

T.C.
GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

TEACHER IDENTITY: AN INVESTIGATION OF
PERSONAL AND PROFESSIONAL EXPERIENCES OF
TURKISH EFL TEACHERS

M.A. THESIS

Chinara YAVUZ

Supervisor: Asst. Prof. Dr. Bena Gül PEKER

Ankara
June, 2010

TEZ ONAY SAYFASI

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Chinara YAVUZ'un "TEACHER IDENTITY: AN INVESTIGATION OF PERSONAL AND PROFESSIONAL EXPERIENCES OF TURKISH EFL TEACHERS" başlıklı tezi 22 Haziran 2010 tarihinde, jürimiz tarafından İNGİLİZ DİLİ EĞİTİMİ Ana Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Adı Soyadı

İmza

Üye (Tez Danışmanı): Yrd. Doç. Dr. Bena GÜL PEKER

.....

Üye : Yrd. Doç. Dr. Nurdan ÖZBEK GÜRBÜZ

.....

Üye : Yrd. Doç. Dr. Cemal ÇAKIR

.....

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and respect to my supervisor Asst. Prof. Bena Gül PEKER for her guidance, valuable feedback and support throughout this study. Without her trust and motivation this study would not be completed.

I would like to convey my deep appreciation to the four interview participants: Aynur, Gaea, Leyla and Selenay, all professional language teachers, who agreed to volunteer their precious time and share their personal stories with me in order to bring a strong basis and diversity to this study.

I would like to thank my dearest father, late Asankan KARIMOV, and my mother, Tumar JUMAGASIEVA, for raising me in big loving, understanding and hard-working family, which encouraged me to become the person I am now.

Finally, my special thanks go to my husband Serdar Kamuran YAVUZ. No words can express how thankful and indebted I am for his patience, support and motivation during my study.

Chinara YAVUZ

ABSTRACT**TEACHER IDENTITY: AN INVESTIGATION OF PERSONAL AND
PROFESSIONAL EXPERIENCES OF TURKISH EFL TEACHERS**

YAVUZ, Chinara

Master Thesis, English Language Teaching Programme

Supervisor: Assist. Prof. Dr. Bena GÜL PEKER

June–2010, 157 pages

The aim of this study is to investigate personal and professional experiences that influence teacher identity of Turkish EFL teachers and to explore how much factors like teacher knowledge, professional development, teacher anxiety and morale have an influence on teacher identity of Turkish EFL teachers.

The population of the study is Turkish EFL teachers employed by state schools and the sample size is four female teachers teaching at state schools. Participants had a different background and teaching experiences from 3 to 25 years. Due to qualitative nature of the research, it was decided to apply narrative inquiry. The research instrument of this research was in-depth interview that was conducted with each participant individually. The interviews were conducted in Turkish for a better self reflection. The interviews were tape recorded, converted into verbatim transcript, and translated into English. Data analysis was derived from English versions of the transcripts highlighting its main and interesting themes.

The main findings of the research revealed that personal and professional experiences the participants had during school and university years had a significant influence on their identities as Turkish EFL teachers: participants had beautiful and young English teachers to whom they admired and wished to resemble them. All participants had turning points that influenced their teacher identities. They have experienced impressive events that happened in the university years and played a crucial role in their teacher identities. Factors like teacher knowledge, teacher anxiety and morale had significant influence on participants' teacher identity.

ÖZET

ÖĞRETMEN KİMLİĞİ: TÜRKİYE’DEKİ İNGİLİZCE ÖĞRETMENLERİNİN KİŞİSEL VE MESLEKİ DENEYİMLERİ

YAVUZ, Chinara
Yüksek Lisans, İngiliz Dili Eğitimi Bölümü
Tez Danışmanı: Yrd. Doç. Dr. Bena GÜL PEKER
Haziran–2010, 157 sayfa

Bu çalışmanın amacı Türkiye’deki İngilizce öğretmenlerin mesleki ve kişisel deneyimlerinin öğretmen kimliğine olan etkisini araştırmak ve öğretmen bilgisi, mesleki gelişim, öğretmen endişesi ve morali gibi faktörlerinin öğretmen kimliğine olan etkilerini incelemektir.

Bu araştırmanın evrenini Türkiye’de devlet okullarında çalışan İngilizce öğretmenleri oluşturmaktadır. Araştırmanın örneklemini ise Ankara’da devlet okullarında çalışan 4 İngilizce öğretmeni oluşturmaktadır. Katılımcılar farklı özgeçmişlere ve 3 yıldan 25 yıla kadar değişen öğretim deneyimine sahiptirler. Nitel bir araştırma olmasından dolayı öykü biçiminde sorgulama yapılmıştır. Araştırma ölçeği olarak her bir katılımcı ile derinlemesine mülakat uygulanmıştır. Katılımcıların fikir ve düşüncelerini daha rahat ifade edebilmeleri açısından mülakat Türkçe yapılmıştır. Mülakat sırasında konuşma kayıt altında tutulmuş, daha sonra yazılı metin haline getirilmiş ve İngilizceye çevrilmiştir. Önemli ve ilgi çeken noktalar tespit edilerek İngilizce yazılı metin üzerinden veri analizi yapılmıştır.

Araştırma bulgularına göre, lise ve üniversite yıllarındaki kişisel ve mesleki deneyimlerin İngilizce öğretmenlerinin öğretmen kimliklerine büyük bir etki yarattığı bulunmuştur. Katılımcıların lise yıllarında güzel ve genç bayan İngilizce öğretmenlerine hayranlık duyarak onlara benzeme istedikleri tespit edilmiştir. Her bir katılımcının öğretmen kimliğini etkileyen dönüm noktaları tespit edilmiştir. Bütün katılımcılar üniversite yıllarında etkili deneyimlerle karşılaşmışlar, bu deneyimler de onların öğretmen kimliğini etkilemiştir. Öğretmen bilgisi, mesleki gelişim, öğretmen endişesi ve morali gibi faktörlerin öğretmen kimliğine büyük bir etki yarattığı tespit edilmiştir.

TABLE OF CONTENTS

	Page
JÜRİ ÜYELERİNİN İMZA SAYFASI.....	i
ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	iii
ÖZET	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
CHAPTER 1: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Aim of the Study.....	3
1.4 Significance of the Study	4
1.5 Assumptions	4
1.6 Limitations of the Study	4
CHAPTER 2: REVIEW OF LITERATURE.....	5
2.1 Identity and Differing Perspectives	5
2.1.1 Notions of Identity from a Social Perspective	5
2.1.2 Notions of Identity from a Psychological Perspective.....	8
2.1.3 Contemporary Notions of Identity	10
2.1.3.1 Communities of practice.....	11
2.1.3.2 Multiple identities.....	13
2.2 EFL Teacher Identity	14
2.2.1 What is EFL Teachers' Identity?	14
2.2.2 Professional Identity of EFL Teachers and Its Formation	15
2.2.2.1 Factors affecting professional identity of EFL teachers	18
2.2.2.1.1 EFL teachers' knowledge	18
2.2.2.1.2 Professional development of EFL teachers	20

2.2.3 Personal Identity of EFL Teachers.....	23
2.2.3.1 Factors affecting personal identity of EFL teachers	24
2.2.3.1.1 Emotions and EFL teachers identity.....	24
2.2.3.1.2 EFL teachers anxiety	26
2.2.3.1.3 EFL teachers morale	27
2.3 Narrative Inquiry in Education	28
2.4 Summary.....	33
CHAPTER 3: METHODOLOGY	34
3.1 Research Instrument	34
3.1.1 Pilot Study	35
3.2 Data Collection	35
3.2.1 Active Listening	35
3.3 Interview Setting.....	37
3.4 Participants.....	38
3.4.1 Letter of Consent	38
3.5 Data Analysis	38
CHAPTER 4: DATA ANALYSIS AND DISCUSSION	40
4.1 Data Analysis	40
4.1.1 Demographic Profile	40
4.1.2 Descriptions of Teacher Identity of the Participants.....	41
4.1.2.1 Teacher identity of Selenay	42
4.1.2.2 Teacher identity of Aynur.....	56
4.1.2.3 Teacher identity of Leyla.....	67
4.1.2.4 Teacher identity of Gaea.....	78
4.2 Discussion.....	90
4.2.1 Discussion Major Findings on Each Participant	90
4.2.1.1 Selenay.....	90
4.2.1.2 Aynur	91
4.2.1.3 Leyla	91
4.2.1.4 Gaea	92
4.2.2 Discussion on General Findings.....	93
4.2.2.1 Professional identity	93
4.2.2.2 Personal identity	97

CHAPTER 5: CONCLSION AND RECOMMENDATIONS	99
5.1 Summary of the Research	99
5.2 Conclusion	99
5.3 Implications for Further Research on Teacher Identity	102
REFERENCES	104
APPENDICES	110
APPENDIX-1 English Version of the Interview Questions	110
APPENDIX-2 Turkish Version of Interview Questions	113
APPENDIX-3 Letter of Consent	116
APPENDIX-4 English Version of Sample Transcript	117
APPENDIX-5 Turkish Version of Sample Transcript	138

LIST OF TABLES

	Page
Table 1: Three Approaches to Narrative Inquiry	31
Table 2: Strategies of Listening Skills	36
Table 3: Demographic Profile of the Participants	41
Table 4: First Experience with English and Learning Process	94
Table 5: Current State: Selenay and Aynur	95
Table 6: Current State: Leyla and Gaea.....	96
Table 7: Teacher Knowledge	97
Table 8: Anxiety and Morale	98

LIST OF FIGURES

	Page
Figure 1: Categories of EFL Teachers' Practical Knowledge	19
Figure 2: A Model of Teacher Change	23

LIST OF ABBREVIATIONS

CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
EFLTI	: EFL Teacher Identity
ESC	: English Speaking Countries
GTM	: Grammar Translation Method
KPSS	: State Employees Selection Examination
MONE	: Ministry of National Education
NLP	: Neuro Linguistic Programming
NNSTs	: Non-Native Speaking Teachers
SBS	: Level Determination Exam for High School

CHAPTER 1:

INTRODUCTION

In this chapter, firstly the background to the study is explored. Secondly, the problem and the aim are described. And thirdly, the assumptions and the limitations are discussed.

1.1 Background to the Study

The teaching of English as a foreign language (EFL) is compulsory in all schools in Turkey. Following the adoption of the new English curriculum in 2005, the role that the teachers have been assigned has changed. Teachers seem to be given more responsibility in carrying out the requirements of the curriculum. The biggest burden seems to be on the teacher's shoulders, as it is the teacher who is expected to apply teaching methods in the classroom. In this sense, the teacher plays a leading role during the teaching process and; for this reason, it is extremely important to look into the identity of the teachers and find an answer to the question *who are they?* In order to understand teaching and learning, we first need understand who teachers are, in other words, we need to have a *clearer sense of who they are* (Varghese, Morgan, Johnston and Johnson, 2005) in terms of their professional, personal identities (Day, Kington, Stobart and Sammons, 2006) which may be explored through various psychological and social factors like different social and psychological factors like culture, knowledge, professional development, beliefs, values and emotions may contribute to the formation of teacher identity, which are almost impossible to count and explore.

The aim of this study is to investigate personal and professional experiences that influence teacher identity of Turkish EFL teachers and to explore the extent to which factors like teacher knowledge, professional development, teacher anxiety and morale

had an influence on teacher identity of Turkish EFL teachers. This study does not set out to investigate teachers in order to construct general profile of teacher identity of EFL teachers, on the contrary it aims to describe teacher identity of EFL teachers individually in order to emphasize its uniqueness.

One should also keep in mind the status of English in Turkey when dealing with EFL teachers' identity. English in Turkey is taught as a foreign language and most of these English teachers are non native speakers of English.

Recent studies of teacher identity of EFL teachers (EFLTI) of Non-Native Speaking Teachers (NNSTs) (Chen, 2009; Dewi, 2007; Tsui, 2007) provided useful and valuable implications for one who is willing to investigate EFLTI. Some of them scrutinized transition of EFLTI of those who were pursuing their studies on PhD (Chen, 2009), or M. Ed Programs (Dewi, 2007) in English speaking countries (ESC). These studies focused on the development of EFLTI that occurs after post graduate programs. However, these studies lacked proper input in investigating EFLTI in Turkey. There are several reasons, why they lack appropriate data to refer when investigating EFLTI in Turkey. First, these studies do not provide necessary information to understand EFLTI of NNSTs, who have only Bachelor's degree, as very few EFL teachers in Turkey are able to enroll in post graduate programs. Second, most of the existing studies were conducted in different cultural contexts which are totally different than that of Turkey. Thus, It seems necessary that studies on EFLTI of NNSTs in Turkey need to be carried out and investigated from both professional and personal perspective of teacher identity. Hence, in order to fill this gap, a decision was made to investigate EFLTI of NNSTs who received local education and work in Turkey, through their personal and professional experiences.

1.2 Statement of the Problem

Teacher identity is seen as “an ongoing process of integration of the ‘personal’ and the ‘professional’ sides of becoming and being a teacher” (Beijaard, Meijer and Verloop, 2004, p.113). Becoming a teacher involves the construction of a person's identity (Danielewicz, 2001). The personal and professional identities of a teacher develop together by interacting with each other. That is why It is crucial to learn

teachers' personal and professional experiences and their interaction in order to shed light on EFLTI.

EFL teachers in Turkey receive their bachelor's degree from the education faculties of teacher training colleges. After graduation, EFL teacher candidates like many other teacher candidates of different disciplines, take a State Employees Selection Examination, KPSS. According to the results of this examination and the preference list of candidate teachers, the Ministry of National Education (MONE) of Turkey assigns ten thousand to fifteen thousand of teachers to state schools in various parts of the country (Öztürk, 2008). Teachers who do not work for the state sector employed as English instructors in state and private universities, or as teachers in private schools.

1.3 Aim of the Study

The present study has two aims. First, it aims to investigate the teacher identity of EFL teachers in Turkey working in state schools through their professional and personal experiences and affecting factors like professional development and teacher knowledge, and the second aim is to investigate personal identity through factors like anxiety and morale.

This study aims to investigate teacher identity of EFL teachers of state schools in Turkey. It seeks to answer the following research questions:

1. What kind of professional and personal experiences have influenced Turkish EFL teacher identity?
2. What is the impact of teacher knowledge and professional development on the professional identity of EFL teachers?
3. What is the impact of anxiety on the personal identity of EFL teachers?
4. To what extent does morale affect EFL teachers' personal identity?

1.4 The Significance of the Study

While in foreign countries like the U.S.A, England and China, the topic of teacher identity is studied thoroughly (Varghese, Morgan Johnston and Johnson, 2005; Walkington, 2005; Soreide, 2006; Richards, 2006; Day, Kington, Stobart and Sammons, 2006; Tsui, 2007; Chen, 2009), the topic of teacher identity in Turkey has received little attention and has not been studied in depth. In particular, almost no attention is given to language teachers' identity. However, it is an important area which should be studied in depth through which one may acquire beneficial implications for successful teacher training and perhaps, for the definition (or development) of language teachers' identity.

1.5 Assumptions

The present study is based on the following assumptions:

1. The motivation levels of the participants are considered to be high, therefore it is expected that participants expressed their sincere thoughts and opinion.
2. Interviewed teachers have at least Bachelor's degree.
3. The names of EFL teachers who participated in this study are kept as anonymous.

1.6 Limitations of the Study

The present study has the following limitations:

1. The study was conducted among EFL teachers who have almost the same background and work experience of 3 to 25 years.
2. The findings of the present study cannot be generalized to all EFL teachers due to qualitative nature of narrative inquiry (in depth interview) that was applied as an instrument.
3. The study was conducted in academic year of 2009 – 2010.

CHAPTER 2:

REVIEW OF LITERATURE

In this chapter, the review of relevant literature is provided. Firstly, the term identity is explored from social and psychological perspectives and modern interpretations of identity by various authors. Secondly, the identity of EFL teachers is described through their professional and personal identities considering the influencing factors like anxiety, morale, knowledge and professional development of EFL teachers.

2.1 Identity and Differing Perspectives

The word “identity” derives from the Latin word *idem*, which means “the same” which is defined as the state of being a specified person or thing, the individual characteristics by which a person or thing is recognized and the state of being the same (Collins Student’s Dictionary, 2005). Undoubtedly, to grasp the meaning of identity entirely it is crucial to explore the term ‘identity’ in broader perspectives. It has to be viewed from social and psychological perspectives followed by a description of the contemporary notions of identity.

2.1.1 Notions of Identity from a Social Perspective

The term identity and self are used interchangeably in the relevant sociological literature. The first intellectual discussions about self are usually traced back to Plato (428-347 B.C.E). In fact, there is mention of the self in India as early as 600 B.C.E and China (circa 500 B.C.E) and the philosophy of Gautama Buddha (circa 563-483 B.C.E)

that dealt extensively with questions about self, reflexive consciousness, and identity (Leary and Tangney, 2003).

Two millennia afterward, the notion of self began to appear in religion and theology. It was believed that the evils of egotism, pride, and the self centeredness pondered ways to help people to avoid selfishness which destroys spiritual insights and brings immoral behavior. First detailed psychological discussion of the self was done by psychologist William James, who gave a conceptual foundation of it and emphasized its significance in understanding the human behavior (Leary and Tangney, 2003).

James (1890) argued that the man's *self* is the sum total of all that he *can*. Not only his body and psychic powers, but his clothes, and his house, his wife and children, his ancestors and friends, his reputations and works, his lands and horses constitute his self. He claimed that in order to understand self in its widest sense, it is necessary to explore some constituents which he believed to be crucial in describing self. There are some of its constituents:

- The Material Self
- The Social Self
- The Spiritual Self

The first constituent *The Material Self* consists of body, which is innermost part of it, the clothes, surrounding people like parents, wife/husband, children and properties.

The second constituent is *The Social Self*, which is the recognition which man gets from his mates. Man has an innate propensity to be noticed and noticed favorably.

An important conclusion that can be drawn from this discussion is that the individual has several selves:

A man has as many social selves as there are individuals who recognize him and carry an image of him their mind ... the individuals who carry the images fall naturally into classes, we may practically say that he has as many different social selves as there are distinct groups of persons and about whose opinion he cares Many a youth who is demure enough before his parents and teachers, swears and swaggers like a pirate among his 'tough' young friends (James, 1890, p. 294).

It can be argued that an individual may have several social selves that he or she experiences in different social contexts. However, it is also important to explore the inner part of the self which James (1890) called the Spiritual Self.

Spiritual Self means a man's inner or subjective being, his psychic faculties or dispositions taken concretely. James also names this part of self as nucleus of self which is felt.

These psychic dispositions are the most enduring and intimate part of the self, that which we most verily seem to be. We take a purer self-satisfaction when we think of our ability to argue and discriminate, of our moral sensibility and conscience, of our indomitable will, than when we survey any of our other possessions (James, 1890, p.296).

Another early definition of the self in the last century was offered by Cooley (1964) who qualified self by the word *social*. However, he did not imply the existence of self that is not social. He only focused on its social aspect and coined the term *looking glass self*: This reflexive concept claims that a person views own self through others' perceptions in society and in turn gains identity. The general idea of the perception of self perception is an internalization of how we are seen by others (Yeung, King-To, Martin and Leviself, 2003).

An outstanding contribution in the understanding of self in a social context was made by the social psychologist George Herbert Mead. Mead (1934) identified self as something which has a development: it is not initially there, at birth, but arises in the process of social experience and activity, that is, it develops in the given individual as a result of his relations to that process as a whole and to other individuals within that process. The process of self formation starts with games, such as those when a child in his games takes on different roles (doctor, patient, police, robber and etc.,) which are the imitation of adults. There is an insufficient self, for the child takes the roles separately and without anyone involved in the game. The second stage occurs when *others* (children) take part in his game, this time the child has to be organized, because there are, now, rules to be followed and others to be taken into account. The child becomes aware of his responsibilities in the game. In this stage, the child comes across *the generalized other*, which means understanding what kind of attitude or behavior is expected to exhibit towards others in a particular social group (Mead, 1934).

Another differing perspective was offered by Erving Goffman, one of the great sociologists of the last mid century. Goffman (1959) believed that life is perceived as a stage, where individuals perform their roles assigned by the society, and individuals act differently in different situations. To him, we all wear various masks in different contexts.

In a sense, and so far these masks represent the conception we have formed of ourselves - the role we are striving to live up to - this mask is our truer self, the self we would like to be. In the end, our conception of our role becomes second nature and an integral part of our personality. We come into the world as individuals, achieve characters, and become persons (Park, 1950, p.250 cited from Goffman, 1959).

There is also a backstage which is a private place, where individuals take out their masks and can be themselves. Thus, Goffman (1959) compared society to theater, where every individual acts out his or her role throughout the life.

Arguably, it is impossible not to touch upon Vygotsky's contribution to identity. Although he was not concerned with identity and did not utilize this term in his researches, he was concerned with individual development (Penual and Werstch, 1995). Vygotsky mainly dealt with developmental psychology, child development and education.

Vygotsky (1978) believed that individual development is rooted in society and culture. "Humans are social beings; their cognitive development is socially mediated activity and strongly influenced by cultural background" (Chen, 2009, p.25). The role of language in mediating human activities in sociocultural context is tremendous. According to Vygotsky, language is a psychological tool for mediating mental activity in human development (Chen, 2009).

In sum, as can be seen from the discussion on the social perspectives of identity, identity is developed and constructed in society through interaction with other selves. In this sense, social perspective of identity is considered as one of its main pillars that hold it under the full meaning of it.

2.1.2 Notions of Identity from a Psychological Perspective

Notion of identity in terms of *self* was chronologically viewed in a social context where a healthy identity formation occurs. The same importance deserves the psychological perspective of identity without which the term *identity* will suffice.

When the term identity is considered from a psychological aspect, the first person that comes to one's mind is an outstanding scholar of developmental psychology and one of the pioneer researchers of identity, Erik Homburger Erikson. Many writers and researchers whether in the sphere of education, psychology or sociology. have

never missed an opportunity to mention about his theory on identity formation. In order to understand identity it is important to scrutinize the formation of it? How does identity form? What are the its domains?

According to Erikson, the unique process of identity formation has three domains: fidelity, ideology and work (Penual and Werstch, 1995).

Fidelity is process of choosing commitments by adolescents, where adults should tolerate and support the choices of youth. *Ideology* is considered as a tool by which adolescents make their commitments to other members of society and their own ideas. It is foundation for hope and future plans. *Work* – career choice and acquiring of job is the result of the efforts and expectations from childhood.

Taken together, commitment to others whom one can trust, to an ideology that promises a place in the world with a hopeful future, and to a career choice that can actualize those promises, form the three important domains of identity formation (Penual and Werstch, 1995, p.88).

Domains of identity formation were discussed from the point of psychological aspect. However, the meaning of it will be incomplete if one does not consider the critical stages of an individual that he or she experiences thought the life. In his theory of developmental stages, Erikson (1982) describes eight sequence stages of man, which cover one's lifespan.

In his theory of developmental stages, Erikson (1982) describes eight sequence stages of man, which cover one's lifespan. Each stage has its own feature and tasks to be solved in order to pass successfully to the next stage. Each stage represents a particular stage of life. Erikson (1968) uses the term *identity crisis*, which appears in adolescence, when young people struggle with alternatives and choices which lead to temporary instability and confusion. According to the Erikson (1968), crisis is used in a developmental sense to connote not a threat of catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential. The successful resolution of identity crisis depends on environment and progresses in previous stages. Each successive step is potential crisis because of radical change in perspective. In this sense, most of the adolescents in their early twenties gain their identity.

In sum, identity can be viewed from social and psychological perspectives in a chronological way in order to grasp its meaning properly. It can be argued that the

formation of identity is a rather complex process which demands a consideration of its interaction with society and individuals' inner self which is psychology.

2.1.3 Contemporary Notions of Identity

The writers of the last century studied identity with diligent attention and offered useful implications for further research in understanding identity. However, in order to grasp the full meaning of identity, it is also essential to explore the views of contemporary researchers in the field of language, education and social sciences.

Norton (1997), the researcher of identity and language learning, claims that identity is how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future. It is an understanding of who we are and of who we think other people are. It involves two notions: similarity and difference. Identities are the ways we relate to and distinguish individuals in their social with other individuals or groups (Danielewicz, 2001). It is a "kind of a person" which is being a "kind of a person" one is recognized as "being", at a given time and place can change from moment to moment in the interaction, can change from context to context, and, of course, can be ambiguous or unstable (Gee, 2001).

Identity is an aspect of the self concept that derives from group membership and associated with cognitive, motivational, and social processes that are associated with group and intergroup behaviors. Groups furnish us with identity, a way of locating ourselves in relation to other people (Hogg, 2003).

....whenever we say "I". The word is simple and primary, the way we experience the individual self is not. On the other hand, we perceive the self in daily life to be consistent over time and place (). But on the other hand, we know that selves change (). Thus, we daily experience an evolving "I", a condition that enables us to recognize acknowledge the self as malleable, ongoing, and collaborative work in progress (Danielewicz, 2001, p.38).

The self concept and identity can be viewed as something that provides answers to the questions "Who am I?", "Where do I belong?" and "How do I fit (fit in)?" People's sense of identity often includes a perception of *who they were, who they are, and who they will be*. While thinking about her sociability, a woman may remember being shy as a teenager and anticipate becoming more outgoing as she ages. While

evaluating her job performance, she may remember her previous positions and envision future promotions. (Oyserman, 2004).

It is a province of both the individual and the collective, with psychological and philosophical perspectives which generally focus on the individual dimensions of identity and social and critical approaches on the collective dimension (Mockler and Sachs, 2006).

From the various definitions provided above, it can be claimed that identity is not stable; instead, it has dynamic feature which evolves and changes throughout the person's life. This change happens by interacting with others in a social context. There are many various contexts in the life of an individual: the context that appears in the family greatly varies from the context that occurs in his or her job. Therefore, it is also crucial to mention about communities of practice that occur in these context.

2.1.3.1 Communities of practice

Communities of practice was first coined by Lave and Wenger in 1987 (Wenger, 2006). It is a group of individuals who share common challenge or a passion for something they do and learn how to do it better as they interact in regular basis Wegner (1998). "Communities of practice are networks of people who engage in similar activities and learn from each other in the process" (Chen, 2009, p.49). The setting of communities of practice may be either formal like schools or informal like families (Wegner 1998).

Communities of practice are an integral part of individual's life and are everywhere, at home, at work, at school, in our hobbies. Communities of practice one belongs to change over the course of one's life. (Wenger, 1998) In some, one may be a core member; in many is a merely peripheral (Wenger, 2006). Communities of practice is a process of learning and knowing (Chen, 2009), which have four components (Wenger, 1998):

1. Meaning: a way of talking about our (changing ability) - individually and collectively - to experience our life and the world as meaningful
2. Practice: a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.

3. Community: a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence.
4. Identity: a way of talking about how learning changes who we are and creates personal histories of becoming context of our communities (p.5).

It is important to elaborate on the role of identity in communities of practice as it is closely related to it. The formation of community of practice is also the negotiation of identities. Identity has following characterizations (Wegner, 1998):

- Identity as *a negotiated experience*: we define who we are by the ways we experience ourselves through participation as well as by the ways we and other reify ourselves,
- Identity as *community membership*: we define who we are by the familiar and the unfamiliar,
- Identity as *learning trajectory*: we define who we are by where we have been and where we are going,
- Identity as *nexus of multimember ship*: we define who we are by the ways we reconcile our various forms of membership into one identity,
- Identity as *a relation between the local and the global*: we define who we are by negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses (p.149).

Taking into consideration the characterizations of identity above, it can be claimed that formation of identity is a rather complex process which evolves and develops in a social context which is communities of practice.

In addition, Wenger studied the processes that are involved in the formation of identity which are identification and negotiability (Wenger, 1998).

Identification provides experiences and material for building identities through an investment of the self in relations of association and differentiation (Wenger, 1998).

The three sources of identification are as follows:

- *engagement* – through our direct experiences of the world, the ways we engage with others, and the ways these relations reflect who we are (p.189).

Engagement in practice is a double source of identification: we invest ourselves in what we do and at the same time we invest ourselves in our relations with other people (p.192).

- *imagination* – through our images of the world, both personal and collective, that lay us in various contexts. Imagination relates us to the world beyond the community of practice in which we are engaged and seeing our experience as located in the broader context and as reflective of the broader context (Tsui, 2007). “It brings about the relations of identification established through a picture of the world into which the self can be projected” (Wegner, 1998, p.195).
- *alignment* – through our power to direct energy, our own and that of others (p.189). “It is a process in which participants in a community become connected by bringing their actions and practices in line with a broader enterprise” (Tsui, 2007, p.660-661).

Negotiability determines the degree to which we have control over the meanings in which we are invested (Wenger, 1998). Negotiability allows us to make meanings applicable to new circumstances, to enlist the collaboration of others, to make sense of events, or to assert our membership (p. 197).

Overall, identity and learning are one of the main components of community of practice, where one without another may not be developed and occur in a proper way. Moreover, identity formation in the communities of practice is complex process as it involves multiple identities and shifts among them. Therefore, it is also crucial to look through its multiplicity in order to be fully aware about the complexity of identity.

2.1.3.2 Multiple identities

As was mentioned earlier, nearly 120 years ago, James (1890) believed that there is a division of the man into several selves. “We do not show ourselves to our children as to our club companions, to our customers as to the laborers we employ, to our own masters and employers as to our intimate friends” (James, 1890, p.294).

Every individual is unique, and this uniqueness allows him or her act differently in various contexts which lead to obtain multiple identities, as an individual carries on a

whole series of different relationships to different people. There are parts of the self which exist only for the self in relationship to itself. An individual divides his or her selves with reference to his or her acquaintances (Mead, 1934).

All people have multiple identities connected not to their “internal states” but to their performances in society (Gee, 2001). Self is organized into multiple identities, each of which is tied to aspects of the social structure (Stets and Burke, 2003). For instance, self as father is an identity, as is self as colleague, self as friend. Thus, we may say that self takes various forms in terms of identities. The identities are interacted with other identities of other person. The husband identity is enacted as it relates to the wife identity, parent identity is emerged in relation to the daughter or son identity, and teacher identity is come out in relation to the student identity and so forth. Ryan and Deci (2003) argue that the functions of identities or the reason people form them is to fulfill basic needs.

First and foremost, identities facilitate relatedness by helping individuals connect with others and experience belonging in society. Beyond that critical need, identities, when they function most effectively also facilitate the experience and expression of the other basic needs for competence and autonomy by providing vehicles for self development and self expression, as well as outlets for vital engagement of self in social activities. (Ryan and Deci, 2003, p.269).

In sum, identity has been viewed from social and psychological perspectives. It has also been discussed from the views of contemporary researchers and broadly examined in the communities of practice. The literature on identity may broaden the view in understanding EFL teachers' identity.

2.2 EFL Teacher Identity

2.2.1 What is EFL Teachers' Identity?

Almost all people remember their first teacher with an enthusiasm or opposite of it with disgust, which leads one to forget and the connotation *the first teacher* fades away from his or her memory, which is quite normal. However, most of us recall her or him with a smile on our face because we were impressed by his or her affectionate and

kind behavior. Sometimes were discouraged or encouraged, insulted or praised, loved or hated, noticed or ignored by our teachers. These experiences continue to occur in today's classrooms and all teachers play a crucial role in letting them appear. *Who* is this woman or man who is assigned to teach our children? What is her or his identity as a teacher?

Beijaard, *et al* (2004) argue that teacher identity is an understanding and acknowledgement of what it feels like to be a teacher in today's schools, where many things changing rapidly, and how teachers cope with these changes. It also involves the personal part of the teacher's professional identity because teacher identity is a profoundly individual and psychological matter; it concerns the self-image and other image of particular teachers. It is a social matter because it is formed, negotiated, and grown fundamentally in a social process that takes place in institutional settings such as teacher education programs and schools (Varghese *et al*, 2005).

Teachers define their identities from their past and current experiences and other quite significant factors that help them in defining themselves are their beliefs and values about what kind of teacher they hope to be in this world where political, social and institutional and personal factors have effects on (Day *et al*, 2005). Moreover, teacher identity is not something that have teachers, but something they use to make sense of themselves as teachers (Beijaard *et al*, 2004).

Thus, it can be claimed that EFL teacher identity is the portrait of a teacher that is painted on the basis of social, psychological, cultural and personal factors, beliefs and values that make up the teachers' world.

2.2.2 Professional Identity of EFL Teachers and Its Formation

Professional identity of EFL teachers is the other side of the coin of EFL teacher identity. It is crucial to examine this part of the teacher portrait to obtain a proper and complete view on EFL teachers' identity.

It is important to explore how teacher identity is formed. Research on teacher identity not only considers *what* makes the teacher professional identity but also *how* the teacher professional identity is formed. Therefore, it is important that the formation of teacher professional identity be scrutinized.

Beijaard *et al* (2004) have studied and elaborated on the previous researches on teachers' professional identities and found out four basic features that play a crucial role in teachers' professional identity formation:

- Professional identity as an *ongoing process*. Teacher development never stops and they always strive to progress. Authors claim that professional identity formation, not only an answer to the question Who am I at this moment?, but also an answer to the question: “Who do I want to become?”
- Professional identity implies both *person and context*. Teachers are expected to think and behave professionally, but not simply by adopting professional characteristics, including knowledge and attitude that are prescribed. Teachers differ in the way they deal with these characteristics depending on the value they personally attach to them. From this point, it can be inferred that teacher brings to the classroom some piece of her personality.
- Teachers' professional identity consists of *sub-identities*. The sub-identities relate to teachers' different contexts and relationships. Some of these sub-identities may be broadly linked and can be seen as the core of teachers' professional identity, while others may be peripheral. It is crucial for teacher that these sub-identities do not conflict, i.e., that they are well balanced.
- Agency (“power of freedom or will to act, to make decisions to exert pressure, to participate or to be strategically silent” (Danilewicz, 2001, p.163).) is an important element of professional identity. This element of professional identity formation is in the line with a constructivist view of learning, which means that learning – individually as well as in collaboration – takes place through the activity of the learners. There are various ways in which teachers may exercise agency, depending on the goals they pursue and the sources available for reaching their goals.

