



**A SUGGESTED PROFESSIONAL DEVELOPMENT PROGRAM FOR
EFL TEACHER EDUCATOR CANDIDATES:
AN ACTION RESEARCH**



Elif Bozyiğit

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YAZARIN

Adı : Elif

Soyadı : Bozyiğit

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Yazar Adı Soyadı: Elif BOZYİĞİT

İmza:

JÜRİ ONAY SAYFASI

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Danışman: Prof. Dr. Gonca Yangın Ekşi

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi

Başkan: Prof. Dr. Arif Sarıçoban

İngiliz Dili ve Edebiyatı, Selçuk Üniversitesi

Üye: Prof. Dr. Dinçay Köksal

İngiliz Dili Eğitimi Anabilim Dalı, Çanakkale Onsekiz Mart Üniversitesi

Üye: Prof. Dr. Kadriye Bacanak

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi

Üye: Doç. Dr. Asuman Aşık

İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi

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*To Teacher Educators and
Teacher Educator Candidates*

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**İngilizce Öğretmeni Eğitimcisi Adayları İçin Önerilen Bir Meslek
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**Elif BOZYİĞİT
GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
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ÖZ

Öğretmen eğitimi onlarca yıldır pek çok çalışmanın odak noktası olmasına rağmen, öğretmen eğitimcilerinin yeterince incelenmemesi, öğretmen eğitimcilerinin oluş süreçlerinde birçok zorluğun yaşanmasına ve dolayısıyla hüsrana uğramalarına neden olmuştur. Bu amaçla, bu çalışma, öğretmen eğitimcilerinin ve öğretmen eğitimcisi adaylarının ihtiyaçlarını keşfetmeyi, bu önemli figürlerin ihtiyaçlarına göre bir eğitim programı önermeyi, uygulamayı ve değerlendirmeyi amaçlamaktadır. Araştırmanın amacına uygun olarak ADDIE modeli ile harmanlanmış bir eylem araştırması uygulanmıştır. Öğretmen eğitimcilerinin ihtiyaçlarını bir anket ve yarı yapılandırılmış görüşmeler yoluyla incelemek için, İngilizce Öğretmenliği eğitiminde doktora yapmakta olan ve İngilizce Öğretmenliği bölümlerinde öğretmen eğitimcisi olmayı hedefleyen 27 İngilizce öğretmen eğitimcisi aday ve 35 İngilizce öğretmen eğitimcisi ile amaçlı örnekleme yapılmıştır. İhtiyaç analizinin sonuçları, bir mesleki gelişim programının tasarımı ve geliştirilmesi için girdi sağlamıştır. Tasarlanan ve geliştirilen eğitim programının iki gönüllü öğretmen aday ile pilot çalışmasının ardından program altı öğretmen eğitimcisi aday ile hayata geçirilmiştir. Çevrimiçi modüler program, katılımcıların eğitimin altı modülü boyunca yansıtıcı ve

uygulamaya dayalı görevlere katılmalarını gerektirdi. Program deęerlendirmesinin sonuları, programın katkılarını, gl ve zayıf ynlerini gsterdi. Arařtırmanın sonunda ęretmen eęitimcisi adaylarının ęretmen eęitimcisi olmaya hazırlanmalarında daha fazla uygulamaya dayalı fırsatlara ihtiya duydukları sonucuna ulařılmıştır. Bu sonular doęrultusunda, uygulamaya ve arařtırmaya ynelik neriler arařtırma sonunda paylaşılmıştır.



Anahtar Kelimeler : ęretmen eęitimciler, ęretmen eęitimcisi adayları, mesleki gelişim, program geliştirme, İngilizce ęretmenlięi eęitimi.

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**A Suggested Professional Development Training Program for EFL
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**Elif BOZYİĞİT
GAZI UNIVERSITY
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ABSTRACT

Although teacher education has been the focus of many studies for decades, the insufficient scrutinize of teacher educators caused many challenges in the becoming processes of the teacher educators, thus leaving them to feel frustrated. To this end, this study aims to explore the needs of the teacher educators and teacher educator candidates, suggest, implement, and evaluate a training program based on the needs of these significant figures. An action research blended with the ADDIE model is applied in line with the purpose of the study. To examine the needs of teacher educators via a questionnaire and semi-structured interviews, purposive sampling was conducted with 27 EFL teacher educator candidates who were pursuing their PhDs and aiming to become teacher educators at the ELT departments and 35 EFL teacher educators. The results of the needs analysis provided input for the design and development of a professional development program. Following the piloting of the designed and developed training program with two voluntary teacher educator candidates, the program was implemented with six teacher educator candidates. The online modular program required the participants to engage in reflective and practice-based tasks throughout the six

modules of the training. The results of the program evaluation indicated the contributions, strengths, and weaknesses of the program. At the end of the study, it was concluded that teacher educator candidates need more practice-based opportunities in their preparation of becoming a teacher educator. In line with these results, further suggestions and implications for research and practice are shared at the end of the study.



Keywords : teacher educators, teacher educator candidates, professional development, program development, English language teacher education.

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LIST OF ABBREVIATIONS

EFL	English as Foreign Language
ELT	English Language Teaching
HEC	Higher Education Council
BA	Bachelor of Arts
MA	Master of Arts
PhD	Doctor of Philosophy
TE	Teacher Educator
TEC	Teacher Educator Candidates
TEC-J	Teacher Educator Candidate in the Journey Model
PST	Pre-service Teachers
MTE	Mentor Teacher Educator
Q&A	Question and Answer
PBL	Problem-Based Learning

CHAPTER I

INTRODUCTION

This chapter includes brief information on the background of the study, the problem of the study, the purpose of the study, with research questions, limitations, and definitions.

Background of the Study

English language, widely spoken around the world, has been occupying a significant role in education; hence, great attention is paid to language teachers in that aspect. The literature has witnessed profound shifts in approaches, methods, and teacher education programs to find the ‘what’ and ‘how’ of language teaching and language teacher education. As Burns and Richards (2009) put forward, the search for competent English teachers and approaches to preparation and professional development of language teachers has been a hot topic worldwide. On the importance of teacher education, Korthagen (2001) highlighted the significance of integrating student teachers’ practices in authentic learning contexts into the pedagogy of teacher education. Thus, the student teachers understand the true meaning of becoming a teacher within the school context along with the other factors it brings, such as parents, curriculum, etc. However, starting with Lanier and Little (1986), the emphasis on the need for focusing on teacher educators in reaching effective teacher education programs has been observed in the literature. Golan and Fransson (2009) commented on the similarities between the concepts of ‘being a teacher’ and ‘being a teacher educator’ by stating that “To be a teacher in general, and a teacher educator in particular, is much about handling conflicting interests and considering different alternatives of action that derive from different principles, values, backgrounds, and personalities.” (p. 45). Interaction in complex situations is stated as the primary source of

teaching, especially in situations where different positions of power take place. Thus, Campbell (2003) emphasized the need for a frame of reference for teachers and teacher educators to foster the practitioners' competence at various levels.

As for the difference between teachers and teacher educators, Murray and Male (2005, p. 126) used the terms of first and second-order teaching. While first-order teaching is used for teachers who teach students, second-order teaching is used for teacher educators who teach teachers. Berry (2009) and Lunenberg and Korthagen (2009) also agreed on these two orders. Lunenberg, Dengerink, and Korthagen (2014), in their book on professional teacher educator, listed the following critical features regarding the professional role of teacher educators: Second order teaching, Promotion of active and self-regulated learning, Modeling and making modeling explicit, Dealing with tensions and dilemmas (p.28).

The transition from teacher to teacher educator is defined as a stressful process, as beginning teacher educators feel the necessity to have a new identity as teacher educators and develop new fields of expertise (Murray & Male, 2005). Correspondingly, the studies conducted on teacher educators' works (Perry & Cooper, 2001) pointed to the multi-layered and complex aspect of the teacher educator identity. In contrast to teachers, teacher educators are responsible for teaching student teachers and indirectly for the students of these student teachers, making teacher educators' works socially complex (Swennen, Shagrir, & Cooper, 2009, p. 93). Despite this vast and significant responsibility, the studies on challenges of beginning teacher educators revealed that they feel isolated and frustrated in this new journey they are stepping into (Murray, 2007; Knowles & Cole, 1994; Ling, Ling, Burman, & Cooper, 2000; Zeichner, 2005).

While the metaphors like 'being a traveler overloaded with luggage of all shapes and sizes' and 'being a swimmer in cold and deep water' in Perry and Cooper's study (2001) on teacher educators brought out the challenging aspect of becoming a teacher of teachers, Swennen et al (2009, p. 97) stressed the challenge when the teacher educator lacks in teaching experience by stating that 'being a good teacher is not all beginning teacher educators have to offer'. The beginning teacher educators underlined the importance of getting support from their colleagues or a mentor. The study conducted by Ling et al. (2000) provided a good example for this statement, as some of the beginning teacher educators, when interviewed, reported the effectiveness of being supported by a mentor appointed officially.

In line with Vygotsky's Zone of Proximal Development and Dewey's Experiential Learning theory (1938, as cited in Grady, 2003), Smith (2001) also emphasized the social construction

of knowledge in bridging the gap between theory and practice. Vygotsky's Sociocultural Development Theory (1978, as cited in Doolittle, 1997) has been the core of the current study by integrating scaffolding strategies, modeling, feedback, instructing, questioning, and cognitive structuring to reinforce teacher educator candidates' professional development. While the development of professional identity in becoming a teacher educator is taken for granted in literature with 'apprenticeship of observation' and with being a good model by imitating their educators, most researchers supported the idea that modeling on its own is not enough for teacher educators (Loughran & Russell, 2002; Lunenberg, Korthagen & Swennen, 2007). Challenges like these, as Dinkelman, Margolis, and Sikkenga (2006) suggested, are triggered by the lack of sources to get answers to the questions in beginning teacher educators' minds. Thus, the need for a scaffolded process in which pedagogy of teacher education in professional development for teacher educator candidates arises to be an urgent need in the literature, as also suggested in Murray and Male's study (2005).

Problem of the Study

As Gallagher, Griffin, Parker, Kitchen, and Figg (2011, p.880) stated, "teacher education is complex work involving curriculum, pedagogy, and research, yet most teacher educators are provided with little professional development support or mentoring in most teacher education programs". After graduation from the undergraduate language teaching program, in the Turkish context, one can pursue his Master of Arts and Philosophy of Doctoral degrees. However, these degrees include courses specially designed to foster academic skills. When the MA and Ph.D. programs are reviewed, it is observed that only a few programs have courses on training teachers and approaches to teacher education. Yet, these courses are provided as elective courses; unfortunately, no reliable data was found on whether doctoral students elected these courses and, if yes, how many students did.

On the other hand, the compulsory courses provided in the programs mostly focus on the academic and theoretical aspects of language teaching. Bearing in mind that to be a teacher educator in higher education institutions, one needs to hold at least a Ph.D. degree. Thus, hereafter, the Ph.D. students will be referred to as teacher educator candidates in this study. In his study on teacher educators in the Turkish context, Çelik (2011) also emphasized the lack of input and support for becoming a teacher educator by highlighting the fact that teacher educators are regarded by the Turkish Higher Education Council solely as an academic position.

With regard to the facts provided in the literature review and taking Ph.D. processes of teacher educator candidates into consideration, a need for providing guidance for teacher educator candidates to scaffold their growing awareness of becoming a teacher educator within a framework of a professional development program is of great necessity.

Purpose of the Study

Current study aims to suggest, implement, and evaluate a professional development training program specifically designed in accordance with the EFL teacher educator candidates' needs. With this purpose in mind, the researcher will be seeking the answers to the following questions throughout the research:

- 1) What are the needs of EFL teacher educator candidates in becoming a teacher educator?
- 2) What are the basic components and features of the suggested professional development training program, the Journey Model, for EFL teacher educator candidates?
- 3) To what extent is the suggested professional development training program, the Journey Model, effective in teacher educator candidates' becoming a teacher educator process?

Significance of the Study

All the reported challenges teacher educators experience in their initial teacher education (Dinkelman et al., 2006; Murray & Male, 2005; Swennen et al., 2009) and identified needs of the teacher educators worldwide (Gallagher et al., 2011; Murray & Male, 2005) provided the basis for the current study. The lack of an induction model repeatedly stressed in the literature exacerbates the challenges teacher educators experience. The current study's significance lies in the professional development opportunity it provides with the suggested professional development program, the Journey model, to ameliorate teacher educators' initial teacher education careers. Having an in-depth understanding of the EFL teacher educators' needs, designing and implementing a training program for them, and evaluating the suggested program in terms of its efficacy for teacher educator candidates' becoming journey will be contributory to future teacher educators and teacher educator candidates. As the literature on EFL teacher educators in Turkey is scarce (Ataş, 2018; Çelik, 2011), it is believed that this study will be pioneering in shedding light on future research.

Limitations

The current study focusing on the professional development of EFL teacher educator candidates by designing, implementing, and evaluating an induction model called Journey has some limitations.

- The number of participants is limited as the ELT Ph.D. programs in Turkey are limited, and it is a challenging process for MA graduates to enroll in a Ph.D. program. Moreover, in the sampling of the study, being enrolled in a Ph.D. program has not been the only criterion; the participants have been chosen among the ones who are research assistants – to ensure they have the purpose of pursuing an academic career and becoming a teacher educator – and who have a successful passage of the comprehensive exams – as research assistants are allowed to lecture at universities only when this stage is passed successfully. These facts have led the study to have a limited number of participants; six teacher educator candidates.
- Plus, this study is limited to the needs identified in the national and international literature review that the researcher had reached and the needs of the 35 teacher educators currently working at ELT departments of Turkish Universities.
- Lastly, the findings for the evaluation of the program are limited to the responses and views of the participating teacher educator candidates.

Definitions

Teacher Educators: Teachers of teachers (Cochran-Smith, 2003). Those who teach student teachers at pre-service education or in-service teachers (Murray & Male, 2005). In this study, the term ‘teacher educators’ is used for second-order teachers working at education faculties.

Teacher Educator Candidates: Those who wish to have a career as teacher educators and pursue their PhD studies as researchers are referred as teacher educator candidates in this study.

English as a Foreign Language: Learning and use of English by other native languages’ users.

Professional Development: All learning opportunities a worker gets benefit to improve their qualifications required for their profession.

Induction Model: A certain type of professional development for teachers aiming to advance their efficacy in providing successful teaching and boosting effective learning for students.

CHAPTER II

LITERATURE REVIEW

This chapter includes an overview teacher education, approaches to teacher education, the teacher education models, teacher educators, teacher educator identities, standards of teacher educators, and challenges of teacher educators. The chapter ends with program development models.

Teacher Education

Teacher education is often considered to be limited with pre-service teacher education; this misunderstanding of the issue results in ignoring or at best undermining its role in in-service teacher education (Loughran & Lynn Hamilton, 2016). However, continuous professional development (CPD) activities undertake an important task providing updated information to the in-service teachers.

Hoban (2005) stated that teacher education needs to facilitate preservice teachers' learning about how to teach and provide a perspective of teaching as a complicated profession in which a number of different factors play important roles. Bullough (1997) proposed 11 principles that determines his teacher training practices.

1. *Teacher identity*: teacher educator should start with knowing himself/herself as a teacher.
2. *Schooling and wider social contexts*: the impact of context should be recognized.
3. *Social philosophy*: the need to place teacher education goals practices into a social community.

4. *Beliefs*: being open to constructive criticism which can sometimes be hard to stomach.
5. *Trusting environment*: the centrality of spreading the decisions related to program.
6. *Responsibility for learning*: prospective teachers' undertaking the responsibility of their learning.
7. *Approach to teaching*: each teaching approach, method, or strategy has its own strengths and weaknesses based on the context of teaching and quality of teaching practice.
8. *Meaning making*: prospective teachers interpret their process of training according to their own experiences.
9. *Programme continuity*: prospective teachers are the leading power of the program continuity.
10. *Language of learning*: the need to establish and implement a language of learning.
11. *Self-evaluation*: the need to adopt a purposive, continuous, and data driven evaluation of their own teaching practices.

Approaches to Teacher Education

Kitchen and Petrarca (2016) suggested three main teacher education approaches as *practice oriented teacher education*, *theory oriented teacher education approaches*, and *reflection oriented teacher education approaches*. A fourth perspective may be integrated teacher education approaches which aim to incorporate all three approaches.

Practice Oriented Teacher Education

According to Redman and Rodrigues (2014) the practice-based teacher education model is based on an “art and craft of teaching”. (p.3). They stated that practice-based teacher education relies heavily on the skills and practical techniques that are both necessary and useful for a teacher. Practice oriented teacher education programs are favored by those who propose the lack of teachers and the debate over the quality of current teachers (Kitchen & Petrarca, 2016). As a result of a dissatisfaction of teacher training at the universities, various groups of stakeholders aimed to find ways of compensation to take teacher training out of the hands of universities. The attempts included alternative certification or school-based teacher training; in both cases the university teacher training is not a case. University response to these demands was through increasing field-practice in teacher training programs. In this sense, practicum

opportunities are valuable in effective teacher training. In the same vein, Darling-Hammond and Baratz-Snowden (2007) provided the principles of an effective practicum. They include a) setting precise goals with regard to the prospective teachers' practice, b) model teachers who set an example of good practice, c) providing sufficient and timely teaching practice opportunities aligned with continuous feedback, d) providing sufficient and timely teaching practice opportunities based on theoretical knowledge, e) providing opportunities to undertake responsibility in classroom practice and gradually increasing the frequency of these opportunities, and f) providing opportunities to regularly reflect on classroom practice.

Theory Oriented Teacher Education

In teacher education programs, the theoretical knowledge is an indispensable asset. From this perspective a teacher education program with a solid basis on theory can provide an effective incorporation of "core knowledge into about teaching and learning into learning experiences." (Kitchen & Petrarca, 2016, p.154). However, the abstract theoretical knowledge can only become concrete when it is made operational as stated by Dewey (1933). In this respect, it can be stated that theoretical knowledge is not the target but the means to use. Among the theory-oriented approaches, the following can be investigated.

Problem-Based Learning. Theory oriented approach is mostly a one-way transmission from teacher educators to their students. However, in problem-based learning (PBL) teacher educators are guides who direct prospective teachers towards using knowledge in a creative way to solve real life problems (Pourshafie & Murray-Harvey, 2013). In this way, problem-based learning restructures prospective teachers' cognitions. It was stated by Askill-Williams, Murray-Harvey, and Lawson, (2007) that teacher candidates have beliefs and perspectives towards teaching and learning which are in contrast with the underlined principles of problem-based learning. This approach's purposes include to improve autonomous learning and to challenge the intellectual and mental capabilities of a learner by means of collaborative teamwork (Pourshafie & Murray-Harvey, 2013). Another purpose of PBL is to engage teacher candidates in inquiry-based learning that they can make use of in their teaching and learning processes (Kitchen & Petrarca, 2016). Similarly, the final purpose of this approach is to facilitate the adaptability of teacher candidates' expertise. It can be asserted that the biggest barrier that problem-based learning may face is the traditional way of teaching adopted by teacher educators (Pourshafie & Murray-Harvey, 2013). PBL and other similar theory-based

approaches to teacher education may eliminate the criticisms that teacher education is over-theoretical. Overall, PBL is capable of meeting the needs of teacher education in different contexts.

Core Practices and Pedagogies. The National Council for the Accreditation of Teacher Education (NCATE) (2010) underlined that there is a need to “shift away from a norm that emphasizes academic preparation and course work loosely linked to school-based experiences”. NCATE’s approach takes the teacher education from traditional theory-weighted approach to a balanced approach in which an amalgamation of theory and practice is praised. In fact, the approach of core practice and pedagogies can promote teacher education by means of meticulously applying subject matter, field practice, and useful methods and pedagogies. It can be argued this approach can bridge the gap between theory and practice in the field of teacher education. On the other hand, certain challenges also exist in this approach. First and foremost, the traditional teacher education programs and teacher educators are not willing to give up their autonomy that easily. Additionally, the diverse philosophies that adopt practice and theory separately challenge the efforts of reform in terms of integrating practice and theory into teacher education. Before putting any reformist approach in application, there is a need for adapting the curriculum and the viewpoints of teacher educators to this integration.

Social Justice Inquiry. Teacher educators, and teacher education programs should be aware of the fact that teachers constantly encounter the issues related to social equity and justice, and diversity regardless of their recognition or willingness to address those. Adopting critical pedagogies, prospective teachers can develop an awareness and abilities to cope with the established understandings of dominant culture of the society. This viewpoint emphasizes that the prospective teachers should develop a recognition towards and benefit from the marginalized perspectives in the social community.

Reflection-Oriented Teacher Education

In reflective teacher education practices, the theory and practice are interwoven. Redman and Rodrigues (2014) explained reflective practice as a dynamic, complicated, and purposeful process which combines theory and practice. Reflection-oriented teacher education stems from both the insufficiency of the traditional teacher education approaches and Schön’s (1987) claims about reflective practice. Similarly, Hernandez-Serrano, Choi, and Jonassen (2000) regard the active, intentional and reflective practice as a must for meaningful learning. Teacher

educators should comprehend the underlying philosophy of reflection and shape their identity accordingly (Kitchen & Petrarca, 2016). Zeichner and Liston (2013) pointed out five characteristics of a reflective teacher. Accordingly, a teacher;

1. “examines, frames , and attempts to solve the dilemmas of classroom practice;
2. is aware of and questions the assumptions and values he or she brings to teaching;
3. is attentive to the institutional and cultural contexts in which he or she teaches;
4. takes part in curriculum development and is involved in school change efforts; and
5. takes responsibility for his or her professional development.” (pp. 6–7)

Reflective Digital Portfolios

The effectiveness of teacher education programs has been criticized and debated since the inception of education itself. Teacher education practices have been considered as somehow ineffective in terms of the level the institutions can prepare teachers for their profession, ignoring the emerging demands and developments, inability to bridge the gap between theory and practice in the field, and the lack of attractiveness of the profession for successful students (Darling-Hammond, 2000). The dissatisfaction from teacher education was echoed in the practical field as well (Goodlad, 1990; Holmes Group, 1986) pushing towards a redesign of teacher education programs in order to expand the knowledge base, bridge the gap between theory and practice in the field, and create a background for a qualified teaching. As stated in Darling-Hammond (2000), one of the suggestions in the literature is to improve their practical knowledge by means of incorporating experiential learning more rather than university-based practices, on the other hand, the researchers on other end of the continuum emphasized a theoretical perspective to increase the teacher trainees’ knowledge to establish a background for their practices. With respect of the content of teacher education programs, the significance of subject matter knowledge and pedagogical knowledge is a hotly debated issue. According to some researchers (e.g., Ashton & Crocker, 1986; Monk, 1994) pedagogical knowledge is a more predictive factor on teachers’ performance. Relatedly, Byrne (1983) argued that

insofar as a teacher’s knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies for teaching it to the particular types of pupils to whom it will be taught. (p. 14)

Considering Byrne’s (1983) above statement, the effectiveness of teaching depends on teachers’ ability to combine the content knowledge (what to teach), and pedagogical knowledge (how to teach). A teacher’s having expertise on only one of these two competencies impedes his/her teaching performance.

It is evident that teachers who are ill-prepared lamented that they experience challenges in curriculum planning, teaching, classroom management, and the determination of learner needs. This naturally brings about problems in adapting their teaching to facilitate learning and attributing the responsibility of learning to the students rather than undertaking the responsibility of their teaching. Therefore, they are more likely to blame students when they are not effective teachers. Through a period of underperformance and blaming others, teachers may finally experience burnout.

Another important criticism toward teacher education is the duration of undergraduate teacher education programs which compresses both theory and practice training to present in a 4-year period (Darling-Hammond, 2000). Actually, it is almost impossible for prospective teachers to be equipped with sufficient knowledge and skills on the content, pedagogical approaches, and practice. The attempts to solve this problem are mentorship programs, or an additional practicum year, and master of education programs. There exist studies that reveal the effectiveness of extended teacher education programs (5 year or more) in terms of teacher satisfaction with the training, their image in the teaching society, providing effective teaching compared to other teachers with the same experience range, and their chances of staying in the profession (Andrew & Schwab, 1995; Dyal, 1993; Shin, 1994).

Current models in language teacher education

The Craft Model

Wallace and Bau (1991) suggested three major models of teacher education. *The Craft Model* relies on an experienced practitioner who has sufficient expertise in the practice of the craft. In the learning process, teacher trainees imitate the techniques of experienced practitioner and follow the instruction and suggestions of those expert practitioners. More specifically, being told what to do and being demonstrated how to do the craft, the trainees practice and imitate the master teacher. This model is also known as apprenticeship model in which trainees develop their experiential knowledge through observation, imitation, and practice. Through this process, practitioner's craft expertise is transmitted from one generation to another.

The Applied Science Model

The Applied Science Model is the most common and traditional model of teacher education programs. This model became prominent with the developments of empirical science in the 19th and 20th century. In this model, practical knowledge or scientific knowledge can be developed through certain objectives. Stones and Morris (1972) favored applied science model, rejecting the craft model based on the argument that the problems in the teaching process can be handled through adopting empirical and scientific knowledge together with specific objectives. This model is also known as “the rationalist learn-the-theory-then-apply-it-model” (Ur, 1992, p. 57). It focuses on research-based theories and theoretical knowledge in teacher education. However, there is a one-way interaction between teacher educators and trainees. That is, the former conveys the scientific knowledge and experimentation to the latter. The reason behind any possible failure of trainees is misunderstanding of the findings or misapplication of these findings into teaching process.

The Reflective Model

Professional knowledge constitutes two different knowledge as received and experiential knowledge. The trainees obtain the former through received instruction, without experiencing it. However, experiential knowledge is formed through experiencing and doing the action. In fact, received knowledge is not based on research while experiential knowledge is derived from knowing-in action and reflection (Schön, 1983).

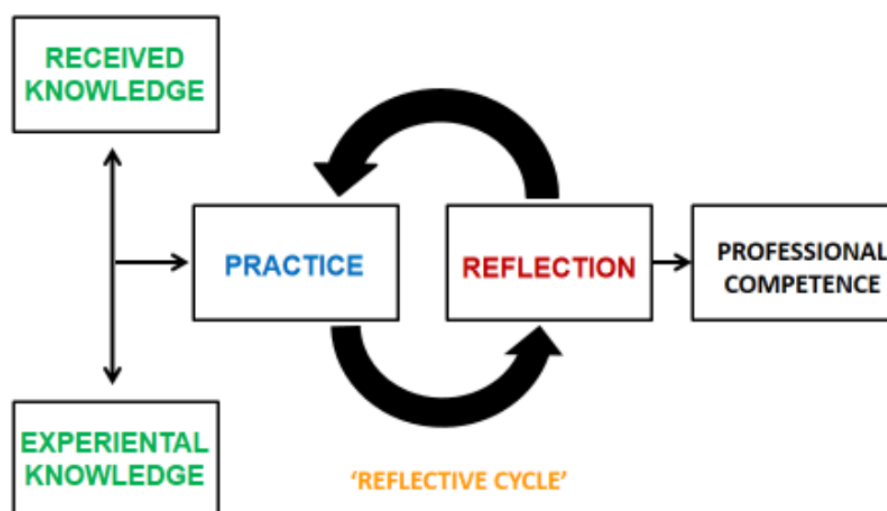


Figure 1. The Reflective Model. Wallace, M. J., & Bau, T. H. (1991). *Training foreign language teachers: A reflective approach*. Cambridge University Press.

This model underlines both trainees' continuous experience (experiential knowledge) and scientific research (received knowledge). Equally important, there is a mutual relationship between practice and reflection. It requires trainees to reflect on their professional experience on one hand, their reflection activities contribute to their practice, on the other. As a result, the ongoing cycle reflection and practice leads trainees to have adequate professional competence in teaching.

Based on Roth's (1990) study, Roberts (2016) summarized the models of the person and language teacher education as follows;

- *Person as input-output system:* This model puts forward that there are general laws that explain any human behavior. With the help of the interactions between input and output, one can predict human behaviors.
- *Person with self-agency:* The person is a self-directed and autonomous agent whose personal experience stimulates action.
- *Person as constructivist:* The person grows intellectually through continuous reconstructing and reorganizing prior representations of the world
- *Person as social being:* The person's behaviors or actions can be regulated by social rules based on the interactions in the community.

Person as input-output system: Model-based Learning

This model is based on behaviorist psychology which claims that "Learning (lasting behavior change) takes place when external stimuli beneficial to the person reinforce behaviors" (Roberts, 2016, p. 13). Behaviors can be shaped through operant conditioning. Regarding curriculum design, behaviorist theory suggests that a model of intended behavior be given into small pieces. In fact, imitation of models forms the basis of the learning process. As one of the representatives of behaviorist theory in language teaching, audio-lingualism offers that repetition, reinforcement, and pattern drills play key roles in shaping habits and therefore learning. Model-based learning to language teacher education depends on discrete behavioral skills which are delivered in written or visual models. Traditional micro-teaching and competency-based teacher education are good examples of this model. However, there are harsh criticisms on model-based teacher education. Among others, it is criticized because learning

process is seen as imitation and teaching is defined through behavioral-prescription (Stones & Morris, 1972).

Person with self-agency: Humanistic psychology

With the establishment of the American Association for Humanistic Psychology, humanistic theory appeared in the 1950s. Rogers, Maslow, and Kelly were the pioneers of this theory. It reacted against the positivist theories in education and psychology. Humanistic theory relies on self-agency and personal development.

Key concepts of humanistic psychology involve (Roberts, 2016, pp. 18-19);

- “Each person is unique and is a whole;
- We each have an innate potential for a fully developed self;
- That self is essentially good;
- We know intuitively what we need for our own growth;
- We have self-agency, that is we can exercise individual choice to determine our own personal growth;
- Healthy development is enabled by ‘mankind’s tendency to actualize himself, to become his potentialities ... to express and activate all the capabilities of the ... self’ which ‘awaits only the proper conditions to be released’ (Rogers, 1961, p. 351);
- The psychologist should work from a person’s perceptions of self and of the world, not from the outsider’s point of view;
- Three conditions support the self-actualizing person:
 - The freedom to pursue our development and to make our own choices;
 - To meet the most basic of our needs, such as safety, before higher needs such as self-actualization can be fulfilled;
 - To connect with and act on our true needs and feelings, rather than be pushed by others into behaving in ways that deny them.”

Humanistic theory to language teacher education emphasizes the personal needs, autonomy, and self-directedness (Roger, 1982). According to this theory, learning is an internally-determined, not externally-oriented process. With this philosophy, it reacts against the model-based learning in teacher education. It supports positive and cooperative interaction between trainers and trainees. Teacher trainers act as a facilitator rather than a model.

Person as constructivist

The key characteristics of constructivism is that individuals “will make their own sense of the ideas and theories with which they are presented in ways that are personal to them ... (and that)

... each individual constructs his or her own reality” (Williams and Burden, 1997, p. 2). With the cognitive revolution in the 1960s, constructivism predominated teacher education programs. According to this theory, the constructed knowledge is composed of mental representations of the world. Actually, reconstruction and manipulation of knowledge leads to intellectual growth.

The following learning cycle forms the basis of constructivism (Roberts, 2016, p. 23);

- “The person filters new information according to his or her expectations and existing knowledge of the world;
- s/he constructs the meaning of the input;
- this meaning is matched with her prior internal representations relevant to the input;
- matching confirms or disconfirms existing representations;
- if there is a match, then s/he maintains the meaning as presently constructed (assimilation);
- if there is a mismatch, she revives her representation of the world to incorporate the new information (accommodation).”

In this model, prospective teachers play an active role in constructing their own representations of the world and shape and modify these representations according to their own framework. In fact, it exerted a huge impact on language curriculum design in that prospective teachers can develop their own knowledge through experience and skill practice.

Person as social being

Learning to teach does not take place in a vacuum, but it constitutes the responsibility to undertake a social role (Roberts, 2016). Thus, teacher trainers’ social context impacts their development as a teacher trainer. Individual mental processes are not sufficient to explain teacher learning as it has a number of interconnected variables. Humanistic theory and constructivism ignore individuals’ developing social identity, focusing solely on individuals. In learning to teach, teacher educators adopt a social perspective, which emphasizes the fact that learning to teach is kind of socialization process.

The following variables can determine teachers’ learning process (Roberts, 2016, p. 37);

- “The structural aspects of the occupation which determine its social status;
- The knowledge and attitudes which affect the receptiveness of student-teachers to initial teacher education: the ‘pattern of orientations and sentiments’;
- The norms enacted by school culture;
- Norms of classroom interaction which affect teachers’ practice and development.”

Overall, each model to teacher education focuses on different aspects of teacher learning. While model-based learning promotes imitation and skill learning, humanistic theory emphasizes on

whole person and affective dimensions of learning and teaching process. Constructivism underlines the importance of individuals' constructing their own mental representations and reflecting on their practices. Equally important, it well-recognizes the importance of teachers' prior knowledge and beliefs in the process of learning to teach.

Teacher Educators

Teacher educators are defined in various ways, for instance, Carter (1984) defined teacher educator as someone who conducted one or more teacher education class at the undergraduate level for a period of one year. Another definition by Kosner (2002, p. 2) also emphasized teaching at least a professional education course at the university level adding that a teacher educator also "...supports students' field work in schools, and contributes substantially to the development of students towards becoming competent teachers.". Apart from these definitions Lunenberg, Dengerink, and Korthagen (2014, p. 5) proposed another definition as "[teacher educators are] all those who teach or coach (student) teachers with the aim of supporting their professional development." These three definitions highlight the teaching tasks however Lunenberg, Dengerink, and Korthagen (2014) approached the audience from a different angle and expand the definition to cover preservice teachers, novice teachers, as well as experienced teachers.

Teacher educators' roles and characteristics are also interpreted in different ways based on the definition adopted. In their comprehensive study Lunenberg et al. (2014) determined six roles of teacher educators. These characteristics are *Teacher of Teachers*, *Researcher*, *Coach*, *Curriculum Developer*, *Gatekeeper*, and *Broker*.

Teacher of Teachers: Teacher educators as the term suggests are, first of all, educators who train teachers which leads the researchers (i.e., Lunenberg et al., 2014) the first characteristic, Teacher of Teachers. It is not surprising that teacher educators are mostly selected among those who are previous teachers at various levels. Therefore, they are prone to use their experience for the benefit of their profession. However, they need more than just teaching experience. Accordingly, Lunenberg et al. (2014) found seven factors related to roles and behaviors of teacher educators that are influential on the success of teacher educators as teachers of teachers. First of all, a teacher educator should possess the skills to teach adult learners at the university level. Those who are experienced in teaching are likely to face difficulties in teaching at the higher education level and they need to obtain this skill (Kremer-Hayon & Zuzovsky, 1995;

McKeon & Harrison, 2010, Mueller, 2006). Another factor is that the teacher educators should explain their philosophy of teaching. The third factor is that a teacher educator should envision promoting self-regulated learning as well as having the ability for that. Another factor is that teacher educators should enable modelling as part of their pedagogy training. According to Lunenberg et al. (2014) two levels of modelling exist at the first level teacher educators set a good example for the teacher candidates. In the ELT teacher education programs when the teacher educators speak L1 rather than English (the target language), the teacher candidates may resist the idea of using English as a medium of communication when they start their profession. This first level of modelling can be called behavioral modelling. The second tier of modelling the teacher educator reveals the pedagogical and theoretical backgrounds of their actions. As a fifth factor Lunneberg et al. (2014) mentioned modelling in action. Accordingly, teacher educators need to make it observable that how they model the exemplary behavior. Next factor calls for attention to the affective aspect of modelling. Attitude, understanding, empathy, and availability are all among the factors that teacher educators should possess to set a true model for teacher candidates. The last factor under the 'roles and behaviors' title is the tensions that are faced by teacher educators. Berry (2007) framed six main points as tensions. These are telling and growth, confidence and uncertainty, action and intent, safety and challenge, valuing and reconstructing, and planning and being responsive.

Another dimension of the *teacher of teachers* role of teacher educators is the *professional development* dimension under which eight factors which are related to four categories were mentioned by Lunenberg et al. (2014). These four categories include the *Context*, *Building on personal qualities of teacher educator*, *Support*, and *Research*. Under the *context* category the availability of a frame of reference factor is mentioned. This refers that existence of a national reference frame, or standard can be deemed to have positive effects on the professional development of teacher educators. The second category, *Building on personal qualities of the teacher educator*, covers two factors as *personal qualities*, and *gaps in prior knowledge and experience*. The professional education can be best conducted with participants who have specific personal qualities such as willingness to learn, sharing, innovation, or openness to change. Another point is a teacher educator should be aware of his/her needs in terms of professional development. Another category is *support* which covers three factors. First, the novice teacher educators need the coaching of a mentor who has an important role in adapting the novice teacher educator to the teaching context and culture. Second, a teacher educator should be able to learn from or with their colleagues. Collaborative work is critical to becoming

a successful teacher educator. The next important factor is that a teacher educator needs to participate in a community of learners. This community helps facilitating the professional development of teacher educators. Participating in a course is another effective factor in terms of professional development. Teacher educator candidates with a history of participating graduate courses or certificate programs may have an advantage compared to the others. The last category is *research* which includes studying one's own practice. Conducting research contributes greatly to teacher educators' reflection upon their practices and improving to become better teacher educators.

