teker soruyorum grupwork pair work yaptırıyorlardı. Ama sen öyle bir etkinlik veriyorsun ki pairwork yapmak zorunda kalıyor.
236. Klasik uygulamaların dışında bir uygulama yapabiliyor olması. Yani bir speaking dersinde sadece oku deyip geçmektense pair workle karşılıklı 2-3 kişi konuşurup diğer kişiyi soru sordurarak bilmeyi sağlatacak bir eğitim planlamanız sizin onlardan farkınızı gösterir. Öğretmenler örnek olmasını bekliyor. Önünde örnek olunca da ‘bunu sınıfta uygulayabilirim’ diyor.
237. Bir hoca çok güzel hazırlamış sunumunu. Çok dolu dolu, benim feyz alabileceğim bir sunum ama oradaki öğretmen için. Hani demiştik ya nasıl İngilizce öğretilmeli onu kırmaya çalışıyoruz diye. Öğretmene onu kıracağı hiçbir şey vermedi. Sadece teknik bilgi anlattı. O kitleye hitap edemedi ve insanlar çok eleştirmişti “hem sıkıcı hem zaten biz bunları üniversitede dört sene gördük. Neden şimdi tekrar üniversite eğitimi sunum haline gelmiş şekilde izliyoruz?” diye. Orada etkinlik yapmalıydı, workshop yapmalıydı.
238. Sample lessonlar mesela demo lessonlarda, biz hem teoriyi hem de böyle sampleları ya da çeşitli etkinlikler yani interaktif uygulamalar yerleştiriyorduk. İnteraktif uygulamalarda böyle katılımlı yani direkt anlatım değildi. Yani loop inputlar mı dersin aynı yöntem ve teknikler öğrenciye nasılsa öğretmenlere de yaptırmadan yapıyordu.
239. Hani şöyleydi loop input yapmaya çalışıyorduk yani bu sistemi kullandığında tepki çekmiyorsun. Zaten sen öğretmene yapması gereken şeyi anlatırken sen onun yapması gerekeni yapıyorsun aslında.

240. Bir lecture yapmak kolay ama bir loop input denen şeyi. Yani eğitim aslında düz bir şey değil, konuyu eğitim içerisine yedirerek etkinliklerle farkına vordırmdan anlatmak kolay değil.
241. Loop inputla iki bakış açısını da sağlamış oluyorsun hem öğretmen olarak bakıyorsun hem öğrenci olarak bakıyorsun hani biz ona şapka deriz şimdi öğretmen şapkası takın dinleyin şimdi öğrenci şapkası takın... sen trainer teacher oluyorsun hani şapka derlerdi veya shoes derlerdi onlar öğrenci şapkalarını taktırıyorduk öğretmenlere biz de öğretmen şapkasını takıp sınıf ortamı gibi yapıyorduk örnek speaking dersi ben öğretmen gibi anlatıyorum ve onlara bütün taskları yaptırıyorum sonra aslında bakıyorlar bu grammar aslında böyle de öğrenilebiliyormuş diye bitiriyorduk.
242. Yenilikleri takip ediyor olması gerekiyor, onları derste kullanabilecek yeterlilikle nitelikli olması gerekiyor çünkü örnek olacak oradaki sınıftaki öğretmenlere de yaptığı her çalışmanın hani sınıfta uygulanabilir olduğunu da göstermesi gerekiyor.
243. Bütün insanların hayatlarında bir kısır döngü vardır. O kısır döngünün dışına çıkmak istemezler. Çıkarılmak zorunda olduklarında bir direnç uygularlar. İşte siz o direnci ancak iyi bir model olursanız kırabilirsiniz. Hani yaparak, iyi bir model olarak. Hani siz nasıl davranırsanız onlara onlar onu öğrenirler sizin söylediğinizi değil sizin davranışınızı alırlar. Ben kimseyi değiştirmeye çalışmadım hep kendim olmak istediğim karşıda görmek istediğim şeyi ben yapmaya başladım.
244. Şimdi heterojen bir grup var. 2-3 yıllık öğretmen de var emekliliği yakın öğretmen de. Onları güzel harmanlamak, herkese dengeli söz hakkı vermek önemli. Ben uygulama sınıflarında öğretmenleri karıştırıyordum farklı şeyleri görebilmeleri için. Mesela yeni öğretmenle deneyimli öğretmeni aynı masaya alabiliyordum.
245. Sonra yaş ya da deneyimlerine göre sınıf içerisinde gruplama yaparım, çok aktif olanları görürsem aynı grup içerisinde 3 4 kişi aktifse aktif olmayan yerlere muhakkak gönderme yaparım. İlkokul öğretmenleriyle ortaokul lise öğretmenlerini her zaman kaynaştırırım sadece ilkokul sadece ortaokul sadece liseyi bir arada asla tutmam çünkü dilin dört temel becerisine eğitim yapacağınız zaman bir öğretmen üç yıldan fazla ilkokulda derse giriyorsa çok güzel onlar çok güzel dinler ama çok az instructionla sınıf içerisinde ders yaptığı için çok az kelimeyle konuşmaktan çekinir korkar niçin korkar ya şimdi yanlış bir şey söylerim gramatikal bir hata yaparım arkadaşlar şimdi bana bakarak şimdi bu nasıl öğretmen olmuş der deme korkusu vardır o yüzden onları muhakkak karıştırırım.
246. Öğretmen eğitimcisi demek öğretmenlerin takıldığı kendi açıklayamadığı durumlarda destek oluyorsunuz demek burada aslında biz sınıftaki güvenli psikolojik alanı yönettik bir anlamda diğerlerinin katkılarıyla böyle interaktif birbirini tamamlayan bir format oluşturduk ... kendi içinde bilginin tekrar yapılandırıldığı alanlar oluşturuldu.
247. O poster sessionlar, aktivite olarak yani öğretmenlerin önlerine kağıtlar koyup onların beraber yani birlikte öğrenmesini sağlama. Birlikte birbirinden ne biliyor onu peer learning yani onu sağlama gibi. En çok dikkat ettiklerimizden biri oydu.
248. Öğretmene anlatırken etkinliği uygulamasını uyguladıktan sonra da onu arkadaşlarıyla şu an oturuyor beş kişi mesela mikro olarak sunmasını sunarken de karşı taraftaki dinleyen arkadaşların hem derse katılıp hem not almasını birbirlerine ek yaparak onu daha mükemmel hale getirmesini isterim. Yani hem işleyecek hem yaşayacak onu mükemmel hale getirmek için bir daha düzeltecek .
249. Ben orada dört saat bir şeyi sunduktan sonra o öğretmen oradaki kavramları rahat kullanıyor olabilmeli, onunla ilgili bir ürün çıkartıp onun üzerinden konuşmalı. Çok output odaklı olmuyorsunuz ama orada görüyorsunuz. Öğretmenin yaptığı iş orada çıkıyor ve onun üzerinden mutlaka biri değerlendirme yapmak ve öğretmene feedback vermek gerekiyor. Öğretmen 40 dakikada sunumunu hazırlıyor, 40 dakika sonra 4 grup varsa her grup bunu 5 dakika içinde anlatıyor. 5 dakika içinde anlattıktan sonra 5 dakika sunum 2 dakika da değerlendirme. Öğretmenin her yaptığı süreci dinlemek, çalışmayı takip etmek ve doğru yerde geri bildirim vermek çok zor. Uzun süreli izlemeyi öğrenmeniz gerekiyor. Bununla ilgili gerekli yerlerin notlarını tutabilmeniz ve doğru yerde geri bildirim vermeniz gerekiyor. Biz eğitimci olarak onlara diyoruz ki "burada bu etkinlik iyi olmuş ama bunu buraya taşıyabilir miyiz? Bu şöyle olabilir mi? Bu böyle daha mı etkili olur sanki?" Hani yanlış öğrenme varsa. Hani onları temizlediğiniz düzenlediğiniz yer oluyor aslında. Bunun hala eksik olduğunu düşünüyorum kendimde. Bir de orada öğretmen alışkın değil sizin verdiğiniz her bildirim onun için eleştiri gibi gidiyor. Yani onu doğru bir şekilde geri verebilmeniz gerekiyor. Bu da çok önemli buluyorum.
250. Biz çocukları doğurtuyoruz hep nedir push push. Var zaten içinde, çocuk var, boş gelmiyor sana ama nedir hani öğretme anlamında evet içindekini çıkartıyoruz ama bunu da hani öğretme bunları düşündürtecek doğru soruları sorarak yapıyoruz. Öğretmen değerlendirme yapmalı. Hem yaptığı işi hem öğrencisini hem kendini hem ekranını. Yani bir kitlemiz var ve bu kitle boş gelmiyor. Hepsinin getirdiği sınıfa çok farklı şeyler var. Bir kitle birçok şey yapmış. Doğru ya da yanlış yaptığı çok şey var daha deneyimliler. Hani bu deneyimleri tekrar tartışmak onlara tartıştırmak iyi olup olmadığını sormak aslında bir yığıtçe bir iş yani karşısına çıkıyorsun ya yapmışsın ama bir bakalım deneyelim işte o süreçte onlara doğru soruları sormak gerekiyor ve bunun için de çok iyi bir eğitim almak gerekiyor.
251. Ortalığa açtım konuyu siz ne düşünüyorsunuz diye zaten cevap çıktı. Kendi verdiklerini verdim aslında. Hani bir moderatörlük de yapıyorsun aslında olayı döndürüp de hani kendin veriyorsun. Hâlbuki kendi söylemiş oluyor da sen söylüyorsun ya sen senden aldığını düşünüyor ama orada onu çıkarmak var ya çok önemli. Birisinin yardımına ihtiyacı var, insanların geri döndürerek "hadi düşünelim. Grupça çalışalım, çok güzel bir soru! Haydi, arkadaşlar bunun için düşünelim, grup çalışması ikili çalışmalar yapalım. Hadi bakalım neler yapabiliriz? Neler diyebiliriz? Siz ne düşünüyorsunuz?" gibi. Bir koçluk aslında yani bir sorun var ortada o

- soruna asla siz cevap vermemeniz gerekiyor ya da ona tavsiyelerde bulunmuyorsunuz. Şöyle yap böyle yap şunu yap bunu yap demiyorsunuz dememeniz gerekiyor hani sorduğunuz sorularla onu kendi kendine neler yapabileceğini durumu nasıl düzeltebileceğine dair kendisinin bir şeyler söylemesine fırsat veriyorsunuz ki asıl ihtiyacı da kendi biliyor aslında da bilmediğini düşünüyor içinde olanı ortaya çıkarıyorsun. Ben bu taktiği kullandım aslında eğitimde işe de yaradı.
252. Öğretmen eğitimcisini sınıfa sokup da hani öğretmenin dersini dinle oradaki eksiklikleri gider manasında kullanmıyoruz biz onları topluca bir araya getiriyoruz, bir öneri programı sunuyoruz. Şunu şöyle yaparsanız daha iyi olur programı öneriyoruz.
253. Trainer olarak bazı çelişkilerin üstesinden gelmek gibi, kendi önyargılarınızla hareket etmemek gibi bir zorunluluğunuz var. Sınıfa giriyorsunuz çeşit çeşit insan var. Fiziksel olarak fikir olarak uygun bulduğunuz var, bulmadığınız var. Ama asıl olan işiniz bu değil, hitap etme meselesi.
254. Yani mesleğinde fedakâr olmalı, özverili olmalı. İşte şuraya gideceğiz dendiği zaman hayır dememeli. Gözü pek olmalı.
255. Bir de öğrenilmişlikleri dinlediğimiz için de yani bildiğini aktarmak kadar bileni de dinlemenin de önemli olduğu bir alandı orası. Hani burada tek bilgi salt bilgi sana ait bir şey değil, ego falan orada olmaması gerekiyor.
256. Farklı kişilikler olacaktır. Farklı kişilerle karşılaşabileceğinden önce kendi kişiliğini, egolarını tatmin etmesi lazım. Kendini gerçekleştirmeli.
257. Formatörlüğün ne olduğunu aslında iyi bileceksin. Onu sindireceksin. Son cümlem başak dolu iken eğilir yani ben eğitimci eğitimcisi oldum diye orada çok havalara girmemek lazım, herkes eksiktir her zaman dolacak bir yer vardır.
258. İstanbul’da seminere gittim. Bir gün öncesinde şube müdürü toplantı yaptı, dedi ki “buradaki öğretmen profili diğer gördüğünüz gezdiğiniz yerlerden farklıdır. Buradaki öğretmenlerin yaşam standartları çok yüksektir. Onlar yurtdışına giderler, gelirler; kocaları zengindir. Sabahleyin görürsünüz, sıkır sıkır giyinirler, lüks arabalarla gelirler. Yani yaşlarınıza küçük görebilirler, çok da kafaya takmayın”. Pazartesi günü ilk dersim ice-breakers warmers. Sınıfın içini tabii dışarıdan gözlemliyorum. İnanılmaz böyle sıkır sıkır giyinmiş kadınlar. Sunumunda da “welcome to the inservice **tacher** training” yazıyor. Çok süslü bir kadın e tabii İngilizcesini de gösterecek ya ben daha dedim ki “Welcome, my name is Onur”, kadın şey dedi “excuse me, sir?” “Yes, please,” dedim. “You forgot to put e in the teacher” dedi. Ben de şöyle baktım, arkamı döndüm “Excuse me, madam, don’t you know tacher, what tacher means?” dedim. Kadın “No” dedi. Ben dedim “this means teacher, but this is old English. In the Shakespearean era, it was a teacher, and it is called tacher, so I have raised your awareness; congratulations!” dedim. Öbür taraftan da biri “evet, öyle tacher” dedi. “Eskiden öğretmen demekti.” dedi. Öyle bir şey yok ama ne tacheri? Ben unuttuğum e harfini.
259. Kişileri dinlerken kendinizden farklı ve daha nitelikli gördüğünüz şeyi dinleme eğiliminiz vardır. Ve öğretmen eğitimcisini sınıfa sokup da hani öğretmenin dersini dinle oradaki eksiklikleri gider manasında kullanmıyoruz biz. Onları topluca bir araya getiriyoruz, ondan sonra bir öneri programı sunuyoruz. Şunu şöyle yaparsanız daha iyi olur programı. Ve bunlar sınıfta bunu ne kadar uygulayabiliyor izlemediğiniz için sadece niyet aktarabiliyorsunuz. O niyeti aktarabilmeniz için de diğerlerinin size saygı duyması lazım ve kendilerinden daha nitelikli olduğumuzu ön görmeleri lazım, öyle hissetmeleri lazım... Öğretmen eğitimcilerinden de biraz izlenen gruptan işte o seçkin gruptan olmalarını talep ediyoruz.
260. Konuşmanla da hissettirirsin hareketlerinle hissettirirsin davranışlarınla hissettirirsin bilginle hissettirirsin yani onların söylediği bir kaç tane internet kaynağı sen daha farklı şeyler istersin. Video çekimleri vardır sen hem video hem animasyon yapacaksın.
261. Şöyle diyeyim ben zaten yapıyordum diyorum ya yani hani benim yaptığım çalışmalarım çok da farklı değildi. Belki formatörlüğe geçişte de zorlanmadığım nokta oydu: zaten yapıyor olduğum çalışmaları. Classroom managementta işe yaradı, grup çalışmaları yaparken ya da materyal üretmede tabii ki faydası oldu. Hepsi birbirini bütünleyen şeyler. Yani öğretmenlikte edindiğim bilgilerin ışığı doğrultusunda formatörlükte başarılı oldum. Öğretmenliğimde deneyimleyerek geliştirdiğim kendimi bulma sürecinde edindiğim şeyler formatörlüğüme yansısı ve orada pekiştirdiğimiz uygulamaları şekillendirdi, güzelleştirdi. Yani öğretmenlikte edindiğim şeyler olmasaydı, formatörlükte onları üretemezdim ben.
262. Benim en büyük kazancım işte ben hep böyle mutfakın içinde zaten o yüzlerce aktiviteyi yaptığım için yani o kitaplardaki yazılı olanları ben uygulamalı olarak yapıyordum.
263. Üniversitelerimizde çok kıymetli hocalarımız var ama ben sınıfta öğretmenin daha iyi olduğuna kesinlikle inanıyorum. Eğitim fakültelerinde hoca olan insanların önce bir Milli Eğitimden geçmeleri gerektiğine inanıyorum. Önce bir mutfaktan geçmeleri, mutfakta olmaları gerektiğine inanıyorum. Orada çıkıp konuşmayla olmuyor. Sen bir karşıdakinin ortamını, şartlarını bileceksin; göreceksin. Verdiğin teoriyle o günlük hayatı bağdaştıracaksın. Karşıdakini anlayacaksın, empati yapacaksın. “Yap yap” demeyeceksin. Biz mutfaktan geliyoruz.
264. Öğretmen eğitimcisi öğretmen kökenli olmalı, zor şartları görmüş olmalı. Böyle eğitimciler daha iyi. Yüzde 200 önemli o. Yoksa başarılı olamıyorsunuz. Havada kalıyor. Karşı taraf sizi dinlemiyor bir zaman sonra. Diyor ki ‘benim problemi çözemiyor, hiç çalışmamış’.
265. Öğretmen eğitimcisini öğretmen olmayan bir gruptan yetiştirmeyelim. Sınıf deneyimi olmayan insanların bana göre üniversitede hocalık bile yapmaları, ilkökul ortaokul öğretmenliği deneyimlememiş bir kişinin gelip de üniversitede öğretmenleri yetiştiriyor olması bile uygun olmayabiliyor. Bazı örnekler denk gelmiyor.

266. Öğretmene çok güzel ütopya oyunlar getirtirsin ama elinde öğretmen kitabı var sonuçta. O yüzden eğitimlerimde öğretmenlerin kendi gerçekliğine döndüğünde "cee rüyaydı" demeyecekleri uygulamalar yapıyordum her zaman çünkü öğretmenlerden şu duyuldu: "Yani evet siz böyle söylüyorsunuz ama iş öyle değil ki". Bunu en çok zannedersen akademisyenler karşılaşıyorlar. "Siz zaten gelin devlette bir öğretmenlik yapın da görün" diye. Şimdi bir kere kursiyerler bunu bize diyemiyorlar. Biz çünkü zaten aktüel öğretmendik.
267. Bence ön koşuldur. Yani iyi öğretmen olmayan öğretmenleri nasıl eğitecek? Nasıl formatörlük yapacak? Kendisinde olmayan bir şeyi nasıl karşı tarafa aktaracak? Yani tabii ki önkoşuldur diye düşünüyorum.
268. Öğrenmeyi seviyorum, öğrenme konusunda isteklilik konusunda yeterli miyim? Evet, o halde ömrüm boyunca devam edecek. Yani ben formatörlükten, öğretmen eğitimcisi olmaktan çalışmaların tam olması gerekmediğini, her zaman gelişime yer olduğunu fark ettim. Bu benim için önemli bir öğrenme.
269. Trainerın kendini sürekli geliştiren biri olması lazım. Herkesin kullandığı yöntem ve tekniklerin dışında da farklı şeyleri yapabiliyor olması gerekir. Sadece bu konuda değil hiçbir konuda % 100 yeterli görmem kendimi, sürekli geliştirmeye çalışıyorum. Yeni bir şeyi gördüğüm zaman o konuda cahilmişim diyebilenlerdenim ben.
270. Hiçbir zaman yeterliyim demem. Yeterliyim dediğim anda kemik erimem başlar artık bir kenarda otururum. Zaten işimizi oluşturan şey neydi? Çok çalışmak, sürekli yenilenmek, sürekli yenilenmemiz gerekiyordu çağa ayak uydurmak.
271. İyi bir hizmetiçi eğitimcisinin bir önceki bir sene, önceki sınıfta kullandığı ya da gördüğü bir olumlu davranışı veya olumsuz davranışı kesinlikle not alması lazım. Note taking ve her sunumdan sonra sunumun değerlendirmesini yapmalı, günlük tutması lazım.
272. Trainers şu anki değişime adapte olabilmeli, yeniliğe, gelişime açık olmalı, ve o beceriyi elde edebilmeli... Yenilikçilik alanında bir beceriye sahip olmalı. Geleceğin sınıflarının öğrencilerini yetiştirdiğimiz bilincinde olmalı. Yani geleceğin sınıfları bir konsept olarak düşündüğünüzde şimdiki sınıflarımızdan çok farklı, bunu hayal edebilmeli.
273. Bence en önemlisi presentation. Presentationı bilmeyen hiçbir şey öğretmez. Dinlettiremez karşındakine kendini. Presentation demek power point açıp okumak demek değil ki. Böyle bir şey var mı TED'e bak bakalım okuyorlar mı TED konferanslarında. Yani sunum demek şovdur. Şov yapıyorsun.
274. Sanatçı olmak gibi sahnede. Hani şarkıcılara derler ya 'sahnesi çok güzel'. Eğitimci eğitimcisinin de sahnesi çok güzel olmalı. O da bir beceridir. Aynı aktiviteyi iki kişi yapar, birinden çok sıkılırsınız, birinden keyif alırsınız aynı aktivite olduğu halde.
275. Benim daha çok hani sunum boyutunda bilgiye ihtiyacım vardı. Çünkü kendimi çok kaybediyordum sunumda fotoğraflarda çıkıyor exorcistteki gibi mesela kafamı çevirmişim sanki ben bir yerde vücut bir yerde.. Posture mesela. Duruşumu böyle mi yapayım böyle mi? Hani sizin orda bir duruşunuzun olması, verebileceğiniz bir şeylerin olması gerekiyor her zaman ve güçlü durmanız gerekiyor. "Size bir şeyler vermeye geldim" mesajı vermek için kendinizi dinletebilmek çok önemli. Posture benim en çok zorlandığım konu. Sınıfa girdiğinizde nasıl duruyorsunuz? Ben bir eğitimci gibi mi duruyorum? Yoksa her hangi bir öğretmeni getirdiler koydular mı? Orada çok önemli kıyafetiniz duruşunuz.
276. Göz teması mutlaka kurulmalı, güler yüzlü olmalısın. Bir de ben onların yanına giderim, yere de otururum, asla böyle blah blah lecturer tarzı yapmam gibi. Bunlar aslında yazılı olmayan ama olması gereken trainer kuralları yani.
277. Formatörlükte sınıfın içine girdiğinizde "bu mu bana ders anlatacak? Adam bir üstüne başına bir bak ya biz seninle meslektaşız" dedirtmemek için. Öyle durumlarda "Ben bundan bir şey alamam" diyorlar. Ha belki yanlış, belki adam lebiderya. İnsanları kıyafetleriyle o anlamda yargılamak kötü bir şey ama siz hiç böyle dünyada çok bilgili bir schoların böyle pejmürde giyindiğini gördünüz mü? Hayır, ben olduğunu zannetmiyorum. Kafayı yiyenler hariç.
278. Etkili sunum yapmak önemli. Mesela şunu demeyeceksiniz: 'I want you'. Gerçekten yaptığımız vardı çünkü çocukla böyle iletişim kuruyor öğretmen. 'You have to, you must' kullanamazsın. Yani başlarsın kibarca 'I kindly, will you be please' dersin.
279. Trainer bu içeriği en güzel şekilde katılımcısının profiline göre bir kere zaten ayarlayabilecek, organize edebilecek, anında ihtiyaçlara ya da hedefleri adapte edebilecek yetkinlikte olmalı.
280. Gelen öğretmen bazen sadece öğretmen değil...Bunun danışmanlık yapma var. Koçluk yapma var. Bazıları gidiyor toefle çalıştırıyor. Bazıları projelerle ilgileniyor. Şirketlerde danışmanlık yapma var. Sizden bir şey bekliyor, o öğretmen profilini de verebilecek şeyiniz olması gerekiyor.
281. Bize bütün İngilizce öğretmenleri gelir: dezavantaj, ilkökul, ortaokul, lise. Ve şunu da belirtmek zorundasınız bu etkinlik mesela diyordum ki "ama bu lisede olabilir bu parça buna uygun, ama siz bunun basitini bulun ilkökula yapın" ya da frog hikâyesi vardı jump jump on the pond gibi "bu ilkökul öğretmenleri için bu da liseye olmaz siz bunun benzerini lise için bulun" gibi. Mutlaka yönlendirme istiyorlar.
282. Öğretmen eğitiminin bir continuum olduğunu orada öğrendim. Gelen kitleyi artık şöyle yapıyorduk, bir bakıyorsunuz kitleye hangi aşamada? 1 2 3 4 diye sıralıyorsunuz. 1 farkındalık düzeyinde olan kişi var, ona göre bir eğitim yaparsınız. Bunun için de çok basit oyunlar yapıyorduk. Mesela ilk konuyu vereceğim yapılandırmacı yaklaşım. Ne kadarını biliyor bilmiyor, hemen tahtaya karşı basit bir oyun yapıyorum. Bakalım yapılandırmacı yaklaşıma karşı çıkan kelimeyi bulabiliyor mu bulamıyor mu? Bazıları anlatıyor anlatıyor işte şöyledir böyledir. Tamam, o zaman ben ne yaparım hızlı ilerlerim çünkü burada artık nedir bilgi boyutunda daha donanımlıdır. Ama bazıları hiçbir şey bilmiyor tamamen onu beslemen gerekiyor..