Thus, it can be argued that teacher identity formation is a complex process, because it consists of both professional and personal parts of a teacher, where both of them interact with each other and form teacher identity as a whole. At the same time, professional teacher identity formation is never finally or fully achieved; it is actively being and becoming (Danielewicz, 2001). There are several factors as sociological, psychological; cultural and those have an effect on the construction of and sustaining

the teacher identity. Thus, it can be argued that teacher identity like an identity of any individual may vary in accordance with the context which leads to the occurrence of multiple teacher identities (sub-identities).

However, there is another important aspect, which is chronology that unfolds the development of teacher identity. Development of the teacher identity always involves competing chronologies of becoming (Britzman, 1991). By term *chronology* Britzman (1991) implies the simultaneity of time, place, events, and the meanings given to them. According to the author, there are at least four chronologies that constitute the process of becoming a teacher.

First chronology

Students who enter teacher education bring with them their first chronology negotiated throughout their cumulative classroom lives. This sense of chronology consists of their prior knowledge and experiences they have before teacher education.

Second chronology

Their student experiences in university and teacher education.

Third chronology

One in the schools, student teachers set up relationship with teachers, administrators, and school which was unavailable during their past student lives.

Fourth chronology

The fourth chronology begins when a student teacher becomes a new arrived teacher. In this chronology, areas of influence and negotiation broaden. Teacher begins to mediate the influences of the school systems, pupils, the teacher colleagues, the community, professional organizations and the cumulative experiences of their classroom lives.

In conclusion, each of the chronologies represents various and competing relations to knowledge, experience and negotiation. Teacher candidates who pass through these chronologies come face to face with various nuances which did not present in their previous experiences. In this sense, facing with these new experiences and new impressions of teaching world, teacher pick up qualities and experiences in order to build their own teacher identity.

2.2.2.1 Factors affecting professional identity of EFL teachers

2.2.2.1.1 EFL teachers' knowledge

Teacher knowledge (Shulman, 1987; Connelly, Clandinin and He, 1997; Capel, Leask and Turner, 2005; Arioğul, 2006) is one of the factors that affect the professional identity of EFL teachers. Skills and strategies that are learned and practiced in educational programs make contribution into the formation of teacher professional identity. It is significant to elaborate on it in order to obtain information in details. Teacher knowledge is elaborated as (Capel, Leask and Turner, 2005):

- professional knowledge about teaching and learning,
- professional judgment about the routines, skills, and strategies which support classroom management,
- subject knowledge is being expert in a subject.

It can be claimed that teacher knowledge is not limited to subject knowledge. Teacher knowledge constitutes professional knowledge, professional judgment and subject knowledge.

When dealing with teacher knowledge of EFL teachers, one should also keep in mind that EFL teachers should be competent in methodologies of teaching others. One may have native like English, be competent in all skills, aware of the culture of English speaking world. However, is it enough to teach and transfer these competencies to others? Absolutely, not, “the fact that one expert in a subject is no guarantee that one can help others learn that subject” (Capel, Leask and Turner, 2005, p.8). In this sense, subject knowledge should be accompanied and supported with professional knowledge and professional judgment in order to have effective teaching.

In addition to the above mentioned elements, Shulman (1987) divided teacher knowledge into following categories:

- Content knowledge,
- General pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter,

- Curriculum knowledge, with particular grasp of the materials and programs that serve as “tools of the trade” for teachers,
- Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding,
- Knowledge of learners and their characteristics,
- Knowledge of educational contexts, ranging from workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures, and
- Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (p.8).

In sum, teacher knowledge is much more complex than one may consider, as it concerns not only what teacher knows but also how their knowledge is expressed in teaching (Connelly, Clandinin and He, 1997). The categories of knowledge that make up teacher knowledge are important in effective teaching which leads to acquire professional identity of EFL teachers. In this sense, it is also crucial to look into EFL teacher knowledge.

Considering Shulman’s conceptual framework (1987) of teacher knowledge, Arıoğul (2006) identified four categories of EFL teacher knowledge (Figure 1).

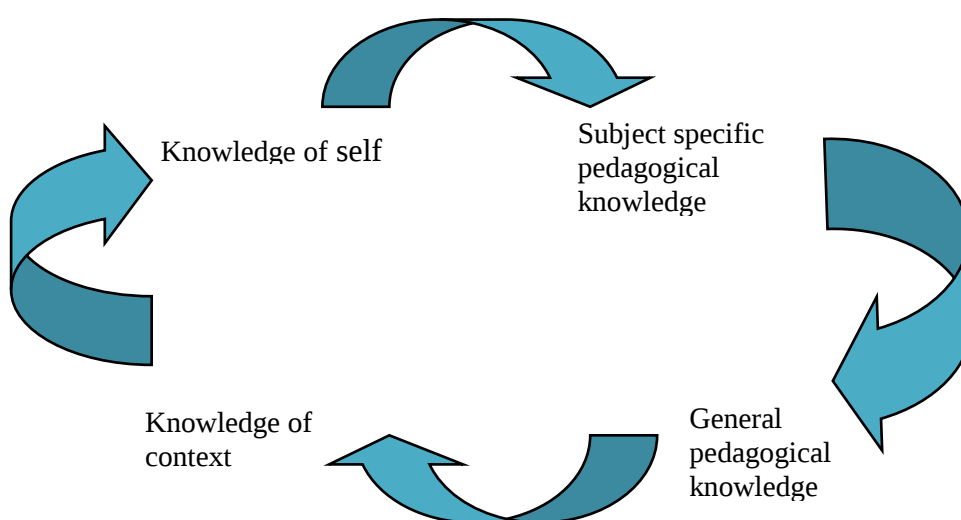


Figure 1: Categories of EFL Teachers’ Practical Knowledge (Adapted from Arıoğul, 2006, p.48).

Subject-specific pedagogical knowledge of EFL teacher is the blend of teachers' English as foreign language subject knowledge and pedagogical knowledge which is defined as how they teach English as foreign language with subject specific knowledge they have possessed. Subject-specific knowledge may include teaching methodology applied during teaching process. Currently, as a teaching methodology, Communicative Language Teaching (CLT) (Richards and Rodgers, 2001) is preferred and widely used in all over the world due to its effectiveness and focus on communication in language teaching. However, some EFL teachers may still prefer to use a Grammar Translation Method (GTM) (Richards and Rodgers, 2001) as a teaching methodology.

General pedagogical knowledge is general principal used in every subject area teaching. The knowledge of self is how teachers view themselves and their teacher selves, their beliefs, their personal and professional expectations, goals and frustrations (Arioğul, 2006).

In sum, teacher knowledge was viewed in details and elaborated through various categories from different authors. The categories like subject specific pedagogical knowledge, general pedagogical knowledge, knowledge of context and knowledge of self make up teacher knowledge of EFL teachers. It can be claimed that the more complete and appropriate the teacher knowledge is the more healthy EFL teacher identity formation occurs.

2.2.2.1.2 Professional development of EFL teachers

Professional development of teachers is another core factor that influences teacher identity. How does professional development of teachers influence teacher identity? Before answering this question, it is crucial to know what teacher professional development is.

Administrators of educational establishments are expected to fulfill the requirements of curricula that are in accordance with the country's educational reforms. In turn, teachers are expected to deepen their content knowledge, and learn new methods of teaching. They need more time to work with colleagues, to critically examine the new standards proposed, and perhaps to revise curriculum. They need

opportunities to develop, master and reflect on approaches to working with students (Corcoran, 1995).

Teacher professional development is an ongoing process of learning that never ends. “For teachers, learning occurs in many different aspects of practice, including their classrooms, their school communities, professional development courses or workshops. It may occur in a brief hallway conversation with a colleague” (Borko, 2004, p.4).

Teacher learning is viewed as life long, built of and through experiences that occur in social context: as participants in teacher education programs or as members of community practice in the schools or universities where they teach. Professional development of teachers emerges from a process of reshaping teachers’ existing knowledge, beliefs and practices, rather than simply imposing new theories, methods and materials on teachers (Johnson and Golombek, 2002). “Professional development programs are systematic efforts to bring about the change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students” (Guskey, 2002, p.381).

Professional development is a career long, (Schlager and Fusco, 2003; Maggioli, 2004) context specific, continuous endeavor that is guided by standards, grounded in the teacher’s own work, focused on student learning, and tailored to the teacher’s stage of career development (Schlager and Fusco, 2003). It is a process in which educators fine tune their teaching to meet student needs, which tackles teachers’ *teaching styles*. The term refers to the way teachers perform in the classroom - that is to teacher behavior. It is a result of interacting personal, professional, knowledge, career, institutional, and curriculum factors (Maggioli, 2004). Teaching styles are related to the professional identity of teachers as teaching styles are greatly influenced by the teachers’ own idealization of themselves as teaching professionals (Maggioli, 2004).

Further, Maggioli (2004) in his book *Teacher Centered Professional Development* describes useful strategies in building teacher’s professional development. Some of them are:

- Establishing a learning community – professional development through collaboration with other teacher and working as a team,

- Mentoring – professional development through mentoring a process of mutual growth, during which mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved (p.49),
- Peer Coaching – professional development through peer coaching is process where teachers observe each other and give feedback and support in acquiring new skills,
- Writing - professional development through writing which brings teacher reflection. Portfolios are one of the most effective ways that continuously reflect on the evidence they collect. Portfolio is a collection of all activities that teacher carry out during his or her carrier. It may include lesson plans, teacher observation protocols, vides, photographs, materials used during teaching, position papers, research briefs, student grades, school standards meeting minutes and other necessary materials and notes that help teach to be a teacher,
- Professional development through attending seminars and conferences which enables teachers to learn about new developments occurred in the field and offers wider perspectives of teaching environment.

These above-mentioned strategies can be broadened by teacher's own contributions.

Thus, for teacher to have strong professional identity it is important to know and apply strategies of professional development in an effective way which involves commitment, sustainability, collaborative interaction and bridging theory and practice.

One may question the changes that these strategies can bring about in teacher professional identity. In fact, the professional development of teachers can bring about some changes in teacher identity in terms of beliefs, attitudes and knowledge acquired during the learning process in any professional development program. Figure 2 ,“A Model of Teacher Change”, shows that professional development programs typically have three major goals: change in the classroom practices, change in the learning outcomes of students and change in teachers' beliefs and attitudes (Guskey 2002).

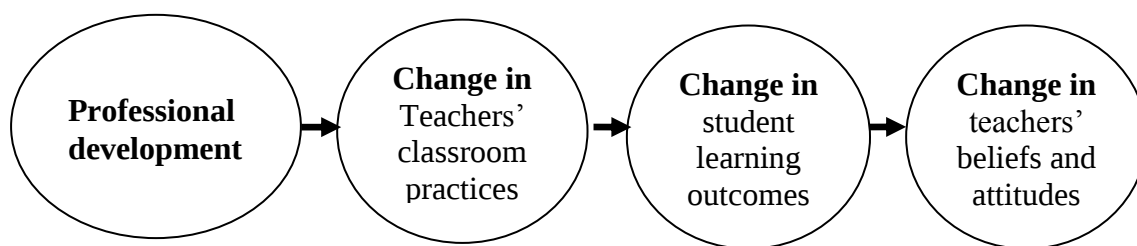


Figure 2: A Model of Teacher Change (Adapted from Guskey, 2002, p.383)

The author proposed this model as an alternative approach to the assumption that changes in teachers' attitudes and beliefs come first during professional development programs. However, Guskey (2002) believes that change in teachers' attitudes and beliefs occur primarily after acquiring the evidence of improvements in student learning. These improvements result from new or adapted classroom practices - a new instructional approach, using new materials and learned techniques.

The crucial point is that it is not the professional development *per se*, but the experience of successful implementation that changes teachers' attitudes and beliefs. They believe it works because they have seen it work and that experience shapes their attitudes and beliefs (Guskey, 2002, p.383).

Thus, professional development programs influence teachers' beliefs and attitudes which consequently shape their teacher identity. Professional development leads teachers to "knowing what", "knowing how", and knowing why, and in addition, "to knowing their students" and "knowing themselves" (Chen, 2009).

2.2.3 Personal Identity of EFL Teachers

In this study, personal identity of teacher is referred to as teachers' inner worlds that are displayed through emotions. In turn, emotions are reflected through anxiety and morale. These factors are touched upon in order to unveil the personal identity of EFL teachers.

2.2.3.1 Factors affecting personal identity of EFL teachers

2.2.3.1.1 Emotions and EFL teachers' identity

Emotions play a crucial role in teacher identity formation. Teacher identity is a connection of emotion and self knowledge, which has a dynamic feature (Zembylas, 2003). Understanding teacher emotions leads to the better understanding of teacher identity.

Undoubtedly, good emotions like happiness, excitement, and joyfulness influence identity in a positive way. They help to progress identity or sustain its positive features, they support the individual to create rapport with family and other members of the society, help to obtain a harmony both in personal and professional lives, which also leads to a good health as mind and body are interconnected (Revell and Norman, 1999). Whenever a teacher enters into the classroom with a big smile in her or his face which is a piece of her or his teacher identity, most probably, the class will be affected by the teacher's mood. It can be claimed that students are not *immune* (Danielewicz, 2001) from the teachers' emotions. In sum, it can be argued that positive emotions have positive impact on teachers, students and their relationships. However, together with positive emotions one may experience negative emotions.

Almost all teachers at least once were frustrated and hardly managed their anger. But what if teachers often encounter with negative emotions? What is the impact of negative emotions on teachers' identity formation? However, it is important to explore what one means by *emotion*.

Emotion, as Goleman (1995) points out, refers to a feeling and its distinctive thoughts, psychological biological states, and range of propensities to act. There are many types of emotions with different variations and mutations, including anger, sadness, fear, disgust, shame, love, surprise, enjoyment. They play an important role in reflection of one's identity as they *connect* people's thoughts, judgments, and beliefs. Individuals arrange their worlds in terms of emotions experienced in events, and show enormous variability in their propensity to experience specific emotions (Zembylas, 2003).

A factor that influences variability in experiencing emotions relates to its social construction. Emotions that teacher experiences and expresses, are not just a personal dispositions but are constructed in social relationships and systems of values in their families, cultures, and school situations.

...teacher emotions are not private, nor merely the effects of outside structures, nor simply language-laden, but are performative - that is, the ways in which teachers understand, experience, perform, and talk about emotions are highly related to their sense of identity. Thus, teacher identity can be studied in the classroom and other school settings where teachers are emotionally engaged in how their selves come to be constituted (Zembylas, 2005, p.937).

After viewing emotions in general term and its impacts on teacher identity, it is time to look through negative emotions and how it influences EFLTI.

Negative emotions and its impact on EFLTI

Negative emotions are one of the factors that hinder healthy formation of EFLTI. One of them was elaborated by Zembylas (2005) which is *shame* as *an outstanding* negative emotion among teachers that underpin their teacher identity and vulnerability. “it has been a profound affective attunement in teachers’ careers because teachers are constantly exposed as having some kinds of flaws” (p.228). Shame occurs when teachers lack such abilities like self confidence and self esteem which leads to their silence and isolation. In order to avoid this negative emotion, Zembylas (2005) claims that “teachers have to take profound personal and professional risks in their everyday teaching practices, and they need to construct defense and support mechanisms to continuously reconstruct and re affirm their identities” (p.228).

Other researchers like Jansz and Timmers (2002) examined the negative emotions jeopardizing individual’s identity and coined the term *emotional dissonance* which means a feeling of unease that occurs when someone evaluates an emotional experience as a threat to his or her identity. It can be better understood in the following example: Almost all teachers come across with a lazy student, who is always reluctant to do his or her homework, or when a teacher explains the same topic or idea for the tenth time, and again nobody seems to understand it. In these situations the teacher becomes inevitably angry. Anger touches his or her professional identity and here occurs emotional dissonance because for him anger is not kind of reaction a supportive teacher should have. Teacher has to do something about the occurrence of anger in response to a poor student or class.

In sum, it can be claimed that teachers are exposed to such negative emotions like shame and anger which may occur during their teaching careers. In this sense, it impacts negatively their personal and professional identities.

2.2.3.1.2 EFL teachers anxiety

Another factor that plays an important role in the formation of teacher identity is the anxiety that teachers experience during their teaching. Anxiety is more often encountered by language learners especially by those who are new learners. However, anxiety also influences language teachers especially those who are not native speakers of the target language. It will be wrong to expect from EFL teachers to be perfect in all skills of the target language. The reason is that language learning process for all nonnative EFL teachers never ends and that is why they experience anxiety in relation to teaching in general and in relation to teaching the target language (İpek, 2007). It can be argued that language teachers are supposed to be high level speakers and most likely they experience some unease satiations when they feel anxiety in using target language. It is apparent that anxiety has a negative effect on EFLTI, as “foreign language anxiety can inhibit a teachers’ ability to effectively present the target language, interact with students, and serve as a positive role model as language learner” (Horwitz, 1996: 366). It deteriorates the self confidence of the teachers that brings stressful atmosphere during teaching process. The teachers begin to use the target language less (Horwitz, 1996), in this situation, effective teaching will suffice because learners of the language will be reluctant to use target language too.

It is important to know how to avoid anxiety; Horwitz (1996) offers some strategies in alleviating feelings of teachers’ anxiety:

- Recognize our own and other teachers' feelings of foreign language anxiety
- Give ourselves permission to be less than perfect speakers of the target language,
- Recognize feelings of culture shock,
- Give ourselves credit for target language achievement,
- Become more aware of the language learning process,
- Imagine speaking well within the stresses of classroom teaching,

- Make a plan to improve language proficiency,
- Be supportive of colleagues,
- Be supportive of the students.

Thus, anxiety brings about several negative effects in the formation of EFL teacher identity. However, it is possible to avoid those negative effects by considering the above mentioned strategies. Moreover, teachers should work hard at self to improve themselves and create their own ways to inhibit anxiety.

2.2.3.1.3 EFL teachers morale

In addition to teacher anxiety, another important point in the consideration of EFLTI is teacher morale. Teacher morale is closely related to the personal identity of teacher as it concerns the teachers' inner world. What is meant by term *morale*? Morale is the degree of a confidence or optimism of a person or group (Collins Student's Dictionary, 2005) or "moral or mental condition with respect to cheerfulness, confidence, zeal" (Macquarie Dictionary, third edition cited from Mackenzie, 2007, p.92).

Definition of teacher morale will suffice if one does not consider the levels of it. Mackenzie (2007) scrutinized morale of teacher and elaborated it in three levels:

The first level is the *personal morale* which results from an individual teacher's personal circumstances including health, family situation and financial stability. The personal morale has a complex feature as it tackles the intimate world of teachers which is private and personal. the second one is *school morale* which involves day to day experiences of teachers in their schools and local communities referred to school morale. And the last, *professional morale* which is inextricably intertwined with the status of teaching as profession is referred to a professional morale.

It can be claimed from above that these levels create teacher morale, where they interact with one another and constitute the morale. However, one may argue that personal morale has more important implications for the formation of the personal identity of the teacher.

In addition to three levels of morale, teacher morale can be high as well as low. High teacher morale is the state when teacher has a career enthusiasm, job satisfaction

and positive expectations concerning the future. Those teachers are well treated and valued in the school community as well as in society. However, low teacher morale is state of being demoralized, ill treated and ignored by community and government. The balance of inner and outer world of teacher is deteriorated. Factors like poor status in community, poor salaries, poor student behavior, excessive workload, poor working condition and increasing government accountability measures lead to low teacher morale (Mackenzie, 2007). It can be claimed that teacher morale is a crucial factor that influence teacher identity. It is important to maintain high teacher morale in sustaining healthy teacher identity.

In sum, EFLTI was viewed through personal and professional identities with affecting factors that assist to form them. However, literature review will be incomplete if one does not consider how educators make a research on EFLTI. What kind of methods do researchers apply when studying EFLTI?

2.3 Narrative Inquiry in Education

Narrative inquiry is widely used in carrying out researches on teachers like teachers' professional development, teacher identity, and teacher knowledge (Clandinin and Connelly, 1989; Connelly and Clandinin, 1990; Conle, 2000; Johnson and Golombek, 2002; Golombek and Johnson, 2004; Chen, 2009). It is crucial to know what is meant by narrative inquiry and why researchers use it when they deal with teachers.

As people are storytelling organisms (Connelly and Clandinin, 1990), they use narrative in order to transfer knowledge to each other. People live their stories in an ongoing experimental text and tell their stories in words as they reflect upon life and explain themselves to others (Connelly and Clandinin, 1990). It is an important component of the communication. "Narrative inquiry involves working with people's consciously told stories, recognizing that these rest in deeper stories of which people are often unaware" (Bell, 2002, p.209).

Narrative inquiry is widely used in educational experience and appeals to teachers and teacher educators. One may think that it is the easiest methodology that can be used in educational research. However, it is more than just telling stories (Clandinin, Pushor and Orr, 2007). Through narrative inquiry, teachers frame and reframe the issues

and problems they face in personal and as well as professional lives (Johnson and Golombek, 2002). The main reason of the using narrative inquiry in education is that humans individually and socially lead storied lives (Connelly and Clandinin, 1990). Narrative inquiry captures teacher's previous and present experiences about teaching and learning that help to explore teacher identity (Chen, 2009). It allows individuals to look at themselves and their activities as socially and historically situated (Johnson and Golombek, 2002). Phenomena that are described in narratives have not to be objective, rather than it can be connected and infused with interpretation, they situate and relate facts to one another (Golombek and Johnson, 2004). Narrative inquiry is the most appropriate method to enhance the participants' exploration of the innermost feelings and thoughts about their education and experiences (Chen, 2009). It also provides a powerful insight in understanding identity of the individual as "it is a unique window to access the participants' conception about who they were, who they are, and who they will become" (Chen, 2009, p.87).

In sum, through narrative inquiry one may come across with teachers' emotions, thoughts, beliefs and values. It can be argued that narrative inquiry is the most appropriate method to explore teachers' world that consist of their personal and professional lives. It is also important to mention about claims of narrative inquiry. Habermas (1981) recognizes four claims that should be presented in narrative inquiry (Conle, 2000).

Narrative inquiries claim that:

- they truthfully represent their feelings, intentions, etc,
- the stories are socially acceptable,
- the contents of the narratives are true with regards to what they describe,
- the language is comprehensible.

These claims can be easily interchanged with characteristics of narrative inquiry as it unveils the main peculiarities of it.

In addition to claims of narrative inquiry, Dodge, Ospina and Foldy (2005) defined multiple phases of narrative inquiry by giving proper and exact definitions for each of it:

Narrative as Language

Narrative helps researchers to understand a topic interview's experience, or at least the version of experience the narrator chooses to convey. It sheds lights on something about the constructed reality they reflect and about the experience and intentions of those engaged in it. "...language reflects people's understanding of reality; the researcher gets a glimpse of the social world as it is filtered by the meaning –making processes of those who experience it" (p. 291).

Narrative as Knowledge

While narrative as language gives weight to the purposeful communication of meaning, this approach prioritizes the assumption that narrative is a *way of knowing*: People use stories to draw knowledge explicitly from their lived experiences (p. 292). It links experiential knowing, which is based on practice. Narrative inquiry is carried out in order to elicit knowledge about other's knowledge and about our own.

Narrative as Metaphor

Narrative as metaphor emphasizes the assumption that narratives are constitutive. People shape stories and, in turn, stories shape people. In this view, as notions of self, existence, and identity are named through language, they begin to feel real in their consequences (p. 293). Table 1 outlines the phases of narrative inquiry.

In sum, it can be argued that narrative inquiry is more than reflecting ones' stories, but it is the combination of one's own reality, experiences, and knowledge that constitute the complex nature of one's identity.

Another important point that has to be mentioned in narrative inquiry is stories. Narrative inquiry takes its main resources from the stories. Stories are the main components that make up narrative inquiry. The stories told during narrative inquiry are narratives that are about temporal events and that mention "where and when something happens, in which contexts, who said to whom, with which feelings and in what mood, and under which moral constraints" (Conle, 2000, p.56).

Table 1: Three Approaches to Narrative Inquiry

THREE APPROACHES TO NARRATIVE INQUIRY			
Narrative as	Primary assumption	Implications of primary assumption for the way people experience the world	Purpose of inquiry
Language	Narrative is a medium of expression	People create and use stories to communicate meaning	To understand some phenomenon from the perspective of the person/people experiencing it
Knowledge	Narrative is a way of knowing	People think and know through stories, narratives contain knowledge	To surface tacit knowledge or share theories in use To enhance practice or draw lessons from practice
Metaphor	Narrative is a symbol of deep structures of meaning	People are born into and enter existing stories or storied institutions	To unveil implicit shared meanings to offer alternative interpretations of accepted views

(Adapted from Dodge, Ospina and Foldy, 2005, p.291).

When any teacher tells the stories obtained from professional and personal experiences, an inquirer has to consider the commonplaces of narrative inquiry which were investigated by Connely and Clandinin in 2006 (Clandinin, Pushor and Orr, 2007). Those commonplaces are described below:

Temporality: Events, situations and experiences narrated during the inquiry are temporal. People always have past, present and future. In this sense it is crucial to be aware that people, places and experiences they lived are in the process or in transition.

Sociality: During narrative inquiry it is dealt with people, and therefore with personal conditions which lead to concern with social conditions. By personal conditions Connely and Clandinin (2006) mean feelings, hopes, desire, aesthetic

reactions, and moral dispositions. By social conditions one should understand the environment, surrounding factors, and forces people and otherwise that form individual's context (Clandinin, Pushor and Orr, 2007).

And Place: By place it is meant "the specific concrete physical and topological boundaries of place or sequence of places where the inquiry and events takes place" (Connely and Clandinin, 2006 cited from Clandinin, Pushor and Orr, 2007, p.23).

Narrative inquiry in education was illuminated from the points of various authors through displaying its main features. However, viewing only what narrative inquiry means in education will not provide proper implications for one who wants to study EFLT, it is critical to obtain important points and clues in designing narrative inquiry. First, it is crucial to consider time, when an inquiry is carried out: stories and experiences narrated during one time may vary from the inquiry done in other time. One should be aware of the fact that narrative inquiry obtains only temporal facts which have past and future. It has very complex features that include narrator's own reality, knowledge and experience. Second, an inquirer should never forget that he or she deals with the feelings and thoughts of the narrator. In this sense, inquirer has to be careful in designing the interview questions and presenting them. The intimacy and privacy of the individual who is interviewed should be protected. Third, the narrator may have difficulty in answering some questions due to various reasons like being ashamed or being reluctant to do so. In this situation, strong encouragement and effective introductory words before these types of questions should be prepared. Fourth, the place of inquiry should be appropriate for the inquiry. Nobody should interrupt during the inquiry. Physical conditions (lighting, temperature, furniture, glass of water) of the place should be favorable for conducting inquiry.

In sum, this part of the literature first explained what narrative inquiry is and reason of using in studying teachers, second, it reviewed its peculiarities through the claims, and, third, its complex features were scrutinized through three approaches: language, knowledge and metaphor. Then, the commonplaces that narrative inquiry has were mentioned. And finally, some important clues were described in designing narrative inquiry.

2.4 Summary

The review of literature consists of three main parts. The first part has focused on notion of identity from broad perspectives touching upon its social and psychological aspects, then, it viewed the identity from contemporary views mentioning the role of communities in practice which is involved in identity formation.

The second part of the literature has dealt with EFL teachers' identity through personal and professional identities. First, professional identity was explored through teacher knowledge and professional development. Second, personal identity of EFL teachers was scrutinized through affecting factors like teacher emotions, anxiety and morale. The third part touched upon the narrative inquiry which is considered one of the appropriate methods in researching EFLTI.

In sum, from the reviewed literature it can be concluded that EFL teacher identity has a complex nature which combines personal and professional aspects. It can be concluded that in the exploration of EFL teacher identity, one should be at least aware of the nature of identity considering its' social and psychological perspectives, then may narrow down his or her attention to personal and professional identities of EFL teacher taking into account its affecting factors.

CHAPTER 3:

METHODOLOGY

In this chapter firstly, the research instrument is described; secondly data collection is explored, thirdly interview settings and participants are presented, and lastly, the data analysis is described.

3.1 Research Instrument

This study used qualitative methodology in particularly narrative inquiry as described in literature review. Narrative inquiry is used in the studies dealing with teacher identity (Chen, 2009; Tsui, 2007). This method enables people to construct their realities through narrating their stories (Marshall and Rossman, 2006).

As “narrative analysis can be applied to any spoken or written spoken – for example in depth interview” (Marshall and Rossman, 2006, p.118), in-depth interview is appropriate when one wants to elicit information about one’s thoughts and behaviors in depth (Boyce and Neale, 2006). It is interactive in nature as the material is generated between the researcher and interviewee (Legard, Keegan and Ward, 2003).

An in-depth interview as a research instrument was selected which enabled to participants to reflect their stories. Interview questions (Appendix1) were designed considering 2 major and 2 additional topics in order to study EFLTI from the stories of EFL teachers in Turkey

The two major topics were as follows:

- Professional identity (professional and personal experiences during school and university years, current state, teacher knowledge and professional development)

- Personal identity (teacher anxiety and morale)

Additional topics:

- Future plans
- Feedback

In order to explore the professional and personal experiences that influence teacher identity, the questions were asked chronologically. The interview questions addressed themes like experiences in childhood, school and university, current state and future plans. Following these questions, questions on anxiety and morale were asked.

3.1.1 Pilot Study

A pilot interview was carried out before the interviews in order to check the smooth transitions between questions and their availability in order to collect data. Pilot interview was conducted with a master's student studying in ELT department of Gazi University. Firstly, she was informed about the general outline of the interview. Secondly, she was asked interview questions. Lastly feedback on the questions were elicited. She commented that she had not faced any difficulties such as threat to her privacy or reluctance to answer the questions. She found the flow and organization of the questions appropriate. The pilot interview was tape recorded and listened two times in order to check and obtain some more useful tips for conducting the real interviews. The main outcome from the pilot study was that some more additional and elaborative questions were needed when an interviewee explained a particular story or experience in order to grasp what she or he really meant.

3.2 Data Collection

3.2.1 Active Listening

During the in-depth interview, the strategies of active listening (Table 2) were applied to build a relationship with participants and help them to open up about their

experiences and share memorable stories. Active listening intentionally focuses on who and what is listened. In active listening the inquirer should be eager to understand the “total meaning” (Roger and Farson, 2007) of the content from the perspective of the listener. Total listening has two components: “the content of the message and the feeling or attitude underlying it” (Roger and Farson, 2007, p.4). However, in some circumstances if not more than half of them, the feelings and emotions displayed during narrative inquiry are much more reflective than the content. In this sense, inquirer should rely on the feelings and emotions of the listener.

Table 2: Strategies of Listening Skills

Purpose	How to achieve it	Examples
Encouraging		
- to convey interest - to keep other person talking	- neither agree nor disagree - use non committal words with positive voice tone	<i>"I see"</i> <i>"Uh-huh"</i> <i>"That's' interesting"</i>
Re-stating		
- to show that you are listening/understand - to let the interviewee know you grasp the facts	restate the interviewee's basic ideas, emphasizing facts	<i>"So your idea is to ..."</i> <i>"You are saying that..."</i>
Reflecting		
- to show that Your are listening - to let the interviewee know how you understand their feelings	restate the interviewee's basic feelings	<i>"You feel that..."</i> <i>"You were obviously quiet upset by..."</i>
Summarizing		
- to pull together important ideas and facts - to establish a basis for further discussion - to review progress	restate, reflect, and summarize major ideas and feelings	<i>"These seem to be the key points you have made..."</i> <i>"If I've got it right, you feel...about this"</i>

(Adapted from Owen)

While conducting in the depth interview, a great effort was made to understand what exactly was meant by the interviewee. Additional and follow up questions were

asked to each participant individually in order to be fully aware of the meaning of the words and expressions used by the participants during the interviews.

In order to ensure reliability, the interviews were conducted in Turkish and tape recorded. The using of native language enabled participants to reflect their sincere thoughts better. After verbatim transcripts were obtained from the recorded materials, there were translated into English by the researcher. As the researcher had a very good understanding of the context of the interview, the same ideas and thoughts were reflected in English version.

3.3 Interview Setting

The interviews were carried out at the houses of the interviewers or researcher or alternatively comfortable places where one can be relaxed as narrative inquiry requires a great deal of openness and trust between the participant and the researcher (Marshall and Rossman, 2006).

In depth interviews were conducted in Turkish as it is their native language in order to facilitate better self reflection (see Appendix 2 for interview questions in Turkish). The use of Turkish allowed the teachers to feel comfortable in replying the questions and expressing their thoughts. Mobile phones were switched off in order to avoid any interruption during the interviews. The physical conditions (lighting, temperature and furniture) of the room where the interview was conducted was favorable.

The materials used during the interview were as follows:

- Laptop (installed program software AUDIOCITY) for recording
- Interview questions
- Notebook and pencils

3.4 Participants

This study conducted among EFL teachers working Turkish state schools. The participants were four female EFL teachers who work in state schools of Turkey. They were selected according to the following years of experience:

- 3-5 years of experience in teaching English – 1 teacher
- 6-10 years of experience in teaching English - 1 teacher
- 11-15 years of experience in teaching English – 1 teacher
- 16-25 years of experience in teaching English – 1 teacher

3.4.1 Letter of Consent

The participants signed a “Letter of Consent” (see Appendix 3) in order to receive their official permission before carrying out in depth interview. The Letter of Consent included information in order for them to be aware of the topic process of interviewing (professional and personal experiences during their teaching career) which may be potentially sensitive to them that may involve possible risks. Pseudonyms were used for participants in order to preserve their confidentiality and anonymity. The participants had following the pseudonyms during the interview:

- Selenay who has 3-5 years of experience in teaching English
- Gaye who has 6-10 years of experience in teaching English
- Leyla who has 11-15 years of experience in teaching English
- Aynur who has 16-25 years of experience in teaching English

3.5 Data Analysis

The interviews were recorded by the software program AUDIOCITY by means of laptop. The recorded data which was in Turkish was converted into verbatim

transcript. The verbatim transcripts were reviewed and edited. After neat and diligent edition without damaging its originality, each transcript was translated into English (see Appendices 4 and 5 for English and Turkish versions of the sample transcripts). After obtaining the English version of the transcript, the data were analyzed and written in chronologically as of interview questions. After careful review of the English version of the transcripts by the researcher, important themes were highlighted in order to be integrated in presentation of data.