Researcher: The researcher characteristic of the profession will also be explained under two titles as *role and behavior*, and *professional development* according to the categorization of Lunenberg et al. (2014). Accordingly, *role and behavior* encompasses three categories as *views of the role of the researcher*, *the practical elaboration of the role of researcher*, and *the focus of research*. Under the first category (views of the role of the researcher) there exist three dimensions. First, *acknowledgment of the role of researcher* refers to the fact that teacher educators may face situation where the success of their research is not associated with their teacher education quality and received limited acknowledgement in this sense. Another dimension is the *friction with the role of teacher of teachers*.

Teacher Educator Identity

Teacher educator identity is one of the areas that is under researched whilst critically important. Only recently, teacher educator identity has started to attract researchers to investigate the issue from different aspects. White (2013) studied the school-based teacher education in terms of teachers gaining a new identity as they are expected to train prospective teachers. Her study was designed as a case study with the participation of seven experienced teachers (who serve as teacher educators) in England where the school-based teacher education is adopted as an alternative to conventional teacher education programs. When their views were investigated it was found out that they started to change their perceptions about themselves and their practices. This change was explained in Boyd and Harris's (2010) study as 'feeling new'. The new identity also helped their career and skills. On the other hand, some of the teachers did not consider themselves as teacher educators. Their teacher identity was stronger compared to the newly adopted teacher educator identity. Each of the teachers participated in White's (2013) study stated that they gained various benefits. For instance, while one of the teachers benefited the

professional development course he/she participated, another teacher explained the use of various new strategies in classroom to set an example for the novice teachers. Some of the teachers in the study explained that they obtained new professional knowledge, and awareness. Some other teacher stated that they developed positive attitudes toward their profession, and finally they improved their self-confidence levels. Alongside these benefits of classroom practice, the teachers also mentioned other benefits regarding their leadership skills. They took the chance of self-development through CPD and their practices as teacher educators to improve their leadership skills.

Murray and Male (2005) studied the challenges that new teacher educators face. In their study they also revealed some of the benefits of the process as well. The benefits included gaining the necessary knowledge and experience to become a teacher educator in higher education institutions which can be linked with the findings of White's (2013) study where she stated the professional development aspect of the benefits. Another benefit revealed in Murray and Male's (2005) study was the improvement of their understanding of schooling. Obtaining a researcher identity is another benefit of the process according to their study. Establishing a collaborative relationship with mentors and learning about the higher education institution's operations are the rest of the benefits found in the mentioned study.

Challenges Experienced by Teacher Educators

When developing a teacher educator identity, a number of challenges were experienced by the teacher educators. These challenges are touched upon in the literature as 'de-skilling' which refers that feeling a loss of skills and experiences that was earned before starting the teacher education profession (Murray & Male 2005, Harrison & McKeon 2008, Clemans, Berry & Loughran, 2010); limited awareness of the teacher education pedagogy (Boyd and Harris 2010, Field 2012), and the diverse requirements of the two settings (teacher education, and teaching settings) (Trowler & Knight 2000, Boyd & Harris, 2006). While there exist many challenges for teacher-based teacher educators, they suffer from the limited support (Wood & Borg, 2010). In addition to these challenges school-based teacher educators may experience institutional challenges and challenges regarding the professional learning community (White, 2013). The institutional challenges refer that a teacher educator may find himself/herself between spending effort for the best of the pupils he/she teaches and for the prospective teachers he/she educates. As for the challenges regarding the professional learning community, teacher educator in

White's (2013) study revealed that they feel the need of a community to share their practices and learn from others' practices. In their study with 16 university lecturers who were at the beginning of their transition from teachers to teacher educators. Boyd and Harris (2010) mentioned that the new teacher educators often find themselves in tensions about their new identity. They develop their new identity as university teachers which in turn connects them to scholarship in a sense. However, they do not perceive themselves as part of the academic community. Additionally, these new teacher educators find involving in research activities also another challenge.

Standards for Teacher Educators

Association of Teacher Educators (ATE) developed standards for teacher educators to illustrate the impact of teacher educators on teacher educators. The standards were designed in a comprehensive manner to help all of the stakeholders who are involved in teacher education. These standards not only focused on pre-service teacher education but also aimed to cover the continuous professional development process of teachers from all experience levels. The original standards were generated in 1992 while they were subjected to comprehensive revision later on with the feedback from the various sources such as the studies on teacher education, teacher educators, and from the general public. The current form of ATE's Standards for Teacher Educators involves nine standards with their indicators and artifacts (ATE, 2008, pp. 3-8).

- *STANDARD 1 Teaching: Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education.*

Teacher educators should be role models for the teacher trainees with both possessing the necessary domain and professional competencies and knowledge of the field, predispositions of research results, and literacy of technology and assessment.

- *STANDARD 2 Cultural Competence: Apply cultural competence and promote social justice in teacher education.*

The teacher educators should be able to equip the teacher trainees to address and embrace learners from different cultural, social, and linguistics backgrounds. Teacher educators should help teacher trainees to have equal expectations from the students with different backgrounds.

- *STANDARD 3 Scholarship: Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.*

A teacher educator should be inclined with academic discovery, implementation, and teaching practices. In this sense, a teacher educator uses inquiry and scholarship to generate novel knowledge that expands the existing understanding and philosophy of teaching.

- *STANDARD 4 Professional Development: Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.*

A teacher educator helps the teacher trainee and in-service teacher to actively engage in continuous professional development and continuously reflect upon their practices. In this way the teachers are able to adapt themselves to the changing world of teaching, knowing the fact that teaching is one of the most dynamic professions.

- *STANDARD 5 Program Development: Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.*

A teacher educator plays an active role in developing, implementing, evaluating, and revising the curriculum for teacher education. In addition, a teacher educator uses scientific methods and approaches in all these processes. A high-quality curriculum is a priority of teacher educator.

- *STANDARD 6 Collaboration: Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.*

A teacher educator works in collaboration with colleagues and other relevant stakeholders in terms of improving his/her teaching and research practices as well as the level of students' learning. The effectiveness and knowledge of teacher education can be enhanced by means of collective practice which can be facilitated through collaborative work in teacher education. Forming a community for collaboration in a sense improves teacher educators' self-learning and competencies. Partnerships between individual practitioners and their institutions ensures long term, formalized collaboration.

- *STANDARD 7 Public Advocacy: Serve as informed, constructive advocates for high quality education for all students*

Teacher educators aim to promote high quality education through actively supporting it. They take part in governmental and social processes regarding teacher education to have an influence toward facilitating the quality of teacher education. They actively share their educational concerns as well as visions with all relevant social, individual, and institutionalized parties.

- *STANDARD 8 Teacher Education Profession: Contribute to improving the teacher education profession.*

Teacher educators undertake responsibilities that enables them to contribute to the development of teacher education profession through collaborative and visionary approach. They help figure out and act upon the deficiencies and weaknesses of the teacher education profession.

- *STANDARD 9 Vision: Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views.*

A teacher educator possesses the necessary skills to predict the changes that are occurring or may occur in the near future. The minimalist effects and the impact of technology is observed in every aspect of social life. Therefore, it is important for a teacher educator to train the future teachers to integrate into these changes while also being the directors of the changes. The effect of globalization on education should be embraced by the teacher educator. Teacher educators should be the leaders of the changes in the society rather than merely following them.

Dutch Association of Teacher Educators (VELON) developed standards for teacher education under three main competencies which are *Instructional Competencies*, *General Competencies*, *Domain-Specific Skills* (Koster & Dengerink, 2001). These competencies are further detailed to provide a guideline for teacher educators. In this sense, *Instructional Competencies* centers on evolving students towards competent teachers. A teacher educator is expected to both conduct research on teacher education and deliver proper instruction for teacher trainees. In fact, “teacher education is vocational education...” (Kosner & Dengerink, 2001, p. 348) in that teacher trainers work actively within the boundaries of their own institutions to prepare students for the schools where they are supposed to work in future. An effective teacher educator is the one who has a good recognition of the developmental processes of his/her students; promotes and guides the prospective teachers’ development; and undertakes the responsibility of his/her professional development. A good teacher educator is able to develop a philosophy of teaching in relation to the real-world demands. They integrate their philosophy into their institutions’ pedagogical approach and convey this combined vision to their students and colleagues. Teacher educators are expected to be risk takers and be prepared to take initiatives. Teacher educators perceive their students as partners with whom they share responsibilities in developing, implementing, and evaluating the instructional processes and their continuous professional development.

The second domain of competency is *General Competencies* which include *content competencies*, *pedagogical competencies*, *organizational competencies*, *group dynamic and communicative competencies*, and *developmental and personal growth competencies* (Kosner & Dengerink, 2001). Accordingly, *content competencies* refer that a teacher educator is able to

obtain and sustain the skills and knowledge related to their field, combine various educational and content area-related disciplines, reflect the developments in their field to their practices to keep the prospective teachers up-to-date. Regarding *pedagogical competencies* a teacher educator cooperates with his/her colleagues to design, implement and evaluate the curriculum as well as revise and fix the curriculum. Besides a teacher educator establishes a positive learning atmosphere in the classroom. A teacher educator considers the individual needs of his/her students, uses proper pedagogical approaches in his/her teaching process, includes his/her students in the decision-making processes regarding the training procedures. Next, a teacher educator determines and acts upon the strengths and weaknesses of his/her students through appropriate evaluation activities as well as evaluates and reflects upon their own teaching practices. A teacher educator needs to have *organizational competencies* as a part of their general competencies. Relatedly, a teacher educator is able to establish connections within and out of his/her institution regarding his/her profession, joins and takes active role in the activities to improve the organizational appearance and image of his/her organization, and establish and maintain multidisciplinary research teams. For the *group dynamics and communicative competencies*, a teacher educator should be able to handle prospective teachers who are young adults and in-service teachers who can be considered as adults, manage the relationships among their students, colleagues, and teachers, and develop empathy towards his/her colleagues, and provide consultancy when they need. According to Kosner and Dengerink (2001) *developmental and personal growth competencies* are prerequisite for the mentioned four competencies. In this respect, these competencies refer that a teacher educator is able to keep up with the latest developments in the field of teacher education in particular and education in general, and integrate them with their teaching philosophies, perform systematic reflections on his/her teaching approach and strategies, and increase the visibility of his/her learning processes for the people he/she work with and his/her students.

Kosner and Dengerink (2001) mentioned two domain-specific skills as those engaged in in-service education and those engaged in research. Accordingly, the former skill refers that quickly adjust themselves to the fast-changing needs of teaching, act upon a demand-offer principle, considers the connection between the students and their institutions, and copes with the changes and the people who resist to these changes. The second domain-specific skill, those engaged in research requires a teacher educator to support the ongoing cumulative knowledge production processes by conducting research activities and using the results of these research

studies, and guides the pre-service and in-service teachers, who are under his/her supervision, in their process of conducting autonomous research activities.

Related Studies on Teacher Educators

Ataş (2018) explored the definition, competence, and professional development profiles of teacher educators in ELT in Turkey. More specifically, the study delved into the definition of the profession of teacher educators, the personality traits and professional characteristics that teacher educators are required to possess, and the expected responsibilities and roles of both teacher educators at universities and mentor teachers at schools. In addition, the study aimed to define the knowledge domains which cover the knowledge base and skills of teacher educators. To do so, the researcher recruited 41 university-based teacher educators, 193 pre-service teachers, and 43 school-based mentor teachers in Turkey. While the teacher educators were interviewed face-to-face, the pre-service teachers completed a survey form. The researcher provided detailed definitions of teacher educators' competencies, their profession, and professional development profiles through content analytic approaches. A *professional standards framework for language teacher educators in Turkey* was created at the end of the study.

There are studies conducted to explore teacher educators' cognitions in handling conflicts or dilemmas in their teaching process. Having adopted a comparative approach to uncover teacher educators' views on pedagogy, Cabaroğlu and Tillema (2011) contrasted the interview data gathered from 12 teacher educators in the Turkish context with the datasets from the Kremer-Hayon and Tillema (1999) and Tillema and Kremer-Hayon (2005) studies conducted in Israel and The Netherlands. More specifically, the researchers attempted to identify the potential dilemmas confronted when teaching to teach to student teachers as well as to determine the strategies employed to deal with these dilemmas. The findings revealed that there were shared teaching dilemmas across these three contexts, which serve as central constraints to the pedagogy of teacher educators. Yet, there existed differences across contexts, which derived predominantly from the adopted approaches and perspectives on teaching. The dilemmas were categorized under eight topics as *dealing with time, use of facilities, teaching approach, assessment, lack of congruence between theory and practice, physical conditions, use of target language vs mother tongue, and lesson content*.

With the growing interest in promoting autonomous and self-regulated learning in language teaching, teacher educators confront more demands to develop self-regulated learning strategies of their students. Relatedly, Tillema and Kremer-Hayon (2002) explored how teacher educators are willing to promote self-regulated learning in their students, how they conceptualize self-regulated learning, as well as, as self-regulated learners, how they contribute to their own professional development. The researchers collected the data from both the Israeli and Dutch teacher education contexts. The results revealed that teacher educators encountered several professional dilemmas with regard to self-regulated learning. They found that these dilemmas stemmed from the underlying conceptions of teaching and learning and the demands of the teaching context. Another important finding of the study was that there was no congruence between what teacher educators did with respect to self-regulated learning and what they taught their students to do. This incongruence was higher in the Dutch context. Furthermore, teacher educators were challenged with both learning to employ self-regulated learning approaches and teaching their students to use these approaches.

It has been well recognized that teacher educators can face various challenges as they make the transition into the academic community. Martinez (2008) carried out a reflective exploration of the transition problems of novice teacher educators from an Australian regional university. The following significant transition challenges were addressed as a) new learners: children to adults, b) autonomy, c) institutional structures and size, d) work environment, including technology, e) the modelling imperative, and f) research and promotion culture. The researcher argued for multidisciplinary cohorts for induction and underlined the need for both inclusive and systematic induction programs for novice teacher educators along with other new academics. In addition, the researcher called for large-scale studies in order to investigate the entry and career pathways and the contemporary teacher education workforce.

The establishment of a professional identity in higher education is one of the central challenges novice teacher educators can face. Murray and Male (2005) analyzed the conflicts and tensions of 28 teacher educators working on Initial Teacher Education courses in English. It was found that it took around 2-3 years for the majority of the participants to construct their new professional identities. Furthermore, the participants encountered challenges in two major areas as the development of a pedagogy for initial teacher education in higher education and being research active. To meet these challenges, the researchers underscored the requirement of suitable adaptations to their prior identities as school teachers. It was also required for new teacher educators to experience a healthy transition that they need to develop a new kind of

knowledge, skills, and expertise, which was partly based on their prior knowledge and expertise as a school teacher.

Having adopted a narrative inquiry approach, Yuan (2017) scrutinized how a new language teacher educator shares and reshapes his professional identities at the tertiary level during his research and publishing practice in the Hong Kong context. The study results demonstrated that the participating teacher educator continually attempted to secure and develop his identity as a 'language teacher educator and researcher'. During this period, the participant experienced different contextual constraints such as the institution's policy, the culture of 'publish-or-perish', and negative attitudes toward practice-oriented research. This study was important in promoting the understanding of the complexities and challenges that appeared in the process of novice teacher educators' identity construction. The researcher offered that universities need to be more open to teacher educators' practice orientation and their values and predispositions. This can pave the way for providing more opportunities and resources for teacher educators to improve their professional learning and construct their identity. Novice teacher educators can be supported through systematic induction during their transition into a new teaching environment and the development of new identities and forms of professional practice. Similarly, because of the negative effect of the 'publish-or-perish' culture on teacher educators' identities, tertiary level and other academic institutions need to reconsider the notion of 'research' and 'scholarship'. Last but not least, in academia, the stakeholders such as editors and reviewers need to be more understanding towards the individual variations such as linguistic, cultural, and rhetorical stemming from various teaching and socio-cultural environments.

As an explorative international study, Klink, Kools, Avissar, White, and Sakata's (2017) study examined the concerns, professional goals, and professional development activities of 25 experienced teacher educators from 10 different countries. The researchers conducted interviews with these teacher educators. The results revealed that the concerns of teacher educators varied throughout their careers. During their inexperienced years, teacher educators mainly focused on surviving in the profession, while in the following years, they became more concerned with their own professional identity and with their students as individuals. Teacher educators from all the participating countries engaged in various development activities. More specifically, the majority of the teacher educators engaged in research-related activities since they consider this kind of activities as a powerful medium for their professional development. Regarding their professional development in the future, all the teacher educators had plans, and

yet, they sometimes anticipated some obstacles to executing those plans, such as limited resources and time. In addition, teacher educators from different countries had similar concerns and comparable professional development activities and future plans regarding their professional development.

Professional Development

There exists a plethora of research on teacher professional development in the literature; however, the professional development of teacher educators has long been neglected (Loughran, 2014). Citing Smith (2003) Loughran (2014) stated that the importance of professional development of teacher educators is not only limited to teacher education, but it should be considered from a much larger perspective that covers the whole education system. In the same vein, it can be argued that as teachers are one of the main determinants of a successful education teacher educators are equally -if not more- important component of education system as well.

As stated by Liu (2014) the nature of teacher education practices requires teacher educators to adapt themselves to the newest developments in the field. The risk of being confined in their ivory towers stands as a huge obstacle in front of a teacher educator. To be clearer, teacher educators must be actively engaged in the field themselves if they want to stay up to date. Cobo (2013) insisted on the concept of mobility of teacher educators. With this term he refers to teacher educators learning from different social and cultural contexts and environments as well as being open to various forms of knowledge in different situations and understandings and philosophies from diverse disciplines. This process leads to a need for skills including but not limited to collaboration and adaptation. Cobo (2013) highlighted these important points based on the premise that teacher education now has a global characteristic which requires teacher educators to become *internationally competent*. The field experienced at the local scale is -in this era of globalization- far from being satisfactory in terms of the professional development of teacher educators. What Liu (2014) called "*globally enriching and contextually nuanced*" perspective is of central importance. Therefore, in order to be a well-equipped teacher educator, one must combine the global knowledge base with the contextual information to create a unique blend of knowledge that is necessary in the profession. A balance between autonomous search for information and support from colleagues, institutions and other external sources facilitates this process (Liu, 2014). Liu (2014) proposed a balanced structure of three

components in teacher educators' professional development. These are namely "1) personal and professional development; 2) research- and practice-based development; and 3) aesthetic and pragmatic development." (Liu, 2014, pp. 21-22). Liu approached professional development from a Confucian perspective. In this respect, he explains that personal and professional development go hand in hand. This component highlights the wholeness in professional development and considers teacher educators' being both professional beings as a part of their institutions and humans at the same time. Secondly, he explained that research-based and practice-based development are equally important. To be clearer a teacher educator makes use of his/her experiences and research results from the literature for the professional development purposes. Finally, engaging in the aesthetic and pragmatic development is also established as a key aspect of international professional development of teacher educators.

In the light of these studies emphasizing the essentiality of professional development, Kennedy (2005) compiled the existing continuing professional development models. These models are;

- training model,
- award-bearing model,
- deficit model,
- cascade model,
- standards-based model,
- coaching/mentoring model,
- community of practice model,
- action research model,
- transformative models (p. 236).

Program Development Models

Program development models serve as guides that show the steps and procedures to develop a solid curriculum for a certain subject area (Oliva & Gordon, 2013). In this sense in a curriculum development study, first of all, it is best to decide on the model to be used. This decision enables a systematic and smooth progress of the procedure. To determine the most appropriate model for a curriculum development study a researcher should have an understanding of the various models in the literature. Each model has a different perspective with a different philosophical

and theoretical background. In this respect some of the seminal models in the literature include *Tyler Model*; *Taba Model*; *Saylor, Alexander, and Lewis Model*; and *ADDIE Model*.

Tyler Model

Tyler Model is considered as the most widely used model for curriculum development and many other models were developed based on this model (Posner, 1995). This model was developed by Ralph W. Tyler based on Taylor's scientific management theory which was first come to light in his *The Principles of Scientific Management* in 1911 with his work on railway workers (Taylor, 1919). Building on Taylor's work, in 1940s, Tyler -in his model- proposed that the first step of a curriculum development process is the selection of the educational objectives (Tyler, 2013). He mentioned three sources in the selection of the objectives. These sources are student, society, and the subject matter. According to Tyler, a philosophy of education should be adopted, and the process of program development should be aligned with this philosophy. Therefore, in the next step after the selection of the objectives, they should be reconsidered based on the educational philosophy adopted. After finalizing the objectives, the further steps are taken toward selecting learning experiences, organizing learning experiences, directing learning experiences, and finally evaluating learning experiences. Tyler Model is mostly credited for the selection of the objectives (Oliva & Gordon, 2013). To put in a nutshell, it can be stated that the model focuses mostly on the product in the education process rather than the process.

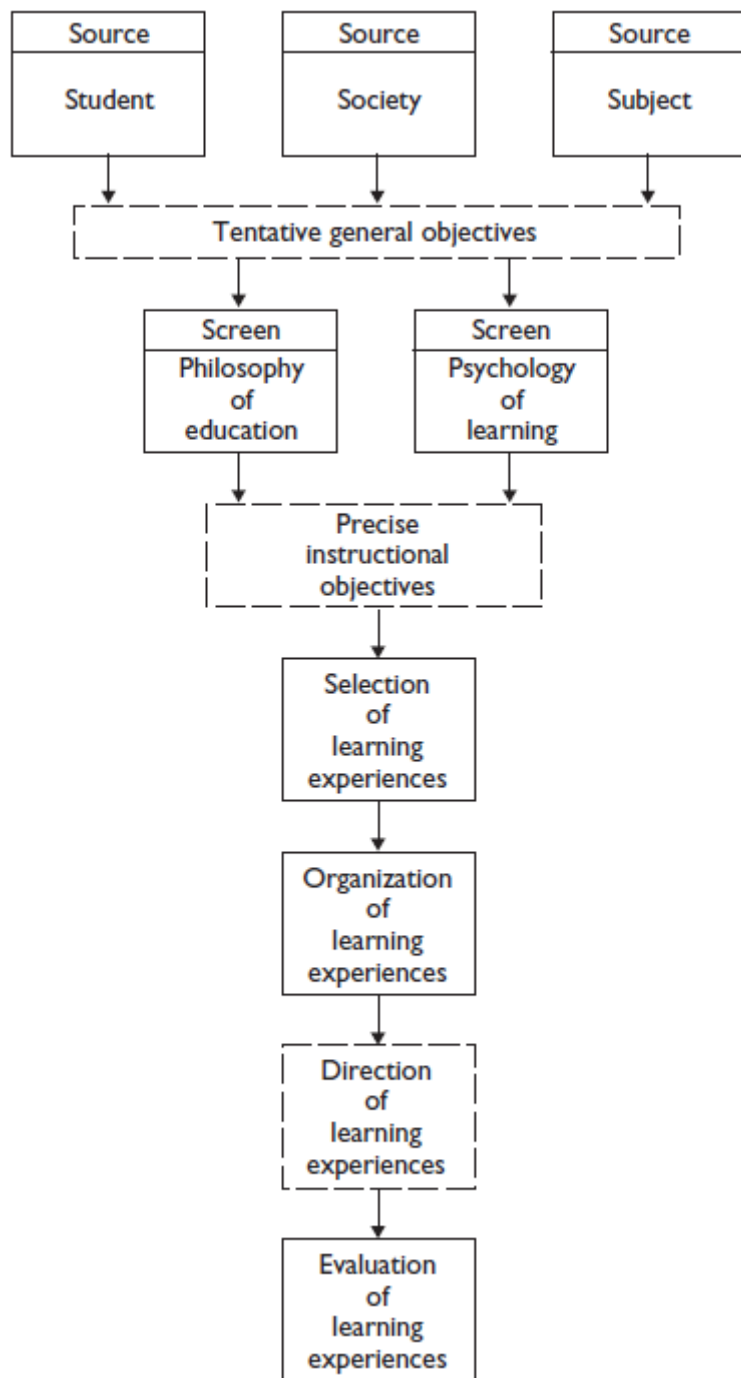


Figure 2. Tyler Model. Oliva, P.F., & Gordon, W.R. (2013). *Developing the Curriculum* (7th ed.). Boston: Pearson.

Taba Model

Hilda Taba, who is the theoretician developed the Taba Model, argued that curriculum development should be conducted by teachers themselves rather than so-called experts (Oliva & Gordon, 2013). In this respect, she withholds a top-down approach to curriculum design

emphasizing the importance of classroom practice. The long-debated theory and practice gap can be bridged following her idea of curriculum development. Another idea she put forward is that teachers should start the process developing usable bits of curriculum rather than setting out with whole curriculum development process (Oliva & Gordon, 2013). She proposed a five-step model for curriculum development (Figure 3). In her model she started the process with the formation of experimental units for the subject area, then she went on piloting of these units, next, the revisions of the units are made based on the feedback from the experimental classroom practice and the units are merged, the fourth step is drawing the boundaries of the curriculum, and the final step is introducing the units to other teacher with the help of school administrators through in-service training programs.

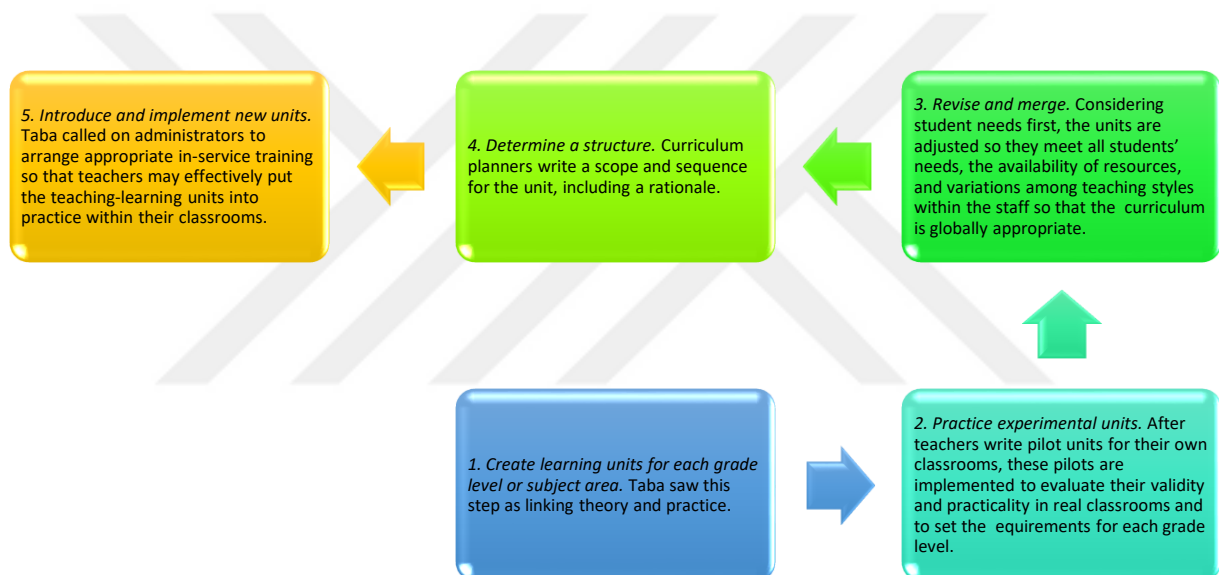


Figure 3. Taba Model. Oliva, P.F., & Gordon, W.R. (2013). *Developing the Curriculum* (7th ed.). Boston: Pearson.

Saylor, Alexander and Lewis Model

Using a systemic administrative approach to curriculum Saylor, Alexander, and Lewis (1981) developed a model of program development (Figure 4). The first step in their model is to select goals and objectives. When the sources of the model are investigated it can be seen that two main sources guide the goals and objective which are the *external forces* and the *bases of curriculum*. A program developer makes use of the legal requirements, research data,

professional associations, and state guidelines which are the external forces. In addition to these, the society, learners, and knowledge area are also considered in the process of determining goals. The second step is designing curriculum. In this process, the program developer makes decisions guided by the goals and objectives to design the curriculum (Lunenburg, 2011). In the curriculum implementation stage the strategies and methods of instruction are employed to teach the content of the subject. Adding a number of alternative teaching strategies enable the teachers with options (Lunenburg, 2011). The final step is the curriculum evaluation step in which the curriculum is evaluated in multiple ways using qualitative and quantitative methods. The evaluation is conducted using both formative and summative approaches. After the curriculum evaluation the evaluator (or curriculum developer) makes a decision about the program. The decision may include continuing to use the program, modifying, or eliminating the program (Lunenburg, 2011).

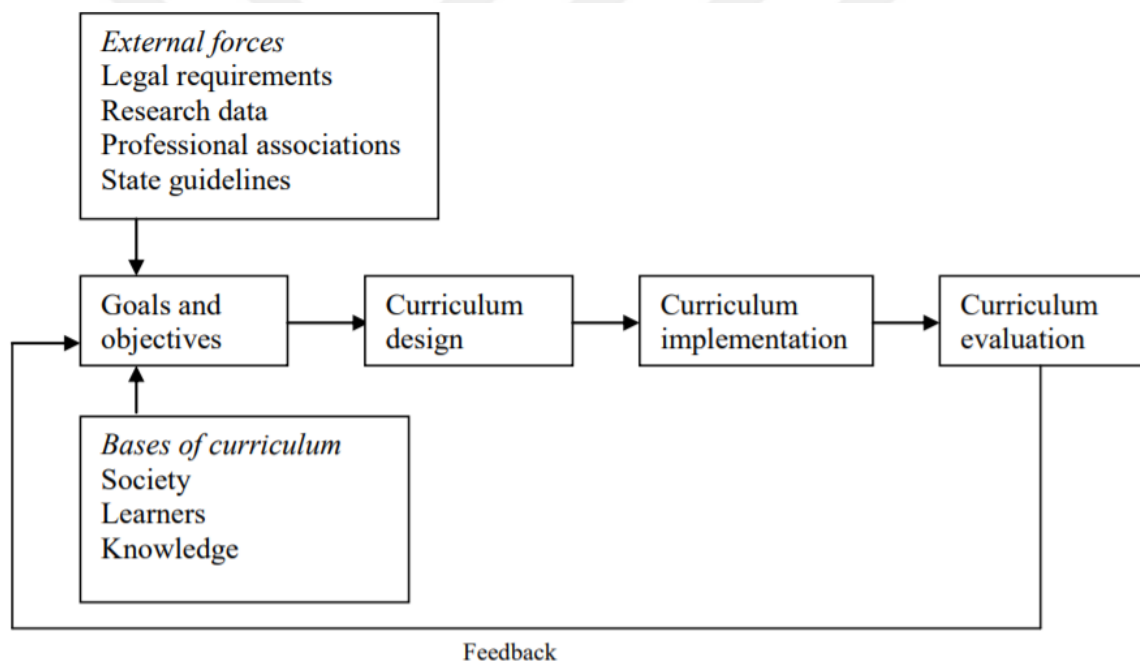


Figure 4. Saylor, Alexander, and Lewis Model. Lunenburg, F. C. (2011). Curriculum development: Inductive models. *Schooling*, 2(1), 1-8.

ADDIE Model

The emergence of this model dates back to 1975 when a group of researchers from Florida State University developed a new model for instructional design (Wrench, Richmond & Gorhan, 2013). This model was at first called as SAT (Systems Approach to Training) and later ISD (Instructional Systems Design). In 1981, Watson re-labeled this model as ADDIE model which

is an abbreviation that stands for *Analysis, Design, Development, Implementation, and Evaluation*. Currently, this model is widely used for instructional design in diverse educational contexts. The steps of the model are explained below.

Analysis: This step is the needs analysis process of the curriculum development. In this process the needs of the learners are collected and analyzed using qualitative and quantitative data collection and analysis methods. According to Wrench, Richmond and Gorham, (2013) “The analysis phase helps teachers and instructional designers determine three basic aspects of learning: knowledge level, learning needs, and appropriateness of instruction.” (p.12). Wrench Peck Richmond, and Gorham (2013) indicated that the analysis process is composed of three steps. The first step is uncovering the current knowledge level of the learners regarding the target subject area. The researchers should strictly refrain from either underestimating or overestimating the current knowledge levels of the learners according to Wrench et al. (2013). They stated that in such a case teachers can find them in a position where the topic is either too hard or too easy for the learners to process. In the next step of the analysis phase, the curriculum development expert should identify the learning needs. These learning needs of the student should be determined considering Bloom’s taxonomy of learning. In the last step of the analysis process, the aim is to determine if the gap between what is already known and what should be known can be filled with instruction or other systematic problems that inhibit learning exist. In both academic and nonacademic contexts, the source of problem may be anything other than instruction, that’s the reason why the diagnosis of the source is of utmost importance.

Design: The next step after bringing the problem to the light is the design phase. Wrench et al. (2013) states that this is the step in which a module for instruction is designed. At this phase the instructional designer decides on the target objectives regarding a topic to be learned or a whole course based on the results of the analysis phase. Additionally, the methods of evaluation of the learning, as well as a plan for designing learning will be established at this phase.

Development: The third phase is the development in which the instructional designer starts shaping the curriculum based on the plan established in the design phase. Wrench et al. (2013) describes this process as theory put into practice. At this phase the purpose is to present the content in a comprehensible way for the learners. The learning modules and materials are developed at this phase and piloted to determine the effectiveness, and possible malfunctioning parts and fixing those issues before the actual implementation.

Implementation: This is the step the curriculum and or materials designed for the instruction of a specific topic are put into actual practice with the participation of real learners in the actual education contexts. The care given to the piloting process enhances the chances of a successful implementation to a great extent.

Evaluation: At the final phase of the instructional design the evaluation practices are conducted to evaluate both the learning levels of the learners and the functioning of the materials, and the curriculum developed. The effectiveness of the instructional strategies and materials are tested at this phase. If problems are encountered regarding the curriculum either partial fixing is practices, or the curriculum is developed from scratch based on how big or fixable the issue is.

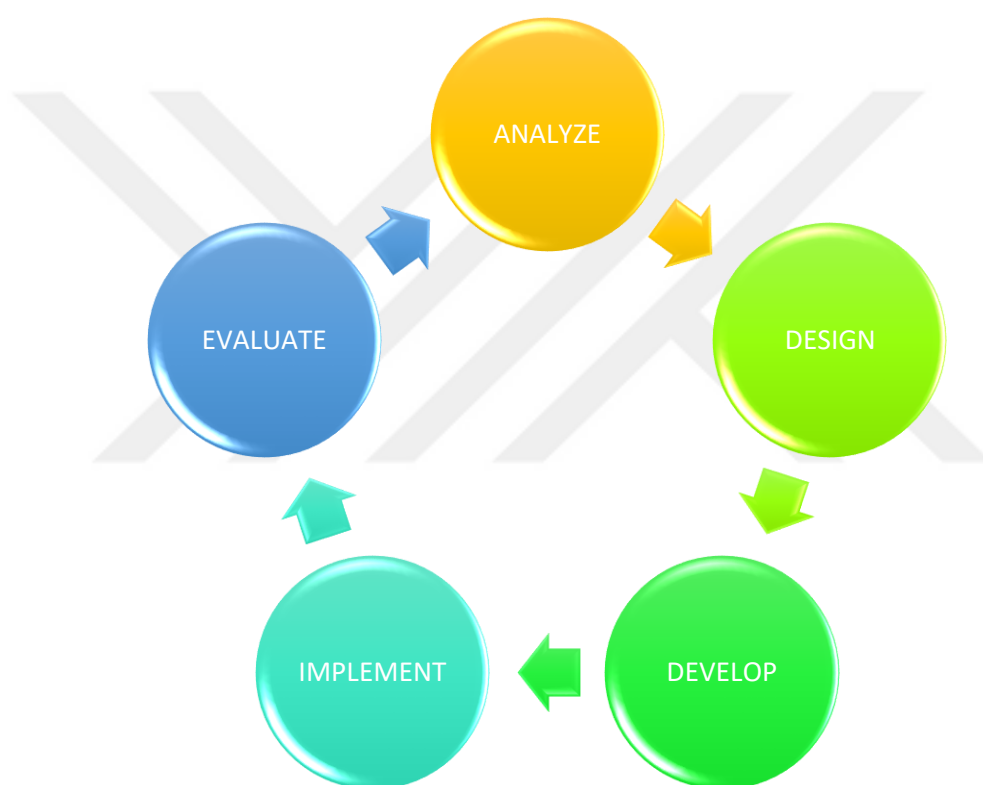


Figure 5. Action steps of ADDIE Model.

In all above-mentioned models, the common point is the need for an assessment process. Therefore, it can be stated that assessing the needs of the learners is the one most important as well as agreed upon step of the curriculum development procedure.

CHAPTER III

METHODOLOGY

This chapter includes an overview of the methodology followed in this study. The steps and procedure are explained in detail with references to the theoretical background of the methods conducted.

Study Design

On learning how to teach teaching, Forgasz (2013) stated the importance of pursuing thoughtful, focused, and meaningful professional development for teacher educators. Having competent teachers of English relies mainly on the guidance and education provided by the teacher educators at the departments of English Language Teaching; the more the teacher educator is well-equipped, the more competent teachers will be. Thus, as suggested in the literature, it is crucial to provide some solutions to the challenges that teacher educators face. Plus, as the researcher has also experienced the same challenges in her early years of being a research assistant, this study is driven by the existing need in the language teaching departments. In identifying the current need, the experienced and novice teacher educators at language teaching departments in the educational faculties in Turkey and the teacher educator candidates who were about to finish their PhDs were consulted for their opinions about becoming a teacher educator. Upon identifying the challenges and needs of these participants, the study also aimed to suggest, implement, and evaluate a training program in accordance with teacher educators' and teacher educator candidates' needs.