283. Grubu tanıyorsun önce. Yaş grubuna göre değiştiriyorsun taktiği. Mesela diyor ki “ben 30 yıllık hocayım, 40 yıllık öğretmenim”. İşte orada hemen taktik değiştireceksin. Hemen onlara söz vereceksin. Onlar konuşacak. Sonra “zaten benim haddim değil size bir şey öğretmek lütfen ben sizden öğrenmek istiyorum” dediğin anda onlar teslim oluyorlar, Hâlbuki anlatacağım ama bunu ilk gün söylediğimde onlar yönergeye uyuyorlardı. Ama yok “ben buraya size yeni şeyler öğretmek için geldim” deseydim beni orada tavaya koyup altın sarısı arkalı önlü kızartırlardı. Hiçbiri bir hafta bizi dinlemezdi veya tepki verirdi.
284. İlk önce bir bakarsınız, bir giriş yaparsınız. Az çok gözlemlersiniz: hangi grup ne tepki veriyor. Sonra hep deneyimlere oynardım “hadi bir onları dinleyelim” diye. Hep yüceltirdim onları çünkü yıllarını harcamışlar. Ee deneyim de sizi güçlü yapıyor. O yüzden onların deneyimlerini çok işe katıyordum.
285. Çok basit bir örnek belki elinizde bir hamur var ve bundan istediğiniz şekli verebilirsiniz, istediğiniz şekilde pasta yapabilirsiniz, yıldız şeklinde ya da bir yılan şeklinde ama yetişkinlerde o hamur fırına girmiş oluyor yani tam böyle pişmek üzere ya. Ve o hamur bir şeye benzemiş oluyor yani bir şeye dönüşüyor o dönüşümü geri getirmek çok zor o anlamda öğretmenlerin yani yetişkinlerin beliefleri çok önemli. O beliefleri değiştirebilmek öğrencininkini değiştirmekten çok daha zor.
286. Bizim profilimiz daha zor çünkü hani bir fıkra var. Nasreddin Hoca’ya para veriyorlar, diyorlar ki “İki çocuğum var, birisi hiç bir şey bilmiyor. Birisi de biraz biliyor. Ne kadar istersin?” Hoca diyor ki “biraz bilene çok isterim, hiç bilmeyene daha az para isterim”. “Hocam olur mu? Bu biliyor diyorum, öbürü hiç bilmiyor diyorum” diyor. “Ee tamam işte. Bildiği için daha çok yanlışı vardır” diyor. Şimdi bizim profile böyle kronikleşmiş, kemikleşmiş hata çok oluyor. Onu düzeltmek, onu o dar kalıbindan çıkarmak çok zor ama bunu yapabildiğin sürece değerlisin.
287. Yetişkin eğitiminde müthiş bir zenginlik vardır çünkü her öğretmenin sınıfa girdiği ilk andan itibaren öğretmeye ilişkin deneyimleri vardır. Yeni öğretmenlerle de çalıştım mesela 3 aylık 5 aylık ama deneyimleri vardı. Ve yetişkinler deneyimlerini anlatarak öğreniyorlar, öğrendiklerini pekiştiriyorlar. Deneyimlenen bir alan paylaşımı söz konusu ve şu şu yoldan yapıları tartışmıyorsunuz yetişkinlerle. Yani bilginin dayatılması söz konusu değil. Bilgi her defasında kendi deneyimleri doğrultusunda değerlendirilen ve tekrar sentezlenen bir duruma geçiyor. Öğretmen sınıfta bir edilgen değil, üstüne işlem yapayım, şunu şunu ekleyim, bitireyim hayır. Yetişkinler durağan tipler değil üstüne böyle hani boş levhaya yazıyorum öyle bir öyle bir durum yok onlarda.
288. Öğretmenlerin öğrencilerin üzerindeki otoritesi de farklı olabiliyor, yaşça küçük oldukları için yaştan dolayı saygı olabiliyor ama öğretmenlerle çalıştığınızda sizden çok yaşlı kişiler de karşınıza gelebiliyor. O açıdan yetişkin eğitimi kolay değil zor.
289. Bir seminerde 50 yaşlarında çok şık giyinmiş bir öğretmen. Ben çok severim giyinmeyi ve öğretmenlerin de öğrencisinin karşısında duruşuyla örnek olması gerektiğini düşünüyorum ve o adamı da öyle görünce o kadar hoşuma gitti ki. Seminere başladım 5. dakikası bize dedi “ingilizcenizi mi gösteriyorsunuz? Neden İngilizce konuşuyorsunuz?”. Ben ne yaptım biliyor musunuz? “Bakın siz en az 25 yıldır öğretmensiniz” dedim “şurada ön sırada oturan gencecik öğretmenler var. Gelişmiş ülkelerde sizin yaşıңызdaki öğretmenler mesleğe yeni başlamış öğretmenlere mentorluk yaparlar. Onlara yardımcı olurlar çünkü sizin bilgi birikiminiz bizimkinin çok üstündedir. Ve siz eskiyle yeniye karşılaştıracak kişilersiniz. Bizler değiliz ve bu sözlerinizle benim moralim bozulmadı”. O öğretmenin gerçekten üzüldüğünü anladım yani yetişkin eğitimi çok farklı. Yani eğer o adamın tavrını hiç görmezden gelen bir eğitimci olsaydı formatör o adamın dersleri geçmiş olsun. Onu söyleyen yarım saat sonra başka bir şeyinizi takar. Ondan support alan başka bir şey daha söyler. O gider yani.
290. Yetişkin eğitimi olduğu için daha interaktif oluyor. Daha interaktif olurken aynı zamanda daha çok çatışma da olabiliyor çünkü eşit konumda olduğun için. Rezistance diyelim olabilir. Sen zaten ayrı bir üstte değilsin. “sen benden üstün değilsin” diyebilir öğretmen.
291. Öğretmen eğitiminde şöyle düşünülür. Siz oraya gittiğinizde katılımcıysanız sizin de orda bir varlığınız da vardır. Bilginiz donanımınız vardır. Onu orda göstermek istersiniz. Ve eğitmeni çok yetkin bulmazsanız bu çok fazla ortaya çıkar. Ve bunu hep sunmak istersiniz. Ama verilen konudan tatminseniz orda verileni alıp birleştirmeye çalışırsınız ve nerde kullanacağınızı düşünürsünüz. Ama ikna olmadıysanız oradaki çalışmayı sabote etmeye çalışırsınız. Bu belki farkında olarak veya farkında olmadan yapılabilir. Çünkü bunlar gerçekten çok fazla örneğini gördük. Yani yetişkin eğitimi bu açıdan zor.
292. İletişim çok kıymetli, etkili olmalı yani bir sanat bence. Bir öğretmen sınıfta öğrencinin karşısında kürsüdeyse eğer, öğretmen eğitimcisi de bir kürsüde sahnede. O kürsüyü kullanabilme yetkinliği çok elzem bir beceri. Öğretmenle iletişimi kurabilmek zorundasınız.
293. Üniversiteden bir hoca vardı. Material adaptation session’ını verdi. Onun dersini dinledim. Ben orada öğretmen olsaydım çıkıp giderdim. Oradaki öğretmenleri korkunç aşağıladı. Şimdi bilgisayar böyle cama bakıyor, perde var, slayt için perde sınıfa bakıyor. Hoca geçti oraya bilgisayar başına oradan pencereye anlatıyor. Hoca kendi doktora çalışmasını getirdi, onu anlatıyor. Millet öflemeye püflemeye başladı, sıkıldı. Çok kibarca dedi ki “burada yetkin olan benim. Bak isminin önünde ne yazıyor? Ben anlatacağım, sen dinleyeceksin”. Küt sustu arkadaşlar. Susmamalıydılar sınıfı terk etmeliydiler. Ben çok istedim çıkmayı fakat ben onun o dersi nasıl götüreceğini çok merak ettim, onun için çıkmadım.
294. Şimdi profesyonel bir öğretmen eğitimcisinin her şeyden önce iletişimi çok güçlü olması gerekiyor. Grubun tamamına hitap edebilmeli. Grupta farklı kişilikler mutlaka olacaktır. Herkesin eğitimle rahat iletişim kurabileceği nitelikte olmalı. Onlardan farklı olmadığımı karşı tarafa duygu olarak vermeli.

295. Sınıfta kendimle ilgili bazı şeyler anlatırım: bu mesleği neden seçtiğimi gibi. Kendimi onlardan farklı biri değil de onların içinden gelen biri olduğumu muhakkak gösteririm onlara ... Kendimle onların aynı kefedede olduğunu muhakkak hissettirmeye çalışırım ki karşıdaki grup bana uzak başlmasın.
296. Evet, akademik bilgi çok önemli ama sanırım aynı frekansta olmak da önemli. Ben işte o frekans yakalayabildim yani paylaşımcı olmayı becerebildim dinlemeyi becerebildim galiba. Öyle bir yanım var.
297. Sınıftaki iyi atmosferi korumak, öğretmenlerin sunu yapma yeteneklerini ortaya çıkartmak, onlara cesarete verebilmek için iletişim becerilerini çok sıkı bir şekilde kullanmamız gerekiyordu. O dersin sonunda sunum yapacaklarını anlatıyorsunuz bunun olabilmesi için de cesaret vermeniz gerekiyor öğretmenlere. O havayı verebilmeniz için iyi bir iletişim kurmanız gerekiyor.
298. Her öğretmenin doğrusu vardır, bu yıllar içerisinde oluşmuştur kendi öğretmenlerinden gördükleri vesaire. Bu doğruyu değiştirmek, yıkmak çok zor. Eğer öğretmen kapalıysa, kendini geliştirmek istemiyorsa, siz kendini kapatmış bir öğretmene ulaşmanın yollarını bulmanız lazım. Bu yolları açmaya akademik bilginiz yetmez. Hem umurunda olmaz o akademik bilgi o öğretmenin. İletişim becerilerini öğrenirseniz şayet bu adamı açma birinci olarak açmayı deneyebilirsiniz. Daha sonra iyi örnekleri gözüne soka soka soka uygulanabilir olduğunu gösterirseniz öğretmenin kendi kendisini keşfetmesini sağlayabilirsiniz. Belki içinde küçük bir kırgınlık var. Siz o kırgınlığı belki aşacaksınız, yok edeceksiniz ve öğretmeni yeniden iyi bir öğretmen olabildiğine tekrar inandıracaksınız ve ondan sonra dünyanın en iyi formatör öğretmeni olursunuz.
299. Trainerın iletişim sağlayabilmesi çok önemli. Sakin kalmayı becerebilmeli. Mesela zaten öğretmen rezist ise sen de böyle bir dik durursan çarpışır kırlır bir yerde ama sen cevap vermeyip dinlersen ‘zannedersen olabilir’ deyip olayı yumuşatırsan tamam.
300. Seminerin birinde anlattım İngilizce öğretmenlerine. Dedim ki “Size şöyle diyecekler, zebaniler soracaklar öbür tarafta. Öldük ya sorguya çekileceğiz. Geliyor zebaniler, liste var elinde. Sorgu sualleri şöyle olacak: Şimdi sıradan geliyorsun. ‘Aa really, you are an English teacher? Welcome!’ diyecek. O da İngilizce biliyor: ‘Have you ever been to an English speaking country before?’ Yani bu ne İngilizcesi bu şimdi? ‘Hayır’ diyorsun, ağılıyorsun orada ama zebanide başka bir şey var şimdi. Sende bir ev, bir araba varmış ya da hatta iki ev varmış. ‘Ee sen 30 yıl çalıştın, bundan ekmek yedin. Ya hiç mi merak etmedin şu İngiltere’yi falan, hiç mi İngilizce konuşulan bir ülkeyi görmeden öğretmenlik yaptın? Yani hiç merak da etmedin öyle mi? Bir de İngilizce öğrettin. Bir de bundan para kazandın, çocuğunu doyurdun, öyle mi? Seninle second inspection yapacağız. Sen şu tarafa geç’ derler” ama yıkılıyor oturma. Çok etkiliydi.
301. Ayrıca mesela sınıftaki izlenelerin ya da interaktif ortamın bile izlenmesi lazım: tek tek gruplar neyle ilgili çalışıyor, grupları kim yönetiyor, hangi bilgiler ortaya çıkıyor. Dolayısıyla hepsi bir analiz alanı aslında.
302. Tam son günde değerlendirme yapıyoruz. Bir öğretmen bana dedi ki “hocam sizin burada kullandığınız materyallerin aynısını sınıfta kullanabilir miyim?”. Bu benim çok canımı yakmıştı. Çünkü öğretmen kendi sınıfında benim ona sunduğum materyalleri kullanamayacağının farkında değildi. Neden? Yaş grubu farklı, bilinçsel özellikler farklı, hazır bulunuşluk düzeyi o kadar farklı bir gruba hitap ediyorsunuz ki! Ben sen öğretmensin bunu yaptırıyorum ama öğrenci bunun şu kadarını kotaramaz durumuna evirememişti... Böyle durumlarda öğretmeni yetiştirecek bir kişinin de tabandaki en uç noktadaki çocuğa gidecek hizmeti bile öngörmesi gerekiyor. Bir şey sunarken öğretmenlere sunuları anlattım ama acaba bunu öngöremez de sınıfta gider aynısını yapar durumu için bazen endişe duyabiliyorsunuz.
303. Öğretmede bir haftada biraz da olsun bir değişim olması gerekiyor. Bunu da yaptığı bir posterden alıyorsunuz verdiği bir yansıma notundan alıyorsunuz. Bunu da görebilmeniz izleyebilmeniz gerekiyor. İzleyen, değerlendiren kişi olmanız gerekiyor yani.
304. Trainer olarak ben motive eden kişiyim. Öğretmenin söylediği bana o kadar etkili gelme bile ben ona değer bulduğumu göstermek zorundayım, ‘benim için değerlisin’ demeliyim. O öğretmenin ne hissettiğini keşfetmek zorundayım.
305. Mesleki açıdan düşündüğümde bir sınıfta öğretmenlik yapsam daha rahatım. Ama trainerlıkta terfiiniz olmasa bile tatmininiz farklı oluyor. Çünkü öğretmenliği yapmanız gerek rutin bir iş gibi algılıyorsunuz ama eğitimlikte tatmin daha fazla. Daha fazla bir misyon yüklendiğinizi hissediyorsunuz. Yani herkes öğretmenlik yapıyor ama öğretmen eğitmenliği için buna bir yatırım yaptınız. Sonrasında bunu hakkıyla yaptığınızda da size geri dönüşü çok daha farklı.
306. Bir yerde eğitim vermişizdir, aradan vakit geçmiştir. Biri beni arıyor, “hocam sizden şu eğitimi almıştık, çok iyi oldu, öğrendiğim bilgileri ben şimdi burada böyle kullanıyorum” gibi mesajlar bana yetiyor, mutlu ediyor.
307. Öğretmenlerin benimle bağlantıya geçmeleri beni çok mutlu ediyor. Demek ki işe yaradım, etkim olmuş diye düşünüyorum. Seviniyorum, tatmin oluyorum duygusal anlamda. Dedim ya kıymet gördüm, o beni çok etkiledi.
308. Oya Hocam Merhaba, Ben ... okulunda seminerinize katıldım. ... Sunumunuzu gönderebileceğinizi belirtmişsiniz. Gönderirseniz çok memnun olurum. Emeğiniz için teşekkür ederim. İnanın bizleri motive ettiniz ve isteklendirdiniz. Ayrıca facebook’ta size ekledim. İyi çalışmalar. Görüşmek üzere.
309. Öğretmenlerin yaşamına dokunabilmek eğitimlerden sonra bir müddet biz iletişimde kaldık mailler alındı verildi. ‘Uyguladım çok güzel’ diyenler oldu. Bunları duyunca güzel oluyor. Hani 10 kişide bir kişiye dokunabilen bir kişinin öğretmenlik mesleğinde aldığı hazzı yükseltebilse o bir kazanım bizim için.
310. Yaptığımız işte karşılığını görmek bir kere çok memnun ediyor. O uygulamaların sonunda öğretmenler zevkle sunum yapıyorsa ve gerçekten istediğiniz gibi oluyorsa o en büyük besin kaynağımızdır. Çok memnun ediyordu. Sonralarında iletişime geçince sınıfta ben bunu yaptım çok da güzel işledi teşekkür ederim diyenler vardı. Bu çok büyük bir gurur kaynağıydı.

311. Bazıları da ‘hocam yıllardır konuşmuyordum İngilizce. Çok güzeldi’ derdi. Birçok insan öğrendikleri şeyden ziyade İngilizce konuşma fırsatı buluşuna sevindi bizim seminerlerde evet bu da başka bir yanı çok çok güzeldi.
312. Öğretmenler ankette çok güzel şeyler yazardı, sözlü de söylerlerdi. Tüylerim böyle diken diken olurdu. Bunları duyunca biz de tabi o bir haftalık yorgunluğun pesine mutlu şekilde evlerimize gidiyorduk.
313. Beşinci gün bir öğretmen geldi. “Bir çay içelim mi” dedi. Derken başladı öğretmen ağlamaya. Ben aşırı şaşırdım. “Çok utanıyorum hocam” dedi. “Neden utanıyorsun?” dedim. “Siz o kadar çok şey anlattınız, ben bunların farkında bile değildim” dedi. Dedim ki “Hocam ne güzel! Bunu fark etmek bile sizin için çok büyük bir kazanım, bunun farkında mısınız?”. “Ben bunların hiç birini yapmıyordum, çok utandım öğretmenliğimden” diyor.. Öğretmenle oturduk neler yapabiliriz baktık. Çok basit bir anlamda dedim “çıkartın hocam defterinizi”, açtım bilgisayarı “ne yapalım bakalım sizinle” dedim. Kısa bir eylem planı yaptık öğretmenle çok basit bir şekilde. Önce dedim “Şunu şunu okur musunuz?”. “Hemen okuyacağım tabii” dedi. Sonra da “sınıfınızda adım adım başlayın, böyle reform yapmaya çalıştığınızda yıkar yıkarsınız, öğrenciyi de kaybedersiniz” dedim. Öğretmen notlarını aldı. Sonra öğretmen bana yazmaya başladı “hocam bu hafta bunu yapmaya başladım”. Resim yollamaya başladı bana. Yapıyor mesela diyor “bu hafta kelimeleri verdim. Kelimelerle ilgili her yere astık çocuklar kendileriyle ilgili bunu yaptı”. İşte yazdığı mektuplarını getirmiş baya. İşte bu öğretmen işte... Bu değişim... Bir öğretmen ama bu öğretmeni aldınız siz bir haftada 180 derece şöyle değiştirdiniz. Çok ciddi bir şey yani buraya getirdiniz! Bu öğretmen değişiyor işte. Dedim ki “böyle bir şey yani, eğitmen olmak bu”.
314. Çok mutluydum dediğim gibi. Şeyi görüyorlardı o öğretmenler bende: bizim aslında devam ediyormuş eğitimimiz, aslında biz olamamışız. Hani bir şeyler varmış öğrenebileceğimiz.
315. Eğitim sürecinde o buzu kırdığını görüyor olmak çok hoşuma giderdi. O resistant insanların bir süre sonra kolları açıp etkinliklerde long talk yapıyor olması, mesela o koşuşturmaları. Hani “uyu” diyorsun uyumaları, “uykulu oku” diyorsun gerçekten uykulu okumaları, çok hoşuma gidiyordu.
316. Kesinlikle doğru, Doğu Anadolu bölgesinde ve İç Anadolu bölgesinin bazı yerlerindeki öğretmenlerin çoğu genç, mesleğe yeni başlamış öğretmen olduğu için biz çok keyif alıyorduk çünkü onlar yeni taze öğretmenler ve bilgiye açlardı.
317. Zekayı takdir ediyorsunuz insanların mücadelesini takdir ediyorsunuz mesela Van’a gitmişsiniz küçük bir şehir, çok genç bir grup ama birbirlerine çok tanıyan ve çok da böyle destek olan grupla çalışıyorsunuz. Bu müthiş yani oradaki enerjiyi böyle çok sevgiyle hatırlıyorum.
318. Mesela Mardin öğretmeni çok genç. Öğretmenler orada birlikte el ele vermişler, zor şartlarda, çok güzel kenetlenmişler ve gerçekten öğrencileri için çok güzel çalışmalar yapmışlar. Benim çok hoşuma giden bir eğitim olmuştu. Çalışmalarımıza da canla başla, hakkını vererek katılmışlardı. Yani tabi böyle bir öğretmen kesimiyle karşılaşılıyor olmak uzak hedefte ülke olarak biz nereye gidiyoruz düşüncesi de memnuluk veriyor tabii ki. “İyi öğretmenler geliyor” diyorsunuz, gerçekten vatanına milletine bağlı, bilinçli güzel bir gençlik var. Bu anlamda tabii ki memnun oluyorsunuz.
319. Başarılı bir ekibin parçası olmak, konuşulan bir ekibin parçası olmak. Yalnız hissetmiyorsun bir ekibin parçası hissediyorsun benim için o önemli. Yani birbirimizi tamamladık ekip olarak gidince bir şekilde çözülüyor bazı şeyler.
320. Yani hep bir heyecanımız vardı birbirimizle görüşecegiz diye. Yani hayatımız ailemiz gibi, ailemizin bir parçası olmuştu yani. Şuan bile hâlbuki kilometreler var aramızda ama beni anlayabilecek işte Gamze mesela.
321. Özellikle benim en çok partnerim Zehra’nın olması. Aynı anlarda aynı seminerlerde olmayı çok seviyordum. Zehra’dan besleniyor olmam beni çok mutlu ediyordu.
322. Biz çok mutluyduk, birbirimizi çok motive ediyorduk. Birbirimize çok destek oluyorduk. Mesleki anlamda da destek oluyorduk akademik anlamda da. Ben eksiklerimi arkadaşlarımdan alırdım yani. Beraber giderirdik eksiklikleri.
323. Aslında hocaların da bir yolda ilerlediğini, ‘İngilizce eğitimi güzel olsun, İngilizce iyi öğretilsin’ amacıyla yalnız olmadığını öğreniyorsun bir kere. Bir sürü insanın bu işe kafa patlattığını öğreniyorsun.
324. Formatörlük deneyimi benim gibi insanları da görmemi sağlayan bir deneyim oldu. Hani işte ne olursa olsun, her şartta çalışan böyle manyak manyak şeyler üreten ürettikleriyle çok mutlu olan sürekli anlatan insanları bana getirdi.
325. Bizim yetkin olduğumuz alan neresi kendi işimiz ancak biz politika yapamayız. Kendi işimizde sesimiz çıkabilir. Öğretmen eğitimcisi olduğunuz zaman sesimiz biraz çıkabiliyor. Öğretmenken sesiniz çıkmaz ama öğretmen eğitimcisi bir sürü öğretmene de ulaşıyor daha üstlere de ulaşıyor.
326. O öğrenciler bizim öğrencilerimiz. Yani ben o öğretmeni yetiştirmiyorum ki ben o çocuğu yetiştiriyorum. Onun daha iyi öğrenmesini daha mutlu olmasını sağlamış oluyorum. Yani o anlamda bence en önemli değer odur yani ve ben hep öyle girdim derslerimin hepsine.
327. Farklı insanlarla tanışma imkânı bulmak, farklı iller görmek bunlar memnuniyet vericiydi farklı kültür tanıma imkânı bulmak.
328. Bana sağladığı çevre, akademik çevreye paha biçemem. Bir sürü isim sayıyorum şu an. Gittiğim zaman hoş geldin deyip beni ağırlayacak sayısı akademisyenler arasında çok fazla. Aynı zamanda Türkiye’nin dört yanında participantlardan da var ... Bir sürü insan var manevi destek.
329. Tabii vatan millet sevgisi hepimizde yüksekti. Had safhadaydı. Akıl karı değil yani kim nasıl bir zekâ ile bir hafta evdeymişiz de bir hafta dışardaymışız bunu karı var kışı var yağmuru var güneşi var... Gerçekten insanüstü bir şevkle çalışmışız.