CHAPTER 4:

DATA ANALYSIS AND DISCUSSION

This chapter consists of two parts: data analysis and discussion. The first part of the chapter provides demographic profiles of the participants followed by the individual description of each participant's professional and personal identities. The second part of the chapter provides a discussion on major findings about each participant and general findings which are illustrated in tables derived from the participants' narratives. Some comments are presented according to each table.

4.1 Data Analysis

4.1.1 Demographic Profile

A demographic profile of each participant is presented in Table 3. All participants in this study are female. Selenay is the youngest participant who has only three years of experience while Aynur has a long experience of 25 years. Gaea and Leyla have almost similar number of years of experience. All of them started to learn English when they were 11 or 12 years old. Three of them (Selenay, Aynur and Leyla) graduated from the Anatolian high school, which means they had a good educational background. Only Gaea graduated from the ordinary state school. All of them have similar background education as all of them graduated from the ELT departments of Turkey. Only Selenay has continued her education on ELT after receiving her BA degree. Aynur, Leyla and Gaea are married and have children except for Gaea. Only Aynur and Gaea had experiences abroad; both of them went to England.

Table 3: Demographic Profile of the Participants

Participants / Indicators	Selenay	Aynur	Leyla	Gaea
Age group	24-30	46-50	36-40	31-35
Marital status	Single	Married	Married	Married
Children	No children	12 year old son	5 year old girl	No children
Age start learning English	11	11	11	12
Total years of experience in teaching English	3	25	12	9
Education	ELT Department: Bachelor's degree ELT department: MA student	ELT Department: Bachelor's degree	ELT Department: Bachelor's degree	ELT Department: Bachelor's degree
Experience abroad	No	England: language courses in London for a year	No	England: Teacher Training Course for 3 months

4.1.2 Descriptions of Teacher Identity of the Participants

The individual description of each participant consists of the followings:

- background information,
- professional identity - first, each participant mentioned about their learning experiences at school and university, second, teaching experiences they had, and the third, information on teacher knowledge in terms of language skills and pedagogy were obtained,
- personal identity - each participant shared their opinions and experiences on anxiety and morale,
- future plans and feedback on the interview – each participant mentioned about their future plans and gave comments on the interview after the discussion.

Texts directly taken from narrative inquiry (in-depth interview) of the participant are presented in indented paragraphs in italic format. Chronology of the description is followed by that of interview questions.

4.1.2.1 Teacher identity of Selenay

Background information

Selenay was born in a city in North West of Turkey and has been an EFL teacher for 3 years; she graduated from one of the prestigious ELT departments of one of the cities of Turkey. Currently she is a MA student at the same university which she graduated from. After graduation from university and receiving a high score from KPSS, she was assigned to the primary school which is located in one of the suburbs of one of the big cities of Turkey. A few months ago, she passed another examination in order to be an EFL teacher at an Anatolian high school; however, she has not been assigned yet and currently continues working at primary school. She is the eldest child out of four children. She is single and lives in a big city of Turkey while her family lives in the town in the north west of Turkey.

Professional identity

1. First experience with English

1.1 First experience with English

Selenay's first interaction with English began with listening to English speeches on television.

I used to envy those on TV who could speak foreign languages. There were times when I used to make up sentences without any meaning just some rounded words. I remember it very well that I've been saying "going, going". It means that my ears picked the "going" from that unknown thing.... On the other hand many tourists used to visit our town. Greek used to come most during the spring time. They visited as there were places related to the ancient civilizations in my town. To me, during those visits, I had some intentions to communicate with them.

1.2 First English lesson

Later after the primary school, she was enrolled at an Anatolian high school. The first year was a preparatory where she had very intensive English classes. Her first impression from the first English lesson was very weak.

My first English teacher had white hair and she was from Cyprus of Turkish national. She came in and in the very first moment she said "Good morning Prep E". "Prep E" that is "Preparation class E".....Every day she was saying "good morning Prep E" and I could learn the meaning of "Prep E" right at the end of the second semester. I thought of myself as something to be named as "Prep E". That is to say my first experience was "Good morning Prep E".

First English teachers

Selenay did not like her first English teacher at all; however, she did her best to adapt to her lessons.

I was only afraid of the teacher and the lesson. That is what I remember. I was afraid from the way she stood and from her tough approach. That is, she came into class with unknowns. There was a drawn expression on her face. When she came in for the first time she said "Prep E" and I tried to put something on something else which I was not aware of.

The way she taught.

Well when you think over again in fact she was teaching not bad.For example she was talking about something for instance a giant. She drew a giant. She showed the giant by drawing it, that is to say she was addressing to our visual intelligence. However, she could not manage with "listening" well. There was an old cassette named as "oral exercises". We did not like it at all; she was just putting it on and making us listen to. The purpose was only to listen to the cassette. She could not do anything for name of "listening". Therefore, my "listening" has always been bad. And it still could not get any better.

1.3 The most memorable experience in learning English

In her third year at the Anatolian high school, during speaking classes there was a situation for discussion: In one of the towns of United States, some market trolleys were instantly disappearing and the administration had no idea how to handle the situation and avoid the mystery disappearing. Students were to propose some solutions. While others were proposing logical and creative suggestions like inserting a chip on trolleys and track them on computer, she simply suggested roping them. Her suggestion was very funny and naïve. Her classmates and her teacher laughed at her and since that lesson, the whole class and the teacher made fun of her. Selenay admits that they were

right actually. How come that she propose such a naïve and funny solution for the problem!

Another memorable experience Selenay had with two native teachers in the last grades of the high school. She had a chance to have video lessons with those native teachers.

Those two teachers were really native. Because they were not like a German who learned English later on, they were real “natives.” indeed.

The whole class settled a very good rapport with them. She admits that it was a great experience for her to speak only English with the native speakers. It raised her self-confidence. She felt that her speech was understandable to the native speaker. She liked the way they taught, for instance in the beginning of every lesson the class had “five quick questions” quiz. The teacher asked five questions about the previous lesson and they had 5 minutes to answer. She always managed to answer all of them correctly. After video lessons they used to discuss their contents and from those video lessons, she learned a lot about culture of other countries.

1.4 The most influential teacher

After laborious preparatory year with a difficult teacher from Cyprus, she finally met her ideal English teacher who motivated her to study at the ELT department.

I graduated from the high school with a degree as I was one of the most successful students. Despite that, I did not want to study medicine, I did not want to be a dentist or I did not want any other professions with higher incomes. I wanted to be an English teacher by the courtesy of that woman. She has an example setting character both with her attitude, hair, caring and speeches. Additionally, she was doing her job perfectly. I think. She taught us English very well. I liked English very much because of her.

Selenay liked everything in her: her personality, the way she taught, wearing style, hairstyle, and even make up.

During her lessons, I used to sit at the first front row, and look into her eyes. She was young with her great posture: she was classy from head to toe.

1.5 The hardest thing in learning English

Selenay could not adapt herself to the first English teacher from Cyprus and everything seemed difficult for her.

“Disappointment in the very first step towards English”

In the first examination I got 36 points out of 100. Yes, I earned 36 points. There were so called “quiz”, and “exams”. “Quiz” was okay but from the first exam I earned 36 points. As this was the first time that I’ve ever earned only 36 points I said to myself “I won’t succeed at this Anatolian High School, preparation class is not for me, English is not my style and so on. 36 points meant 1 in the system of 5 grades.

Selenay worked hard and got 90 points from the second examination. In general, she was eager to learn English and she did her best to be A student, however, there were some difficulties. The hardest thing in learning English for Selenay was the lack of communication with her first English teacher.

There were 40 students in our class. I believed that the time spent for me was not sufficient. May be I could have learned English better. As our preparation class was very crowded, the teacher could not save enough time for each one of us. For example; if the teacher taught us 10 words I managed to pick up only 8 of them; therefore, I missed 2 words out of 10. Additionally, the personality of the teacher was another challenge for me. I mean we could not overcome the problems we had with her. She used to misunderstand us, completely in a wrong way of what we were telling her, her reactions were tough. So sometimes, we were scared. This situation was a general problem of the whole class. Therefore we could not open up ourselves to her. Interaction was only during the lesson time, we never talked during the breaks.

2. English at university

2.1 The motivation in choosing the ELT department

I want it from the very beginning

After enrolling to the Anatolian high school, she decided to be an English teacher. Although she was almost perfect at other subjects and graduated with a degree from the school, she did not prefer to be a doctor or to choose other prestigious professions.

I was a really hard working student. I was fully prepared even one year before the university placement exams. I’ve finished the subjects and I knew where I was going to.

She knew that she would receive a high score and study in one of the prestigious ELT departments of one of the big cities of Turkey. Despite the fact that Selenay knew that she wanted to be an English teacher almost from the very beginning, there was another factor that enhanced her decision:

“Being an English teacher is more than just being a teacher”

She recognized the difference between English teachers and the teachers of other subjects in the school where she studied. To her, English teachers and those who study at the ELT department always have special and different posture comparing to others. She claims that even students of the ELT departments are different; the books they read the music they listen to, the cafes they go...

I wanted to become a teacher, but the subject which I wanted to teach was not math or Turkish, for sure, it was supposed to be English because I wanted to make this difference. I wanted to be competent in a foreign language and at the same time to teach it to others.

2.2 Favorite subject at university

One of the favorite subjects at university was speaking.

For “Speaking” course we selected a subject for ourselves, we used to talk about it by using visual materials. For instance, we selected the theme “Yoga”. The pronunciations of the words used during whole presentation were supposed to be checked from the internet and dictionaries over and over again. We learned many things which we did not know before. We realized that we’d been pronouncing many words wrongly. That was very difficult.

Despite laborious tasks and difficulties during speaking course, she enjoyed it because she believed that she was learning something useful from that.

Selenay never forgets the event she experienced while preparing a demo for the course “Young Learners”. For that demo they were supposed to work as a group of three people.

For the lesson “Young learner” we did “puppet show”. For this demo, we were supposed to prepare a house with two windows where the puppets would be played. We sewed the curtains and prepared everything that was necessary. However, we lacked the carton for that house. And it was a must for that house. We went to the city dump and said we need a big refrigerator carton to the man who was collecting trashes from the dump. He took us to another city dump. There we found a half wet refrigerator carton: the outer packing of a

refrigerator. It was huge about 2 meters in height. Afterwards it suddenly started raining, our carton got wet. We got also wet and immediately caught a taxi and drove to the department with the carton hanging down from the car. Upon arrival to the department, we stamped the curtains on the carton. There were a few friends in the class room. Every one of them made fun of us and asked us questions about the carton guessing that we brought it from the city dump. But finally, after so many difficulties and so much sacrifice we completed the “puppet” show. We told the story of “Goldilocks and three bears”. Our demo was very nice, we found its song, we made the puppets sing, the demo was a really great one. Everybody and the teacher enjoyed our performance.

Another lesson she liked very much was Literature.

I liked literature very much. I loved poetry. Literature teacher taught us both the literature and the poetry. That was very nice. It did lots of contributions to our way of thinking, it made us gain a different point of view.

In later grades, Selenay thoroughly enjoyed the course called “Special Teaching Methods” as the teacher of that course was admired by everybody in the class.

She evaluates her undergraduate years positively, as she gained a precious knowledge. However, she does not share the same impressions about the masters program. She complains that the same courses were taught again they had in the undergraduate.

We studied the same subjects; we prepared the same presentations and the same assignments.

Selenay faced difficulties while studying discourse.

I still could not understand why we had the course on “Discourse”. I could hardly manage to pass that course. I did not like it at all. Why there should be such a course during the postgraduate studies in English? I still cannot understand it. Well, I do not know if there are any beneficial parts of it, probably there are, perhaps, I will understand it in the future.

She only enjoyed the course Drama.

There was a slight difference at the “NLP and Drama” course, because I had the “NLP and Drama” with teacher İpek. I was extremely happy with that.

Teacher İpek is considered to be one of the best teachers at ELT departments of Turkey. And it was honor for her to take her course during the master’s program.

It made us gain an interesting point of view. We learned the essence of NLP. Additionally, the demos we performed were very useful. The subjects told by the teacher at the class having the taste of a seminar were incredible. In addition, I think that NLP - Drama is very suitable to my personality and to my character. That is to say, the extrovert nature and being able to express the things in a different way have been always very suitable to me. Therefore, NLP-Drama was my favorite course.

2.3 Favorite teacher at university

This is what a teacher is

Selenay's favorite teacher during undergraduate was the teacher of the course on "Special Teaching Methods" who was highly admired by the whole class.

Sometimes when the teacher Erkan wanted to make us very happy, he used to tell us motivating words, that we are that good, we are this good etc. Later on, the next day he used to reprove us. In fact, it was not a kind of reproofing, he was making us feel like an empty sack in a bitter sweet way. We were nothing from his point of view.

Teacher Erkan knew how to motivate students and how to make them realize the reality. He was admired because of his creative and profound feedback given to students' demos.

Feedback for the poor demo:

For example, a student named Cemile delivered a very poor demo. And afterwards, teacher Erkan asks to the whole class: "how do you think the demo was"? "What were missing"? "How could this demo be completed"? And he made Cemile find her own flaws He used to insert some "constructivism" during the discussions.

Feedback for the good demo:

In this case he used to ask to the class, "How was the demo?", "Tell me what you liked about it?" He did not ask to that student who delivered demo, he used to ask to the class. He elicited good feedback from the class by which he also made the student happy. He himself used to get happy, too. He used to do it in the "silent way".

After those kinds of discussions, Selenay and other her group mates used to make some conclusions for them.

After his feedback we used to think "this is what a teacher is". From his feedback we used to conclude that we should learn how we should act as a real

teacher. No matter how demo was bad or good teacher Erkan used to give a very great “feedback.”

3. Current state

3.1 The way how Selenay describes herself

When Selenay was asked to describe herself using five adjectives, she evaluated her as follows:

- Idealist

I don't do this job for money. I believe you get professional when you do it for the money. I do this job willingly and because I love it. When I go into the class room the amount of my salary is not that important. For me it is important that I will have things to share. I mean, I am an idealist.

- Humane

I never prejudge my students. I try to approach my students without making any discrimination, disregarding race, religion, language, beauty, ugliness, richness or poorness.

- Disciplined

I believe that I am disciplined both in “classroom management” and regarding my own discipline. I avoid being absent at the school. I control the home works I've assigned to the students. I stand by the subjects I gave. I never insist on anything that is not consistent with what I've said before.

- Understandable

I dedicate time to personal and educational issues of the students not only during the classes but also out of the classes.

- Happy

I do this job with affection. Because I love my job and I received lots of pleasure out of it.

3.2 The strongest feature as an EFL teacher

Selenay is very assertive that she has very good communication skills with her students.

Establishing a powerful communication with the students is the most powerful feature in me. One's method can be good or may think that he or she is a very good teacher. But I do not think that other teachers establish such a good communication with the students like I do. I establish a very solid communication with my students.

3.3 What Selenay lacks as an EFL teacher?

She does not feel that she lacks knowledge in terms of methods. However, she admits that she has to enhance her English in terms of vocabulary.

For sure, I do not reflect this insufficiency to the students as I work at the primary school and there are only basic subjects...I believe that I should follow up the latest technology and recent knowledge. As I've recently graduated from the university, for the time being I don't think that I need to follow up the methods. But I believe that I will come across with some lacking points in the future.

Selenay is eager to follow the latest developments in the field of ELT.

I should use new technological tools at the classroom or I should reflect the daily events to the classroom. For example, just assume, if there comes out the ninth multiple intelligence or the tenth multiple intelligence I should know about it before anyone else. ...Now, I do not feel insufficiency, but in the future I will need to follow the educational sciences more closely.

3.4 Necessity for undertaking activities for professional development

Selenay wonders about the experiences of the other EFL teachers in the world. She believes that if the knowledge and experiences are shared by those teachers it will contribute to her professional development.

I would like to participate in the activity where EFL teachers from Thailand, France for instance and of the same age group as I teach gather in one place. I would like to have knowledge exchange with them: let's say English teachers from ten different countries teaching 10-13 year-old students. I wonder about what kind of difficulties they face and what they do in these cases; how they manage them.

Another activity that would improve her professionalism is the seminar about the psychology of adolescence especially those who are 13 years old. She wonders about how to enter into their worlds. She believes that knowing the psychology of those students who are 13 years old would enhance the better classroom management.

3.5 An ideal EFL teacher of Selenay

For Selenay an ideal teacher should carry the following features:

- Teaching with affection

First, an ideal teacher should do her or his job with affection. I mean one should love teaching, one shouldn't teach just because she or he has to.

- Be understandable
- Avoid reflecting the negative mood to the classroom

One should not reflect personal problems to the classroom. This is very important. We see it very commonly in MONE teachers. If the teacher had a headache or argued with his/her wife/husband she/he reflects her/his mood to classroom. This is very harmful.

- Be prepared for the classes

It is not accepted to think like: "I've been explaining this subject for 10 years" relying on the experience and bring only book to the class. An ideal teacher should be always well prepared for a lesson.

- Be updated

One should be aware of what is happening in the world, by following the news.

- Be informed about the students

One should follow up the social life, know everything about the students, be informed about their world, For example an ideal teacher should know about what kind of music the student listens to. The student may listens to a very low quality of music and ideal teacher should still know what the student listens to.

- Be informed about the heroes of the students' lives

For example a teacher cannot set an example about Brad Pitt about whom children have no idea at all. The ideal teacher should know the heroes of children's lives.

- Avoid leaving students in halfway of the education

One shouldn't think about his/her personal worries and personal plans more than those of the children. For instance you can't say "I will take a holiday for

10 days” You can’t simply leave the students in half way by taking days off. This commonly appears in MONE system. I mean, a situation like “My child is sick so I can take sick leave for one week” is not acceptable. An ideal teacher should never leave the student in the halfway.

4. Selenay’s Teacher knowledge

4.1 The strongest skill of Selenay

Selenay claims that out of four skills she is good at reading and writing.

I feel like I am much better in “reading”. I like reading both in English and Turkish.

However, listening and speaking are not handled easily as reading and writing.

I haven’t had much speaking practice. I think that I get nervous while speaking. My “Listening” has never been good. I think that I am bad at “Listening”. I guess I cannot pick the words and understand them very well.

4.2 The way she teaches

Selenay prefers Communicative Approach. She gives some input and does listening and then conducts discussions about the subject. However, in some grades she has to use Grammar Translation Method (GTM) due to very limited background knowledge of students and in order to keep up with the units. She also admits that in the future, at high school she inevitably will use GTM as students there are exam oriented.

As an example Selenay shared how she conducted her last lesson before coming to the interview:

For example, there were two reading parts at the 6th grade’s book: the king’s birthday which the Japanese celebrate on the 23rd of December and our 23rd April celebrations. They were compared. Here the purpose was to do some reading: to find specific information from the “while” reading and to catch the “gist” and also to introduce the pattern “talking about the future plans- going to”. In fact it is referred to the future tense but it was given like “talking about the plans”. First, we talked about vacations, which holidays we have etc. Here, I did some “pre”... During “while” they read the passage two times. Following that we extracted the patterns from the passage, I made them guess by using constructivism. While introducing them the patterns, I did not tell them directly that while mentioning about future plans we have to use “going to”. Instead I told them there is a sentence, let’s underline it and write it on the blackboard, let’s see what “going to” means in this sentence.... I said; “Do you think that they decided to celebrate the king’s birthday during their conversation”? They said “no”, I asked “was it planned before? Do they do it every year?” They said

“yes”. By asking a few questions I figure out whether or not they understood it in general and its purpose. Then, I wrote the sentence on the blackboard by underlining the “going to” and circling it as well.

After some elicitation and making sure that all students understand the topic, students played a game.

We did “miming” on the words we’ve learned. As their level is very low they cannot explain them much with the words. They mostly express their selves with “miming”.

Personal identity

5. Selenay’s teacher anxiety

Currently Selenay does not feel anxious during the lesson. Only once one of her students asked the meaning of the word which she did not know. She handled with the situation easily by saying “Let’s search the meaning of the word together”. However, she felt anxious during master’s studies.

I was feeling very nervous at the presentations. I was thinking that my English is not enough. Therefore, when I was there I used to pause. I mean, I even used to forget what I knew... I was scared that someone would find out my mistakes.

She admits that in the future there is the possibility that she will feel anxious during lessons.

If I teach at an Anatolian high school and if I have students with a high level of knowledge I may get nervous and feel anxious if they ask me something which I do not know. If I don’t face it now, it does not mean that I won’t face that in the future.

6. Selenay’s teacher morale

6.1 Selenay’s high teacher morale

After Selenay was appointed as a teacher at an Anatolian high school, she had to leave her first school where she had worked for three years.

7th grade students at my old school, where I worked last semester loved me very much. We simply “fell in love” with each other. One day when I entered the class, I saw my picture on the blackboard reflected by means of projector. Very beautiful and romantic song was playing as a background. They sang a folk song for me. They also decorated my table with roses... on the blackboard I saw

a note “please don’t leave us, we love you so much”. Then they brought a cake. All the time they were repeating “please don’t go, please do not leave us”. Then, they sang me a song called “Moon faced”. My eyes got wet. I said thank Heaven that I have become a teacher; I could not have been so happy anywhere else as I was happy there. Even if I were a doctor, I wouldn’t be as pleased as I was there.

Selenay has often found herself in pleasant occasions and surprises made by her students like writing her name on her table with roses, singing a song for her, going together to the picnic. She admits that all these things come out from her relationship with her students.

This is something mutual, when you have good intentions, the children respond you with the same. My communication with the children is very powerful, I am not just teaching English; I also share other things with them.

Another event that made Selenay happy was a dialogue children wrote on the blackboard at her old school.

Again, my students did something unusual at my old school. I knew that they did not like their Turkish teacher at all. They had written a dialogue in English on the blackboard:

A: Hello, how are you?

B: Fine thanks and you?

A: How is it going?

B: I am very happy because I have an English class today. Our English teacher is very crazy and very beautiful and we love her very much.

*A: We don’t like our Turkish teacher, I prefer English lesson to Turkish lesson”
By the way, they has just learned the prefer pattern.*

Due to her strong relationship with her students she gained their trust and confidence. One of her students even wrote her a letter where he shared with his problems and challenges in his life. The child wrote every single detail.

He has written everything he wanted to. I was very happy that I could give him this openness and I could make him share these things with me. It really made me happy.

Another sensitive story made Selenay happy and sad at the same time.

At my old school there was a student with cancer. Her disease was detected when she was 10 years old, and may be even before. She is 13 years old now. For four years now one of her legs is shorter than the other one. She takes chemotherapy all the time; she stays at the hospital from time to time. We had not spoken to her family until she suddenly stopped coming to school for a long

time. We only guessed that she must be sick since she was absent for many weeks. Before that I did not know about the child's situation. Following that we paid a visit to her family. We did our best to treat her very warmly. She does not want anyone to feel sorry for her, she does not want affection. She wants to be just like any other child in the classroom. She even could not use the toilet at the school because one of her legs was shorter than the other. You see, she even did not tell about this just because she did not want anybody to feel pity for her. Once, we visited her at the hospital where she had been for chemotherapy. As the patients stay in the hospital for a long time, there are special teachers. Those teachers teach them to do handmade works; they teach English and Turkish. Every week she used to bring me something that she had done in the hospital. One week she brought handmade penholder, the other week a sock, the next week separator and etc. Every week she was doing something for me with those sick hands, her body was exhausted because of the medications, and still every week she was doing something for me... I gifted a hat because her hair was falling. She always used to put that hat on, just because I gifted her.

This sick girl had a very special attitude for Selenay. She was happy to do some small things for her lovely teacher. This story with the girl touched upon Selenay very much and she deeply appreciated the child's trust and love.

6.2 Selenay's low morale

Generally Selenay becomes very demoralized when her students do not study hard.

When they come without doing homework, I come to decision that my good intentions are not responded.

Selenay manages to overcome them by telling them motivating words. However, the most unpleasant event that she faced was very rude gossips said by other teachers. She does not like other teachers at her current school and loathes the teachers' room.

There are many personal conflicts between the teachers. For instance a person X may have a very beautiful skirt and there comes up the comments on that skirt....gossips and female jealousy. Sometimes even men may intervene to such gossips..... the empty conversations between the teachers. Those teachers are people who watch marriage programs at the canteen. Those teachers are those who enter the class without any preparation and chat on "msn" during the lesson by instructing the students to read instead of spending time with them.

Selenay does not like most of her colleagues because of their attitudes to the school and children. She avoids spending time in teachers' room.

6.3 Selenay's morale in general

Selenay's general morale is very high. She enjoys the lessons with the classroom and loves her students.

When I enter the classroom I say to myself that this is the place where I belong to. I imagine the classroom as a stage. When I get on the stage there is no other vocalist who can sing better than I do.

7. Selenay after five years

Selenay see herself at a good Anatolian high school, as a precious teacher and as a person who completed post-graduate studies at the Educational Sciences with PhD degree. She also thinks about becoming a school inspector or the instructor in one of the universities.

8. The end of interview: Selenay's feedback on interview

After the interview Selenay wondered about how others answered the same questions: whether she has similar answers with them or not. She believes that she did self evaluation.

I made some self criticism. If I were someone who does not know anything about this job, I could have answered the questions skeptically. However, I understood the purposes of the questions to some extent. I think you attempted to make me find out my lacking parts at some points or you tried to make me find out the moments when I was happy.

She was pleased with the fact that she has told everything she wanted to.

When you say out something, I mean when you express it in words or in written form, you are able to realize it better; for example I have seen a few lacking points in me. I have recalled a few things that I missed indeed.

4.1.2.2 Teacher identity of Aynur

Background information

Aynur has a very rich experience in teaching English for a total of 25 years. She began to learn English when she was 11 years old and continued her journey towards English in an Anatolian high school. In the last grade of the university, she went to London and enrolled at language courses and at the same time worked in a part time job. After returning from London, she graduated from one of the prestigious ELT

departments of Turkey. Now she works in one of the prestigious Anatolian high schools which is located in the prestigious and old district of one of the big cities of Turkey. She is married and a mother of a 12 year- old boy.

Professional identity

1. First experience with English

1.1 First experience with English

Aynur came across with English for the first time when she was six years old in the primary school.

One day I was sent to headmaster's room to call soMONEody. When I entered the room I saw my class teacher. She had black suit on with white pearls on the neck. She was slim and beautiful. My class teacher was speaking on the telephone and did not notice me. I stood where I was and listened to her for a long time and could not understand the language she was speaking. She was speaking so fluently, laughing at the same time, everything was so natural that none could say that she was speaking a foreign language. On that time, I felt great admiration to this woman. I did not know that my teacher who was teaching us to read and write in our native language could speak English in such a natural way. It was a first time for me to see a woman speaking English as I was from the small town where it is almost impossible to find a woman who knew English well.

Aynur was indeed impressed by her classroom teacher because for the first time she realized the existence of English and that there are other languages beside Turkish in the world.

Whenever I see pearl necklace I associate it with English and take me to nice memories about my childhood. To me, that event has become the seed of my career.

Another factor that influenced her to learn English eagerly was the following point of view of her:

People who were fluent in English were all the time in the center of attention. I have realized it and I made a decision to be one of them and be the first. From that time on I was "number one" in English classes.

The main aim of Aynur was to learn English and know it very well. She did not think to be an English teacher, as she thought about other careers like dentist or

pharmacy. The only aim was to know English very well whoever she would be in the future.

1.2 First English lesson

Aynur could not remember her first class of English in detail and what impressions she had on that time. However, she remembers the method used on that time:

English was first taught by repeating the words and at the same time showing the picture or objects in the classroom, it was done without writing anything on the blackboard. I think it is a right way of teaching English to young learners which I applied further in my career when dealing with young learners.

After the private primary school where she had English course, she was enrolled in one of the prestigious secondary schools in Istanbul where she had classmates who were the children of noble and rich families.

The building of the school was a former palace in Istanbul. Teachers were from old generation and there weren't any single young teacher. Both school building and the staff inside were old. The teachers in general did not treat students kindly. Later that school was closed.

She continued to be the first in English classes, her classmates used to turn her for help when it came to English.

Without being aware of the technique "guessing the meaning from the context", I used to apply it. While my classmates were searching for new words in the dictionaries and preparing to every lesson with a diligent attention, I was only reading the text and guessing the meaning of the unknown words.

1.3 The most memorable experience in learning English

One day she encountered the situation which hindered her brilliant performance in English class when she was studying in Istanbul.

"Disappointment after "Can't to"

A new English teacher was assigned to my school from one of the top prestigious colleges of Istanbul and began to teach English. She was very demanding and accurate. Once when I was speaking English in her class, I said mistakenly "can't to". She started to humiliate me in front of the class: "You are so stupid that you are making such big mistakes, how can you use "to" after "can't". You are lame brained". I was shocked, it was not an error it was just a small

mistake. Every one of us can make mistakes while speaking fluently. I disappointed and decided to keep silence in order to avoid listening to this kind of humiliation.

Aynur did not like her at all as this teacher also had a feeling of superiority like looking down on students. After that event, she did not dare to speak during the English lessons. Apparently this situation influenced her very much and she obtained some lessons from it.

That event gave a very good lesson: Throughout my career I have never humiliated my students and looked down on them.

Aynur claims that throughout her life she has avoided resembling that teacher.

1.4 Most influential teacher

Aynur's ideal teacher is the teacher with white pearl at primary school, who first taught her to write and read. The knowledge of English of that primary teacher enhanced her admiration to that teacher.

In general, I had always neat, beautiful, young and single English teachers. Their physical appearances were different than those of teachers of other subjects. Maybe that's way I pay a great attention to my suits, jewellery, and hairstyle and even make up. I always have them in harmony with each other. I never let myself appear scruffy in front of my students.

1.5 The hardest thing in learning English

In general Aynur had not did not have any striking difficulties in learning English. However, she admits that she had some difficulties in grammar and writing lessons in the first year of the university.

Now, I feel pity for the Aynur of that time the way she had suffered from grammar a lot, however, now I see how easy it is and how easy it is to teach. Grammar was taught with formulas as if it was not the language but algebra or physics. Teaching grammar should not be like teaching formulas.

2. **English at university**

2.1 The motivation in choosing the ELT department

Aynur never thought that she would become an English teacher, instead, she dreamed to be a trade manger or interpreter. In her preference list during university

entrance examination she wrote ELT department almost in the last lines, however, she received a notification that she had been selected to the ELT department.

The realities of Turkey became clear and teachers were in the safe side, and the dreams of being interpreter or trade manager faded away.

2.2 First years in university and the big city

She enrolled at one of the prestigious ELT departments of Ankara. Her first year in university was not as pleasant as she expected.

As I was from a small town, people of big city appeared to me unfriendly. My first year coincide with the following years after Turkish coup d'etat in 1980. There were almost no activities to be involved in, no cultural events like going to theatre or cinema. So many books were not allowed to read. On every street corner you were asked to show your ID card. Everything seemed to me very boring and gloomy that's way I don't like my first years in a big city.

The second year was better; she gained some friends who were hardworking and a straight A students.

I was spending all my time with them, we were studying together and it enabled me to be very successful. They influenced me very much and I appreciate this, because I was in the right way.

In the last grades, she had a difficulty with one subject.

I had a difficulty with Semantics which was taught in the last grades. I could not pass it because I could not understand its purpose and idea. Still, I don't understand what semantics is for.

She either did not like the Semantics teacher, which in turn, may be the reason of her dislike of Semantics.

Traveling to England

After Aynur failed the Semantics exam, she decided to try her chance abroad:

I was very upset that I could not pass the exam which prolonged my education at university for a one year. I went to London: I rent a single room apartment, found a part time job and enrolled at a good language course.

By working in a part time job, Aynur was able to fund herself and her father also supported her financially.

I spent one year in England and during that year I realized a great progress in terms of my speaking. I was speaking English without making any single mistake. Other foreigners thought that I was a local, while local people thought that I was from Europe. I have improved my pronunciation and gained self confidence.

Aynur used every opportunity to improve the language skills in England and came back with a strong self confidence and competence.

When I came back from England I passed the semantics exam and got 100 points out 100. I graduated from university and went to the small city in the north west of Turkey to start my career.

2.3 Favorite teacher at university

When she was asked to describe the teachers at university, she defined two types of teachers, those who were conservative and old and those who were young and social.

Young teachers had a good rapport with students and even some of them used to go to bar with students. I have never been close to any of those teachers. And I am more than sure than any teacher there could recall me.

Aynur kept distance all the time or it only happened to be like that. She also points out the superiority of some young teachers.

There were some teachers who preferred to talk with students who had higher social status than those who were ordinary. I saw it all the time and felt pity for them. I came to decision that I would never be arrogant before my students which I hope I have followed throughout my career. The arrogance of teachers toward the students disables them to learn and love the profession in the future.

3. Current state

Career

She spent six years teaching in a prestigious private school in one of the towns in North Western Turkey

I spent a fantastic time there. I had a very good relationship both with teachers and students.

After teaching 6 years at the private school in the town, she managed to take a position as an EFL teacher at an Anatolian high school in the nearby city.

I spent a great time there too. I had wonderful students and friends. Some of my students could manage to win the scholarships to study in the prestigious universities of Turkey.

Aynur feels proud of her students and believes that the achievement of the students actually belongs to her.

3.1 The way how Aynur describes herself

Aynur's appraised her as the following:

- Indulgent

I think I have always been indulgent to my students. If they make mistakes, I gently correct them without shouting or humiliating. I have never had "nevers". I did not have such claims like: This student will never be a brilliant or that student.. come on..... no way...

- Generous

I never give students poor marks. If one of them has not enough scores to get a good mark, I always add some more.

- Disciplined

As well as being an indulgent person, I think I am disciplined; I always do my best to maintain discipline in the class. I always follow the general rules of the school. For instance, if the girl colors her hair and it is prohibited I simply notify her or her parents in a gentle way.