To this end, this study is based on a qualitative approach in which an action research methodology is pursued with the help of the components of an instructional design and research

model, ADDIE. This qualitative research includes mapping the territory for teacher educators, defining the needs of teacher educators and candidates, designing and developing an effective professional development model for teacher educator candidates, and evaluating this model upon the implementation.

Although qualitative research designs and methods were once criticized, their nature brings out effective outcomes, and their 'generative potential' is significant (Peshkin, 1993, p.28). Durdella (2019) summarized the "directions of qualitative research" as "description, discovery, exploration - especially related to how and why people behave, interpretation, and verification" (p.4). As the current study focuses on exploring and describing the teacher educators' becoming journeys, the study's aim, problem, and questions beseech a qualitative approach to collect information and have an in-depth understanding of them.

Upon identifying that the qualitative approach was the best fit for the study when all components were regarded, the researcher sought the best methodology to apply in line with the research aims and questions. Among the methodologies the qualitative approach supports, phenomenology, case study, and action research methods were prominent. As the action research method makes it possible for the researcher to participate directly in the process, be one of the sources of information, and conduct activities such as development, change, and re-planning, this study is based on an action research method.

Before explaining the action research model applied in this study, the researcher finds it essential to provide the definitions of what action research is. Although there are multiple definitions suggested in the literature (Burns, 2009), the most cited ones are of Carr and Kemmis (1986), Bassey (1998), O'Leary (2004), Cohen and Manion (1994), and Koshy (2005). While Bassey (1998, p. 93) defined "action research as an enquiry which is carried out to understand, to evaluate and then to change, to improve educational practice", this act of "enquiry" was highlighted as "a form of self-reflective enquiry undertaken by participants to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out" by Carr and Kemmis (1986, p.162). In the same vein, Koshy (2005) stressed the 'constructive' aspect of action research by regarding:

action research as a constructive enquiry, during which the researcher constructs his or her knowledge of specific issues through planning, acting, evaluating, refining and learning from the experience. It is a continuous learning process in which the researcher learns and also shares the newly generated knowledge with those who may benefit from it. (p. 9)

In addition to the constructive aspect, another definition by Piggot-Irvine, Rowe, and Ferkins (2015) added the collaborative aspect of action research by stating that action research is "a collaborative transformative approach with joint focus on rigorous data collection, knowledge generation, reflection and distinctive action/change elements that pursue practical solutions" (p. 548). This collaborative component of action research led Kemmis and McTaggart (1986) to participatory action research which was, later, voiced by O'Leary (2004) as well when she explained action research as "a strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In action research, processes, outcome and application are inextricably linked." (p. 139). What all these definitions have in common is that action research, in its nature, is a cyclical process in which the practitioners try to improve their practices by changing and taking a reflective, constructivist, and collaborative action. Cohen and Manion (1994, p.192) summarized this process as follows:

...the step-by-step process is constantly monitored over varying periods of time and by a variety of mechanisms (questionnaires, diaries, interviews and case studies, for example) so that the ensuring feedback may be translated into modifications, adjustment, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself rather than to some occasion.

On the key features of action research, Cohen, Manion, and Morrison (2018) listed the practitioner-identified problems, collaboration, being cause-oriented, practitioner-involved solutions, divergent and convergent phases, an intervention plan, implementation of the intervention plan, and evaluation (p. 450). Koshy (2005), on the other hand, listed the following advantages of action research:

- Research can be set within a specific context or situation;
- Researchers can be participants – they don't have to be distant and detached from the situation;
- Action research involves continuous evaluation and modifications can be made as the project progresses;
- There are opportunities for theory to emerge from the research rather than always follow a previously formulated theory;
- The study can lead to open-ended outcomes;
- Through action research, the researcher can bring a story to life. (p.21)

All mentioned definitions, features, and advantages led the researcher to find action research as the best fitting qualitative research method for the current study as it focuses on an immediate problem and on a change to improve educational practices. In applying the action research method, the researcher had the purpose of "learn[ing] through action leading to personal and professional developments" (Koshy, 2005, p.10). To accomplish this purpose, the researcher followed the spiral action research model (Figure 6) as this would enable the researcher to plan,

act, observe, reflect, and re-plan until the researcher found satisfying solutions and results for the targeted problem.

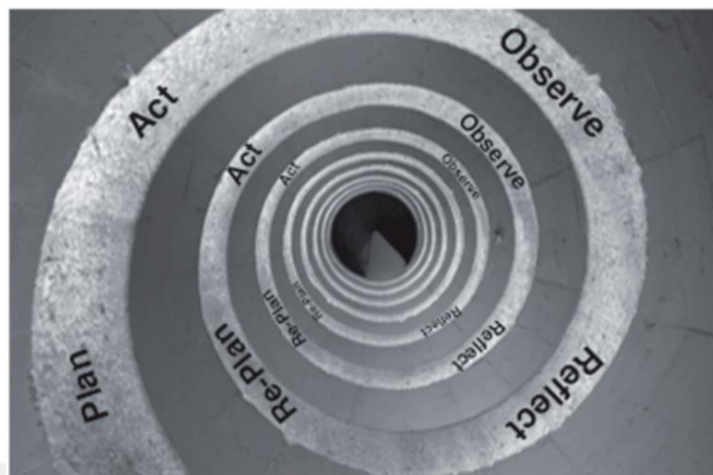


Figure 6. The action research spiral. Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research.*

Participants

This qualitative study was conducted with teacher educators and teacher educator candidates. Of non-probability sample types in which the sample "does not represent the wider population; it simply represents itself" (Cohen, Manion, & Morrison, 2018, p. 217), purposive sampling which was defined as "a feature of qualitative research, [in which] researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristic(s) being sought" by Cohen, Manion, and Morrison (2018, p. 218) was used in forming the study group. To reach the aim of the study, it was a must to conduct an analysis of teacher educators' and teacher educator candidates' needs and experienced challenges. Thus, experienced teacher educators and teacher educator candidates provided data as participants for this purpose. The researcher needed expert views at various steps of the study, and for these, teacher educators, who were consulted, provided their comments and suggestions. Experts were consulted prior to applying the data collection tools such as the questionnaire, the questions for the semi-structured interviews, the contents of the training program, and following the piloting of each data collection tool and the implementation of the piloting procedures. The following table indicates the distribution and number of the participants of this study.

Table 1.

The Distribution and Number of the Participants

Participants	n	Participation
Teacher educators	3	Providing expert views on data collection tools
	35	Providing data for the questionnaire
	7	Providing data for the semi-structured interviews
	2	Piloting of the questionnaire
	3	Piloting of the semi-structured interviews
	2	Providing expert views on the content of the Journey Model
	2	Providing expert views on the piloting of the Journey Model
	6	Participating in the implementation of the Journey Model as a mentor teacher educator
Teacher educator candidates	27	Providing data for the questionnaire
	9	Providing data for the semi-structured interviews
	2	Piloting of the questionnaire
	2	Piloting of the semi-structured interviews
	6	Participating in the implementation of the Journey Model

Selection of the participants

Selection of the Teacher Educators for Needs Analysis

To select the teacher educators participating in this study to provide data in the needs analysis step, the researcher reached out to EFL teacher educators actively working at Turkish universities' English Language Teaching Departments. All voluntary EFL teacher educators were invited to participate in the questionnaire and semi-structured interviews. Upon getting the ethical permissions, the teacher educators were reached via e-mail and WhatsApp groups of Turkish EFL teacher educators. The information regarding the thesis study, the data collection process, and how this data would be used in the study were explained to teacher educators. The teacher educators filled out the questionnaire, which was distributed to them via Microsoft Forms, and the teacher educators who were volunteers in being interviewed and reached out for further contribution to the study inserted their e-mails and consent on the form. Upon receiving the consents of the teacher educators willing to be interviewed, the researcher sent an e-mail to those participants and set a date in collaboration with the participants. The interviews were held online on the Google Meet platform, which enabled the researcher to record the interviews for transcription and data analysis. Although all interviewees stated their consents to being recorded, only one of them turned their camera off and deliberately asked the

researcher not to include any visual elements of the recorded interview with him. None of the interviewees' videos were included in the transcription and data analysis; the researcher only analyzed and processed the audial data. Another advantage of using the Google Meet platform for online interviews was that it did not only send reminders to interviewees about the interview but also it helped the researcher to store the recordings in Google Drive, which eliminates the threat of losing data in the long run. The background information of the teacher educators is tabulated below. The first table indicates the year of experience the teacher educators have, the second displays their departments of graduation, and the last table includes information on their workplace experiences.

Table 2.

The Distribution of Participants' Year of Experience as Teacher Educators

Year range	n
1-5 years	7
6-10 years	4
11-15 years	4
16-20 years	4
20+ years	16
Total	35

Most of the teacher educators who participated in the needs analysis step of the study have more than 20 years of working as teacher educators. Having experienced teacher educators among the participants contributed to the study in understanding the fluctuating needs of the teacher educators over the course of time. On the other hand, the existence of novice teacher educators (1-5 years of experience, n=7) in the study group enabled the researcher to have an in-depth understanding of the current needs of teacher educators in their initial teacher education careers.

Table 3.

The Distribution of Participants' Department of Graduation

Department of graduation	n
English Language Teaching	31
Language and Literature	2
Linguistics	1
Other	1
Total	35

When the teacher educators' backgrounds are examined, it is seen that almost all of the participating teacher educators graduated from ELT programs. This is believed to be contributory to the study as they are familiar with the context and needs of ELT programs. Although the number of participants with other departments of graduation is limited within the

study group, it is regarded as a common case in the ELT programs. Thus, it is fair to claim that the study group reflects the universe of teacher educators at ELT programs.

Table 4.

The Distribution of the Participants' Workplace Experiences

Workplace	n
ELT Departments	35
Preparatory Schools	17
State University	22
Private University	4
High School	10
Secondary School	7
Primary School	5
Kindergarten	2
Private Language Institution	10
Other	1

As Russell (2007) indicated the significance of teaching experience in enacting the pedagogical knowledge for teacher educators, the researcher also gathered data on the participants' workplace experiences. As Table 4 indicates, the participating teacher educators whose age average is 44.8 are mostly (n=23) experienced in teaching adults. However, the number of participants who had no teaching experience prior to working as a teacher educator is found to be 15. Five of the teacher educators had the experience of teaching English at five different levels.

Selection of the Teacher Educators for the Implementation of Journey Model

As for the selection of teacher educators to participate in the implementation of the Journey model, the researcher set no criteria except voluntariness. The voluntary teacher educators who stated in their interviews that they would wish to contribute to the implementation of the model were later reached out, and their contribution as 'mentor teacher educators' was finalized after discussing the roles of the teacher educators and setting a calendar for the tasks. The roles of the mentor teacher educators differed in accordance with their schedules. Their roles are further explained in the Findings section under the theme of the Journey model's features and components.

Selection of the Teacher Educator Candidates for Needs Analysis

To select the participants as teacher educator candidates for the needs analysis step of the study, the researcher had one criterion; participants would be Ph.D. candidates at English Language Teaching departments in Turkish universities. To identify the potential participants, the researcher listed all research assistants at ELT departments using the official websites provided by universities and the Higher Education database and sent e-mails to the researchers who were introduced as Ph.D. students at ELT departments. In addition to the research assistants, the academic staff of the ELT departments with Ph.D. programs were also contacted and kindly asked to disseminate the questionnaire to their Ph.D. students. Personal networks and WhatsApp groups also enabled the researcher to reach potential participants. All potential participants were informed about the study focus, data collection, and data use purposes and procedures. The researcher ensured the participants were aware that they could withdraw at any point in the study. Prior to asking the participants to fill out the questionnaire and take part in the semi-structured interviews, the researcher had taken ethical permissions. The data collection for the needs analysis is the same as the procedure followed for teacher educators' participation. That is, the questionnaire was distributed via Microsoft Forms, and the online interviews took place on the Google Meet platform.

In total, 27 teacher educator candidates participated in the needs analysis step; the ages of the participants ranged from 25 to 40, with an average of 27.7. Twenty-six of the participants were graduates of ELT departments in Turkey; the remaining one stated to have graduated from the Translation and Interpretation Department. Table 5 displays the participants' years of experience indicate they are mostly in the early years of their careers. While only one of the TECs reported having teaching experience between 16-20 years, most participants (n=13) had 6-10 years of experience in teaching.

Table 5.

The Distribution of Participants' Year of Teaching Experience

Year range	n
1-5 years	6
6-10 years	13
11-15 years	7
16-20 years	1
20+ years	0
Total	27

When the participants' experiences were examined, it was seen that their experience generally included working with adults (n=18), which was similar to the finding on teacher educators'

teaching experience. Although all participants had experience in working at the university level, there was only one participant who had the experience of teaching at high school. When the participants' current positions were asked, it was revealed that 11 of them work as research assistants; 14 as instructors at Language Preparatory Programs; one as a teacher; and one Ph.D. candidate who was not currently working.

Table 6.

The Distribution of the Participants' Workplace Experiences

Workplace	n
ELT Departments	11
Preparatory Schools	15
State University	16
Private University	5
High School	4
Secondary School	4
Primary School	5
Kindergarten	5
Private Language Institution	7
Other	1

Semi-structured online interviews were held with nine teacher educator candidates who wished to participate both in the interviews and the Journey Model. The features and background information of these participants are explained under the next subheading.

Selection of the Teacher Educator Candidates for the Implementation of Journey Model

In selecting participants for the implementation of the Journey Model, the researcher determined a set of criteria after reviewing the literature and analyzing the data gathered from the needs analysis. These criteria were as follows:

- The participants should be research assistants at English Language Teaching Departments.
- The participants should be Ph.D. candidates.
- The participants should have no teaching experience in the ELT departments.
- The participants should be aiming to become teacher educators.
- The participants should be willing to participate in the Journey Model.

Upon getting these criteria approved by experts who are experienced EFL teacher educators, the researcher sent e-mails to research assistants at ELT departments, used her own network, and kindly asked the teacher educators to forward her informative e-mail to potential participants. Although 11 teacher educator candidates stated their voluntariness, nine of them started the implementation of the Journey Model, and six of them finished the Journey model. Due to the heavy workload of research assistants at their workplace and regarding their Ph.D. studies, losing some of the participants was a risk the researcher was voluntary in taking. As the current study is based on a qualitative approach and requires an in-depth analysis of the gathered data, having six participants to implement the model poses no threat to the study. The researcher certifies that the participants were informed about the requirements of the Journey Model, the study focus, the purpose and use of the data collection, and the right of withdrawal the participants had.

The age average of the participating teacher educator candidates was 30.7; their ages ranged from 29 to 33. They were all research assistants at ELT departments, and the participants were currently working at seven different universities. All participants were Ph.D. candidates at ELT departments and had no teaching experience at ELT departments before. However, their work experience at the department was mainly 6-10 years. The following table indicates their participation in the current study.

Table 7.
The Participation of the Teacher Educator Candidates

Pseudo name	Before Journey		During Journey	After Journey	
	Questionnaire	Interview	Tasks and meetings	KWL Charts	Evaluation Form
TEC1	C	C	C	C	C
TEC2	C	C	C	C	C
TEC3	C	C	C	C	C
TEC4	C	C	PC	NC	NC
TEC5	C	C	PC	NC	NC
TEC6	C	C	C	C	C
TEC7	C	C	PC	NC	NC
TEC8	C	C	C	C	C
TEC9	C	C	C	C	C

Note: C= completed; PC= partially completed; NC= not completed.

Procedure

Analyzing the needs of the teacher educators and teacher educator candidates, suggesting a professional development model for teacher educator candidates, and evaluating this suggested model were the aims of this study. To reach these aims, the researcher applied Kemmis, McTaggart, and Nixon's action research spiral model (2014), in which the researcher followed the steps of planning, acting, observing, and reflecting in a cyclical process (Table 8). That is, if the outcomes of the action research were not satisfactory, the researcher would go back to the first step of the model. The steps and procedures of this action research are explained in this section.

Table 8.

The Distribution of Action Research Steps in the Study

Research Questions	Action Research Steps
What are the professional development needs of EFL teacher educator candidates in becoming a teacher educator?	Plan
What are the basic components and features of the suggested training program (the Journey Model) for EFL teacher educator candidates?	Act and Observe
To what extent is the suggested training program (the Journey Model) effective in teacher educator candidates' becoming a teacher educator process?	Reflect

Step 1: Plan

Each action research is based on an immediate problem, and in this study, the problem was experienced and later noticed by the researcher as the researcher had challenges in being an *emergent* teacher educator when she was a recent BA graduate of an ELT department. Upon starting a research assistant position at an ELT department, she was asked to teach courses at the ELT level. Although she was definitely inexperienced and had limited to no pedagogical knowledge regarding how to teach teachers, she had no choice but to start teaching due to a shortage in the number of teaching staff. In addition to her reflections on her experienced challenges in her nine years of working as a struggling teacher educator, the researcher has been observing the beginning research assistants who have struggled in accommodating two new and

simultaneous positions: being a research assistant and being a teacher educator. The experienced and observed challenges led the researcher to accept the problem.

Throughout her MA and Ph.D. education, the researcher expected to receive useful training on how to teach teachers, yet the education provided in these levels focused on how to teach languages and the details. Although this particular education was effective in equipping the researcher with the necessary skills and knowledge regarding English language teaching, the inexistence of training or any kind of theoretical and/or practical knowledge on how to teach teachers and be an effective second-order teacher led the researcher to notice this gap in the education future teacher educators receive. Upon noticing this gap, the researcher firstly examined the courses provided at PhD programs of ELT departments to see only a few programs had courses on how to teach teachers. These courses were observed to be elective, which means Ph.D. students had no obligation to attend them. When the course contents were examined, it was observed that in the 18 English Language Teaching PhD programs in Turkey, courses on language teacher education, teacher education models, and psychology of teacher education are provided. However, the course contents include specific attention to issues related to in-service and pre-service language teachers. No profound theoretical and/or practical knowledge base regarding how to teach teachers are included in the Ph.D. programs.

Basing the problem's cause on the lack of courses or specific training would make no sense without reviewing the literature and understanding how teacher educators worldwide experience the first years of working as a teacher educator. Thus, the researcher reviewed the literature for the studies conducted at national and international levels. The literature review results showed the researcher how common and frequent the challenges were worldwide for teacher educators; however, the studies conducted on the challenges and needs of teacher educators in Turkey were observed to be scarce. In addition, the lack of a training program for teacher educators was reported to be exacerbating the challenging transition process for teacher educators.

Consequently, the researcher conducted a questionnaire and semi-structured interviews with both the teacher educators and teacher educator candidates. The challenges teacher educators experienced, the causes of these challenges, teacher educator candidates' estimated challenges, and the needs of both the teacher educators and candidates were analyzed. The results encouraged the researcher to take action and put forward a training program that would reinforce the teacher educator candidates' professional development.

Upon noticing the need for a training program, the researcher aimed to provide an instructional design based on the needs of EFL teacher educator candidates. With this aim, the models of professional development, instructional design, and program development were reviewed. Among these models, the ADDIE model of instructional design was considered to be the most suitable one. The researcher later consulted experts for their views on the model selection, and the experts agreed on the choice of the ADDIE model as well. The key components of this model, as described by Peterson (2003), are turned into the figure below:

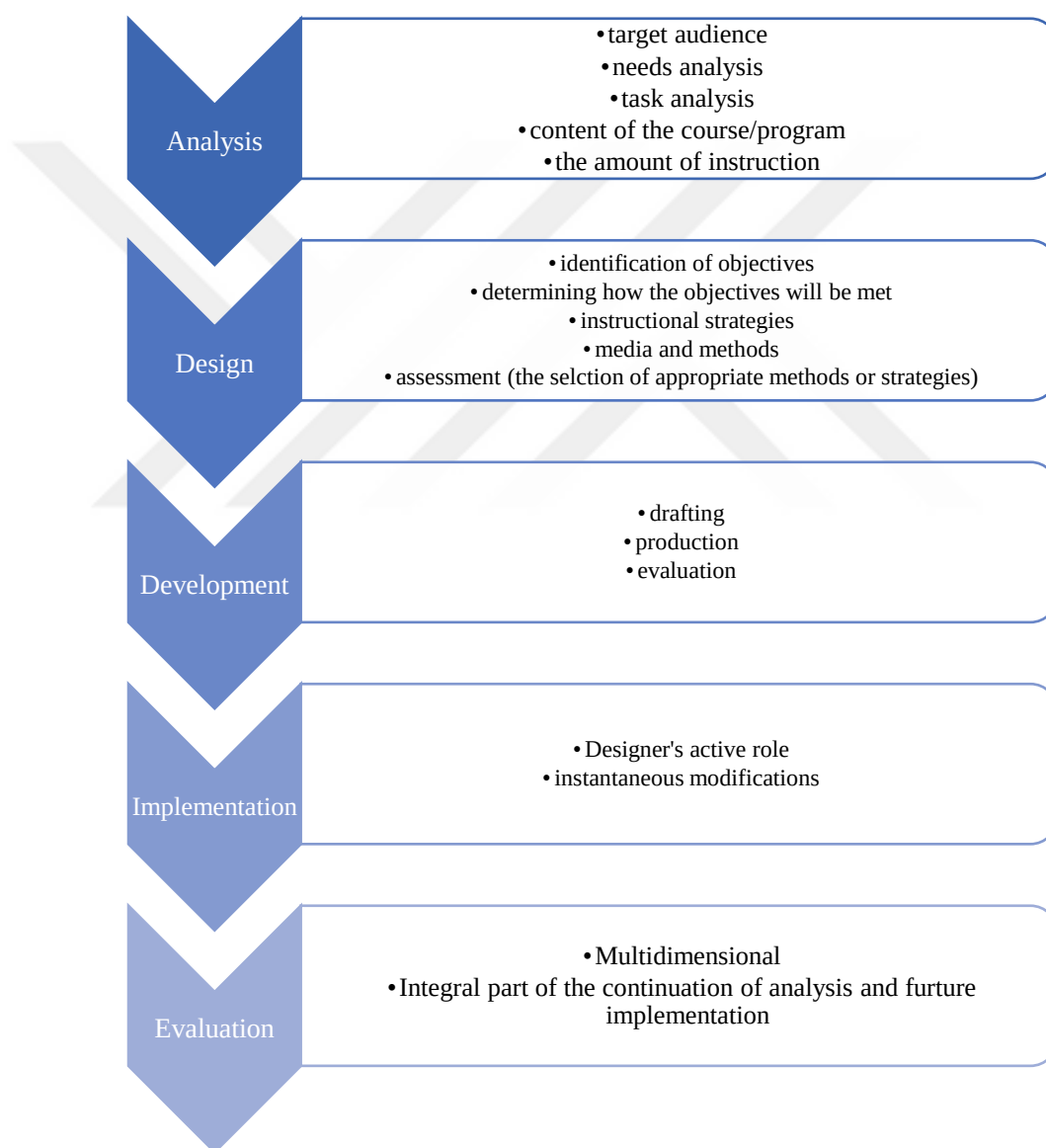


Figure 7. Key components of ADDIE model's phrases.

The actions required for each phase of the ADDIE model were set in the planning step of this action research. The planned actions, then, were presented to experts for their views. Upon

receiving their approvals, the actions provided below were followed in the study's act and observe steps.

Table 9.
Actions Taken in Each ADDIE Phase

ADDIE Phase	Actions
Analysis	Literature review Needs analysis Questionnaire Interviews with teacher educators and candidates Drafting course content and consulting experts
Design	Literature review Drafting and consulting experts Determining syllabus with regard to the findings of the needs analysis
Development	Piloting Expert views Finalizing the instructional strategies
Implementation	Implementing Using Google Classroom to maintain healthy and active communication with the participants
Evaluation	Evaluation Form KWL chart

The distribution of each ADDIE phase throughout the study and the action research step the phases correspond to is provided in Table 10.

Table 10.
The Distribution of ADDIE Phases in the Study

Research Questions	Action Research Steps	ADDIE Phases
What are the professional development needs of EFL teacher educator candidates in becoming a teacher educator?	Plan	Analysis
What are the basic components and features of the suggested training program (the Journey Model) for EFL teacher educator candidates?	Act and Observe	Design Development Implementation
To what extent is the suggested training program (the Journey Model) effective in teacher educator candidates' becoming a teacher educator process?	Reflect	Evaluation

Step 2: Act and Observe

Following the planning of the instructional design, which was observed as a need for the teacher educator candidates in becoming a teacher educator, the researcher initiated the implementation

actions. These actions succeeded the piloting of the instructional design. Throughout the realizations of each action, the researcher actively observed and monitored the process. The details of the actions are depicted below.

Piloting of the Instructional Design

Before implementing the suggested instructional design with the actual participants of the Journey model, the researcher piloted the model with two EFL teacher educator candidates. These teacher educator candidates were research assistants at an ELT department of a state university. The researcher used her network to reach out to these participants. In advance of the implementation of the model, the participants were asked to fill out the questionnaire and semi-structured interviews. The data gathered from these data collection tools informed the researcher about the background and needs of these two participants. It was found that the participants were experienced in teacher education yet still had challenges in certain aspects. Upon being informed about the details of the implementation, the participants asserted their agreement on taking part in the implementation.

The piloting of the instructional design took three weeks, during which the participants had three tasks: reading sources, observation, and preparing a lesson plan. The participants' contribution to the piloting enabled the researcher to test the Learning Management System (LMS) the instructional design was provided. At the end of the piloting, the researchers filled out a KWL chart and the evaluation form in which they presented their views on the efficacy of the instructional design along with the researcher's role, the LMS, instructions, tasks, and the received feedback. The results gathered from the piloting process were forwarded to experts, and in accordance with their approval, minor changes were made on the instructions of the tasks.

Implementing the Instructional Design

The Journey model suggested as the instructional design took place in the spring semester of 2021. Although initially the model was estimated to take six weeks - one week for each of the six modules, the completion of the Journey model took three months due to the hectic schedule of the participants. As for the participants, out of nine participating teacher educators, six of them successfully completed the program. Despite the incomplete tasks, three withdrawn

participants attended the meetings with mentor teacher educators that took place every month. During the implementation, the researcher had to make slight modifications in the contents of the journey modules in line with the participants' altering needs and requests. These changes did not disrupt the overall framework of the program; in contrast added value and contribution to the suggested model.

To establish a healthy environment for the completion of the tasks, the researcher used Google Classroom as the LMS. This platform enabled the participants to observe their peers' progress and contributions as well. In addition, for the sake of effective and immediate communication, the participants were invited to a WhatsApp group. As WhatsApp is currently used by most of the Turkish people as a means of communication, the participants needed no training on how to use this group. The researcher was the administrator of the mentioned group, and the participants' questions were discussed on this application. Plus, in arranging the schedule for the meetings with mentor teacher educators, the researcher and participants used this app. As for the Google Classroom platform, the researcher provided a short tutorial for the participants who were not familiar with the interface of this platform. This tutorial included information on how to join the classroom, submit a paper, reply to a thread, start a discussion, and access the uploaded files and documents.

The instructional design included six modules, and these modules had separate tasks. At the end of each module, the participants were asked to submit their reflections on the covered module. These reflections were guided but not limited to some open-ended questions provided by the researcher. In addition to the tasks, the Journey model included Q&A sessions with mentor teacher educators. These sessions took place on Google Meet, recorded per the consents of the participants and the mentor teacher educators, and shared with the participants on Google Classroom to be used if needed in the future. After the completion of six modules, the participants filled out an evaluation form in addition to the KWL charts they provided. The evaluation form results and participants' reflective thoughts contributed to the researcher's understanding of the participants' views and model's strengths and weaknesses.

Researcher's Role

Throughout the implementation process, the researcher did not take the tasks along with the participants; she had the role of a conductor as she oversaw the smooth operation of the suggested instructional design. In no situation did she force the participants to complete the

tasks or act in a certain way, neither did she attempt to manipulate the course of the Journey model for the participants. The researcher was a schedule planner, task provider, sharer of needed files and documents, communicator between the participants and the mentor teacher educators, and lastly a messenger in sharing mentor teacher educators' feedback.

Step 3: Reflect

At the end of the implementation, the evaluation phase of the ADDIE model was carried out integrated with the reflecting step of the action research. The evaluation process included participants' KWL charts and responses to an evaluation form developed by the researcher. The form was presented to experts for their views, piloted in the piloting of the implementation, and then finalized. Although the KWL charts were collected immediately after the completion of the Journey model, the evaluation form was provided to the participants one week after the completion. The participants were notified about the form both on Google Classroom and on the joint WhatsApp group.

The researcher and an external coder analyzed the six participating teacher educator candidates' KWL charts and responses to the evaluation form. The results indicated satisfactory results; thus, the researcher found no need to re-start the cycle with the planning step. That is, the spiral action research was successfully completed with the three steps of the cycle. The detailed findings and results are discussed in the upcoming chapters.

Data Collection

In her book on collaborative action research, Anne Burns (1999) classified data collection tools that can be used in action research. This classification is based on observational and non-observational techniques for data collection. These are tabulated below:

Table 11.
Data Collection Techniques for Action Research

Observational techniques	Non-observational techniques
Observation	Interviews
Notes and diaries	Surveys and questionnaires
Audio and video recording	Life and career histories
Photographs	Documents
Charting the social organization of the classroom	Metaphor development

Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge University Press: Cambridge, UK.

Burns (1999, p.78) advocated using "exploratory and interpretative methods" in data collection for action research. Among these methods, in exploring and interpreting the targeted phenomena, the current study's qualitative data need is satisfied with the non-observational techniques. The advantages of these techniques are summarized by Burns (1999, p.117) as follows:

- introspective data;
- encouraging self-report;
- emergent issues not estimated by the researcher beforehand;
- rich and in-depth portrayals.

Data Collection Tools and Procedure

This action research exploited interviews and questionnaires in collecting data from the participants in line with the aims of the study. The distribution of data collection tools throughout the study is tabulated below.

Table 12.
The Distribution of Data Collection Tools in the Study

Research Questions	Action Research Steps	ADDIE Phases	Data Collection Tools
What are the professional development needs of EFL teacher educator candidates in becoming a teacher educator?	Plan	Analysis	Questionnaires for TEs and TECs Semi-structured Interviews with TEs and TECs
What are the basic components and features of the suggested training program (the Journey Model) for EFL teacher educator candidates?	Act and Observe	Design Development Implementation	Questionnaires for TEs and TECs Semi-structured Interviews with TEs and TECs
To what extent is the suggested training program (the Journey Model) effective in teacher educator candidates' becoming a teacher educator process?	Reflect	Evaluation	KWL Charts Evaluation Form

Questionnaires

As questionnaires "have the advantage of being easier and less time-consuming to administer than interviews, and the responses of larger numbers of informants can be gathered" (Burns, 1999, p. 129), the researcher used this collection tool to collect data from a relatively large number of respondents. The questionnaire was developed by the researcher, presented to the views of experts, piloted with two teacher educators and two teacher educator candidates, inserted to the Microsoft Forms website, disseminated to potential participants, and monitored in terms of the responses it received. The steps followed in forming the questionnaire are displayed in Figure 8.

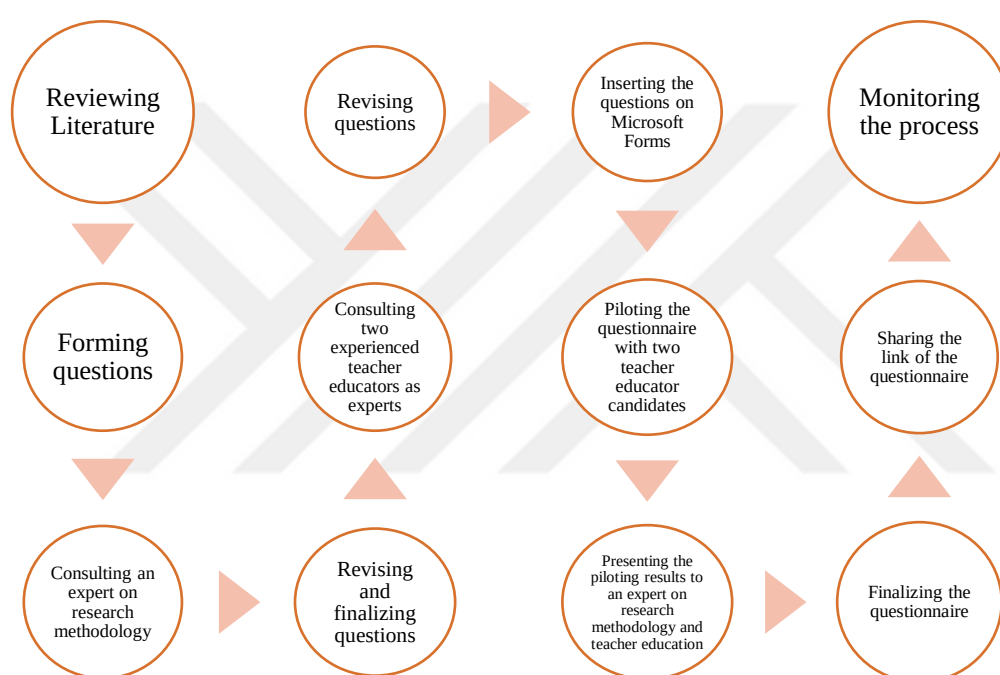


Figure 8. Steps in forming the questionnaire.

The questionnaire was applied in collecting data regarding the needs of the teacher educators and candidates. For this purpose, a branched online questionnaire was formed on Microsoft Forms. In determining the questions included in the questionnaire, the researcher got use of closed, scaled, and open-ended items in the questionnaire. Brief information about the use of the questionnaire, including the name and status of the researcher, was provided for the respondents at the top of the questionnaire page. There were five sections in total, and the contents and use of the sections are depicted below:

Table 13.
Details of the Questionnaire

Branches	Sections	Section Details	Respondents
-	1	Participation Consent Participant Profile	TEs & TECs
On Being a Teacher Educator	2	Demographic Information	TEs
	3	Challenges, Strategies, Needs, Training Opportunities	TEs
On Becoming a Teacher Educator	4	Demographic Information	TECs
	5	(Anticipated) Challenges, Strategies, Needs, Training Opportunities	

In the first section, the respondents were asked about their profile with the question "*Are you a teacher educator at an English Language Teaching Department?*", and the answer options were "*Yes*" and "*No, I am a teacher educator candidate*". In accordance with their answers, the respondents had different questions. The participating teacher educators had the questions posed in the second and third sections, while the teacher educator candidates answered the questions directed in the fourth and fifth sections. In total, the TECs had 21 questions, while TEs had 16 questions. The questionnaire ended with a question that asked teacher educators' and candidates' preference of being interviewed for the follow-up of this questionnaire. The questionnaire can be examined in Appendix 2. Although the completion time of the questionnaire was longer than what is suggested in the literature (Burns, 1999), 62 participants responded to the questionnaire with an average completion time of 33 minutes and 14 seconds.

Interviews

"To explore the views, experiences, beliefs and/or motivations of individuals on specific matters" (Gill, Stewart, Treasure, & Chadwick, 2008, p. 292), this action research included interviews to further excavate and understand the data provided by the questionnaire respondents. Durdella (2019, p. 221) classified types of qualitative interviews as structured, semi-structured, unstructured; in-depth, superficial; formal, informal, conversational. In the current study, the researcher opted for semi-structured interviews as they "provide much greater flexibility" (Burns, 1999, p. 120). These one-to-one interviews were held with seven teacher educators and nine teacher educator candidates who volunteered in participation upon completing the questionnaire. The interviews were conducted online due to two main reasons:

1. the pandemic conditions disabled the opportunity to meet physically face-to-face with participants;
2. the participants were from all around Turkey; thus, for practicality's sake, meeting online would be the best choice both for the researcher and the participants in the hectic schedule they all had.

For the virtual interviews, the Google Meet platform was used as this platform enabled the researcher to record the meeting for transcription of the interview verbatim. The dates of the interviews were set with the participants by considering each party's schedule. Upon scheduling and creating a meeting on Google Meet, automatic e-mail invitations were sent to the interviewer and interviewees by Google, and reminders were set for ten minutes before the meeting. It is noteworthy to mention that all interviewees accepted the Google Meet platform as the online meeting venue and needed no tutorial on how to join a meeting. No time limitation was set neither by the interviewer nor the interviewee, and the average completion of the interviews took one hour, although there was no time limitation. The meetings started with casual greetings and brief information about the interview protocol, and later it continued with the actualization of the interviews upon getting verbal consent from the interviewees on recording the meeting. Lastly, after finishing the interview and stopping the recording, the meeting ended with bidding farewells.