330. İşte başta kim olursa kimle çalışıyor olursanız olsun önemli değildir. Sizin için önemli olan ülkenin geleceğidir. Her koşulda çalışırsınız.
331. Buradaki insanların samimiyeti bir misyon yüklenmiş olma hissiyatı. Dedğim gibi devlet bana bir yatırım yapmış benim bunu hakkı ile vermem gerekiyor. Ciddi bir maliyet bu. Zehra değil başka birisi olabilirdi, o zaman o yapacaktı. Ben şimdi bunu alıp da bırakmam.
332. Burada hani öğretmenle beraber olup "tü kaka" da yapabilirsiniz ama oradan bir şey çıkmaz. Evet haklısın ya MEB bunu da yapıyor şunu da yapıyor öğretmenle beraber olursunuz çok güzel de bir oturum olur ama oradan iş çıkmaz! Tabii ki şeytanın avukatlığını yapmayacaksınız ama orada olması gerekeni ve o öğretmenin orada yapabileceği şeyleri sunabilmeniz gerekiyor, o çok önemli çünkü bazen kendimizi kaybediyorduk. Haklı öğretmenler! Doğru, öğretmen haklı belki ama oradaki haklılık veya haksızlık değil. Orada "Benim bir misyonum var. Ben bir eğitmenim ve ben eğitmenlik misyonunda neyi iyileştirebilirim?" Burada eğitmenin amacı bu. Yoksa koskoca bir tesis kurmuyoruz.
333. Ben çocuğumu çocuğumu bırakıp gittim. Yani bir hafta buradaydım, bir hafta şehir dışındaydım. Ben çocuğumun doğumunu görmedim. Bu da fedakârlık gerektiriyor.
334. Yoğun bir tempoydu hani. Yoğundu ama güzeldi yani. O kısım belki evet biraz challenging ailemiz açısından açısından zorlayıcı gibi böyle çünkü ne oraya aitsin ne buraya aitsin gezgin gibi valiz devamlı açık. Zorlayıcı olabiliyordu benim açımdan.
335. O uykusuz gecelerinizi unutuyorsunuz. Yollarda rötâr yapan uçakları ve o zamanları unutuyorsunuz.
336. Tabii ki düşünsenize yani beş günde bir seyahat ediyorsunuz. Yakın illere seyahat ettiğinde çok sıkıntı oluyordu belki ama uzak illere sorundu benim için uçak fobim olduğu için. Ben genelde otobüsü tercih ediyordum uzak illere bile. Ayaklarım bacaklarım şişerdi.
337. Kendimize çok zaman ayıramıyorduk. Yani herkes farklı gözle bakıyor: 'geziyor bunlar il il' falan diye. Bizim sadece otogardan kurs merkezine kurs merkezinden otogara gittiğimizi hatırlıyorum hiç dışarı çıkmadan. Öyle zamanlar da oldu.
338. Birilerini memnun etmek istiyorsunuz çünkü size bir eğitim verilmiş ve eğitimin karşılığını vermek istiyorsunuz. Orada zorluğum şu oldu: acaba yeterli miyim, yeter miyim? Yani öğretmenlere hakikaten bir haftanın sonunda ben bir şeyler verebilecek miyim stresini yaşamak zorlu süreçten biriydi, zamanla azaldı.
339. Hani hakkı ile yapıyor muyum? Ben değil de başka birisi yapsa da olur mu? Hani bunları söylüyorsunuz çünkü nihayetinde siz o işi kabul ederek başka bir ismin yerine geçiyorsunuz. O yüzden ben çok sorgulardım hakkı ile yapıyor muyum ki yaptığuma değişiyor mu bunu? Yani kişisel anlamda çok sorguladım ama çok da sevdiğim bir ortam. Bitirmek de istemiyordum ama çok da zorlanıyordum. İki yıl gerçekten hani dediğim gibi. Bir dönem doktora dönemimi dondurdum. Bir zaman kaybı oldu ki benim baya bir o dönem bende bir kayıp oluşturdu. Hatta dedim işte "doktoramdan da taviz veriyorum, değişiyor mu?" çünkü o da benim bir akademik gelişimim. Böyle bir ara vermem doğru mu değil mi onu da çok sorguladığım dönem oldu.
340. Bir kere fizik öğretmeni olarak benim İngilizce öğretmenlerini yetiştirmek için seçilmem hayatımın kabusuydu. Sonra bunu böyle anlatıyorum doğru mu anlatıyorum sürekli bunu sorgular hale gelmişim. Yani 45 yaşına gelmişsin hala kendi kimliğini anlamaya, misyonunu fark etmeye çalışıyorsun.
341. Hani kariyer olarak biz yine aynıydık. Hani yine öğretmen olarak görev yapıyorduk. Mesela eğitimcilerin eğitimcisiyiz dediğimizde kimseye bir şey ifade etmiyordu.
342. Bakın o kadar eğitim alıyorsunuz geliyorsunuz ilinize o konuyu açabileceğiniz o deneyimleri paylaşabileceğiniz hiç kimse yok ... Size değer veren kimse yok ... Eğitime gittim diyorum yine gezdin geldin bakış açısıyla yaklaşıyorlar.
343. Diploma yok elinizde, bir diploma yoksa yaptığınız işi ispatlayamazsınız. Sizden hep onu istiyorlar. Ben de mesela sık sık eğitimlere gidiyorum ya, kuaföre bile gittiğimde soruyorlar "niye gidiyorsun sen?" Ne diyeceksiniz? "Ben öğretmenim." "E diğer öğretmenler niye gitmiyor?" Bu zorlukları yaşıyorsunuz, kendinizi nasıl ifade edeceğinizi bilmiyorsunuz, herkese bir açıklama yapmak zorundasınız. Diyordum ki "ben öğretmenlerin eğitmeniydim" "hıı yani bu öğretmenlere ne eğitiyorsun, neyin eğitiyorsun bunların, zaten bunlar eğitilmiş" diyorlardı.
344. Yerelde 'ne bu yani, sürekli gidiyorsun. Değişiyor mu, ne gerek var?' diye eleştirenler vardı. Siz de üzülüyorsunuz yaptığınız işe saygı duymayan tipler olduğunda. Mesela okul müdürüm çok zorluk çıkarıyordu. 'Niye benim okuluma geldin ki? Derste yoksun, kadro zapt ediyorsun' gibi ... formatörlük görevimle çok değerli görülmedim.
345. Yaptığımız iş bizim için önemliydi. Talim Terbiye için önemliydi. Talim Terbiyedekiler önemsiyordu bizi fakat buradakiler işin içini bilmedikleri için önemsemiyorlardı. Vali öğretmen eğitimcisinin rolüne çok hakim olmuyor. O diyor "Dersler boş geçiyor, bu kadın kadroyu işgal ediyor". O okul bazında düşünüyor ülke bazında düşünmüyor ki. "Sen ne yaptın ki bu şehre, ne hizmetiniz var?" diyorlardı. Bizim çalışmalarımız gözükmedi. İller bizim ne yaptığımızı bilemedi hiçbir zaman. Bakanlık biliyordu, biz bakanlığa bağlıydık, bu çalışmanın ne kıymetli bir şey olduğunu biliyorlardı ama onlar hiçbir zaman bilemedi. İlimizde gördüğümüz şeyler, yaşadıklarımız bizi çok üzüyordu.
346. Her şey zihinde bitiyor yani misconception. Onu yıktığınız an her şey değişiyor, ama bunu çok değiştiremezsiniz. Çünkü zaman kısıtlı. Yani siz bir sınıfa giriyorsunuz bir buçuk saat dersiniz var. Nasıl değiştireceksiniz bu adamın düşüncelerini, öğretmenlikle olan bütün inançlarını, hepsini.
347. Yani öğretmenleri çok iyi anlamak, tanımak lazım, onların ihtiyaçlarını öğrenmek, ona göre hareket etmek lazım. Öyle başlar. Need analysis yaparsan hizmetiçini ama biz öyle yapamadık çünkü öyle bir vaktimiz yoktu yani. Ya mümkün aslında mümkündü ... ama bizde öyle olmuyor...

348. Ürünleri toplama hasat etme aşamasında eksik kaldık.
349. Öğretmenin eğitimini yaptığımız, davranışını değiştirdiğimizi düşündüğümüz grupları sınıfta izleyemediğimiz için de program kendi içinde bir bütünü oluşturamadı eksik kaldık. Bu konuda delilim yok elimde. Kısır bir durum oldu.
350. Hani daha bir bütün olsaydı mesela, bunu en baştan iyi organize etselerdi ... Bize deselerdi ki “işte sana bir çerçeve program veriyorum. Kendi ilindeki ilçedeki öğretmenleri şu şu konularda eğitimleri için neler yapabilirsin hazırla bize”. Biz hazırlayalım, onlar onay versinler. Sonra biz onları bir takvime dökelim, arkadaşlarımızla paylaşalım. Çünkü farklı okul ziyaretleri yapabiliyordum, okul ziyaretlerini de o okulda neler yapılıyor onu görebilir ona göre program hazırlayabiliyordum.
351. İlgisiz yöneticiler nedeniyle plan-programla ilgili yaşadığımız sorunlar oldu. Gidiyorsunuz eğitim-seminer merkezine öğretmen yok. Neden? Duyurulmamış. Telefonla alelacele çağırıyor şu şu okulun öğretmenleri gelmemiş hadi gelsinler. Paldır küldür geliyor öğretmen. Bize tüm kinini kusuyorlar ‘ne bu nerden çıktı diye’.
352. Bazen gittiğimiz illerdeki şube müdürleri sorun çıkarıyordu. Her sınıfta bir projeksiyon olmalı ki sunumumu yansıtsın fakat hazırlamamış pazartesi giriyoruz sınıfa projeksiyon bozuk gibi. Öyle iş tanımını anlamayan işini önemsemeyen orada şube müdürü olmuş çok kişi vardı.
353. Kendi ekibimizden bazı arkadaşların eksiklikleri beni mutsuz ediyordu... O öğretmenlere de yazık trainerin kendisine de yazık ... Eksik olan alan bilgisi değil iletişim ya sunum işte ... O instructionı bile verirken siz mıymıymıy veriyorsanız bu training değil.
354. Değişik bir kesim daha vardı sırf gezmeye gelen hasbelkader orada olup da eleştirdiğimiz insanlar da vardı...sunudan giden okuyan arkadaşlarım oluyordu mesela onlar tepki alıyorlardı ‘Bir şey öğrenmedik’ falan. Ben hemen onları telafi etmeye çalışıyordum.
355. Donanımlı olmayan arkadaşın girdiği sınıftaki katılımcılar ‘bu ne ya?’ dedi. Onların bu ne ya demesi o trainerı değil bütün eğitimi yaftalıyor. Dolayısıyla ben de ondan etkileniyorum CEFR’ı anlatacakken sohbet ettiği için sessionı dolu geçirdiğini zanneden arkadaşlarımızla aynı kefedeki olmak üzüyordu ... kesinlikle orada olmaması gereken insanlar vardı.
356. Ve ben şunu fark ediyordum ilk gün biz hep öğretmeni ikna yoluna gidiyorduk. Aslında bu çok zorlayıcı bir şey. Çünkü öğretmenin oraya kendisinin aslında hazır gelmesi ve bunu istemesi gerekiyordu. Ama bu eğitimler zorunlu eğitimdi. Ve bu sertifikayı almazlarsa iki yıl içerisinde yeniden alma gibi bir şey çıkarttılar. Yani öğretmen buraya zorunlu geliyor, kendisi istemediği için zaten direnci gösteriyor. Yani “beni bir hafta burada neden tutuyorsun. Ben zaten bunları biliyorum, bana programı mı anlatacaksın? Bana bildiğim üniversitede gördüğüm, gelmişsiniz bana skills anlatıyorsunuz” diyor mesela.
357. İlk gün zorunlu olarak alındıklarından önce bir üfleterek geldiler. İşte çocuklarını bırakmaları problem oldu. Mesela büyük şehirlerde devamlılığı sağlamak konusunda küçük şehirlere göre çok ciddi mücadele vermek durumunda kaldık. Çünkü insanların bir güncesi var ve siz araya sızmaya çalışıyorsunuz.
358. Sınıfa bir girdim yüzlerden düşen bin parça. Çünkü sabahları hep öyle olur. Bir de bizim bu eğitimler hizmetiçi eğitim seminerleri öyle olur ki biz bile nereye gideceğimizi son iki gün içinde öğreniriz. Öğretmenler de hatta pazartesi sabahı öğrenir. Pazartesi seminere katılması gerektiğini yani... Türkiye’deki hizmetiçi eğitim algısı öğretmenlerdeki o kadar kötü ki her öğretmen “bizi niye buraya topluyorlar?” diye düşünür ve birilerine imza attırmaya çalışır ya da hasta olur katılmamak için.
359. Bugüne kadar adam akıllı yapılmış hizmet-içi eğitim yok, seminerlerin en iyisi bizimkiydi. Zaten bizimkilerini diğerlerinden ayıran şey oydu. İnsanlar beklentileri sıfır geliyorlar, motivasyonları sıfır... Daha önceden öğrenilmiş çaresizlik var, algı hep negatif. Hizmet-içi eğitimi vakit kaybı olarak görüyor.
360. Onun dışında o geleneksel hizmet içi ile ilgili ön yargıları aşmak böyle... Milli Eğitim ne kadar uzman olabilir ki algısını bariyerleri aşmak bir sorundu.
361. Çünkü daha tepkililer öğrencilere göre bence yetişkinler. Çünkü zaten çok dolu olduklarını düşünüp geliyorlar, bildiğime bir şey daha ekleyeyim demeyenler de var.
362. Öğretmenler çok açık değil bu konuya, öğretmenler kendilerini yenilemeyi sevmiyorlar. Biz gittiğimizde ‘ne hakkında bu? Ama benim dersim var. Biz zaten bunları biliyoruz işte’ çok fazla böyle bir bariyer vardı.
363. Bazen bir üslup hatası olabilir çünkü açılışı İl Milli Eğitim yetkili yöneticileri yapıyor. Neyle başlıyor? İngilizce öğretilmiyor! Yani ne yaptın sen? Herkes İngilizce öğretmeni. Getirmişsin sen 500-600 İngilizce öğretmeni, söylüyorsun “İngilizce öğretilmiyor” diye. Matematik öğretiliyor mu? O zaman bu soruluyor. Başlangıç bazı yerlerde hatalıydı ama şöyle başladığında “Biz hizmet içi eğitimi neden veriyoruz? Sizin için veriyoruz. Sizin yeterlilikleriniz gelişmesi için.” Budur zaten başlangıç noktası. Yani sen İngilizce öğretimini yapamıyorsun onun için biz bunu getirdik derdiğinde artık bir hafta boyunca ağzında kuş tutsan o öğretmene yaranamazsın.
364. Onlar bu vasıflı biri gibi demeli. Çünkü istiyorlar ki kendilerinden daha farklı bir insan eğitim versin. Kendilerine kendileriyle birlikte aynı insanın olmasını istemiyorlar.
365. Aslında böyle çok bilmiş olanlar zaten hemen tepki gösteriyorlar.
366. İtirazlar oldu sınıfta, direnç vardı. ‘Sen bana bir şey öğretemezsin’ direnci vardı katılımcılardan. Hatta az da yaşanmadı direnç. En önemlisi en başta direnci kırmaktı.
367. Sizi nasıl seçtiler diye soruyorlar... ‘Ben de olabiliyordum orada’ demek istiyor tabii, bunu vurguluyor. ‘Bizim hiç haberimiz olmadı bu seçimlerden’ gibi. Hepimizi torpilli görüyorlardı.
368. Trainerlar kendilerini orada küçümseyecek ya da küçük düşürecek duruma asla getirmemeli. Yani buna da asla olanak vermemeliler çünkü bir kere bir derste olanak verilerse ilk arada zaten bunu herkes duyar. Size olan davranış tamamen değişir. Buna dikkat edeceksin.

369. İlk gün dediğim gibi zor geçiyor. Bir kere kollar hep böyle bağlı oluyor. Ice-breaker yapılmadıysa eğer seni çiğ çiğ yemeğe hazır oluyolar.
370. Fotografik olarak öğretmen eğitimini özgür olduğum bir yer olarak düşünürüm. Çok özgür hissedirim eğitimde gerçekten hani öğretmenle iyi bir ortam varsa güzel ve paylaşımcı bir o grupta artık her yere gidebilirsiniz, kendinizi coşturabilirsiniz acayip yaratıcı olursunuz. Yaratıcılığımızı, özgünlüğümüzü orada her şeyi sunabilirsiniz.
371. Profesyonel bir deneyim olarak müthiş bir öğrenme deneyimiydi. Böyle çok canlı sürekli büyüyen bir şeye benzetebilir. Yani bir kökü var. O bende ama dediğim gibi sürekli büyüyor ve gelişiyor. İlk şekline asla benzemiyor yani deneyimlerde farklılaşıyor diyebilirim.
372. Zaman tablosu gibi hani hep deriz ya zaman acımasız hep taşını bir ileri sürükler hiç geri gelemeyiz yaşadığın bir anı tekrar yaşama şansın olmaz. Ama ilerisini güzelleştirebilirsin. Edindiğin deneyimlerden ben de bu süreci öyle değerlendiriyorum. Hani hep bir taşımızı bir ileri sürüklediğimiz ama geçmiş de düşünerek güzelleştirdiğimiz taşımızı hep güzel şeylere sürüklediğimiz bir zaman tablosu olarak düşünüyorum. Ya seyyah gibi hani sizin için biri plan yapmıyor. Siz kendi gezi planınızı yapıyorsunuz. Profile göre. Sizin de biriktirdiğiniz şeyler var. Mesela bir sürü seyyah var. İspanya'ya işte Meksika'ya gidiyor. Meksika'da Mexico City'yi gezmek yerine gidiyor kabilelere çok bilinmedik yerlere gidiyor. Bizim için de öyle bir şey yani. Öğretmenlerin bilinmez anlatamadığı belki kendisinin bile fark etmediği yönlerini keşfettiğimiz kendimizi de bir böyle içsel seyyah olarak görüyorum.
373. Deneyim paylaşmak rolünüz var. Birçok ile gidiyorsunuz. İldeki güzel örnekleri başka bir ile taşıma rolüm olduğunu düşünüyordum. İşte Midyat'ta yapılan güzel çalışmayı İzmir'e taşımak. İzmir'de yapılan çalışmayı Denizli'ye taşımak. Tek taraflı değil de böyle biraz hareketli olduğuna inanırdım.
374. Alırsınız turistleri bir yerde gezdirirsiniz ya Sultan Ahmet Meydanı'nı şöyle dolatacaksınız camiye içeriye gezdirirsiniz dışarıyı anlatırsınız vs. insanlar görür ama onun tarihçesini öğrenir, hikâyesini anlar. Turistlere yaptığınız rehberlik gibi bir şey çünkü o öğretmenler de biliyor İngilizceyi ama yani bir konuda bilmedikleri bir şey daha anlatıyorsunuz. İşin içine başka şey katıyorsunuz. O nedenlerden benzetebilirim turist rehberliğini.
375. Yağmur kaynaktır şarttır doğanın yeşermesi, dönebilmesi için. Öğretmen eğitimcisi öğretmenliğin dönmesi için şarttır. Üniversite size temel bilgileri verir, sizi bir yere kadar hazırlar. Sonra tıkanırsınız. İşte o tıkanığınız noktada öğretmen eğitimcisi devreye girecek, size meslek yolunda yardımcı olacak, asistanlık, rehberlik edecek.
376. Öğretmenin öğrenmesini facilitate etmeye yönelik aktiviteler aracılığıyla onlara farklı bir nokta kapı pencere açabilmek... farklı bir pencere sunup onlara, mesleklerini icra ederken daha keyifli olarak öğrencilere ulaşabilmelerinin yollarını gösteren. İyi bir trainer için facilitator kelimesini kullanabiliriz.
377. Şimdi bir orkestrada çok farklı müzisyen, müzik aleti var. Sınıfın içindeki herkes gibi, herkes bambaşka birey yani. 20 çeşit müzik aleti var. Hepsinin harmonious bir şekilde çalışması lazım, iyi bir şey ortaya çıkarmanız lazım... Oradaki müzik aletlerini onların şeyi gibi düşünün ama kişi olarak değil de onların öğretmenliğe bakış açısı olarak düşünün. Yani o 30 tane farklı teaching beliefi ortada buluşturup hangisini uygun bir şey yapacaksınız. Yani bunun şurası doğru diye bir şey yok... Orkestra şefi o anlamda yani, sınıf içerisindeki öğretmenlerin farklı düşüncelerini böyle aynı şeyde tutabiliyorsanız çok güzel senkronize bir halde tutabiliyorsanız çok dağılmadan dallanmadan budaklanmadan ve onların her bir belieflerinden alıp böyle ortaya çok güzel bir eser çıkarabiliyorsunuz.
378. Orada bir eş kafa edineceksiniz, herkes kendi kapasitesi doğrultusunda bilgisi doğrultusunda ortaya bir şey koyacak; yemek hazırlıyorsunuz ve katkı sağlayacak ve buna ihtiyaç duyacaksınız kafa yormanız gerekiyor.
379. İdealim hep daha iyi olmak, kendi mesleki becerimin üzerinde daha iyi yere ulaşmak. Mesleğe başladığım andan itibaren hep daha ne yapabileceğimi sorgulayan bir insan olarak belki de bu benim için zirve oldu. İşte yani daha onun üstüne ne olabilir ki diye düşündüğümde olamaz. Formatör eğitimliğin üzerine ne olabilir ki başka? Yani mesleki anlamda bu benim için bir idealdi, yani bu ideale ben ulaştım. Dokundum yani o yıldız dokundum. Hani bu yola giderken de çok çaba sarf ettim. Yoruldum ama çok da güzel limanlarda dinlendim. Bir yolculuk yani bir süreç oldu benim için. Öğretmenlerle birlikte aldığımız bir yol ama işte diyelim ki bazı istasyonlardan onlar indiler değişti. Yani benim yolumda farklı insanlar karşıma çıktı.
380. Ben fenciyim, Metal olup da şekli olmayan cıva vardır ya, cıvaya benziyor.
381. Pırıl pırıl böyle .. Parlar, ıslı ısıldır. Gittiği her yerde bir ısıldır. Yani sınıfa girip böyle kapıdan uzanıp bakılma ihtiyacı vardır: bakayım bu parlayan neymiş burada durumu.
382. Olabildiğince metalsiniz, bir tarafınız aslında çok sert ve çok talepkar. Hani sınıfa gidiyorsunuz, bütün dünya değişsin istiyorsunuz. Öğretmenler sınıfına gitsin, her şeyi değiştirsin, o kadar şakır şakır anlatılsın konuşulsun ki herkes istediği dilde işte ihtiyacı olduğunda kullanılsın istiyorsunuz. İdealiniz çok yüksek, mutlu insanlar olsunlar istiyorsunuz. Kendi yaptıkları işte keyif alsınlar istiyorsunuz vs vs dolayısıyla aslında talebiniz çok sert metalsiniz .
383. Yani biraz bulduğu yeri kaplaması, oradaki şekilleri öğretmenlerin şeklini ediniyormuş gibi görünse de orayı öğretmenleri böyle tekrar başka bir şeye verecek de bir aurasının olması gerekiyor.
384. O beslenmenin verdiği besleme hani karşı tarafı besliyorsun olumlu dönüt alıyorsun harikaydı.
385. Hani böyle serçe bekler ya ağzından yem versin birisi, böyle ne söylersek ne söylersek katılıyorlar. Yeniler çünkü. Yaşadıkları sorunları anlatıyorlar mutlular çünkü yokluk bölgesinde ve kıymetleri biliyor.

386. Böyle bir kişiye benzetecek olsam bu şeyi çok sahiplenmiştik o dönem. Her şeyiyle organizasyonu sahipleniyoruz, süreci sahipleniyoruz, öğretmeni sahipleniyoruz bir anne gibi. Gerçekten bir dönem öyleydi, her şeyini sahiplenmiştik.
387. Konfor sağlayıcıydık.
388. Böyle müthiş bir jest alanıydı bizim için yani birbirimize değer verdiğimizizi gösterdiğimiziz.
389. Mesela bakanlık görevlendirmesi oluşu, "bakanlık yollamış işte, yeni programı savunacak" falan diye bakanlar da oldu. Mesela teog sınavında çıkan İngilizce soruları belli kitaplardan soruluyor. Mesela A kitabından soruluyor ama Türkiye'nin bir bölgesine B kitabı yollanıyor. İşte aynı öğretim programına göre hazırlanmış, her ikisi de panelden geçmiş kitaplar ama sorular tek kitaptan geliyor. Öğretmenlerin tepkileri kime olacak? Telefon operatörlerindeki kişilere bağırdıkları gibi bize kızanlar da oldu. Biz orada kendimizi çok açıklamak zorunda kaldık.
390. İkna edeniz. Gerçekten! Yani bir bu rolümüz var. Ben şunu ikna etmeye çalışıyorum: siz öğretmensiniz, siz değerlisiniz, her yaptığınızı çalışma değerli ve önemli. Bunu unutmayın. Ve her zaman programdır, kitaptır mazeretlerini sunmayın. Değiştirecek kişi sizsiniz. Motivatorım, motive eden kişiyim. "burada siz zaten biliyorsunuz. Siz zaten bunun farkındasınız. Şimdi hadi bunu bir hatırlayalım mı?" yaklaşımı çok önemli. O kişiyi değerli hissettiren olmak zorundasınız. "Sizin bilginiz benim için değerli, paylaşmak isteyen var mı?" bunu hep yaparız. Çok alakasız şeyler diyen de var ama "bilginiz benim için değerli kullanalım". Bu da çok önemli. Orada yani hafif bir terapisttiniz çünkü material adaptation oturumu geliyor Allah! diyoruz bugün gene başlayacak. Başlayacak bunlar New Bridge to Success'ten başlayacaklar Spot On diyecekler. Biliyorsunuz yani konuşulacak. Kitabın yazım hatasından, resminden, görselinden, her şeyi ile ilgili şikayetini yapacak! Nedir "anlıyorum evet haklısınız. Hadi bakalım bunu iyileştireceğiz". Bununla ilgili aslında bir sahte terapist derler ya bunu Curran kullanır galiba Community Language Learning'de quasi-terapist der. İşte sahte terapist olarak onu dinlemeyi bilmelisiniz. Onu anlatıracaksınız ama kısaltmanız lazım, kesseniz tepki duyacak hani onun üslubu ile yapmanız lazım. Bazısı "gazını almak" derdi. Gerçekten de öyle. Onu alacağım sonra yeni bir şeyler sunmaya başlayacağım. Öbür türlü o oturma geçemiyorsunuz.
391. Çok fazla eleştiri olduğu durumlarda biz onları yumuşatmaya çalışıyorduk. Belki de bir görevimiz de buydu bilmiyorum. Öğretmenlerle arasını acaba arabulucu gibi mi bizi kullandılar hani.
392. Eğer öğretmenliği meslek olarak görmeyip sadece bir yaşam tarzı olarak gören bir insan için ki ben öyle görüyorum çok sevdim. Ben her şeye ne verebilirim daha fazla kendimden ne katabilirim diye yaklaşıyorum. Bu şekilde olduğunuz sürece çok zevkli yani çok heyecanlı yaparsınız. Her toplantıyı çok severek yaparım çünkü onlara muhakkak bildikleri bir şey bile anlatacaksam ben bir kere kendim heyecanlanırım yani zevkle yapmaya çalışırım. Kısaca ben zevk alıyorum yaptığım işten, çok zevkli güzel eğlenceli... Yaşatabileceksin ve hissettirebileceksin ve arkadaşlara bu duyguyu geçiremedikten sonra hiç bir anlamı yok ki.
393. Hoşunuza gitmeye başlıyor çünkü ben hep bilgiye aç biriyim. Bu proje benim öğrencilerime çok katkı sağlamama neden oldu. Duygusal açıdan iyi bir grupta çalışıyorduk. Çok iyi öğreniyorduk ve bize iyi geliyordu bu süreç. O yüzden hep orada kendimizi iyi hissettik. Orada bilgilerimizi paylaşabileceğimiz bir platformdaydık. Bir yandan hala öğreniyoruz. Öğretmenlerden yeni şey öğreniyoruz. Yani böyle çok dolu dolu kendimizi bilgi fıskırır hale geldiğimizi düşünüyorum ya duygusallık açısından hani ben yerimi bulduğuma inanıyordum. Doğru yerdeyim buraya seçilmemin bir nedeni olduğuna inanıyordum.
394. Sen orda öyle bir rol üstleniyorsun ki diyorsun ben ilimi temsil ediyorum. Benim zihnimde ben Adana temsilcisiyim çünkü gittiğim yerde Adana adına ben konuşuyorum, Adana adına ben bilgi veriyorum, geliyorum.
395. Hani ili temsil ediyorsun ya sen orada Gül değilsin Zonguldak temsilcisi Gül'sün. Sonradan bize formatör olacağımız söylendi aslında bana il temsilcisi daha hoş geliyor, il temsilcisi.
396. Sanki bakanlık temsilcisi gibi oluyorduk ama değildik de. Öyle bir şey oluyordu. Herkes gelip şikâyetlerini söylüyordu 'lütfen iletin' diyorlardı 'tamam iletiriz' diyorduk rol olarak diyorsan bakanlık adına da çok konuştuğumuz oldu. Çok savunduğumuz oldu yani.
397. Orada bütün psikolojik sıkıntıları ya da mesleki sıkıntıları sana aktarabiliyor. Konunun dışına çıkabiliyor çünkü dediğim gibi muhatap bulmak istiyor. Sen orada milli eğitimin, temsil ettiğin kurumun yüzüsün. Önce öyle görüyor zaten bir kere. Oraya milli eğitim şeyi taktın mı seni zaten öyle görüyor bir. Eğitim görevlisinden ziyade yukardan oradan birisi geldi. Dolayısıyla konu dışında hani konu dışına çıkma çok oluyor.
398. Kendinizi formatör olarak tanımladığınızda diğerlerinden ayrı olduğunuzu da tanımlamış oluyorsunuz.
399. 35 kişiydik ve rekabet yoktu yani nasıl diyeyim sana aile mi olduk kardeş mi olduk öyleydik.
400. Bir hafta birbirimizi görmüyorduk. Bir hafta sonra buluşuyorduk. Çok özlüyordum arkadaşları. Yani normal sürekli görüşüyorsunuz, eşinizden çok görüyorsunuz, buluşmayı ipe çekiyorsunuz. Çünkü artık yakın bir grup oluştu. Biz çok yakın yaşıyorduk. Herkes birbirinin ailesini bilirdi, yaşamını, çevresini bilirdi.
401. Bu bizim grup içinde kurduğumuz arkadaşlıkların çok önemli oyduğunu düşünüyorum. Biz aidiyet duygusu hissediyorduk. O da çok önemli. Belki bizim o ekibin içerisinde bu kadar başarılı işler yapmamızın en önemli sebebi buydu.
402. formatörlük yeni şeyler öğretebileceğim, öğrenebileceğim insanları genç yaşında tanıştırdı. Çok şey öğrendik birbirimizden. Biz süreç odaklıydık. Ne öğreneceğimize bakıyorduk. Her öğrendiğimiz kardı bizim için. Cebimize koyup yolda ilerliyorduk.
403. Mesleki şeyler için biz kavgaya da ederiz arada tartışırız da hepimiz mi mükemmeldik? Hayır, biz birbirimize çok şey öğrettik. 100 kere 105 kere ders dinlediğim olmuştur benim arkadaşlarımdan.