- Supporter of the idea that curricula are not ends but means

I never take the curriculum as a basis, if the students are slow to understand than I dedicate more time for their full understanding. I always wait for students to "digest" the topic completely. Some teachers may be ahead of me according the program, but it does not bother me, I can be two or three units behind them.

- Nor so close nor so distant

I have never called my students "arkadařlar" (friends) or imposed the thought that they can treat me as a sister. I have been always "just a teacher" for them. For instance yesterday, I received a card from my student, the content of it was like "you are like a mother, you are like a sister". For sure, I was happy to receive this card. They expressed their feelings in that card as how it naturally appeared to them. I want things happen naturally, without imposing anything. If they are happy to feel in that way, than I am OK with that.

3.2 The strongest feature as an EFL teacher

Before asking what she lacks as an EFL teacher, she mentioned one point to which she always pays attention. In the first week with a new class, she finds out about the social background of the students. She considers the following: Do the parents live together? Or are they divorced? Are they alive? From which district is she or he coming from? Is family's budget supportable?

From the class teachers I try to find out as more information as possible about every student within the first week of teaching. The obtained information is very important for me. From the student who is from low income family I can't demand from him or her to buy a new book, instead I arrange free of charge or discounted books from the book sellers.

The knowledge about the background of the students enables her to behave with every student accordingly.

You can't simply compare the mother's small boy with the boy whose parents are divorced.

Aynur thinks that her strongest feature as an EFL teacher is being easy going.

I never hide the teacher's book from my students. They may know that I carry and refer to it. I feel quite normal about it. However, there are some teachers who rewrite the content of teacher's book into the students' book. I simply can't understand them. When I can't find an answer to my students' question, I say "Let's search together!" or "I don't know my husband knows"(laughs) . I let them know that I am not only a teacher but also a person who may forget the word and should sometimes look up from the dictionary. I think I have been easygoing in this sense from the beginning of my career. I think it is my strongest feature.

3.3 What Aynur lacks as an EFL teacher?

As an EFL teacher she has poor computer skills.

I am very poor in using computer. My 12-year-old son knows much better about computer than me and often teaches me (laughs). I always get support from my husband or my son when I need to use computer.

3.4 Necessity for undertaking activities for professional development

In the first ten years, I was attending every announced ELT seminar that took place in Istanbul or Ankara. I have collected tremendous amount of materials during that time and still they are relevant and I use them. However, now, unfortunately I don't go often. I am ashamed to tell the truth, but I think young generation should proceed instead of me (laughs).

Aynur admits she has already obtained everything she needs in terms of professional development. However, she wants to be more competent in computer skills. Sometimes when she needs to use technology (computer or projector) during the lesson, she appoints one student as an assistant who willingly performs his or her tasks.

I wish I could attend the courses like technology in teaching English which could begin from the very basic level and proceed. Whenever I take an action on them, the participants' level turned out to be much higher than mine.

Aynur seemed eager to enhance her computer skills which she thinks is very important in delivering productive and picturesque presentations during lesson.

3.5 An ideal EFL teacher of Aynur

- First and the foremost, an EFL teacher should love young generation.

When you teach English, student will learn only English but when you teach English and educate with care and love, then the student will speak English in the right manner, in the right time and in the right place.

I think the reason of my students' success in English is closely connected to the fact that I really love and take care of them.

- Teacher should gain the students' respect.

After teacher gains respect from students, students will study harder in order to be "a good student" in the teacher's eyes.

- And EFL teacher should encourage students

Even to the most naughty and problematic student, the teacher should be able to say "I know that you are not the one who you are now, you can do other good things, and I know this and you know it too". I am sure the next day teacher will see a totally different student.

For Aynur the above-mentioned features are the most important elements that should present an ideal teacher. Teaching and other skills come after love and encouragement.

4. **Aynur's Teacher knowledge**

4.1 The strongest skill of Aynur

Reading reading and reading

Reading brings Aynur a tremendous pleasure, particularly when she learns the meaning of the unknown words from guessing them through the context. She thinks she is good also at other skills, however, she does not like writing perhaps writing had been taught to her in a very boring way and she could not become fond of it.

4.2 The way she teaches

Before starting the lesson, I usually do some “warm ups” by talking about relevant events or telling jokes. English alone can’t hold the students attention all the time, that’s way, I dedicate some time to speak about other events in their lives. When it comes to the lesson, when there’s a crucial point that they have to catch, I hold their breath until the last moment and then I give them the main idea. Out of approaches like communicative approach, that were taught to me in the university, I have created my own style of teaching.

Personal identity

5. Aynur’s teacher anxiety

Aynur gained a great experience after spending one year in London which in turn gave her a self confidence which disabled anxiety:

Thanks to courses which I took in London, I gained a competence in English; I even started to have dreams in English. This incredible progress enhanced my self confidence. That’s why I never feel anxious, while in the lesson or when one observes my lesson.

She never felt anxiety because she has never faced it: nor in the first year of teaching or in the following years. Perhaps the following event eliminated anxiety forever:

During my first years of teaching, the head of the department observed my lesson and shared her feedback with other teachers – Imagine a group of classical English teachers who are spoilt, arrogant and witchlike. The head of the department used such words as: “This new teacher Aynur has a very nice pronunciation, it was insatiable to listen to her speech, her speaking is like a beautiful song, she has very good classroom management”. After this kind of appraisal, there was no room for anxiety in my teaching career.

6. Aynur’s teacher morale

6.1 Aynur’s high teacher morale

Aynur felt very happy when she learned that her former students who became grown-ups and obtained professions still recall her with love when they come together.

When lawyer and an engineer come together the talk about English teacher

One of my students, Ayca became an advocate. She was looking for good language courses in England and contacted me to have an advice. She chose the same course in London which once I attended. During one of our talks she told me an incredible thing that happened to her and another student, Metin, who is now an engineer: "One day, during the break before your lesson, Metin rushed into the class shouting like a crazy "Aynur is coming!" We all took our places; you gently came into the classroom, without saying anything, approached Metin and gave him a slap in the face. You told him: "Out!" I don't know what happen to me, I could not help laughing; you turned to me and said "Ayca you also out". Metin and I were shocked; however, we realized that we were not right. After that event, whenever we come together, we recall this event and blame ourselves: We must have been very rude to our teacher. Especially Metin says: "How did I dare to say "Aynur" to the woman who is much older than us and to such a nice and kind teacher" .

When Ayca told this story I was astonished: first, I really don't remember doing so, second, how I dared to slap a child! I was angry to myself, and the third and the foremost: Ayca and Metin still remember this event and recall whenever they come together.

I realized that I have been a model for them. And of course I feel proud of them and myself.

6.2 Aynur's low morale

During her teaching career, she has been always content with her job; however she came across with some difficulties when she moved to a big city.

After nearly 15 years of experience in private and Anatolian schools, I moved to the big city due to my husband's duty station, there was not any free position in Anatolian or even the ordinary schools, that'swhy I was awaited in the wait list (Depo tayını) of MONE. I became very angry with the education system that is not aware of the fact that there so many English lessons which pass without an English teacher. I got demoralized on that time, how come that the teacher who has such a good experience is awaited but later my state of mood got worse: I went to sort out this situation to the ministry. I never forget the way how the civil servant who had a high rank position talked to me. He was so rude and was unable to explain to me anything because he was not using a proper Istanbul Turkish. I did not like the way I was treated there.

Aynur came across with bureaucratic problems and she did not like being in the store list of MONE. It took her several months until she was assigned to Anatolian high school.

6.3 Aynur's morale in general

In general, Aynur feels quite happy about being an English teacher

Every day, I go to school with great pleasure. In general, I think I have spent a very nice teaching career.

7. Aynur after five years

I see myself retired apparently. However, even though I am retired I may work at a private school. I also have some plans like writing a memoir or an essay about my teaching career.

8. The end of interview: Aynur's feedback on interview

I have never been interviewed; however, I wish I had recorded some more about of my teaching experiences in order to make use them in such studies and researches. Now, I have realized that I went a long teaching way.

4.1.2.3 Teacher identity of Leyla

Background information

Leyla has been an EFL teacher for 12 years in primary school in one of the northern districts of the big city of Turkey. The school where she works is located in a district with population of low income. The social and education levels of the students are considered to be low. She started to learn English when she was 11 years old. In the secondary school, where she enrolled, English was taught intensively in preparatory class. After the secondary school she continued to study English at an Anatolian high school (In the mid of 1980th, Turkey had education divided into primary, secondary and high school). She graduated from the ELT department of one of the prestigious universities of Turkey. She is married and a mother of a 4-year- old girl. She lives not far away from her school.

Professional identity

1. First experience with English

1.1 First experience with English

She does not remember her first English lesson.

Unfortunately I can't recall my first experience with English in preparatory school. The only thing that I remember from those years is that teachers were speaking only English. I had very intensive English course which lasted 20 hours a week. Additionally we had music, painting, physical training and Turkish. It was very hard for me and my classmates to understand English. The teacher used to explain the topic with funny gestures; for instance, when the teacher wanted us to guess the meaning of the word "fall down", he behaved as if he was falling down. And of course, in that time we were laughing and enjoying during the lesson.

1.2 First English teachers

We had one female and male teacher. The female teacher was single and young. She was mainly teaching grammar. I liked her very much, perhaps, just because she was a woman and young....she was ladylike. The man was very energetic and was mainly teaching speaking lessons.

The following story influenced Leyla in the first years of learning English.

1.3 The most memorable experience in learning English

The most memorable experience she had when she was attending to examination at the end of preparatory year in the school.

Get away car.....

At the end of preparatory year, we had an examination: it was divided into two: written and oral (interview). The total score was calculated out of 60% from written test and 40 % from the oral test. The written test was more or less OK. The oral was disastrous: I was very excited. Three teachers were testing your speaking skills and students were entering the class one by one. When I entered the classroom, those three teachers were sitting in front of empty desk where the examinee was supposed to be sat. I came and sat in front of them. They asked me to read one text (I think they did it to check my pronunciation) and asked other different questions about myself. The interview was proceeding quite well until the disastrous moment. My teacher who taught us speaking asked the meaning of the word "getaway car"? I got excited and started to tremble; I completely forgot the meaning of that word. My teacher was looking at me and waiting for my answer. But there was no answer...on that moment I only wanted time to pass very quickly. I was very scared. My teacher got angry and said to me: "Get away from the class!" I left the class with the collapsed state of mood. I was completely disappointed and scared that I wouldn't pass the examination.

Sometimes when I recall this situation, I come to decision that the reason of his negative reaction is that I did not meet his expectations and brought shame on him in front of his colleagues.

The negative behavior of her teacher influenced so much that she was afraid that she had failed the exam. She felt very anxious till the announcement of the scores. However, it was just a bad experience, she passed the exam.

1.4 The most influential teacher

In the Anatolian high school, she decided to study science instead of languages and switched to science class. However, after a year she faced up with the difficulties with physics and chemistry and turned back to language class. In that class she came across with her ideal teacher who motivated her to proceed with the English.

She is still my ideal teacher. She was a single, and self confident in her late thirties. She used to join to some excursions with the students. She behaved to me like an older sister paving the way for English. She started to train me and a few students who wanted to continue with the language separately. I studied hard and benefited from her additional lessons. On that time there were very few language courses. Only now it is expanded and so many opportunities for one who wants to learn the language.

Leyla's ideal teacher had a very good language competence and was considered as a very successful teacher. However, the personal behavior of the ideal teacher influenced Leyla more than the professional features of the teacher.

1.5 The hardest thing in learning English

The hardest thing in learning English for Leyla was vocabulary.

It was really hard for me to keep the meaning of the word in my mind. During literature lesson, I used to read so many pages from Shakespeare without understanding any single word. I wanted to learn words but it took too much time to look up from the dictionary. And most of the time I did not have time to look up unknown words from the dictionary. Still, I have some troubles with the words.

2. English at university

2.1 The motivation in choosing ELT department

Passion for translation/interpreting and the grim reality

Leyla's ideal teacher encouraged her to study at the ELT department. However, she had other plans concerning her future:

I always wanted to be translator/interpreter. During university entry examination, my first and second choices were translation and interpreting

studies. On that time, those departments were very prestigious. I was very eager to study there. However, I was selected to study in ELT department in one of the prestigious universities which was my third choice in preference list. I used to think that even If I graduated from the ELT department I was not going to be a teacher.

Leyla started to study at the ELT department but her passion for interpreting and translation continued until she came face to face with the grim reality.

One day the friend of mine found a translation bureau. That bureau was offering jobs for students who wanted to earn money with providing translation services. The fee was not so high but still it was quite alright for any student. The bureau let us choose books whichever we preferred. I selected the book about developmental psychology because the subject was very familiar to me. I was supposed to translate from English to Turkish which was not difficult as I am very good at my native language. My book was thick however; I started to translate it with enthusiasm. I finished the half of the book while my friend finished her book and went to request money for that. But the bureau refused to pay her. I stop translating thinking that the same would happen to me. I could not get my money. It was very sad. However I thought it was an experience anyhow for me and decided to search for a job in other publishing houses mentioning that I had a small experience in translating books. But none of them offered me a job and did not behave seriously as I was just a student.

She faced up to the grim reality in which translation and interpretation sectors demand professionals with rich experiences. She realized that it would take her devastating efforts and time to be expert in this field. She gave up searching.

After the bad luck with the translation, and during training course in the last grade I realized that teaching was not so bad. I had my training courses in one of the prestigious Anatolian high schools of the big city. I liked the kids and teaching. In the last grade I made a decision to be a teacher and quit searching jobs in translation bureaus in order avoid famishing in the future.

2.2 Favorite subject at university

The favorite subject of Leyla was linguistics as it was closely related to language. She thought it would be useful for her intention to be interpreter. The linguistics teacher was a kind and nice woman;; however, the content of the linguistics was more attractive for her.

2.3 Favorite teacher at university

Lady with a cold look

Towards the end of the university, there was a teacher whom she admired and she proclaimed her as an ideal teacher at university. The teacher was very charismatic and young. She had a strong stance; however, the teacher let Leyla and her group mates chat with her in her office when they were free.

One day this charismatic teacher brought various pictures and different types of music. She told us to look at pictures one by one. The music was playing as a background. The pictures and music were in such a harmony that I was completely impressed. The teacher asked us to write about what we felt on that time.....it was incredible.. It was a great experience for me.

Leyla was indeed impressed by this lesson especially the way how teacher organized this activity and the way how the music and pictures were in harmony with each other.

3. Current state

3.1 The way how Leyla describes herself

When Leyla was asked to describe herself using five adjectives, she evaluated her as follows:

- Neither boring nor energetic as a teacher

I don't think I am boring, because I never get any claims from my students

- Strict when necessary and even can shout at students when she get very angry

Sometimes I behave very strictly when it is necessary. There are also times when I shout at students when I get really angry with them.

- 100% Turkish user when teaching

Unfortunately, almost all the time I use Turkish in the classroom, as those students have 3 hours of English a week. If I use English in the lessons the students won't understand me and the lesson won't proceed: the students will have blank mind. I explain grammar of English with comparing it to Turkish grammar. We also do translations sometimes.

- Good at finding appropriate examples

I am good at finding appropriate and nice examples during grammar teaching. For instance today when I was teaching present perfect tense with "just": The cat has just eaten a fish. I told students "look guys, when you see cat that is still

chewing the fish, or if you notice some bones in the whiskers of the cat. You d better use “just” in order to emphasize that the action has just happened”.

Leyla thinks that by giving these kinds of examples and explaining them in Turkish help students to memorize them easily. She confesses that she is not an ideal teacher.

Undoubtedly, I can’t compare myself with the above-mentioned ideal teachers I had during university and school years. But still, I am not so bad, for people say that I am a good teacher.

3.2 The strongest feature as an EFL teacher

Leyla thinks that her strongest feature as an EFL teacher is that she explains grammar with appropriate and memorable examples.

Sometimes, I feel very proud of myself when I give an appropriate example during teaching grammar. When nice and funny examples followed after teaching grammar, students memorize the rules very quickly. And I feel happy on that time.

3.3 What Leyla lacks as an EFL teacher

Of course I lack as an EFL teacher. But now I can’t see the points that I lack because now.... at the school where I teach I feel quite competent. Knowledge and skills that are within me are enough for me to teach because my topics are very simple. But if I were teaching at an Anatolian high school, then I would feel insufficient I am sure. The teachers there use English when teaching it. But I can’t. I am not fluent enough to use English when teaching English.

Leyla lacks fluency in English as she has not been teaching English by using target language for eight years. But it does not cause a problem for her as she says:

I am not using English in my lessons because I simply don’t need it at all.

Leyla seemed easy-going concerning her lacking point because she does not encounter with it in her daily life. She thinks that she is quite competent enough in teaching English.

3.4 Necessity for undertaking activities for professional development

After the graduation from university I was attending to ELT seminars and workshops in private universities. They were very useful and entertaining. But in recent years I have missed the opportunity to participate simply because

teachers of MONE schools are not duly informed. These kinds of seminars and trainings are announced within the private schools and universities. If there is a good seminar on ELT and if I am informed beforehand, I will be very happy to take part in it.

Leyla would attend any activities that can enhance the professional development but the only concern is that she and her colleagues are not informed in time or never informed.

Maybe we are not informed just because the organizers of trainings or seminars think that the teachers employed by MONE don't need them at all.

The benefit for Leyla in participating in the seminars is that:

In seminars for instance, I would listen to English speech and perhaps I would have an opportunity to speak and share my opinions in English. This would happen if I had a confidence which I don't think I have.

3.5 An ideal EFL teacher of Leyla

For Leyla ideal teacher has the following features:

- *EFL teacher should have very rich experience in teaching*
- *Her or his language should be fluent*
- *She or he should be able to reach down the age of students*
- *She or he should meet the requirements of the students and at the same time to meet his or her requirements.*

4. **Leyla' Teacher knowledge**

4.1 The strongest skill of Leyla

Grammar, grammar, grammar.....

Leyla thinks that she is good at grammar as she has been teaching it all the time. As she said before, she is very good at finding very and entertaining examples. She thinks she is creative in setting good examples.

Sometimes from the behavior of one of my students I create out very good examples and by those examples students learn the rule quickly.

Concerning other skills

I would say I am competent at grammar at least till the topic “Past Perfect”. I think it is because my teaching of grammar ends there.

Leyla assesses other skills as follows:

Speaking is almost faded away, I never teach writing to students nor I write myself. Reading is more or less OK. Vocabulary is my hobble from the past.

4.2 The way she teaches

Before giving a new subject for instance Passive Voice, she generally gives overall information on the subject. She talks about its equivalence in Turkish, and asks students how they use Passive Voice in their native language. Then she starts to explain how Passive Voice is used in English. After giving rules, she writes examples on the blackboard. She rarely uses the course book that is assigned by MONE as she finds its level very difficult.

I bring the course book and tell students to bring when the school inspector comes. I adapt some materials and prepare worksheets instead.

Why does she teach English in Turkish?

Last year Leyla taught fourth and fifth grades at primary school on temporary basis. She met there a young teacher who graduated recently from the ELT department. The young teacher was teaching English using only target language, and students had difficulties in understanding her. All teachers and parents were complaining her style of teaching.

Everybody: teachers, parents and students did not like the way she taught. After that event (observing the reaction of the surrounding people to teaching English in English), I have realized that I was on the right way because teaching English in English is impossible... Impossible...and not welcomed by others. No matter how the educators in ELT taught me and others to use only target language in teaching English.

5. **Leyla’s teacher anxiety**

Leyla feels anxious when speaking English at the lesson. Sometimes, she cannot find an appropriate word during speaking or giving examples.

During my first years of teaching which took place in private primary school I felt anxious. As I had young learners there I did not concern that they would notice my mistakes. However, I had a difficulty like forgetting the right word in

the right moment and stumbling for a few seconds. I felt anxious that my students would notice and complain to their parents and in turn parents would complain to school administration. In private school you don't have an opportunity to make mistakes as in private schools you only have to be a perfect teacher.

As currently Leyla is teaching at a state high school, she does not feel anxious like the way she felt in private school.

Now, in my current school, some students ask a word from the lyrics and question its meaning. When I really don't know the meaning of the word I tell the truth but it is up to the student and situation. Sometimes when I can't figure out the meaning I crook it up saying that it is a slang expression or it is written wrongly. I suggest them to check it once again. However, there are occasions when they bring such words that I have never seen before and even I can't liken them to any similar words.

In general feeling anxious does not cause a big trouble for her. Although, she is not fluent in speaking English and not excellent vocabulary knower, Leyla considered to be confident and does not create a complex out of not knowing or making mistakes.

6. Leyla's teacher morale

6.1 Leyla' high teacher morale

Thanks God you are here

When I came back to my school after the primary school few months ago, I found out that the teacher who was substituting me during my absence taught English insufficiently. Everybody in my school realized that her competency as a teacher lacked. I began to teach English to those grades whom she had taught. Students told me that they had not understood anything and wanted me to make a general repetition of the subjects. After two weeks, my students told me "Thanks God you are here, we have really learned a lot with you". When I heard these words I felt a great happiness and realized that I am quite competent in my field.

Leyla was aware that she was more competent than the teacher who had left. However, realizing it from the student's eyes and words brought her a great pleasure. Another factor that she claims is that in private sector a good teacher is praised by others but in state schools it is very rare. She was happy to learn that she is qualified enough.

Headmaster's excellent appraisal

Another event that raised Leyla's morale comes from the headmaster of the primary school where she started her career.

One day the headmaster visited my classroom and observed the way I taught. And after the class, he invited me to his office and told me that parents and students were very pleased with my teaching style. It was a first time for me to hear such words from the administration and especially from the headmaster.

The appraisal of the headmaster made Leyla very happy apparently. She knew that she was quite good at her job but after these events, she realized that she was good at teaching indeed and felt proud of her self.

6.2 Leyla's low morale

Her first year of teaching was very toilsome. She had difficulties in adapting herself to the working environment. She did not experience a smooth transition from student to teacher identity. Some young students used to call her "abla¹" instead of "hocam²" as she looked like young girl. Particularly the following event hindered this transition.

During my first year of teaching which took place in private school. I was given the young learners. It was either hard for me to adapt to them or for them to adapt to me. I had one student girl who was very silent and lazy a little bit. One day her mother came and complained about me to my headmaster as if I had pulled her ears and the hearing aid has dislocated. I was shocked I could not believe my ears. How come? I would never do such thing to a child and especially in private school. No way! The mother of that student shouted at me and demanded from administration to fire me. I was shocked and was unable to understand what was going on. I thought that I would be fired immediately. However at the end the administration managed to handle this situation and believed in me not the student. Apparently, this experience badly disappointed me in the very beginning of my teaching career.

Leyla did not expect that one of her students would bring her this kind of negative experience. This situation influenced her in a negative way and still she recalls it with sadness.

Another event took place during teaching in high school, one of her students complained about her to the headmaster – "she never writes anything on the blackboard", "does not explain the topic" and "all the time prefers to sit in one place". When the headmaster called her to talk on that issue Leyla was more aggressive in

¹ "Abla" means "sister" in Turkish. In colloquial speech it is used as "madam".

² "Hocam" means "teacher" in Turkish.

standing for herself than in previous event and confuted the sayings. She managed to protect herself in front of the headmaster.

Another experience that has left negative reminiscence in her memory.

In high school, I had students who were twins and naughty. Their mother had a very good relationship with one of the teachers of the high school where I was working. One day, in the teachers' room where other two or more teachers were, that teacher asked what kind of questions I was going to prepare for the examination. I did not give the exact questions but told her in general outlines of the questions. One of those who were in teachers' classroom reported to headmaster that I was giving the examination questions beforehand to other teacher. And that teacher could give the questions to the mom of the naughty twins. Headmaster called me again and asked to explain the situation. I explained to headmaster that I had not given any examination questions but only general topics of the questions, headmaster told me that it would be better that I had shared the topics of the examination with other teachers. He told me that I had to be fairer next time.

Leyla was angry with the teacher who reported to the headmaster. She knew that it was not her fault and the only matter was that soMONEody wanted her to have problems with the school administration. However, Leyla became stronger and stronger in protecting herself. Through these events, she managed to stand for herself in front of the headmaster and other elder teachers who were looking down her on.

6.3 Leyla's morale in general

Leyla describes her morale in general in the following way:

This semester I have been very busy as I have so many lessons in a week. There are some classes whose levels are very poor and all the time whenever I start the lesson I look forward to its end. I would say that in general I start my working day without any enthusiasm but with a great must.

Leyla thinks that the reason of the bad morale in general is curriculum which only demands from teachers to teach grammar.

I have to teach grammar all the time and I am simply bored of the rehearsal of Subject +Verb+Object. I want to teach something else. Without rehearsing a new topic I have to switch into other topic which demands a good basis on previous topics. It like a constructing unsafe building: you put the bricks on a weak foundation. And the result is one day you see that this building has fallen down.

Leyla looks hopeless for this moment

The time allocated for English at state high schools is very limited. No matter neither how hard I work in teaching nor my students work in learning, without a rehearsal which we lack they forget what they have received, because we are dealing with language which demands practice and practice.

7. Leyla after five years

Like any other teacher teaching at ordinary high schools, Leyla would like to teach in an Anatolian high school. The reason is very clear. The students of the Anatolian high school are eager to learn English and their level of knowledge is much better than those at ordinary high schools.

If I were teaching at Anatolian school, I would do my real job. I will try my chance to switch to Anatolian high school. But if I don't get there, apparently I will continue with the morale that I have now or worse than that.

8. The end of interview: Leyla's feedback on interview

I am glad that I have shared my thoughts about my teaching career which I haven't done before. I had interesting travelling to the past: to the age when I was 12 and smoothly came back to my present age. I felt nostalgia about the past. I think I have explained what I wanted. It was a good experience for me.

4.1.2.4 Teacher identity of Gaea

Background information

Gaea has been an English teacher for almost 9 years. She was born in seaport town in the north of Turkey. After graduation from the ordinary public school and having a gap of three years in between, she was accepted to one of the ELT departments of Turkey. She tried her chance in United Kingdom working and attending some courses; however, she could not stay there for a long time. She is employed by MONE and already has been assigned to three different parts of Turkey. Currently, she is working in one of the primary schools in the suburbs of the big city.

Professional identity

1. First experience with English

1.1 First experience with English

Gaea started to learn English when she was 12 years old, however, she had a small experience through her brother who was studying in private high school and having English lesson.

I kind of would envy him and also, I used to try to sing foreign songs like as I heard them, and try to figure out the words.

1.2 First English lesson

She does not remember her first lesson; however, she remembers the general procedure of the English lessons.

Teacher used to teach the lesson according to the book. She used to teach by sticking to the sequence of subjects in the book. First, she used to read the reading text aloud, and then try to make us read it. Then, she used to ask us to find out the meaning of words that we did not know and write them for ten times. Afterwards, we used to do some exercises.

First English teachers

Gaea was very impressed by the first English teacher.

She was a beautiful woman, was genial and she had a very nice style of dressing. I used to like very much also her manner of speaking, tone of voice and so on.

However,

...she was not so amiable and compassionate. I mean, she was always keeping a distance in her approach towards us.

“And after several years I met her...”

After several years, she became the principal of a different private school. When I was studying at university, the child of one of our acquaintances who was younger than me was going to that private school. I went there in summer. I came across unexpectedly with my old teacher there and I went near her. She had not forgotten me. She welcomed me so warmly, by saying ‘Welcome my dear Gaea!’ Maybe she was not so amiable and compassionate, but was still remembering me.

Gaea was pleased to see her first English teacher after so many years and was indeed happy to learn that her teacher had not forgotten her.

1.3 The most memorable experience in learning English

When she was studying in public high school, there was a summer language course which she attended. After completing that course, attendees were supposed to pass Proficiency exam in order to receive a certificate. During examination she experienced a memorable event that she has never forgotten.

That exam was the most impressive one for me since I entered an exam made by a “native speaker” teacher. And the teacher who supervised the “Speaking” section was also a foreigner. Grammar, reading comprehension, writing sections were done. Then, they wanted us to speak in the speaking section. It was an interview, in other words. There were cards with picture, first, we were introduced with the woman, and spoke with her. However, I was so excited since I was speaking with a “native” for the first time. Then, she laid down the pictures on the table and said: “pick up a picture and speak on that.” And I picked up a picture depicting a person playing guitar and told it. She asked me questions such as whether I was interested in music. I liked speaking with a foreign person, it was really nice. I mean telling about myself, her understanding me and figuring out I was interested in music was all very nice. I was in interview lasting for 20 minutes.

Gaea enjoyed the speaking test and was indeed happy to speak with a native speaker. She was happy to realize the fact that the native speaker understood her speech very well. Those twenty minutes of speaking with a foreigner can be considered as one of the important moments in her life as it was the first speech with a native speaker.

1.4 The most influential teacher

The most influential teacher was her first English teacher who had almost ideal features of English teacher and whom she admired.

1.5 The hardest thing in learning English

She had never experienced any hardship in learning English as there had always been interest in English. Nobody obliged her to study English; she used to study it for her own pleasure. She would not do the homework of other lessons, but would look up the unknown words in the dictionary by writing them down and paying attention to its pronunciation.

This interest of mine can also be attributed to the fact that my teacher did not make so much effort on my developing English skills and there was not so heavy and suppressive atmosphere. However, I would do my homework regularly. My mother used to tell me to study mathematics. But, she never told me to study English, because I was already doing it.

2. English at university

2.1 The motivation in choosing ELT department

A long struggle with university entrance examinations

She never dreamed of becoming an English teacher. She had an intention to study in the Department of Archeology. And the reason for it was that she liked her art history teacher very much and she was very good at this lesson indeed. She even finished up encyclopedias in order to be prepared for that lesson. Every time she strived to learn more about art history. After graduation from the school, she stated the department on archeology first in the preference list during university entrance exam; however, she missed the department of one of the best universities in Turkey by only 1 point. Next year, options and preferences changed. She selected Department of Public Relations, however; she missed it again by 1 point. She tried her chance on Turkish-Social Sciences, but could not do mathematics.

I answered all questions correctly in the Turkish section, and had only one false answer in Social Sciences, but this did not help, since I was weak at mathematics.

After the years of failure her father advised her to enter the exam on English instead of mathematics. She had to take a third test, since it was impossible to enter anywhere with her net scores in Turkish and Social Sciences. Her parents encouraged her to count on her English if she could not succeed in mathematics.

I said to them I could not. I was listening to English music, watching English films, but I had not even opened the cover of a book for four years. I said “no way, I cannot do it.”

However, after a strong encouragement from her parents, Gaea went to intensive language courses of 20 hours a week lasting for 8 months.

That was the turning point for me. I gave a break of 4 years, but managed it just in 8 months. I entered the exam and won. Then, my father advised me not to enter the exam for exemption from prep class, but to go to prep class. I did so and attended prep class for one year at the university. Then, I finished the university in four years.

Owing to her father's advice and motivation she was enrolled to ELT department.

2.2 Favorite subject at university

Among her favorite subjects were Mythology, Teaching Techniques, Psycholinguistics and Sociolinguistics. However, she liked the most Mythology because of its interesting content and Psycholinguistics because of the teacher. She was impressed by the that teacher's attitude.

We all got very bad marks in the first exam 35, 30, 20, etc. We asked the teacher how it could happen. She wanted us to look at the questions again. She said that she did not want us to provide definition for the questions but she wanted us to make interpretation, as she gave us a specific incident. What she wanted from us was to connect our explanations to a definition, but not to make definition directly.

Gaea was impressed by the teacher's way of making them think and analyze. Also, that teacher was finding a lack of erudition in the students of English departments who were mostly females.

Since, I had never read a book in my secondary school and high school education. Despite I had an educated family; I had not liked reading and had not had a habit of reading. When I entered University, I noticed that people were reading and discussing about books. I was concerned about how to make up this. I had read the most books when I was at the university; to compensate the 11 years passing without reading book. I was excessively reading book since my first year in the university. I was also thinking like my teacher. Most of the students did not know the name of any author. They were not reading even Turkish books, let alone English ones. The instructor said that she wanted us to regularly submit the summary of one book.

2.3 Favorite teacher at university

Her favorite teacher at university was undoubtedly Psycholinguistics teacher because of the common interest that she shared with her.

And there was something related to the soul. We used to talk also about them in the lesson. It is known that body decays when a human dies. She was teaching about very deep issues and we were discussing them. Only the teacher and I did not believe in the existence of soul. All my friends used to argue against the teacher and me. We were discussing and we liked arguing. Then, the teacher used to tell me that we could not change their points of view and that we should accept them as they were.

Not only Gaea but also the whole group had a good relationship with Psycholinguistics teacher.

I could talk with her like a friend always keeping the level. When we had a question, we could easily go to her room. For instance, we bought her a present when she had a baby when she invited us to her house. She was a fan of Beşiktaş football team, and we are of Galatasaray. We used to enter the class with the flags of Galatasaray when there was a match. When Galatasaray won, we used to bring flag, and when Beşiktaş won she used to do so. I mean, there was an intimacy between us and her.

“Do never get the feeling that you cannot be a teacher”

Towards end of university everybody had to fulfill her or his internship in one of the schools. But Gaea did not want to participate on them as she was not eager to become a teacher.

I told my teacher that I did not want to do internship. She told me that I was studying at the department of English teaching and that was a must for my graduation. I said to her that I could not be a teacher and I could not strive for it. She told me I had to do that internship in order to graduate. I did my internship at the Anatolian High School for Teacher Education. And, I was accompanied by a friend of mine, called Nazan, who yearned for becoming a teacher. We did our internship with her. We entered to class for observation. Then, the teacher in the school we went started to leave the class to us. Nazan was shivering with excitement. But, I was so relax and teaching so confidently that I thought something would go wrong at somewhere. Then, the teacher whose class we entered to gave me good mark. And she gave low mark to my friend who yearned for becoming a teacher. Then, while I was internship at the other school, my mentor came to the class. The next day we went and they filled many forms. The mentor told me that I could not do any other occupation and had better work as a teacher. He told me that he listened to lessons of many students of his and had not seen anyone who taught the lesson so spontaneously, so confidently as me and that he knew very few teachers who had such good relations with the students, and good communication skills and save the lesson from being boring. And he continued to say: “One of them is you. Do never get the feeling that you cannot be a teacher.”