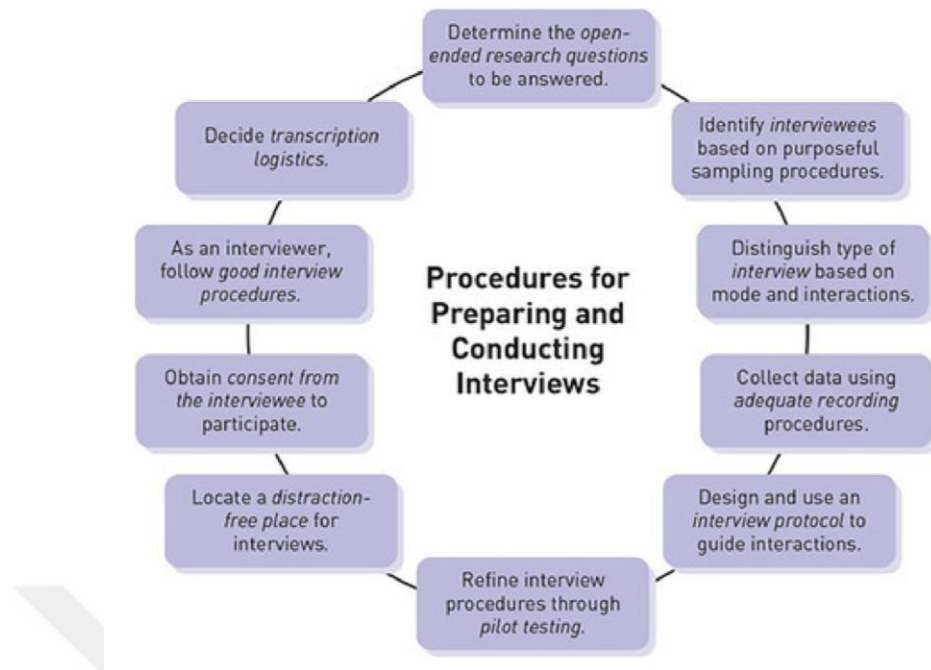


Figure 9. Procedures for Preparing and Conducting Interviews. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

In getting ready for the interviews, the researcher followed the procedures suggested by Creswell and Poth (2018) and provided in Figure 9. The questions to be asked during the interview were determined based on the data analysis of the questionnaire. Probing questions were set in accordance with each interviewee's responses to the items in the questionnaire. The questions were presented to experts for their views and revised to be piloted with three volunteer teacher educators and two teacher educator candidates. Experts were again consulted after analyzing the piloted interviews. After finalizing the questions along with the interview protocol (Appendix 3) and scheduling the virtual interviews, the virtual semi-structured interviews were realized.

Table 14.
Segments of the Semi-Structured Interview

Opening Segment of the Semi-Structured Interview	Middle Segment of the Semi-Structured Interview	Concluding Segment of the Semi-Structured Interview
establish a level of comfort and ensure understanding of participant rights	attend to nuances in the narrative thus far	pose questions that may reflect theoretical considerations - offer participant opportunity to explore opening narrative in relation to theory-driven questions
move into broad questions that create openings for participant to begin to speak from her or his experience	shift into questions that are more specific as they relate to your research question	where possible, return to those stories and metaphors in need of further exploration
when necessary, probe for clarification	loop back, when appropriate, to participant's narrative material as it connects with specific questions	look for opportunities to explore contradictions
mentally note meaningful junctures in participant's story to which you'll return later in the interview for greater exploration and depth	explore further participant's responses noted as meaningful in the opening narrative	work toward a sense of wrapping up and indicating to participant the interview is nearing completion
support the flow of the narrative with probes that guide its direction as it relates to your research topic	extend your probes beyond clarification to meaning making on the part of the participant toward the research topic	ask participant for additional thoughts or final points
		thank participant and emphasize his or her contribution to the research

In conducting the interviews, the researcher followed the practical suggestions of Anne Galletta (2013, pp. 47, 50, 52) provided in her book titled *Mastering the semi-structured interview and beyond*. The detailed segments (Table 14) directed the researcher in conducting smooth interview sessions.

Know-Want-Learn (KWL) Charts

Although first introduced by Ogle (1986) to the literature in increasing the reading comprehension of students, KWL charts have been used as an instructional strategy in many areas of teaching and training. Especially "the importance of personal involvement before, during, and after" structures enable the practitioners to have an understanding of where their students/trainees stand (Ogle, 1986, p. 570). An exemplary KWL chart is provided below.

K - What do I know	W – What I want to learn	L – What I learned
Lorem ipsum dolor sit amet, consectetur adipiscing elit.	Curabitur id arcu vitae purus eleifend tincidunt.	Suspendisse pretium euismod mauris eu vestibulum.
Donec hendrerit leo eget ultricies bibendum. Vestibulum vel dui felis.	Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia curae; Mauris porttitor libero sed magna finibus interdum.	Aenean id pulvinar odio. Morbi sed aliquam arcu. Sed libero ipsum, congue ut diam nec, gravida facilisis lectus.

Figure 10. An exemplary KWL chart.

The purposes of KWL chart usage are summarized by Szabo (2006) as follows:

- Through brainstorming students can activate prior knowledge of the topic; this brainstorming, in turn, develops the student's interest, curiosity and motivation;
- It helps them to determine what they want to learn about and to design their own questions so they have their own purpose for reading;
- It helps each student to monitor his/her comprehension as it allows the students to assess their comprehension;
- It provides an opportunity for students to expand on ideas. (p. 58)

In line with these purposes, the researcher asked the participants of the Journey model to fill out a KWL chart before, during, and after the program. The researcher provided the participants with a KWL chart by uploading a template file to Google Classroom for the participants to download, fill, and then upload to the related assignment section (Appendix 4). None of the participants were unfamiliar with the structure of a KWL chart; thus, they needed no training on how to fill out the chart. Immediately at the end of the Journey implementation, all six participants completed their KWL charts and submitted them online for the researcher's analysis.

Evaluation Form

To conclude the ADDIE phases and the action research cycle, the researcher formed an evaluation plan. Branch (2009, p. 154) suggested three levels of evaluation for the ADDIE model; perception, learning, and performance. The evaluation plan used in the current study was based on the first level of evaluation; perceptions of the trainees. Branch further explained this level as:

Level 1 evaluation measures creature comforts that students tend to associate with a good course. Level 1 measures such things as the students' perceptions of the

course content, resources used throughout the course, the comfort of the physical classroom environment, or the ease of navigation in a virtual classroom environment and the teacher's facilitation style. (2009, p. 154)

Based on these suggestions, the evaluation form prepared by the researcher included questions on trainees' perceptions of the training content, resources used throughout the course, the comfort of the used LMS platform, the instructions of the conductor, and the trainees' participation. While all these were presented as scaled items, the respondents were asked to further elaborate their responses at the end of each section. Additionally, at the end of the evaluation form, open-ended questions on the training itself were directed. These questions were finalized with the approval of experts, and as the evaluation form was piloted after the completion of the piloting of the Journey model, the form was ready to be presented to the trainees at the completion of the actual implementation of the Journey model. The full version of the evaluation form can be examined in Appendix 5. The trainees were asked to fill out this evaluation form following the submission of the KWL charts they had completed. The participants had one week to finalize and upload their KWL charts; thus, they accessed the evaluation form one week after the completion of the Journey model.

Data Analysis

Content analysis which is described as "the process of summarizing and reporting written data – the main contents of data and their messages" by Cohen, Manion, and Morrison (2018, p. 674) was conducted in the analysis of the data gathered from the questionnaires, interviews, KWL charts, and evaluation forms. Out of the three content analysis types proposed by Newby (2010), conventional content analysis is chosen for this study as this analysis type is driven by the codes.

In analyzing the qualitative data, the research was based on the three stages of data analysis as summarized by Creswell and Poth: "preparing and organizing the data for analysis, reducing the data into themes through a process of coding and condensing the codes, and representing the data in figures, table, or a discussion" (2018, p. 148). In following these stages, the steps provided within the data analysis spiral were applied (Figure 11).



Figure 11. The data analysis spiral. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

All collected data was stored in the researcher's private computer, which was synchronized with Google Drive. The data was added to the folders, which were named after the source of the data. This made it easier for the researcher to visit and re-visit the desired data at any time and any place. For each data document in the folders, there were extra Microsoft Word documents for the researcher to *memo* after reading and re-reading each data set. This *memoing* helped the researcher to have *emergent ideas* based on the understanding and first interpretation of the researcher. The re-visiting and re-reading procedures, on the other hand, contributed to having potential updates in the memos, which, later, led the researcher to come up with codes for the questionnaires, interviews, KWL charts, and evaluation forms. All codes were classified into themes in an iterative process. Although Bazeley (2003), Creswell and Poth (2018), and Hays and Singh (2012) disagreed with the inclusion of counting and frequencies, the finalized codes were counted and listed by following the suggestion of Huberman and Miles (1994) to have a systematic approach. The interpretation of these codes and themes, the distribution of which was turned into charts, graphs, and tables, were discussed with what was proposed in the literature.

Trustworthiness

Opposed to the positivist researchers, Guba (1981) provided four criteria in ensuring the acceptability of qualitative research. Shenton (2004), following Guba's steps, introduced certain strategies qualitative research should include for ensuring trustworthiness. The following table

is taken from his informative manuscript. In the current action research study, these strategies are mostly followed to oversee the quality of the study.

Table 15.
Strategies for Ensuring Trustworthiness

<i>Quality criterion</i>	<i>Possible provision made by researcher</i>
Credibility	Adoption of appropriate, well recognised research methods Development of early familiarity with culture of participating organisations Random sampling of individuals serving as informants Triangulation via use of different methods, different types of informants and different sites Tactics to help ensure honesty in informants Iterative questioning in data collection dialogues Negative case analysis Debriefing sessions between researcher and superiors Peer scrutiny of project Use of "reflective commentary" Description of background, qualifications and experience of the researcher Member checks of data collected and interpretations/theories formed Thick description of phenomenon under scrutiny Examination of previous research to frame findings
Transferability	Provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made
Dependability	Employment of "overlapping methods"
Confirmability	In-depth methodological description to allow study to be repeated Triangulation to reduce effect of investigator bias Admission of researcher's beliefs and assumptions Recognition of shortcomings in study's methods and their potential effects In-depth methodological description to allow integrity of research results to be scrutinised Use of diagrams to demonstrate "audit trail"

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.

In ensuring credibility, the most effective research methods in line with the research aims were sought, and experts were consulted for their guidance. As the researcher experienced similar problems, associating herself with the participants and ensuring familiarity with the culture of the participants' backgrounds were no hardships. This familiarity and similar experiences also contributed to establishing rapport with the participants, and as all participants were in academia, they were aware of the significance of honesty in data provision. Throughout the study, the researcher consulted fellow research assistants, the professors at the department she worked, and the professors she had in her dissertation jury. As for the implementation of the training program, meetings and discussions with peers were held to have member checks. Plus, trainees' KWL charts submitted during the Journey implementation also helped the researcher see how the participants experienced the process.

As an essential strategy for ensuring credibility, triangulation of data collection tools, triangulation of data sources, and triangulation of data analysis were processed. The research

included questionnaires, interviews, KWL charts, and evaluation forms in collecting the data, which enabled the triangulation of data collection tools. As for the sources, the data was collected from teacher educators and teacher educator candidates, which ensured the triangulation of data sources. Lastly, for the analysis, although a single analysis type (content analysis) was conducted, two researchers took part in the analysis procedure, and intercoder agreement was pursued. All findings were discussed in line with the results of the previous studies in the literature.

To ensure transferability, in lieu of external validity, and dependability, in place of reliability, the study focused on the problems that were valid in the international literature on teacher educators. Although this study has no motive in generalizing what this study proposes in the end, the study can be used as a guide in developing a professional development program for beginning teacher educators. With that purpose, this manuscript includes a detailed description of the conducted action research. Thus, if any wished to re-conduct the study, they would be able to access the details regarding the research design and implementation, data collection procedure, and reflections on the research. Lastly, to ensure confirmability, the study is transparently presented regarding the limitations, assumptions, the study procedure, and the discussed findings and literature. Yet, there has been deliberate confidentiality regarding the participants' identities due to ethical concerns and protection of personal rights.

CHAPTER IV

FINDINGS AND RESULTS

This chapter includes information about the findings of the data analysis. The findings on the professional development needs of the teacher educators and teacher educator candidates, components and features of the suggested Journey Model, and evaluation of the suggested program are presented in this chapter.

Professional Development Needs of TEs and TECs

The findings regarding the teacher educators' and teacher educator candidates' professional development needs are depicted in this section. To explore the professional development needs, the findings of the reasons for becoming a teacher educator, the TEs' provided courses and reasons for giving these courses, the training backgrounds of the TEs and TECs, the experienced/anticipated challenges of both groups, the underlying reasons for these challenges, the strategies used in overcoming these challenges, attribution of success, roles of a teacher educator, features of successful teacher educators, and TEs' and TECs' expectations on the contents of a training program are provided in detail.

Reasons for Becoming a Teacher Educator

When the teacher educators were asked about the reason(s) behind their choice to become a teacher educator, their answers came in three main categories: personal, pragmatic, and professional reasons. While the pragmatic reasons were the most stated in becoming a teacher

educator (n=16), personal and professional reasons were observed to be equally noted (n=9; n=8).

Table 16.

TEs' Reasons for Becoming a Teacher Educator

Reason Types	n	Reasons	n
Personal	9	Dream job	2
		Interest in academia	3
		Good examples	2
		Interest	2
Pragmatic	16	Convenience	13
		Being encouraged	2
		Interest in academia	1
Professional	8	Need for development	1
		Interest in training	2
		Good examples	3
		Interest in sharing knowledge	1

Among the reasons provided for the pragmatic ones, *convenience* was the most stressed (n=13) by the participating teacher educators. This convenience primarily referred to the student profile in the English language teaching departments, the advantages the profession brought about, and the professional obligations the participants had.

TE4: I decided after my graduation from the university. I believed that teaching A1/A2 level students would not make me happy and satisfied.

TE8: When I was an instructor, I believed I cannot teach elementary level English all my life

The quotes above are what two participating teacher educators stated on their reason in deciding to be a teacher educator. The language proficiency level of the students at the department was uttered to be the factor influencing the decision-making process.

TE27: I decided that I should become a teacher educator when I realized that I like working with teacher candidates and that there would be more chances for me to observe, research and contribute to language teaching and learning experiences of teacher candidates at an ELT department.

Another teacher educators' pragmatic reason was situated upon the advantages the profession provided. This advantage was worded as in the quote above. In addition to the teacher educator's liking towards working with the teacher candidates, the observation, research, and contribution to the profession were stated as the advantages.

TE17: As I have been working in Elt department at faculty of education, it has become a gradual development

As this quote indicates, for some teacher educators, becoming a teacher educator process was mentioned not to be a result of deliberate decision-making but a mere happenstance resulting in settling for this particular profession.

As for the personal reasons, although all reasons were stated equally, the participating teacher educators indicated their interest in academia the most. The quote below is of a teacher educator asserting how their liking and interest drove him/her to decide on becoming a teacher educator.

TE5: I decided to be a teacher educator at the very first year of my B.A. because I wanted to be involved in the world of academy.

Lastly, having good examples was mentioned by the participating teacher educators as a factor in their decision-making process. While one teacher educator was inspired by her first-order teachers, two of the participants stated their inspiration sources were their second-order teachers at the tertiary level. Two quotes for this professional reason is provided below in the words of two different teacher educators:

TE10: I took my English teacher at secondary school as a role model and I realised that I was interested in foreign languages

TE26: When I was an undergraduate student I admired my professors and university atmosphere. I wanted to be a member of this family.

Out of 35 participating teacher educators, 13 of them explained the *when* of the decision-making process. It was observed that most of these 13 teacher educators (n=8) made their decisions while they had their BA degree. On the other hand, the rest of these participants stated secondary school, high school, and MA levels as the time of the decision.

When the teacher educator candidates were asked about their decision-making process in becoming a teacher educator, their responses were similar to the teacher educators' responses, centered around personal, pragmatic, and professional reasons. Among these categories, professional reasons were the most stated ones (n=14), while pragmatic and personal reasons were mentioned almost equally (n=9; n=6). The following table demonstrates the distribution of the teacher educator candidates' reasons.

Table 17.
TECs' Reasons for Becoming a Teacher Educator

Reason Types	n	Reasons	n
Personal	6	Job satisfaction	1
		Dream job	2
		Interest	3
Pragmatic	9	Convenience	5
		Prestige	1
		Student profile	3
Professional	14	Contribution to pre-service teachers	8
		Expertise and experience	1

For the professional reasons, the participating teacher educators' responses indicated the contribution they would make to pre-service teacher education (n=8). The following quotes are provided to elaborate their reasoning.

TEC7: It is a nice part of being a teacher. As a teacher, i already teach but it is of priceless value to touch upon teacher candidates' professional lives. It would be great to support and guide them.

TEC9: Yes, I do. I have always wanted to educate the new generation of English teachers because there is a certain degree of foreign language insufficiency in our country and one of the biggest reasons for this insufficiency is, I think, due to language teachers and the perspective that language consists of only grammar and vocabulary in our country. I would like to change these to an extent that I am able to.

Convenience, which was deducted from teacher educators' responses, was also observed under the category of pragmatic reasons the participating teacher educator candidates provided. The following quote is provided as an example from the received five responses.

TEC25: Yes, I do because I am working as an academic at a state university and after doing my PhD it is going to be one of my responsibilities to train the English teacher candidates.

As for the personal reasons category, the participants' interest in the profession was the most stated one (n=3). The following quote indicates the particular teacher educator candidate's interest in academia with the purpose of solving the observed problems employing research.

TE17: Yes, I believe that many problems exist and need to be resolved concerning teacher education, teacher training, and teacher education programmes, and I want to help solve those problems. So, I think, being a teacher educator can open the door to me through research and being closer to ELT departments.

TEs' Provided Courses and Reasons

The teacher educators were asked about the courses they have provided and the reasons behind providing these courses; their responses indicated that the courses they had been providing were

almost equally distributed among theoretical courses, methodological courses, practicum, and other (Figure 12).

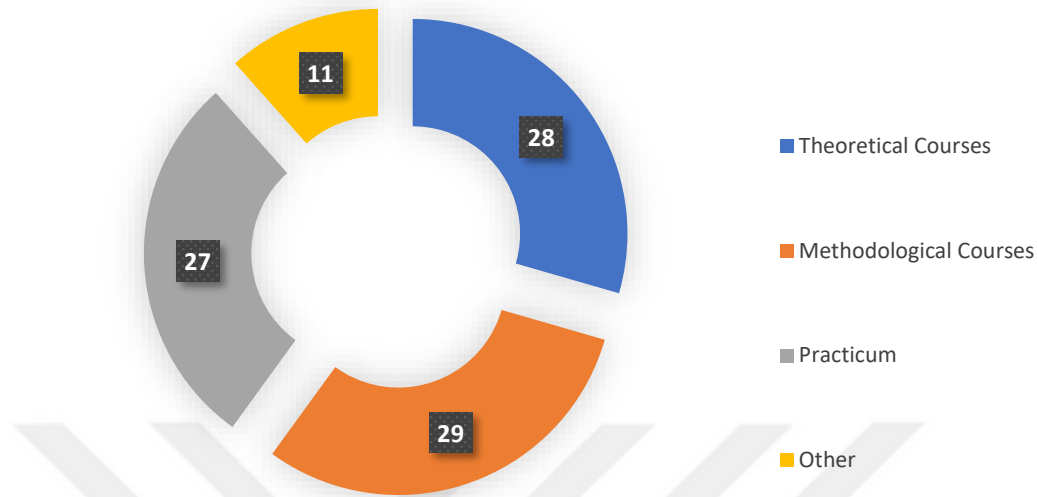


Figure 12. Distribution of the TE's provided courses.

When the teacher educators' provided courses were analyzed in terms of how many types of courses they had provided, the data indicated that teacher educators' courses centered around three types of courses, and to put it in more specifically, almost half of them provided theoretical, methodological, practicum, and other courses in their careers. Table 18 demonstrates the distribution of the participating teacher educators' provided courses in terms of the number of the types of courses.

Table 18.

Distribution of TE's Provided Courses in Their Career

Provided Courses	n	Types of courses	n
1 type of course	4	Theoretical courses	2
		Methodological	1
		Other	1
2 types of courses	7	Theoretical courses; Methodological courses	2
		Methodological courses; Practicum	3
		Other; Theoretical courses	2
3 types of courses	19	Theoretical courses; Methodological courses; Practicum	16
		Methodological courses; Practicum; Other	2
		Theoretical courses; Practicum; Other	1
4 types of courses	5	Theoretical courses; Methodological courses; Practicum; Other	4

As for the reasons for providing these courses, the teacher educators' responses pointed to experience, expertise, interest, and obligation (Figure 13). Expertise and obligation were the most stated ones (n=16; n=11). The teacher educators' responses as "*limited number of*

educational staff”, “*some courses were offered by the head of the department.*”, and “*Lack of personnel at the dept so I have to deliver all types of courses*” indicated the obligation the teacher educators felt in providing courses. On the other hand, the responses such as “*They respond to my areas of teaching experience and research interest*” and “*I gave some courses since I studied them in my M.A. and Ph.D. theses*” pointed to the teacher educators’ expertise.

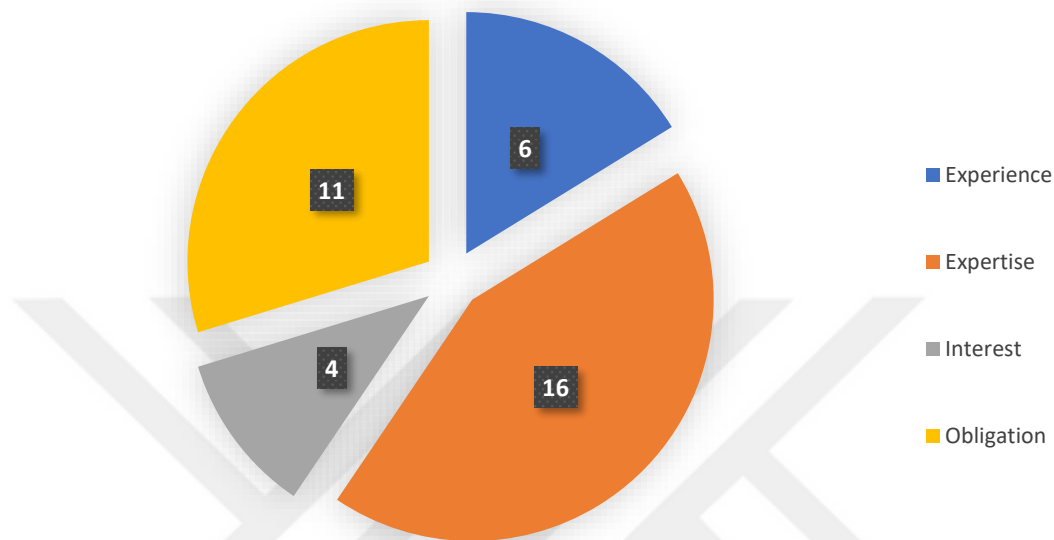


Figure 13. TEs’ reasons for their provided courses.

Received Training

Both teacher educators and teacher educator candidates were asked if they received any training on becoming a teacher educator, and both groups’ responses were classified under three categories: *yes*, *no*, and *no, but*. The distribution of their responses is presented in the chart below.

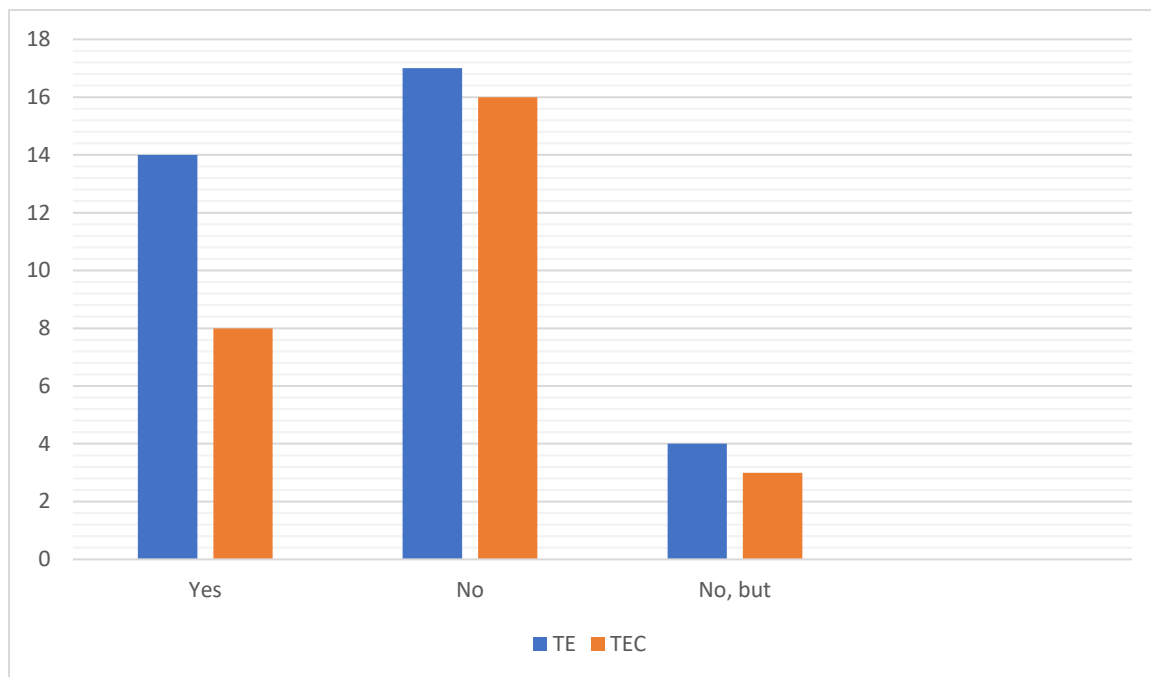


Figure 14. TEs’ and TECs’ training backgrounds.

The fourteen TEs and eight TECs who stated they had received training counted their BA, MA, and Ph.D., education along with the academic events they participated. While two of the TECs included observation in their responses to their training background, another TEC mentioned reading sources on teacher education. In total, seven participants’ responses entailed a category titled ‘no, but’. Although the participants stated they received no training, they later added the ‘but’ part by mentioning the actions they took in the preparation of becoming a teacher educator. While TEs’ responses were centered around first-order teaching experience, second-order teaching experience, observation, self-study, and Ph.D. education, the responses provided by the TECs included Ph.D. and MA studies only. The following two tables (Table 19 and Table 20) display the distribution of the received training status of TEs and TECs.

Table 19.
Distribution of the Received Training Status of TEs

Receiving training	n (per participant)	Codes	n
No	17	-	-
No, but	4	First-order teaching experience	1
		Ph.D.	1
		Observation	1
		Second-order teaching experience	1
		Reading	1
		Self-study	1
Yes	14	BA	2
		MA	5
		PD	7
		Ph.D.	6

Table 20.
Distribution of the Received Training Status of TEs

Received Training	n (per participant)	Codes	n
No	16	-	-
No, but	3	Ph.D.	3
		MA	1
Yes	8	Observation	2
		MA	1
		PD	3
		PhD	3
		Reading	1

An example statement of a participant who stated she/he received no training on becoming a teacher educator:

TEC23: No!! That's a very good point and the 'problem' itself indeed! - lack of training. This is actually why 'being a teacher educator' does not yet count as a profession itself, but an extension to teach at a university.

Example statements of the participants who stated they received no training on becoming a teacher educator but took some actions in that vein:

TEC9: I have not received any training; yet, I have studied a course named approaches in second language teacher education. In this course, we have been familiarized with the basis of second language teacher education. We have presented topics in this course such as language teachers' knowledge bases, approaches for language teacher education, teacher cognition and technology education in second language teacher education etc.

TE19: No, but as a research assistant I myself was observing the lecturers at the dept I work with. I also later started to teach as a research assistant which gave me the chance to practice as well as increasing the professional confidence.

Example statements of the participants who stated they received training on becoming a teacher educator:

TEC12: I received some master's degree courses about it. It lacked the practical aspects while the courses mainly focused on theory and other unrelated activities on the professor's choice.

TEC22: I followed the courses with my advisor. She wanted me to keep two diaries, one for the course content and one for teaching skills and strategies. She asked questions to me.

TE18: I have attended several workshops, inservice teacher training activities, advanced English teaching methods and techniques courses at the English language teacher centers, such as British council, and private companies.

TE33: Yes. We were taught on first how to teach language skills and then we observed how we were taught and gotten feedback as teachers. So we developed a sense of insight on how to train teachers.

Experienced/Anticipated Challenges

The teacher educators were asked about the challenges they had in their initial teacher education career and their current challenges. Their responses indicated that although instructional strategies were the most challenging, the challenges they had in this aspect decreased over the course of time. However, as Figure 15 demonstrates, most of the teacher educators (n=24) stated that the challenges they experienced currently would fall under the title of *other*.

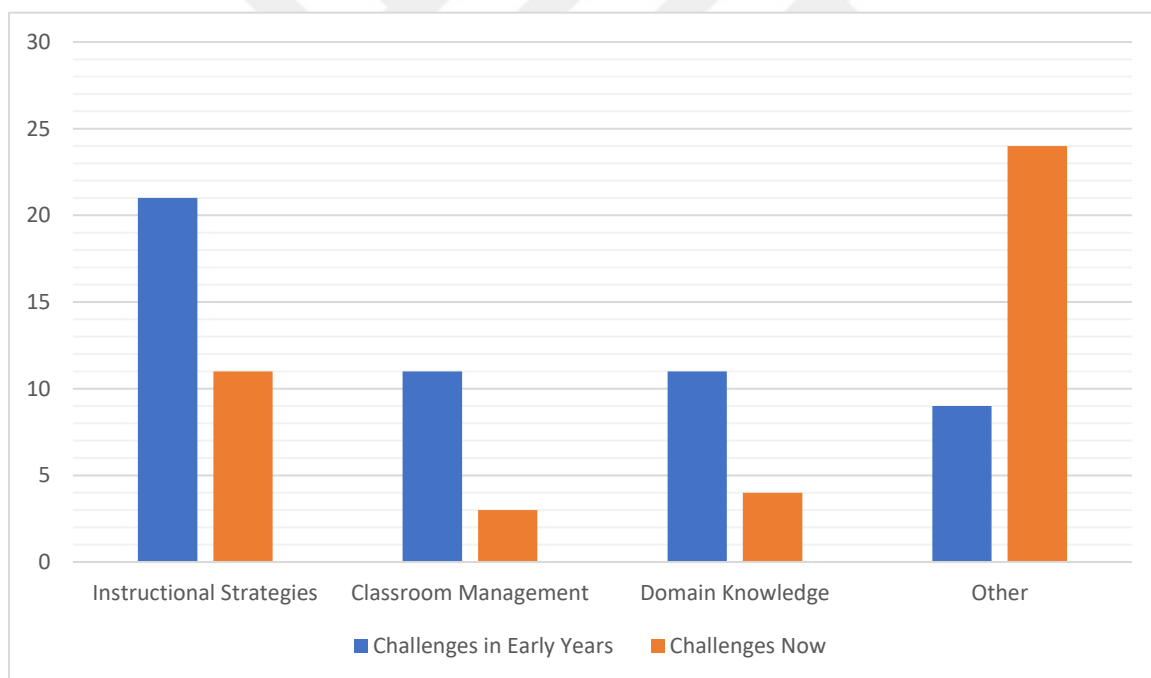


Figure 15. The challenges experienced by the Turkish EFL teacher educators.

When the teacher educators were asked about the details for these *other* challenges, their responses primarily indicated extra responsibilities and time management. On extra responsibilities, an interviewed teacher educator stated the following:

TE58: Once you go up the steps in academia, you get lots of other, uh, responsibilities. That's what I think I find as a challenge now. I actually, for example, I really really love designing courses. That's what I actually love. That's my favorite part because I think it's enjoyable also. I think we

need to be an example for our students as well.... Okay. So that's one thing, but what happens now, when you're a professor, they give you all these extra jobs to do this sort of administrative jobs. And oh no, there's a meeting now here to do this, and so on... I hate that.

The responses for instructional strategies included challenges in designing a syllabus, delivering the content, assessment, and keeping up with the educational technology.

TE58: ...giving a methodology class is very different in instructionally than teaching reading or writing. So that's the problem I had at first there, I mean, um, there's a tendency that in the first years to start lecturing. If you're not careful, okay? So yeah, that's, that's why I had that problem. I didn't want, I knew I shouldn't be lecturing. So I wanted to, um, find a way out of just lecturing, so to speak, to afford that yeah.

TE8: As a matter of fact, all teachers try to teach as they learned first. I was also a bit like imitating my instructors at BA. Now when I think about it, I realize this. I mean, it's like I followed them a little bit, like I followed their path.

The teacher educator candidates were also asked about challenges in becoming a teacher educator. Their anticipated challenges are displayed in the following chart (Figure 16). As the figure demonstrates, instructional strategies were the most highlighted challenges by the participants (n=14), followed by domain knowledge-related challenges (n=10).

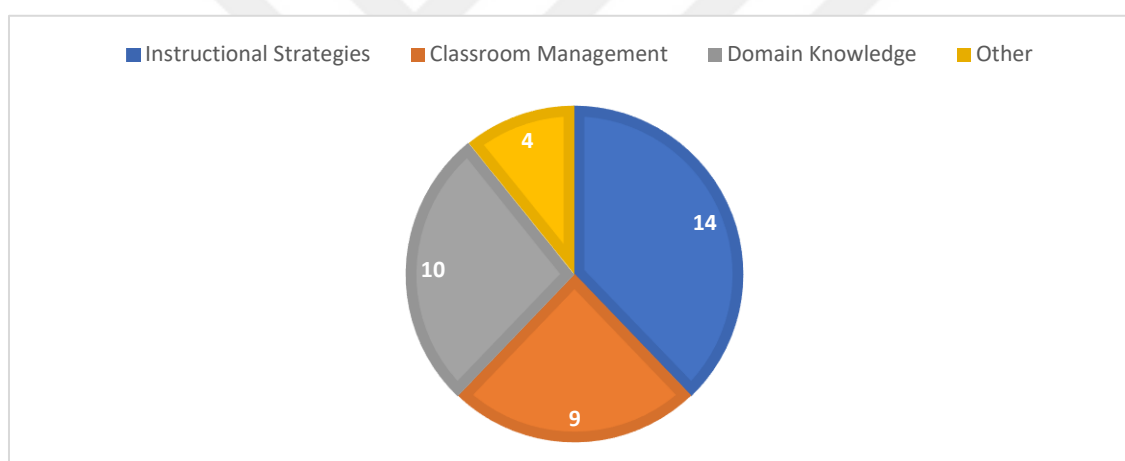


Figure 16. The anticipated challenges by the Turkish EFL teacher educator candidates.

On the anticipated challenges, a teacher educator candidate stated the following to put emphasis on why they anticipated certain challenges in general.

TEC27: In fact, we take a lot of lessons on teacher education, that is, the language teacher education, and different lessons. It can be skill teaching, it can be other things, I mean different areas of language teaching, such as material design, which actually appeal to different areas. We actually participate in different classes that are addressed, but it's as if the only purpose of this department is to train language teachers. In fact, when any of us goes and becomes a teacher educator, we can actually be like fish out of water, because why? We don't see anything on it. The only thing we can see is if our teachers invites us to listen to their lecture, that's just it. We don't gain a personal experience except observation, it's just an observation anyway...

The following table includes quotes from teacher educator candidates on the details of their anticipated challenges.

Table 21.
Sample Quotes of TECs on the Anticipated Challenges

Participants	Quotes	Challenges
TEC26	Yes, there is this information there, but how do I convey it? So, I might know that theoretical knowledge very well, but my delivery management might not be addressing their learning styles. At this point, again, building a bridge together, that is, you may have very good information, a very good method, a very good technique, but sometimes we can be close-minded when it comes to passing it to the other side. Sometimes when we think it is very good, we are not looking for a new one. This may be my deficiency, there may be difficulties in not looking for new things and adapting.	Instructional Strategies
TEC27	you know, okay, we are a teacher educator and we are trying to raise them to be teachers in future, but okay, we learned the lesson of language teaching. We know what we need to do there or there might be many people we can consult on this subject...How can we call it, we can find many people with whom we can cooperate, but since we have a lack in this subject in being a teacher educator, you know how to give instructions. I think I will have trouble in a how to raise a teacher, as I said here. I can only open this much because what we will do due to inexperience will be up to us. Actually, I think with experience, maybe it will progress a bit like a puzzle, if there is no proper training.	
TEC20	Actually, I talked a little bit about not being able to choose the right things and place them in syllabus. You know, it's inclusive enough, so I made a note of something like that for fear of leaving something out. For example, if they say to me that you will teach this lesson right now, I would first look at the syllabus of the person who taught that lesson and try to make something out. I try to do something from there, but there is always something like this inside of me, I wonder if I forgot this or that or something. Even if it is something that can be compensated by reading... There is really so much we need to know. That's why I made such a note because of the feeling that if I leave such things out, I would make the other party a victim.	
TEC25	I see some of my students may not find our courses interesting enough, for example. And as you know, uh, some students, uh, get lost, while taking some of the courses, and especially in some courses focusing on the theoretical side of our field, uh, those students get lost, for example in a second language acquisition, for example, in a course called second language acquisition, these students may not find that course interesting, and they cannot participate enough because it's a theoretical course. Maybe we can turn it into an attractive one by adding some discussion and creating some discussion about some topics...	Classroom Management
TEC26	So it's very difficult to touch students using traditional approach and techniques now. There is a need for technology integration in some way, it is very difficult to attract the attention of the student. Sometimes we don't get any reaction from them. It's hard for them to get excited about things anymore, and I think these things make classroom management even more difficult. Because there may be many students who are physically present but not mentally.	
TEC19	Um, well I think that the main content knowledge might be challenging at times, especially if I haven't observed that class before, or if I haven't taught that class before, for example, I've never worked with young learners. I didn't have any experiences with young learners and I don't read a lot of literature on young learners either. So if I was given that young learners class, I think that would be a disaster for me, because, you know, I don't have experience, I don't read much. And I think that's a bit challenging. So that kind of specific knowledge might be problem if I was assigned to such classes.	Domain Knowledge
TEC25	For example, I do not have enough knowledge about conversation analysis, or maybe teacher autonomy. Because I didn't take that course in my PhD and I don't have enough knowledge about it. I didn't even read about it.	