404. Birlikte çalışıyorduk. Birbirimize sunular yapıyorduk. Birbirimize çok faydamız dokundu. Gül, Tolga benim yol arkadaşım. Biz üçümüz hep birlikte uçağa biner gideriz geliriz. Yollarda bile çalışmışızdır. Bilgisayarlarımızı açıp birbirimize sunular yapmışızdır. Birbirimizi güzelleştirme yönünde destek veriyorduk.
405. Öğrenen bir topluluktuk biz. Gerçekten çok evirildik, değiştik. Birlikte öğrenen birlikte deneyimleyen öğrenme topluluğum oldu benim artık. Çok ciddi değişim kaydettiğimi fark ediyorum ben hem mesleki hem de kişisel boyutta. Biz birbirimizi yetiştirdik bu grupta.
406. Biri hastalanır, diğerinin bir işi çıkar. “Ben senin yerine girerim sen düşünme” der öbürü çünkü artık biz birbirimizi sahiplenmiştik.
407. Biz mesela Oya, Gamze, Gül bizler çok önemserdik bu işi, ve en iyi şekilde yapmaya çalışırdık.
408. Ekip hırslı, çalışkan, gerçekten eğitim verme amacı güden kişilerdi. Biz ideali ben her zaman idealistim öğretmenlikte de bu arkadaşlarım da öyle. Biz hiç birimiz durmadık hepimiz o idealizmi çılgınca devam ettiriyoruz.
409. Bir kere they devoted themselves. Yani bir şeye adanmışlar kendilerini, bir şeye inanmışlar. Bu bizim hizmet içi eğitim süreci çok uzun süre olduğu için ve 80’e yakın şehre gidildiği için fedakârlık olmadan kesinlikle olmayacak bir şey. O fedakârlık inancın sonucunda gerçekleşiyor. Ama sonuçta nasıl bir inançsa ne nasıl kim insana inandırdı bunu ya nasıl inandı nasıl oluyor yani para desen para vermiyor ki. Yani 25000 lira maaş vereceğim sana der karı koca otururlar vallahi git karıcım der değil mi ama öyle bir şey de yok.
410. Benim CV’mın bir tane sertifikasıyla bir sürü para kazanan insanlar var. Biz para odaklı değildik. Tamamen eğitim odaklıydık, devlet için çalışmışız.
411. Bu işin şu yanı da var biz para kazanmadık insanlar bu işten para kazanıyorlar. İzmir’de özel kurslar var teacher training yapan. Para karşılığında yapıyorlar. Biz öyle çalışmadık. Biz öğrenmek için yaptık, bize bir görev verildi onu yapalım amacıyla kaptırdık gittik.
412. Şimdi bir çok kişiyle tanışıyorsunuz. Herkes bir şey yapmış hayatında. Yani “şu eğitime katıldım”. “Şu çalışmayı yaptım”. Benim için de hani farklı yetenekleri olan bir grupla ilk karşılaşmamdı.
413. Çok sosyal her yönlü her çeşit topluluğumuz vardı. Dinamiktik bir kere gerçekten. Hepimiz elinden geldiğinin en iyisini yapmaya çalışan, en güzel şekilde temsil etmeye çalışan. Hepimizin güçlü ve zayıf yönleri vardı ama dinamik paylaşımcı bir gruptuk ektik.
414. Yani ortak özelliğimiz yani birbirimizi tanımadan farklı yerlerden farklı kültürlerden çıkıp gelip de bu kadar güzel ahenkle bir arada olup hala da birçoğumuza bu birlikteliği devam ettirebiliyorsak iyi niyet özverinin bir araya getirdiği topluluktuk.
415. Hatta crème de la crème diye de bize bir iltifat olmuştu. O iltifata da çok güvendik. Yani krema ların kreması anlamına geliyormuş... Bu süreçte bize pompalanan şey şuydu: siz diğerlerinden iyisiniz, daha başarılısınız evet dolayısıyla sizden beklentimiz daha yüksek. Zaten bunu hak eden grup olduğunuz için buradasınız, onun için de adınız eğitimcilerin eğitimcisi.
416. Biz creme de la crememiz. Yani pastanın üstündeki kremayız biz.
417. Deneyim derken hani öğretmenliğini farklı alanlarda da kendini ispatlamış kişiler vardı bu grupta.
418. Bizim gibi eğitim alan yok. Bu çalışmayı Amerika’yla da taçlandıran kimse yok. Ben mesela insanlara söylediğimde garip geliyor. Biz 31 İngilizce öğretmeni Amerika’ya gittik diyorum garip geliyor onlara.
419. Hep öğretim görevlisi sandılar yani gittiğimiz yerde ya normal bir öğretmen olabileceğimizi düşünmediler ya o dönemde eğitici olmak bir öğretmenin eğitici olması çok üst düzey bir yani normal bir öğretmen gibi hissetmiyorsun tabi ki kendini daha farklı hissediyorsun başöğretmen gibi.
420. İyi bir ekip, iyi bir eğitimci grubu, ve iyi seçilmiş bir öğretmen grubu vardı çünkü dediğim gibi o 2-3 sınav çok zorlayıcı sınavlardı. Yani niteliksiz hiç kimse yoktu aramızda. O aşamalardan o 3 tane profesörün karşısında anlatamayan kişi elendi zaten. o hani iki lafı bir araya getiremeyip kekeleyip şey yapamayan dersini anlatamayan kişi pat diye 3-0 mağlubiyetle ayrıldı gruptan.... Tabii çok renkli bir gruptu. Belli aşamalardan belli sınavlardan başararak geldikleri için hani mesleki anlamda da belli düzeyde olan bir gruptu.
421. Kadromuz şey yani biz sadece geçici görevlendirme ile il millî eğitimlerde görevli görünüyorduk. Kadromuz aynıydı yani MEB’de işler öyle dönüyor teknik olarak ben yine öğretmendim.
422. Hani kariyer olarak biz yine aynıydık. Hani yine öğretmen olarak görev yapıyorduk. Kimse biri mesela eğitimcilerin eğitimcisiyiz dediğimizde kimseye bir şey ifade etmiyordu.
423. Benim karşımdaki kitlenin haddine, ben tam donanımlı olmazsam beni eleştirebilir. Ben meslektaşım. Biz bilgi anlamında eşitiz diyebilirim bir anlamda mesleğimiz ve konumumuz zaten aynı.
424. Biz Fatma Hoca’dan öğrendik eşit olmayı. O derdi ‘ben biraz fazla makale okuduğum için buradayım’. Öğretmenlere ben hep derdim ‘ben de sizin gibi öğretmenim bir farkım yok. Birazcık daha eğitim aldığım için buradayım’.
425. Neden orada olduklarını anlatmanız gerekiyor öğretmenlere. Diyorsunuz ‘biz de sizin gibi öğretmeniz, biz eğitimler aldık. Bu eğitimler sonucunda ülkemizde böyle bir şeye karar verildi onun parçası olarak sizlere beş gün boyunca bu eğitimleri elimizden geldiğince anlatmaya, paylaşmaya çalışacağız’.
426. Eğer şöyle olsa daha zor olurdu: Biz eğer üniversiteden gelip üniversitedeki bireyler olarak öğretmenlerin karşısına çıksak. Ama biz zaten onların arasından çıktık ya onların neler yaşadığını bilerek onların karşısına çıkıyoruz karşı tarafı anlamak çok önemli ya ben zaten öğretmenlerin bulunduğu durumu bilirim farkında olurum o yüzden hiç zorlanmadım.
427. Formatörün öğretmene ilk hissettireceği şey kendisinin onun gibi olduğudur. Bizim büyük şeyimiz de oydu. “yani ben özel okulda çalışmıyorum. Devlet okulunda çalışıyorum. Bak ben bu teknikleri uyguladım olabiliyor. Sen de bir dene”.

428. Burada bir kere sınıftaki öğretmenlerle bizim herhangi bir farkımızın olmadığını göstermek zorundasınız. “Ben sizin amirinizim müdürünüzüm formatörüm”. Hiç bir zaman söylemedik. “sizler gibi İngilizce öğretmiyim” dedik. Onlardan farklı olmadığını karşı tarafa mutlaka duygu olarak vermeli, kendine yaklaştırmalı.
429. Biz üniversitedeki hocalarla derse girdik. Orada onlardan bir farkımız yoktu karşıdaki kişilerin gözünde. Yani bir üniversite hocasının yaptığı gibi biz de yaptık. Onun gibi olduk. Onunla eş olduk aslında. Egomuz belki tavan yaptı yani o noktada.
430. Onlar bize eğitim veriyorlar, ben öğretmene eğitim veriyorum.
431. Onlar bizi yetiştirmişler bizim gibi kaç yüzleri yetiştirmişler binleri yetiştirmişler çok daha fazla deneyimleri var bu noktada.
432. Belki de onlardan edindik biz yetişkin eğitimini. Belki de onların bize yaklaşımla öğrenmiş edinmiş olabiliriz. Onlar bize nasıl yaklaşıyorsa biz de öyle yaklaştık karşımızdaki insanlara.
433. Bir Ayşe hoca bir Fatma hoca bir Hayriye hoca sürekli aslında yolumuzu açan bu konuda bizi inspire dediğimiz esinlendiren kişiler aslında. Biz sıfırdan bir şey bulmadık, orda bize verilenleri biz malzemeye dönüştürdük, eğitim malzemesine dönüştürdük, içeriğe dönüştürdük.
434. Beklenti daha fazla onlardan. Bazı gruplarda bu üniversiteden gelmiş diye daha bir ilgi artabiliyor.
435. Mesela Fatma Hoca diyorum ya her gittiği yerde efsane olup döndü. Yani hiç bilmem powerpointten okuyup geçtiğini hep bir aksiyon. Canla başla kendini verdi.
436. Biz Fatma Hoca’nın yaptırdığının yarısını bile yapamayız. Kaç tane var ki onun gibi? Hem iletişim süper hem mizah alanı gelişmiş hem alanına hakim hem dünya kadını. Ayşe Hoca’nın dersleri çok güzeldir. O da çok donanımlı deneyimli başarılı bir hocadır. Ya onlar istisnai durumlar. Öğretmenler çok memnun oluyor.
437. Onlarla çok belirgin bir fark oluyordu. Genelde hocalar sunu hazırlıyorlardı inanır birçok öğretmen beğenmiyordu bunu gerçekten çünkü akademik bilgi veriyorlar öğretmen deneyiminden girmiyorlar olaya. Olaya tamamen akademik giriyorlardı sunular üzerinden, çoğu kez uygulama yapmıyorlardı.
438. Biz programı sunarken yerel gittiğimiz illerdeki yabancı dil öğretimi ya da İngilizce öğretmenlik programları varsa oradan da öğretim üyesi çekiyorduk. Onlar da destek oluyorlardı bize. Ve programlarda sunusu yapılan o derslere ilişkin hemen gruptan çatlak sesler gelmeye başlıyor: “bu ne ya?” Neden? Çünkü grup etkileşimi kurmuyor orada. Sınıf deneyimi bir çoğunluğunun yok zaten. Diyorum ya insan ilişkisi yönetiyorsunuz orada, bilen insanlara anlatıyorsunuz. Koy slaydı oku falan yani. Dolayısıyla işin aktivasyon kısmı tamamen farklı bir şeye tekabül ediyor. İşin insan ilişkisi boyutu tamamen farklı bir şeye tekabül ediyor. Hal böyle olunca üniversitedeki öğretmen eğitimcileriyle hiçbir alakası yok.
439. Eğer umduğunu bulamazsa da tam tersine dönebiliyor. Yani tam bir lecture type bir sunum yapıp sadece slayttan okuyup geçerse de bunu açık açık bizle paylaşıyorlardı hocam üniversiteden gelmesinler mümkünse siz verin derslerin tamamını falan diyorlardı.
440. Bazı hocalar daha çok teknik gidiyorlardı sunum hazırlayalım, reading nedir speaking nedir ama insanlar onu beklemiyor bazı yerlerde bizim yaptığımız hocanın yaptığından daha değerli olduğu zamanlar oldu sonlara doğru.
441. Bizimle birlikte eğitim veren öğretmenlik bölümünden gelen akademisyenler oldu. Kimileri hepsi değil powerpointte 100 kadar fazla cümle eklemişler ve oturup oradan okudular yani bazıları çok sıkıcı geçti yani mesela bize de şey dendi yani hocam hakikaten keşke siz girseydiniz.
442. Biz daha çok uygulama boyutunda, Milli Eğitimin hedefleri üzerinden gidiyorduk, ona vurgu yapmak zorundayız. Bir akademisyen onu yapmak zoruna değildi. Akademisyen oradaki akademik içeriği sunmak zorunda ve gerçekten iyiler akademik anlamda. Daha fazla yol kat etmeniz gerekiyor onu izlediğinizde.
443. Onlar uzman bence yani üniversite hocalarımız bilgi kaynağı ama biz sahaya yakınız sahaya hâkimiz hocalarımız hâkim değil birçoğu hepsi değil.
444. Hocalar dediğim gibi teorik ağırlıklılar. Bir kere model olarak kesinlikle büyük bir çoğunluğu ilham vermek gibi bir kere ders düzeneği içerisinde işte grup etkinlikleri kullanalım, projeye dayalı bir sistem geliştirelim, çalıştay yapalım formatı yok. Örnek alabilecekleri ders modellerini izleyemiyorlar eğitimcilerden.
445. Hizmet-içi öğretmen eğitimcisi üniversitedeki hocası gibi değildir, ona bir konuyu öğretmez çünkü o konuyu biliyor zaten. Onu inspire eder, ona ilham verir. Zaten en önemlisi odur. Ona farklı şeyler yapabildiğini inandırabilmektir yani. Ona inandığı an zaten gerisi çorap söküğü gibi gelir.
446. Öğretmen eğitimi sürecinde akademisyenler daha çok misafir gibi oluyordu. Birkaç akademisyenimiz haricinde misafir oluyordu ve onun için o süreci çok deneyimlemiyorlar eğitimcilerini verip 1 veya 2 günde gidiyorlar ama bizimki daha farklıydı. Yani biz artık orayı tamamen hani sahiplenmiş kişiyiz. Ne olursa orada her şekilde bir hata olursa biz sorumlu oluruz. Bir şey kaybolur biz hepimiz birlikte sorumlu oluruz. İyi bir şey yapılırsa yine biz sorumlu oluruz.
447. Üniversite akademisyenlerine bir şey diyorum ben hani sınıftan kopuk anlatıyorlar bir şeyleri. Sınıfları çok görmedikleri için.
448. Öğretmenin in her shoes in his shoes muhabbeti vardır ya orada olacaksın, onu koklayacaksın. Yani ama hiç koklamadan bana olması gereken mükemmeli anlatamazsın öyle bir şey yok yok yani benim kaygılarım başka senin hiç kaygısı duymadın şeyleri anlatman başka.
449. Bence eğitim fakültelerinde öğretmen eğitimcisi olacak eğitimcilerin en az 3-4 yıl okulda çalışan biri olması ve ardından akademiye devam etmesi elzemdir. Yani bunu kitapları okuyarak öğrencilerinize öğretmenlik uygulaması derslerine götürüp, onları haftada bir kez sınıfta izleyip öğrenemezsiniz. Ya da çocuklara anket uygulattırıp, sonuçlarını analiz edip derleyip tez yazdırmakla bunu başaramazsınız.

450. Gerçek sınıf ortamını bildiğimiz için biraz onlardan şanslıyız diye düşünüyorum. Mesela bir üniversite eğitimcisi mi daha çok etkiler öğretmeni ben mi daha çok etkilerim? Ben etkilerim bence. Çünkü ben onlar gibi çalışıyorum. Hani hep örneklerim oradan. Bir sürü çocukla çalıştım.
451. Bununla en çok zannedersen akademisyenler karşılaşıyorlar. Siz zaten gelin devlette bir öğretmenlik yapın da görün diye. Şimdi bir kere kursiyerler bunu bize diymiyorlar. Tabi biz çünkü zaten aktüel öğretmendir.
452. Akademisyen bir şeyi anlatıyor ama çok kopuk anlatıyor. Ama bizde öyle değil. Mesela communicative language learning ile ilgili stratejileri sadece sunum gibi gösterirken biz bunun bir sürü örneğini verebiliyoruz. Sınıfta nerede hangi ekinlikte nasıl kullanacağına kadar verebiliyoruz çünkü bunu deneyimledik. Çocuğun ne diyeceğini, öğretmenin çocuğa tepkisini biz biliyoruz.
453. Biz yemek yapıyoruz onlar cooking kitabı yazıyorlar. Biz mutfaktayız yani ben sınıfın içerisinde birebir bütün problemleri yaşadığım için yani öğrencilerle bir aktivitenin işleyip işlememesi dil eğitimiyle ilgili sorunlar veliyle ilgili problemler okul idaresi ya bunların hiçbir language learning kitabında yazmıyor. Dışarıdan böyle bir üniversitede çalışan bir öğretmen bir teacher trainer olan birisiyle bizim aramızda çok fark vardır. Yani akademik anlamda benden çok şey bilebilirsin. Ama bunu uygulanabilirliği noktasında sorunlar noktasında o swot analizlerinde sen bilemezsin sen sadece kitaplardan okuduğun kadarıyla yorum yaparsın analiz yaparsın. Okunmuş yapılmış anketleri yaparsın. Tezleri okursun ha böyle oluyormuş dersin. Ama ben onu bizzat yaşarım.
454. Yani aday öğretmen pre-service sonrasında ne yapıyor biliyor mu? Bilmiyor ilgilenmiyor... Sonrasında dediğim gibi açık denizlerde. Yani açık denizlerdeki buradan kıydan ders veriyor gibi oluyor. Öğretmen orada neyle karşılaştı, ne yapıyor? Sen açık denizdeki tehlikeleri anlayabiliyor musun, yüzdün mü orada? O anlamda ben açık denizde yüzenin halinden anlıyorum.
455. Bizim grubumuz gerçek bir grup, okulda ders verdiği için daha gerçekçi sorunları var ve sorunlara bulunan cevaplar da daha gerçekçi. Sizden çok daha tecrübeli bir öğretmen gelip hayır olmaz böyle olur diyebiliyor karşınıza çıkıp. Üniversitede bir öğrencinin hocaya bunu demesi pek mümkün değil dolayısıyla daha zor bir rol üstleniyoruz.
456. Öğretmen adayının deneyimi olmadığı için dirençli bir grup değildir. Bizde mesela bir deneyimli bir grup geliyor mesela akademisyenlerle öğretmenlerin çok tartıştığı olmuştur. Şimdi akademisyen öğretmen adayı gibi bekliyor oradaki öğretmeni. Öğretmen de diyor ki “bunu bize niye anlatıyorsunuz”. Üslup hoş değil tabii ki sen öğretmensin önce hitap yolunu doğru seçmen gerekiyor ama orada şey var hani o tepkisini “böyle sunma bana” demek isteyecek belki ama yanlış söylüyor, yanlış aktarıyor. Bunun üzerine akademisyen başlıyor “sen” diyor “haddini bil” vs tartışma olabiliyor. Biz bunları yaşadık oldu yani çünkü o öğretmen adayına alışkın, öğretmen adayının tepkisi farklı. Ama öğretmen “benim yaşamışlığım var” diyor. “Sen bana getireceksin, beni tutacaksın benim işime yarayacak bilgiyi vereceksin” diyor. Bir öğretmen adayı bunu söyleyemez bir akademisyene ama bu öğretmen söyler.
457. Bilim üretilen akademiye makale üretilen falan gibi bir kaygısı var öğretim üyelerinin.
458. Biz mahalli, yerel çalışan ekibiz. Hani olduğumuz yeri biliyoruz. Diğer yeri bilmek için de çalışmalar yapan öğretmenlerle karşılaşma imkânınız çok fazla değil. Ama üniversiteler işte anlaşmalar, çalışmalar oluyor. Üniversite kaynak sağlıyor. Onlar daha uluslararası biz daha yerel.
459. Biz bir değerlendirme yapmadık geçme kalma yoktu bizimkilerle. Onlarda değerlendirme var, öğrenci dönemi bitirmek, üst sınıfa geçmek durumunda. Çalışmak zorunda işine gelse de gelmese de bilmek zorunda. Bizde isterse katıldı derse isterse katılmadı yani niye katılmadın diye ona bir soruşturma açılmadı.
460. Çünkü onlar geleceğe yönelik yatırımlar hani ileriki konuları yaymak hedefindeyken biz onların bir belki iki üç yıl önce yaydıkları konuyu yerleştirme uygulama kısmında oluyor olduğumuz için hani onlar hep bir tık önde olduğu için biz altta hani uygulayıcılarız.
461. Yani yerelde mutfakta biz olduğumuz için, direkt altta pratikte biz olduğumuz için direkt uygulamada aktif görev alan biz olduğumuz için direkt öğretim ayağında o anlamda da yani öğretmenlerin belki bir ihtiyaç analizi konusunda daha iyi şeyler tespitler yapabiliriz. Yani onlar yukarda dediğim gibi metotlardan, işin felsefi boyutlarıyla ilgilenirken altta tabanda uygulama noktasında realitede ihtiyaç nedir konusunda belki dönütler tespitinde belki biraz daha iyi olabiliriz diye düşünüyorum.
462. Kendi içinde güvenlik sorunu olan illere gitmemiştik ... oradaki askeri düzen ‘güvenliklerini sağlayamayız. Çok nitelikli bir grup başına bir şey geldiği zaman biz de çok üzülürüz’ deyince Talim Terbiye oradaki seminerleri iptal etmişti.
463. Aslında bunun ikinci bir fazı vardı ama gerçekleşmedi. İkinci fazında bizim kendi illerimize döndüğümüzde yani bir il koordinatörü adı altında ya da il formatörü ne deniyorsa. İl formatörü olup kendi ilimizdeki İngilizce öğretmenlerinin eğitiminden sorumlu olup onların derslerine işte sınıflarına girip birebir mentoring orada öğretmen gözlemi dediğimiz gözlemi yapmak, onlar hakkında not tutmak işte onlara guidance da bulunmak gibi şeyler vardı diye düşünüyorum.
464. Bize bir titrimiz tanımlanacaktı ve denilecekti ki yabancı dil koordinatörleri ... Kendi yerimize döndükten sonra düşünülen şeydi: Ben bu eğitimi verdiğim öğretmenlere destek vereceğim, gideceğim izleyeceğim. Sonra öğretmenlere geri bildirimler vereceğim. Bununla ilgili uygulama boyutunda kaynaklar paylaşacağım. Yani koordinatörlüğün tanımı buydu. Çok da güzel bir modeldi
465. CEFR’da geçen kazanımları hepimize dağıttılar, ve dediler ki ‘siz şu kazanımla ilgili şu konuda şu ünitenin şu konusunda kazanıma yönelik aktivite etkinlik ders hazırlayacaksınız’. Biz ders hazırladık, hepimiz ne emekler verdik, kullanmadılar. Çok da güzel iki ders hazırlamıştım.
466. Bakan değişikliği olunca o iş de yattı.