Gaea did not expect that she would be positively appraised by the mentor. After that event, she realized that she’ had better be an English teacher and had wonderful five years in the schools where she had taught.

3. Current state

3.1 The way how Gaea describes herself

- Suppressive

I want the student to learn what I teach. I am close with them, but my students fear from me as much as they like me.

- Strict

Generally they say that they like me, but are shy away from myself to the same extent. I am very strict in the lesson and I leave them no choice other than learning the subject.

- Cheerful

- Witty

- Nervous sometimes.

But, it is limited to one thing. I get angry when they do not answer, after the one hundredth repetition.

Gaea sometimes shouts at students and regrets afterwards however, she admits that it really helps her a lot.

They start to improve after that. I mean, the moment I elevate my voice a little and shout, when I am finally fed up with repeating the issue for one hundred times, they pull themselves together. They begin to concentrate and understand a subject. I know how to use my voice. I do not teach very monotonously, but I challenge my students. I do not make them sleep in my lesson. This is what the students say.

3.2 The strongest feature as an EFL teacher

She thinks she is good at teaching grammar. In her first assigned school, she received a very good feedback from the students.

The 5 or 6 years I spent there were really great. The students won the Anatolian High School. They succeeded in SBS (Level Determination Exam for High School) even in the south east part of the Turkey.

Since her students have to prepare to SBS examination. She has to teach grammar according to that examination.

They understand the subject, because I now try every way. I reduce it to mathematics. I make it written as formula. I sometimes draw a picture such as wagons. etc. Or, if the students learn by heart, I make them write down a rule and memorize it. I have a method for all students. Therefore, the majority make 2 mistakes out of 15 questions, taking into account the students who are very bad at English. In other words, 13 out of 15 questions are answered correctly.

3.3 What Gaea lacks as an EFL teacher?

Gaea believes that she lacks knowledge about NLP and would like to use it while teaching.

Neuro Linguistic Programming. I should admit that I don't know its content for sure. I have difficulty in teaching the students words. I ask to myself how I can teach the students words with such program. They easily forget. It is because they don't repeat. How is the teaching method in NLP? For instance, it may be a deficiency on my part not to have made investigation about this issue.

3.4 Necessity for undertaking activities for professional development

Gaea would like to attend some seminars on English teaching. However she admits that the ministry of national education of the country should arrange some seminars.

This is a deficiency on the part of Ministry of National Education. Of course, such activities might be made in universities and other places. Maybe I have also deficiency. I can attend any seminar by claiming that I am a teacher. But, I don't do it. However, since I am a teacher and I have a ministry, I do not need to attend the workshops or seminars of universities. The ministry should arrange them for me and then I will attend willingly.

Gaea complains about the seminars which begin after the end of educational year. All teachers of MONE spend almost a couple of weeks. When she was asked what they do there she answered: "Honestly, we do nothing". She admits that it would be appropriate if the workshops and seminars are arranged by the ministry during that time instead of spending time for nothing.

Once we attended a seminar on swine flu. What was I supposed to do there? But, if an opportunity of attending a seminar on NLP, I would accept willingly. We go to seminars for 15 days after the completion of educational year. I think the ministry should arrange useful seminars to be delivered by university teachers in the related branches for those 15 days for all branch teachers.

In fact Gaea would like to attend workshops and seminars if they are appropriately arranged and dedicated specially for teachers employed by MONE.

3.5 An ideal EFL teacher of Gaea

Gaea gave few features that she would like to see in the ideal EFL teacher.

- Being well acquainted with the culture of language you teach.

When a student asks what Halloween is, a teacher should be able to explain its meaning in its culture. For instance, he or she should know what “five o’clock tea” means in English culture.

- Talkative
- Energetic

4. Gaea’s Teacher knowledge

4.1 The strongest skill of Gaea

She is good at grammar and in teaching it too. She likes reading and comprehension because she likes reading in general. She is also good at speaking but does not like writing. She is also good at listening as she likes watching and listening to English speeches.

4.2 The way she teaches

Despite the fact that Gaea did not obtain any skills or knowledge on teaching with drama techniques, it can be easily seen in her ways of teaching.

I make a little theatrical activity. For instance, I give the students extra reading text on certain issues. I do not stick to only the book. When I teach a “Grammar” issue, I give a paragraph or text related to it. That text is related to the “Grammar” issue and has its own questions. The students read that text. They fail to understand when there is more than one word they don’t know. It is because, that is text does not take place in their book. What do I do then? I can memorize the text since it is short and tell to the class. For example, if the incident happens in a theatre, I immediately make the classroom look like a theatre, by arranging the desks. I allow my students to watch me comfortably in their seats and even eat sunflower seeds and I tell them the story. Since I show tolerance to that extent, they have great fun and understand what I tell at the same time. They understand without me speaking in Turkish.

She also apart from GTM approach and teaches students with her own style similar to communicative approach.

I introduce the subject first in grammar and explain it. But, I don’t do it directly. I try to channel the students into thinking. I don’t say that this is such and such, etc. I write down on the board two or three sentences. I ask them what draw their attention there. I write examples including both “most” and “-est.” The student says: “This is similar to “comparative adjective.” But, I say: “How was it in comparative adjective?” I go back to the subject briefly. And I ask the question again. They say: “we compare two objects or events by means of adjectives.” I say “ok, but are there two objects, animals, etc. here? They pause for a minute and try to figure out. Then I ask them “what is this word, what is

that word?” Those who know give the answer and I try to introduce the subject by making them curious. When the light turns on in their minds, I begin to teach the subject.

Personal Identity

5. Gaea’s teacher anxiety

She does not feel anxious neither during the lesson nor while speaking. There are only a few moments when students question her lack of knowledge on some words.

For instance, the students ask a word. There might be some words among them which I don’t know. And, I get a little anxious about this. I say quite naturally that I don’t know that word, but look up it in the dictionary in the break and tell them. And they say “Oh, teacher, how can’t you know it?” And, I tell them that I am not a native speaker of English and it is normal that I might not know every word. I say this very honestly, this is not my mother language. I am not in a position to know all words. I assure them that they are not supposed to know all words passing in a reading text. I instruct them to construct a sentence with the words they know. And for the words they don’t know, I promise to look up them in the dictionary and tell in the next lesson. I search for those words and explain it in details.

The low level of knowledge and being easy-going help her to avoid situation where she would feel anxious. Despite the low level of students, she always comes to classes prepared.

No matter how much I know, and no matter how low the level is, I have to take a look in advance. I do so before entering to class and think on what I will do. I decide on what I will do even if I five minutes for it.

When students ask her complicated questions from the test, she says that she has to look through or share with other teacher and for the next lesson come with an answer after consultation and discussion with the colleague.

I cannot say anything first coming to my mind about something that I don’t know or lie to the students. Frankly speaking, I don’t have any concern about the students’ discovering my deficiency.

6. Gaea’s teacher morale

6.1 Gaea’s high teacher morale

Gaea does not remember a particular moment when she was very happy. Therefore, she shared her feelings when she was happy in general.

For instance, I become happy when the students say: “We have done such a wonderful lesson that we did not notice how time elapsed.” In those cases, I understand that the students get never bored and they would not easily forget what they learn on that day. Apart from that, generally I receive feedback from my old students. They write text messages. There are some among them who want to be English teacher. They enter to exams. There are students who entered to Anatolian High Schools and they say that they had no problem in English thanks to me. These things make me happy and I congratulate myself by thinking that I taught these students well.

However, the things that make me happy gradually decrease.

6.2 Gaea’s low morale

An unpleasant situation appeared several months ago in her current school. The classes were divided according to their levels since there were 8th classes with lower level. She was supposed to teach in line with their level. It was not helpful to use the book, so she put it aside and taught them only words and certain patterns on the level of 4th or 5th class.

One day, an inspector came to the class. He asked the students to open their book. The man did not know how I taught in the lesson. He did not know either that we separated the students according to their level. He asked which unit they were learning. I stated the unit. He asked one of my students to open certain page. Then, the student looked at me and could not read. Ironically, the inspector did not know English well, either. He said to me that the students could not read. And I said to him: “They can’t, because I can’t use the book while teaching.” He asked: “How, don’t you?” I said that their level was low. I said we were teaching according to their level and teach only words, certain patterns, dialogues, etc., since the students did not have sufficient background in English lesson. Then, he stressed the necessity of teaching in line with the curriculum. I said there was no other we could do and the students would not understand the subjects in curriculum, even if I tried to teach them. I emphasized that their level was not the class they were currently in, but the 4th or 5th class. At the end I told him: “I don’t make any concern about what mark you are going to give me. But I want you to know that I endeavor to teach something as much as I can, even though they lag behind their own class.

Gaea got very angry with the inspector

The inspector did not know anything about the situation of students and humiliated both the student and myself. He should have asked me first to learn about their situation and listen to me. You can’t just order the student to open the book and read. I wonder whether he could manage, if I told him to open and read. Moreover, I would have nothing to say, if an inspector knowing English came to the class. I would be so pleased for his existence in my class. But, it was

very disturbing for me to be inspected by an inspector who was only a classroom teacher previously.

6.3 Gaea's morale in general

Gaea looks hopeless and she accepts that the things that make her happy at school gradually decrease.

I see myself absolutely as a teacher, but I can't predict exactly what kind of a teacher I will be. I don't think that I will be able to keep my energy on the same level. Since, a teacher becomes demoralized sometimes, continuously teach, makes effort, and so on. I mean there is a limit to it. A teacher gets exhausted extremely and repetitively, but in the end he or she notices that there is nothing changed. I am thinking whether I will say to myself to give up this teaching work five years later from now. Nevertheless, I feel and think something, but I don't put it in practice. I mean, that will last until I reach to that threshold. I will make everything I can to make things right. I have such a character. I speak such, but I can't say that I will pay no attention to whether the students learn or not. For instance, every time I enter to and go out from a lesson, I say to myself "Enough. I will not break my neck to this much." Then, I enter another lesson, and nothing changes I keep breaking my neck to teach students. This is the case for almost 10 years.

Gaea also complains about the tough curriculum set by the ministry.

I think that I can reach so few people. I try to teach in the best way. But, I think that this is because of the failure of system. There is very heavy burden on us. Maybe, other colleagues of mine also said this. They burden us such an intense curriculum to be taught just in 4 hours lesson in a week. I also know that I have to develop four skills of my students. However, I can't do this with only 4 hours of English lesson in a week. I can't do, even if I work miracles.

7. Gaea after five years

She has a plan like being an instructor in the prep schools of universities. However, she thinks it is unlikely and nothing will change in her life and she will keep teaching students with consuming energy and efforts.

8. The end of interview: Gaea's feedback on interview

During the interview, Gaea asked the researcher about NLP and Drama techniques and received some feedback on them. Therefore, she was happy too that she obtained some knowledge about NLP and Drama during the discussion.

I shared something with someone about the teaching part of my life. I talked about many things, including NLP or Drama. I will search for NLP issue on the Internet right away when I go home.

4.2 Discussion

4.2.1 Discussion of Major Findings on Each Participant

A wide range of interesting themes were derived from the participants' learning and teaching experiences, knowledge, anxiety, morale and their future plans.

4.2.1.1 Selenay

Selenay is the youngest participant of this study and looks very energetic and eager to teach students with the approaches she learned at university. Her teacher identity started to formulate when she met her favorite English teacher when she was at the 8th grade. Perhaps, she wanted to resemble that teacher who was a “classy teacher from head to toe”. She realized that English teachers have different and even superior stance comparing to other teachers. To her, English teacher first, knows a foreign language and the second has a profession of a teacher. This belief also played a significant role in her teacher identity as it was a strong motivation in becoming teacher. Another important factor that influenced her professional identity and contributed a lot is the university experience, where she spent very productive and enjoyable years. Teachers with their creative approaches and attitudes helped her to broaden her world view. Her teacher knowledge in terms of pedagogy is strong and it enhanced her professional identity too, However, teacher knowledge in terms of language skills suffer a little as she accepts that she is not good at listening and sometimes feels anxious while speaking English. However, this small insufficiency does not create a problem in the lessons as the level of her students is very low. Another crucial point that has to be noted is an excellent relationship of Selenay with her students. The relationship is an important factor that shapes her identity as an EFL teacher. In terms of her personal

identity as teacher, anxiety does not hinder her work and she handles with it easily whenever she comes across with it. In general, she has a very good morale. Selenay would like to be a school inspector or a person with PhD degree in the future.

4.2.1.2 Aynur

Aynur is the most experienced participant in this study. Despite the fact that she did not want to be an English teacher but was eager to be trade manager or dentist, she had always been exposed to English; she was taught by beautiful and young English teachers. The reason of paying a great attention to English was the strong belief of hers that people who are fluent in English have privileges over others. Another factor that greatly influenced her professional identity is the language courses in London which lasted for 1 year. Knowledge received from the university was not so influential to her professional identity as those language courses. Her teacher knowledge in terms of pedagogy is very strong, as she has already developed her own way of teaching style after trying out each method. She is also very competent in all language skills, as they were strengthened in language courses and maintained afterwards. In this sense, her strong teacher knowledge is positively affected her professional identity. She has never faced the anxiety; perhaps, it is due to her rich experience and competency she has developed and strengthened during the years. As she has very good relationship with her students and the administration of the school, she always maintains a high morale which in turn positively influences her personal identity. In the future, Aynur see herself as a writer of the book about her memoirs and experiences and a respected retiree. It can be claimed that her thoughts about the future influence her personal identity in a positive way too.

4.2.1.3 Leyla

Leyla can be considered as one of the ordinary teachers of Turkey due to the methods that she applies in the classroom. From the very beginning of her experience with English, she had difficulties in learning it; a toilsome she had in memorizing words, yet, she admits that she still faces difficulties in vocabulary. Another factor that influenced her professional identity is the uncertainty about the future she had while studying at the ELT department. She did not want to be a teacher but enrolled in the

ELT department with a hope that she would become translator/interpreter at the end. This dream faded away immediately when she found out how difficult the sector was. Another factor that influenced her choice to be an English teacher is the pleasure she gained during internship in her last grades. It can be claimed that her professional identity started to be formulated during the internship, as she realized that being teacher is not so bad. It can be stated that teacher knowledge in terms of pedagogy is only limited with the explanation of grammar in Turkish. The language skills, as she admits, are weak except for reading. In this sense, it can be argued that the insufficiency in language skills and method knowledge affect her professional identity too. Yet, she is aware of those facts and easily manages to teach, as the level of the students is very weak. Due to low knowledge level of the students, she does not feel anxious about any matter; however, she accepts that if she were a teacher at Anatolian high school, it would have been different. During the interview she talked more about sad events than the pleasant ones and accepted that her morale in general was getting worse. She does not get desired satisfaction from her work, as she is annoyed with teaching grammar and nothing else. Having low morale negatively affects her personal identity as a teacher. In the future she would like to be a teacher in an Anatolian high school, where there are students with a better knowledge background. These optimistic plans may contribute positively to her personal identity.

4.2.1.4 Gaea

Gaea never thought that she would become an English teacher. She used to enjoy English lessons at a state school. There were no intensive English lessons or preparatory classes like in most of Anatolian high schools. She enhanced her language skills with the English songs and films; noting down the lyrics and looking up expressions from the films. After the graduation from the state school she could not pass university entry examinations for several times, trying her chances in the departments like Public Administration, Radio TV, and Archeology. After trials and failures she was accepted to the ELT department. Despite the fact that she was admitted in one of ELT department s of Turkey, she did not want to be teacher until her mentor insisted on teacher career realizing her potential during internship. The internship can be considered as a turning point in her professional identity. She does not feel anxious at school or while speaking which affect her personal identity in positive way. Her morale

in general is getting worse as she admits that her current students are reluctant to learn anything. Her low morale negatively affects her personal identity as a teacher. Gaea accepts that nothing will change in the future. She believes that nothing will change and she will be where she is now. The lack of motivation for future may negatively affect her personal identity.

4.2.2 Discussion on General Findings

General findings are illustrated in tables and are discussed in terms of the followings:

- Professional identity:
 - ✓ Professional development:
 - first experiences with English and learning process
 - current state
 - ✓ Teacher knowledge
- Personal identity : Anxiety and morale

4.2.2.1 Professional identity

First experiences and learning process

First experiences of participants with English before studying it varied from watching English speeches on TV, older brother's learning English and beautiful primary teacher speaking on the phone in English. Experiences were positive and almost all participants admired those who knew English. In the first English lesson, none of them could understand English and had some difficulties in comprehending teachers' speeches. Participants had difficulties such as lack of communication with the teacher, humiliation because of mistakes, and hardship in memorizing vocabularies. At least once, all participants had beautiful and young English teacher with a kind behavior, whom admired. Almost all participants had influential teachers who motivated them to be teacher or to be in the field related with English. All participants were once impressed by a teacher or the lesson while studying at university. Gaea and Selenay enjoyed some lessons because of the personality of the teachers. Leyla liked

Linguistics because of its content. Aynur had in general good relations with teachers, but none of them was declared as a favorite teacher.

Table 4: First Experience with English and Learning Process.

Participants / Experiences	Selenay	Aynur	Leyla	Gaea
First contact with English	English speeches on TV, foreign tourists in her town	Beautiful primary school teacher's talking on the phone	Preparation class	Older brother's English
First English lesson/teacher	Incomprehensible lesson with tough teacher from Cyprus	Incomprehensible lesson with beautiful teacher	Incomprehensible lesson with funny teacher	A lesson with beautiful and young teacher
The hardest thing in learning English	Lack of communication with English teacher	Humiliating attitude of a teacher	Too much vocabulary and hardship in memorizing them	All most no difficulties
Influential teacher	Beautiful young English teacher with kind personality	Beautiful young teacher with white pearl at primary school, who also knew English	English teacher with a kind behavior.	Beautiful, young English teacher with a discipline.
Motivation for studying in ELT Dep.	The advantage of knowing another foreign language and being teacher at the same time	Positive attitude of society to those who knew English	Had no choice but be a teacher	Had no choice but to be a teacher
Favorite subject in university	Speaking, Writing, Special Teaching Methods, Young learner	Liked all lessons except Semantics.	Linguistics	Psycholinguistics and Sociolinguistics
Favorite teacher in university	Teacher of Special Teaching Methods and NLP Drama	No special attitudes to any teacher	Teacher of Linguistics	Teacher of Psycholinguistics

Current state

All participants described themselves as disciplined and ensured that they avoid boring English lessons. Selenay and Aynur have a common feature like being humanistic, understandable and indulgent. Both of them love children and behave them kindly, while Gaea and Leyla sometimes can reflect their angry mood during teaching. Gaea and Selenay had common feature in being cheerful in the lesson. Only Leyla uses

100% of Turkish during the lessons, while Gaea, Selenay and Aynur use when there is no choice.

Table 5: Current State: Selenay and Aynur

Participants / experiences	Selenay	Aynur
Self description	✓ Idealist ✓ Humane ✓ Disciplined ✓ Understandable ✓ Happy	✓ Indulgent ✓ Generous ✓ Disciplined ✓ Supporter of the idea that curriculum is a tool not a mean ✓ Nor so close nor so distant
The strongest feature as an EFL teacher	Establishing a powerful communication with the students	Being easy going
Lacking point as an EFL teacher	Vocabulary	Computer skills
An ideal teacher should...	✓ Teaching with affection ✓ Be understandable ✓ Avoid reflecting the negative mood to the classroom ✓ Be prepared for the classes ✓ Be updated ✓ Be informed about the students ✓ Be informed about ✓ Avoid leaving students in halfway of the education	✓ Love young generation ✓ Gain the students respect ✓ Encourage students

All participants are aware of their weak points and shared them without any challenge or shyness. Leyla and Selenay admitted that they were weak at some language skills, while Gaea claimed that she lacked knowledge on some techniques. Aynur believes that she has very weak computer skills.

During transcript analysis it was found out that the description of an ideal teacher by the participants coincided with the strong features of the participants and what they wanted to be. For instance, Selenay's description of herself being idealist, humane disciplined, understandable, and happy can be found in her list of ideal teacher with a slight difference that she broadened and added some more points. In the list of an ideal teacher she combined her strong features and added those she wanted to be.

Table 6: Current State: Leyla and Gaea

Participants / Indicators	Leyla	Gaea
Self description	✓ Neither boring teacher nor energetic ✓ Strict when necessary ✓ 100% Turkish user when teaching ✓ Good at finding appropriate examples	✓ Suppressive ✓ Strict ✓ Cheerful ✓ Witty ✓ Nervous sometimes.
The strongest feature as an EFL teacher	Explaining grammar with appropriate and memorable examples	Teaching grammar
What they lack as an EFL teacher	Fluency in English	Knowledge on NLP and Drama techniques
An ideal teacher	✓ Have a rich experience in teaching ✓ Fluency in English ✓ Be able to reach down the age of students ✓ Meet the requirements of the students and own requirements.	✓ Being well acquainted with the culture of language ✓ Talkative ✓ Energetic

Teacher knowledge

Teacher knowledge was evaluated through their language skills and teaching approaches. All participants openly admitted that they have some weak points in language skills. All four participants are good at reading since they like reading in general. Aynur and Gaea don't like writing but did not claim that they were bad at it. Leyla admitted that she was not fluent in speaking English and Selenay felt anxious while she was delivering presentations in English in master's program.

Leyla is a 100 % GTM and Turkish user, while Gaea and Selenay use them when they have no choice. Aynur has already developed her own way of teaching taking into account Communicative Approach. Despite the fact that Gaea did not receive training or course on teaching with Drama she uses it often without being aware of it. She is also good at personalizing and aware of its benefit. Selenay does her best to use the methods appropriately as was taught to her; however, sometimes when she uses GTM inevitably.

Table 7: Teacher Knowledge

Participants / Knowledge	Selenay	Aynur	Leyla	Gaea
Language skills	Good at reading and writing Weak at speaking Bad at listening	Good at reading and other skills, however, does not like writing	Good at grammar and reading, very Weak at speaking and listening	Good at speaking, listening, reading and comprehension. Does not like writing
Teaching approach	Communicative approach – following the rules of <i>pre</i> , <i>while</i> and <i>post</i> , discussions, games like miming, role plays, using projector, computer Rarely GTM	Own way of teaching using similar to approach: discussions, role plays, using projector computer (with help of assistant)	GTM, grammar explanation in Turkish, giving drills, preparing worksheets, using Turkish	Sometimes GTM, Communicative approach, drama like activities, personalizing,

4.2.2.2 Personal identity

Anxiety and morale

Personal identity was evaluated in terms of anxiety and morale of the participants. Anxiety was encountered by some of the participants in various situations. Selenay experienced anxiety when she was studying in master's program but never faced it during her lessons. Leyla feels anxious when she has to use English in the class. Despite that, she handles the situation easily. All participants came across with the situation when one of their students brought a difficult word from lyrics or some other resources and questioned its meaning. Participants were easy-going and admitted that they did not know the meaning and suggested searching together with the student.

Selenay and Aynur has in general a good morale while, Leyla and Gaea seemed hopeless and being tired of teaching. Selenay remembered a lot of nice stories related to her happy moments despite the fact that she has the least years of experiences among the participants. Her pleasant stories are related to her relationship with her students. Aynur expressed her feeling of happiness in general terms and shared with few stories. Leyla remembered more about sad stories than the happy ones. Aynur and Leyla had similar pleasant experiences when their supervisors appraised their performances positively. Gaea could not remember the most memorable happy experience but

described it in general that she is pleased when her students perform well in the lessons and demand more knowledge from her.

Table 8: Anxiety and Morale

Participants / Indicators	Selenay	Aynur	Leyla	Gaea
Anxiety	No anxiety during lesson at school but experienced anxiety in speaking during Master's studies	No anxiety	Feels anxious while speaking in the lesson	No anxiety
Low morale	When students don't study Other teachers gossips and empty conversations	When she was placed in waitlist of MONE when she moved to the big city	When one of the parents complained about her that she had bitten her child, students complained to headmaster about her way of teaching	Visit of inspector who humiliated her and her student without being aware of the situation
High morale	Surprises prepared by students: singing song for her, writing and decorating her name with roses, letter from a student where he shares his private life, small gifts from a sick student	When an advocate and an engineer came together to talk about English teacher When head of the department appraised her very positively in front of other teachers	Headmaster's excellent appraisal	Feedback from my old students who are study at good schools
Morale in general	Happy and loves teaching and children	Happy and does her job with a great pleasure	Looks hopeless because students' low level and the curriculum	Unhappy in general due to students bad performance

General findings were discussed in terms of professional and personal identities emphasizing their striking outcomes on first experiences, current state, knowledge, anxiety and morale.

CHAPTER 5:

CONCLUSION AND RECOMENDATIONS

This chapter summarizes the findings of the current study, then; it presents a conclusion by addressing to the research questions set in the beginning of the study, and the last, explores implications for further researches.

5.1 Summary of the Study

There were two aims in this study. First, it aimed to investigate teacher identity of EFL teachers in Turkey working in state schools through their professional and personal experiences and affecting factors like professional development and teacher knowledge, and the second aim was to investigate personal identity through factors like anxiety and morale. The literature review on identity from different perspectives and affecting factors of teacher identity were described in Chapter 2. The type of research, participants and procedure were illustrated in Chapter 3. Data analysis from the translated transcripts and discussion on major findings were presented in Chapter 4. This chapter presents conclusions addressing the research questions and implications for further research.

5.2 Conclusion

This study sought answers to four research questions . The first research question was as follows:

What kind of professional and personal experiences have influenced teacher identity of EFL teachers?

The professional and personal identity of the participants were explored through their learning and teaching experiences they faced from the moment they became acquainted with English. It can be claimed that first English teachers and first English lessons affected their professional and personal identities. Namely, beautiful and young English teachers served as models for them to be modelled.

The first experiences with English were accompanied by slight shock in the first lessons when their first English teachers started to talk English unexpectedly. Some of them (Leyla and Selenay) experienced a good relationship with English teachers at school; they had an ideal English teacher who motivated them to study in ELT departments. Thus, it can be claimed that English teachers of the participants play a crucial role in their formation of teacher identity as EFL teachers.

Another conclusion that should be explored is that the professional identity of EFL teachers of the participants started to be formulated once they decided to be an English teacher with the time of the decisions varying from participant to participant. For instance, Selenay knew that she would be an English teacher when she was only 12 years old, while Leyla and Gaea had other professions in mind while studying at ELT department; they decided to be teacher only after graduation from the department.

All participants experienced some events in the university; events related with teacher's feedback, the way how lesson was conducted, and interesting topics discussed during the lessons.

Participants' current state was evaluated through self description. It revealed their own perceptions on who they are and what they would like to be through describing the ideal teacher. Self description helped them to reveal a clearer sense of *who they are* (Varghese, Morgan, Johnston and Johnson, 2005).

The second research question sought to answer the following issue. *What is the impact of teacher knowledge and professional development on the professional identity of EFL teachers?*

Teacher knowledge was evaluated through competency in language skills and teaching methodologies. Despite the fact that not all participants were good at language skills, according to them this incompetence did not influence their professional identity. In terms of teaching methodologies most of participants expressed preference for teaching CLT, whilst, one participant stated using a traditional method, GTM.

At the time of the interviews, none of the participants were attending any workshops or seminar with the aim of enhancing their professional development. They had neither attended any workshops or seminars for a long time. The professional development of the participants was limited with the education received from university and few seminars. In this sense, it is difficult to come to conclusion whether their professional identities of EFL teachers were influenced by professional development or not.

The third research question was the following. What is the impact of anxiety on the personal identity of EFL teachers?

The impact of anxiety of EFL teachers in terms of feeling anxious while speaking English or conducting lessons had a significant influence on their personal identity as EFL teachers. However, some participants experienced very slight or no anxiety due to their belief of being competent enough in language skills and teaching methodologies. It can be claimed that there is an interrelation between anxiety and teacher knowledge; the higher the teacher knowledge is the less influence of anxiety appears on personal identity of EFL teachers.

And the last research question sought to answer the following. To what extent does morale affect EFL teachers' personal identity?

The morale of EFL teachers can be claimed to be one of the significant factors affecting personal identity. Half of the participants claimed that they have a good morale while the other half admitted that have low morale in general. Those who claimed having a good morale in general remembered much more pleasant events that made them happy than those who had low morale. It can be concluded that the most memorable stories told by participants when they were extremely happy or extremely demoralized had a significant influence on them and further shaped their personal identity as EFL teachers.

In sum, there are two main conclusions that can be drawn from this research. First, the personal and professional experiences of the participants during school, university and current years had a significant influence on the formation of their identities as EFL teachers and contributed a lot on who they are today. And the second, striking finding can be attributed to the fact that teacher identity of the participants was

under big influence of their first experiences with English and their first English teachers. As most of them had beautiful and young English teachers they felt an admiration for them and set them as models for themselves. It can be claimed that English teachers are always recalled better than their lessons. In this sense one can argue that the one who is going to be an English teacher or is a teacher already has to pay a great attention to the relationship with the students. They have to set a good role model for their students. Not only an effective methodology and years of experience in teaching play a crucial role but also a positive and encouraging behavior of teachers should be enhanced and enriched continuously.

5.3 Implications for further research on teacher identity

The current research can be extended by analyzing the views of teachers' and students in order to construct EFL teacher identity from broader perspectives. That is to say, teacher identity can be projected from three viewpoints: from the narratives of the participants, data received from colleagues of the participants and the opinions of the students on participants. Moreover, one can include observation of the participants during their lessons or an entire teaching day. This could give additional information on their identity by providing confirmation or disconfirmation of the issues raised in the interviews.

Alternatively, one can explore teacher identity through written narratives of the participants who can keep record for a few years. In this case, one may study also the transitional phases of teacher identities (Chen, 2009) that may occur during that period.

Furthermore, one may conduct research on teacher identity of teacher trainers where there is an opportunity to explore the transitional phases of the identities (Chen, 2009) of the teacher trainers.

As stated previously, this study has several limitations and was conducted only among teachers who are employed by MONE. In addition, a revealing study may come out if one studies the professional and personal experiences influencing teacher identity of English instructors who are employed by state or private universities. Their stories and experiences can be as much impressive as those of teachers employed by MONE.

Yet another study that can be conducted would be a study on a comparative analysis of teacher identity of EFL teachers can be carried out among EFL teachers who have different backgrounds and working experiences; for instance, a study on comparative analysis of teacher identity of non native EFL teachers and native EFL teachers in Turkey.

Another implication for further research can be drawn from the efficiency of the feedback that was received after each interview. Participants realized that they have made their own self evaluation and realized their weak points or the moments when they were happy. Such realization of the weak points and constructive self criticism can be attributed to the benefits of the participants, as they create an account to themselves on *what they did so far* and *where they are now*. As a follow up to this research one can carry out a similar study on professional development of EFL teachers which can evaluate lacking points of EFL teachers assessed by themselves through the appropriately developed interview questions.

REFERENCES

- Arioğul, S. (2006). *Exploring of Teacher Knowledge Base: A Qualitative Study of English as a Foreign Language (EFL) Teachers' Practical Knowledge in Turkey*. Unpublished Doctoral Dissertation. Graduate School of Indiana University. Bloomington, USA.
- Beijaard, D., Meijer, P.C., and Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107-128.
- Bell, J.S. (2002). Narrative Research in TESOL: Narrative Inquiry: More Than Just Telling Stories. *TESOL Quarterly*, 36 (2), 207-213.
- Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33 (8), 3–15.
- Boyce, C. and Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*. Watertown: Pathfinder International.
- Britzman, D.P. (1991). *Practice Makes Practice: A Critical Study of Learning to Teach*. New York: State University of New York Press.
- Capel, S., Leask, M. and Turner, T. (2005). *Learning to Teach in the Secondary School: A companion to school experience (4th edition)*. Glasgow: Routledge Taylor & Francis Group.
- Chen, H.W. (2009). *An Examination of the Personal, Socio-cultural, Language Learning and Professional Experiences that Influence Taiwanese English as Foreign Language Teachers' Identities*. Unpublished Doctoral Dissertation, Graduate School of Education Alliant International University, San Diego, USA.
- Clandinin, D.J., and Connelly, F.M. (1989). Narrative and Story in Practice and Research. *Educational Resources Information Center*.

- Clandinin, D.J., Pushor, D., and Orr, A.M. (2007). Navigating sites for narrative inquiry. *Journal of Teacher Education*, 58(1), 21-35.
- Conle, C. (2000). Narrative Inquiry: research tool and medium for professional development. *European Journal of Teacher Education*, 23 (1), 49-63.
- Connelly, F.M., Clandinin, D.J., and He, M.F. (1997). Teachers' personal practical knowledge on the professional knowledge landscape. *Teaching and Teacher Education*, 13 (7), 665-674.
- Connelly, F.M., and Clandinin, D.J. (1990). Stories of experience and narrative inquiry. *Educational Researchers*, 19 (5), 2-14.
- Cooley, C.H. (1964). *Human Nature and the Social Order*. New York: Schocken Books.
- Corcoran, T.B. (1995). Helping Teachers Teach Well: Transforming Professional Development. (1995, June 16) *Consortium for Policy Research in Education*.
- Danielewicz, J. (2001). *Teaching Selves*. Albany: State University of New York Press.
- Day, Ch., Kington, A., Stobart, G., and Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, 32 (4), 601-616.
- Dewi, A. (2007). Shifts in NNEST's Professional identity an impact of language and culture Immersion. *Asian EFL Journal*, 9 (4), 111-125.
- Dodge, J., Ospina, S.M., and Foldy, E.G. (2005). Integrating rigor and relevance in public administration scholarship: The contribution of narrative inquiry. *Public Administration Review*, 65 (3), 286 -300.
- Erikson, E.H. (1968). *Identity: Youth and Crisis*. New York: W.W. Norton & Company Inc.
- Erikson, E.H. (1982). *Childhood and Society*. Suffolk: Triad Granada.
- Gee, J.P. (2001). Identity as an Analytic Lens for Research in Education. *Review of Research in Education*, 25, 99-125.
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Anchor Books.

- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Golombek, P.R., and Johnson, K.E. (2004). Narrative inquiry as a mediational space: examining emotional and cognitive in second –language teachers’ development. *Teachers and teaching: theory and practice*, 10 (3), 307-327.
- Guskey, T.R. (2002). Professional Development and Teacher Change. *Teachers and Teaching: theory and practice*, 8 (3-4), 381-391.
- Harper Collins Publishers. (2005). *Collins Student’s Dictionary*. Glasgow: Harper Collins Publishers.
- Hogg, M.A. (2003). Social Identity. In M.R. Leary and J.P. Tangney (Eds.), *Handbook of Self and Identity* (p.462-479). New York: The Guilford Press.
- Horwitz, E.K. (1996). Even Teachers Get the Blues: Recognizing and Alleviating Language Teachers’ Feelings of Foreign Language Anxiety. *Foreign Language Annals*, 29 (3), 365-371.
- İpek, H. (2007). *Foreign Language Teaching Anxiety*. Published Doctoral Dissertation, Institute of Educational Sciences, Anadolu University, Eskişehir.
- James, W. (1890). The principles of psychology. Retrieved from <http://www.archive.org/details/theprinciplesofp01jameuoft> on December 18th, 2009.
- Jansz, J., and Timmers, M. (2002). Emotional Dissonance: When the Experience of an Emotion Jeopardizes and Individual’s Identity. *Theory and Psychology* 12 (1), 79-95.
- Johnson, K.E. and Golombek, P.R. (2002). *Teachers’ Inquiry as Professional Development*. New York: Cambridge University Press.
- Leary M. R., and Tangney J.P. (2003). The Self as an Organizing Construct in the Behavioral and Social Sciences. In M.R. Leary and J.P. Tangney (Eds.), *Handbook of Self and Identity* (p.3-14). New York: The Guilford Press.
- Legard. R, Keegan. J and Ward, R. (2003). In depth Interviews. In J. Ritchie and J. Lewis (Eds.). *Qualitative Research Practice: A guide to Social Sciences Students and Researchers* (p.139-165). London: SAGE Publications Ltd.

- Mackenzie, N. (2007). Teacher morale: More complex than we think? *The Australian Educational Researcher*, 34 (1) 89-104.
- Maggioli, G.D. (2004). *Teacher Centered Professional Development*. Virginia: Association for Supervision and Curriculum Development.
- Marshall, C and Rossman, G.B (2006). *Designing Qualitative Research (4th edition)*. California, Thousand Oaks: Sage Publications, Inc.
- Mead, G.H. (1934). *Mind, Self, and Society*. Chicago: The University of Chicago Press.
- Mockler, N. and Sachs, J. (2006, November). *More than "Identity": Tools for the teaching profession in Teaching in Troubled Times*. Paper presented to the Australian Association for Research in Education Annual Conference, Sydney, Australia.
- Norton, B. (1997). Language, Identity and the Ownership of English. *TESOL Quarterly*, 31 (3), 409-429.
- Owen, N. (2007). Wrapping Up Rapport. Retrieved from <http://www.nikkiowen.com/articles17.php> on February 15th, 2010.
- Oyserman, D. (2004). Self-concept and Identity. In B.M. Brewer and M. Hewstone (Eds.), *Self and Social identity* (p.5-24). Oxford: Blackwell Publishing.
- Öztürk, M. (2008). *Induction Into Teaching: Adaptation Challenges Of Novice Teachers*. Unpublished Master's Thesis, Institute of Educational Science, METU, Ankara.
- Penual, W.R., and Werstch, J.V. (1995). Vygotsky and Identity Formation: A sociocultural approach. *Educational Psychologist*, 30 (2), 83-92.
- Revell, J. and Norman, S. (1999). *In Your hands NLP in ELT*. London: Saffire Press.
- Richards, K. (2006). "Being the teacher": Identity and Classroom Conversation. *Applied Linguistics Oxford University Press* 2006, 27 (1) 51-77.
- Richards, J.C., and Rodgers T. S. (2001) *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Ryan, R.M., and Deci E.L. (2003). On Assimilating Identities to the Self: A Self-Determination Theory Perspective on Internalization and Integrity within

- Cultures. In M. R. Leary and J.P. Tangney (Eds.), *Handbook of Self and Identity* (p.253-272). New York: The Guilford Press.
- Schlager, M. S. and Fusco, J. (2003). Teacher Professional Development, Technology Development, Technology, and Communities of Practice: Are We Putting the Cart Before the Horse? *The Information Society Taylor & Francis Inc*, 19, 203–220, Retrieved from http://www.lerenvandocenten.nl/files/schlager_fusco.pdf on January 20th, 2010.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57 (1), 1-21.
- Soreide, G.E. (2006). Narrative construction of teacher identity: positioning and negotiation. *Teachers and Teaching: theory and practice*, 12 (5), 527-547.
- Stets, J.E., and Burke, P.J. (2003). A Social Approach to Self and Identity. In M.R. Leary and J.P. Tangney (Eds.), *Handbook of Self and Identity* (p.128-152). New York: The Guilford Press.
- Tsui, A.B.M. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41 (4), 657-680.
- Varghese, M., Morgan, B., Johnston, B., and Johnson, A.K., (2005). Theorizing Language Teacher Identity: Three Perspectives and Beyond *Journal of Language, Identity and Education*. *Journal of Language, Identity, and Education*, 4 (1), 21-44.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Massachusetts: Harvard University Press.
- Walkington, J. (2005). Becoming a teacher: encouraging development of teacher identity through reflective practice. *Asia Pacific Journal of Teacher Education*, 33 (1) 53-64.
- Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge, England: Cambridge University Press.
- Wenger, E. (2006) Learning for a small planet a research agenda. Retrieved from <http://www.ewenger.com/> on January 20th, 2010.

- Wenger, E. (2006). Communities of practice. A brief introduction. *Communities of practice*. Retrieved from <http://www.ewenger.com/theory/> on January 20th, 2010.
- Yeung, K., and Martin, J.L. (2003). The Looking Glass Self: An Empirical Test and Elaboration. *Social Forces*, 81 (3), 843-879.
- Zembylas, M. (2003). Emotions and Teacher Identity: A Poststructural Perspective *Teachers and Teaching: Theory and Practice*, 9 (3), 213-238.
- Zembylas, M. (2005). Discursive Practices, Genealogies, and Emotional Rules: a Poststructuralist View on Emotion and Identity in Teaching. *Teaching and Teacher Education*, 21, 935-948.

APPENDICES

APPENDIX-1:

ENGLISH VERSION OF THE INTERVIEW QUESTIONS

I- PROFESSIONAL IDENTITY

A) Professional development

First experience with English

1. Could you tell me how you first learned English? Can you tell me about your first experience with English?
2. Can you recall your first English lesson at school?
3. Can you think about the most memorable past experiences in the process of learning English at school? (follow up questions to obtain more information about turning points and peak events)
4. Can you describe the most influential teacher before you became a university student? What impressed you, methods he\she used, the atmosphere he\she created in the classroom or his\her personal behavior?
5. What was the hardest thing in learning English? Can you recall a situation in which you experienced a difficulty? (for instance a situation when you thought that you would never be able to learn English)

English at university

6. What motivated you to study at an ELT department? What was the reason for your choice?
7. What kind of subjects did you have? What was your favorite subject? Why?
8. What kind of teachers did you have? Who was your favorite teacher at university? Why?

Current State

9. How would you describe yourself from a professional perspective. What five adjectives would others use to describe you as a teacher?)
10. In your opinion, what is your strongest feature as an EFL teacher? Why?
11. What kind of challenges do you think there are in meeting your professional needs? What do you lack as an EFL teacher? Where do you feel it? –
12. Do you feel that you need to undertake professional activities/take up in order to enhance your professional development? If yes, what kind of activities are they?
13. From your point of view, what features make an ideal EFL teacher?

B) Teacher Knowledge

Knowledge of English

14. Which skill (grammar, vocabulary, listening, speaking, reading, writing) would you consider yourself good at? Why?

Pedagogical knowledge

15. Can you briefly describe what methods do you use in the process of teaching? (what are you favorite methods? why do you prefer them?)
16. Are there any striking experiences and events that you would like to share with me?

II- PERSONAL IDENTITY

C) Anxiety

17. When one speaks a language which is not his or her native language, it is quite natural to feel anxiety during the speaking process. For instance, an EFL teacher may feel anxiety during the lesson. The anxiety is aroused because she or he may be afraid of making mistakes and being noticed by others. In this sense, a Turkish teacher of EFL is not immune from feeling anxiety. The reason for this is very simple: English is not his or her native language. Would you agree with me?
18. Do you feel anxious in using the target language during the lessons?
19. Can you recall a situation when you experienced anxiety during the lesson? Follow up questions (Can you describe the situation in details? - when /where did it happen? who were there? did you manage to handle the situation? did you do something to avoid to encounter with this kind of situation).

D) Morale

20. Can you describe a situation or experience when you were very happy at school? (Follow up questions: what\who made you happy? What did you feel in that time? How often do these kinds of situations happen? Can this situation be named as a turning point in your teacher life)?
21. Can you describe a situation or experience when you were extremely demoralized at school? (Follow up questions: what\who made you demoralized? What did you feel in that time? How often these kinds of situations happen? Can this situation be named as a turning point in your teacher life)?
22. How would you describe your morale in general at school?
23. Would you like to mention about particular incidents that influence you in your teaching?

III- FUTURE PLANS

24. Imagine yourself five years from now. Where would you like to be? Where do you see yourself?

IV- FEEDBACK

25. What do you feel after our discussion?
26. Has this interview been useful for you? In what way?

Questions for Demographic Profile:

1. Please choice your age among the followings
2. 24-30 b) 31-35 c) 36-40 d) 41-45 e) 46-50 f) 51-55
3. Marital status
a) Single b) Married
4. Children
No b) 1 c) 2 d) 3 and more
5. First experience of learning English (age) _____
6. Total years of teaching experience _____
7. Years of experience in your current school _____
8. Age of your current students?
a) 7-8 b) 9-10 c) 11-12 d) 13-14 e) 15-16 f) 17-18
9. Bachelor's degree received at (age) _____
10. Master's degree received at (age) _____
11. Trainings, seminars, workshops participated at (briefly name them)

Trainings	Seminars	Workshops	Conferences	Others

12. Experiences abroad:

Country	USA	England	Others (please indicate)
Reason for Visiting			

APPENDIX-2:

TURKISH VERSION OF THE INTERVIEW QUESTIONS

I- MESLEKİ KİMLİK

E) Mesleki gelişim

İngilizce ile ilk tecrübe

1. İngilizce öğrenmeye ilk defa nasıl başladınız? İlk tecrübeniz nasıldı?
2. İlk İngilizce dersinizi hatırlıyor musunuz? Nasıldı?
3. Lisede ya da ortaokulda İngilizceyi öğrenirken unutamadığınız ve sizi çok etkileyen bir olay veya deneyiminizi anlatır mısınız? (Dönüm noktası hakkında daha çok bilgi edinmek için takip eden sorular)
4. Üniversite öncesi sizi en fazla etkileyen öğretmeninizi tarif eder misiniz? Nasıl birisiydi? En çok sizi ne etkiledi? (ders anlatımı, oluşturduğu sınıf ortamı veya kişisel davranışları)
5. İngilizce öğrenirken en fazla yaşadığınız zorluk neydi? Bu konuda yaşadığınız bir olayı veya deneyiminizi anlatır mısınız (Mesela: İngilizceyi hiç bir zaman öğrenemem gibi bir durum)

Üniversitede İngilizce

6. İngilizce öğretmenliği bölümünde okumaya size ne motive etti? Bu seçimin sebebi ne?
7. Üniversitede hangi ana dersler aldınız? Sizin en sevdiğiniz ders hangisiydi? Neden?
8. Üniversitede öğretmenler nasıldı? En sevdiğiniz öğretmeniniz kimdi? Neden?

Bugünkü durumunuz

9. Kendinizi şimdi nasıl bir öğretmen olarak değerlendiriyorsunuz? Profesyonel açıdan kendinizi nasıl tarif edersiniz? (Hangi beş sıfatı kullanarak kendinizi tarif edersiniz?)
10. Sizce, sizin EFL öğretmen olarak en güçlü tarafınız nedir? Neden?
11. Profesyonel hayatınızda ne gibi zorluklar yaşıyorsunuz? Bir İngilizce öğretmeni olarak bir eksiğiniz olduğunuz düşünüyor musunuz? Varsa bu eksiği hangi alanda hissediyorsunuz?
12. Meslek açıdan gelişiminizi sağlamak için nasıl bir faaliyet göstermeniz gerektiğini hissediyorsunuz? Eğer öyle düşünüyorsanız, ne gibi faaliyetler?
13. Sizce, ideal öğretmenin özellikleri nelerdir? İdeal öğretmen nasıl olmalıdır?

F) Öğretmen bilgi düzeyi

İngilizce bilgisi

14. Hangi beceride (gramer, kelime bilgisi, dinleme, okuma ve yazma) en iyi olduğunuzu düşünüyorsunuz? Neden?

Pedagojik bilgisi

15. Kısaca, ders sırasında hangi metotları kullanıyorsunuz (en çok tercih ettiğiniz metot hangisidir? Neden onu tercih ediyorsunuz)
16. Sizi çok etkileyen bir olayı veya deneyiminizi benimle paylaşır mısınız?

II- KİŞİSEL KİMLİK

G) Endişe

17. Her hangi birisi ana dilinden başka bir dili konuşurken endişe duyabilir ve bu durum çok doğal olarak karşılanmalıdır. Örnek: EFL öğretmeni ders sırasında endişe duyabilir. Bu duygu hata yapmaktan ve başkaları tarafından fark edilmesinden korktuğundan kaynaklanmaktadır. Bundan dolayı Türk EFL öğretmenin endişe duymaması mümkün değildir. Bunun sebebi çok açıktır. İngilizce onun ana dili değildir. Siz bu düşünceye katılıyor musunuz?
 18. Ders sırasında hedef dili kullanırken endişe duyuyor musunuz?
 19. Ders sırasında endişe duyduğunuz bir durumu açıklayabilir misiniz?
- Takip eden sorular (böyle bir durumu daha detaylı anlatır mısınız? Nerede/ne zaman karşılaştınız? Kimler vardı? Böyle bir durumu kolayca çözebildiniz mi? Buna benzer durumlardan kaçınmak için ne yaptınız?)

H) Öğretmenin duygusal durumu (Moral)

20. Okulda en çok mutlu olduğunuz anı veya durumu anlatabilir misiniz (Takip eden sorular: ne veya kim sizi mutlu etti? O an ne hissettiniz? Ne kadar sık böyle anları yaşıyorsunuz? Anlattığınız durum mesleki hayatınızdaki dönüm noktası olarak adlandırılabilir miyiz?)
21. Okulda en çok moralinizin bozulduğu anı tarif eder misiniz? (Takip eden sorular: ne veya kim sizi moralinizi bozdu? O an ne hissettiniz? Ne kadar sık böyle anları yaşıyorsunuz? Anlattığınız durum mesleki hayatınızdaki dönüm noktası olarak adlandırılabilir miyiz?)
22. Moralinizi genel olarak nasıl tarif edersiniz?
23. Öğretmen kimliğiniz ile ilgili bir şey paylaşmak ister misiniz?

III- GELECEK İÇİN PLANLAR

24. Beş yıl sonra kendinizi hayal edin, nerede olmak isterdiniz? Kendinizi nerede görüyorsunuz?

IV- GERİBİLDİRİM

25. Mülakattan sonra ne hissediyorsunuz?
26. Bu mülakatın sizin için yararlı olduğunu söyleyebilir misiniz? Hangi açıdan?

Demografi Profil Soruları:

1. Aşağıdakilerden yaş grubunuzu seçin
a) 24-30 b) 31-35 c) 36-40 d) 41-45 e) 46-50 f) 51-55
2. Medeni haliniz
b) Bekar b) Evli
3. Çocuk sayısıYok b) 1 c) 2 d) 3 ve daha fazla
4. Kaç yaşınızda İngilizce öğrenmeye başladınız? _____
5. Kaç yıl öğretmenlik tecrübeniz var? _____
6. Mevcut okulunuzda kaç yıldır çalışıyor sunuz? _____
7. Mevcut öğrencilerinizin yaş grubu nedir?
b) 7-8 b) 9-10 c) 11-12 d) 13-14 e) 15-16 f) 17-18
8. Lisans derecesine kaç yaşında sahip oldunuz? _____
9. Yüksek lisans derecesine kaç yaşında sahip oldunuz? _____
10. Katıldığınız eğitimlerin, seminerlerin, çalıştayların, konferans isimlerini kısaca yazınız.

Eğitim	Seminer	Çalıştay	Konferans	Diğer

11. Yurtdışı deneyim

Ülke	USA	İngiltere	Diğer (Lütfen belirtiniz)
Gidiş amacı			

APPENDIX-3:

LETTER OF CONSENT

**GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI**

I, (first and last names)_____EFL teacher employed by_____. In signing this letter of content I agree to volunteer in research of MA thesis “TEACHER IDENTITY: AN INVESTIGATION OF PERSONAL AND PROFESSIONAL EXPERIENCES OF TURKISH EFL TEACHERS” carried out by Chinara Yavuz, registered at Institute of Educational Sciences, ELT department(İngilizce Öğretmenliği Ana Bilim Dalı).

I understand that the research conducted related to the examination of teacher identity of EFL teachers in Turkey through personal and professional experiences. I understand that I will be interviewed and the interview will be tape recorded and analyzed. Some parts of the communication will be quoted in the mentioned above MA thesis, future papers and journal articles whenever researcher finds them appropriate.

I understand that I will be asked to tell about my professional and personal experiences during my teaching carrier which may be potentially sensitive to me.

I agree to authorize use of the above information with full understanding that my anonymity and confidentiality will be preserved at all times. My full name and other identifying information will never be disclosed or referenced in any way written, verbal, or visual context. My pseudonym will be used in order to describe my stories and narratives.

I understand that my participation is on voluntary basis and that I may withdraw my permission whenever I find it appropriate.

Herewith, I am giving my permission to use pseudonym_____.

Signature _____Date_____

APPENDIX-4

ENGLISH VERSION OF SAMPLE TRANSCRIPT

SELENAY

The names of people, places, universities and books that were mentioned by the participant during the interview were changed. Some sentences in transcript that contained private information were deleted in order to keep the anonymity and confidentiality of the information provided by the participant.

Before starting to the interview, Selenay introduced herself in few words so that researcher could keep the track of the events and have general outline about her life. It was deleted as it contained private information.

Selenay, First of all, I would like to thank you for accepting my invitation to participate in my study. Let me begin our interview with the first question.

1) Could you tell me how you first learned English? Can you tell me about your first experience with English?

My first experience was very bad. During my time, when I was eleven years old, there was an examination to be awarded to continue at an Anatolian High school. The Anatolian High School could be completed in 7 years; that included secondary and the high school. Our teacher at the preparation class was very scary, she was very bad. In the first examination I got 36 points out of 100. Yes, I earned 36 points. There were so called “quiz”, and “exams”. “Quiz” was okay but from the first exam I got 36 points. As this was the first time that I’d ever earned 36 points I said to myself “I won’t succeed at this Anatolian High School, preparation class is not for me, English is not my style and so on. 36 points meant 1 in the system of 5 grades, this was officially only 1. Later on I enrolled to courses. I did my best to love English; I did my best to love my teacher. Then, I earned 90 scores from the second exam, and it continued in this way. The preparation class finished and at the 6th grade I decided to be an English teacher because I loved my next English teacher very much. A dream of 10 years became true and I became an English teacher.

Okay very nice but do you remember the time when you first faced English. For example, when some people see an English teacher they just like him/her so much. I mean how was your first contact with English?

My first contact with English was very bad. As I said our teacher was very tough and she was a very bad looking woman. Therefore I did not like her at all. Additionally we were studying a book called “Worlds” at that time, there was “Worlds series”, the book was extremely foreign to me and it was very difficult. Therefore I did not like English at all. Later on I liked English by forcing myself.

2) Alright, Can you recall your first English lesson at school? Do you remember your first English Lesson? Who was your teacher and how was the lesson?

Yes, I remember it very well. The mentioned English teacher had white hair and she was from Cyprus. She came in and in the very first moment she said “Good morning Prep E”. “Prep E” that is “Preparation class”. And I could only learn the meaning of the “Prep E” at the end of the second semester. Every day she was saying “Good morning Prep E” and I could learn the meaning of “Prep E” right at the end of the second

semester. I thought of myself as something to be named as “Prep E”. That is to say my first experience was “Good morning Prep E”. I could understand “good morning” but for a very long time I could not sort out the meaning of “Prep E”.

How was the lesson than; I mean did she speak in English all the time?

She was speaking only English and I did not understand anything. Yet the teacher’s accent was very bad, later on I realized that her accent was very bad indeed. She was reading “teacher” and “sister” just as if they are written in Turkish. Poor woman’s both English and Turkish were very bad.

Was she a foreign national?

No she wasn’t; she was a Turkish national but she was born in Cyprus.

So you did not understand anything?

I didn’t understand anything.

You said “Prep E”, what else can you say about the teacher?

Well when you think over again in fact she wasn’t teaching that bad. Let me tell you some about her style. For example she was talking about something... for instance, a giant. She drew a giant. She showed the giant by drawing it, that is to say she was addressing to our visual intelligence. However she could not deliver “listening” well. There was an old cassette that named as “oral exercises”. We did not like it at all; she was just putting it on and making us listen to. The purpose was only to listen to the cassette. She couldn’t do anything for name of “listening”. Therefore my “listening” has always been bad. And it still could not get any better.

How was your teacher’s attitude towards you?

She was very rude. I mean she was using expressions such as shut up, sit, cut it off, enough etc.

At your first English Lesson it is your teacher saying “Good morning Prep E”; what else do you remember at your English Lesson?

I do not remember anything more. I was only afraid of the teacher and the lesson. That is what I remember. I was afraid from the way she stood and from her tough approach. That is, she came into class with unknowns. There was a drawn expression on her face. When she came in the first thing she said “Prep E” and I tried to put something on something else which I was not aware of.

What did you know about English before Anatolian High School?

I’ve even not heard about it. At my time there were no English lessons at the primary school. There were no English lessons.

There were no English lessons at the primary school but did you know that there was a language called English?

Sure I did know that there was such a language.

Where did you hear English for the first time? How was your first contact with English?

I used to envy those on TV who could speak foreign languages. There were times when I used to make up sentences without any meaning with some rounded words. I remember it very well that I’ve been saying “going, going”. It means that my ears

picked the “going” from that unknown thing. Only from the TV, not from anywhere else. On the other hand many tourists were coming to North. Greek used to come to visit during the spring time. They used to come because there were places related to the ancient civilizations in North. To me during those visits, I had some intentions to communicate with them.

You used to see the coming tourists and consequently they were speaking English?

Yes, mostly. They were speaking a foreign language and I thought that the language was English. Whatever the language was as I did not know any of them, I thought that they were speaking English.

You used to repeat the words like “going” which you heard on TV. Additionally you wished to speak with the tourists coming to North, didn’t you?

Yes, Yes.

3) Okay. Can you think about the most memorable past experiences in the process of learning English at high school or at middle school?

This is going to be very absurd but, I was studying the 8th grade, at that time we were following one book. We had a teacher named Ali Unutulmaz. At one part of the book it was saying that the market trolleys were stolen or lost in USA, let’s say in San Francisco. So it means that people just put them in their cars and took it away. Following that the teacher opened a discussion in English. So it meant that we were doing something for sake of “speaking”. It was not named speaking but still we were doing “speaking”.

The market trolleys were being stolen, and we were to find a solution to that. What could be done? And I said ropes could be tied on the market trolleys. Following that the class started to make fun of me. This is what I do not forget. I do not forget such “speaking” lesson, the whole class made fun of me. Every one said that a chip could be put on, a computer system or camera system could be installed. I said ropes could be tied. That was interesting.

What else? You may have had a bad experience related to your teacher. It does not need to be funny. Something which you always remember; which you can say yes there happened something like that?

In fact I do not have bad experiences about English lesson, because I liked it very much. For example, at the Anatolian High School we had two foreign national teachers. One of them came from Australia, and the other one came from a state of USA: One of them was Lucy and the other one was Jane. We used to address them with their names. I remember them coming to teach us and they were teaching a lesson called something like in support for English that included video. We were having a very pleasant time. I was pleased with the fact that they were in the classroom and we could talk to them only in English. I never forget those times. I believe the students at the present do not have this chance. Those teachers were really native. Because they were not like a German who learned English later on, they were real “natives.” indeed. We had a very good communication at their classes. It enhanced our self confidence. We had the self-esteem that we can really communicate with native people. That I cannot forget this was a very good experience for me.

Ok, can you remember any classes with them, a class at which you stood up and told about something? What happened?

Yes, at the beginning of each class Jane used to do “five quick questions”. For example, she used to ask five questions related to a “short story” we read or about a video; to see if we remember the last lesson. For example, now I can understand that it was a repetition of the previous lesson. I used to answer all questions correctly. She used to ask the questions to the whole class and we delivered her on small papers by noting them. In one hand it was a repetition of the previous lesson and on the other hand we used to start the new lesson with some activities. For example, I used to have a great success at such “quizzes”. Or we could learn about the other cultures by means of the videos. Those lessons were unforgettable for me.

How was speaking? Could speak with the teacher at ease?

Yes, we could, we could tell our problems to them, and we had a very good communication.

You mean “Speaking” time was good.

Yes, it was, I am glad that they were there.

4) Very good. Can you describe the most influential teacher before you became a university student?

Yes, I can. There is one person in the positive direction and one person in the negative direction. The one that had the positive influence is a woman teacher who taught us from the 6th grade until the 8th grades whose name was Fatma Beyaz. She is the person who motivated me to become an English teacher. I decided to become an English teacher when I was at the 6th grade. I liked English very much. I completed the high school with a degree as I was one of the most successful students. Despite that I did not want to study medicine, I did not want to be a dentist or I did not want any other professions with higher incomes. I wanted to be an English teacher by the courtesy of that woman. She has an example setting character both with her attitude, her hair, her caring and speeches and on the other side she did her job very well, I think. She used to teach English very well. I liked English very much because of her. The worst influence was that teacher from Cyprus. She taught me that I should not be like her. This is the only thing I gained from her.

Ok, what exactly were you impressed by? I mean the teacher who had a positive influence on you?

Her personality, her attitude, the way she combed her hair, her make up, her clothing, I mean absolutely everything.

Apart from the lessons how was your communication with that teacher? Did you used to talk to her after the lessons?

Yes, I used to talk to her after the lessons. I liked her so much. And she knew that I liked her very much. She liked me too. We used to talk during the lesson breaks apart from the lessons. During her lessons, I used to sit at the first front row, and look into her eyes. She was young with her great posture: she was classy from head to toe.

So you admired her?

Yes, I did, I really admired her.

5) What was the hardest thing in learning English? Can you recall a situation in which you experienced a difficulty?

I had the greatest difficulties during the preparation class. There were 40 students at our class. I believed that the time spent for me was not sufficient. May be I could have learned English better. As our preparation class was very crowded the teacher could not save enough time for each one of us. For example; if the teacher taught us 10 words I managed to pick up only 8 of them; therefore, I missed 2 words out of 10. Additionally the personality of the teacher was another challenge for me. I mean we could not overcome the problems we had with her. She used to understand us in an opposite way of what we were telling her, her reactions were tough and we were scared. This situation was a general problem of the whole class. Therefore we could not open up ourselves to the teacher. The lesson was only during the lesson time, we never talked during the lesson breaks.

Okay, so this lasted for a year, right?

It lasted one year

Following that?

Following that there came the other teacher whom I loved.

A situation?

When I earned 36 points. I said I will never be able to learn this, I will not succeed, and that's what I said at that time.

You got very sorry and you were disappointed. What did you feel exactly?

I exactly felt that I was nothing. I thought that I was coming to that school for nothing. I got 36 points from the first exam. I thought for all that time I was doing the things for the sake of nothing. I thought all the efforts spent on me were going to be wasted, I felt like an empty sack.

6) Okay, now continue with the university years. What motivated you to study at an ELT department? What was the reason for your choice? Tell me about the reason that motivated you to study at ELT. That is to say; the times until you entered the university. You may mention about your last years at the high school. As far as I understand you were decisive to become an English teacher and you did it.

Yes, I was a really hard working student. I was fully prepared even one year before the university acceptance exams. I've finished the subjects and I knew where I was going to. As A university was looking for Teacher School graduates, we were graduates of the Anatolian High School. We could not enter A university, we also could not go to B University. My target was A University. I was prepared very well for the examination and I knew that I was going to get high scores for A University. Another reason why I wanted to be an English teacher was the attitude of my English teachers whose attitudes were different from the other teachers. I mean the attitudes of Social Sciences, Literature or a history teachers are all the same. But the English teachers are different at the school. Also the students of the English Department are also different. The books they read the music they listen to, their life styles are different; the places they go are also different. This is how I think. I feel myself different from other teachers at the school. This difference is being an English teacher. I wanted to become a teacher, but the subject which I wanted to teach was not math or Turkish, for sure it was supposed to be English. Because I wanted to make this difference. I wanted to be competent in a foreign language and at the same time to teach others.

As far as I can understand the reason why you have selected this occupation is the teacher who you liked and your opinions you've just told about.

Yes, Yes.

7) What kind of major subjects did you have at university? What was your favourite subject? Why?

My favourite lesson was "speaking" at the first grade "introduction to speaking 1". After that "writing" at the third grade, I always liked the "writing" lesson. I really liked these subjects.

Is this the class of teacher Gul?

No, teacher Haydar's lesson. I also like teacher Haydar very much but I also liked "writing". After that there comes the "young learner" at the third class.

Ayca Seker's class. It was a super lesson, really super.

Shall I tell more? Are these enough?

Okay but, can you please tell which one you liked the most?

Okay I'll tell it. The number one is the class by teacher Erkan "Special Teaching Methods".

Okay Selenay, you liked the class "Special Teaching Methods". What did you like about this lesson? What was good about teacher Erkan? Why did you like it?

I liked teacher Erkan very much. Sometimes teacher Erkan used to come into the class with a good mood and he wanted to make us very happy that day. He was motivating us and telling us that we have a good capacity, we are that good, we are this good etc. Later on the next day he just reproved us. In fact it was not a kind of reproving; he was making us feel like sack in a bitter sweet way. That is to say, we were nothing from his point of view. Most times he used to act according to the circumstances. For instance, when we were doing demos: We had many weekly credits for "The Special Teaching Methods". We were doing a demo in front of the class. For example; let's say a friend is staying in front of the class and she is doing her demo. And indeed it was a very bad prepared demo. But teacher Erkan used to give such a good "feedback" that we used to think "this is what a teacher is". From this feedback we used to conclude that we should learn how we should act as a teacher. No matter how demo was bad or good teacher Erkan used to give a very good "feedback".

What kind of a feedback did he give for a bad demo?

For example, a student named Cemile did her demo. Teacher Erkan used to ask: "how do you think the demo was"? "What were missing"? "How could this demo be completed"? And he made Cemile find her own flaws. He used to add some "constructivism" during the lesson. He never used to say directly the thing to make you feel shame but at the same time he makes you feel that he knows your faults.

Okay; at that time could Cemile answer the questions?

When she started to hum and haw, whole class and Cemile either herself used to understand that she did not prepare the demo appropriately. But Cemile used to give her reasons saying "I did my best, I did this and that, I worked so hard but could not still manage it" etc.

What did he used to say about the good demos?

He did not say a word about the good demos. He made them suffer. We used to like that too. We used to try harder to do better.

What were his reactions when it was a really good one, for instance a different and creative demo?

In this case he used to ask to the class, “how was the demo?”, “Tell me what you liked about it?” He did not ask to that student, who provided demo, he used to ask to the class. He used to get good feedback from the class by which he also made the student happy. He himself used to get happy, too. He used to do it in the “silent way”.

So you liked Teacher Erkan?

I liked his personality and his methods too.

His method is exactly “constructive approach”. Would you like to tell something else about your university years?

No, I think there is nothing else.

How was it generally? What were the difficulties?

We used to study all the time, we were very hardworking students. Apart from that we could not have a much social life. We had the a few pleasure out of studying at ELT. 4 years passed away very fast. And also, we were worried about the grades all the time; I never had a C grade. I graduated with a degree from the department.

Would you like to tell any other stories? You might have experienced something while you were preparing a demo for instance?

Oh, yes. We were preparing the demo for the lesson “Young learner” and we were going to do a “puppet show”; and we needed some materials for that. We went to a city dump at West district. Yes, cities dump just as we know. We wanted house with two windows and we were going to play the puppets from those windows. We planned to make a house, we sewed curtains, everything was ready but we lacked the carton for the house. And it was a must for the house. We went to the city damp in West district on the 3rd Street in Ankara. We said we need a big refrigerator carton to the man who was collecting trashes from the dump. He took us to another city dump. This was how it really happened. There we found a half wet refrigerator carton. I mean the outer packing of a refrigerator.

I guess it was big.

It was huge, about 2 meters. Afterwards it suddenly started to rain, our carton got wet. We were three people, three girls and we got hired a taxi, the carton is hanging down the taxi. We got very wet, and later on we brought the carton to the department. Upon arrival to the department, we were stamping the curtains on the carton in front of his door. He just made fun of us. We went upstairs; there were a few friends in the class room. Every one of them made fun of us and asked us questions about the carton. Later on after so many difficulties and so much sacrifice we completed the “puppet” show. We performed our last show, teacher Derya Sari was there to watch our show.

Who was the teacher of that course?

Secil Kara. It was very nice really. We told the story of “Goldilocks and three bears”. Our demo was very nice, we found its song, we made the puppets sing, the demo was a really great one.

Did you prepare that demo with a team of three?

Yes; we prepared it with three students. Because, it was a group demo. Before that we performed individually. Following that, someone from the class whom we did not like much asked for the carton. We just could not reject her. They were also going to use it in their demo. As a matter of fact, unwillingly though, we could not say no. besides we were not going to take it anywhere, because it was very big. We just had to give it but really unwillingly. Shortly, the delivery of demos was really hard.