Underlying Reasons behind the Experienced/Anticipated Challenges

Both in the applied questionnaire and the semi-structured interviews, the teacher educators and teacher educator candidates were asked about the underlying reasons for the experienced/anticipated challenges in being/becoming a teacher educator. In the questionnaire, the participants were provided with scaled items regarding the question on the underlying reasons for the challenges. While the items were lack of expertise in the field-specific topics, lack of teaching expertise, lack of support, lack of observation, and extra responsibilities, the scales were 5 (extremely influential), 4 (very influential), 3 (moderately influential), 2 (slightly influential), and 1 (not at all influential). In the analysis of the responses, items 5&4 were considered as influential, 3 as moderately influential, and 1&2 as not influential. The overall distributions for both teacher educators and teacher educator candidates are presented below in Figure 17 and Figure 18.

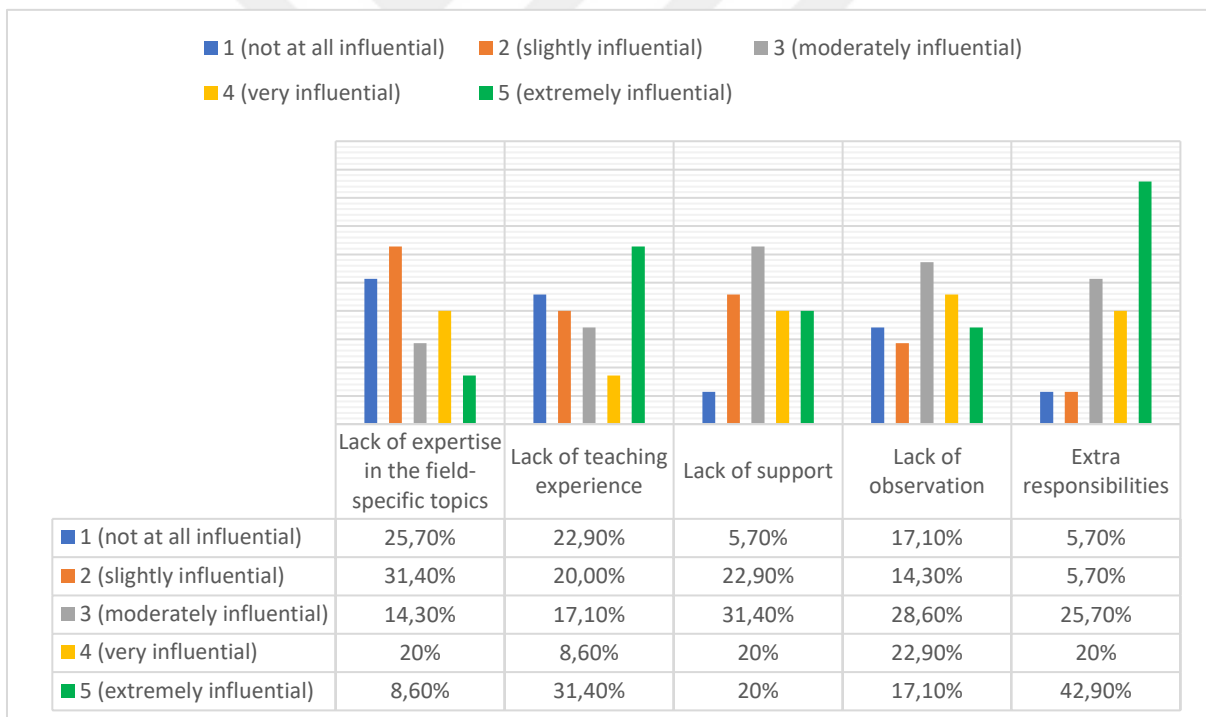


Figure 17. TEs' underlying reasons of the experienced challenges.

The responses of the teacher educators indicated extra responsibilities as the most influential reason, and lack of expertise in the field-specific topics was stated to have the least influence on their challenges. Lack of teaching experience, lack of support, and lack of observation received the same amount of emphasis by the teacher educators; in total, each got 40% when scales 4 and 5 were grouped.

On extra responsibilities, two interviewed teacher educators stated the following:

TE8: As a matter of fact, if the teacher has an administrative duty, or if there is a lot of paperwork in the department, these are the things that slow down and tire the teacher.

TE13: Unfortunately, our teachers expected a lot from us. To translate the articles of his friends, of his friends into English, to pay the electricity bills. So, as an assistant, think about it, induction or something is not a problem, but first of all, it was a bit of a challenge for me because of the close age between us and the students and the fact that the students were my friends. And our teachers gave us extra extra loads.

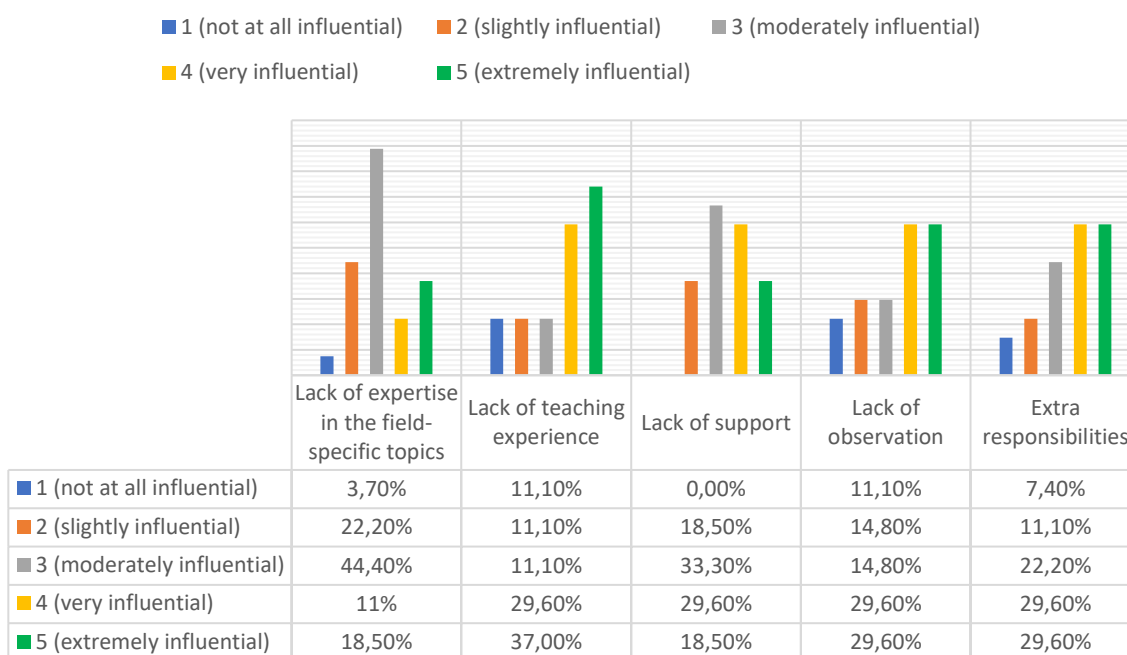


Figure 18. TECs' underlying reasons of the experienced challenges.

Although the teacher educator candidates found all of the items influential, they chose the lack of teaching experience as the most influential (4&5= 66.6%). Extra responsibilities and lack of observation received the same emphasis by the teacher educator candidates (4&5= 59.2%). Lack of expertise in the field-specific topics was stated to be the least influential among the options. The following table includes quotes from the teacher educator candidates on their further explanations of the underlying reasons for the anticipated challenges.

Table 22.

Sample Quotes of TECs on Reasons for the Anticipated Challenges

Reasons	Quotes	Participants
Lack of expertise in the field-specific topics	It's because it's a bit more related to my internal process, so I think I can get over it somehow. By reading, I don't know, communicating with colleagues, getting advice, reading articles. Somehow, I can feed it to myself.	TEC26
Lack of expertise in the field-specific topics	Actually, I was very satisfied with my BA education. I can attribute it to that. I think I am well-educated in terms of domain knowledge.	TEC27
Lack of teaching experience	I think I will go from here with a lot of experience, yes, but it is very possible that I will enter the class and be disappointed. It's all about teaching experience...As Research assistant, we always stay in the background, we are one step behind, you know. We do an observation, but after a while it gets very monotonous because we have to jump into that sea and swim somehow. You know, observation loses its effect as an observation after a while. For example, whether it is a methodology course or internship courses, I have been working as an assistant for years, the content is always the same. But somehow, even if it is short, I need to be able to transfer that data to the other party, to know something about its experience, so that I can now see that I have put what I really listened to into practice.	TEC26
Lack of teaching experience	Experience is the biggest problem. Like I said, I wish we had more... So when the subject is brought up, everybody actually says the same thing: you should be more integrated. In this period, especially in online education, although the reason is a bit, how can I say, they tried to integrate us a little more like this, since older teachers had a little trouble keeping up with technology. For example, I would love to gain more experience in that sense, at least like a full T.A. I would love it if we could sit in the back a little like that, and then take the floor, in other words, two lessons would be taught by the teacher and one lesson by us.	TEC20
Extra responsibilities	You know, faculty members have different coordinator responsibilities, and these can create a really big workload, and in fact, our professors will sometimes research this teaching education issue on a full-time basis. For example, they can improve themselves with research, but there may not be much time left for teacher education. If we work at a school where we have a lot of extra responsibilities, this can be a challenge for us when we become a teacher educator. Because we may not be able to do what we want full time.	TEC27

Strategies in Overcoming the Challenges

The applied questionnaire had an open-ended question on the strategies teacher educators had used in overcoming their experienced challenges and the teacher educator candidates planned to use for their anticipated challenges. Additionally, the interviewed participants were asked to further elaborate on the mentioned strategies in the semi-structured interviews. It was found that both the teacher educators and teacher educator candidates primarily referred to interpersonal strategies in overcoming the challenges. The details of their personal and interpersonal strategies are depicted in Table 23 and Figure 19.

Table 23.

TEs' Strategies in Overcoming the Experienced Challenges

Strategies	Category	n (per participant)
Personal Strategies	Reflection	3
	Research	13
	Balance	2
	Experience	5
	Ignoring	1
	Personality Traits	2
Interpersonal Strategies	Professional Development (PD)	1
	Consultation	19
	Academic Events	1
	Observation	1

The most stressed strategy falling under the personal strategies category was research (n=13) for teacher educators. The explanations of the participants indicated reading articles on the experienced issue, following academic journals, and conducting research on the problematic situations. As for the interpersonal strategies category, consultation (n=19) was the most emphasized strategy. By consultation, the teacher educators referred to consulting colleagues, experts, the internet, students, and others. Among these sources of consultation, consulting colleagues (n=9) was the most preferred. Although 34 of the 35 participants mentioned the strategies applied in overcoming their experienced challenges, one of them stated how s/he was still dealing with challenges and had no strategy. The quote belonging to this participant is provided below.

TE19: None! I have to teach heaps of courses and a huge number of hours per week due to lack of staff in my dept.

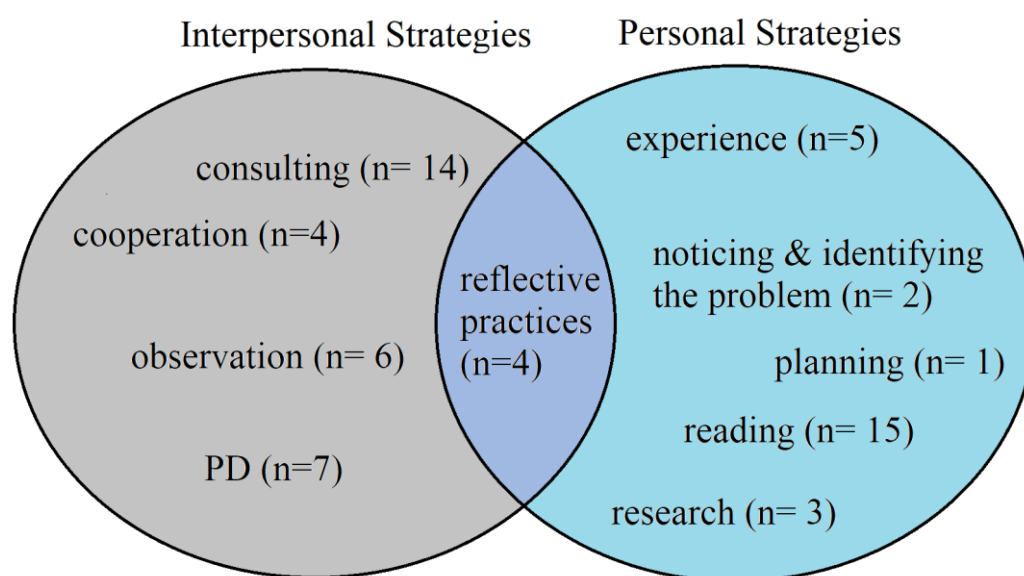


Figure 19. TECs' strategies in overcoming the anticipated challenges.

As Figure 19 displays, the teacher educator candidates referred to interpersonal strategies in overcoming the anticipated challenges. Among the interpersonal strategies, consulting, cooperation, observation, attending professional development events, and reflective practices were mentioned. Similar to teacher educators, consultation (n=14) was the most emphasized strategy, and the teacher educator candidates stated that they would consult their colleagues primarily. As for the personal strategies, reading about the problematic issues was observed to be the common strategy.

Attribution of Success

To further explore and understand the key actions of teacher educators, the participants were asked about the attribution of success in becoming a teacher educator. The questionnaire had a scaled-item question in which the respondents would choose the one(s) they attributed their (potential) success in being a teacher educator. The following figure (Figure 20) presents the findings.

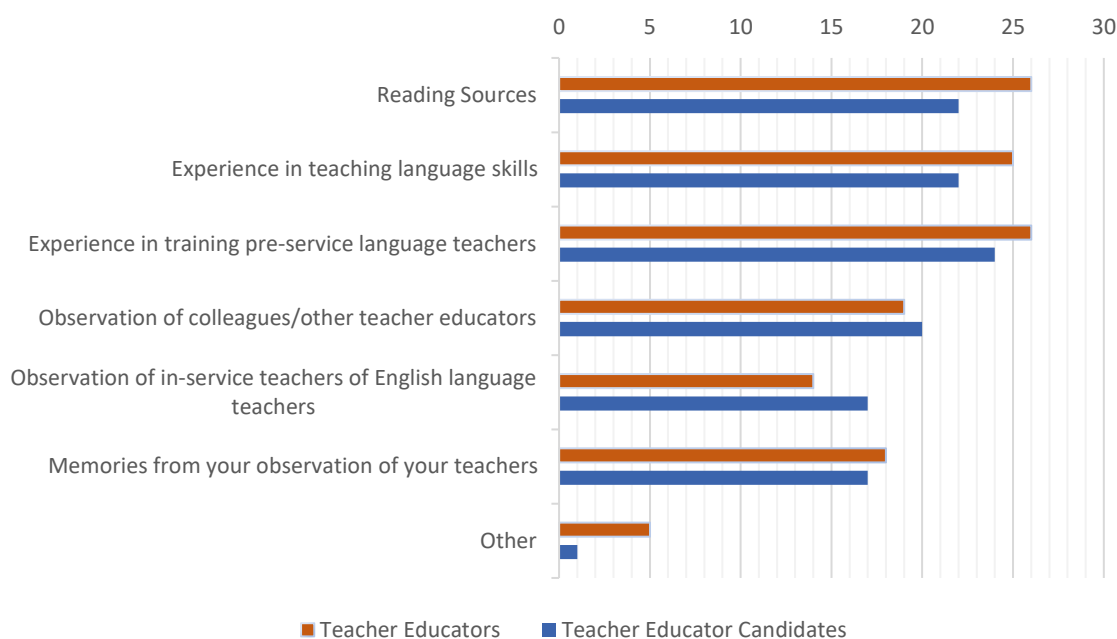


Figure 20. TEs' and TECs' attribution of success.

Both teacher educators and teacher educator candidates prioritized experience in training pre-service language teachers (n=26; n=24), reading sources (n=26; n=22), and experience in teaching language skills (n=25; n=22). As demonstrated in the figure above, no remarkable difference in the teacher educators' and teacher educator candidates' attribution of success was

observed. The results of this question project the responses to the strategies in overcoming the experienced/anticipated challenges.

Roles of a Teacher Educator

The participants of the study were asked about the roles of a teacher educator, and for this, the questionnaire included a scaled-item question in which the participants would rate the roles of a teacher educator. The roles were teacher, researcher, trainer, mentor, faculty staff, lecturer, and instructor. The overall rankings by the teacher educators and teacher educator candidates are presented in Figure 21 and Figure 22.

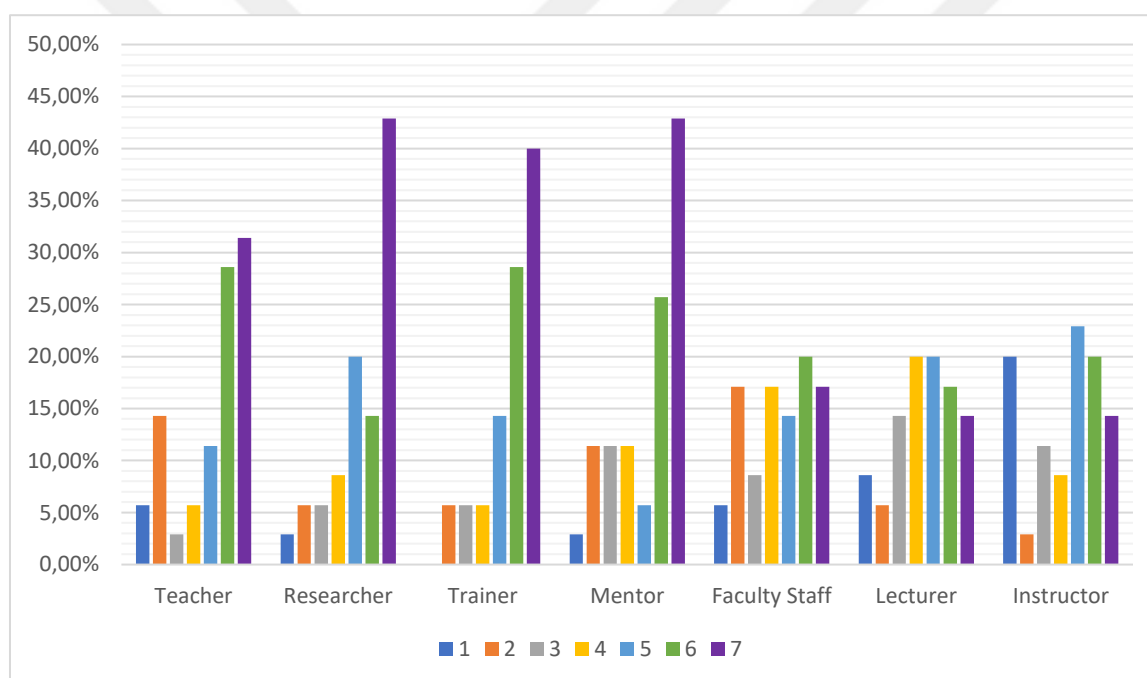


Figure 21. Roles of a teacher educator ranked by TEs.

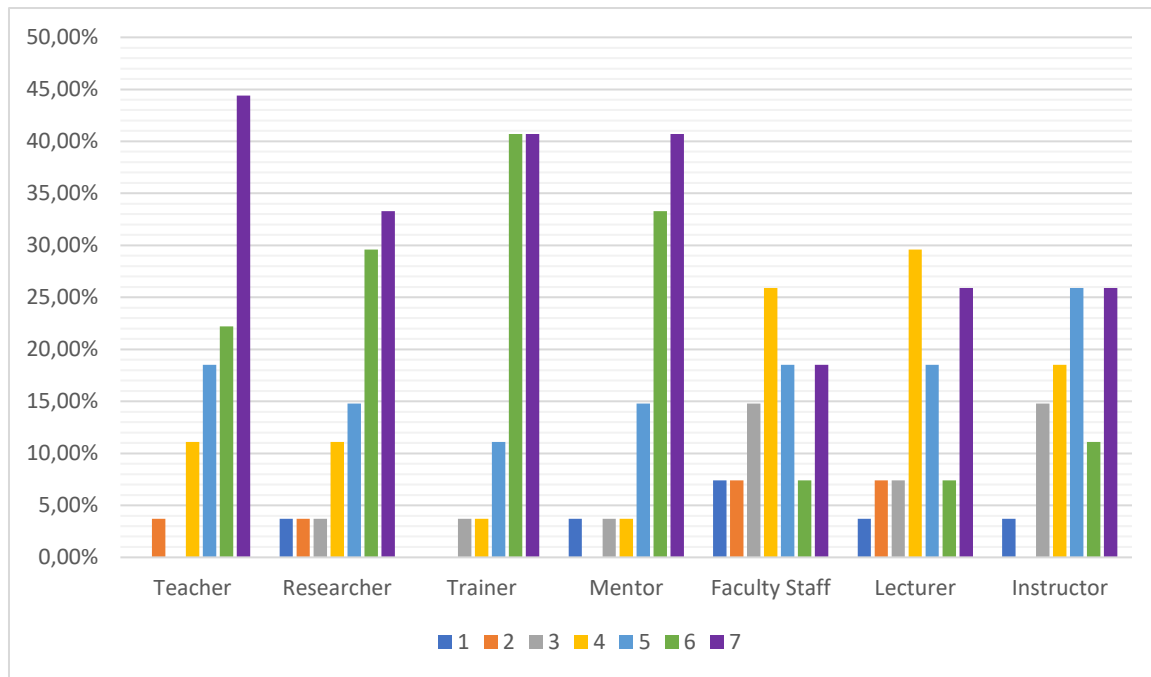


Figure 22. Roles of a teacher educator ranked by TECs.

While the ranking order was found as mentor, researcher, trainer, and teacher in line with the teacher educators' responses, the teacher educator candidates ranked the roles as teacher, trainer, mentor, and researcher. In both groups, faculty staff, lecturer, and instructor roles were ranked the lowest compared to other roles.

Features of a Successful Teacher Educator

With the aim of having an in-depth understanding of the features of successful teacher educators, the questionnaire had an open-ended question for the participants. The responses indicated three main themes: roles, personal qualities, and professional competencies. The following table demonstrates the findings related to the roles defined by the TEs and TECs. Among the roles provided by the teacher educators and teacher educator candidates, being a role model, a guide, and a mentor received the most emphasis.

Table 24.
Roles of a Successful Teacher Educator

Teacher Educators		Teacher Educator Candidates	
Roles	n	Roles	n
Role model	9	Role model	2
Counsellor	1	Counsellor	1
Teacher	2	Teacher	1
Guide	6	Guide	4
Mentor	4	Mentor	5
Observer	1	Researcher	4
Researcher	5	Facilitator	2
		Mediator	1

As for the personal qualities, the teacher educators listed 20 qualities in total, and teacher educator candidates mentioned 22 qualities. Among these qualities, the teacher educators primarily emphasized being knowledgeable (n=4) and a life-long learner (n=6). On the other hand, the most common qualities mentioned by the teacher educator candidates were being empathetic (n=4), experienced (n=4), a life-long learner (n=4), and insightful (n=3). The overall findings are demonstrated in Table 25 below.

Table 25.
Personal Qualities of Teacher Educators

Personal Qualities			
Listed by Teacher Educators		Listed by Teacher Educator Candidates	
Approachable	Inspirational	Autonomous	Knowledgeable
Collaborative	Knowledgeable	Balanced	Life-long learner
Empathetic	Life-long learner	Collaborative	Motivating
Encouraging	Motivating	Curious	Open-minded
Enthusiastic	Open to criticism	Empathetic	Passionate
Experienced	Passionate	Experienced	Patient
Friendly	Patient	Flexible	Resilient
Hardworking	Professional	Hard-working	Respectful
Influencing	Supportive	Humanistic	Supportive
Innovative	Understanding	Insightful	Understanding
		Kind	Versatile

The theme professional competencies included four categories; classroom management, domain knowledge, instructional strategies, and other. In the responses of teacher educators, professional competencies regarding instructional strategies were the most emphasized (n=15). In contrast, for the teacher educator candidates, instructional strategies (n=14) and domain knowledge-related professional competencies (n=14) were stressed equally, which was observed to be more than classroom management (n=10) and other competencies (n=4). The following tables include the details of the teacher educators' and teacher educator candidates' responses.

Table 26.

TEs' Views on Professional Competencies of a Successful Teacher Educator

Professional Competencies	Details	n
Other	Awareness of realities	1
	Time allocation of pre-service teachers	1
	Time allocation to practicing teachers	1
	First-order teaching experience	3
Classroom management	Classroom management	3
	Problem solving skills	3
Domain knowledge	Content knowledge	7
	Critical thinking skills	1
	Language skills	2
	Research skills	3
	Theoretical knowledge	2
Instructional strategies	Communication skills	4
	Delivery skills	1
	Educational technology	2
	Feedback Provision	5
	Pedagogical knowledge	11
	Presentation skills	1
	Reflection	3

While the teacher educators mainly focused on instructional strategies, the stated competencies regarding domain knowledge are noteworthy. The stress on content knowledge (n=7) and pedagogical knowledge (n=11) under the categories of instructional strategies and domain knowledge pointed the knowledge base of successful teacher educators. Feedback provision, communication skills, first-order teaching experience, and problem-solving skills were also among the common points directed by the teacher educator candidates.

Table 27.

TECs' Views on Professional Competencies of a Successful Teacher Educator

Professional Competencies	Details	n
Classroom Management	Classroom management	2
	Communication skills	6
	Problem-solving skills	2
Domain Knowledge	Content knowledge	13
	Critical thinking skills	1
Instructional Strategies	Delivery skills	1
	Educational technology	2
	Feedback provision	4
	Pedagogical knowledge	6
	Reflection	1
Other	Awareness of realities	3
	Observation	1

The teacher educator candidates' responses mirrored the teacher educators' responses in that pedagogical knowledge (n=6) and content knowledge (n=13) were the most emphasized competencies. In addition to the emphasis on the knowledge base of successful teacher

educators, feedback provision and communication skills were observed to be other common competencies stated by both groups. Unlike the teacher educators' responses, the candidates pointed to educational technology in delivering the content and awareness of realities which was stated to be important in having realistic knowledge on the first order teaching context.

TEs' and TECs' Expectations on the Contents of a Training Program

When the respondents were asked about their extra comments/suggestions, both teacher educators and teacher educator candidates stated the need for a training program for those who wish to become teacher educators and those who are teacher educators. The quotes of these participants are provided below within Table 28.

Table 28.
Sample Quotes on the Need for a Training Program

Participants	Quotes	Participants	Quotes
TE8	There should be a training for lecturers at faculties of education.	TEC3	More programs should be offered to educate more and more teacher educators. Ph.D. programs should include some courses related with being a teacher educator and awareness should be raised.
TE13	PD courses and programmes are needed	TEC11	I believe that on becoming a teacher educator, the candidates should be given more opportunities to explore what it means to be a teacher educator, to teach and experience what works or does not work in the classroom, and to receive feedback from other professors to develop. Unfortunately, my observation is that this experience is limited in many institutions.
TE16	Teacher educators should get some courses in which theoretical knowledge is discussed related to various contexts and the prospect teacher educators should do some practice under the supervision of experienced teacher educators for a while.	TEC13	I believe that the teacher educator candidates do not receive enough training on how to be a good teacher educator. Therefore, maybe there can be a course focusing on this issue.
TE26	Support for new members of faculty. Encouraging CPD in ELT Departments	TEC14	In my opinion, it is a trial and error process, therefore the candidates should be provided with more opportunities for experiencing teaching to pre-service teachers. There should be a link between theoretical knowledge and practice. Especially research assistants spend several years without such an experience. Moreover, there should be more collaboration between teacher educators and the other stakeholders (K-12 schools, policy makers etc.) engaged in the process.
		TEC15	At our departments, all emphasis is paid to raise English language teachers; however, I

think there is no training on how to be a teacher educator. This creates a big challenge for the ones who start educating teachers at the departments, that's why it is an urgent need for faculty staff to train future-teacher educators based on well-established models.

All these participants stressed the need for a training program while responding to the extra comments/suggestions question in the questionnaire. Thus, the interviewed participants were asked about their expectations from a training program for becoming teacher educators. The responses of the seven interviewed teacher educators and nine teacher educator candidates are presented in this section. The suggested foci for the training are listed by the teacher educators as follows:

- The methodological differences between teaching English and teaching how to teach English;
- Initiative instructional techniques;
- Focused observation;
- Think-aloud protocols;
- First and second-order teaching experience;
- Feedback from professors;
- Syllabus design.

In addition to all these, the interviewed teacher educators repeatedly emphasized the need for PD and CPD events for teacher educators. On the other hand, the teacher educator candidates' responses indicated the following foci for a training program in becoming a teacher educator:

- Experienced teacher educators' sharing their experiences;
- Sharing possible applied solutions to challenges;
- How to reach pedagogical and content knowledge;
- How to design syllabus;
- Collaboration with stakeholders from different contexts;
- Practicing second-order teaching;
- Reflective practices and receiving feedback;
- Focused observation;
- How to give effective feedback;
- Mentor–mentee discussions;
- How to deliver the content.

Components and Features of the Suggested Journey Model

Based on the identified needs, literature review, and the lack of a professional development training program, a suggested training program was provided. The purpose of the program, instructional goals, learning objectives, measurement plan, generated content, delivery media, learning sources, and implementation processes applied in the program are presented in this section.

Design and Development

As the first step in the training program design, based on the results of the analysis step, the purpose statement of the program was formulated. In line with the purpose, instructional goals were set by the researcher. These are tabulated below:

Table 29.

Purpose Statement and Instructional Goals of the Suggested Training Program

Purpose Statement	Instructional Goals
The purpose of this training is to provide language teacher educator candidates with sources and practical opportunities to enhance instructional strategies and classroom management knowledge and skills in the becoming a teacher educator process	1. Describe the techniques used in instructional strategies and classroom management 2. Provide reading sources, models, and materials to be consulted as a language teacher educator 3. Set a collaborative learning environment with the participation of language teacher educator candidates and mentor language teacher educators 4. Organize structured observation and teaching practices in pre-service language teacher education

In accordance with the purpose statement and instructional goals of the training program, learning objectives were set for the participating teacher educator candidates who wished to become teacher educators at ELT Departments. The learning objectives were:

- To explain the difference between pedagogy and andragogy;
- To recognize the instructional strategies and classroom management techniques;
- To recognize the steps of syllabus design;
- To identify the steps of a lecture plan;
- To create a lecture plan;
- To perform a lecture plan;
- To provide feedback to pre-service teachers' lesson plans;
- To analyze and produce assessment tools.

To enable teacher educator candidates achieve these objectives at the end of the program, the task inventory for the program was generated. Four main task types were formed, and these task types were reading, observation, document analysis, and implementation. The details of these task types are demonstrated in Table 30.

Table 30.

Task Types and Details

Task Types	Details
Reading	Articles Chapters Peers' input
Observation	Video-recordings of mentor teacher educators Video-recordings of pre-service teachers' microteaching performances Video-recordings of peers' microteaching performances
Document Analysis	Syllabus samples from mentor teacher educators Assessment samples from mentor teacher educators Lesson plans of pre-service teacher educators Lecture plans of peers Feedback provision on lesson plans and microteaching samples from mentor teacher educators
Implementation	Feedback provision to pre-service teachers' lesson plan and microteaching Lecture plans Microteaching Macroteaching Assessment tool

These tasks were distributed to six training modules in accordance with the module objectives. Module 1 included reading and document analysis; Modules 2 and 3 had observation and reading; Module 4 contained reading, document analysis, and implementation; Module 5 included implementation and document analysis; lastly, Module 6 had implementation and reading. Each module ended with reflective journals of the participants. The detailed task distribution throughout the modules is displayed in Table 31.

Table 31.
The Distribution of the Tasks in the Suggested Training Program

Modules	Objectives	Tasks	Delivery Strategies
Module 1	- To establish a community of learning - To familiarize TECs with the ELT program in Turkey - To present the differences between pedagogy and andragogy - To present the structure of lecture planning	- Building class community - Examining ELT program in Turkey - Exploring Theory and Practice - Examining the important steps in the first lectures and tutorials - Reflective Journal	— Discussion forum — Note-taking
Module 2	- To provide TECs with focused and guided observation opportunities - To present the structure and techniques of online lecturing	- Examining instructional strategies in video recordings of 2 classes - Exploring the techniques for e-learning in teacher education - Reflective Journal	— Observation — Note-taking — Discussion forum
Module 3	- To provide TECs with focused and guided observation opportunities - To present the techniques for assessment and feedback in pre-service teacher education	- Examining instructional strategies in video-recording of a class - Exploring the techniques for assessment of and feedback to students and student relations in teacher education courses - Reflective Journal	— Observation — Note-taking — Discussion forum
Module 4	- To present classroom management techniques in andragogy - To enable TECs to transfer their theoretical knowledge on assessment to practice by analyzing assessment tools - To encourage TECs to prepare a lecture plan and receive feedback on the plan	- Exploring classroom management techniques - Analyzing assessment tools in teacher education - Preparing a lecture plan for a teacher education course - Reflective Journal	— Note-taking — Discussion forum
Module 5	- To provide TECs with implementation and receiving feedback opportunities - To enable TECs to transfer their theoretical knowledge on assessment to practice by preparing an assessment tool - To provide TECs with the opportunity of feedback provision to pre-service teachers	- Implementing a microteaching based on the prepared lecture plan - Preparing an assessment tool for a methodological course - Providing written feedback to a lesson plan designed by a pre-service teacher - Reflective Journal	— Performance — Discussion forum
Module 6	- To provide TECs with implementation and receiving feedback opportunities - To present information on how to have reflective practices and professional development	- Implementing a macroteaching based on the prepared lecture plan - Feedback on one's teaching and Continuing Professional Development - Reflective Journal	— Performance — Discussion forum

The program was designed to take place on a Learning Management System (LMS), and to this end, Google Classroom, which was utilized as the platform, is free and practical in allowing users to reach the classroom with their Gmail accounts. The platform sends notifications to the participants whenever there is an update in the classroom stream, a response to the original post, a new assignment, and uploaded material. As the platform also has a mobile phone application, the participants could reach the program content at any time or any place. Each module content was shared respectively; for example, upon completion of the first module details, the second module was uploaded, and the third was inserted into the platform following the completion of the second module. Nevertheless, it is worth mentioning that the participants were informed about the overall program at the beginning of the program; thus, they were aware of what would come next, but they had to wait to see the materials and content details until the new module was unlocked.

The researcher organized the materials chosen for the module contents before the training program commenced. Materials were comprised of reading sources, video recordings, assessment tools, and lesson plans of pre-service teachers. For the reading sources, articles and book chapters on the related subjects were selected. The detailed list of the reading materials for the modules is provided in Table 33. Video recordings, assessment tools, and pre-service teachers' lesson plans were gathered from mentor teacher educators in the ELT departments; all parties were consulted for their consent in sharing their materials. The details of the video-recording materials are presented in Table 32.

Table 32.

Video-recording Materials and Documents Used in the Training Program Modules

Modules	Focus	Sources
Module 2	Instructional Strategies – Lecture Plan	MTE1 (Assist. Prof. Dr., state university, ELT department, course title: ELT Programs)
Module 3	Instructional Strategies – Delivery Techniques in Online Teaching	MTE2 (Prof. Dr., state university, ELT department, course title: Teaching English Language Skills) MTE3 (Prof. Dr., state university, ELT department, course title: Testing in ELT) MTE4 (Assist. Prof. Dr., state university, ELT department, course title: Classroom Interaction Skills)
Module 4	Assessment Tools	MTE5 (Assist. Prof. Dr., state university, ELT department, course title: Teaching English Listening Comprehension and Speaking Skills)
Module 5	Feedback Provision to Pre-service Teachers' Lesson Plans	Researcher (course title: Teaching English to Young Learners)

In addition to the modular tasks, the training program included Question & Answer (Q&A) sessions in which mentor teacher educators were guest speakers and responded to the training takers' questions. The Q&A sessions took place after every two modules; that is, upon the completion of the first two modules, the first Q&A session was realized, and after the third and fourth modules came the second Q&A session. The last Q&A took place after the completion of the fifth and sixth modules. Although the focus of the Q&A sessions was primarily the recently covered modules, the mentor teacher educators were asked to share their experiences, and the TECs asked any boiling questions they had related to being a teacher educator. In total, four MTEs visited the participants in the online Q&A sessions which took place on the Google Meet platform. Two MTEs directed the second Q&A session while the first and third Q&As had only one MTE.



Table 33.