467. Öğretmen öğretmendir dendi, sınıfına gitsin dendi, dağıtıldı herkes.
468. Hepimiz yerlerde sürünüyorduk. Moralmı diplerdeydik. Böyle bitti işte, küt diye çıktık geldik.
469. Hayal kırıklığı, çok şok olduk. Biz bir yıl kendimize geledik.
470. Ne kadar acı bir şey... ben yetişmişim burada, sen benim için masraf yapmışsın. Formatöre ihtiyacın var. Beni bulamıyorsun, ben kayıbm... Yani bizim gibi nitelikli insanlar varken, düşünün bir emek verilmiş, bizlerden faydalanılmıyor.
471. En çok etkileyen olay unutulmamız, kaydımızın tutulmaması. Deneyimlerimizden faydalanmak için bile bize ulaşamamaları. Bizi duymaları. İletişim bilgilerimizin bile bakanlıkta olmaması.
472. Ben birkaç daire başkanı ile görüştüm. Daha önce biz zaten yapıyorduk bunları malum. Bakanlık pat diye kesti projeyi. Bilmiyorlar çünkü bakanlıkta süreklilik yok maalesef... O zaman daire başkanı, genel müdürü değişmiş, yenisi gelmiş. Kurumun hafızası kaybolmuş. Yenisi bilmiyor hiçbir şey. "Biz bu çalışmayı şuradan aldık, şuraya getirdik. Şöyle bir çalışma var. Hazır bir ekip var." diyoruz. "Aa öyle mi?" diyorlar. Onlar şuan ekibi yeniden kurmaya çabalıyorlar ve başaramadılar da yani. Geçen sene öyle bir çalışmaları vardı, yapamadılar. Büyük de külfet maddi külfet bu çalışmalar. Zaten hazır şeyleri de kullanmıyorlar.
473. Herkes kendi okuluna döndü ama bazıları zaten illerde çalışıyordu. İşte Arge'de E-twinning bölümünde, projeler bölümünde, DynEd'de. Bazıları yine kaldılar milli eğitimde ama şeydi farklı bölümlerde kaldılar.
474. Biz kendimizi o kadar anlatıyoruz. Ben bakanlığa yazı yazdım, rapor yazdık. Kaç yere mail attık. 'Bizi kullanın biz atılır, o kadar masraf yaptınız, bizi Amerikalara gönderdiniz, bizi niye kullanmıyorsunuz' dedik.
475. Biz altı yıldır sürekli bir şeyler yapıyoruz. Her sene aklımıza geldikçe yıl dönümleri gibi oldu yeni mezun olan öğretmenlerin ilk göreve başladıkları sene hazırlayıcı formatör grubu olarak eğitim vermek istiyoruz diye dedik onlara.
476. Biz bir grup açtık sivrisinek vızvız adında. Hatta bizi sivrisinek yerine bile koymadılar diye.
477. Tabii tabii yani biz individual çalışıyoruz sisteme girmeye. Bazılarımız tabii umudunu da yitirdiler.
478. Bizim ekibin büyük bir kısmı eTwinning ci oldu, illerinde eTwinning'de ilgili koordinatör oldular
479. Dediler ki 'online eğitim hazırlayacaksınız. eTwinning konusuyla alakalı olacak', ama ben hep bu formatörlük tecrübem o kadar ağır bastı ki eTwinning'de mobil uygulamalar değil de eğitimde mobil uygulamalar diye bir başlık seçtim ve onunla ilgili online bir eğitim hazırladım.
480. FATİH projesi teknoloji destekli İngilizce eğitici eğitimi veriyorum. Üçüncü kez Yalova'da verdim. Beş günlük bir eğitim. Bu süreçte bizden beklenen 5E'ye göre öğretmenlerin ders hazırlaması. Yani tabii ki içinde CALL MALL learning varsa yapılandırıcı eğitim olacak... Bize diyorlar ki "hem teknoloji de entegre edilmiş olsun, teknolojiyle hazırlanmış ders olsun hem EBA olsun içinde" ama "beş günde sığdırın" diyorlar. Bu eğitime katılanlar gidecek öğretmenlere eğitim verecekler illerinde.
481. Hayatımda yaşadığım aldığım her eğitim bir level yukarı bir level yukarı şeklinde gitti. Yani ben resmen böyle hazırlandım. Yani adım adım adım. Karşıma hep böyle imkanlar bir sonrakine bir sonrakine şeklinde gitti. Yani eğitmen eğiticiisi oluyorum, sonra teknoloji destekli eğitici eğiticiisi oluyorum. Bu bir üst yani şöyle üst değildi ne diyeyim bir farklı versiyonu, ama temelinde bilmem gereken eğitici eğiticiisi olmak gibi.
482. Emin olun, benim MEB'de sınıfıma dönmek gibi bir fikrim vardı.
483. Benim açımdan bitmiş bir durum yok ben öğretmen yetiştirmeye devam ediyorum.
484. Bir tanesi üst bilişsel okuma stratejilerin öğretmenlerin sınıflarında kullandırmasına yönelik, öğretmen durumlarını inceleyen. Hani, ne alaka? Eğitim yönetimi bölümü, aslen fizik öğretmeniyim, hem İngilizce öğretmenlerine formatörlük falan. Benim kariyerimle bir alakası yok. Ama içeriğe ilişkin çok bilgim var. Neden? Formatörlük sırasında üst bilişsel okuma stratejilerini bir hayli incelemek durumunda kaldım.
485. Bir kere trainerlık kanına işliyor.
486. Eğitimde yenilikçi yaklaşımlar eğitici eğitmeniyim. Yerel mahalli açabiliyorum bunda da. Yapıyor musun dersin, yapmıyorum bu aralar.
487. Herkes dışarıdan 'aa lise öğretmeni ilkokula olur mu?' falan filan dedi. Ben dedim ki hemen orda 'ben teacher trainerım, formatörüm. Yaparım'.
488. Ben okullarla birebir iletişime geçiyorum, kendimi tanıtıyorum ve okullara ziyaretler yapıyorum... Diyorum ki "bu projeleri yapmak isteyen var mı?" Eğer belirli bir sayının üzerindeyse getiriyorlar bilgisayarlarını kurs veriyorum. Hizmet içi kurs veriyorum... Yine seminer hayatımdan çıkmadı. Proje döngüsü eğitimi veriyorum projeler nasıl yazılır PCM-project cycle management- onun eğitimlerini veriyorum öğretmenlere. Çok çok faydalı oldu. Hepsinin backgroundunda bu formatörlük yatıyor... Yani hepsi birbirinin üzerine geliyor. En ortada öğretmenlik var center öğretmenlikten yavaş yavaş formatör öğretmenlik eğitici öğretmenlik. Şimdi eğitici öğretmenlik olmasa ben bu öğretmenlerle iletişim diyalog kuramam. Şimdi proje adı altında gözüküyor olay ama projenin içinde zaten hepsi var.

489. Sürekli öğretmen eğitiyoruz. Öğretmenlere proje nasıl yapılır, proje yazma desteği veriyoruz ama tabi bir de büyük ölçekte projeler yapıyoruz. Bir öğretmenin değil bir kurum olarak Avrupa projelerini ve Tübitak projelerini.
490. Elinizde bir öğretmen grubu var. Siz bu öğretmenlere doğru tasarım nasıl yapacak bunu öğretiyorsunuz. Öğretmen her seferinde gidiyor, disiplinler arası birleşiyor, tasarımını yapıyor, uyguluyor, geliyor, revize ediyor. Yüklüyoruz, revize ediyor yüklüyoruz. Yani her seferinde o öğretmenin gelişimini görüyoruz. Sonra da aynı sistem şelale sistemi deniyor. Bu master grubum benim 30 tane master grubum çıktı. Şimdi bunları yaygınlaştırmam gerekiyor. Ne yapıyorum? Eğitimci kimliğine büründürüyorsunuz öğretmene. İşte iki buçuk sene ben bununla uğraştım.
491. Artık yapabildiğime inanıyorum bu işi bir meslek olarak rahat yürütebiliyorum diye düşünüyorum. Çok farklı bir konu değilse mutlaka onunla ilgili iyi bir eğitim ve içerik çıkartabiliyorum. Bu kadar süreden sonra da yapayım diyorum bu kadar yatırım yapıldı bunun bir geri dönüşümü olsun.
492. Beş il bir ülke değiştirdim. Görevlendirmelerle birlikte sanırım 13. 14. okulumdayım. Burası hep hayalimdi.
493. Seçilmiş öğrencilerleym. Hepsi zaten İngilizce öğrenerek geliyor. Çok iyi İngilizce konuşurlar. Bazıları yurt dışında eğitim almış. Native speaker ayarında.
494. Çok projeye ilgilendiğim için diyordum ki idarecilik yaparsam daha çok vaktim olur bunlarla uğraşmaya. Okulu geliştirim düşüncesiyle ben idarecilik sınavına girdim.
495. Yani ben mesleğime ait hiçbir şey yapmıyorum.
496. Objektive uygun ders planı hazırlamaktan bahsetmek istedim. O swbatlar çok önemli. Ben onun arkadaşlarda eksik olduğunu düşünüyorum, bu çok yüzeysel bizde. Ben bunu öğretmenlerle paylaşmak istedim ve yaptım. Bunlara harika bir session hazırladım. Bütün öğretmenlerle İngilizce dersi yaptım, hala söylüyorlar. Tabii sadece İngilizcecilere değil ben tamamen yaygınlaştırdım. Bütün branşlarda var objective. Ben kendi branşımı örnek aldım ama onlara öğrenci gibi sıfırdan İngilizce öğreniyormuş gibi örnek ders yaptım. Teorisini anlattım. Çok güzel geçti, muhteşemdi ama dillere destan oldu.
497. Bana göre bir öğretmen akademisi kurulmalı ve ben orada çalışmalıyım. Bununla ilgili kalıcı bir kurum ya da neyse işte adı bir yapının olması gerektiğine inanıyorum. İllerde, her ilde böyle bir yapının olması gerektiğine inanıyorum. Ve bu akademideki çalışanlar böyle üniversitedeki hocalar gibi oranın formatörleri olmalı bu insanlar. O ildeki öğretmenlere gitmeli, onları ziyaret etmeli, onları davet etmeli. Onların gönüllülük esasına bağlı. Kesinlikle o iletişim çok önemli, o isteği yaratacağın. Tamamen paylaşım yoluyla, brainstorming yoluyla. Gözlem yaparak, gözlem yaptırarak, kendi gözlemlenerek. Sorular sorarak kendisini keşfetmesini sağlayarak. Yol arkadaşı olmalıyız bir öğretmenle. Kendi kendine biri gelsin diye beklememeli. O da düzenli ziyaretlerde bulunmalı, gezmeli. Ve bir öğretmenle çalışmak bir süreç olmalı, en az bir iki ay. Her yönden okulda olup her yönden orada asistanlık edeceksin.
498. Öğretmenleri sürekli canlı tutuyorum, dürtüyorum sürekli motivasyon sağlıyorum. Haftada bir günüm boş. İlçe eğitimlerini yeni bitirdim. Uygulama eğitimleri yapıyorum. Yorucu olmuyor mu oluyor tabii ki ama bu benim tercihim.
499. Uluslararası alanda elçiyim şuan eTwinning’de. Bu ne demek? Avrupa’nın her bir ülkesinde eğitim verebilirim şuan ben. Davet edildiğimde gidip eğitimimi verebilirim. İkinci ambassador kuryesi döneminde Türkiye’den sekiz kişiye hak verilmişti. Bir kişi bendim. Benim dönemimde üç kişi bitirebildik eğitimi.
500. Geçen sene orada bir ikinci grup eğitim verdik. Şimdi o gruplar ve önceki eğitim grubu illerinde yerelde çalışmalarına başladı eğitimci oldular. Kısa sürede hazırladığımız bir çalışma oldu ama hani böyle bir altyapı olmazsa bu kısa sürede bu işler ortaya çıkmaz.
501. Bir de eğitimde yeni yaklaşımlar formatörüyüm aynı zamanda. İlde onu da veriyorum. Eğitimde yeni yaklaşımlarda aslında sadece İngilizce öğretmenlerine yönelik değil bütün öğretmenlere yönelik veriliyor. Genelde sınıf öğretmenleri, fen bilgisi öğretmenleri, anasınıfı öğretmenleri katılıyor. Bu şekilde iki kere hizmet içi eğitim verdim ilde. Ders programlarımızı, kazanımlarımızı nasıl daha yenilikçi yaklaşımlarla şekillendirebiliriz diye yaklaşıyoruz... “Şuan siz kendinizi nerede görüyorsunuz? Gelecekte öğrenciler nerede olacaklar? Bu arada bu geçişte neleri değiştirebilirsiniz?” deyip onlardan fikirleri alarak başlıyoruz. Ondan sonra “biz işte yeni fikirleri, yeni araçları şu şekilde kullanıyoruz. Siz nasıl şekilde kullanabilirsiniz?” deyip bütün öğretmenlere yönelik eğitim oluyor.
502. Yani şimdi ben sınıfta öğrenciye ne yapabilirim aştım, onu geçtim artık. Daha çok yetişkin eğitiminde neler yapabilirin derdindeyim şu dönemde... Yani sadece işte tek başına sınıfa girip dil öğretmek değil hani diğer alanlarla birlikte ne yapabiliriz artık ona geçtim.

503. Oradaki çalışmaya daha çok ölçme değerlendirmeci kimliğimle gittim. Yapılan elektronik içeriklerin değerlendirilmesine yönelik. Aynı zamanda içerik değerlendirme ve soru değerlendirme. Sorular gönderiliyordu, İngilizce soruların değerlendirilmesini yapıyordum ben. Birçoğu benim elimden geçmiştir, onay vermişimdir, reddetmişimdir, tekrar düzenleme istemişimdir.
504. Ama tüm branşların EBA eğitimlerini verdik o çok fazla. Yaklaşık 15-20 yerde EBA'nın. İlk başlarda ağı tanıtıyorduk sonra uygulamalar yapmaya başladık. Mesela öğretmenlerin katkısını istedik, soru yükleme materyal yükleme ders içeriği yükleme.
505. Yaklaşık 1500 kişilik salonda 3-4 saatlik seminer verdim. Çok büyük salonlar ve lecture-type olmak zorundaydı. 1500 kişiye uygulama yapmak mümkün değil ama workshopları olan başka çalışmalar oldu. Sadece küçük gruplarda çalıştığımız oldu.
506. İngilizce öğretmenlerinin teknolojiye yatkınlıkları, tekno-pedagojik yatkınlıkları ile ilgili çalışma yaptık. Yani teknolojinin İngilizce eğitiminde kullanımı ile ilgili. İşte bu Web 2.0 araçların kullanılması, yeni trendler, eğitim teknolojilerinin yabancı dille kaynaştırılması gibi konularda ben onlara öncülük ettim. İki tane İstanbul'da verdik. Bir tane Yalova'da verdik üç tane. Sadece İngilizce öğretmenlerini kapsayan üç tane, onlar da eğitici eğiticisi olarak yetiştirildi. Toplam 280-300 civarında formatör yetiştirmiş oldum.
507. Çok farklılık oldu. Taş taş üstünde kalmadı diyebilirim.
508. Formatörlük hakikaten ciddi bir katkı sağlıyor işimize. Bitmiş bir şey yok ki bunlar geçmiş zaman soruları değil. Yani bu müthiş bir şekilde etkilemeye devam ediyor.
509. Çok daha iyi bir öğretmen oldum. Bana çok şey kattı çünkü öğretirken daha çok öğreniyorsunuz.
510. Hani böyle bambaşka öğretmen oldum diyemem ama daha bilinçli yapıyorum yaptığım şeyleri.
511. Bir de çocuğun evreni okul anlayışım vardı. Onun dışına çıkartmak lazım onu yapmaya başladım. Yani çocuğa 'senin yerin burası değil artık daha farklı şeyler varı' göstermeye başladım çünkü çocuk da öğretmen gibi aslında kendisinin nereye ulaşabileceğini görmesi gerekiyor.
512. Kendim öğrendikçe çocuğa da öğretmeye başladım. Bazen çocukları alıyorum hepsini birden bire konferansa götürüyordum. Sonra işte debateleri yaptırmaya başladım. Başta normal münazara yapıyorlardı. Sonra Sabancı'da yapıyorlarmış bu British ekolü varmış. Çocuklar bunu gördüler.
513. O dört beceriyi ben sosyal bilimler lisesindeki bütün derslerimde hep uyguladım. Workshop stili çalıştım sonrasında. Her öğrencinin marker, 12li keçeli kalem, patafiksi olurdu. Workshop kâğıtlarım vardı. Onları sınıfıma koyardım. Grup olarak oturuyorlardı. O çok önemli. Daha sonra poster yaparlardı ve sunarlardı.
514. Artık mesela bir çantam oldu çünkü eğitimlerde de öyleydi: tack-it, makasım, post-itim, stickerım, ses bombam, A3 kâğıtlarım. O okulda askıdadır. Bir poster çıkarttırırım çocuklara, mutlaka sunum yaparlar.
515. Artık okuyalım demiyorum. Reading parçasını alıp şekillere bölüyorum. Mesela doğayla ilgili bir okuma parçası var. Kitaptaki parçayı alıyorum bir ağaç şeklinin üstüne içine yazıyorum. Veya çok severim ben minibook yapmayı, basit pratik. Hemen her öğrencime öğretmişimdir.
516. Kazanımlarına göre bazen uniteleri geçiyorum bu 'don't teach the page'ten yola çıkarak. Kazanımlara göre ders işlemeyi öğrendim. Yani hep aynı aktivite hep aynı sonucu veriyor. Çocukların başka özelliklerini göremiyordum. Öğretmenlik hayatımda artık kitabın bütün alıştırma ve bütün çümlelerini yapmıyorum mesela.
517. Mesela formatörlükten önce öğretmenlik yaptığımda direkt kitabı açardım. Direkt kitaptan yıllık planı takip ederdim. Ondan sonra ders planı hazırlardım. Formatörlükten sonra daha çok şey oldu. Öğrenci bilgi beceri kazanımlarını göz önüne alarak daha kapsamlı dersler yapmaya başladım. Kitabı ikinci plana attım.
518. Sonra ben baya bir deneyimledim İngilizce derslerinde çok fazla deneyimledim tasarım yapmayı. Yani hep pre-, while-, post- yapıyorduk. Değiştirmeye başladım. Farklı farklı tasarımlar yapıp sunmaya çalıştım. O da çok önemli. Ve öğretmenliğime de çok katkısı oldu. Gerçekten çok etkisi oldu.
519. Ben anlatana kadar farkında değildim şimdi uyguluyorum hep.. Önemli tabi çocuğu ısıtacaksın... Eskiden ben warmer kullanmıyordum ki. Ben şimdi illa ki bir warmer kullanıyorum, illa ki koyuyorum Benim öğretmenliğime de çok katkısı oldu bu eğitimlerin.
520. Ben reflectionı dönüştü öğrencilerime uyguladım. Üç tane soru vardı orada. How do you feel today? What helped your learning? What hindered your learning? Hazırlık sınıfında bir tane defter aldırardım. Üç tane soru her gün dersin sonunda o notları okudum sonra.
521. Program inceleme konusunda öğretim programı nedir içinde neler vardır okumam gerekli bunun gibi. İşte yeni çıkan yönetmelikleri takip etmem şart gibi. Hani bu anlamda katkıları oldu.

522. Bilinçli geliştirmeye devam ettim. Mesela önceden köyde çalıştığım için her hizmet içi eğitim kursunun bana faydalı olacağına inanıp başlığı ne olursa olsun hepsine başvururdum. Tabi ki öğretmenlik sonrası daha bilinçli seçimler yapmaya başladım. Daha bilinçli tüketici oldum.
523. Dersleri kaydetmişim hangi tür sorular soruyorum diye. Bir de bu var yani veyahut benim discourse boyutta dilimi nasıl kullanıyorum ona dikkat etmeye başladım kendimi izlemeye başladım artık.
524. Sonuç odaklı değil de süreç odaklı değerlendirmeyi çok kullanmaya başladım. Daha önceden hiç böyle bir şeyi bilmezdim. Bu bana çok şey kazandırdı. Yazıya odaklı değil de iletişime odaklı notlar vermeyi. Assessment-evaluation konusunda bende çok şey değiştirdi.
525. Portfolyo nedir, nasıl kullanılır, kullanmalı mıyız? Alternatif assesment hayatıma girdi. Yoktu böyle bir şey. Klasik assessment deyince yazılı kağıdı verirsin, onları sırf okursun yazarsın, e-okula girersin, tamam. Hep bahaneler ürettiğimizi ve aslında çocukların yüzde elliden daha mutlu olduğunu öğrendim. Yani kahoot da yapabilirsin web araçlarıyla da. O da bir ölçme.
526. Akran değerlendirmesi de çok yaptırıyorum. İşte küçük oyunlarımız var. Öğrenciler senaryolarını yazıp sergiliyorlar. Çocukları neye göre değerlendireceğimizi veriyorduk. Her grup kendini ve arkadaşlarını değerlendiriyordu.
527. Öyle planlı rubric hazırlamıyordum. Yani böyle bir-iki soruluk bir rubric hazırlardım ama şeyi öğrendim mesela. Öğrenci neye kaç puan vereceğimizi önceden görecek. Bu hep öğretmenlere değindiğim bir konuydu. Sonra ben öğretmenliğe geri döndüğümde çok uyguladım. İşte ben not veriyorum ama hep dosya hazırlamaya başladım. İşte kriterlerim belli. Çocuk önceden biliyor kendini ona göre hazırlıyor. Biraz daha sistematik kriterlerimi iyi belirlediğim değişiklikler çok var.
528. Şunu söyler öğrencilerim: “hocam siz bir farklısınız”. Neden? Çünkü formatörlük bana yetişkin nasıl öğretilir konusuna ilişkin yeni bir konsentraston alanı çıkarttı, dolayısıyla mesela teknoloji kullanma benim sınıfımda cep telefonu kullanmak serbesttir. Mesela bir şey soruyorsunuz 1-2 cevap arıyorsunuz sorun bakalım şu akıllılarınıza ne diyormuş şu durumlara vs. her an adapte edebiliyorum. Sınıfta materyal kullanma ve standart materyal kullanımının dışına çıkma durumunda da etkili bende.
529. Mesela grup tartışmacısı yapacağım. ‘1 2 3 4 5 hadi birler bir araya gelsin’. Dördüncü sınıf öğrencisinin buna şaşırıyor olması. ‘Daha önce hiç kullanılmadı mı? Hiç kullanılmadı mı yani bu yolla?’ Hiç tartışılmamış.
530. Dolayısıyla hazırbulunuşluk düzeyimi arttırdı formatörlük benim. Hani oradan hemen bir şey ekliyorsunuz pat diye adapte ediyorsunuz ve grup şaşırıyor. Kıymetli şeyler bunlar. Grup ve süreç yönetme konusunda kesinlikle katkı sağladığını gözlemleyebiliyorum.
531. Ya ben bugün mesela sınıfta şunu bile örnek verebiliyorum ve ben buradaki hiçbir üniversitedeki hocanın bunu örnek verebileceğini düşünmüyorum. “Mesela öğretmen ödev vermiş” diyorum sınıflardan örnek veriyorum. “Neymiş efendim doğal afetlere ilişkin kitabınızdaki bölümünü okuyun, özetini çıkarın.” Ben de diyorum: “şimdi bu ödevi değerlendirin bakalım. Her öğrenci için uygun bir ödev mi bu peki? Bunu öğrendiğini başka hangi yollarla gözlemleyebilirsiniz? Ya bir tane model hazırlasın, poster hazırlasın, sorular sorulsun istiyorsanız özetini çıkarın. Hiç problem değil. Hiç olsa bir drama etkinliği bu olay olduktan sonra, bir konuşma, bir replik oluştursun. Yani bunlar da bu çocuğun öğrendiğini göstermez mi? Siz ödevi ne amaçla veriyorsunuz? Konuyu pekiştirsin, öğrensin lütfen, öğrenmesine konsantre olun. Yapılan ödevleri beğenmiyorsunuz. Neymiş orası olmamış, burası çirkin olmuş, bu mudur amaç? Neye konsantre olmanız gerekiyor? Vesaire. Geldi ödev. İşte beklentiğiniz bir format vermişsiniz, ona uygun değil, ama öğrendiğini gösteren ifadeler ve emareler var. Bunu ölçmek için ne yaparsınız?” Hani rubriğim hazırda ama bir tane daha hazırlarım cesareti verme mesela program sayesinde öğrendim. Ben eskiden öğretmenlik benim için çok kalıp bir meslekti: şöyle yapılsa iyi oluyor, böyle yaparsan kötü olur durumu vardı..
532. Öğrencinin dersini izliyorum. Sonrasında diyorum ki ‘dersinle ilgili yürüyen bir bölümü seç. Üç dakikalık olabilir. Sen ne yapıyordun? Öğrenci ne yapıyordu?’ ama daha önce böyle bir deneyimi olmadığından muhtemelen öğrenci o üç dakikaya gidemiyor, kendi öğretme süreçlerini analiz edemiyor... ama olacak.
533. Amerika’da öğrendiğimiz ‘what I see and what I think’ frameworku bana çok yardımcı oldu. Ana hatlı onu uyguladım observe yaparken. Ders anlatırken hemen ikiye bölüp mesela kendi bilgilerimle şöyle dese daha mı iyi olurdu şöyle yapsan olurdu şeklinde yapmaya çalıştım.

534. formatörlük boyunca öğrendiğim bütün teknikler her şeyi mentorlukta kullandım. Ben İngiliz dili ve edebiyatı mezunu olduktan sonra öyle bir sınıfta bana mentor teacherlık yaptırısalardı hiçbir şey yapamazdım. Bir şey yok ki bilmiyordum.
535. Çocuklar dosyayı getirdiklerinde aldım dosyayı açtım. Dedim ki ‘sizden öğretmeniniz bunları bekliyor. Size önerim önce sınıfı tanımanız’. Sonra beni izliyorlardı. Beni izledikten sonra ‘günlük tutun’ diyordum benimle ilgili. Yaptığım şeyleri yazıyorlardı. Bunu neden yaptığımı düşünüyorsunuz neden böyle bak.
536. Çok iyi bir mentor teacher olduğumu düşünüyorum. Onlar da öyle diyorlardı zaten çünkü şeydim zaten formatörlüğün bilgilerini anlatıyordum aktarıyordum onlara. O bakımdan hocaları da çok memnun kaldı.
537. Amerika’daki feedback formu veriyordum onlara. ‘Bakın, ben sizi böyle değerlendireceğim, ona göre dersi anlatın.’ Ondan sonra da post-feedback alıyordum. ‘Sen nasıldın? Tekrar anlatman gerekirse nasıl anlatmak isterdin?’ diye. Hep teşvik ettim onları doğru yoldasınız diye. Çok olumlu şeyi oldu bana formatörlüğün mentor teacherlıkta.
538. Şu anda iki tane üniversitesinden öğrencim var. Sınıf içinde hani formatörlüğümün ders işleyişime çok etkisi olduğu için sınıf içinde yaptığım her şeyi aslında hani onlara birebir söylemesem de beni izliyorlar. O şekilde faydalıyorlar bence.