Did you have any other difficult demos? Well, it may not be just a demo. The notes you took or the teachers?

The university years was very good, the department was very nice. Literature lessons with Hatice Ozkan were great. I liked literature very much. I loved poetry. Literature teacher has taught us both the literature and the poetry. That was very nice, too. It did lots of contributions to us, it made us gain a point of view. Afterwards; we had also “Speaking” lessons. We learned a lot from that course. The demos of the lesson were also difficult because the teacher paid a great attention to our pronunciation. And the weakest point of us was our pronunciation as our speaking in English suffered a lot. This is generally like this and I guess it is still the same. I think that worse and worse students are coming to the department as time passes.

Okay, what were you doing at the “Speaking” lessons?

For “Speaking” course we selected a subject for ourselves, we used to tell about it by using visual materials. For instance, we selected the theme “Yoga”. The pronunciation of the words used during whole presentation was supposed to be checked from internet and form dictionaries over and over again. We had learned many things which we did not know. We’d realized that we’d been pronouncing many words wrongly. That was very difficult. Apart from that all was very good.

It is obvious that learning the language has been entertaining and nice in general. Now, you are a graduate. You continued on with master’s program studies. Can you tell me about the master’s program studies? Did you find what you’ve been expecting?

During the masters studies I could not achieve what I’d been expecting. I thought that I would learn different subjects and different courses. But, as the other previous graduates of my university were already telling that there was no difference between the undergraduate and master’s studies. For example; after one year in “testing” course we prepared the same assignments again. I had the “Testing” course during my fourth year. After one year I had prepared the same assignment for another teacher.

Did you have the same book?

We read the same book; we studied almost the same book for the “Material”. We studied the same subjects; we prepared the same presentations and the same assignments. There was a slight difference at the “Drama” course, because I had the “Drama” course from the teacher Ipek. I was very happy with that. And also, I still could not understand why we study the “Discourse” lessons. I could hardly manage to pass the “Discourse” lesson. And I did not like it at all. Why there should be such a course during the Master’s studies in English; I still cannot understand it. Well, I do not know if there are any beneficial parts of it, probably there are, I may understand it in the future.

In general?

In general, I was not satisfied with the lessons’ term of the master’s studies.

Are there any events or any circumstances that you remember about your master's studies?

There is one, but I'd better not tell it. Well, there are the troubles we had during the "Discourse" studies. Apart from that, Drama was very good. I am glad that there was NLP-Drama.

Why do you think so?

Because, it made us gain an interesting point of view. We learned the essence of NLP. Additionally, the demos we performed were very useful. The subjects told by the teacher at the class having the taste of a seminar were very nice. In addition I think that NLP- drama is very suitable to my personality and to my character. That is to say, the extrovert nature and being able to express the things in a different way have been always very suitable to my character. Therefore, NLP-Drama was my favourite course.

9) How would you describe yourself from a professional point? What five adjectives would others use to describe you as a teacher?

The five adjectives which describe my teaching. Honestly, from a professional point of view I do not find myself good. Because I do this job with an amateur spirit just with love I believe that it is better if I do not get that professional.

Why don't you want to be professional?

Because, I don't do this job for money. I believe you get professional when you do it for money. I do this job willingly and because I love it. When I go into the class room the amount of my salary is not that important. For me it is important that I will have things to explain. I mean, I am an idealist. One of the first adjectives is idealist.

Idealist; why do you think so?

Because, I am yet at the start of everything, I am not dispirited once yet; I never gave up hoping. I believe that the students will be able to do it, therefore I am an idealist.

Okay.

The second one is that I am a humane teacher. I never prejudge my students. I try to approach my students without making any discrimination, disregarding race, religion, language, beauty, ugliness, richness or poorness. The second one is that I am a humane teacher. This is something that I conclude with when I regard the things told by the students. The third one is that I may be counted as a disciplined teacher. I believe that I am disciplined both in "classroom management" and regarding my own discipline. I avoid being absent at the school. I control the home works I've assigned to the students. I stand by the subjects I gave. I never insist on anything that is not consistent with what I've said before. Therefore I am disciplined. I am understandable; I dedicate time to personal and educational issues of the students not only during the classes but also but also out of the classes. I mean I am an understanding teacher. What would be my fifth adjective? I said understanding, discipline, humane, idealist, I am also happy. I am very happy with what I do. I do this job with affection. Because I love my job and I make lots of pleasure out of it.

You mean when you get up in the morning you say to yourself that you are glad you became a teacher. Everyday you go to school willingly.

Yes, I go with happiness. Especially when I enter the classroom I say to myself that this place where I belong to. I imagine the classroom as a stage. When I get on the stage

there is no other vocalist who can sing better than I do. I have confidence in myself regarding this matter.

10) In your opinion, what is your strongest feature as an EFL teacher? Why?

Establishing a powerful communication with the student is the most powerful side of me. One's method can be good or may think that he or she is a very good teacher. But I do not think that other teachers establish such a good communication with the students like I do. I establish a very solid communication with my students.

So, you bet on this?

Yes, I do.

How do you establish communication with the student? Can you give an example?

As soon as I get in there is "warming up". I mean it is not like "pressing". There happens a "warming up". I find something to get under the student's skin. For example, if the weather is fine that day and if the children want to stay outside, I am trying to tell them things that remind the outside. Sometimes I bake a cake and bring it in for the children. For example I bake donuts. I don't know whether it is right or wrong? But still they are very happy with that. I ask "Does anyone of you have something to eat with you?" I am trying to teach them while I eat something that belongs to them. While other teachers forbid them to eat and drink during the lesson, with the things I know from the "brain based learning" I tell them that they can drink water and eat something, I say them it is better to have it in your stomach than in your mind. I even ask some potatoes from some of them. Therefore I believe that I establish a good relationship with them.

You see that the students are happy, too.

Sure, they are also very happy with that. They say that they love me very much. They write it on notepapers. And believe that they write the truth.

Ok, the hardest challenges in your life?

Oh, the teacher's room. I hate the teacher's room. I mean I want to be a teacher but honestly I do not want to work at the same place with the teachers. This is the only thing that is tough on me, the teachers' room.

What is exactly being tough on you?

The people working at school who have nothing to do with the school-teaching. They do it only for money and who are not that related to teaching are tough on me. I do not like them tearing down at the second lesson what I had taught to students. For example; I teach the students to be ethical, moral, and not to lie. That type of teachers behaving in a wrong way and setting a different model to the students is being tough on me. The gossips being told at the teachers' room is being tough on me. The criticizing at the teachers' room makes me angry.

What kind of criticisms are they?

Between themselves, sure they do not mention it to me. They know that I know a lot than they do. But the problem is not the criticizing on me. Teacher Erkan said that we would see when we get there. There would be many Ms. Ayşe, and Mr. Ahmet. If you take two spare photocopies and go to the classroom with them they will start to criticize you. Yes there are those teachers. Teacher Erkan had told this before, he warned us.

Yes, there are such teachers, who do not do their job properly, I am angry with the lazy teachers.

You don't like them because they do it for earning money?

Yes, only because they are behaving too professional.

11) Now I am going to ask you a question from another perspective. What kind of challenges do you think there are in meeting your professional needs? What do you lack as an EFL teacher? Where do you feel it? In terms of methods or skills to be enhanced? I mean do you feel any insufficiency in yourself?

I don't feel that I have problems with the methods but I believe that I need to enhance my vocabulary. This is related to my personal progress. For sure, I do not reflect this insufficiency to the students as I work at the primary school and there are only specific subjects. I don't lack anything from the method side. However, I need to improve my English for myself. Additionally I believe that I should follow up the latest technology and recent knowledge. As I've recently graduated from the university, for the time being I don't think that I need to follow up the methods. But I believe that I will feel some lacking knowledge in the future. I should use a new technological tool at the classroom or I should reflect the daily events to the classroom. For example, just assume, if there come out the ninth multiple intelligence or the tenth multiple intelligence I should know about it before anyone else. Now, I do not feel insufficiency, but in the future I will need to follow the educational sciences more closely.

12) For now you do not see any insufficiencies. Do you feel that you need to undertake/take up in order to enhance your professional development? If yes, what kind of activities are they? Would you like to attend any seminars or workshops? Do you feel like you want it?

Well, I do not know; for instance, I would like to participate in the activity where EFL teachers from Thailand, France for instance and of the same age group of students as I teach gathered in one place. I would like to have knowledge exchange with them: let's say English teachers from ten different countries teaching 10-13 years old students. I wonder about what kind of difficulties they face and what they do in these cases; how they manage them. Honestly, I am interested in such kind of activities.

Is there anything else? Anything you are curious or interested in?

And also, the "Classroom management, for example for the teenagers, especially with the age group 13, how to manage with the 8th grades. How to enter into their standards, how to get into their world, I am trying to do it a little but to do better, and on the other hand they have the teenager psychology, I would like to attend a seminar for this.

You would like to have training on that, wouldn't you?

Yes.

13) From your point of view, what features make an ideal EFL teacher?

First, an ideal teacher should do her/his job with affection. I mean one should love teaching, one shouldn't teach just because she/he has to. Secondly; one should be understandable in all terms. One should not reflect personal problems to the classroom. This is very important. We see it very commonly in MONE teachers. If the teacher had a headache or argued with his/her wife/husband she/he reflects her/his mood to classroom. This is very harmful. The ideal teacher should not reflect the personal problems to the classroom. Next, one should be prepared for the class. I mean, it is not

accepted to think like: “I’ve been explaining this subject for 10 years” relying on the experience and simply bring the book to the class. One should be aware of what is happening in the world, by following the news; one should follow up the social life, know everything about the students, be informed about the world, For example an ideal teacher should know about what kind of music the student listens to. The student may listens to low quality music and ideal teacher should still know whom the student listens to. For example the teacher may set an example about “Brad Pitt” but the children may know nothing about Brad Pitt. The ideal teacher should know the heroes of children’s lives. An ideal teacher should love the age group he/she is working with. I mean an ideal teacher should love the children who are 10-13 or 9-12 if they his/her students belong to that age group. A person saying I hate children should never become a teacher. Additionally, one shouldn’t think about his/her personal worries and personal plans more than those of the children. For instance you can’t say “I will take a holiday for 10 days” You can’t simply leave the students in half way by taking days off. This commonly appears in MONE system. I mean, a situation like “My child is sick so I can take sick leave for one week” is not acceptable. An ideal teacher should not leave the student in the halfway.

14) You told about the ideal teacher. Okay. Which skill (grammar, vocabulary, listening, speaking, reading, and writing) would you consider yourself good at?

Reading.

Why?

We make a very good introduction with the “vocabulary”, I give an “Input”; in the “Reading” class I’ve just placed the “pre”, “post”, and “while” very good. I feel comfortable during “Reading”.

Why are you more comfortable?

I do not know; as I haven’t had much practice. I think that I get nervous while speaking. My “Listening” has never been good. I think that I am bad at “Listening”. I guess I cannot understand it very well. What is left? “Writing”, I am very good in “writing”. I am good in “writing” and “reading”.

You mean you write well.

I think I do. My teachers liked it also when I was at the University.

You say “Writing” and “Reading”, but which one is at a higher level?

Well if you ask me which one I like more?

In which one do you think you are better?

In “Reading”; I feel that I am much better in “reading”. I mean I like reading both in English and in Turkish. Apart from that, I feel to much more comfortable while I read. The other four skills are included in it.

Okay, does it have anything to do with the vocabulary?

As I like to learn “Vocabulary”, not because I know it better. As a strategy and a learning strategy learning vocabulary from reading is what I prefer.

15) Okay, now I want to continue a little with your pedagogic knowledge. Can you briefly describe what methods do you use in the process of teaching? What are you favourite methods? Why do you prefer them? For instance, do you use “communicative” or “GTM”?

“Communicative” is always what I prefer. After giving input for the students I like doing listening and then having discussions about the subject. Communicative teaching is very suitable to my teaching style; therefore, I mostly use “communicative”. However, if the background knowledge of the students is insufficient I use GTM, for example, now I am using it at my current school now. This I will have to do when I go to a high school too. Because, students at high school are focused on examination, they have to prepare themselves for it. So, time to time I do “GTM”. As I said before I use GTM with 8th grades that lack some knowledge and topics. Due to the fact that it is impossible to put topics without strengthening the previous one, and necessity of keeping up with the units and making the topics well comprehended, I have to use GTM inevitably.

Okay; how do you give the subject generally? While you teach something to the student how do you transfer it to the child? Can you please tell it shortly?

I am trying to use the invention method.

For instance you are going to explain the topic, How are going to do it?

Shall I tell something that I did today?

Sure.

For example, there were two reading parts at the 6th grade’s book: the king’s birthday which the Japanese celebrate on the 23rd of December and our 23rd April celebrations. They were compared. Here the purpose is to do some reading: to find specific information from the while reading and to catch the “gist” etc. And to introduce the pattern “talking about the future plans - going to”. In fact it is referred to the future tense but it was given like talking about the plans. I started the lesson considering this. First we talked about vacations, which holidays we have etc. Here, I did some “pre”. During the previous lesson we have talked about historical subjects. Here this introduction had been a preparation. Following that we studied on the works of the passage, we studied a little “vocabulary” a little. They read the passage one time, following that they read it for the second time. Following that we extracted the patterns from the passage, I made them guess by using constructivism.

How did you try to use constructivism?

For example; while introducing them the patterns, I didn’t tell them directly that while mentioning about future plans we have to use “going to”. Instead I said them there is a sentence, let’s underline it and write it on the blackboard, let’s see what “going to” means in this sentence. I did some “elicitation” from them. In no way I have given the grammar rules first saying like “look children this is future tense”. I will never do and I never did that.

For example, I have never used expressions such as “What were we doing, we were talking about “future plans” by using “going to”. I said: here there is a sentence, let’s underline it, let’s write it on the blackboard, let’s try to find what going to means in this sentence. I did some elicitation with the children. I never said, look children this is named “future tense”. I will never say that.

I’ve never done that. You know “will”, and we did not use “will” instead we used “going to”. I did not ask why we did that. I just assumed that the students understood that “going to” is used while telling about the plans. I said; “Do you think that they decided to celebrate the king’s birthday during their conversation”? They said “no”, I asked “was it planned before? And do they do it every year?” They said “yes”. By

asking a few questions I figure out whether or not they understood it in general and its purpose. Then, I wrote the sentence on the blackboard by underlining the “going to” and circling it as well. Why do we “highlight” it this way? We underline it in the book. After that we had some games related to the vocabulary. We also did it today, a student had prepared it. We did “miming” about the word we’ve learned. As their level is very low they cannot explain them much with the words. They mostly express their selves with “miming”.

So it goes well?

Yes it does, much better in 6th grade, as they do not have much lacking information and it is easier to explain the topic. I cannot do the same thing with 8th grade. Background knowledge of 8th grades are insufficient and they do not know many words. They do not remember the patterns, they didn’t have teacher, and the topics were explained superficially and etc. Due to these reasons, I have to use “GTM”.

16) Are there any striking experiences and events that you would like to share with me? I’ve tried to determine your personal and professional identity; however would you like to share any memories or experiences you’ve had related to the subjects that we talked about until now?

Dou you mean related with the school?

Related with the school, related with you teaching, is there anything?

Not memories but there are some circumstances. I believe that the Turkish teachers do not fulfil their obligations as required. Maybe the ones I met are like this. On the other hand as the Turkish lesson is five hours a day I think that the teachers are able to escape it easily. I mean they pass through shallowly. The child who cannot speak her/his mother tongue well also has difficulties in learning English language. They cannot manage to fix the patterns somewhere in their minds, I think they can not put them one over the other one. The students prejudice themselves saying that my Turkish grade is 1 how can I manage to get 5 from English. From my point of view I complain on other English teachers, I do not know whether I have the right to do so. However, you do not give birth to that child, and take that child and teach him/her for that reason, right? Someone hands them over to you after 6th or 7th grade; you try to teach the 8th class. The teachers could not make the children love their teachers to a sufficient extent. For example, the English marks of 4th and 5th grades are 1 in their mark books (karne). This is not how it should be. The mark for English lesson should never be 1 in the mark book of a child at 4th or 5th grade. Because the purpose is not just to teach a word to the student, is not to teach the pattern “have not” but the main purpose is to make the children to love English, to adopt it. The student should know that an unknown thing is not that difficult to learn. This is what I complain about. They should also show it in ELT, I mean at our department. They go to the school almost without any preparations. A newly graduate teacher comes to 7th grade does not know how to prepare the absence paper, because he or she does not know what to write on it. “2009-2010 Educational year”, “Primary School” etc, we learn how to fill these forms by downloading them from the internet. We did not pay that much importance to daily, yearly plans in the ELT of A University. Immediately after the graduation, we found ourselves at school, we were completely lost. We don’t know much about the regulations, we do not know about our rights as well. We are all raised as teachers and 80% -90% of the graduates work for the Ministry, if they can of course. Therefore, both regarding the regulations and also for the school, I do not think that we are fully prepared for the real life at A University. We learn the methods very well but we have difficulties when it comes to

applying them. For instance the “classroom management”. We’d been for the internship at the High School where the students were very bad; the teacher could not even take us to the blackboard in order to protect us from the students. In sum, I could only teach for 20 minutes at that classroom. We were at the 9th grades and they were terrible, therefore I could not learn anything there. I could not learn “classroom management”, I could not learn how I should treat the students, I mean I could not learn anything at all. Therefore, as I said, I believe that the University department should educate us with a better preparation for such classes. They should teach us thing which will prepare us for the real life.

Now let’s get through questions related to your personal identity; I am going to read you something. I wonder if you will agree with what I read.

Very entertaining!

17) When one speaks a language which is not his or her native language, it is quite natural to feel anxiety during the speaking process. For instance, an EFL teacher may feel anxiety during the lesson. The anxiety is aroused because she or he may be afraid of making mistakes and being noticed by others. In this sense, a Turkish teacher of EFL is not immune from feeling anxiety. The reason for this is very simple: English is not his or her native language. Would you agree with me?

For sure, one may feel anxious while speaking English and it should be accepted as natural phenomena.

So you think that it is natural?

It is natural for sure; because the student faces this situation. Not only me. Sometimes I am afraid to do mistakes, for example. This is how we were during master’s studies. I was afraid to do mistakes while making presentations and I was starting to mumble. If someone mumbles while doing a presentation at the blackboard I used to approach with understanding. During the class the student was saying what if I say it wrong. You may say it wrong. I was saying that we even sometimes use our native language Turkish, which we have been using for many years now, with mistakes. I, agree.

18) Do you feel anxious in using the English during the lessons?

I do not feel worried now. I do not feel that but I may have felt that was in some other environment.

While speaking you may feel anxious, may be you were afraid of making mistakes. Did anything like this happen?

Yes; it happened. It happened during my master’s studies. I was feeling very nervous at the presentations. I was thinking that my English is not enough. Therefore, when I was there I used to pause. I mean, I even used to forget what I knew.

You were pausing there. Why do you think you were pausing?

I was afraid to tell it wrongly.

What was the reason for that? We were there; there were people who could speak English good like you do.

I was scared that someone would find out mistakes.

Yes, it may have been so, right? Okay; do you experience anything like that during the classes at the school?

I do not now. But if I go to the high school and if I have students with a very high level I may get nervous and feel anxious if they would ask me something which I do not know. I do not know that exactly. If I don't face it now it does not mean that I won't face that in the future.

19) At the school? Can you recall a situation when you encounter with anxiety during the lesson? For instance, one of your students asked you something and you could not answer that. Did anything like this happen?

There have been times when I did not know and could not remember, but I still did not get nervous.

What happened, what did you do?

I do not remember now, I said "let me look at it and then I'll tell you exactly". I said "you search it and I'll search it, too, let's see which one of us will find it". I said "let's find out together". There have been times when I said let's look at it together from the book. I mean I said that I do not know, or said I do not remember.

Can you recall a situation when you encounter with anxiety during the lesson? can you tell one of the situations? What happened at that moment? What did the student ask that you could not remember?

She asked a word. I do not remember it now.

Was it just a word?

Yes, one of my students once asked the meaning of the word, and I said hmm, what was it?. I could not remember. I said let me check. I looked up the word from the dictionary and I remembered it. I told it to the student during the next class; I said I could not remember it but it was this etc. It did not happen in grammar or in the patterns or in any other things. For example, I cannot remember it well if it was Einstein's or Newton's but shortly I could not remember a scientist's theory. I said I could not remember it I will search and you search it, too. That was the Relativity Theory. We made a search and we found out, we brought it in and said that this is what he discovered.

So, shortly, Can you recall a situation when you experienced anxiety during the lesson?

Now, I do not feel at this moment.

You do not feel anxious. Even if you come across with unknown words, you handle with the situation very easily right?

Yes, I say that I do not know.

20) Can you describe a situation or experience when you were very happy at school? For instance, a moment, when you say to yourself, thanks God I am a teacher? Or one day when you were excited and happy at school?

It will be very egoistical. 7th grade students at my old school, where I worked last semester loved me very much. We simply "fall in love" with each other. One day when I entered the class, I saw my picture on the blackboard reflected by means of projector. Very beautiful and romantic song was playing as a background. They sang a folk song for me. And also, they decorated my table with roses, first the music played, they projected my picture in blackboard, on the blackboard they'd written "please don't leave us, we love you very much". Then they brought a cake, they cut the cake, all the time they were repeating "please don't go, please don't leave us". All together they sang

me a song called “Moon faced”. My eyes got wet. I said I am the most fortunate person in the world that I have become a teacher; I mean it makes my ego rise to that extent. I could not have been so happy anywhere else as I was happy there. Even if I were a doctor, I wouldn’t be as pleased as I was there.

What did you feel at that moment?

I said to myself that I am one of the most fortunate teachers on earth. I said I am glad that I am here. I am glad that I am doing what I am doing now.

So, why did they do that, they have reflected you picture on to the projector. What was the reason for that?

Because, they love me very much.

Was it a regular day or...?

They’ve heard that I was going to leave the school and they did not want me to leave. They did such a gesture not only on the day before my leaving but also they were organizing lovely things before: writing my name on my table with roses, singing a song for me, going to together to the picnic. I have very good relations with my students; as I said before I have a very great relationship with them. This is something mutual, when you have good intentions, the children respond you with the same. My communication with the children is very powerful, I am not just teaching English; I share also other things with them.

Good, have there been any other events that made you happy?

Again, my students did something unusual at my old school. I knew that they did not like their Turkish teacher at all. They had written a dialogue in English on the blackboard.

In the dialogue....I can even give you the picture of that if you want, because I had a photo of it. One of the children says:

A: “Hello, how are you?”

B: “Fine thanks and you?”

A: “How is it going?”

B: “I am very happy because I have an English class today. Our English teacher is very crazy and very beautiful and we love her very much”

A: “We don’t like our Turkish teacher, I prefer English lesson to Turkish lesson”

By the way, they has just learned the prefer pattern.

How sweet.

They had written this on the blackboard. They also used to draw our imaginary pictures there. They used to draw me and themselves like the stick. On the heading they look up the word from the dictionary and have written” imaginary picture”.

I did not understand that, what was imaginary?

Representing, they have drawn something on the blackboard representing us, I ma there but as a stick woman.

Cin Ali in Turkish?

Yes, we can say that stickman.

Aha, Ok.

It is not a normal drawing, like a stick man, I have a skirt on, I have hair, they drew my eyes in green and there are a few students around me. They have written “imaginative picture” on the heading. I mean they were trying to do things; they tried to express their love to me in English. I was very happy with that, I was really happy with those things.

Are there any happy or unhappy circumstances you had with only one student?

It does not have much relation to English but I am telling this event for the confidence I’ve established in the English Class. One of my students from the 6th class has written me a letter. Out of nowhere he handed the letter to me. It was a big stuffed envelope. He wrote “teacher I wrote this to you, but please do not read it to anyone else, I only want to share it with you”. It was about all his worries and problems related to her family and life, he indicated every single detail. He mentioned about his Grandfather who was putting pressure to his family, the financial problems they faced and living in bad conditions. He wrote that he didn’t revolt against anything; however he wasn’t happy with the fact that his family did everything his brother wanted. I mean, he had written everything he wanted to. I have been very happy that I could give him this openness and I could make him share these things with me. It really made me happy.

There comes out good things, on please go on. What else did you have in between with the students? Last year you’ve mentioned about a student, one of your students was sick I guess?

Yes. At my old school there was a student with cancer. Her disease was detected when she was 10 year old, and may be even before. She is 13 now. For four years now one of her legs is shorter than the other one. She takes chemotherapy all the time; she stays at the hospital from time to time. We had not spoken to her family until she suddenly stopped coming to school for a long time. We only guessed that she must be sick since she was absent for many weeks. Before that I did not know about the child’s situation. Following that we paid a house visit to her family. We did our best to treat her very warmly. She doesn’t want anyone to feel sorry for her, she doesn’t want affection. She wants to be just like any other child in the class room. She even couldn’t use the toilet at the school because one of her legs was shorter than the other. You see, she even didn’t tell about this just because she didn’t want anybody to feel pity for her. Once, we visited her at the hospital where she had been for chemotherapy. As the patients stay in the hospital for a long time, there are special teachers. Those teachers teach them to do hand works; they teach English and Turkish. Every week she used to bring me something that she had done at the hospital. One week she brought handmade penholder, the other week a sock, the next week separator and etc. Every week she was doing something for me with those sick hands, her body was exhausted because of the medications, and still every week she was doing something for me.

That was only for you?

She was doing that only for me she did not do it for the other teachers. Only for me. For example, she used to bring in many presents for me. I gifted her hat because her hair was falling. She always put that hat on, just because I gifted her. She used to wear a hat as she did not have any hair. We’ve been to their house and she was happy. How can I say, our relationship with that student, the things she did for me which she did not do for any other teacher, these are very important and very special to me.

Did she get better now?

No, she did not, and it looks as if there is not much chance left for her to get any better. Because her disease has been spreading.

21) Can you describe a situation or experience when you were extremely demoralized at school?

My unhappiest days at the school when the students don't study hard. When they come without doing what I told them, I come to decision that my good intentions are not responded. That's way I feel unhappy. However, I manage overcome that with the students. I tell them motivating words "let's be like this let's being like that and so on" and I somehow handle it. But still my unhappiest days were when there were jealousies and gossips at the teachers' room. Last time, I had such unpleasant experience that it doesn't worth mentioning in this interview. I was very upset because of the gossips of the teachers in my school.

If it is possible, can you tell about such a disturbing experience? Well I mean the thing that you feel uncomfortable about, what happened?

There are many personal conflicts between the teachers. How can I say? For instance a person X may have a very beautiful skirt. And there comes up the comments about that skirt. Gossips and female jealousy. Sometimes even men may intervene to such gossips. As I said.... the empty conversations between the teachers. Those teachers are people who watch marriage programs at the canteen. I feel very unhappy about it. Those teachers are those who enter the class without any preparations, chat on the "msn" during the lesson and just instructing the students to read instead of spending time with them. These are the things that bother me most at the school. I do not like it at all.

Okay Selenay, I asked about your mood, you told me about your happiest and the unhappiest day. Generally you are unhappy when the children do not do their home works and then you think that your efforts are not responded. Can you tell about a day when you were most demoralized?

Do you mean about the students?

The day on which you were most demoralized. Maybe you may have had an argument with the Principle.

On the day when I heard a few things told behind me I was really demoralized. They are not ethic to talk about. As I said; the only thing that I do not like about teaching is the Teachers' room. The way when I heard the things that are told about me I felt very unhappy. I cried too much. But later on it all passed away, I handled that.

Because of the gossips?

Yes, I was uncomfortable about the gossips.

As far as I can understand the gossips are very heavy to tolerate.

22) All right. How would you describe your morale in general?

I am generally desirous; let's say that if I had an argument with my mother or if something unpleasant happened in my private life like separations from my boy friend, I do not reflect it that much to the class or to the school. But if something good or bad happened related school I may be demoralized very fast or I may become very happy all in a sudden. I mean, as I have a very high energy I think I let other to reduce it easily. I may be demoralized in a sudden and all again it may rise in a sudden. This is my mistake I am trying to keep my energy high.

23) What else, would you like to mention about your teacher identity?

Well, I do not find myself perfect and appropriately sufficient. For sure there are many things that I need to improve. When a person says that I know everything in fact he or she does not know anything at all. I do not want to put myself into that situation. I want to learn slowly, I want to gain experience. Because, I don't want to make mistakes that I did in the past or I want to believe that I will not repeat the mistakes which I am doing now. I believe that I will improve myself bit by bit. I don't want to remain at the same level. I do not want my English to remain at this level and I also do not want my interest towards education to remain at this level. Because I will forget what I've learned at the university or they will grow old, I want to update my knowledge. I want to be open for a continuous improvement.

24) Imagine yourself five years from now. Where would you like to be? Where do you see yourself?

Where do I want to see myself in 5 years? I want to see myself at a good Anatolian High School, as a precious teacher. I see myself as person who completed master's studies at the Educational Sciences or with PhD degree. Then, perhaps I will take next steps to become an inspector. For the time being I want to become a school inspector. But it may change.

So your aim is to become an inspector.

This is how it is for now, I made up a target but it may change.

So, we can say, being a good teacher at a good Anatolian High School or to become an inspector.

Yes, we can say so.

Okay, we can say one of these two.

I think also being an instructor, but I want to teach in the end I want to teach something and I want to make a contribution.

Okay; as far as I understood your target is to teach on one side and to improve yourself on the other side. Okay; Selenay in the meantime we finished the interview. But I will have a couple of questions after the interview.

Okay.

25) So, the interview is completed. What do you feel after our discussion?

I feel very happy for being able to help you. When you say out something, I mean when you express it in words or in written form, you are able to realize it better; for example I have seen a few lacking points in me. I have recalled a few things that I miss indeed. For example we talked about my primary school, my secondary school term. I have recalled the things which I missed a lot.

26) Has this interview been useful for you?

I believe that this interview has been useful. Additionally, I believe that the consequences of this interview will also be useful. I just wondered how many people answered the same to the questions in the same way that I did. What would have my colleagues answered to the same questions? Do my answers match with theirs, are they consistent if they are consistent where I am in this consistency, I am just curious.

Is this useful for you? I mean; from which point do you think it is useful for you?

I made some self criticism. If I were someone who doesn't know about this job, I could have answered the questions sceptically. However, I understood the purposes of the questions to some extent. I think you tried to make me find out my lacking parts at some points. Or you tried to make me find out the moments when I was happy. Those moments when I was happy, related to the relations I have with the children. I can even make it stronger; I mean I can avoid teachers' room more in order to avoid unhappiness. I made a few determinations about myself.

Thank you very much

You are welcome

APPENDIX-5

TURKISH VERSION OF SAMPLE TRANSCRIPT

MÜLAKATIN TÜRKÇE YAZILI METNİ.

SELENAY

Katılımcılara özel bilgileri gizli tutulması nedeniyle, mülakat sırasında bahsedilen insanların üniversitelerin, yerlerin ve kitapların isimleri değiştirilmiştir aynı zamanda özel bilgi içeren metinler silinmiştir.

Araştırmacı tarafından olayları doğru bir şekilde takip etme ve kavrama adına, mülakat başlamadan önce Selenay kendini kısaca tanıtmıştır ancak özel bilgiler içerdiğinden dolayı bu yazılı metinde belirtilmemiştir.

Selenay ilk önce bu mülakata katılmayı kabul ettiğin için teşekkür ederim. Şimdi mülakatın birinci sorusuna geçelim.

1) Selenay, İngilizce öğrenmeye ilk defa nasıl başladın? İlk tecrüben nasıldı?

İlk tecrübem çok kötüydü. Benim zamanımda, 11 yaşında ilkokulu bitirdikten sonra Anadolu Lisesi sınavı vardı. Anadolu Lisesi 7 yıl okunuyordu, yani hem ortaokul hem lise beraber okunmuş oluyordu. İlk tecrübem hazırlık sınıfında başladı. Hazırlıktaki öğretmenimiz çok fena bir kadındı, çok kötü bir kadındı. Ve ilk sınavımdan 100 üzerinden 36 almıştım. Evet, 36 almıştım. “Quiz”ler vardı, “exam”lar vardı. “Quiz”ler yine iyiydi ama ilk “exam”dan 36 almıştım. Hayatımda ilk defa 36 notu aldığım için, ben bunu okuyamayacağım, ben bu Anadolu Lisesini beceremeyeceğim, hazırlık bana göre değilmiş, İngilizce hiç benim tarzım değilmiş diye başlamıştım. 36 notu, 5’lik sistemde 1 yani, bu resmen 1. Daha sonrasında kursa kaydoldum, İngilizceyi sevmeye çalıştım, öğretmenimi sevmeye çalıştım. İkinci sınavdan 90 aldım böyle devam etti. Hazırlık sınıfı bitti, 6. sınıfta da İngilizce öğretmenimi çok sevdiğim için İngilizce Öğretmeni olmaya karar verdim. 10 yıllık bir hayalim gerçek oldu ve İngilizce öğretmenim oldum.

Tamam, çok güzel, peki tam olarak ilk İngilizce ile muhatap olduğun zamanı hatırlıyor musun? Mesela, bazıları bir İngilizce öğretmenini görür görmez bayılır ona. Yani ilk İngilizceyle kontağın nasıl oldu?

İngilizce ile ilk kontağım çok kötüydü. Dediğim gibi öğretmenimiz çok sertti ve çok kötü görünümlü bir kadındı. O yüzden hiç hoşuma gitmemişti. Ayrıca “Worlds” diye bir kitap okuyorduk o zamanlar, “Worlds” serisi vardı işte, kitapta bana çok yabancı, çok ağır geliyordu. Bu yüzden hiç hoşlanmamıştım İngilizceden. Daha sonra zorla sevdim İngilizceyi.

2) Peki, İlk İngilizce dersinizi hatırlıyor musun? Nasıldı? İlk İngilizce dersini hatırlıyor musun? Kim girdi, nasıl geçti ders?