Reading Materials Used in the Training Program Modules

Materials	Modules	Sources
Articles	Module 1	Karakas, A. (2012). Evaluation of the English language teacher education program in Turkey. <i>ELT Weekly</i> , 4(15), 1-16. Conner, M. L. (1997). Andragogy and pedagogy. <i>Ageless learner</i> , 2004, 01-18. Pew, S. (2007). Andragogy and pedagogy as foundational theory for student motivation in higher education. <i>InSight: a collection of faculty scholarship</i> , 2, 14-25. Ozuah, P. O. (2016). First, there was pedagogy and then came andragogy. <i>Einstein journal of Biology and Medicine</i> , 21(2), 83-87.
	Module 2	King, K. P. (2002). Identifying success in online teacher education and professional development. <i>The Internet and Higher Education</i> , 5(3), 231-246. Gillett, E., Cole, L., Kingsbury, L., & Zidon, M. (2007). Successful Online Learning in Teacher Education. <i>Teaching & Learning: The Journal of Natural Inquiry and Reflective Practice</i>
	Module 3	Chung, R. R. (2008). Beyond assessment: Performance assessments in teacher education. <i>Teacher Education Quarterly</i> , 35(1), 7-28. Meeus, W., Van Petegem, P., & Engels, N. (2009). Validity and reliability of portfolio assessment in pre-service teacher education. <i>Assessment & Evaluation in Higher Education</i> , 34(4), 401-413. Brandt, C. (2008). Integrating feedback and reflection in teacher preparation. <i>ELT journal</i> , 62(1), 37-46. Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. <i>Teaching and Teacher Education</i> , 26(3), 466-472.
	Module 4	Le, P. T. A., & Vásquez, C. (2011). Feedback in teacher education: Mentor discourse and intern perceptions. <i>Teacher development</i> , 15(4), 453-470. Ladeji-Osias, J. O., & Wells, A. M. (2014, June). Best Practices in Classroom Management for Today's University Environment. In <i>2014 ASEE Annual Conference & Exposition</i> (pp. 24-226). Al-Hamdan, J. (2007). Higher education classroom management: Kuwait university students' views. <i>college student Journal</i> , 41(3), 572.
Books	Modules 1, 2, 3, & 6	Morss, K., & Murray, R. (2005). <i>Teaching at university: A guide for postgraduates and researchers</i> . Sage. Moore, S., Walsh, G., & Rísquez, A. (2007). <i>Teaching at college and university: effective strategies and key principles</i> . McGraw-Hill Education (UK).
Web pages	Module 1	https://www.brown.edu/heridan/sites/heridan/files/docs/constructing-a-syllabus.pdf https://www.cultofpedagogy.com/course-syllabus-how-to/ https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/creating-a-syllabus
	Module 2	https://www.insidehighered.com/digital-learning/article/2017/11/15/peer-advice-instructors-teaching-online-first-time
	Module 4	https://citl.indiana.edu/teaching-resources/teaching-strategies/classroom-management/index.html https://www.easternflorida.edu/faculty-staff/cte/documents/classroom-management-techniques.pdf https://www.uopeople.edu/blog/classroom-management-strategies/

A measurement plan was also designed to see if the set program objectives and learning objectives were met in the training program. For this purpose, a formative assessment was applied. The engagement of the participants in the designed tasks, their reflective journals, and the feedback they received were considered parts of this process-based assessment. No success-failure criteria were set for the participants as this training program focused on the voluntary-based professional development of the participated TECs, yet the amount of the engagement of the participants, reflective journals, and the filled out KWL charts indicated the professional development of the participants.

Implementation

The to-be-used LMS, Google Classroom, was set for the training program titled Journey. Before sharing the classroom code with the participants, the researcher prepared a guidebook for the participants to ensure the participants would not lose track of the training program. The guidebook included the details of the program and module contents, task types, and lastly, the researcher's and her supervisor's contact information (Appendix 6). It was a deliberate choice of the researcher to create and include a logo for the training program to ensure it would have a professional image and increase the engagement of the participants.

Before commencing the training modules, the participants were asked to start working on their KWL charts. The chart template was shared with the participants on the Google Classroom platform (Figure 23). The participants would be finishing their charts at the end of the Journey.

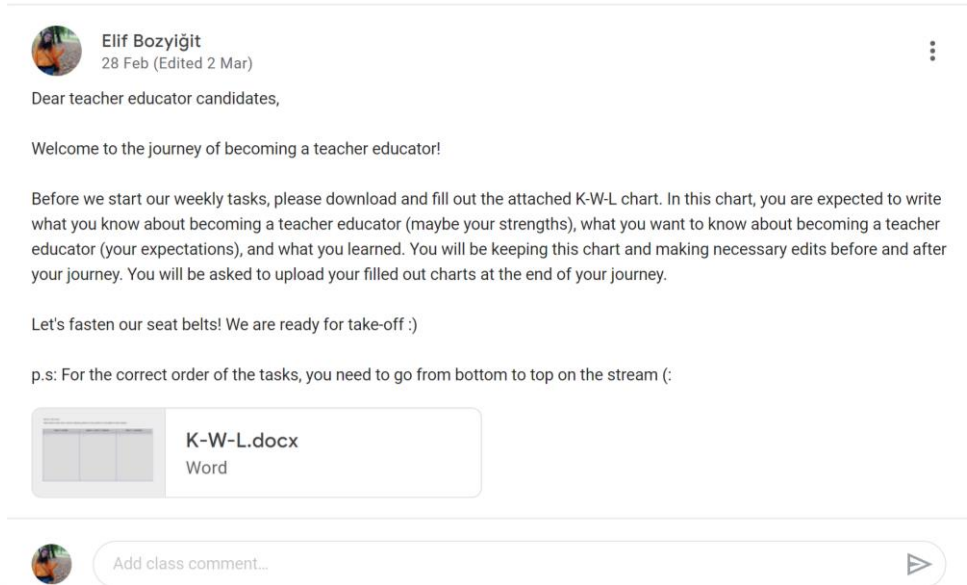


Figure 23. Screenshot of the opening post of the training program.

Module 1

The program's first module started with a community-building task in which the participants who did not know each other introduced themselves to their peers. The participants were encouraged to respond to their peers' posts in the discussion thread on Google Classroom (Figure 24). It was observed that the participants tried to see common points they had with their peers in the program.

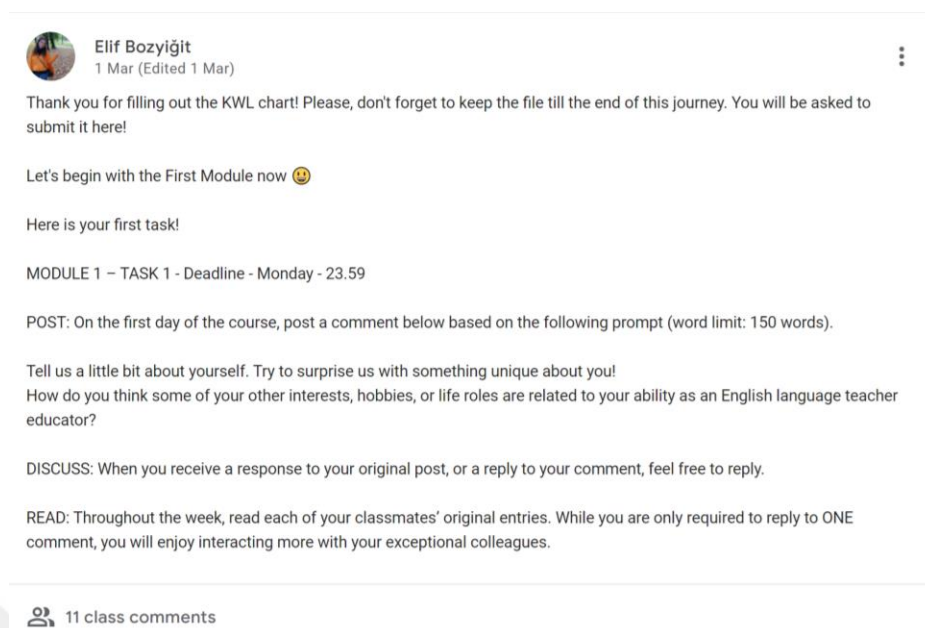


Figure 24. Screenshot of the first task of the training program.

While the participants were getting to know each other, the rest of the tasks in Module 1 were also shared with the participants on the stream. The second task required the participants to use their note-taking skills while reading an article on the ELT program in Turkey, attached to the post on the stream. The instruction of this task was as follows:

“READ the article “Evaluation of the English Language Teacher Education Program in Turkey” by Karakas to understand the strengths and weaknesses of the English Language Teacher Education Program in Turkey.

VIEW the current English Language Teacher Education Program in Turkey and identify the strengths and weaknesses and determine which courses you feel more comfortable with and competent in offering.

SUMMARIZE KEY POINTS from the reading sources and articles in the way that works best for you (note cards, audio notes, a journal entry) so that you can reference this information easily when you need it.

You do not need to post your answers for Task 2.

In each note-taking task, the participants were instructed in the same structure; that is, the participants were asked to read, view, and summarize key points. By using the notes they took, the participants would write their reflective journals or use these notes in the upcoming tasks.

The first module continued with the third task, which was similar to the second task in its structure; however, the third task focused on the differences between andragogy and pedagogy and on the theory and practice of teacher education. The reading sources on andragogy and pedagogy were from multiple web pages, and the theory and practice of teacher education was a chapter taken from the book titled *Teaching at University* by Morss and Murray (2005). While this task also asked the participants to take notes, the fourth and last task of the first module required the TECs to read, post, respond, and discuss. As the following figure displays, the participants created a safe discussion environment under the thread with their comments.

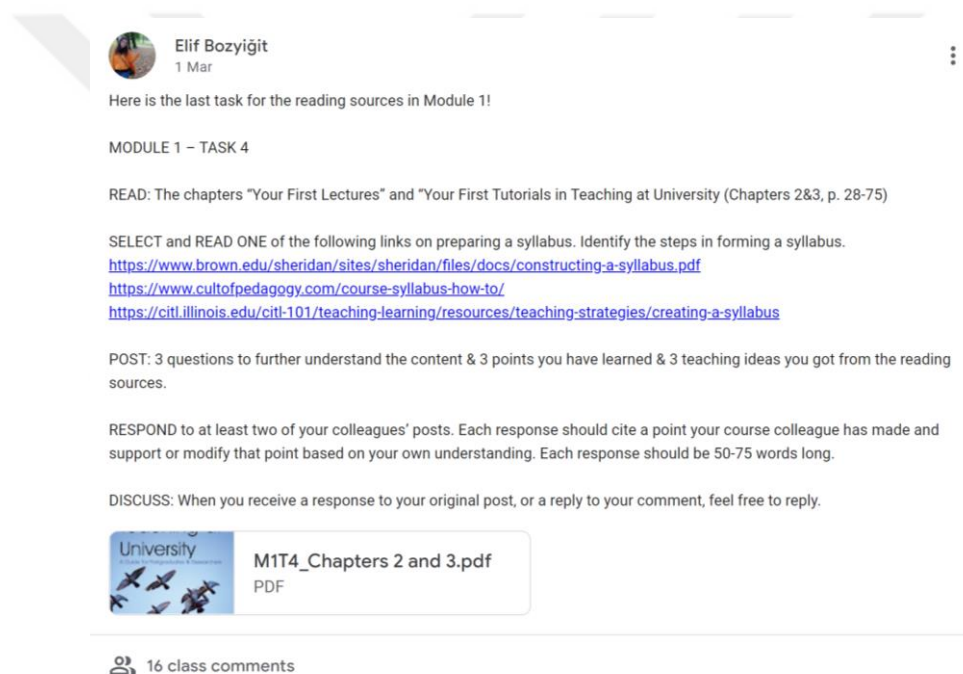


Figure 25. Screenshot of a discussion-based task of the training program.

With the purpose of encouraging participants to insert their reflective comments, the task required the participants to post three questions to further understand the content, three points they learned, and three teaching ideas they got from the reading. Their peers would answer their questions, and they were also expected to respond to their peers' questions. If the participants could not get satisfying responses, they were urged to take notes and pose these questions at the Q&A sessions. Plus, the researcher also monitored the questions and

answers. When she observed any unanswered questions, she would remind the TECs to direct these questions to the mentor teacher educators during the Q&A sessions. The following figure shows a sample comment from a participant in which the TEC stated the points she learned and the teaching ideas she got, and lastly, she posed her questions for her fellows.

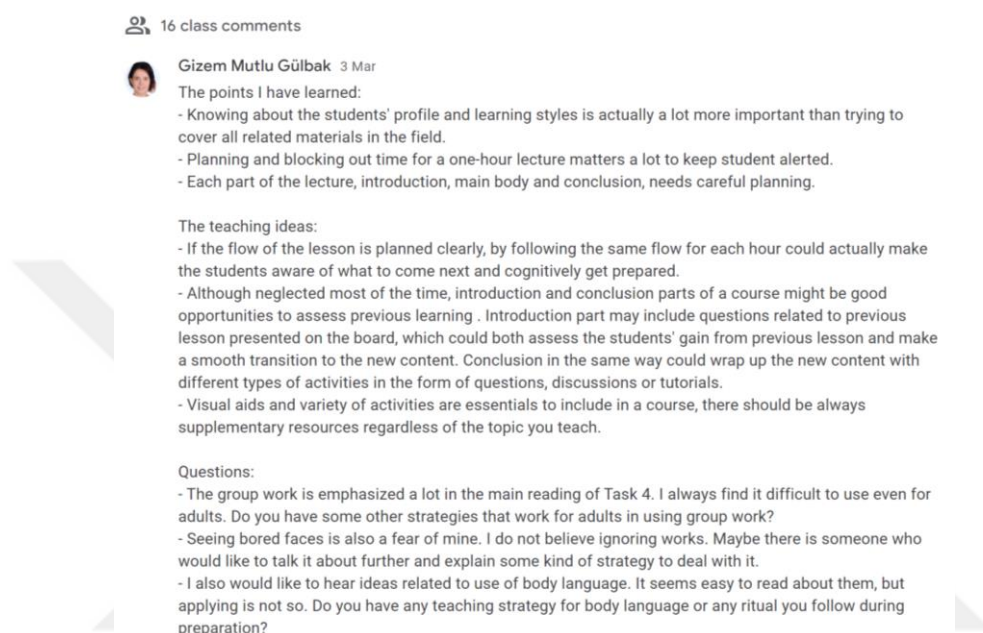


Figure 26. Screenshot of a sample comment of a TEC.

Upon completing the first module, the participants submitted their reflective journals via the assignment section on Google Classroom. The researcher reviewed the participants' reflective journals to determine the need for any immediate modifications in the training program; the researcher did not provide comments or feedback to the participants' reflective journals. Only acknowledgment comments were posted on their submitted work to prove to the participants that they had an audience who read their reflective thoughts.

As the screenshot below displays, in accordance with the module content, the participants were also provided with extra reading materials. These extra materials were not considered as a compulsory task, the participants who were willing to read more examined these materials and stated their comments in their reflective journals. The completion of the first module took one week for the participants.

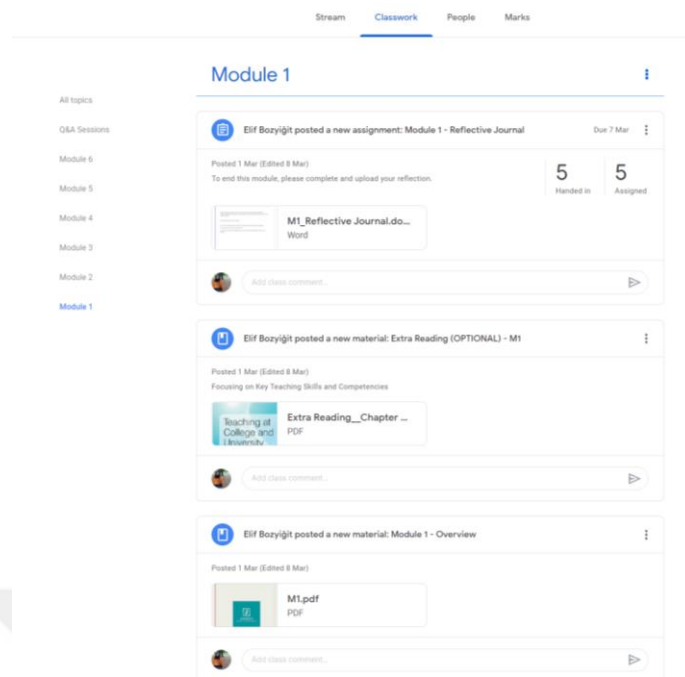


Figure 27. Screenshot of the classwork section for Module 1.

Module 2

In the second module of the training program, the TECs were assigned two tasks in addition to writing a reflective journal. The tasks included reading sources and focused and guided observation. The reading focus in this module was on e-learning and online teaching. The TECs were provided with several articles, among which the participants were required to choose only one, a chapter from the book *Teaching at University* (Morss & Murray, 2005), and another chapter from the book *Teaching at College and University* (Moore, Walsh, & Rísquez, 2007). The participants were asked to read, post the newly learned points, the teaching points, and elaboration questions as they did in the first module.

The second task entailed the TECs to watch an EFL teacher educator's video recording and use an observation form that included guiding points. The video was recorded during the teacher educator's online courses in the pandemic. The observation was based on the topics covered in the previous module, that is, the instructional strategies applied in delivering the

content of the course. At the end of the observation form, the participants were provided with a question on their reflection; the question was “How has this task contributed to your understanding of instructional strategies in teacher education? The participants uploaded their completed observation forms to the related assignment section. With the submission of the participants’ reflective journals, the second module ended; in total, the completion of Module 2 lasted one week.

1st Question & Answer Session

Following the completion of the first and second modules, a question and answer session was held, the schedule of which was set in accordance with the TECs’ and mentor teacher educator’s program. Before the session, the visiting MTE was informed about the Journey Model, the focus of the first two modules, and the participant profile; plus, some of the questions posted by the participants were shared with the MTE to give her an idea of the discussion points. The meeting platform was set as Google Meet, with which all Q&A participants were familiar. As Google Meet enabled the researcher to record the session and save it in Google Drive, this platform was the most convenient one.

The guest MTE was a well-known full-time professor at an ELT Department in a state university. Among the participants, three of them had met the professor beforehand. The Q&A session provided the participants to meet not only the MTE but their peers as well. Prior to this meeting, although the participants had interacted with each other on Google Classroom and the WhatsApp Group, this Q&A session enabled the participants to put a face to the participant names.

The meeting started with the MTE’s introducing herself with information on her background, experiences, and expertise. Later, the participants directed their questions to the MTE. This exchange of discussions took one hour and ten minutes in total. The meeting was ended when the TECs reported they had no more questions left. The session’s recording was shared

as a link with the participants on Google Classroom to enable the participants to re-watch it if they needed it in the future.

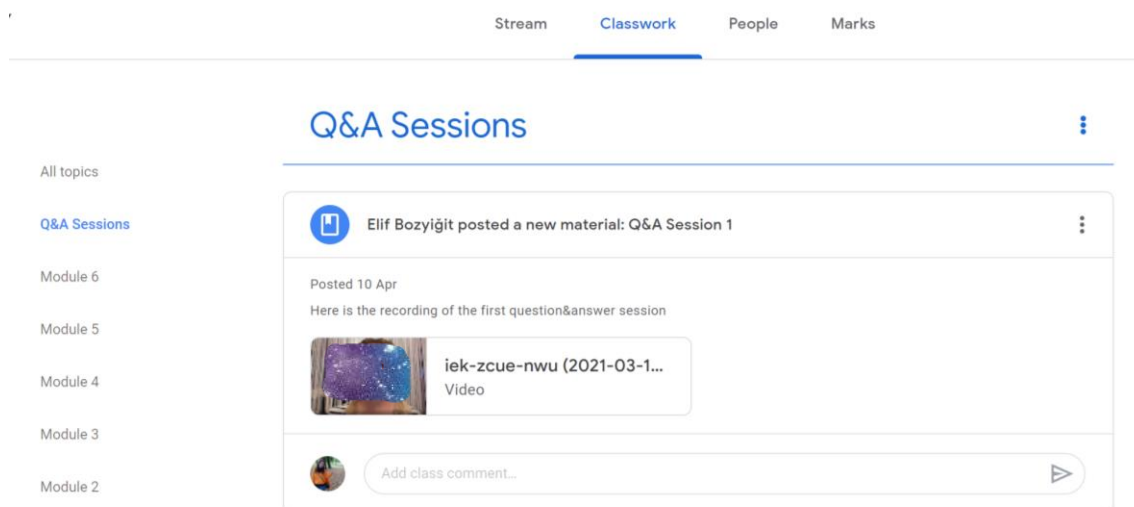


Figure 28. Screenshot of the shared Q&A session.

Module 3

Similar to Module 2, the third module included two tasks plus the reflective journal. The tasks of the third module were focused and guided observation and reading. For the observation task, the participants were given three video recordings of three separate teacher educators who were working actively at ELT Departments of state universities. The videos were from the teacher educators' online courses they had recorded in the pandemic. The participants were required to file an observation report on one of the video recordings. The focus of the observation was in line with the reading content they had in the previous module: techniques and e-resources used in e-learning. The participants used the observation form provided by the researcher and uploaded the observation reports to the related Google Classroom assignment section.

The second task for Module 3 required participants to read two chapters from the book *Teaching at University* (Morss & Murray, 2005) and one article, which was provided with four other articles; the participants would choose among these five articles and take notes

for the task. Upon reading these chapters and the article, the participants were expected to post, respond, and discuss again. Completing the third module, including the submitted reflective journals, took one week as the first and second modules.

Module 4

In Module 4, the participants were responsible for three main tasks: reading, document analysis, and lecture planning. The TECs were provided with five articles on different web pages and asked to read, post, and respond for the reading task. In addition to these articles, extra reading materials were also provided for the participants willing to read more. The document analysis task required the TECs to view and examine the syllabus of a mentor teacher educator who provided the materials of a course, including the assessment tools, answer keys, used rubrics, feedback forms, and the weekly schedule. The TECs were expected to examine all these materials by answering certain questions provided by the researcher. The participants had no requirement to post anything for this task, yet they were encouraged to insert their comments in their reflective journals.

The third task of the fourth module required the participants to create a lecture plan for a methodological course in ELT. For this task, the TECs were provided with a lecture template that they would be using while transferring what they had been learning in the first three modules.

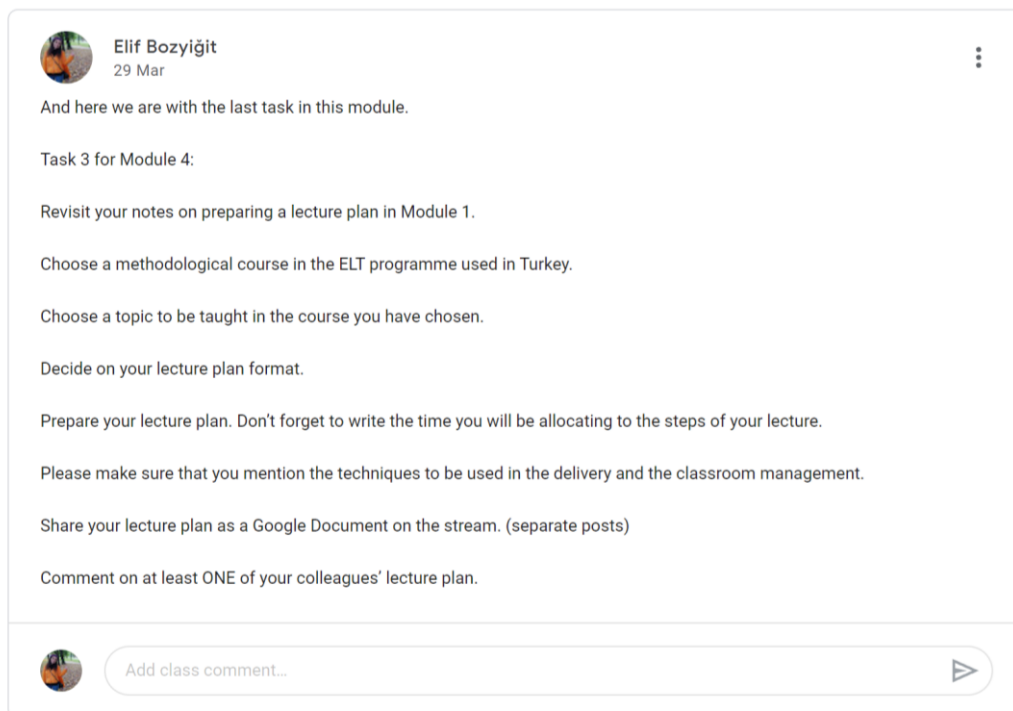


Figure 29. Screenshot of the instructions on lecture planning.

As the TECs shared their lecture plans on the Google Classroom stream, they could view and comment on each other's lecture plans. The submitted lecture plans were then shared with a mentor teacher educator who provided feedback to these plans. The feedback inserted plans were uploaded to the system so that only the owner of the lecture plan would be able to see the feedback they had received.

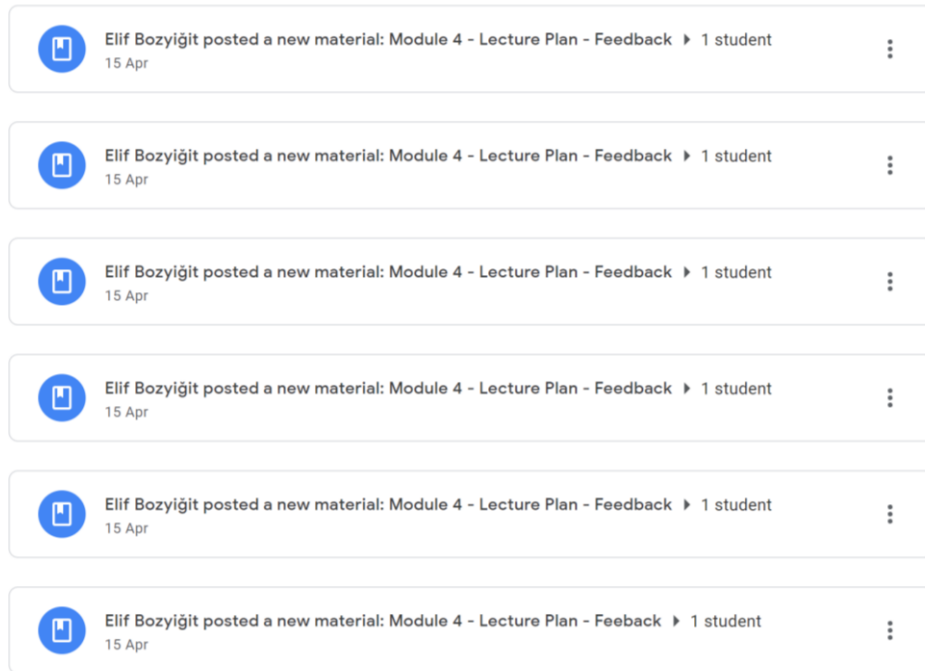


Figure 30. Screenshot of the feedback posts.

Upon completing their reflective journals, the participants were done with Module 4 and continued with Module 5. The completion of Module 4, in total, took two weeks due to the wait time in receiving feedback.

2nd Question & Answer Session

The second Q&A session took place while waiting for feedback on lecture plans. In this session, two mentor teacher educators were hosted, both of whom were well-known full-time professors at two different state universities. The MTEs were informed in advance about the focus and procedure of the Q&A session via e-mail (Figure 31). The meeting schedule was set with the TECs and the MTEs by taking all parties' hectic programs into account.

Dear Professors,

Thank you very much for accepting to accompany the teacher educator candidates in their becoming journey. The link for the Q&A session to be held on **Thursday (8.4.2021) at 18.30** is:

meet.google.com/qmz-gjrp-tfn

This session's foci will be:

- * Focusing on students
- * Classroom management
- * Assessment & Feedback

These topics have been covered with the help of some reading sources for teacher educator candidates. Still, the candidates do have some question marks on how to successfully build rapport and manage the classroom in teacher education classes. Assessment types we can provide in teacher education courses and provision of feedback to microteaching performances and lesson plans have been other major foci of the questions they have posed in our Google Classroom discussions.

I would like to share some of the questions they have asked in our discussion forum to give you an idea of what they would be needing to hear:

Moore et al. (2007) emphasize the benefits of learning communities. What are some ways to create an engaging and empowering learning community?

Moore et al. (2007) focus on providing positive and negative feedback. In this sense, it is important to point to students' strengths as well as their weaknesses. I sometimes wonder what I can do to improve effectiveness of feedback sessions so that instructor feedback improves student learning. Do you have any suggestions?

How do you manage the issue of facilitating interactions between students for optimal learning specifically for group and pair activities?

As far as I observed college students are very creative in making up some excuses (but I don't mean that real excuses do not exist :). About this issue, "stuff happens cards" idea given in Teaching Professor drew my attention a lot. Do you have any strategies to deal with students' no-end excuses?

Considering higher education context, do you find tech-off policy (e.g., banning mobile phones) useful or a frustrating/demotivating factor for the students? Why/Why not?

How can teacher educators overcome problems such as trainee resistance, lack of clarity, trainer dominance depending on power relations inherent in post-observation feedback sessions?

Summative assessment can and should have formative characteristics. How can we enable this for a better constructive and realistic assessment?

What are your opinions about the third point I noted down (Few forms of assessment can provide a precise measure of learning, as opposed to the common belief suggesting a variety in assessment.)? Do you prefer few forms for assessment or a variety?

In Brandt's (2008) article, the importance of collaborative reflection in feedback sessions is highlighted. One idea to increase communal dialogue in these sessions is promoting a collaborative and cooperative environment where response and interaction are encouraged. What would be the other ways to increase the effectiveness of dialogic feedback on teacher training?

Sharing your experiences and strategies, I believe, will be highly contributory to the participants' growing awareness. Please accept my apologies for this long email. Please do ask me if I need to further elaborate any of these points.

Best regards

Figure 31. Screenshot of the briefing e-mail on the 2nd Q&A session.

During the session, after listening to the introductions of the MTEs, the participants were able to ask their questions and receive answers. The exchange of the experiences was focused not only on the questions the participants had in line with the previous modules' contents but also on many different aspects of becoming a teacher educator. This question-and-answer session, in total, took one hour and six minutes.

Module 5

The fifth module of the training program was action-based. It included tasks in which the participants would prepare an assessment tool, provide feedback to pre-service teachers' lesson plans, and implement microteaching with pre-service teachers.

The first task required the TECs to use their lecture plans on which they had received feedback and conduct an online microteaching session. The participants were expected to

have revisions on the lecture plan in accordance with the MTE's feedback. The instructions for the microteaching task were as follows:

- REVISIT your lecture plan you designed in Module 4.
- CHOOSE a 10-20 mins part of your lecture to implement it with pre-service teachers.
- DESIGN the materials you will use for the delivery and classroom management.
- INFORM the researcher of the date and time preference of yours and SET the time for the microteaching.
- REHEARSE your microteaching before the actual teaching.
- WATCH the recording with a mentor teacher educator to analyse your teaching in terms of the instructional strategies and classroom management.
- WATCH and COMMENT on ONE of your colleagues' microteaching (OPTIONAL).

When the participants reported their readiness, the researcher arranged groups of pre-service language teachers to actualize microteaching sessions. Each group consisted of five pre-service teachers (PST) who were either third graders or fourth graders. After negotiating with the TECs and the PSTs, the schedule for the microteaching was set. The TECs were free in choosing the platform they would like to conduct the lesson; while two of the participants opted for using the Zoom platform, four of them wished to use the Google Meet platform. All participants were aware that the session would be recorded and shared with the researcher. In their microteaching performances, the TECs conducted 10-20 minutes of their lecture plans with the PSTs. Later, the recorded sessions were uploaded to the related Google Classroom section to enable the fellow trainees to examine the microteaching performances and give feedback to each other. The researcher shared the recordings with a mentor teacher educator, and the MTEs provided written constructivist feedback for the TECs.

For the second task of the fifth module, the TECs were asked to prepare an assessment tool for a course in the ELT departments. The instructions for this task were as follows:

- REVISIT the assessment techniques covered in the previous modules.
- CHOOSE a methodological course in the ELT program in Turkey.
- IDENTIFY the learning outcomes of the chosen course.

- DESIGN an assessment tool for the chosen course.
- PREPARE an answer key/feedback form/rubric for the designed assessment tool.
- SHARE your documents on the stream to be reviewed by your colleagues.
- COMMENT on at least ONE of your colleagues' assessment tools.

A mentor teacher educator later examined the TECs' designed and shared assessment tools, and the participants received written feedback on the developed tools.

The last task of Module 5 required the TECs to provide feedback to a lesson plan designed by pre-service language teachers. The participants were provided with two lesson plans and asked to choose one to examine and give feedback. None of the lesson plans included personal information of the PSTs who created those plans. The TECs inserted their written feedback on the chosen lesson plan and uploaded the files to Google Classroom.

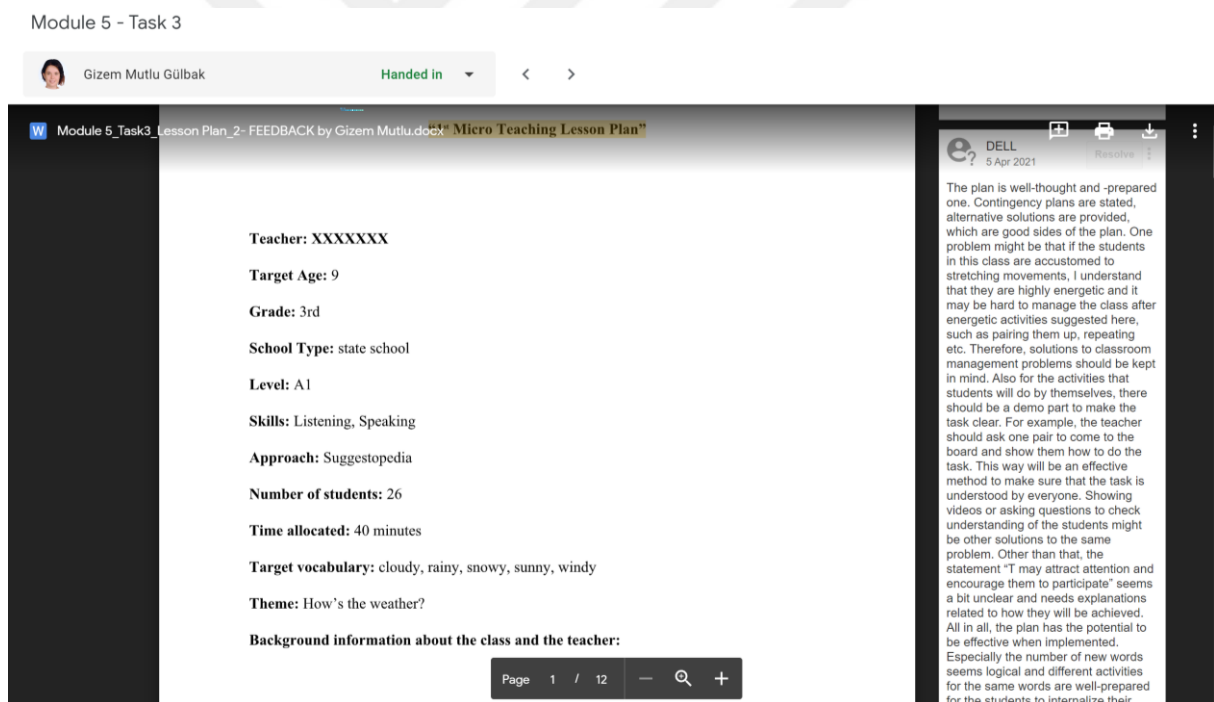


Figure 32. Screenshot of a TEC's feedback provision.

The module ended with the TECs' submitting their reflective journals. The overall completion of the module took longer than the previous modules, as this one included more practice-based tasks. Thus, in total, the module was completed in three weeks.

Module 6

The last module of the training program was half action-based and half reading-based. The first task of the module required the TECs to conduct a macroteaching session based on the lecture plan they prepared and revised in accordance with the MTE's feedback in Module 4 and the performed microteaching and received feedback in Module 5. The instructions provided for this task were:

- REVISIT your lecture plan you designed in Module 4.
- DESIGN the materials you will use for the delivery and classroom management for the whole lecture.
- INFORM the researcher for the date and time preference of yours and SET the time for the macroteaching.
- REHEARSE your macroteaching before the actual teaching.
- WATCH the recording with a mentor teacher educator to analyse your teaching in terms of the instructional strategies and classroom management.
- UPLOAD the link of your recorded macroteaching as a comment to this post.
- WATCH and COMMENT on ONE of your colleagues' macroteaching (OPTIONAL).

Following the same procedure in the microteaching task in Module 5, the researcher arranged the groups of PSTs and set the time with the participants. The groups the TECs would be teaching again had five PSTs, but the students were not the same PSTs they taught in their microteaching performances. For the macroteaching, the TECs performed the whole lecture plan, and the average time of the performances was 45 minutes. Getting ready for the macroteaching, arranging the macroteaching schedule, conducting the macroteaching, and receiving feedback from a mentor teacher educator took two months

While waiting for the mentor teacher educator's feedback, the TECs conducted the second task of the module, which required the TECs to read a chapter titled "Feedback on your teaching and Continuing Professional Development" from the book *Teaching at University* (Morss & Murray, 2005), post three career development ideas they got from this reading

source, and respond to their colleagues' comments. The module concluded upon the submission of the last reflective journals.

3rd Question & Answer Session

The concluding question and answer session took place in the middle of the sixth module with the participation of a mentor teacher educator who was an assistant professor at an ELT Department of a state university. The same procedure was followed in informing the MTE before the session. As the guest MTE was relatively younger than the previous guests, her recent experiences and her focus on the challenges she had recently experienced were discussed in the session while discussing the solutions. The TECs had the chance to direct their questions regarding the last two modules, their microteaching and macroteaching performances' results, and other aspects of being a teacher educator. The one hour and twenty minutes-long session was recorded and shared on Google Classroom if they needed to re-watch the discussions in the future.

Evaluation

Following the implantation of the training program, the participating teacher educator candidates were asked to finish the KWL chart and submit it to Google Classroom and fill out the evaluation form generated on Google Forms. Six teacher educator candidates uploaded their charts and filled out the evaluation form, which had scaled and open-ended questions and took approximately 15 minutes for the participants to complete.