APPENDIX H- CODES USED IN THE STUDY

BECOMING A TRAINER	DOING AS A TRAINER
Thoughts about Trainers	Formatör? Eğitimcilerin Eğitimcisi?WHO
Not admiring trainers: just reading slides & not competent	Training as a promotion or not?
Previous thoughts ab. Trainers: not so different from teachers	Internal Promotion
Admiring trainers: beyond teachers like academics	No promotion (financially)
Trainer- an unreachable high position	No official title /No recognition
Admiring trainers	Procedure
Complex knowledge requirement	Not educating
Desire to be an ac. & teacher trainer	Not assessing teacher proficiency
Trainer Training	City Rep. & Hosting duties
Learning the aim of the project later	In-class teaching
Consultating her as an already trainer	First Training-Ice breakers
Thinking she wouldn't be a trainer	Theory + Implementation (including workshop and group works)
Concern for lack of terminology approach	Co-training & Observation
Academics' Support and Modelling	Like a hero (intervention)
Content of the training	Speaking English all the time
Procedure & Student trainer roles	Selling ice to an Eskimo
Lack of the program or NOT	Training: different from teaching
Sufficient for start-up	Dusting metaphor (enabling teachers recall)
The more the better	Exchange of experiences
Location & Duration of Training	Showing good working examples
Election/ drop by in training	Managing interactive environment
Previous Experiences as a Trainer	From teachers to trainers
Being a mentor teacher	Between teachers
Initial thoughts for being a trainer	Among teachers in different cities
Not working as a trainer earlier	Enabling evaluation of the training
DynED coordinator	Preparation
First UNEXPECTED experience as a trainer	Training off week
Receiving training to become a trainer for another context	Mechanic-Organizational Work
Recognized Teacher/Coordinator	Comfort providing
Already a trainer (international contexts)	The aim
Teaching English/methods to pre-service teachers in İÖLP	Improving teachers' competency
Academic or Practitioner Pathway??	Updating/sharing (New meth. & tech.)
Proving their worth	Improving teaching (CLT)
Establishing Credibility Example	Introducing the new curriculum
Pull-Push factor	Facilitating a need for CPD
Applying Intentionally	Offering a refreshing break
Obligatory Call	Enabling teachers to question their teaching
Invited	Solving ELT problems (Funeral Metaphor)
First experiences	Trainers' actualization
Already worked with adults	Inspiring & Making believe

CODES USED IN THE STUDY (Continued)

KNOWING AS A TRAINER	
Different from teaching K-12 students	Propositional Knowledge
Similar to a good teacher's skills	Mastery/competency in content of the training
Social Knowledge: Knowledge of Others/ Teachers/Learners	Proficiency in Eng
Adult Education	Accent
Preferring adult education	Constantly speaking in ENG
Profiles of teachers in training	Pronunciation
Training experienced teachers	Intelligibility & fluency
Crisis & classroom management	Theory & Academic & Research-based knowledge
Dealing with resistance	Research engagement
Administration Skills	Academic competency
Audience, needs, problems	Terminology & meta-knowledge
Observation Skills	Being equipped
Peer Observation & Reflective Cycle	Classroom management
Communication skills	Curriculum of the training program
Reflexive Knowledge & Personal Knowledge	PCK
Presentation Skills & Knowledge	SLA
Self-updates/ Pursuing Prof. development	Ice-breaker
Technology & Development	Curricular Knowledge (CB relationship)
Leadership (more competent than teachers)	Assessment & Evaluation
Real classroom experience & knowledge	Methodology-Skills teaching
Personal Traits (hardworking, being optimistic, confidence)	CEFR
Dealing with prejudices	Material Adaptation
Helpful	World knowledge
Devoted, committed	
Ego-suppressing	
Self-confidence	
Procedural Knowledge	
Planning & Time management	
How teachers learn	
Integration of NLP stories	
Debate	
Self-discovery	
Peer learning-Poster sessions	
Possibility of teacher imitation-more didactic	
Facilitating experiential learning	
Designing workshop	
Loop Input as procedural knowledge	
Managing interaction/ groups	
Mentoring	
Reflective Questioning	
Coaching skills	
Modelling	
How to give feedback to teachers	

CODES USED IN THE STUDY (Continued)

BEING A TRAINER	
Pleasure	Metaphors & Roles
RQ1-Satisfactory Program-Related Meeting new people, seeing new cultures Network opportunities Sense of belonging & teamwork (friendship) Huge impact on pupils/system Individual Sources Support from colleagues and principal Feeling freer as a trainer Participant teacher-oriented Witnessing teacher change Witnessing the change of the resistant Being appreciated MONE-approach towards INSET Appreciation by teachers Teachers-consulting Meeting successful/ promising/ interested teachers	Life style and representation A spring of knowledge City/MoNE Representative Training as a life style Serving care and comfort Like a mother Feeding Operator in the call center Quasi-therapist (complain receiver) Like an Organization Manager Coaching-Moderating Evolving and Journey Pools-metaphor(main and branches) Constant Becoming Like an academic-a higher position practice Like mercury (Metal) Like a tree- growing evolving
Challenges	
Contextual Challenges Structure of the Program Lack of preparation by provinces Paper work & last minute notifications Lack of follow-up Lack of needs analysis Lack of/late planning in the program Teacher resistance How to deal with resistance Incompetent other trainers Position-related Challenges Lack of recognition Lack of respect Lack of official position Personal Challenges The posture problem Giving feedback & observing Responding to teacher problems -curricular c.book levels Arranging pace Leaving sts behind Questioning their competency/fit for the role Sense of despair Tiring & leaving family Individual problems-different perceptions	A free area Transforming-expanding Guidance Modelling-in transfer discourse Like a midwife Conductor in an orchestra Bridge btw teachers and MoNE Facilitating a change (opening a window) Cooperation, inclusion emphasized Journey allusion Disseminator- Fellow traveler Co-cooking (cooperative study) Fertility (like a tree) No hierarchical relationship Selling ice to an iceman-market discourse
	Values
	Developing professionally Being sensitive to educational issues (ref RQ1) Patriotic feelings (love for the country) Appreciating teachers-understanding the value of teamwork Ethical Issues (correct, mission- aware)

CODES USED IN THE STUDY (Continued)

BELONGING AS A TRAINER	
A high quality of trainer group	Comparison to academics-UBTE
Trainer Group Characteristics	Life-long learners like academics
Well-trained, tested multiple times	The same goal with academics
Responsible & dedicated	Academics: more influential job-gatekeepers
Competent group that needs to be benefitted	Academics: international, trainers: more local
Assertive-leading group in need of self-actualization	Academics training trainers
Self-confident, competitive	Teachers preferring academics more than trainers
No financial expectations	Great academics accompanied them as well
Cooperative group & PLC (learning from each other)	Trainers following-implementing what academics did 2-3 years ago
Supportive group	Trainers: better at needs analysis of teachers
Life-long learners	Trainers: more interactive
Diversity in the group	Academics: more theory based/lack of interaction
Hard-working & idealist	Academics: objective approach
Belonging-emotionally attached	Academics: lecture type training
Membership- being a part of a group	Academic content providing
Administration: obstacle	Academics: expert in content
Support from fellow teachers	Academics: guest, trainers: host
More cooperation btw Academy and Trainers	Academics-engaged with research
Crème de le crème	Academics: research engaged
The message "I am also a teacher"	Trainers: source of inspiration
Knowing teachers' working conditions	Trainers in the kitchen, academics writing the cooking book
Teachers-not so self-motivated to learn more	Academics: teaching swimming in the pool
Teachers with training and more study	Trainers: actual teachers
Coming from the teachers' community	Trainers: combining theory and practice
Appreciated by the MoNE	Academics'-distance from actual teaching
The same status with teachers	Trainers: Better than academics
No official status in MONE	Academics-setting trend in the country
English teachers' perceived status	Audience based comparison
Being envied	Teachers: questioning with experience
New trainers projects	Pre-service teachers not experienced & knowledgeable
(flash-drive trainer)The trainer's lack of knowledge	Trainer selection

CODES USED IN THE STUDY (Continued)

POST-TRAINING	
After part: disappointment Not recognized as a trainer by MONE Second phase of the project: not happened Post-training duties and positions Respected as an ex-trainer Respected in her circle a-trainer Teaching in many schools Transfer from Arge to school Trainer of Kizilay Teaching in her dream school Book review committee Coursebook writing committee Project Coordinator in Private School Course book writing Committee Teaching at vocational school Being a head teacher Offering adult education in local Training effect on research & graduate studies Multicultural educational settings Reading strategies focused MA thesis Return to the places where their position belongs Teaching gifted students Not necessarily training effect Importance of INSETs Statements of Improvement Flexibility gained from training- emphasized Improved presentation skills Still affecting their practices Suggestions for INSET Her desire for an INSET Prof. Dev. Attending In-service Training INSETs abroad Attending online seminars Keeping diaries (pre-existing) International-focused improvement Planning Erasmus Projects Teaching abroad Study Visit Attending conferences abroad eTwinning project Robotic project & reflective questions Completing a Comenius project Cont. to. Pre-Service Education Being a UBTE Supervising teacher candidates Managing relationship Reflective practices in PTE Mentoring teacher candidates	Cont. to In-service Training Multiple contexts Coordinator in province directorate Project Coordinator Project based training Going abroad with teachers & students Easy contact with teachers Interdisciplinary training Multicultural training Planning INSET Online Offering seminars-non ELT TAO-Training trainers & teachers Value-based training Training trainers Seeing the impact as a trainer DynEd coordinator Colleague Observation-DynEd Organizing seminars Another INSET Project eTwinning Europe Ambassador Working for AR-GE Project planning at university Design-based training eTwinning coordinator Technology integrated training Preparing guidelines EBA & Online Training Content Evaluation-Assessment EBA Organizing webinars Innovative-Project based Training Improved in-class teaching More conscious- terminology aware Selecting INSETs Following Curriculum and Programs Reflective practices with learners Expanding learning space Learner Autonomy aimed teaching More flexible-open to learning & challenges Alternative design usage Better rapport with sts More systematic- more planned Ice-breaker use More interactive teaching Richer material use Assessment Improved Portfolio usage Formative assessment Peer Assessment & Rubric Preparation Objective focused teaching

APPENDIX I- APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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02 OCAK 2018

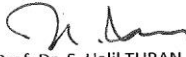
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Gölge SEFEROĞLU;

Danışmanlığını yaptığınız doktora öğrencisi Fatma GÜMÜŞOK'un "**Hizmetiçi Öğretmen Eğitimcilerinin Mesleki Kimliklerini ve Öğretmen Eğitimciliği Sonrası Deneyimlerini İnceleme**" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-EGT-196** protokol numarası ile **15.01.2018-28.08.2019** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.


Prof. Dr. Ş. Halil TURAN

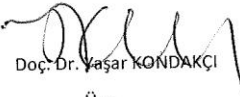
Başkan V


Prof. Dr. Ayhan SOL

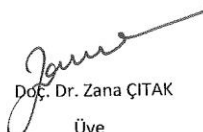
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Prof. Dr. Ayhan Gürbüz DEMİR

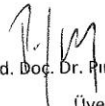
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Doç. Dr. Yaşar KONDAKÇI

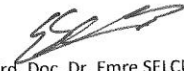
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Doç. Dr. Zana ÇITAK

Üye


Yrd. Doç. Dr. Pınar KAYGAN

Üye


Yrd. Doç. Dr. Emre SELÇUK

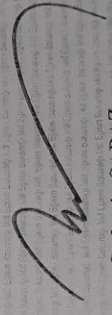
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APPENDIX J- EMINE HOCA'S CERTIFICATE FOR ATTENDING A
FORMATEURSHIP COURSE

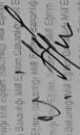
T.C.
MİLLÎ EĞİTİM BAKANLIĞI
HİZMETİÇİ EĞİTİM DAİRESİ BAŞKANLIĞI



25/07/2005 - 29/07/2005 TARİHLERİ ARASINDA
Yalova Esenköy Hizmetçi Eğitim Enstitüsü'nde
AÇILAN 30.SAATLIK 305
NUMARALI İngilizce Formatörlik (II.Kademe).....
SEMINERİNE KATILMIŞTIR.


Sadettin SABAZ a.
HİZMETİÇİ EĞİTİM DAİRESİ BAŞKANI




Nihat ERTEM
EĞİTİM YÖNETİCİSİ

APPENDIX K- CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name : Gümüřok, Fatma
Nationality : Turkish (TC)
Place of birth : Ankara, Turkey
E-mail : fatmagumusok@gmail.com

EDUCATION BACKGROUND

Degree	Institution	Graduation
Ph.D.	Middle East Technical University, <i>English Language Teaching</i>	2020
M.A.	Middle East Technical University, <i>English Language Teaching</i>	2014
B.A.	Hacettepe University, English Language and Literature	2011
Associate B.A.	Anadolu University, Foreign Trade	2011
High School	Yahya Kemal Beyatlı Foreign Language Intensive High School, Ankara	2007

RESEARCH INTERESTS

English language teacher education, in-service teacher training, pre-service teacher education, professional identity development, language teaching, and literature in language teaching

FOREIGN LANGUAGES

English (C1), German (A1),

WORK EXPERIENCE

Duration	Institution	Job Title
Feb 2012 – August 2020	Middle East Technical University, Faculty of Education, Department of Foreign Language Education	Research Assistant
August 2011 - Feb 2012	Yozgat Bozok University, Faculty of Education, Department of Foreign Language Education	Research Assistant

PUBLICATIONS & OTHER ACADEMIC WORK

Articles

- Gümüřok, F., & Balıkçı, G. (2020). Promoting extended student talk in an EFL classroom. *Eurasian Journal of Applied Linguistics*, 6(2), 205-228., Doi: 10.32601/ejal.775799.
- Bal, G. B., Balıkçı, G., & Gümüřok, F. (2019). Professional development of pre-service teachers in an English language teacher education program. *International Online Journal of Education and Teaching*, 6(3), 630-648.
- Gümüřok, F., & Daloğlu, A. (2018). Conceptualization of theory in English language teaching by student teachers and practicing teachers. *Journal of Language and Linguistic Studies*, 14(1), 1-17.
- Gümüřok, F. (2017). An investigation of post-teaching conferences: politeness in receiving criticism. *ELT Research Journal*, 6(1), 116-137.
- Gümüřok, F. (2013). A quest for literature in ELT coursebooks. *Tarih Kültür ve Sanat Arařtırmaları Dergisi*, 2(2), 114-133.

MA Thesis

- Gümüřok, F. (2014). Engaging pre - service EFL teachers in the evaluation process: Self- evaluation and peer evaluation as a reflective practice in the practicum (Unpublished Master's Thesis). Middle East Technical University, Ankara.

Conference Papers

- Gümüřok, F., & Seferoğlu, G. (2019). Language Teachers' Journey of 'Becoming a Trainer'. Paper Presentation at the 19th *INGED International ELT Conference*, Ankara, Turkey, 14-16 November 2019.

- Gümüşok, F., & Seferoğlu, G. (2019). On Being an In-service Teacher Educator: Challenges, Sources of Pleasures and Metaphors. Paper Presentation at *ECER-European Conference on Educational Research*, Hamburg, Germany, 03-06 September 2019.
- Gümüşok, F. (2019). “We are similar”: Student Teachers’ Solidarity Seeking Strategies in Post-teaching Conferences. Paper Presentation at *ECER-European Conference on Educational Research*, Hamburg, Germany, 03-06 September 2019.
- Gümüşok, F., & Seferoğlu, G. (2019). From Physics to Language, from Teacher to Teacher Trainer: A Narrative Study. Paper Presentation at *ILTERG Conference*, Antalya, Turkey, 8-10 April 2019.
- Gümüşok, F., & Daloğlu, A. (2017). Conceptualization of Theory in English Language Teaching by Pre-Service and Practicing Teachers. Paper Presentation at *EERA European Conference on Educational Research*, Copenhagen, Denmark, 22 – 23 August 2017.
- Balikçi, G., Gümüşok, F., & Bal, G. B. (2017). A Case Study of Mentors and Mentees’ Professional Development in the Practicum. Paper Presentation at *EERA Emerging Researchers’ Conference*, Copenhagen, Denmark, 22 - 23 August 2017.
- Gümüşok, F. (2017). Hedges and Boosters in Supervisory Discourse: A Case Study. Paper Presentation at *Metadiscourse Across Genres: Mapping out interactions in spoken and written discourses*, 2017 (MAG 2017), Güzelyurt, Cyprus (KKTC), 30 March - 01 April 2017.
- Gümüşok, F. (2017). A study on extended student talk in an EFL classroom. Paper Presentation at *Towards Higher Education Conference*, İstanbul, Turkey, 15 April 2017.
- Gümüşok, F., & Çopur, D. (2015). Engaging Pre-Service EFL Teachers in Self Evaluation and Peer Evaluation for Reflection. Paper Presentation at *the 12th ODTÜ International ELT Convention: Celebrating Diversity*, Ankara, Turkey, 25 – 26 May 2015.
- Başaran, B. Ç., Gümüşok, F., Bekereci, M. (2015). Pre-service EFL Teachers’ Beliefs on Learner Autonomy based on Practicum Experiences. Proceedings from *12th ODTÜ ELT Convention*, May 2015, Ankara, Turkey.
- Cirit, N. C., & Gümüşok, F. (2013). Evaluating Attitudes towards METU Online: A Study of Undergraduate Students of FLE Department. Proceedings from *6th ICT for Language Learning*, November 2013, Florence, Italy.

Gümüřok, F., & Cirit, N. C. (2013). Demystifying literature in ELT classes: A practical way of teaching language skills. Paper Presentation at the 16th *INGED International ELT Conference*, İzmir, Turkey, 4 - 06 October 2013.

Gümüřok, F. (2013). A Quest for Literature in ELT Coursebooks. Paper Presentation at the 1st International English Week on English Studies, Karabük, Turkey, 27-31 May 2013.

Editorial Work

Başaran, B. Ç., Cengiz, B.C., Gümüřok, F., Şafak, D. F. (eds.) (2016). *9th Postgraduate Conference on Linguistics and Language Teaching: Selected Papers*. Ankara, Turkey: Gazi Kitapevi.

Organizational Experience

Organizing committee member for the 6th Middle East Technical University English Language Teaching Undergraduate Students, June 4-5, 2016- Ankara, Turkey.

Reviewing committee member for the 6th Middle East Technical University English Language Teaching Undergraduate Students, June 4-5, 2016- Ankara, Turkey.

Organizing committee member for the - 9th International METU Postgraduate Conference on Linguistics and Language Teaching, December 14-15, 2013- Ankara, Turkey.

Organizing committee member for the 16th International Conference on Turkish Linguistics, September 18-21, 2012– Ankara, Turkey.

Awards

TÜBİTAK (The Scientific and Technological Research Council of Turkey)
Scholarship for Ph.D. degree (2014-2020)

TÜBİTAK (The Scientific and Technological Research Council of Turkey)
Scholarship for master's degree (2011-2014)

APPENDIX L- TURKISH SUMMARY/TÜRKÇE ÖZET

İNGİLİZCE ÖĞRETMENİ EĞİTİMCİLERİNİN MESLEKİ KİMLİKLERİNE VE ÖĞRETMEN EĞİTİMİ SONRASI DENEYİMLERİNE YÖNELİK BİR İNCELEME

1.GİRİŞ

Okullarda öğretmen kalitesi, öğretim ve öğrenci öğrenimi arasında yerleşik bir ilişki vardır ve bu, öğretmenlere odaklanan verimli bir araştırma alanını oluşturmuştur (Murray & Kosnik, 2011). Okul öğretmenlerinin inançları, fikirleri, değerleri, pedagojileri, kişilikleri ve öğrencilerle, diğer öğretmenlerle ve eğitim paydaşlarıyla olan ilişkileri, tüm bu öğretmen özelliklerinin eğitim kalitesini ve öğrenci sonuçlarını etkilediği varsayıldığı için dikkat çekmektedir (Davey, 2013; Hamilton et al., 2016; Kelchtermans et al., 2018; Livingston, 2014). Bununla birlikte, öğretmen eğitimcilerinin bu programları uygulamak, tasarlamak ve değerlendirmekten sorumlu olduğu düşünüldüğünde öğretmen eğitimi programlarında benzer bir ilişkisel yaklaşım yoktur (Murray & Kosnik, 2011). Bu profesyonel grup, yeterince araştırılmamış, yeterince anlaşılmamış ve genellikle göz ardı edilmiş olarak görülmüştür (Ben-Peretz et al., 2010; Cochran-Smith, 2003; Murray & Male, 2005; Murray & Kosnik, 2011; Swennen et al., 2010; Vanassche & Kelchtermans, 2016). Son on yılda öğretmen eğitimcileri ile ilgili çalışmalarda dikkate değer bir artış olmasına rağmen, öğretmen eğitimcilerini öne çıkarma çabaları hala olması gerekenden uzaktır (Hamilton et al., 2016; Izadinia, 2014; Livingston, 2014; Murray; 2016).

Öğretmen eğitimcilerine yeterince ilgi gösterilmemesinin temel nedeni, öğretmen adaylarına veya öğretmenlere eğitim vermenin ilk veya orta düzeydeki öğretimden önemli ölçüde farklı olmadığı ve dolayısıyla herhangi bir özel uzmanlık gerektirmediği şeklindeki geleneksel anlayıştır (Ben-Peretz et al., 2010; Moradkhani et al., 2013; Murray & Male, 2005; O'Dwyer & Atı, 2015; Vanassche &

Kelchtermans, 2016). Yine de, son arařtırmalar, "öğretmen eğitimcilerinin, öğretmen eğitimi hakkında farklı bilgi, beceri ve anlayıřa sahip benzersiz bir meslek grubu olarak görülmesi gerektiğini ve bunun okullařma için önemini" öne sürüyor (Murray et al., 2009, p. 29). Ek olarak, öğretmen eğitimcisi olmak için açık bir yolun olmaması, onların görünürlüğünün daha düşük olmasını sağlamıř olabilir (Hamilton et al., 2016; Lunenberg & Hamilton, 2008; Thorne, 2015). Tartıřıldıđı gibi, öğretmen eğitimcisi olmanın şartları ülkeden ülkeye deđiřebilir. Dahası, öğretmen yetiřtirme kurumlarının yapıları ve organizasyonları sadece dünya genelinde deđil aynı ülke içinde de farklılık göstermektedir. Bu birliktelik eksikliđi, farklı kurumsal ve bağlamsal gereksinimleri olan farklı yerel ve ulusal çalıřma ortamları sunar (Hamilton et al., 2016; Murray, 2016; Murray et al., 2009). Öğretmen eğitimcilerinden oluřan profesyonel grubun çeřitliliđi hakkındaki tüm argümanlar düşünöldüğünde, 'o zaman öğretmen eğitimcisi kimdir' diye sorulabilir. Farklı akademisyenler, bu farklı grubu kendi özel uğrařlarını farklı şekilde vurgulayarak tanımlamıřlardır. Öğretmen eğitimcileri üzerine yapılan arařtırmaların çođu, hizmet-öncesi öğretmen eğitiminde olanlar üzerinde yoğunlařmıřtır (Clemans et al., 2010; Kelchtermans et al., 2018; O'Dwyer & Atlı, 2015).

Öte yandan, giderek yaygınlařtıķa, terim, deneyimli öğretmenlerin mesleki gelişimine katkıda bulunan öğretmen eğitimcilerini de kapsamaya bařlamıřtır (Clemans et al., 2010; Swennen et al., 2010). Bu bağlamda daha kapsamlı ve kapsayıcı bir tanım, "öğretmen eğitimcileri, hizmet öncesi kurslar yoluyla geleceđin öğretmenlerinin iře bařlaması ve mesleki öğrenimleri için ve / veya hizmet içi kurslar yoluyla öğretmenlere hizmet vermenin daha da geliştirilmesi için çalışanlardır" (Murray et al., 2009, p. 29). Bu tanım, bu doktora tezinde öğretmen eğitimcileri için benimsenen tanımdır çünkü profesyonellerin yalnızca hizmet-öncesi öğretmen eğitimine deđil, aynı zamanda öğretmen mesleki gelişimine katılımını da vurgulamaktadır.

1.1 Çalışmanın Önemi

Öğretmen eğitimcilerinin çeřitli bağlamlar, katılımlar ve adlar hakkındaki tüm bu argümanlar, "öğretmen eğitimcilerinin tek bir kimlik olmadıđını" öne sürüyor

(Lunenberg & Hamilton, 2008, p. 186). Bu, öğretmen eğitimcilerinin kimliklerini çeşitli nedenlerle benzersiz bağlamlarında keşfetmeye yönelik artan bir çağrıya yol açar (Hamilton et al., 2016; Izadinia, 2014; Kelchtermans et al., 2018; Livingston, 2014; Vanassche & Kelchtermans, 2016). İlk olarak, öğretmen eğitimcilerine yönelik geç ve az ilgiye benzer şekilde, öğretmen eğitimcilerinin kimlik inşası üzerine ampirik araştırma yetersizliği vardır (Dinkelman et al., 2006; Hamilton et al., 2016; Livingston, 2014; Lunenberg & Hamilton, 2008; Murray & Male, 2005; Olsen & Buchanan, 2017; Swennen et al., 2010; Williams & Ritter, 2010). Son on yılda, bu özel alandaki araştırma çalışmalarında dikkate değer bir artışa tanık olursa da, öğretmen eğitimcisi profesyonel kimliği hala yeterince araştırılmamakta ve büyüyen edebiyatta "yeni ortaya çıkan kavram" olarak görülmektedir (Izadinia, 2014, p. 426).