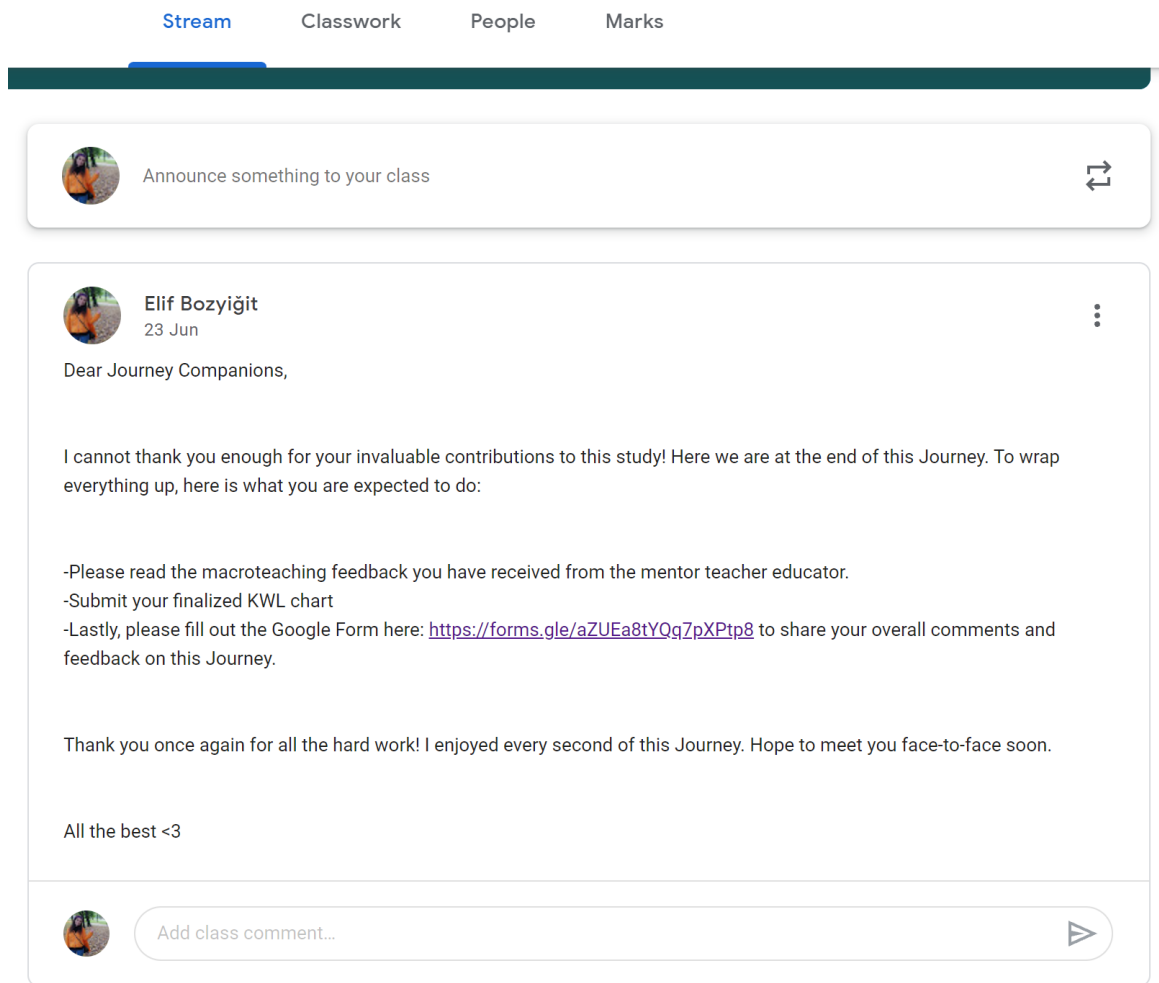


Figure 33. Screenshot of the announcement on the evaluation of the training program.

Evaluation of TECs' Engagement

The participants were asked to evaluate their engagement in the training program in two dimensions: their effort in following the Journey Model and in keeping up with the tasks and responsibilities in the Journey Model. When they were asked to reflect upon their effort in following the model, the participants had three options:

- I conscientiously read all the course documents, instructions, and posted announcements.
- I read most but not all of the course documents and announcements.
- I sometimes neglected to read all of the course documents and announcements.

As demonstrated in the figure below, the TECs mainly stated that they read all documents, instructions, and announcements. This finding matches the researcher's observation as the participants would refer to the documents and announcements in their interactions and/or reflective journals.

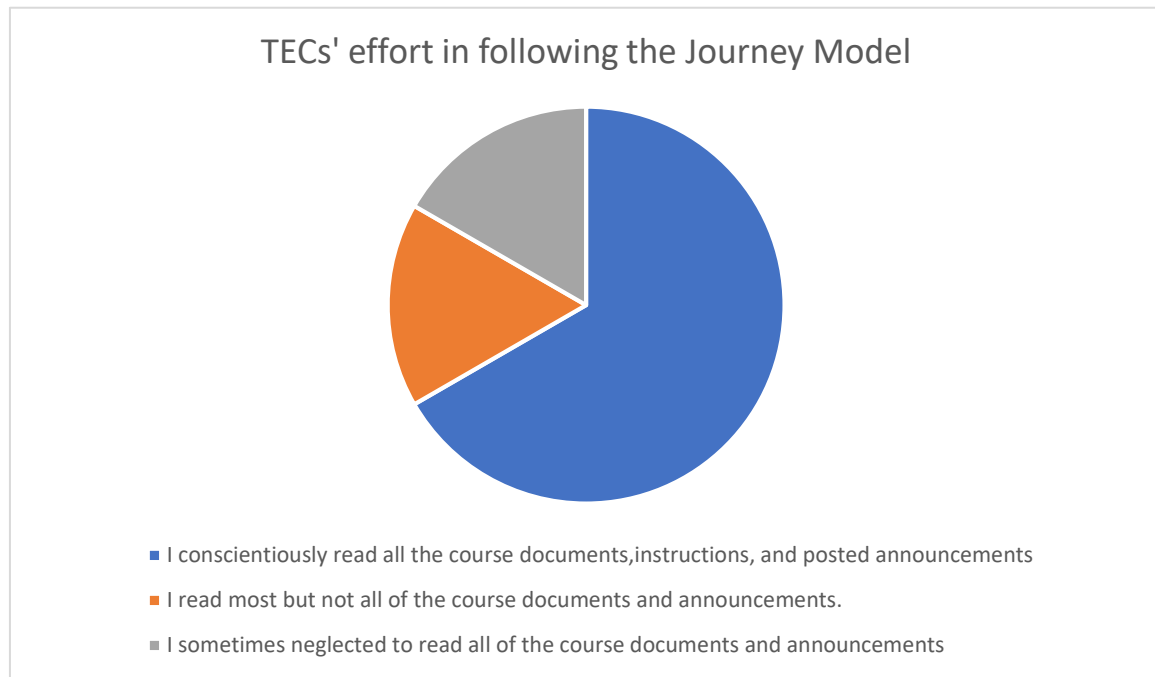


Figure 34. TECs' evaluation of their effort in following the program.

As for their effort in keeping up with the tasks and responsibilities in the Journey Model, the participants again had three options while evaluating:

- I always had all the work completed by the last day of the module.
- I usually had all the work completed by the last day of the module.
- I rarely had all the work completed by the last day of the module.

The TECs' evaluations indicated that while most of the participants usually completed the work by the last day of the module, one participant always had them completed before the deadlines, and one participant rarely had all the work completed by the last day of the module. This finding also matches the researcher's observation on the participants' engagement throughout the training program

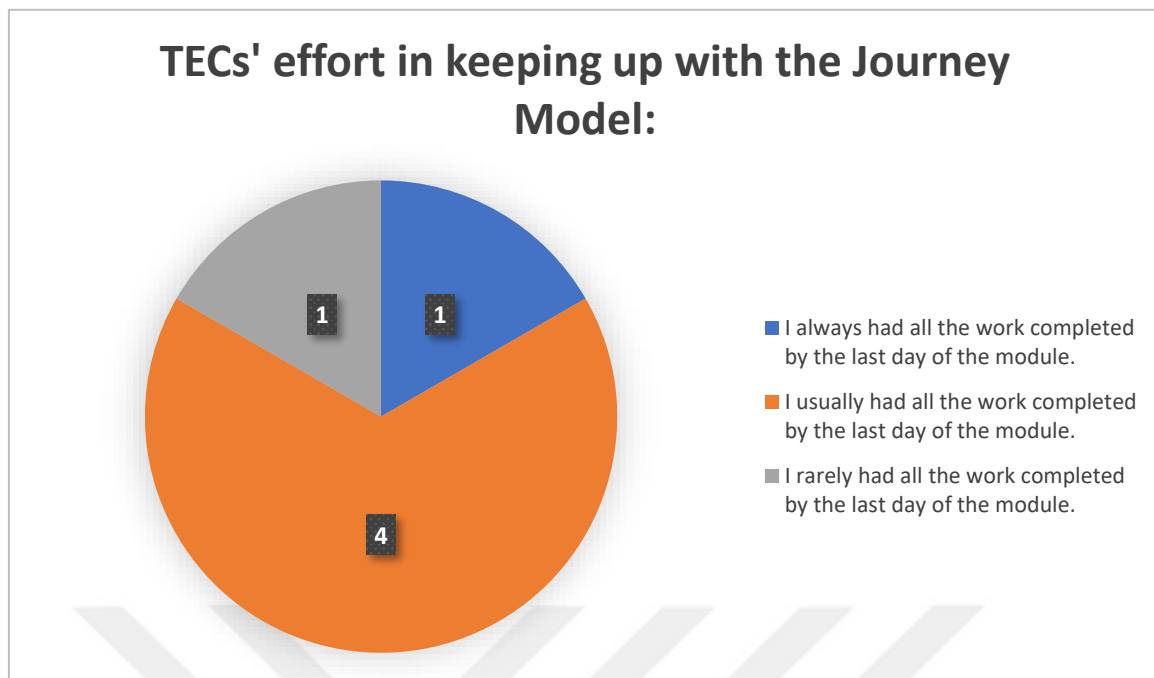


Figure 35. TECs' evaluation of their effort in the program.

Evaluation of Researcher's Engagement

Next, the participants were asked to evaluate the researcher's engagement throughout the training program. The statements for this section included being well-prepared, sequencing activities properly, using examples often, encouraging participation, addressing questions adequately. The respondents were expected to choose scales from 1-5 to indicate their agreement degree. As demonstrated in Figure 36, although the participants agreed with the researcher's engagement in different aspects, the number of examples provided by the researcher was found slightly limited by one of the participants.

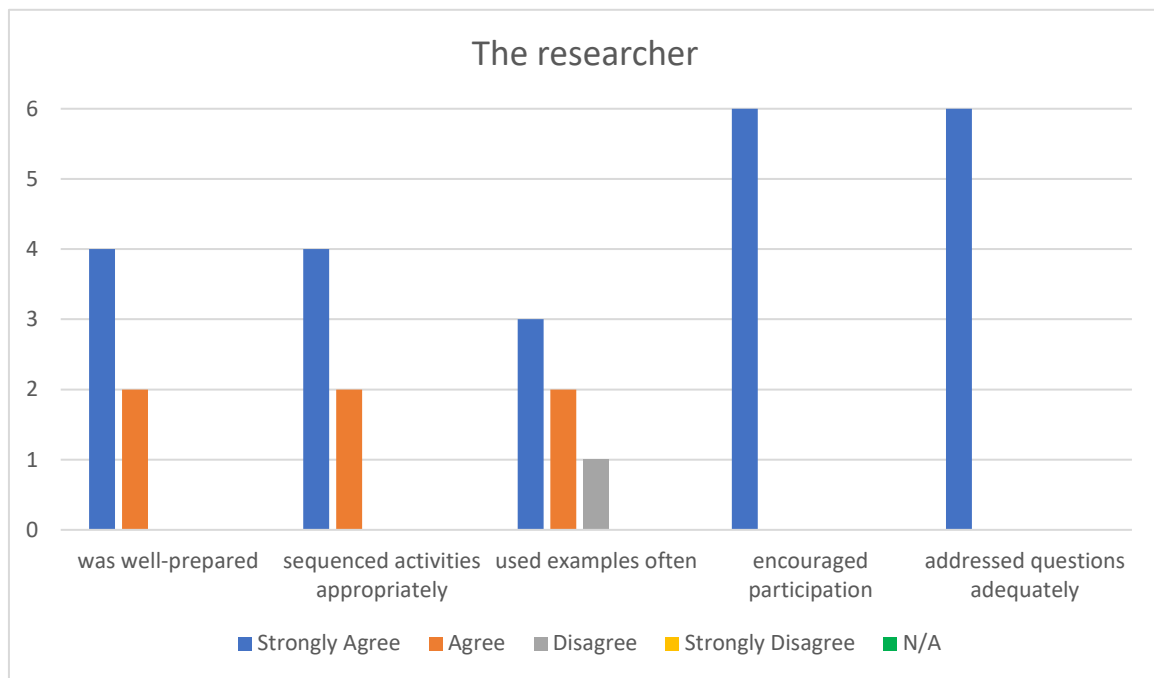


Figure 36. TECs' evaluation of the researcher's engagement.

Evaluation of the Online Learning Platform

The participants' evaluation on the online learning platform was also asked in the evaluation form. The evaluated aspects of the online learning platform were interaction with the group, researcher's availability, course access, and course documents.

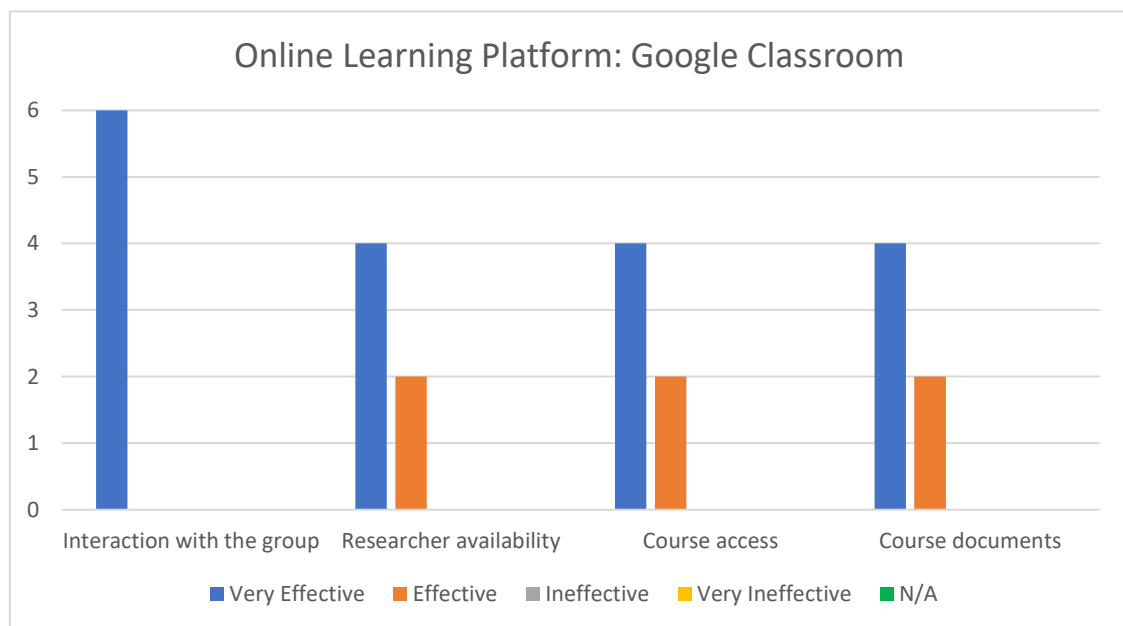


Figure 37. TECs' evaluation of the online learning platform.

The results of the TECs' evaluations, as displayed in Figure 37, indicate that the participants found the Google Classroom platform very effective in the training program. Particularly, all participants agreed on the effectiveness of the interaction with the group function provided within the platform. However, when the participants' written comments in the evaluation form were examined, it was found that the participants found the forum discussions ineffective due to the technical issues experienced on the platform.

TEC-J1: I've found Google classroom ineffective in terms of following discussion forums and flow of course announcements. Once a comment is written, it remains in the bottom of the page and forgotten.

This comment agrees with the researcher's observation as well. Before implementing the training, the researcher had tried other platforms; however, as this platform enabled many free functions, this particular platform was chosen as the online learning program. Nevertheless, throughout the training program, the impractical comment section was observed. Despite the technical problem observed in the comment section, the participants were observed to be satisfied in using the Google Classroom platform, as seen in the quote provided below.

TEC-J6: Google classroom enabled us to ask and answer questions and discuss our weekly practices with other participants, therefore it was very effective in directing us to discussion. Also, I didn't have any difficulty in finding the course materials and documents in Google Classroom that provides all the chapters or the other documents that we used during journey in a well-organized way. The researcher always was there whenever we needed her. She explained weekly modules very clearly step by step.

Evaluation of Objectives and Instructions

In the evaluation form, the participants were, firstly, asked about the general objectives of the training program. To the statement "Objectives were clear", the TECs would choose from 1 to 5; 1 indicated the participants strongly agreed and 5 meant they strongly disagreed. Following the statement on objectives, the respondents choose from 1-5 to state if they found

the instructions clear. As the following figure displays, participants of the program found the objectives and instructions clear while only one TEC was unsure of the clarity of the instructions.

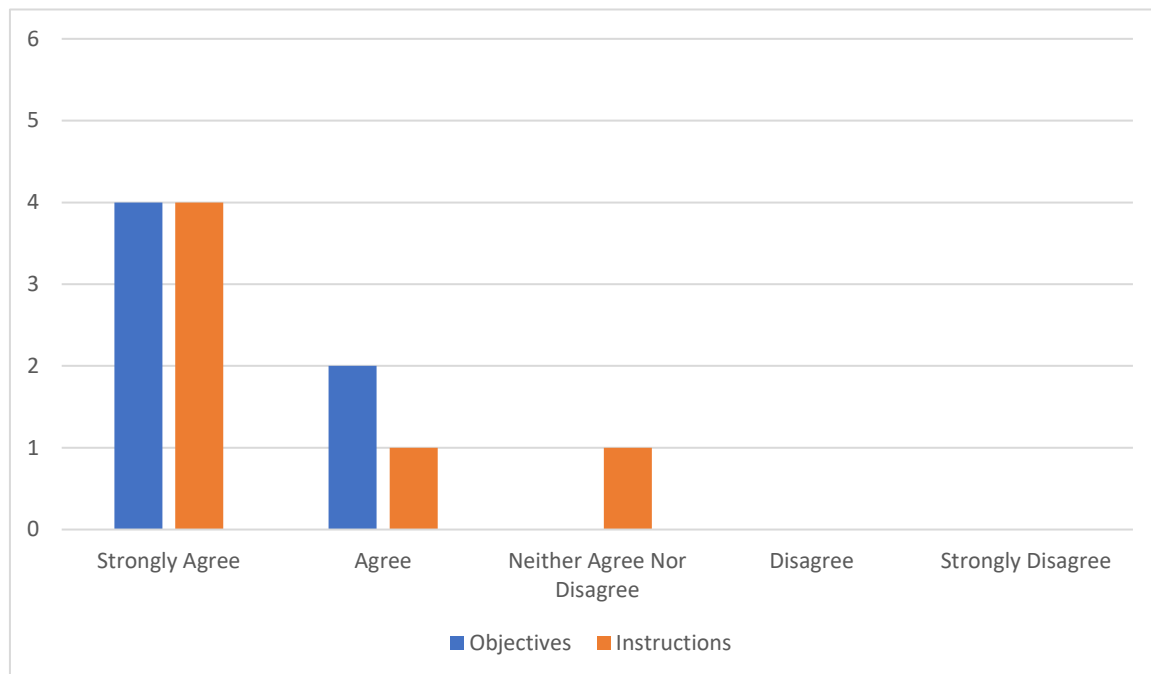


Figure 38. TECs' Evaluation of the Objectives and Instructions.

The TEC who chose the *neither agree nor disagree* option for the instructions' clarity stated the following:

...the guidelines/instructions for the assignments could have been more detailed. (The weekly discussions based on the assigned chapters were clear, but sometimes the instructions for a few tasks (e.g., the assessment tool task) were vague.

Evaluation of the Content of the Journey Model

The participants evaluated the content of the Journey Model in the next section. The scales used in this section ranged from very effective to very ineffective, and the items were background readings, forum discussions, application to own context, Q&A sessions, syllabi of the mentors, received feedback (by mentors), micro/macroteaching practices, observation

assignments (watching mentors' classes), assessment tools of mentors, assignments (assigned by the researcher), and reflection papers.

As provided in detail in the figure below, although all aspects of the training program were mainly stated to be very effective, five aspects were chosen as ineffective by teacher educator candidates. These aspects were forum discussions (TEC-J1), Q&A sessions (TEC-J4), received MTE feedback (TEC-J4), observation assignments (TEC-J3), and assessment tools of MTEs (TEC-J4). Among the contents of the program, background readings and micro/macroteaching practices were found very effective

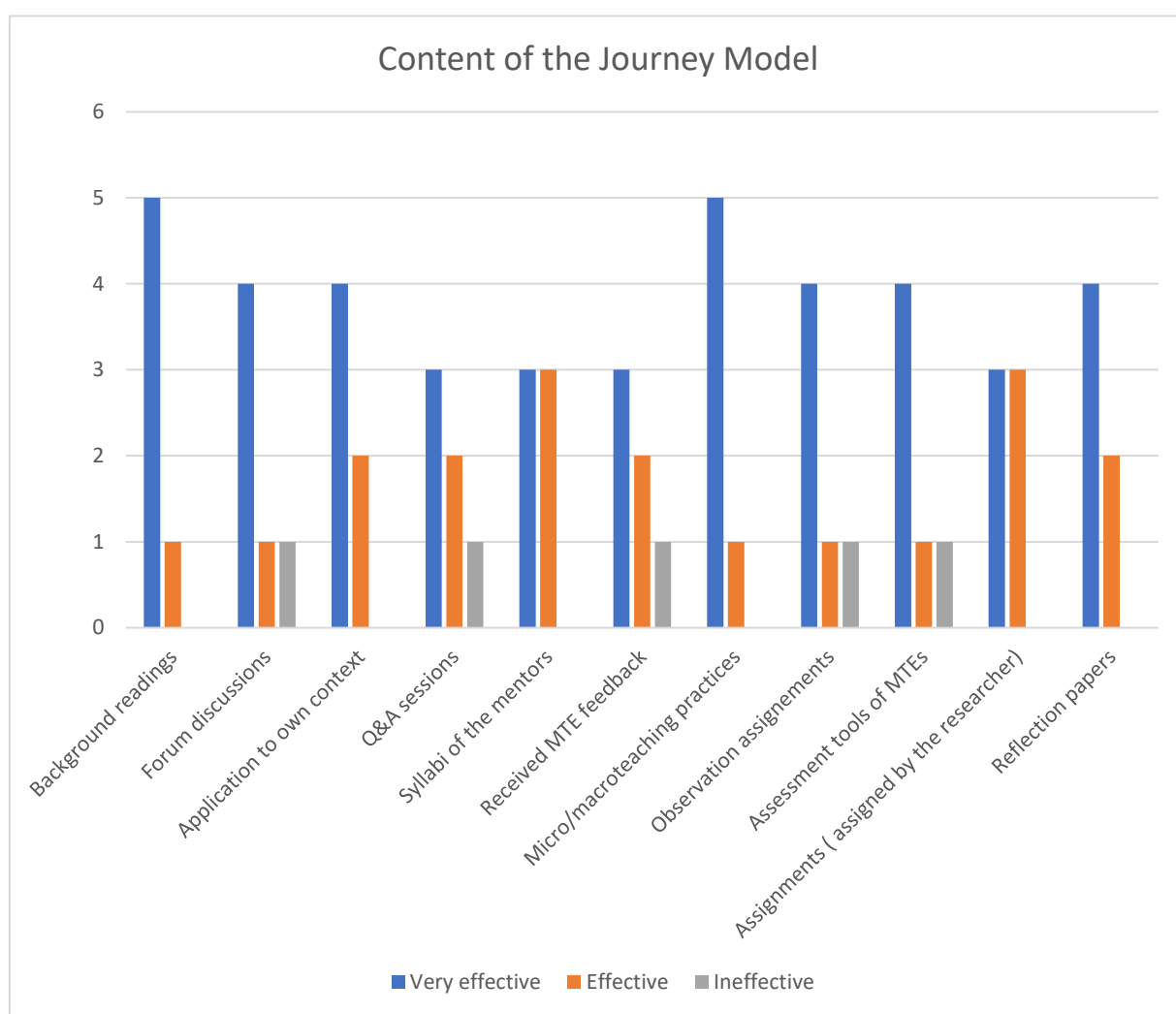


Figure 39. TECs' evaluation of the content of the Journey Model.

The participants' written comments further elaborated how they found the contents of the Journey Model effective in their becoming journey. The quote provided below is taken as an example from a TEC's comment on her overall reflection on the Journey contents.

TEC-J6: I think that all the steps in the induction model are complementary to each other. Starting the Journey with the basic readings first provided us with the infrastructure for the next practice stages. Although I thought of readings as familiar things at the beginning, I went back and looked at the book chapters in my preparations for the practice stages, and I benefitted from them a lot. In the first weeks, the researcher asked us to not only read the book chapters, but also to share the teaching ideas we learned from what we had read and to ask questions to the other participants, which directed us to involve in the forum discussion. During the forum discussions, I answered a lot of thought-provoking questions which gave me new perspectives. I liked the Q&A sessions held with mentors that we had the opportunity to both ask our own questions and benefit from their experience. Another strength of the journey was that it allowed us to do micro and macro teaching in real classes which I had not experienced up to that point. Performing micro and macro teachings as well as creating an assessment tool made me realize once again that knowing is never enough for practice. Finally, the reflection papers we wrote weekly allowed us to think about everything we read/do during the week and see our strong/weak sides. In my opinion, reflection part is one of the most important and effective side of this journey. In short, since all the steps in the journey are laying the ground for the next and complementary to each other, I consider them all very effective.

When the TECs were asked about the valuable aspects of the Journey Model, their responses indicated several aspects as meeting mentor teacher educators, teaching practices, reflective practices, readings, and MTEs' feedback. On meeting mentor teachers, a participant stated the following:

TEC-J5: I think the sessions with the experienced scholars were the most valuable moments as we were allocated time and attention so that we could ask questions and share our thoughts.

Another TEC mentioned how she found the cumulative and sequential layout of the training program effective by stating the following:

TEC6: In general, I think all of the steps are effective; but in my opinion, the feature that makes this model so powerful is that the organization (order) of the steps. Each of them serves as a preparation step for the next one. Also, the most valuable feature of this step is that it enabled us to practice all of the things we had learned / read. I had an opportunity to create a lesson plan, perform it in front of real students and create a real assessment tool. This showed me the difficulties of our future job and taught me what to do / how to do it.

On the other hand, a TEC stated her discontent in the reflective practices and the workload. Her statement is provided below:

TEC4: The workload was a bit heavy. I think the length of reflection papers could have been shorter (Maybe not as reflection papers, but as learning logs/audio recordings). I find reflection papers ineffective as they don't foster interaction with others, and they are time-consuming.

The TECs' responses to the open-ended question "Are there any parts of this induction model content you would exclude? If so, please be specific." indicated that most of the participants would not exclude anything (n=4). The quote below belongs to one of these four participants who explained her reason in wishing to keep the training program as it was:

I think the model is excellent. I don't think there are any unnecessary steps that need to be removed from the model. Even though the weekly-assigned chapters felt like I was reading what I had already known, it was invaluable to read them as they strengthened my practice in the following weeks. That's why, even those chapters were quite useful.

Although most of the participants stated they would not exclude any part of the Journey Model, two TECs mentioned specific aspects of the Journey Model they would exclude. While one was focusing on the observation task in which she had difficulty in filling out the observation form, the second TEC mentioned the difficulty the reading tasks brought in time management. The quotes of these two participants are provided below:

TEC-J3: Okay, sorry for that, but the part that we watched the videos and filled out tables. As I mentioned in 3rd reflection paper, I learned from [REDACTED]'s class, but I don't know why, it was challenging for me to fill in them. On the other hand, I know that we need some guidance while watching and evaluating the lesson. Maybe wording or structure of the table can be modified.

TEC-J5: All the parts were valuable but if we run out of time, we can bypass the extra reading articles because we could save time by omitting reading parallel sources.

Upon stating if they would exclude any part of the Journey Model, the participants, next, provided their responses to the question "Do you suggest any points to be added to this induction model? If so, please be specific". While one of the TECs stated she wished not to add anything, the remaining five participants suggested various aspects to be added, and these were including more context-specific tasks, enabling the chance to work with and

observe an MTE, increasing the number of teaching practices, ensuring opportunities of co-teaching, creating a community of practice in which the teacher educators and candidates would exchange experiences, increasing the channels and amount of received feedback.

On the contribution of the training program, the participants provided their written responses to the related open-ended question. Their responses indicated that the training program contributed to the TECs in five aspects: increased awareness of becoming a teacher educator (n=5), experience (n=4), theoretical knowledge (n=1), practical knowledge (n=2), and self-confidence (n=1).



Figure 40. The contributions of the Journey Model.

On the increased awareness, which was the most emphasized contribution of the Journey Model, a participant stated the following:

TEC-J4: It increased my awareness of the essential components of becoming a teacher educator as it provided an overall picture of the process itself. For instance, I didn't know that there were many chapters addressing novice teacher educators and serving as guidelines for them in their early years. In this regard, noticing that the other mentor teacher educators share the similar concerns as I was important. Also, hearing about the teacher educators' experiences was valuable, especially for the initial years of teaching at the universities. Apart from these, I taught a different student profile for the first time, which enabled me to reflect on the ways of improving my lesson plan. Moreover, I had a chance of observing various reactions from the students to the

lesson materials and procedures (as similar and different from [REDACTED] students). In that vein, teaching the same lesson twice was effective. Receiving feedback from the prospective teacher educators on my teaching materials/teaching style was also effective as it provided a means of peer feedback (someone going through the same phases and still experiencing the process in different contexts)

Evaluation of the KWL Charts

The KWL charts filled by the participating TECs were also examined to analyze the contributions of the Journey Model. The TECs had filled out the *What I Know* and *What I Want to Know* sections of the chart before starting the Journey Model, and after completing the training, they wrote *What They Learned*. The overall input of the TECs' is presented below.

Table 34.
Overview of the TECs' Input in KWL Charts

What They Had Known	n	What They Had Wanted to Know	n	What They Learned	n
Communication skills	1	Assessment	4	Awareness	1
Faculty Work	1	Classroom management	1	Assessment	5
Feedback provision	1	Feedback provision	2	Classroom management	4
Instructional strategies	1	Lecture planning	1	Communication skills	1
Language Teaching	1	Online teaching	2	Community building	3
Lesson planning	1	Pedagogical knowledge	3	Experience-based	1
Material Selection	1	Peer learning	1	solutions	4
Research	2	Professional	1	Feedback provision	1
Theoretical knowledge	2	development	1	Observation	4
Technological	1	Receiving feedback	2	Instructional strategies	1
pedagogical content knowledge		Reflective practices	1	Learner Profile	6
		Syllabus design	1	Lecture planning	3
		Teaching practice	2	Online teaching	2
		Theoretical knowledge		Personality traits	1
				Teacher educator roles	1
				Reflective practices	2
				Self-evaluation	1
				Practical and theoretical knowledge	

The responses of the TECs indicated that, before the Journey, they mostly had the knowledge required for first-order teaching, yet some of the participants had theoretical knowledge, were familiar with how to conduct faculty work, and knew how to carry out research. One

of the TECs, in this section, mentioned the roles and challenges of being a teacher educator in addition to the knowledge she had. These points were being a guide, having practical knowledge, and teaching experience; moreover, she emphasized the lack of training for becoming a teacher educator.

As for what they wanted to know, the TECs emphasized assessment, feedback provision, online teaching, pedagogical knowledge, reflective practices, and theoretical knowledge. The table above clearly demonstrates the points that the TECs had wanted to know were covered in the Journey Model as the column on the left side includes the points in the middle column. The most repeated points the TECs stated in the *What They Learned* section were assessment, community building, feedback provision, instructional strategies, lecture planning, and online teaching.

Table 35.

TEC-J1's Input in the KWL Chart

What They Had Known	What They Had Wanted to Know	What They Learned
Teaching experience	Online teaching	Learner Profile
Theoretical knowledge	Feedback provision	Lecture planning
	Lecture planning	Online teaching
	Assessment	Assessment
		Classroom management
		Teacher educator roles
		Instructional strategies
		Reflective practices
		Feedback provision
		Community building
		Personality traits

The findings are presented in isolation in this section to analyze the input provided by each TEC in detail. The table above demonstrates the input provided by TEC-J1. This participant knew theoretical aspects of English language teaching and experience of first-order teaching. She wished to learn about lecture planning in teacher education, the techniques and musts of online teaching, details and techniques of assessment, and how to give feedback to pre-service teachers. Her statements in the *What I Learned* section indicated that the Journey Model provided her with the knowledge on lecture planning, online teaching, assessment,

classroom management, reflective practices, feedback provision, roles and personality traits of teacher educators, the necessity of community building, and learner profiles. When the input provided in all three columns is examined, it is seen that the participant's expectations were met in the Journey Model.

Table 36.

TEC-J2's Input in the KWL Chart

What They Had Known	What They Had Known	What They Learned
Feedback provision Lesson planning	Feedback provision Assessment	Self-evaluation Feedback provision Assessment Instructional strategies Community building Lecture planning

The TEC-J2's statements showed that before the Journey, the participant knew of feedback provision and lesson planning for first-order teaching. However, this participant stated that she wished to learn more about feedback provision and assessment techniques. The statements on what TEC-J2 learned throughout the Journey Model indicated self-evaluation, feedback provision, assessment, instructional strategies, community building, and lecture planning. The overview of the three columns in her KWL chart suggests that the Journey Model enabled the TEC-J2 to achieve her desired knowledge and added more to her knowledge base.

Table 37.

TEC-J3's Input in the KWL Chart

What They Had Known	What They Had Known	What They Learned
Research Communication skills	Theoretical knowledge Pedagogical knowledge Reflective practices	Practical and theoretical knowledge Instructional strategies Lecture planning Experience-based solutions Community building Classroom management

As presented in Table XX, the input stated by TEC-J3 on what she had known before the Journey Model were research and communication skills, and she had wished to have

theoretical and pedagogical knowledge in being a teacher educator and learn the details of reflective practices. In addition to these aspects, as they seem to be covered in the Journey Model, the participant's statements also indicated that she acquired knowledge on instructional strategies, lecture planning, experience-based solutions to the anticipated challenges, community building, and classroom management.

Table 38.

TEC-J4's Input in the KWL Chart

What They Had Known	What They Had Wanted to Know	What They Learned
Theoretical knowledge Technological pedagogical content knowledge	Pedagogical knowledge Assessment Online teaching	Feedback provision Instructional strategies Online teaching Assessment Classroom management Lecture planning

The findings deduced from the TEC-J4's input in the filled-out KWL chart are provided in the table above. The participant stated she knew theoretical and technological pedagogical content knowledge, yet she wished to learn pedagogical knowledge, assessment, and online teaching. When what the TEC-J4 learned in the Journey Model was examined, based on the input provided within the KWL chart, it was observed that the topics she wished to learn were covered. In addition to these aspects, feedback provision, instructional strategies, classroom management, and lecture planning were among the contributions of the training program to the TEC-J4.

Table 39.

TEC-J5's Input in the KWL Chart

What They Had Known	What They Had Wanted to Know	What They Learned
Language Teaching Material Selection Faculty Work	Theoretical knowledge Pedagogical knowledge	Personality traits Assessment Lecture planning

The input provided by TEC-J5 indicated that before starting her journey, she knew how to teach the English language, select materials in first-order teaching, and carry out faculty-related work. The participant had wanted to possess theoretical and pedagogical knowledge regarding second-order teaching. Her final statements on what she learned after the Journey

Model indicated that she acquired the significance of the personality traits of teacher educators, assessment techniques, and lecture planning skills.

Table 40.

TEC-J6's Input in the KWL Chart

What They Had Known	What They Had Wanted to	What They Learned
Research	Teaching practice	Self-evaluation
Instructional strategies	Reflective practices	Feedback provision
	Assessment	Online teaching
	Syllabus design	Lecture planning
	Classroom management	Observation
	Professional development	Classroom management
	Receiving feedback	Communication skills
	Peer learning	Awareness

As for the TEC-J6's input in her KWL chart, the statements pointed that the participant knew research and instructional strategies. However, her statements also referred to which skills and knowledge a teacher educator possess; practical knowledge and being a guide. Plus, the participant emphasized the lack of training for becoming teacher educators. The points she wished to learn in the training program were assessment, reflective practices, syllabus design, and classroom management. The participant also mentioned she would want to experience reflective practices, receive feedback, and learn how to ensure professional development and peer learning. After the Journey Model, the TEC-J6 stated that she learned how to conduct self-evaluation, provide feedback to pre-service teachers and colleagues, teach online, plan lectures in second-order teaching, and carry out focused and guided observation. Additionally, the participant's input indicated that she learned the techniques in having effective communication with the pre-service teachers and effective classroom management in addition to having increased awareness of the becoming a teacher educator process.

CHAPTER V

DISCUSSION, CONCLUSION, AND SUGGESTIONS

This chapter includes the discussion of the results of the current study in line with the literature, concluding remarks, implications for teacher education stakeholders, and suggestions for further research.

Discussion of the Results

In line with the study's purpose and the research questions, the needs of teacher educators and teacher educator candidates were analyzed, a professional development training program was designed and implemented, and the evaluation of the program based on the views of the teacher educator candidates participated in the suggested training program, the Journey Model, was conducted. In this section, the findings of these themes are discussed in line with the studies in the literature.

The professional needs of TEs and TECs

The participants' reasons for becoming teacher educators were examined to have an in-depth understanding of their becoming journeys. Although Murray and Male's study (2005) pointed the incidental transition to being a teacher educator, the findings of the current study revealed that the participating Turkish EFL teacher educators' becoming a teacher educator process was based on three categories: personal, pragmatic, and professional reasons. The

pragmatic reasons provided by the participants matched the reasons stated by the participants of the study conducted by Guberman, Ulvik, MacPhail, and Oolbekkink-Marchand (2020). Convenience under the category of pragmatic reasons was observed to be repeatedly noted by the TEs and TECs of the current study. This finding corresponds with Richter, Lazarides, and Richter's study (2021) in which they suggested four main motives in becoming a teacher educator: career aspirations, social contribution, escaping routines, and coincidence. These motives match the findings of the current study as listed below:

- Career aspirations = Professional reasons;
- Social contribution = Professional reasons (contribution to pre-service teachers);
- Escaping routines = Personal reasons;
- Coincidence = Pragmatic reasons.

The courses TEs provided and reasons for giving these courses indicated that the teacher educators had the experience of giving theoretical, methodological, and practical courses among the other courses as linguistics and literature. The reasons why teacher educators provided these courses were found to be a result of obligation and expertise. Only a few teacher educators stated the reason as their interest in the subject matter. The obligatorily provided courses were generally due to the lack of staff or the imperatives of the department's head. The courses provided owing to expertise corresponded to the postgraduate studies of the teacher educators.

The findings on *the training backgrounds of the TEs and TECs* revealed that there is a gap in the perceptions of these groups' members about the concept of training. Although the focus was on how to teach pre-service teachers who are considered within the andragogy framework, the participants' views were first-order teaching-oriented. This was clearly understood from the participants' responses in which they stated they had practicum sessions at BA levels and in these sessions, they received feedback from their supervisors. Additionally, the TEs and TECs mentioned their MA and Ph.D. level education as the training for becoming a teacher educator. However, when examined, it was revealed that the

Ph.D. programs in ELT departments of Turkish universities lack in providing any practice-based training content for future teacher educators. This lack of a training program has been repeatedly mentioned both in academic studies conducted specifically in Turkey and in the world literature (Ataş, Daloğlu, & Hildén, 2021; Berry, 2007; Irez, 2006; Gokmenoglu, Beyazova, & Kiliçoğlu, 2015; Loughran, 2011; Loughran, Lunenberg, Murray, Smith, & Vanderlinde, 2014; Swennen, & van der Klink, 2008). This conflict in findings shows that TEs and TECs have low awareness of the becoming a teacher educator process. However, the number of the participants who stated they received no training on how to teach teachers was significant.

As for *the experienced challenges of TEs and anticipated challenges of TECs*, the results demonstrated that the participants had/anticipated challenges mostly in the instructional strategies dimension. In particular, the challenges regarding how to deliver the course content in teacher education, syllabus design, assessment techniques, and feedback provision were the mostly noted challenges. These findings match the challenges reported by Swennen, and van der Klink (2008), Ritter (2007), Hamilton (2018), Kitchen (2005), Swennen, Shagrir, and Cooper, (2009), Loughran, (2011), Downing and Dymont, (2013), del Carmen (1996), and Frid (2000). *The underlying reasons for these challenges* were primarily extra responsibilities, lack of teaching experience, lack of support, and lack of observation. Murray and Male (2005), Berry (2009), Loughran (2014), and Swennen, and van der Klink (2008) also mentioned these in understanding the challenges experienced by teacher educators. *The strategies used in overcoming these challenges* were consulting colleagues, supervisors, students, the internet, research, and reading sources. The TEs' and TECs' *attribution of success* overlapped with the strategies used in overcoming the experienced/anticipated challenges, yet the experience in first-order and second-order teaching was also added into equation.

Roles of a teacher educator were found as researcher, mentor, trainer, teacher, role model, guide. These roles were also reported in Ataş's study (2018) on defining the roles and characteristics of teacher educators. As for *the features of successful teacher educators*, the

results indicated three categories: personal qualities, professional competencies, and roles. While being knowledgeable and life-long learner were the most stressed features for personal qualities, instructional strategies were the stressed features for professional qualities. These findings match the roles and competencies revealed by Lunenberg, Dengerink, and Korthagen (2014).

TEs' and TECs' expectations on the contents of a training program included theoretical knowledge on the difference between pedagogy and andragogy, the difference between first-order and second-order teaching, syllabus design, and assessment techniques; practical knowledge on instructional strategies, how to deliver content, feedback provision, reflective practices, observation, and receiving feedback from colleagues and professors.

The components and features of the suggested program

The suggested program was designed based on the guidelines provided by Branch (2009) in his book on the ADDIE approach. *The purpose of the program, instructional goals and learning objectives* centered around the practical aspects of being a teacher educator significance of which was emphasized in the literature by Lunenberg, Korthagen, and Swennen (2007), Tamir (1991), Ross and Chan (2016), and Liu (2013). *The measurement plan* for the participants of the program was designed as a formative assessment based on the reflective journals and engagement in the tasks.

In *generating the components and features of the program*, the guidelines provided by Lunenberg, Dengerink, and Korthagen (2014) were followed.

1. "The programme welcomes teacher educators from different backgrounds, who will learn with and from each other." (p. 96)

The participants of the Journey Model were voluntary teacher educator candidates from different state universities in Turkey. With the help of the tasks requiring engagement in discussion forums, peer feedback, and question and answer sessions, a community of practice was aimed to be established which was advocated by Lave and Wenger (1991,

p.100) by stating that “learning occurs through centripetal participation in the learning community of the ambient community”.

2. “The programme should have a solid theoretical underpinning by linking it to the knowledge base of teacher educators.” (p. 96)

What the participating teacher educator candidates knew before the Journey Model was determined in line with their input in the KWL charts, and the program contents included domain knowledge (including theoretical and practical knowledge) that the TECs mentioned they wished to learn. Thus, the program was formulated to respond to the needs of the participants.

3. “The programme should stimulate teacher educators to broaden their professional network” (p. 96)

With the help of the established community of practice and Q&A sessions, the participants had the opportunity to meet fellow candidates and mentor teacher educators from different universities. Inclusion of the mentors in the program was a deliberate choice as the significance of mentorship has been advocated in the literature by many scholars (Clemson, 1987; Hellsten, Prytula, Ebanks, & Lai, 2009; Nguyen, 2017; Savage, Karp, & Logue, 2004).

4. “In the programme, usefulness to the daily practice should be a focal point.” (p. 96)

With the aim of ensuring meaningful tasks, the needs of the participants shaped the types and content of the training program’s modular tasks. The sources needed to be used in the program have been available and will remain so in the future for the participants as the online learning platform will not be deactivated, and the participants will never be denied of access. Additionally, tasks required the participants to conduct certain practice-task assignments as designing a lecture plan, performing microteaching and macroteaching sessions, and preparing assessment tools, which are among the basic tasks teacher educators conduct in their profession.

The evaluation of the program

The results on *the evaluation of TECs' engagement* showed that the participants usually allocated time to fulfill the requirements of the Journey Model. Even though the TECs stated the workload was heavy for them considering their hectic program, the participants completed the training program with satisfactory participation and engagement. As for *the evaluation of researcher's engagement*, the TECs found the researcher guiding and supportive; nevertheless, the need for having more examples for the task contents was the only criticism the researcher received. This criticism corresponds to the finding of Bolkan and Goodboy (2019) who suggested providing examples enable the content to have higher clarity.

On *the evaluation of the online learning platform*, the participants stated the efficacy of the used Learning Management System (LMS). In choosing the platform, the researcher considered the optimal characteristics of an effective LMS suggested in the literature (Kasim & Khalid, 2016): flexibility, ease of use, accessibility, and user friendliness. However, no correspondence to the TECs' criticism on the comments section's inefficacy in the Google Classroom was found in the literature. On the contrary, the accessed studies on the use of Google Classroom (Bayarmaa, & Lee, 2018; Rosita, Ir, & Mairi, 2019; Salam, 2020; Izenstark, & Leahy, 2015) indicated the efficacy of the platform and the users' satisfaction regarding the features of the platform which did not include the comments section.

The results on *the evaluation of objectives and instructions*, stated by Wheeler (1974) to be an important criterion in program evaluation, showed that the participants found the objectives and instructions clear. The TECs' evaluation of the content of the journey model indicated that the participants found the program contents effective. These contents were:

- background readings,
- forum discussions,
- application to own context,
- Q&A sessions,

- syllabi of the mentors,
- received feedback (by mentors),
- micro/macroteaching practices,
- observation assignments (watching mentors' classes),
- assessment tools of mentors,
- assignments (assigned by the researcher), and
- reflection papers.

In line with the propositions of Lunenberg, Dengerink, and Korthagen (2014), the results of the program contents indicate the efficacy of the program in the TECs' becoming journeys. As the content of the program consisted of "self-supported activities" and "community supported activities", the results also corroborate with Izadinia's (2014, p.434) suggestions on building teacher educators' professional identity. Self-supported activities were defined by Izadinia as "doing self-study research, critical reflection, self-evaluation, using trial and error techniques, personal reading, doing daily work of supervising and teaching student teachers". Furthermore, the community-supported activities were stated to include "engaging in learning communities, communal activities (e.g. team planning, joint supervision, informal mentoring roles), supportive contexts and members". This study presents evidences that the suggested elements for an induction program provided effective evaluation results for the implemented training program, the Journey Model.

On *the evaluation of the KWL charts*, the results indicated that the points the TECs wanted to know in their becoming journey was covered effectively in the training program, and their knowledge base and awareness were increased. The results on the increased awareness correlate with Bleiler' study (2015) in which the researcher suggested that collaboration among practitioners enabled the educators to have increased awareness of their practices. Lin, Wang, Spalding, Klecka, and Odell (2011) also presented a similar result in their study

in which the researchers worked with doctoral students by establishing a community of practice to increase their research-related knowledge base.

Conclusion

Based on the challenges experienced by the researcher in her becoming a teacher educator process, the current study aimed to suggest, implement, and evaluate a professional development training program for teacher educator candidates. In order to achieve this aim, a qualitative study was designed by making use of the literature and the needs of teacher educators and teacher educator candidates. An action research study was carried out with the ADDIE model, which is one of the program development models. This action research, which includes the steps of plan, act, observe, and reflect, and the ADDIE model, which includes the steps of analysis, design, development, implementation, and evaluation, are blended in the study.

The first step of the action research and ADDIE model was started by examining the challenges and the contexts of becoming a teacher educator presented in the literature and the contents of doctoral programs in Turkey. The results showed that the teacher educators' transition process was unstructured (Murray & Male, 2005) and the teacher educators often felt frustrated due to lack of support (Ling et al., 2000). The EFL teacher educators and teacher educator candidates in Turkey also reported the same situation in which they were held in a catch-22 situation (Yuan, 2017); that is, they received no support but were required to perform the task. In this direction, the results of the needs analysis show that:

- the teacher educators choose this profession mainly for pragmatic and professional reasons,
- they provide courses out of necessity or their expertise,
- they have challenges in instructional strategies,
- these challenges are mainly due to the lack of experience and observation,

- their extra responsibilities exacerbate the challenges of teacher educators,
- reading, gaining teaching experience, observing, and establishing collaboration are effective in overcoming difficulties, and
- no training is taken to become a teacher educator.

A professional development training program, titled the Journey Model, was designed based on these needs. The purpose of the suggested program was:

- to provide language teacher educator candidates with sources and practical opportunities to enhance instructional strategies and classroom management knowledge and skills in the becoming a teacher educator process

The instructional goals of the suggested program were to:

- Describe the techniques used in instructional strategies and classroom management
- Provide reading sources, models, and materials to be consulted as a language teacher educator
- Set a collaborative learning environment with the participation of language teacher educator candidates and mentor language teacher educators
- Organize structured observation and teaching practices in pre-service language teacher education

In this suggested training program, reading, discussion, and practice-based tasks were spread over 6 modules. Each module had separate focus and tasks for the teacher educator candidates. In this modular structure requiring cumulative progress, the participants moved on to the next module with new knowledge that they constructed on their previous learning and experiences. The Journey Model included Q&A sessions with mentor teacher educators in addition to the modules. The implementation of this suggested training program took place in the spring semester of 2021 and on Google Classroom with six teacher educator candidates from different universities and regions of Turkey.

The evaluation of the program showed that the participants were content with the online learning platform and the objectives, instructions, the tasks, reading sources, question and answer sessions, and content of the implemented program. The microteaching and macroteaching sessions, giving and receiving peer feedback, meeting mentor teacher educators, and observing mentor teacher educators' courses were the most preferred tasks, and the participants stated they would wish to have more such experiences.

The overall evaluation of the suggested training program indicated the participating teacher educator candidates' increased awareness of becoming a teacher educator process and increased theoretical and practical knowledge. A professional training program designed in accordance with the needs of the teacher educator candidates reportedly responded to their needs and promoted their professional development.

Implications and Suggestions

In line with the research conclusions, the following implications and suggestions are proposed:

- Studies in the world and in Europe should be examined, and standards for Turkish teacher educators should be developed.

Although standards for teacher educators have been separately determined in many countries, no study has been carried out for this purpose in Turkey. Stating that there are only academic appointment and promotion criteria determined by YÖK, Çelik (2011) pointed out this deficiency. In addition to determining the standards for all and EFL teacher educators in Turkey, an international project on establishing universal standards for teacher educators should be carried out.

- Support materials for EFL teacher educators' becoming journey should be developed.

One of the challenges the researcher had in this study was in reaching the most convenient and context-specific materials for EFL teacher educator candidates. Although there are a few remarkable guidebooks, the content of these support materials remains at the surface level, and it was not possible to reach any material specific to teacher educators of English Language Teaching.

- Communities of practices should be established for the teacher educators at the local and international levels.

The study's results indicated the benefits of community of practices in which the teacher educator candidates benefitted from the exchange of experiences and expertise regarding the process of being a teacher educator. To this end, an online community should be founded to support the professional development of the teacher educator candidates, novice teacher educators, and experienced teacher educators.

- Institutions that hire teacher educators should provide preliminary preparation processes.

To enable the induction process to operate smoothly, an orientation-focused preliminary preparation procedure should be followed in decreasing the potential experiences of challenges.

- Ph.D. programs should offer context-specific training on becoming a teacher educator.

Considering the criterion that those who wish become teacher educators must have a PhD degree, a training course should be given to PhD students who plan to become teacher educators. For the content of that training course may be based on the training program suggested in this study.

- Further studies are required to reach generalizable results with a larger group of participants and perhaps a quantitative study.

As the current study is rooted on qualitative approach, the results of the study promise no generalization of the study results. However, quantitative studies conducted with more participants may be carried out to reach generalizable results. In this direction, survey development studies for teacher educators may be carried out.

- The implementation of this suggested training program in cross-countries and cross-disciplines may be examined.

By examining the execution, operation, and results of this training program in different countries, cultures and disciplines, improvement and update studies can be carried out in the suggested program.

As for the suggestions for those who wish to use this suggested training program, the Journey Model, the content of the program should be adapted according to their own context and Moodle platforms should be preferred to execute the training program as the discussion forum interface would not be limited.

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APPENDICES



Appendix 1. Ethics Committee Permission

Evrak Tarih ve Sayısı: 26.01.2021-E.13076



T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-302.08.01-13076
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 07.01.2021 tarihli E.2627 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı **Doktora Öğrencisi Elif BOZYİĞİT'in, Prof.Dr.Gonca YANGIN EKŞİ'nin** danışmanlığında yürüttüğü *"On Becoming A Teacher Educator : Scaffolding Teacher Educator Candidates With Guided Observation and Reflective Practices"* adlı tez çalışması ile ilgili konu Komisyonumuzun 12.01.2021 tarih ve 01 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Araştırma Kod No: 2021 - 58

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

**GAZİ ÜNİVERSİTESİ
ETİK KOMİSYONU KATILIM LİSTESİ**

TOPLANTI TARİHİ : 12.01.2021		TOPLANTI SAYISI : 01	
ADI – SOYADI		İMZA	
Prof. Dr. İsmail KARAKAYA BAŞKAN			
Prof.Dr.C.Haluk BODUR			
Prof.Dr.Seçil ÖZKAN			
Prof.Dr.Cevriye TEMEL GENCER			
Prof.Dr.İsmet YÜKSEL			
Prof.Dr.Aymelek GÖNENÇ			
Prof.Dr.Gülray BAYRAMOĞLU			
Prof.Dr.Makbule GEZMEN KARADAĞ			
Prof.Dr.Kemal ÖZTEMEL			
Prof.Dr.Zehra GÖÇMEN BAYKARA			
Prof.Dr.İlyas OKUR			
Doç.Dr.Nihan KAFA			
Doç.Dr.Melek Gülşah ŞAHİN			

Appendix 2. The Questionnaire for TEs an TECs

The journey of becoming a teacher educator

Dear participant,

This form is provided to you by a PhD candidate as a part of her thesis study on becoming a teacher educator. The form includes questions on your awareness of being/becoming a teacher educator. By finishing the form and submitting it, your voluntary participation will be a great contribution to the study, and your responses will be used only for the research purposes. The data gathered from this form about your personal information will, under no condition, be shared with third parties.

Elif Bozyiğit, PhD Candidate,
Gazi University, English Language Teaching Department, 2020

* Gerekli

1. I agree to the terms and conditions stated above, and I confirm my voluntary participation in this study. *

☐ Yes

☐ No

2. Are you a teacher educator at an English Language Teaching Department? *

☐ Yes

☐ No, I am a teacher educator candidate

On Being Teacher Educators

3. Age *

4. Department (of graduation) *

5. Current Position (eg. Assist. Prof. Dr. at ELT Dept. or Prof. Dr. at ELT Dept.) *

6. Year of experience as a teacher educator *

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 20+ years

7. Work Experiences (You can tick more than one option) *

- ☐ University - ELT Department
- ☐ University - Prep
- ☐ State University
- ☐ Private University
- ☐ High School
- ☐ Secondary School
- ☐ Primary School
- ☐ Kindergarten
- ☐ Private Language Institution
- ☐ Other

8. Types of courses you have taught (at BA level) You can tick more than one option *

- ☐ Theoretical courses
- ☐ Methodological courses
- ☐ Practicum
- ☐ Other

9. Reasons for giving the courses mentioned above. *

Part B

Please answer the following questions by providing as many details as you deem necessary.

10. How did you decide to become a teacher educator and when/why? *

11. The roles of a teacher educator? Please rate the priority of the role in accordance with your opinion. (7-most prioritized, 1-least prioritized) *

	1	2	3	4	5	6	7
Teacher	☐	☐	☐	☐	☐	☐	☐
Researcher	☐	☐	☐	☐	☐	☐	☐
Trainer	☐	☐	☐	☐	☐	☐	☐
Mentor	☐	☐	☐	☐	☐	☐	☐
Faculty Staff	☐	☐	☐	☐	☐	☐	☐
Lecturer	☐	☐	☐	☐	☐	☐	☐
Instructor	☐	☐	☐	☐	☐	☐	☐

12. Challenges you had in your early years of being a teacher educator (You can tick more than one option) *

- ☐ Instructional Strategies
- ☐ Classroom Management
- ☐ Domain Knowledge (i.e. field-specific content knowledge)
- ☐ Other

13. Reason(s) for the challenges? Please rate the challenges. (5-extremely influential, 1-not influential at all) *

	1	2	3	4	5
Lack of expertise in the field-specific topics	☐	☐	☐	☐	☐
Lack of teaching experience	☐	☐	☐	☐	☐
Lack of support	☐	☐	☐	☐	☐
Lack of observation	☐	☐	☐	☐	☐
Extra responsibilities	☐	☐	☐	☐	☐

14. Challenges you have now as a teacher educator (You can tick more than one item) *

- ☐ Instructional Strategies
- ☐ Classroom Management
- ☐ Domain Knowledge (i.e. field-specific content knowledge)
- ☐ Other

15. Your strategies in overcoming challenges *

16. Before being a teacher educator, did you receive any training on being a teacher educator? If yes, can you please describe that process? *

17. What are the key features of a successful teacher educator? Please, provide a list of 3 items minimum. *

18. To what do you attribute your success in your becoming/being a teacher educator? (You can tick more than one item) *

- ☐ Reading sources
- ☐ Experience in teaching language skills
- ☐ Experience in training pre-service language teachers
- ☐ Observation of colleagues/other teacher educators
- ☐ Observation of in-service teachers of English language
- ☐ Memories from your observation of your teacher educators
- ☐ Other

19. Extra suggestions/comments on the journey of becoming/being a teacher educator. *

20. Would you like to be interviewed for further discussion of your answers to contribute to this study? If yes, please provide your e-mail address information.

21. Would you like to be a mentor teacher educator in this study? If yes, please share your email address.

Teacher Educator Candidates

22. Age *

23. Department (of graduation) *

24. Current Position (eg. Res. Assist. at ELT Dept. or Sen. Inst. at Prep Program) *

25. Work Experiences (You can tick more than one option) *

- ☐ University - ELT Department
- ☐ University - Prep
- ☐ State University
- ☐ Private University
- ☐ High School
- ☐ Secondary School
- ☐ Primary School
- ☐ Kindergarten
- ☐ Private Language Institution
- ☐ Other

26. Year of experience *

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 20+ years

Part B

Please, answer the following questions by providing as many details as you deem necessary.

27. Do you plan to be a teacher educator? Why/Why not? *

28. The roles of a teacher educator? Please rate the priority of the role in accordance with your opinion. (7-most prioritized, 1-least prioritized) *

	1	2	3	4	5	6	7
Teacher	☐	☐	☐	☐	☐	☐	☐
Researcher	☐	☐	☐	☐	☐	☐	☐
Trainer	☐	☐	☐	☐	☐	☐	☐
Mentor	☐	☐	☐	☐	☐	☐	☐
Faculty Staff	☐	☐	☐	☐	☐	☐	☐
Lecturer	☐	☐	☐	☐	☐	☐	☐
Instructor	☐	☐	☐	☐	☐	☐	☐

29. Challenges you may have in your early years of being a teacher educator? (You can tick more than one item) *

- ☐ Instructional Strategies
- ☐ Classroom Management
- ☐ Domain Knowledge (i.e. field-specific content knowledge)
- ☐ Other

30. Reason(s) for the challenges? Please rate the challenges. (5-extremely influential, 1-not influential at all) *

	1	2	3	4	5
Lack of expertise in the field-specific topics	☐	☐	☐	☐	☐
Lack of teaching experience	☐	☐	☐	☐	☐
Lack of support	☐	☐	☐	☐	☐
Lack of observation	☐	☐	☐	☐	☐
Extra responsibilities	☐	☐	☐	☐	☐

31. Your strategies in overcoming challenges *

32. Have you received any training on being a teacher educator? If yes, could you please describe that process? *

33. What are the key features of a successful teacher educator? Please, provide a list of 3 items minimum. *

34. Which of these might support you in your becoming/being a teacher educator? You can tick more than one item. *

- ☐ Reading sources
- ☐ Experience in teaching language skills
- ☐ Experience in training pre-service language teachers
- ☐ Observation of colleagues/other teacher educators
- ☐ Observation of in-service teachers of English language
- ☐ Memories from your observation of your teacher educators
- ☐ Other

35. How have you prepared or will prepare yourself to become a teacher educator? *

36. Extra suggestions/comments on the journey of becoming/being a teacher educator *

37. Would you like to be interviewed for further discussion of your answers to contribute to this study? If yes, please provide your e-mail address information. *

Bu Microsoft tarafından oluşturulan veya desteklenen bir içerik değildir. Gönderdiğiniz veriler form sahibine gönderilecektir.

 Microsoft Forms

Appendix 3. Interview Protocol

THE INTERVIEW PROTOCOL

Project: Becoming a Teacher Educator – Needs Analysis

Date:

Time:

Platform:

Interviewer:

Interviewee:

Notes for interviewer:

Opening

- Welcoming and thanking the interviewee
- Reminding the project focus and informing about data use
- Receiving consent of the interviewee
- Asking permission to video record the meeting
- Asking the language preference for the interview

Guiding points

- Asking the interviewee to introduce themselves: background, current status, experience, reason for becoming a teacher educator
- Challenges in early years
- Challenges now
- Strategies in overcoming
- Features of a successful teacher educator
- Expectations from a training program
- Extra comments

Ending

- Thanking and stopping the recording.

Appendix 4. KWL Chart Template

Name & Surname:

Please fill out the K-W-L Chart by thinking about as many points as possible for each section.



WHAT I K NOW	WHAT I W ANT TO KNOW	WHAT I L EARNED
•	•	•



Appendix 5. Evaluation Form

Evaluation of the Training Program: the Journey Model

*Required

1. Email *

2. Objectives were clear *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	☐	☐	☐	☐	☐	Strongly Disagree

3. Instructions were clear *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	☐	☐	☐	☐	☐	Strongly Disagree

4. The researcher *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
was well-prepared	☐	☐	☐	☐	☐
sequenced activities appropriately	☐	☐	☐	☐	☐
used examples often	☐	☐	☐	☐	☐
encouraged participation	☐	☐	☐	☐	☐
addressed questions adequately	☐	☐	☐	☐	☐

5. Content of the training program: the Journey Model *

Mark only one oval per row.

	Very effective	Effective	Ineffective	Very Ineffective	N/A
background readings	☐	☐	☐	☐	☐
forum discussions	☐	☐	☐	☐	☐
application to own context	☐	☐	☐	☐	☐
Q&A sessions (with mentors)	☐	☐	☐	☐	☐
syllabi of the mentors	☐	☐	☐	☐	☐
received feedback (by mentors)	☐	☐	☐	☐	☐
micro/macro-teaching practices	☐	☐	☐	☐	☐
observation assignments (watching mentors' classes))	☐	☐	☐	☐	☐
assessment tools of mentors	☐	☐	☐	☐	☐
assignments (assigned to you by the researcher))	☐	☐	☐	☐	☐
reflection papers	☐	☐	☐	☐	☐

6. Please, explain your choices briefly. *

7. Online Learning Platform: Google Classroom *

Mark only one oval per row.

	Very effective	Effective	Ineffective	Very Ineffective	N/A
interaction with the group	☐	☐	☐	☐	☐
researcher availability	☐	☐	☐	☐	☐
course access	☐	☐	☐	☐	☐
course documents	☐	☐	☐	☐	☐

8. Please, explain your choices briefly. *

9. What were especially valuable portions of this training program (the Journey Model)? *

10. Are there any parts of this training program content you would exclude? If so, please be specific. *

11. Do you suggest any points to be added to this training program? If so, please be specific. *

12. My effort in following the Journey model: *

Mark only one oval.

- ☐ I conscientiously read all the course documents, instructions, and posted announcements.
- ☐ I read most but not all of the course documents and announcements.
- ☐ I sometimes neglected to read all of the course documents and announcements.

13. My effort in keeping up with the Journey model: *

Mark only one oval.

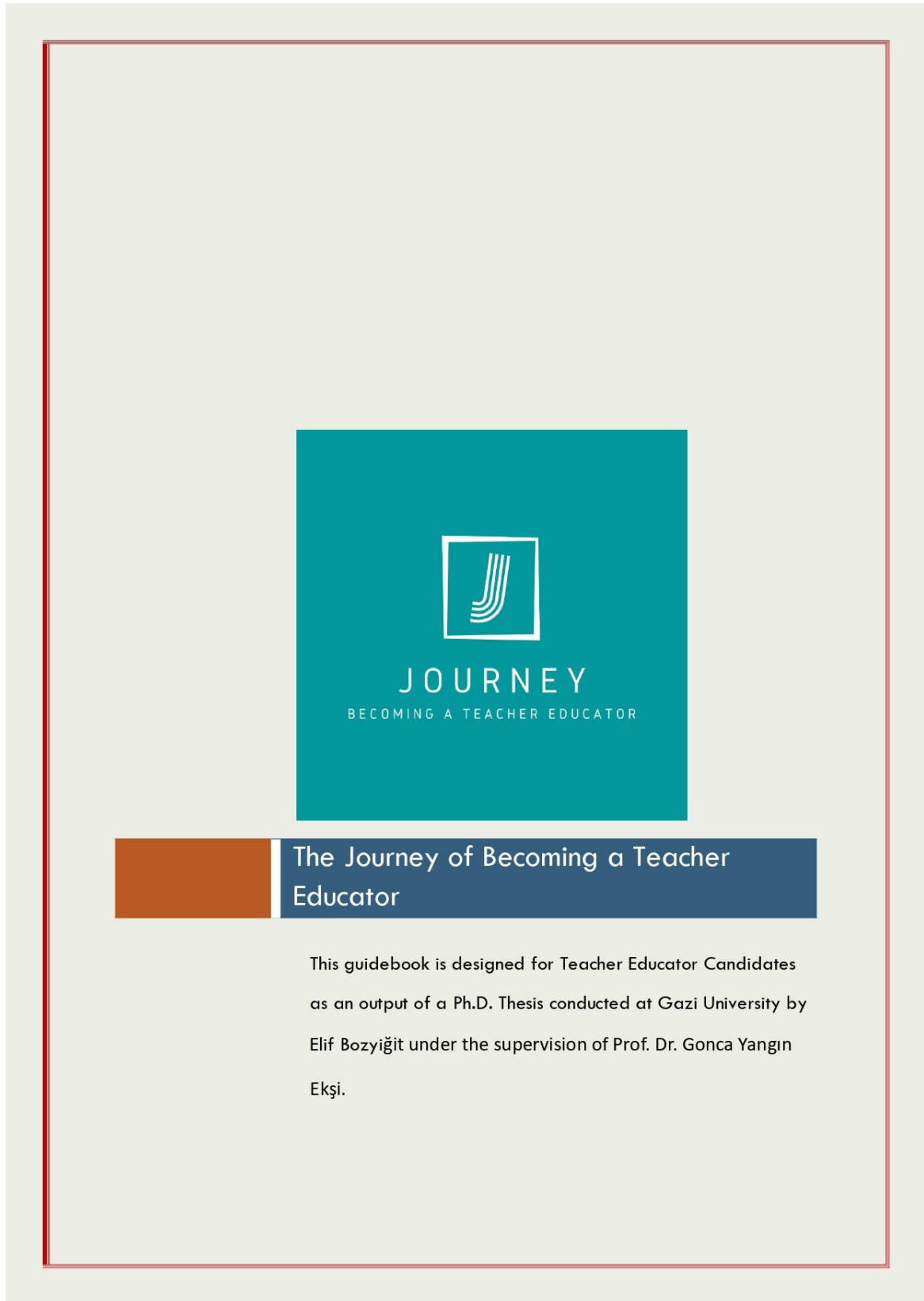
- ☐ I always had all the work completed by the last day of the module.
- ☐ I usually had all the work completed by the last day of the module.
- ☐ I rarely had all the work completed by the last day of the module.

14. How has this training program contributed to your growing awareness of becoming a teacher educator? *

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Appendix 6. The Journey Guidebook



The Journey of Becoming a Teacher Educator

BY ELIF BOZYIĞIT

WHO IS THIS GUIDEBOOK FOR?

This guidebook is designed for Teacher Educator Candidates who are Ph.D. candidates and plan to become teacher educators.

How to use this guidebook?

The Teacher Educator Candidates (TECs) will be able to see an overview of this induction model on the first page. The Journey training program includes six modules, and each module has different tasks. The instructions for each module are provided within this guidebook. If needed, the TECs can contact the researcher or the supervisor via the e-mail addresses provided below.

Researcher: Elif Bozyiğit: ebozyigit@sakarya.edu.tr

Supervisor: Prof. Dr. Gonca Yangın Ekşi: goncayangin@gmail.com

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The content of this guidebook cannot be copied and used by third parties without getting permission from the researcher and the supervisor.

WELCOME!

This training program includes six modules in which you are going to read some chapters on crucial issues a teacher educator should know about instructional strategies and classroom management, watch some episodes from experienced teacher educators' classes and observe assigned aspects, and conduct mini tasks for each module. In this journey, I will be accompanying you, and please feel free to reach out to me via e-mail: ebozyigit@sakarya.edu.tr. We will also have Q&A sessions with mentor teacher educators to clarify the question marks that might arise during this journey and to elaborate our discussions further. The outline of our weekly tasks are as follows:

<u>Module 1:</u> Curriculum analysis Theory and practice Your first lectures & tutorials	<u>Module 2:</u> Watching video recordings of a class Your first electronic discussions
Q&A Session	
<u>Module 3:</u> Watching video recordings of a class Assessment of and feedback to students & Student relations	<u>Module 4:</u> Watching video recordings of a class Analyzing assessment tools Preparing a lesson plan
Q&A Session	
<u>Module 5:</u> Implementing a microteaching Preparing an assessment tool Providing Feedback	<u>Module 6:</u> Implementing a macroteaching Feedback on your teaching and Continuing Professional Development
Q&A Session	

MODULE 1

In this module, we will analyze the existing curriculum of ELT programs in Turkey and reflect upon the design of this curriculum. Then we will explore the theory and practice behind andragogy and teacher education. Finally, we will examine the whats and hows of the first lectures and tutorials by examining the steps a teacher educator should follow.

Here is a list of **Module 1** tasks:

Task 1: Building class community (discussion forum)

Task 2: Examining ELT program in Turkey (note-taking)

Task 3: Exploring Theory and Practice (note-taking)

Task 4: Examining the important steps in the first lectures and tutorials (discussion forum)

Module 1 Reflective Journal

I recommend downloading all module materials to your computer, so they are available in case there are Internet or learning management system technical issues.

MODULE 2

In this module, we will analyze the instructional strategies in two video-recorded lessons to have an in-depth understanding of lecture plans and delivery in teacher education. Then we will explore the techniques for e-learning and electronic discussions in the English language teacher education context.

Here is a list of **Module 2 tasks**:

Task 1: Examining instructional strategies in video-recordings of 2 classes (note-taking)

Task 2: Exploring the techniques for e-learning in teacher education (discussion forum)

Module 2 Reflective Journal

I recommend downloading all module materials to your computer, so they are available in case there are Internet or course management system technical issues.

MODULE 3

In this module, we will analyze the instructional strategies in two video-recorded lessons to have an in-depth understanding of **engaging students and activity types** in teacher education. Then we will explore the techniques for assessment of and feedback to students and student relations in the English language teacher education context.

Here is a list of **Module 3** tasks:

Task 1: Examining instructional strategies in video-recordings of 2 classes (note-taking)

Task 2: Exploring the techniques for assessment of and feedback to students and student relations in teacher education courses (discussion forum)

Module 3 Reflective Journal

I recommend downloading all module materials to your computer, so they are available in case there are Internet or course management system technical issues.

MODULE 4

In this module, we will explore the classroom management techniques for English language teacher education. Then we will analyze the assessment conducted by mentor teacher educators, and lastly, prepare a **lecture plan** for the English language teacher education context.

Here is a list of **Module 4** tasks:

Task 1: Exploring classroom management techniques (note-taking)

Task 2: Analysing assessment tools in teacher education (discussion forum)

Task 3: Preparing a lecture plan for a teacher education course (discussion forum)

Module 4 Reflective Journal

I recommend downloading all module materials to your computer, so they are available in case there are Internet or course management system technical issues.

MODULE 5

In this module, you will implement microteaching in a teacher education context and get peer and mentor feedback on your teaching. Then, you will prepare an assessment tool for an ELT program course and get feedback from a mentor teacher educator to see the strengths and weaknesses (if present) of your assessment method. Finally, you will provide written feedback to a pre-service teacher's lesson plan designed for a methodological course.

Here is a list of **Module 5** tasks:

Task 1: Implementing a microteaching based on the prepared lecture plan

Task 2: Preparing an assessment tool for a methodological course

Task 3: Providing written feedback to a lesson plan prepared by a pre-service teacher

Module 5 Reflective Journal

I recommend downloading all module materials to your computer, so they are available in case there are Internet or course management system technical issues.

MODULE 6

In this module, you will implement a macroteaching in a teacher education context and get peer and mentor feedback on your teaching. Then, you will explore the merits of reflective practice in the teacher education context.

Here is a list of **Module 6** tasks:

Task 1: Implementing a macroteaching based on the prepared lecture plan

Task 2: Feedback on your teaching and Continuing Professional Development

Module 6 Reflective Journal

I recommend downloading all module materials to your computer, so they are available in case there are Internet or course management system technical issues.

Appendix 7. Tasks and Responsibilities of Mentor Teacher Educators

EBozyigit – The Journey of Becoming a Teacher Educator

MENTOR TEACHER EDUCATORS - *Tasks and Responsibilities*

1- MODULES

When	What TECs do	What TEs do
Module 4 Task 3	Preparing a lecture plan	Providing written feedback
Module 5 Task 1	Implementing a microteaching	Providing feedback in an online meeting
Module 5 Task 2	Preparing an assessment tool	Analysing the assessment tool and giving feedback
Module 5 Task 3	Providing feedback	Analysing and providing feedback
Module 6 Task 1	Implementing a macroteaching	Providing feedback in an online meeting

2 - Q&A SESSIONS

When	Focus	Mentor Teacher Educator
1 st Q&A session	Syllabus Preparation First lectures Planning and delivery E-learning	
2 nd Q&A session	Focusing on students Classroom management Assessment & Feedback	
3 rd Q&A session	CPD Extra responsibilities - Balance	



GAZİLİ OLMAK AYRICALIKTIR