Ayrıca, alan yazınında öğretmenlere ve öğretmen adaylarına eğitim vermek için hangi bilgi ve becerilerin önemli olduğu açıkça ifade edilmemiştir (Perry & Boylan, 2017). Başka bir deyişle, öğretmen eğitimcilerinin neleri bilmesi ve ne yapabilmesi gerektiğine ilişkin çalışmaların azlığı da yaygın olarak belirtilmektedir (Goodwin et al., 2014; Ping et al., 2018; Selmer et al., 2016). Perry ve Boylan'ın (2017) altını çizdiği gibi, öğretmenliği zaten bilen öğretmenlerle birlikte çalışan hizmet-içi öğretmen eğitimcilerinin bilgisi ile durum çok daha karmaşık görünmektedir. Bu anlamda, mesleki kimlik çerçevesinde, Milli Eğitim Bakanlığı (MEB) hizmet içi eğitim bağlamında öğretmen eğitimcilerinin bilgi, uygulama ve becerilerinin araştırılması, Türkiye'deki hizmet içi İngilizce öğretmeni eğitimine ışık tutacaktır. Dahası, öğretmen eğitimcilerinin mesleki kimlikleriyle ilgili mevcut literatür, esas olarak üniversite bağlamlarında hizmet-içi öğretmen eğitiminde çalışanlara odaklanır ve öğretmenlerin mesleki gelişimine katkıda bulunan öğretmen eğitimcilerine daha az ilgi göstermiştir (Hamilton et al., 2016; Livingston, 2014; Loughran & Menter, 2019, O'Dwyer & Atı, 2015). Bu nedenle, hizmet içi öğretmen eğitimi bağlamında deneyimli öğretmenlerle çalışan öğretmen eğitimcilerinin / eğitimcilerinin mesleki kimliklerini incelemeye ihtiyaç vardır. Öğretmenlerle çalışmanın, gerekli bilgi ve uzmanlık ve öğretmen gelişimini başarılı bir şekilde etkileme becerisi ile ilgili yeni konulara ve endişelere tabi olduğu vurgulanmaktadır (Clemans et al., 2010). Bu düşünce çizgisi, devam eden öğretmen öğrenimini iyileştirme niyeti varsa, o zaman bu öğretmenlerin eğitimcilerine hatırı sayılır miktarda

ilgi gösterilmesi gerektiğini varsayar (Clemans et al., 2010; Selmer et al., 2016). Bu öğretmen eğitimcilerinin kimler olduğunu araştırmaya yönelik artan ihtiyaca rağmen, Livingston (2014) bir öğretmenin kariyeri boyunca hizmet veren çeşitli eğitimciler grubunun genellikle öğretmen eğitmenleri olarak tanınmadığını ve çalışmalarına yetersiz bir şekilde değer verildiğini ve kabul edildiğini tartışmaktadır. Bu bağlamda, bu çalışma öğretmen yetiştirme sorumluluğunu kimin hizmet-öncesi öğretmenlik eğitiminin ötesinde üstlendiğini ve bu öğretmen eğitimcilerinin öğretmen eğitimine kendi ayırt edici yollarıyla katkıda bulunurken neler yaşadıklarını gösterecektir.

Eğitim araştırmalarındaki genel argümanla uyumlu olarak, İngilizce Öğretiminde (ELT), iyi bir öğretmenin iyi bir öğretmen eğitmeni olacağına dair yaygın kabul gören varsayım öne çıkmıştır (Wright, 2009). Bu nedenle, yakın zamana kadar, dil öğretmeni eğitimcilerinin işi, belirli bir hazırlık veya uzmanlık gerektiren ayrı bir iş olarak görülüyordu. Yirminci yüzyılın ikinci yarısında İletişimsel Dil Öğretiminin (CLT) gelişmesi ve yaygınlaşmasıyla, CLT'yi uygulamada başarılı olduğu düşünülen dil öğretmenlerinden bir grup öğretmen eğitmeni ortaya çıktı (Wright, 2009). Wright'ın (2009) belirttiği gibi, 1980'lerde ve 90'larda, yayınevleri İngilizce öğretmeni eğitmenleri için sınıf uygulamalarına odaklanan materyaller sağladı. Öte yandan, yayınlanan bu ürünler müfredata büyük bir değer katarken, öğretmen yetiştiricilerinin gelişimi herhangi bir ilgi görmedi (Wright, 2009). Belirtildiği gibi, dil öğretmeni eğitimcilerinin kimliği, mesleki öğrenimi, becerileri ve bilgisi üzerine araştırma oldukça azdır (Borg, 2011; Moradkhani et al., 2014; O'Dwyer & Atılı, 2015; Peercy et al., 2019). Bu bağlamda, bu çalışma ELT'deki öğretmen eğitmenlerinin eğitmen kimliklerini Yabancı Dil Olarak İngilizce (EFL) bağlamında nasıl geliştirdiklerine ışık tutacaktır.

Son olarak, Yıldırım'ın (2013) da altını çizdiği gibi, hizmet-içi öğretmenlik eğitiminin önemi ve kalitesinin her geçen gün daha fazla vurgulandığı Türkiye'de (Korkmazgil, 2015; Seferoğlu, 2016) öğretmen eğitimcilerinin profilleri ve mesleki gelişimleri ile ilgili araştırma çalışmaları çok azdır. Tartışıldığı gibi, Türk eğitim yapılarında sık sık değişiklikler oluyor ve öğretmenler bu yenilikleri takip etme ve bunları öğretimlerine entegre etme konusunda zorluklarla karşılaşabilir (Uztosun, 2018). Böyle bir durumda, INSET bağlamında bu eğitimsel yeniden yapılandırmalar yoluyla öğretmenlere eşlik eden öğretmen eğitimcilerinin profesyonel kimliğini

araştırmak, hem öğretmenlerin hem de öğretmen eğitimcilerinin mesleki gelişimine yeni içgörüler sunabilir.

1.2 Çalışmanın Amacı ve Araştırma Soruları

Tüm bu argümanlarla bağlantılı olarak bu çalışma, İngilizce öğretmen eğitimcilerinin Türkiye’deki hizmet içi öğretmen eğitimi (bundan sonra INSET olarak adlandırılacaktır) bağlamında mesleki kimlik inşasını incelemeyi amaçlamaktadır. Daha spesifik olarak, çalışma ilk olarak öğretmen eğitimcilerinin dil öğretmenlerini eğitime deneyimlerinin açıklamalarına odaklanmaktadır. İkinci olarak çalışma, Davey (2013) tarafından önerilen motivasyon ve istek, iş tanımı, bilgi ve uzmanlık, kişisel yaklaşımlar ve yakınlık duygusu merceklerinde eğitimcilerin mesleki kimlik gelişimini analiz etmektedir. Dahası, çalışmanın katılımcıları (yani öğretmen eğitimcileri) bu araştırmanın sunduğu aynı bağlamda dil öğretmeni yetiştirmedikleri için (bağlamlarıyla ilgili ayrıntılı bilgi için lütfen Metodoloji Bölümüne bakın), bu araştırmanın başka bir amacı da katılımcıların öğretmen eğitimi sonrası öğretmenlik-eğitmenlik uğraşlarını (hem sınıf içi dil öğretimi hem de ileri öğretmen eğitimi) keşfetmektir. Bu şekilde çalışma, nitel bir vaka çalışması tasarımı aracılığıyla Türkiye’deki INSET bağlamında bir dil öğretmeni eğitmeni olmanın nasıl bir şey olduğunu ortaya koyacaktır. Bu amaçlara ulaşmak için, çalışma aşağıdaki araştırma sorularına cevap vermeyi amaçlamaktadır:

1. İngilizce öğretmeni eğitmenleri, dil öğretmeni yetiştirme deneyimini nasıl tanımlar?
2. İngilizce öğretmeni eğitmenleri, aşağıdaki beş alanda öğretmen eğitmeni mesleki kimliklerini nasıl oluştururlar?
 - a. Motivasyon ve istek
 - b. İş tanımı ve faaliyet
 - c. Bilgi ve uzmanlık
 - d. Profesyonel kişisel yaklaşım
 - e. Grup üyeliği ve yakınlık
3. Dil öğretmeni yetiştirme deneyimi öğretmen eğitimcilerinin mevcut eğitim uygulamalarını hangi yönlerden şekillendirdi?

2. YÖNTEM

Bu tez, sosyal yapılandırmacılığa dayanan nitel bir vaka çalışması olarak tasarlanmıştır. Gerçekliğin tekil değil çoklu olduğunu ve çeşitli perspektiflerle gözlemlenebilir olduğu fikrini benimser (Creswell, 2013).

Bu çalışmanın amacı, bir grup eski dil öğretmeninin öğretmen eğitimi profesyonel kimliğini inşa sürecini derinlemesine anlamaktır. Bu amaç, daha odaklanmış ve ayrıntılı bir sorgulama yöntemi gerektirir. Bu nedenle, Milli Eğitim Bakanlığı (MEB) adına hizmet içi öğretmen eğitimi seminerleri sunma bağlamında öğretmen eğitimcilerinin öğretmen eğitimi olma, uygulama, bilme, olma ve aidiyet süreçlerini keşfetmek için niteliksel bir vaka çalışması, çok uygundur.

Vaka çalışmasının birden fazla tanımı vardır. Bileşik varlıkların derin ve çok yönlü anlamlarına ulaşmak için faydasını vurgulayarak, Crowe ve ark. (2011) bunu “gerçek hayat bağlamında karmaşık bir konunun derinlemesine, çok yönlü bir anlayışını oluşturmak için kullanılan bir araştırma yaklaşımı” olarak tanımlamıştır (s. 1). Vaka çalışmasının gücü, araştırmacıların belirli bir grup insanı kendi karmaşık durumlarında incelemelerine olanak tanıyan gerçek durumlarda gerçek insanlar üzerindeki vurgusundan kaynaklanmaktadır.

Bu çalışmada incelenen durum, 2009-2012 yılları arasında yoğun olarak MEB bağlamında çalışan bir grup İngilizce öğretmen eğiticisinin mesleki kimlik gelişimidir. Vaka, katıldıkları öğretmen eğitim programları ve onların INSET programı ile sınırlandırılmıştır. Öğretmen eğitimi kimlik gelişimi olgusu, 2009 yılı itibarıyla MEB için ülke çapında devlet okulları dil öğretmenleri için mesleki gelişim seminerleri sunan, kendi bağlamına bağlı ve gömülü olarak kabul edilmektedir. Öğretmen yetiştiricilerinin hizmet ettiği eğitim programının yerel özellikleri soruşturmanın odak noktasıdır.

2.1 Örneklem, Katılımcılar ve Bağlam

Doğasının bir gereği olarak, bu tez amaçlı örneklem stratejisini kullanır. En kısa ama en basit yolla, amaçlı örneklem, "doğası ve içeriği gereği araştırılan araştırma sorusunu aydınlatacak, incelemek için bilgi açısından zengin vakaları

seçmektir" (Patton, 2015, s. 265). Bu anlamda, örneklemenin ilk adımı, MEB bağlamında öğretmen eğitimcilerinin mesleki kimlik gelişimi anlayışını bilgilendirebilecek katılımcılara ulaşmaktır. Bunu başarmak için amaçlı örnekleme stratejilerinden biri olan kartopu tekniği (Creswell, 2013; Patton, 2015) kullanılmıştır. Toplam 12 katılımcı bu çalışmada yer almıştır. Üçü erkek, diğerleri kadındır. Öğretmen olarak deneyimleri yedi ile 14 yıl arasında değişmektedir. Sekiz katılımcı İngilizce Öğretmenliği bölümü mezunuyken, diğerleri dil edebiyat ve fizik öğretmenliği mezunlardır. Altı hocanın lisansüstü çalışmaları vardır. Katılımcılara etik olması için takma adlar verildi.

Tüm katılımcıların aynı eğitmen yetiştirme programlarına katılmış olması ve aynı MEB öğretmen yetiştirme projesinde öğretmen yetiştirmiş olması bu çalışmanın kapsamını oluşturmuştur. Bu doktora tezinin katılımcıları, bir dizi eğitmen eğitim seminerinden oluşan kademeli eğitime katıldı. Bu kapsamda ülke genelindeki devlet okullarında tüm İngilizce öğretmenlerine öğretmen yetiştirme seminerleri sundular. "İngiliz Dili Müfredatı, Yöntemleri ve Teknikleri" başlıklı INSET seminerlerinde bir hafta süreyle öğretmenleri eğittiler.

Katılımcılar, yeni işlerine öğretmen eğitmeni olarak atanmadan önce dört ayrı oturumda altı ay boyunca eğitmen eğitimi aldılar. Altı ay sonra, bir hafta süren bir eğitime daha katıldılar. 2011 yılında, TESOL'de En İyi Uygulamalar ve Öğretmen Eğitimi programına katılmak için ABD'ye gönderildiler. Bu, SIG Graduate Institute tarafından Massachusetts'te altı haftalık bir eğitim programıydı.

2.2 Veri Toplama ve Analiz Süreçleri

Bu çalışma, öğretmen eğitimcilerinin kimlik gelişimi konusuna yönelik betimleyici ve keşifsel bir yaklaşım izlediği için daha fazla açık uçlu yöntem kullanmıştır (Miles et al., 2014). Dolayısıyla, çalışmanın birincil veri kaynağı 'soft'tur, yani toplanan veriler, deneyimi yaşamış katılımcıların raporlarıdır (Morse, 2018). Bu anlamda bu doktora tezinin temel veri toplama aracı bireysel, yarı yapılandırılmış, yüz yüze görüşmelerdir. Ayrıca, bağlamı tanımlamak ve görüşmelerin bulgularını desteklemek için dokümantasyon da kullanıldı.

Toplamda, sekiz aylık dönemde (Ocak-Ağustos 2018) 12 görüşme düzenledim. 11 şehri ziyaret ettim; katılımcılardan ikisi aynı şehirde yaşıyordu. Mülakat tarihinden dört gün önce, mülakat sorularını katılımcılara konular üzerinde derinlemesine düşünceleri ve öğretmen yetiştirme projesi ile ilgili deneyimlerini hatırlamaları için gönderdim. 12 görüşmenin tamamı, iki ses kayıt cihazı ve bir akıllı telefon ile ses kaydı yapıldı. Görüşmeler üç ile beş saat arası sürmüştür. Toplamda 44 saat 30 dakikalık görüşme verisine sahiptim. Görüşmeler Türkçe yapıldı. Sonuçlar bölümünde alıntılar İngilizce olarak sunulmuştur. Tercüme edilen alıntılar üç farklı doktora adayı tarafından incelenmiş ve gerektiğinde düzeltilmiştir.

Bu tezdeki ilk adım, tüm veri kaynaklarını - görüşmeler, katılımcılar tarafından sağlanan belgeler ve araştırmacının notları - bir vaka çalışması veritabanı oluşturmak için bir araya getirmektir (Yin, 2018). Bu öncelikle ses kaydı yapılan görüşmelerin yazıya dökülmesini gerektirdi. Dosyaları MAXQDA Standard 2018 (sürüm 18.0.8) olan seçilen nitel veri analiz yazılımına aktarmadan önce, verileri daha iyi tanımak için tüm görüşmelerin dökümleri bir kez daha okundu. Bu aşama hatırlama olarak düşünülebilir (Creswell, 2013). Bu hatırlatıcı notlar, katılımcı konuşmasının İngilizce olarak özetini ve başka kelimelerle ifade edilmesini içeriyordu. Belirli cümlelerin önemi hakkındaki ilk izlenimlerimi de not aldım.

Bu tezde, verilerden sonuç çıkarmak için tematik içerik analizi kullanılmıştır. Patton'un (2015) da önerdiği gibi, çoğu zaman belirli kelimelerin veya temaların sayılmasıyla ilişkilendirilir. Ancak genellikle görüşme transkriptleri veya dokümanları şeklindeki metinlerin analizi için kullanılır. Diğer bir deyişle, içerik analizi ile metnin temel anlamı olan örüntü ve temalara ulaşılır. Kodlama, kalıplara ve temalara ulaşmanın ilk adımıdır. Saldana (2013), kodlama sürecinin iki ana adımda yürütülmesini önermektedir: birinci döngü ve ikinci döngü kodlama. Bu kodlama ilkeleri takip edilmiştir.

Bu çalışma nitel bir araştırmadır ve Lincoln ve Guba (1985)'nin natüralist sorgulamalar için yaygın olarak kullanılan perspektiflerini ve ölçütlerini takip etmiştir. Bu bağlamda güvenilirlik için şu dört ana yol izlenmiştir: 1) inandırıcılık, 2) aktarılabilirlik, 3) güvenilirlik ve 4) uygunluk. İnandırıcılık konusu üye kontrolü, yeterli katılım, akran kontrolü ve araştırmacının konumu aracılığıyla ele alındı. Benzer şekilde güvenilirlik, tutarlılık kavramı da akran kontrolü, araştırmacının konumu ve

denetim izi gibi stratejilerle sađlandı. Aktarılabirlik ile ilgili olarak alıřmanın bađlamına iliřkin zengin ve kalın aıklamalar verildi ve katılımcıların profillerini okuyucuların karřılařtırması iin ayrıntılı olarak sunuldu. Uygunluđa gelince, alıřma yoğun literatür taramasından yola ıkarak tasarlandı, metodolojisinin ayrıntılı bir aıklaması verilerek tasarım seimi gerekelendirildi. Bu aynı zamanda güvenilirlik iin kullanılan dıř denetimle de uyumludur.

3. BULGULAR

3.1. Dil Öğretmenlerinin Yetiřtirilmesi Deneyimlerinin Tanımlaması

Analiz öğretmen eđitmenlerinin dil öğretmenini yetiřtirme deneyimini tanımlamalarını beř bařlık altında toplanabileceđini gösterdi: öğretmen yetiřtirmek 1) ilerici ve eđitici bir süreç, 2) zevkle dolu ödüllendirici bir iř, 3) kendini dönüřtürme, 4) akademisyenlerle iřbirliđi ve 5) aba ve sorumluluk gerektiren bir görev.

Analiz, tüm öğretmen eđitimcilerinin, dil öğretmenini yetiřtirme deneyimini öğrenme ve ilerleme aısından anlattıklarını göstermiřtir. Diđer bir deyiřle, deneyimlerin eđitici ve etkinleřtirici yönlerine büyük önem vermiřlerdir. Deneyimi anlatırken ilerlemeyi ifade etme aısından, öğretmen eđitmenleri çođunlukla ya ek kazanımları ya da iřteki büyümeleri ile ilgili ifadeler kullandılar. Bu alıřmaya katılan her öğretmen eđitmeni, deneyimi tamamen eđitici olarak yorumladı. Eđitim deneyimlerinin eđitici yönüne atıfta bulunma aısından, öğretmen eđitmenleri öğrenmenin eřitli yönlerine vurgu yaptılar. Sadece nasıl öğrendiklerine deđil, ne öğrendiklerine de önem verdiler. Bu anlamda, analiz dört ana kategori ortaya ıkardı: 1) genel eđitimde ve ELT'de öğretilsel kazanımlar (öğrenmelerinin ieriđi), 2) akademisyenler, diđer eđitmenler ve katılımcı öğretmenler de dahil olmak üzere topluluktaki öğrenmeleri, 3) sürekli öğrenmenin deđeri ve 4) üniversite düzeyinde bir derece gibi eđitim.

Görüşmelerin veri analizi, neredeyse tüm öğretmen eđitmenlerinin eđitim deneyimlerinin tanımlanmasında mesleki tatmin ve ayrıcalık duygusuna büyük bir vurgu yaptığını göstermiřtir. Bu memnuniyetin nedenleri eřitlilik göstermiřtir. Mesleki doyum duygusu, mesleki aıdan farklı hissetmekten, oturumlarına katılan

öğretmenlerin takdir etmesinden, MEB'in bürokratik desteğinden, akademisyenlerin verdiği destekten, hayallerindeki işi yapmaktan ve öğrencileri dolaylı olarak etkilemeden kaynaklanmaktadır.

Görüşmelerin analizi, öğretmen eğitimcilerinin eğitim deneyimini kendi kendini dönüştürme süreci olarak kavramsallaştırdığını göstermiştir. Öğretmen eğitimcilerinin değişimi veya dönüşümü çeşitli düzeylerde izlenebilir. Birinci seviye, dil öğretme mesleği, öğrenme ve öğretmenler hakkındaki bakış açılarının değişmesini içeriyordu. İkinci olarak, kendini gerçekleştirme ve ilerleme kavramına güçlü bir vurgu vardı. Açıklamaları aynı zamanda kişiliklerindeki değişiklikleri ve artan güven ve farkındalığa yapılan atıfları da kapsıyordu. Son olarak, bu eğitim deneyimlerinin bir sonucu olarak öğretimlerinde yeniliğin altını çizdiler.

Görüşmelerin analizi, öğretmen yetiştirenlerin, öğretmen yetiştirme işlerini anlatırken Türkiye'deki akademisyenlerin dil öğretimi alanındaki katılımına büyük önem verdiğini de ortaya koymuştur. Akademisyenlerle ilgili tüm ifadeler, akademisyenlerin öğretmen eğitimcilerine verdikleri destekle ilgiliydi. Yine de, kaliteleri ve şöhretleri, sundukları ilham türü, desteklerini aile kavramı üzerinden açıklama ve gece-gündüz sağlanan danışma gibi bu işteki uğraşlarının farklı yönlerine vurgu yaptılar. Öğretmen yetiştiricilerinin dil öğretmeni yetiştirme deneyimlerine ilişkin açıklamalarında vurguladıkları bir diğer husus da çaba ve sorumluluk meselesiydi. Öğretmen yetiştiricileri, bu işte büyük bir memnuniyet bulmalarına rağmen, yüksek derecede sorumluluk ve çabadan bağımsız olmadığını açıkça ifade etmişlerdir.

3.2 Öğretmen Eğitimcilerinin Profesyonel Kimlikleri: Motivasyon ve İstek

Dil öğretmeni eğitmeni olma aşaması çok yönlüdür. Önceki mesleki kariyerleri, öğretmen yetiştirme işine katılımları, karar verme süreçleri, aldıkları eğitmen eğitimi ve bu yeni roldeki ilk deneyimleri gibi birçok konuyu kapsar. Tüm bu unsurlar okul öğretiminden öğretmen yetiştirmeye geçişi aşamalı hale getirmiş ve öğretmen eğitimcilerinin eğitimci kimliklerine en az zorlayıcı şekilde uyum sağlamalarını sağlamıştır.

Eğitmen olma süreci basit bir çekme ya da itme durumu değildir. Üç eğitmen dışında, diğerleri öğretmenlerin farklı derecelerde gelişmesine katkıda bulunmakla meşgullerdi. Öğretmenlerin profesyonel olarak gelişmesine yardımcı olmaya yönelik önceki çabaları, kendi şehirlerinde başarılı ve kendini adanmış eğitimciler olarak ün kazanmalarını sağladı ve bu da, bu bağlamda öğretmen eğitmeni olmanın ilk adımı olan eğitmen eğitim programına katılmalarını sağladı. Üç eğiticinin herhangi bir eğitim deneyimi olmamasına rağmen, öğretmen olarak kendilerini geliştirme çabaları, ya bol miktarda eğitim oturumlarına katılarak ya da öğrencilerle materyal geliştirme ve yüksek lisans dereceleri, katılımlarını kolaylaştırdı.

Genel olarak, katılımcıların aldığı eğitmen eğitimi, öğretmenlerin öğretmenleri olarak yeni rolleri için sorunsuz bir geçişi teşvik etti. ELT bilgilerini artırdılar ve öğretmen eğitimi hakkında bilgi edindiler. Eğitimler boyunca seçim süreci onların eğitmen adayları olarak egolarını ve güvenlerini artırdı. Buna ek olarak, seçilme referansları, onların sebatlı, bu işi yapmaya istekli ve bir eğitmen olarak performans gösterecek kadar yetkin olduklarını gösteriyordu. Dil öğretmeni yetiştirme deneyiminin tanımlarında olduğu gibi, akademisyenlerin katılımı, motive edici teşvik ve övgü, öğretmen eğitmeni olma sürecini kolaylaştıran öğretimden eğitime sorunsuz geçişe katkıda bulundu. İlk deneyimlere gelince, bir kısmının eğitmen olarak kendi imajı ve başarısızlık korkusu ile ilgili endişeleri varken, katılımcı öğretmenlerin eğitim oturumlarına yönelik yorumlarında ve tutumlarında buldukları güvence ile bunların üstesinden geldiler. Akademisyenler ve katılımcı öğretmenlerin hoş karşılama meslektaşlığına ek olarak, eğitmenlerin ilk oturumlarda olası zorlukları ortadan kaldırmak ve bir eğitmen olarak değerlerini kanıtlamak için bilinçli girişimleri, eğitimci kimliğini büyük sorunlar olmadan kucaklamalarına yardımcı oldu.

3.3 Öğretmen Eğitmenlerinin Profesyonel Kimlikleri: İş Tanımı

Mesleki kimliğin bu bileşeni, sadece öğretmen yetiştiricilerinin dil öğretmenlerinin yetiştirilmesinde ne tür çalışmalar yaptıklarıyla sınırlı değildi. Analizin gösterdiği gibi, iş tanımı eğitmenlere atanan resmi unvan(lar) ile ve resmi olarak tanınan bir eğitmen pozisyonunun olmaması ile oldukça ilgiliydi. Dahası,

eğitmenlerin tüm bu uygulamaları yönlendiren mesleki hedefleri algılama biçimleri, gerçekleştirdikleri mesleki işlevleri derinlemesine anlamak için hayati önem taşıyordu.

Öğretmen eğitmenleri, işlerinin ne tür etkinliklerden oluştuğunu anlatırken, bu iş için kendilerine atfedilen unvanı ve öğretmen eğitmeni olarak resmi bir pozisyonun bulunmamasını yansıtmışlardır. Eğitmenlerin güçlü bir şekilde altını çizdiği gibi, atanan isimler işlerini temsil etmek için açık değildi ve toplumun algısında anlamlı bir uyuma yoktu. 'Formatör' adı BÖTE öğretmenleri için de kullanıldığından, onlar için bir tür belirsizlik yarattı. Yine de INSET bağlamında eğitmenlere atıfta bulunmak için onlarca yıldır kullanılan addı. Eğitim çemberinde kendilerini formatör olarak tanıtmak uygun olsa da sosyal toplulukta bir anlam ifade etmiyordu. Durumu daha karmaşık hale getirmek için eğitmenler grubu, 'eğitmenlerin eğitmeni' anlamına gelen 'eğitimcilerin eğitimcisi' olarak adlandırılmaya başlandı. Formatörden daha anlamlı olduğu düşünülse de, bu yeni başlığın da işi doğru bir şekilde aktaramadığı anlayışı vardı. Böylece eğitmenler kendilerini tanıtmada anlamında belli bir kafa karışıklığı yaşadılar, bu da işlerini daha uzun süre anlatmaları, insanlara yaptıklarını detaylı anlatmaları gerekiyordu. Gruplarında yeni kimliklerine alışmada önemli bir sorun yaşamadıklarını iddia etseler de, sosyal toplulukta zorluklar yaşadılar. Sorunların olası kökü, MEB yapısında öğretmen eğitimcisi olarak resmi pozisyonun bulunmamasından kaynaklanmaktadır. Başka bir deyişle, statülerinde herhangi bir değişiklik olmaksızın geçici görevlendirmelere dayalı öğretmen yetiştirme görevine atanmışlardır. Bu durum, eğitmen kimliğini geliştirme sürecinde eğitmenlerin öğretmen kimliğine bağlı kalmasının nedenlerinden biridir.

Eğitmenler, dil öğretmeni yetiştirme işini öncelikle kendi mesleki gelişimleri için ve ikincil olarak öğretmenlerin mesleki gelişimine yardımcı olmak için bir araç olarak gördüler. Bu işi bir tür üst düzey öğretim olarak kavramsallaştırdıklarından (Lütfen AS 1 sonuçlarına bakınız), başarılı bir şekilde gerçekleştirmek için ilk etapta kendilerini geliştirmeyi hedeflediler. Bu öncelikli hedef, sonraki bölümlerde tanıtılacak olan işteki kişisel yaklaşımları ile de uyumluydu. Kendilerini geliştirme amaçları, işi sürekli gelişen ve ilerleyen olarak kavramsallaştırmalarıyla bağlantılıdır. Öğretmen gelişimine katkıda bulunmakla ilgili olarak, hedeflerini farklı kapsamlarda ifade etmişlerdir. İlk olarak, ülkenin sık sık dile getirilen sorununu çözmek için ilk girişimlerini dile getirmişlerdir, dil öğretimi istenildiği kadar etkili değildir. İkinci

olarak, amaçlarını daha iletişimsel dersleri kolaylaştırmak, öğretmenleri yeni müfredat hakkında bilgilendirmek ve yeni teknik ve yöntemlerin sınıflarda nasıl uygulanabileceğini göstermek olarak belirtmişlerdir. Üçüncüsü, eğitimin amacı, öğretmenlerin perspektifinden sürekli mesleki gelişim elde etmelerine yardımcı olmak olarak sunuldu. Kendilerini hem ulusal hem de bireysel öğretmen değişiminin başlatıcıları olarak konumlandırarak, yeni kimliklerine kahramanca ve misyoner bir amaç atfetmişlerdir. Yeni işlerinde daha güçlü ve etkili bir rol üstlendiler.

Mesleki faaliyetler açısından, sınıf içi öğretim öğretmen eğitimcilerinin zamanının ve enerjisinin çoğunu alıyor gibi görünüyordu, ancak belirli organizasyonel görevlerle uğraşmaları gerekiyordu. Bu nedenle, eğitimler sınıf içi eğitimlerini geliştirmek için oldukça fazla zaman ayırdılar. Bunu yaparken, "tereciye tere satmak" metaforunun temsil ettiği gibi, dinleyicilerini zaten bilenler olarak vurguladılar. Eğitimler, öğretimi her zaman bilginin karşılıklı olarak yeniden yapılandırılması ve deneyim alışverişi olarak kavramsallaştırdı. Katılımcı öğretmenlerin sınıfa katkılarını kabul ettiler. Bu, eğitimlerin sınıftaki konumlarını etkiledi. Kendilerini bir bilgi veya otorite kaynağı olarak görmediler. Daha ziyade, kendilerine gerçekten sempati duyan eski okul öğretmenleri olduklarının altını çizerek katılımcı öğretmenlere eşit oldukları mesajını aktarmaya çalışmışlardır. Bu aynı zamanda uygulamalarını, eğitimlerin öğretmenleri eğitmek yerine motive etmeleri ve onlara ilham vermeleri için ihtiyaç duydukları şekilde etkiledi. Başarılı öğretmen uygulamalarını ortaya çıkararak ve bunları onlarla paylaşarak bunu başarmaya çalıştılar. Öte yandan bu durum, eğitimleri dinlemeye değer bir uzman olarak göstermeye yöneltti. Bu nedenle, bu oturumlarda sadece İngilizce konuşmanın önemini özellikle vurguladılar. Tüm bu iki taraflı kutuplaşmış unsurlar, sınıfta canlandırılan kimliklerini etkilemek için tasarlanmıştır.

3.4 Öğretmen Eğitimlerinin Profesyonel Kimlikleri: Bilgi ve Uzmanlık

Analiz, bir EFL bağlamında dil öğretmenlerini eğitmek için dört ana bilgi temeli ortaya çıkardı: 1) Önermelere İlişkin Eğitim Bilgisi, 2) Prosedürel Eğitim Bilgisi, 3) Kendi Üstüne Düşünme (Kişisel) Bilgisi ve 4) Sosyal Bilgi: Başkalarının Bilgisi / Öğretmenler / Öğrenciler.

Çalışma, hizmet içi dil öğretmeni eğitimcilerinin bilgi ve uzmanlığının oldukça karmaşık ve kapsamlı olduğunu gösterdi. Katılımcılar tarafından önerilen hizmet-içi öğretmen eğitiminin bilgi alanları, öğretmen olarak deneyimleri, katıldıkları eğitimci eğitimi, akademik ve teorik bilgiler ve nihayetinde öğretmen eğitimcileri olarak uygulamaları gibi çeşitli kaynaklardan yararlanmaktadır. Sonuç olarak, benlik bilgisinden başkalarının bilgisine, önerme bilgisinden prosedür bilgisine kadar çeşitli uzmanlık yönlerini içeriyordu. Uzmanlığın her bir alt alanının ayrı ayrı özel ilgi gerektirdiği, ancak iç içe geçtiklerinde daha anlamlı ve faydalı hale geldiği önerilmektedir. Bu, bilgi setlerinin birbirine bağlı doğasını sunar. Dahası, alıntıların önerdiği gibi, belirli bilgi türlerine diğerlerinden daha fazla ihtiyaç duyulabilir, bu da tüm bilgi sistemini dinamik hale getirir.

Analiz sürecinin ima ettiği gibi, bilgi kategorileri, öğretmen eğitmeni profesyonel kimliğinin diğer bakış açılarıyla oldukça ilişkilidir ve bunları yansıtır. Eğitimcilerin işi tanımlama şekli (profesyonel gelişimin bir yolu olarak), katıldıkları mesleki faaliyetler (sınıf içi eğitim oturumları) ve zorluk alanları (öğretmen direnci), bir eğitimci olarak bilgi tabanlarında uğraşmaları gereken sık sık gündeme getirilen konulardır. Ayrıca, bilgi setlerinin genel analizi, ELT konusunda belirli bir bilgi ve deneyime sahip yetişkinler olarak eğitimin izleyicileri ve eğitimcilerin öğretmen eğitmeni olarak inandırıcılıklarını artırma çabaları gibi her alanda ortaya çıkan birkaç özel konu olduğunu göstermektedir. Teori ve izleyici bilgisi gibi bazı bilgi alt kategorilerinde, bu konular daha baskın ve ön plana çıkarak birinciyi (yetişkin eğitimi) nedene, ikincisini (inandırıcılık) önemi ve işlevleri açısından sonuca dönüştürdü.

3.5 Öğretmen Eğitimcilerinin Profesyonel Kimliği: Kişisel Yaklaşım

Dil öğretmeni eğitimcilerinin anlattıkları, bu işte duygusal ve mesleki anlamda pek çok mücadele yaşadıklarını göstermiştir. Ancak, işe bağlılıklarını hala başarıyla sürdürdüler. Bu, öğretmen eğitimciliğine verdikleri değerler ve bu zorluklara eşlik ederken buldukları memnuniyet ve mutluluk nedeniyle mümkün oldu. Öğretmen yetiştiricilerinin ifadeleri, ülke genelinde dil öğretmeni yetiştirmede büyük bir mutluluk kaynağı bulduklarını belirtti. Eğitimciler için birincil motive edici bileşen, katılımcı öğretmenlerin tutumlarıydı. İşe olan bağlılıklarını sürdüren ve meslekleriyle

gurur duymalarını sağlayan öğretmen geribildirimine büyük önem verdiler. Ayrıca eğitim yapısı ve vatansever duyguları, işle olan bağlarını artırmalarını sağladı. Ülkenin geleceğine şekil verme ve başkaları tarafından kabul edilme anlamındaki tüm bu güçlü hisleri, öğretmen eğitimcisi olma duygusuna katkıda bulundu ve işlerinin duygusal önemini fark etmelerini sağladı.

Öğretmen eğitimcileri ayrıca işlerinde sürekli olarak zorluklar ve gerilim yaşadılar. Bir eğitimci olarak görevleri konusunda pek çok düzeyde kararsız hissettiler. Bu tür mücadelelerin nedenleri çok çeşitliydi. Bazıları için, programın yapısının bir eğitimci olarak rolünü anlamalarını etkileyen eksiklikleri vardı. Bazı durumlarda, meslektaşlarının veya müdürlüklerin onları tanımaması ve saygı göstermemesi, eğitimcileri uygulamalarını ve öğretmen eğitimci olarak değerlerini sorgulamaya yöneltti. Bazı eğitimciler, diğer eğitimcilerin yetersizliğinden dolayı kendilerini mutsuz hissederken, birçoğu için yetkinliklerini kendi kendine sorgulamak da iç gerilimin bir nedeniydi. Genel olarak, dil öğretmeni yetiştirme işi çelişkilerden ve zorluklardan arınmış değildi, ancak eğitimciler işlerini yapmak için motivasyon bulabildiler.

Genel olarak, öğretmen yetiştiricileri tarafından üretilen tüm metaforlar, işi nasıl algıladıklarını, kendilerini nasıl konumlandıklarını ve eğitim sürecine katılan öğretmenleri nasıl gördüklerine dair bir fırsat penceresi açtı. Metaforların çoğu, hem öğretmen eğitimcilerinin hem de öğretmenlerin gelişim ve öğrenme yolculuğuna odaklandı ve bazen eğitimcileri bir arkadaş-işbirlikçi / gezgin olarak tasvir etti. Rehberlik görüntüleri öğretmen eğitimcilerini daha deneyimli ve bilgili olarak sunsa da, katılımcı öğretmenler daha az bilgili veya daha az deneyimli gösterilmemiştir. Tam tersine, öğretmen deneyimleri, temelde itina ve rahatlık sunma olmak üzere, çoklu kavramsallaştırmaların odak noktasıydı. Eğitimciler, öğretmenlere şikayetleri ve sorunları için tavsiyelerde bulunan ve onları tanıyan bir terapist-danışman rolünü üstlendi. Öte yandan, temsil konusu eğitimcilerin liderlik rollerini de güçlendirdi. Eğitimcilerin duyguları, işi bir yaşam tarzı olarak anlamalarında kritik öneme sahipti. Söylemleri, özel hayatla iç içe bir profesyonel yaşam imajı yarattı.

3.6 Öğretmen Eğitimcilerinin Profesyonel Kimliği: Mesleki Yakınlık

Analiz, öğretmen eğitimcilerinin öğretmenlerin mesleki gelişimini kolaylaştırma işindeki mesleki aidiyet duygusunun MEB bağlamında iki grup için gözlemlendiğini ortaya koydu: 1) öğretmenler ve 2) üniversite temelli öğretmen eğitimcileri (bundan böyle UBTE'ler). İlk katman, öğretmen eğitmeni olma yolunda uygulayıcı izini takip eden eski okul öğretmenleri oldukları gerçeğiyle ilgiliydi. Başarılı bir öğretmen olarak tanınmaları ve akademisyenlerden takdirler almaları kendilerini oldukça başarılı hissettirdi. İkinci olarak, öğretmen eğitmeni rolünü üstlendikten sonra görevlerinde resmi bir değişiklik olmaması da öğretmenlerle bağlarını sürdürdü. Üçüncüsü, kendilerinin de eski öğretmenler oldukları mesajını iletme gerekliliği anlayışı, onları öğretmenlerle güçlü bir şekilde bağlamaya yöneltmiştir. Bu mesajı iletmeyi öğretmen yetiştirme işi için bir güvenilirlik kaynağı olarak yorumladılar. Eğitmenin öğretmen topluluğuna olan bağlılığı ne kadar güçlü olursa olsun, kendilerini en iyinin en iyisi olan cr me de le cr me olarak se kin olarak konumlandır dılar. Ba ka bir deyi le, kendilerini “biz” öğretmenler grubuna koysalar da, aynı zamanda öğretmen eğitmenlerini bu “biz” den ayırdılar ve bir “biz-onlar” söylemi yarattılar. Öğretmen eğitimcilerinin UBTE'lerle karşılaştırılmasında da benzer bir konum gözlemlenebilir. Aynı mesleki hedefi paylaştıklarını ve aslında bir gurur ve memnuniyet meselesi olan mesleki gelişim seminerleri uygulamasında eşit hale geldiklerini iddia ederek bir “biz” söylemini kullandılar. Bununla birlikte, izleyiciyi, araç-yaklaşımları ve arka plan eğitimcilerinin ve eğitmenlerinin faydalandığı çeşitliliği artırarak, bir ikilik biçimini oluşturdular. Ba ka bir deyi le, öğretmenlerin ihtiya larına ve ko ullarına cevap verdikleri bildirilen daha iyi uygulamalarının ve dinleyicilerinin zorlayıcı do asının, yani deneyimsiz öğretmen adaylarına kıyasla bilgi ve deneyime sahip öğretmenlerle çalıştıkları ifadeleriyle, daha karmaşık bir işle uğraştıklarını gösteren farklılıkları bir nevi vurguladılar. Bu şekilde, öğretmen eğitmenleri grubunu benzersiz ancak çeşitli gruplarla bağlantılı olarak kavramsallaştırdılar.

3.7 Öğretmen Sonrası Eğitim Dönemi: Güncel Eğitim Uygulamaları

Üçüncü araştırma sorusunun analizi, öğretmen eğitimcilerinin eğitim işinin sona ermesinin hayal kırıklığı yarattığını gösterdi. Görevlendirme bazlı çalışsalar da, daha kapsamlı görevleri olan bir öğretmen eğitmeni olarak kalıcı bir pozisyon vaat edildi (örneğin, sınıfları gözlemlemek ve öğretmenler için bire bir danışmanlık sunmak). Bakanlığa öğretmen yetiştirme rollerini hatırlatmak için tüm hayal kırıklığı ve çabalarla, görevlerinin aslen ait olduğu okullara veya müdürlüklere döndüler. Ahmet Hoca (DynEd koordinatörü) ve Aynur Hoca (Üniversite temelli öğretmen eğitimcisi) dışında, geri kalanlar sınıfta farklı zamanlarda, hemen sonra veya daha sonra İngilizce öğretti. Onların açıklamaları, öğretmen yetiştirme işleri sayesinde mevcut sınıf içi dil öğretim ve değerlendirme uygulamalarının büyük ölçüde geliştiğini göstermiştir. Öte yandan, Onur Hoca dışında diğer eğitmenler farklı bağlamlarda farklı kapsamlarda hem hizmet-öncesi öğretmen eğitimine hem de hizmet içi öğretmenlik eğitimine katkıda bulundular. Başka bir deyişle, öğretmen yetiştirme rolleri devam etti. Sultan Hoca, Oya Hoca ve Aslı Hoca tek bir bağlamda öğretmen eğitimine katkıda bulundu. Ya öğretmen adaylarına mentorluk yaptılar ya da meslektaşları için mesleki gelişim seminerleri sundular. Bunlardan sekizi, çeşitli bağlamlarda ve çoklu disiplinlerde öğretmen eğitimini teşvik etti. Aynur Hoca, eğitim becerilerine ve bilgisine dayalı uygulamalarını zenginleştiren, üniversite merkezli bir öğretmen eğitimcisi oldu. Geri kalanlar bir öğretmen eğitmeni olarak kendilerini geliştirmeye devam etti ve dördü bir eğitmen eğitmeni işini üstlendi. Sadece dil öğretmenleri için değil, aynı zamanda fen, matematik ve teknoloji ile bütünleşmiş öğretim, alternatif tasarıma dayalı öğretim ve uluslararası disiplinler arası projeler gibi farklı disiplinlerdeki diğer öğretmenler için eğitici eğitim programları sundular. Hepsisi, daha önceki dil öğretmen yetiştirme deneyimlerinin gelişmiş öğretmen eğitimi uygulamaları için bir mihenk taşı olduğunu belirtmişlerdir.

4. TARTIŞMA ve SONUÇ

Eğitmen eğitiminin en başından itibaren, öğretmen eğitmenleri deneyimli öğretmen eğitimcileriyle sık ve etkili bir şekilde etkileşim kurma ve çalışma fırsatı

buldular. Her aşamada eğitimciler akademisyenlerle her dakika işbirliği içinde çalışmanın tadını çıkardılar. Kendilerine rol model olarak hizmet eden deneyimli eğitimcilerden öğrendiklerini belirtmişlerdir ki bu, profesyonel köklü bir uygulama topluluğuna katılma şansı olarak yorumlanmıştır (Wenger, 1998). Başka bir deyişle, akademisyenlerle yapılan çoklu işbirliği, eğitimciler profesyonel bir öğrenim topluluğu sunarak, eğitimciler için profesyonel kimlik oluşturmada rol modellemeyi teşvik etti. Deneyimli öğretmen eğitimcilerinin, eğitimcilerin çabalarını takdir etmeleri ve teşvik etmeleri sayesinde, yeni öğretmen yetiştirme işine kolayca geçebilirler. Akademisyenler tarafından "crème de la crème" olarak kabulleri, öz değerlerini ve güvenlerini artırarak olumlu öz değerlendirmelerine katkıda bulundu. Ayrıca, onlarla birlikte öğretme şansı akademisyenlerin eğitimcilerin uygulamalarına yapıcı onayını korumuştur. Dahası, eğitimci grubu birden fazla akademisyenle çeşitli ağlar geliştirdikçe, INSET bağlamında kötü performans gösterdiğini düşündüğü akademisyenlerin uygulamalarını gözlemleyerek veya katılımcı öğretmenlerin konuyla ilgili olumsuz değerlendirici yorumlarını alarak olumlu öz imajlarını güçlendirdiler. Sonuç olarak, INSET'e deneyimli öğretmen eğitimcilerinin katılımı, öğretmen eğitimcilerinin kimlik gelişiminde büyük bir rol oynadı. Literatür eksikliğinden dolayı uygulama topluluğunun bir üyesi olmanın önemini vurgulamış (Izadinia, 2014; Murray ve Male, 2005; Olsen ve Buchanan, 2017) ve kıtlığının altını çizmiş olsa da (Clemans et al., 2010; Boyd ve Harris, 2010; Izadinia, 2014; MacPhail et al., 2019) profesyonel kimlik gelişiminde, bu çalışma, deneyimli profesyonellerle doğrudan ve tekrar eden iletişimin acemi öğretmen eğitimcilerinin mesleki kimlik gelişimine nasıl olumlu katkı sağladığına canlı bir örnek sundu.

Öğretmen eğitmeni kimliğinin ikinci en önemli yapı taşı hizmet-içi öğretmen eğitimi öğrencilerinin özelliklerinin etkisidir. INSET'te izleyiciler, ELT hakkında deneyim ve bilgi sahibi olan resmi olarak atanmış dil öğretmenleriydi. Dahası, sonuçların da ortaya koyduğu gibi, katılımcı öğretmen profili, yeni öğretmenlerden emekli olmak üzere olan tecrübeli öğretmenlere, ELT mezunu olmayanlardan doktora derecesine sahip öğretmenlere kadar çeşitlilik gösteren oldukça heterojendi. Öğrencileri meslektaşları olarak görmek ve öğretmen eğitimine giden uygulayıcı yolunu takip etmek, eğitimcileri meşruiyet için sürekli mücadeleye teşvik ediyor gibi görünüyordu (lütfen motivasyon ve istek, iş tanımı, bilgi ve uzmanlık sonuçlarına

bakın). Değerlerini kanıtlamak için bazı uygulamalara başvurdular (örneğin, yüksek lisans dereceleri, eğitimci eğitim süreleri veya zor koşullar altında öğretim deneyimleri hakkında konuşmak). Eğitimci, kendilerini katılımcı öğretmenlerden ayırmak için öğretmen eğitiminin bilgi, beceri ve uzmanlığını eğitimci inandırıcılığı yönünden açıkladılar. Ayrıca, öğretmen eğitimi, dinleyicilerinin eğitimin içeriği hakkında bilgi ve deneyime sahip öğretmenler olduğu gerçeğinin altını çizmek için paylaşma, deneyim ve bilgi alışverişi, toz alma, birlikte seyahat söyleminde kavramsallaştırdılar. Her şeyden önce, eğitimci katılımcı öğretmenleri meslektaşları olarak gördükleri için, cesaretlendiren ya da direnç gösteren öğretmen tutumları, kimlik inşasında kritik bir rol oynadı. Katılımcı öğretmenlerin davranış ve yaklaşımlarına göre kendilerini sürekli olarak gözden geçirdiler. Genel olarak, katılımcı öğretmenlerle olan ilişki, mesleki kimlik gelişimlerinin temelini oluşturdu. Izadinia (2014), “bir öğretmen eğitimcisi kimliğinin, öğretmen adaylarıyla olan ilişkilerinin etkisi altında nasıl yeniden / şekillendiğine dair çok az şey bilindiğini” ileri sürmüştür (s. 437). Bu anlamda, bu doktora tezi, öğretmen eğitimci ile katılımcı öğretmenler arasındaki dinamiklerin INSET bağlamında eğitimcilerin profesyonel kimlik inşasını nasıl etkilediğine dair açıklamalar sundu.

Bağlamın kimlik gelişimi üzerindeki etkisi kapsamlıca tartışılmıştır (yani Hamilton et al., 2016; MacPhail et al., 2019). Bu çalışmada, öğretmen eğitimci INSET bağlamında çalıştı ve görevleri atama temelli idi. Bu, Talim ve Terbiye Kurulu tarafından kendilerine “eğitimci” unvanı verilmiş olmasına rağmen resmi statülerinin değişmediği anlamına gelmektedir. Pozisyonları öğretmenlerle aynı kaldı. Eğitimci mesleki kimlik gelişimini etkileyen belki de tek olumsuz yön buydu. Öğretmen kimliğine bağlı kalmalarının ana nedeni, pozisyonlarında yeniden yapılanmanın olmamasıydı. Öte yandan, öğretmen kimliklerini bir güvenilirlik oluşturmak için stratejik olarak kullandılar. Türk eğitim yapısında eğitimci kadro pozisyonunun olmaması, müdürlükler tarafından tanınmadıklarını veya okul müdürlerinin eğitimcilerin işi için onaylamadığını ve ayrıca katılımcı öğretmenlerin eğitimci otoritesini sorgulaması sorununu ortaya çıkarmıştır. Bu durum, eğitimcilerin gereğinden az değer gördükleri duygusuna yol açtı ve sonuç olarak, zaman zaman kendilerini olumsuz değerlendirdiler. Öte yandan bu eksiklik, eğitimcilerin kendilerini

bu işe adamalarını engellemedi. Öğretmen eğitimcilerinin profesyonel kimlik inşasında uğraşmaları gereken en büyük bağlamsal zorluk budur.

Eğitim öncesi dönemden eğitim sonrası döneme kadar, eğitimcilerin yaşam boyu öğrenme ve hem kişisel hem de mesleki gelişim arzuları sabit kaldı. Dil öğretmenlerini yetiştirmeye yönelimleri, mesleklerinde daha fazla gelişme arayışlarıyla başladı. Öğretmen yetiştiriciliği görevini üstlenmenin en büyük motivasyonlarından biri, işi eğitici ve ilerici bir süreç olarak kavramsallaştırmalarıyla ilgiliydi. Eğitim gruplarını profesyonel bir öğrenme topluluğu olarak görerek akademisyenlerden bir şeyler öğrenmek için her fırsatı değerlendirmek ve meslektaşlarının eğitim oturumlarını gözlemlemek, kimlik gelişimlerinde olumlu bir rol oynadı. Mesleki öğrenme odaklı bakış açıları, işlerini tanımlamak için ürettikleri metaforlarda kendini gösterdi. İş kendi profesyonel öğrenme yolculukları ve sürekli gelişmenin ve ilerlemenin bir yolu olarak gördüler. Hatta mesleki gelişimi, öğretmen yetiştirme işinde birincil profesyonel hedefleri olarak öncelidiler. Aidiyet duygusu yaratmanın bir yolu olarak, yaşam boyu öğrenmeyi eğitim grubuna bağladılar. Eğitim sonrası eğitim görevlerinde, ilerleme gösterme istekleri, onları birden fazla eğitimci eğitime katılmaya ve öğretmen eğitimi kapsamalarını genişletmeye teşvik etti. Önceki üç ana argümanda gömülü olan yaşam boyu öğrenme ve sürekli mesleki gelişim kavramları, öğretmen eğitimcilerinin profesyonel kimlik inşasında hayati önem taşımıştır.

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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English): AN INVESTIGATION INTO PROFESSIONAL IDENTITIES OF ENGLISH LANGUAGE TEACHER TRAINERS AND THEIR POST-TEACHER TRAINING EXPERIENCES

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