Evet, çok iyi hatırlıyorum. O bahsettiğim beyaz saçlı, Kıbrıslı, sevmediğim kadın girdi. Ve ilk girdiği gibi “Good morning prep E” dedi. “Prep E”, yani “preparation class”. Ve ben “Prep E”nin ne demek olduğunu ikinci dönemin sonunda öğrenebildim. Her gün

“Good morning prep E” diyordu ve ben “Prep E”nin ne demek olduğunu taa ikinci dönemin sonunda öğrendim. Kendimi “Prep E” zannediyordum. Kendimi “Prep E” denilecek bir şeymişim gibi düşünüyordum. Yani, ilk deneyimim “Good morning prep E” oldu. “Good morning”i anlayabildim, ama uzun bir süre “Prep E”nin ne demek olduğunu anlamamıştım.

Peki ders nasıl geçti, yani hep İngilizce mi konuştu?

Hep İngilizce konuşuyordu.

Hiç bir şey anlamadın mı?

Hiçbir şey anlamadım. Zaten öğretmenin aksanı çok bozuktur, sonradan aksanın çok bozuk olduğunu anladım. “Teacher” ve “sister”i yazıldığı gibi okuyordu. Türkçesi de bozuktur İngilizcesi de bozuktur kadıncağızın.

Öğretmen, yabancı uyruklu muydu?

Değildi, Türk uyruklu ama Kıbrıs’ta doğmuş, büyümüş bir kadındı.

Tamam, hiçbir şey anlamadın.

Hiçbir şey anlamadım.

“Prep E” dedin, başka öğretmenle ilgili neler söyleyebilirsin?

Öğretmen aslında, düşününce güzel anlatıyordu hani. Öğretmenin tarzından bahsedeyim biraz. Mesela, içinde dev geçen bir şeyden bahsediyordu. Mesela orada bir dev çizmişti. Dev’i, resmini çizerek göstermişti, yani görsel zekâya hitap ediyordu. Ama, “listening” pek yaptıramıyordu. “Oral exercises” ses tonuyla başlanan kötü bir kaset kaydı vardı. Hiç hoşumuza gitmiyordu, hani sadece açıp dinlettiriyordu. Amaç sadece kasedin dinlenmiş olmasıydı. “Listening” adına bir şey yapmıyordu. O yüzden “listening”im hep kötü olmuştur. Hala da düzelmedi.

Peki, öğretmenin size karşı davranışı nasıldı?

Çok kabaydı. Yani sus, otur, kes, yeter gibi ifadeler kullanıyordu.

İlk İngilizce dersinde, öğretmenin “Good morning prep E” demesi, daha başka ne hatırlıyorsun ilk İngilizce dersinde?

Başka bir şey hatırlamıyorum yani daha. Sadece kadından ve dersten korkmuştum, ayrıca İngilizceden korkmuştum, onu hatırlıyorum. Öğretmenin duruşundan ve sert tavrından korkmuştum. Yani, bilinmeyenle girmişti sınıfa. Hani, yüzünde asık bir ifade, kötü bir ifade vardı. İlk girdiğinde ” Prep E” dedi ve ben anlayamadığım bir şey üzerine bir şeyler koymaya çalıştım.

Anadolu Lisesi’nden önce İngilizce konusunda ne biliyordun?

Adını bile duymamıştım. Benim zamanımda ilkokulda İngilizce dersi yoktu, İngilizce öğretmiyorlardı

İlkokulda İngilizce yoktu ama İngilizce diye bir dilin olduğunu biliyor muydun?

Tabi ki biliyordum öyle bir dil olduğunu.

İngilizceyi ilk nerede duydun, yani İngilizceyle ilk kontağın nasıl oldu?

Televizyonda yabancı dil konuşanlara özenirdim. Onlar gibi yuvarlak yuvarlak kelimelerle abuk subuk anlamsız cümleler kurduğum oluyordu mesela. “Going, going” dediğimi çok iyi hatırlıyorum. Demek ki o bilinmeyenin içerisinden, kulağım “going”i alabilmiş. Bir tek televizyondan, başka bir yerden değil. Birde Kuzey’e çok turist

geliyordu. Bahar döneminde Rum'lar ziyarete geliyorlardı. Küzey'de eski medeniyete dair bir şeyler olduğu için geliyorlardı. Onların ziyaretleri sırasında, onlarla ufak tefek konuşma arzusu falan da doğuyordu demek ki.

Gelen turistleri görüyordun ve onlarda İngilizce konuşuyorlardı dolayısıyla.

Evet çoğunlukla. Bir yabancı dil konuşuyorlardı ve ben onun İngilizce olduğunu düşünüyordum. Hangi dil olursa olsun ben hiçbirisini bilmediğim için, onların İngilizce konuştuğunu düşünüyordum.

Televizyondan duyduğun “going” gibi kelimeleri tekrar etmek hoşuna gidiyordu. Ayrıca Küzey’e gelen turistlerle konuşma arzusu doğuyordu. Değil mi?

Evet, evet.

3) Tamam. Lisede ya da ortaokulda İngilizce öğrenirken unutmadığın ve seni çok etkileyen bir olay veya deneyimini anlatır mısınız?

Çok saçma olacak ama. 8. Sınıfta okuyordum, o zaman bir kitap işliyorduk. Ali Untulmaz diye bir öğretmenimiz vardı. Kitapta Amerika’daki bir eyalette, atıyorum San Francisco, market arabalarının çalındığından, kaybolduğundan bahsediyor. Demek ki insanlar arabaların arkasına koyup götürüyorlar falan. Daha sonra öğretmen İngilizce bir tartışma açtı. Demek ki “speaking” yapıyoruz. Adı “speaking” olarak konmamış ama “speaking” yapıyoruz.

Market arabaları çalınıyor, bizde buna çözüm yolu arıyoruz. İngilizce konuşuyoruz yine. Ne yapılabilir? Ben de tuttum, market arabalarına ip bağlanabilir dedim. Sonra, sınıf çok kötü dalga geçmişti benle. Mesela bunu unutmuyorum. Böyle bir “speaking” dersini unutmuyorum, bütün sınıf dalga geçmişti benle. Hani, herkes çip bağlanabilir demişti, bilgisayar sistemi yapılabilir, kamera sistemi kurulabilir gibi, bende ip bağlanabilir demiştim. O ilginçti.

Peki ondan başka, mesela öğretmeninle ilgili kötü bir deneyim olabilir. Yani özellikle komik olması şart değil. Unutmadığın, hep aklında kalan. Ha evet öyle bir şey olmuştu diyebileceğin.

Aslında İngilizce dersine karşı kötü bir deneyimim yok, çünkü çok seviyordum. Mesela bizim Anadolu Lisesinde iki tane yabancı hocamız vardı. Birisi Avustralya’dan gelmişti, birisi de Amerika’da bir eyaletten gelmişti. Birisin adı Lucy ve diğerinin adı ise Jane. İsimleriyle hitap ediyorduk onlara. Mesela onların derse gelmesi bize, takviyeli İngilizce denen birde video dersi yapıyorlardı. Çok zevkli geçiyordu, onların sınıfta olması, onlara derdimizi sadece İngilizce anlatabilecek olmamız çok güzeldi. Mesela bunu hiç unutamıyorum. Ben, şimdiki öğrencilerin pek fazla bu şansa sahip olduklarını düşünmüyorum. Gerçekten “native” diler. Çünkü örneğin bir Alman olup ta İngilizceyi sonradan öğrenmiş gibi değillerdi. Gerçekten “native” diler. Biz onların dersinde çok rahat iletişim kurabiliyorduk. O da bize çok güzel bir özgüven kazandırdı. Gerçekten bir “native” le konuşabiliyoruzun özgüveni vardı bizde. Onu unutamıyorum, çok güzel bir deneyimdi benim için.

Peki, onların bir dersini hatırlayabiliyor musun? Kendin kalkıp bir şeyler anlattığın bir ders. Ne olmuştu?

Evet, her dersin başında Jane bize “five quick questions” diye bir şey yapardı. Mesela, geçen derste okuduğumuz “short story” ile ilgili veya video ile ilgili 5 tane soru sorardı. Geçen dersi hatırlıyor muyuz diye. Mesela, geçen dersin tekrarı olduğunu anlayabiliyorum şimdi onun. Bütün soruları doğru yapardım ben. Bütün sınıfa

soruyordu soruları, bizde küçük kâğıtlara not alıp ona teslim ediyorduk sonra. “Quiz” yani. “Quiz” dersin başında 5 dakika sürüyordu. Hem bir önceki dersin tekrarı olmuş oluyordu, hem de yeni derse bir şeyler yaparak girmiş oluyorduk. Mesela o ”Quiz”lerde çok başarılı oluyordum. Ya da izlettikleri videolarda diğer ülkelerin kültürlerini öğrenmiş oluyorduk. Ya, bunlar gerçekten unutulmaz bir şeydi benim için.

Konuşma nasıldı? Yani, o öğretmenlerle rahat konuşabiliyor muydunuz?

Konuşabiliyorduk, evet, derdimizi onlara anlatabiliyorduk, çok güzel iletişim kuruyorduk.

Yani “Speaking” çok güzel geçiyordu.

Evet, çok güzel geçiyordu, iyi ki vardı onlar yani.

4) Çok güzel. Peki, üniversite öncesi seni en fazla etkileyen öğretmenini tarif edebilir misin?

Evet edebilirim. İyi yönde bir kişi, kötü yönde de bir kişi var. İyi yönde etkileyen, 6. sınıftan 8. sınıfa kadar İngilizce dersimize giren Fatma Beyaz diye bir bayan öğretmenimiz vardı. İngilizce öğretmeni olmama sebep olan kadının kendisidir. Ben 6. Sınıfta kafama koydum İngilizce Öğretmeni olmaya, İngilizceyi çok sevdim. Liseyi de birincilikle bitirdim. Buna rağmen Tıp istemedim, Dişçilik istemedim veya gelir getirisi çok iyi olan bir meslek istemedim. O kadının sayesinde sadece İngilizce öğretmeni olmak istedim. Duruşuyla, saçıyla, bakımıyla, konuşmasıyla hem kişisel olarak örnek bir tipi vardı hem de yaptığı işi çok iyi yapıyordu bence. İngilizceyi de çok güzel öğretiyordu. Onunla çok sevdim ben İngilizceyi. En kötü etkileyen de, hazırlıktaki Kıbrıslı olan öğretmenimizdi. O da bana, onun gibi olmamam gerektiğini öğretti. Benim için tek getirisi bu oldu.

Peki, seni iyi yönde etkileyen öğretmenin tam olarak nesi seni etkiledi?

Kişiliği, duruşu, saçını tarayışı, makyaj yapması, kıyafeti bir bütün olarak yani.

Ders dışında o öğretmenle iletişiminiz nasıldı? Dersten sonra gidip konuşuyor muydunuz?

Evet ders sonrası konuşurdum. Onu çok seviyordum ve o da benim onu çok sevdiğimi biliyordu zaten. O da beni çok seviyordu. Ders dışında teneffüslerde görüşüyorduk. Zaten en önde oturuyordum, gözünün içine bakıyordum öğretmenin. Bayan öğretmendi, gençti, dediğim gibi bütün duruşuyla yani, her şeyi baştan aşağıya gerçekten klâs bir kadındı.

Hayrandın yani?

Hayrandım, gerçekten hayrandım.

5) İngilizce öğrenirken en fazla yaşadığın zorluk neydi? Bu konuda yaşadığınız bir olayı veya deneyimini anlatır mısın? (Mesela: İngilizceyi hiç bir zaman öğrenemem gibi durum).

En fazla yaşadığım zorluk hazırlık sınıfında oldu. Sınıfımız 40 kişiydi, çok kalabalıktı. O yüzden yeterince bana zaman ayrılmadığını düşünürdüm. Belki İngilizceyi daha iyi öğrenebilirdim. Hazırlıkta sınıfımız çok kalabalık olduğu için hoca hepimize yeterince zaman ayıramıyordu. Mesela, öğretmen 10 kelime öğrettiyse, ben onun 8’ini öğrenerek geçiyordum, ikisini kaçıırıyordum. Ayrıca hocanın kişiliği benim için çok büyük bir zorluktu. Hani aşamıyorduk kadınla olan problemlerimizi. Bizim anlatmak istediğimiz şeyleri farklı anlıyordu, çok sert tepki gösterebiliyordu, korkuyorduk. Bu durum, tüm

sınıfın genel bir sorunuydu. O yüzden çok fazla kendimizi hocaya açamıyorduk açıkçası. Sadece ders derste kalıyordu, teneffüslerde hiç görüşmüyorduk.

Peki, bu bir sene sürdü değil mi?

Bir sene sürdü.

Daha sonra.

Ondan sonra, sevdiğim o hoca girdi hayatıma.

Ne zaman?

36 aldığım zaman. Kesinlikle ben bunu öğrenemeyeceğim, başaramayacağım, dedim o zaman.

Çok üzüldün ve hayal kırıklığına uğradın. Tam olarak ne hissettin?

Tam olarak hiçbir şey olduğumu hissettim. Bu okula boşa gittiğimi düşündüm. İlk sınavdan 36 aldım yani 1 aldım. Demek ki boşa gidip gelmişim bunca zamandır. Bana yapılan bütün emekleri boşa çıkaracağımı hissettim, kendimi boş bir çuval gibi hissettim.

6) Peki, şimdi üniversite yıllarına gelelim. İngilizce öğretmenliği bölümünde okumaya seni ne motive etti? Bu seçimin sebebi ne? Seni üniversitede İngilizce öğretmenliği bölümünde okuma yönünde motive eden gerekçeyi anlattın. Lisedeki son yıllarını istersen anlat. Yani üniversiteye giriş sürecini. Anladığın kadarıyla, ben İngilizce öğretmeni olacağım diye kafana koydun ve girdin.

Evet, çok çalışıyordum. Üniversite sınavından bir yıl önce bile, ben sınava hazırdım. Konuları bitirmiştım, nereye gireceğimi de biliyordum. Çünkü öğretmen lisesi mezunlarını alıyordu, biz Anadolu Lisesi mezunuyduk. A üniversitesine giremiyorduk, B'ye de giremiyorduk. Benim hedefim C Üniversitesiydi zaten. Sınava çok iyi hazırlanmıştım ve C Üniversitesini kazanacağımı biliyordum. İngilizce Öğretmeni olmak istememin bir nedeni de, beni motive eden bir şeyde, İngilizce öğretmenlerinin duruşunun diğer öğretmenlerin duruşundan farklı olmasıydı. Yani bir Sosyal, bir Tarih, bir Edebiyat Öğretmeni hep aynı dururular. Ama İngilizceçiler farklıdır okulda. Mesela İngilizce Bölümü öğrencileri de farklıdır. Okuduğu kitaplar farklıdır, dinlediği müzik farklıdır, yaşama tarzları farklıdır, oturup kalktıkları kişiler ve gittikleri kafeler hepsi farklıdır. Ben böyle düşünüyorum. Ben kendimi okuldaki diğer öğretmenlerden farklı hissediyordum. Bu farklılık benim için İngilizce öğretmenliği. Ben öğretmen olmak, öğretmek istiyordum ama öğretmek istediğim şey matematik veya Türkçe değildi. İngilizce öğretmeni olmak istiyordum. Çünkü ben farklı olmak istiyordum. Hem bir dil biliyor olmak hem de öğretmen olmak istiyordum.

Anladığın kadarıyla bu mesleği seçmenin nedeni hem o sevdiğin öğretmen hem de bu düşüncelerin.

Evet, evet.

7) Peki, üniversitede hangi ana dersleri aldınız? Senin en sevdiğiniz ders hangisiydi? Neden?

En sevdiğim ders, birinci sınıf “speaking” , “speaking”e giriş-1. Sonra üçüncü sınıfta “writing”, gerçekten çok sevdim. Ben “writing” dersini çok severim zaten.

Gül hocanın dersi mi?

Hayır, Haydar hocanın. Haydar hocayı da çok seviyorum ama “writing”i de çok severdim ben. Sonra üçüncü sınıfta “Young Learner”.

Ayca Seker’in dersi. Süper bir ders, gerçekten süperdi.

Daha sayayım mı? Yeter mi bu kadar?

Tamam, ama özellikle en çok sevdiğini söyleyebilir misin?

En çok sevdiğimi söylüyorum o zaman. Bir numara, Erkan hocanın “Özel Öğretim Yöntemleri” dersi.

Tamam, Selenay, “Özel Öğretim Yöntemleri” dersini sevdin. Bu dersin nesini sevdin? Erkan hocanın nesi iyiydi? Niçin sevdin?

Erkan hocayı çok sevdim. Erkan hoca bazen morali iyi bir şekilde sınıfa giriyordu ve bizi de o gün çok mutlu etmek istiyordu. Bize siz yaparsınız, siz şöyle iyisiniz, siz böyle iyisiniz diyordu. Sonra ertesi gün bir geliyordu, bizi baştan aşağıya azarlıyordu. Azarlama da değil aslında, tatlı sert bir şekilde bize bir çuval olduğumuzu hissettiriyordu. Yani, biz hiçbir şeydik onun gözünde. Çoğu zaman nabza göre şerbet veriyordu. Birde, mesela demo yapıyorduk. Bir sürü demo vardı ve çok ciddiydi bunlar. “Özel öğretim Yöntemleri”nin haftalık kredisi çoktu. Yani bir demo yapıyorduk tahtada. Mesela, bir arkadaşımız tahtaya çıktı ve demo yapıyor. Gerçekten çok kötü bir demo, böyle demo olmaz. Ama Erkan hoca o kadar güzel “Feedback” veriyordu ki. Ya, tamam işte hoca budur diyorduk. Buradan öğreneceğimiz şey, öğretmenlikte nasıl davranacağımız diyorduk. Demo hiçbir şey, sıfır, iğrenç bir demo ama Erkan hoca çok güzel “Feedback” veriyordu.

Kötü bir demo için nasıl bir “feedback” veriyordu?

Örneğin, Cemile isminde bir öğrenci demo yaptı. Erkan hoca Cemileye, nasıl oldu sence demo? Neler eksikti? Nasıl tamamlanır bunlar? Gibi sorularla Cemileye kendi hatalarını kendisine bulduruyor. Hani biraz “constructivism” katıyor işin içine. Bir şeyler söyleyip utandırmıyor ama, aynı zamanda hatanın da farkında olduğunu sana hissettiriyor.

Peki, Cemile sorulara cevap verebiliyor muydu o zaman?

Cemile kem küm kem küm edince, demek ki çalışmadığını bütün sınıf artı Cemile anlıyordu. Ama Cemile hocam şunu yaptım bunu yaptım ettim, çok uğraşıyorum ama olmuyor diye işin içinden çıkıyordu.

Peki, güzel demolara ne diyordu?

Güzel demolara hiçbir şey söylemiyordu. Kıvrandırıyor. O da çok hoşumuza gidiyordu. Daha fazlasını yapmak için daha fazla uğraşıyorduk o zaman.

Gerçekten çok güzel bir demo, yani çok değişik çok yaratıcı bir demo olduğunda nasıl bir tepki veriyordu?

Bu durumda sınıfa, nasıl oldu demo? Bir söyleyin bakalım, nesini beğendiniz diye soruyordu? O kişiye sormuyordu, sınıfa soruyordu. Sınıftan güzel tepkileri alıp onu da mutlu ediyordu. Kendi de mutlu oluyordu. “Silent way” yapıyordu biraz.

Demek ki Erkan hocayı seviyordun.

Hem kişiliği hem de metodu hoşuma gidiyordu.

Metodu, tam olarak “constructive approach”. Üniversite yıllarınla ilgili daha bir şeyler anlatmak ister misin? Dönüm noktası diyebileceğimiz.

Ya yok başka bir şey yok herhalde.

Nasıl geçti genel olarak? Zorluklar neydi?

Sürekli ders çalışıyorduk, çok çalışkan öğrencilerdik. Onun dışında sosyal hayatı fazla yaşayamadık. İngilizce öğretmenliği okumanın tadına çok varamadık. 4 sene çok çabuk geçti. Zaten bir de not kaygımız vardı, hep yüksek alma arzusu vardı, C notum hiç olmadı benim. Bölüm üçüncüsü olarak mezun oldum.

Daha bir olay anlatmak ister misin? Yani bir demo hazırlarken bir şeyler yaşadın yani?

A evet “Young learner” demosu hazırlıyoruz ve “puppet” şov yapacağız. “puppet” şov için bir tane, yani şov materyaline ihtiyacımız var. K semtine bir çöplüğe gittik. Evet, bildiğin çöplük. İki tane penceresi olan bir ev olacak ve iki pencereden “puppet” yapıp, “puppet” oynatacağız. Evi yapmaya çalışıyoruz, perdeler dikdik herşey hazır o karton yok işte. O karton lazım ev için. Sonra Ankara’daki K semti’deki 3. Caddesine. Çöplükte karton toplayan bir amcaya, bize büyük bir buzdolabı kartonu lazım dedik. O da bizi başka bir çöplüğe götürdü. Gerçekten böyle oldu. Sonra oradan yarısı ıslanmış bir tane buzdolabı kartonu bulduk. Buzdolabının dış kartonu yani.

Yani büyüktü galiba.

Kocaman, 2 metre var. Sonra birden yağmur başladı, bizim kartonumuz ıslandı. Üç kişi taksiye bindik, üç kızız, taksinin ucundan sarkıyor karton, K semti’den A’ye gittik. Islanmışız felaket bir halde, sonra bölüme geldik. Sonra yukarı çıktık, sınıfta birkaç arkadaşımız daha vardı. Ya o ne, buzdolabı kartonu mu o, çöplükten mi aldınız, kokuyor bu vb. Yani herkes dalga geçti bizle. Daha sonra, çok büyük zorluklarla gerçekten büyük fedakârlıklarla “puppet” şovu tamamladık. En son gösterimizi yaptık, gösterimizi izlemeye Derya Sari hoca gelmişti.

Dersin hocası kimdi?

Secil Kara’ydı. Çok güzel oldu gerçekten. “Goldilocks and three bears” varya, onun hikayesini anlattık işte. Çok güzel oldu demomuz, şarkısını bulduk, şarkı söylettirdik, gerçekten çok sağlam bir demo oldu.

Bu demoyu üç kişi mi hazırladınız?

Bu demoyu üç kişi hazırladık. Grup demosuydu çünkü. Daha önce teker teker yapmıştık. Sonradan kartonumuzu sınıftan çok sevmediğimiz birisi istedi. Göz göze birbirimize baktık, sonra vermek zorunda kaldık. Onu kıramadık çünkü. Onlarda demolarında kullanacaklarmış. Bizde mecburen yok diyemedik. Ayrıca onu hiçbir yere götüremeyecektik, çünkü çok büyüktü. Mecburen verdik, ama içimiz acıyarak verdik. Kısacası, demolar çok zor geçti yani.

Peki, zor geçen başka bir demo var mıydı? Tamam demo olmayabilir belki. Aldığın notlar ya da hocalar.

Çok güzel geçti üniversite, dersler, bölüm çok güzel geçti. Hatice Ozkan’la edebiyat dersi, edebiyatı çok seviyorum zaten. Şiiri çok seviyorum. Şiiri de edebiyatı da Hatice hocadan almıştık. O da çok güzel geçti. Çok şeyler kattı bize, bakış açısı kazandırdı. Sonra, “speaking” dersi aldık. O dersten de çok şey öğrendik. Onun demosunu da çok zor hazırlardık, çünkü hoca diksiyona çok dikkat ediyordu. Bizim de en kötü tarafımız diksiyonumuzdu, felaket kötü İngilizce konuşuyoruz. Genel olarak böyle ve hala böyle olduğunu düşünüyorum. Giderek daha kötü öğrencilerin geldiğini düşünüyorum.

Peki, “Speaking” dersinde ne yapıyordunuz?

Speaking’de bir konu seçmiştik kendimize, onu görsel materyaller kullanarak anlatıyorduk. Biz Yoga’yı seçmiştik. Sunum boyunca kullanacağımız her kelimenin internetten olsun, sözlükten olsun defalarca telaffuzuna bakmak zorunda kalmıştık. Ve bilmediğimizde çok şeyi öğrenmiştik. Çoğu şeyi yanlış telaffuz ettiğimizi öğrenmiştik. O çok zor geçmişti. Onun dışında çok güzel yani.

Genel olarak lisan öğreniminin eğlenceli, güzel geçtiği görülüyor. Peki, şimdi mezun oldun. Yüksek lisansa devam ettin. Yüksek lisansı anlatabilir misin bana? Aradığını bulabildin mi?

Yüksek lisansta ben aradığımı bulamadım. Ben farklı dersler, farklı konular göreceğimi düşünüyordum. Ama daha önceden diğer A mezunlarının da söylediği gibi, yüksek lisans ile lisans arasında hiçbir fark yok. Mesela, bir sene sonra “Testing” de aynı ödevleri tekrar hazırladık. Dördüncü sınıfta “Testing” almıştım. Bir sene sonra, aynı ödevi tekrar başka bir hocaya hazırlamış oldum.

Aynı kitabı okudunuz.

Aynı kitabı okuduk, “Material”de aynı kitabı okuduk sayılır. Aynı konuları gördük, aynı ödevleri ve aynı sunumları hazırladık. “Drama”da biraz farklılık vardı, çünkü “Drama”yı Ipek hocadan almamıştım. Onda çok mutlu oldum. Sonra bu “Discourse” dersini niye aldığımızı hala anlamış değilim. Çok zor geçtim zaten “Discourse” tan. Ve hiç sevmedim. İngilizce yüksek lisansta niçin böyle bir ders, hala anlamış değilim. Gerçi bir faydası vardır ama belki ileride anlayacağım.

Genel olarak.

Genel olarak memnun kalamadım ders döneminden.

Yüksek lisanda aklında kalan bir durum veya olay var mı?

Varda söylemeyeyim. Yani “Discourse” dersinden çektiğimiz açılar. Başka, Drama çok güzeldi yani. NLP-Drama iyi ki vardı.

Niye?

Çünkü bakış açısı kazandırdı. NLP’nin ne olduğunu, biraz daha derinlemesine öğrenmeye çalıştık. Sonra, yaptığımız demolar çok faydalıydı. Sınıf içinde hocaların anlattığı, seminer tadındaki konular çok güzeldi. Birde, NLP-Drama benim karakterime, kişiliğime çok uygun diye düşünüyorum. Hani insanın dışa dönük olması, bir şeyleri karşı tarafa farklı yollardan anlatabilmesi benim kişiliğime çok uygundu. Bu nedenle, “NLP- Drama” en çok sevdiğim ders oldu.

9) Profesyonel açıdan kendini nasıl tarif edersin? Hangi beş sıfatı kullanarak kendinizi tarif edersin?

Öğretmenliğimi tarif eden beş sıfat..... Açıkçası, kendimi profesyonel olarak pek güzel göremiyorum. Bu işi amatör bir ruhla çok severek yaptığım için, çok ta profesyonel olmayayım diye düşünüyorum zaten.

Niçin profesyonel olmak istemiyorsun?

Çünkü ben bu işi para için yapmıyorum. Para için yapılırca galiba profesyonel olunuyor. Ben bu işi çok isteyerek, severek yapıyorum. Sınıfa girdiğim zaman aldığım maaş önemli değil. O sınıfta bir şeyler anlatacak olmam önemli benim için. Yani, bir idealistim. Beş sıfattan birisi idealistim.

İdealist, niye öyle düşünüyorsun?

Çünkü daha her şeyin çok başındayım, daha hiç şevkim kırılmadı, umudum hiç kırılmadı. Öğrencilerin yapabileceğine inanıyorum, o yüzden idealistim.

Tamam.

İkincisi sevecen bir öğretmenim. Öğrencilere hiçbir zaman önyargı ile yaklaşmıyorum. Dil, din, ırk yapmadan, ya da güzelmış, çirkinmiş, zenginmiş, fakirmiş diye bakmadan öğrencilere yaklaştırmaya çalışıyorum. İkincisi sevecen bir öğretmenim. Bu daha çok çocukların söylediklerinden yola çıktığım bir şey. Üçüncüsü disiplinli sayılırım. Hem “classroom management” konusunda, hem de kendi kişisel olarak disiplinli olduğumu düşünüyorum. Okulda devamsızlık yapmamaya çalışıyorum. Öğrencilere verdiğim ödevleri kontrol etmeye çalışıyorum. Verdiğim konunun arkasında durmaya çalışıyorum. Bir söylediğimin tam aksini iddia etmemeye çalışıyorum. O yüzden disiplinliyim. Anlayışlıyım, öğrencinin hem kişisel problemlerini hem de dersle ilgili sorunlarına sadece ders içinde değil ders dışında da cevap vermeye çalışıyorum. Yani anlayışlıyım. Beşinci sıfatım ne olsun? Anlayış dedim, disiplin dedim, sevecen dedim, idealist dedim. Birde mutluyum. Yaptığım şeyden mutluyum. Çok severek yapıyorum bu işi. Sevdiğim içinde çok tad alıyorum zaten.

Yani, sabah kalktığında iyi ki öğretmen olmuşum diyorsun. Okula severek gidiyorsun.

Evet mutlu gidiyorum. Özellikle sınıfa çıkarken, kendi kendime işte ait olduğum yere gidiyorum diyorum. Bir sahne gibi düşünüyorum sınıfı. Ben sahneye çıktığımda benden daha güzel söyleyen bir solist olmadığını düşünüyorum. Kendime de güveniyorum o konuda.

10) Peki. Sence, senin EFL öğretmeni olarak en güçlü tarafınız nedir? Neden?

Öğrenciyle çok güçlü iletişim kuruyor olmam, en güçlü tarafımdır. Herkesin metodu iyi olabilir, herkes çok iyi öğretmen olduğunu düşünebilir. Ama diğer öğretmenlerin benim kadar öğrenciyle iyi iletişim kurduğunu zannetmiyorum. Ben çok iyi iletişim kuruyorum öğrencilerle.

Yani bunu iddia ediyorsun?

Evet, iddia ediyorum.

Öğrenciyle nasıl iletişim kuruyorsun? Bir örnek verebilir misin?

Mesela girdiğim gibi hani “warm up” oluyor. Hani konunun “pressing” gibi değil yani. Bir “warm up” oluyor. Öğrencinin kanına girecek bir şeyler buluyorum. Mesela, o gün çocuklar hava çok güzelse ve dışarıda durmak istiyorlarsa, onlara dışarıyı anımsatacak bir şeyler söylemeye çalışıyorum. Ya bazen pasta yapıp geliyorum çocuklara. Mesela kek yapıyorum çocuklara. Belki iyi oluyor, belki kötü oluyor ama onlar çok mutlu oluyorlar bundan. Ya da çantasında yiyecek bir şeyleri olan var mı diyorum. Derste onların bir şeyini yiyerek ders anlatmaya çalışıyorum. Diğer öğretmenler derste çocuklara bir şey yemek içmek yasak derken ben “brain based learning” den kalan bazı şeylerle, su içebilirsiniz, yemek yiyebilirsiniz, yani çocuklar aklınızda duracağına midenizde dursun diye, arkada geç ye tabi. Bazılarına hatta patatesinden birazda ben alayım diyorum. O yüzden öğrencilerle iyi iletişim kurduğumu düşünüyorum.

Öğrencilerin de mutlu olduğunu görüyorsun.

Tabi ki onlarda çok mutlu oluyorlar. Beni çok sevdiklerini söylüyorlar. Bunu not kâğıtlarına yazıyorlar ve yazdıklarının sahte olmadığını da düşünüyorum.

Ne gibi zorluklar yaşıyorsunuz?

Ah, öğretmenler odası. Nefret ediyorum öğretmenler odasından. Yani ben öğretmen olmak istiyorum ama öğretmenlerle aynı yerde çalışmak istemiyorum açıkçası. Beni tek zorlayan şey öğretmenler odası.

Peki, seni tam olarak ne zorluyor?

Sırf para kazanmak için okula gelen öğretmenlikle alakası olmayan insanlar beni zorluyor. Sınıfta öğrettiğim şeyleri, gidip de onların ikinci derste yıkması hoşuma gitmiyor. Mesela, ben öğrencilere ahlaklı, erdemli olmayı, yalan söylememeyi öğretiyorum. O tip öğretmenler farklı şekilde davranıp, öğrencilere farklı model olmaları beni zorluyor. Öğretmenler odasında konuşulan dedikodu beni zorluyor. Öğretmenler odasında yapılan eleştiriler beni sinirlendiriyor.

Mesela ne gibi eleştiriler yapıyorlar?

Kendi aralarında, beni tabi ki eleştiremezler. Beni bir şekilde anlıyorlar tabi ki, bir şekilde bir şeyleri bildiğimi anlıyorlar. Ama sorun beni eleştirmeleri değil. Erkan hoca “gidince anlayacaksınız” demişti. Ayşe hanımlar, Ahmet beyler çok vardır. Böyle ellerini kollarını sallayıp derse girerler. Siz iki tane fazla fotokopi çektirseniz, iki tane fazla kâğıtla girseniz sınıfa sizi eleştirirler. Evet, bunlar var. Erkan hoca bunu önceden söylemişti, uyarıyordu bizi. Var bunlar. Kendisi çalışmayan, çalışkan olmayan öğretmenler beni sinirlendiriyor.

Yani onları sevmiyorsun. Sırf para için öğretmenlik yapıyorlar diye?

Evet, sadece profesyonel baktıkları için.

11) Şimdi sana farklı bir boyuttan soru soracağım. Profesyonel hayatında ne gibi zorluklar yaşıyorsun? Bir İngilizce öğretmeni olarak bir eksiğin olduğunu düşünüyor musun? Varsa bu eksiği hangi alanda hissediyorsun? Yani bu metot yönünden olabilir, belki bu skili daha iyi bir seviyede getirebilirim gibi. Yani kendinde bir eksiklik hissediyor musun?

Metot olarak hissetmiyorum ama İngilizcem kelime bilgisi olarak daha çok geliştirmem gerektiğine inanıyorum. Kendi kişisel gelişimimle ilgili hani. Öğrencilere bu eksikliği tabi ki yansıtmıyorum. İlköğretimde çalıştığım için tabi ki belli konular var ama metot olarak bir eksiğim olduğunu düşünmüyorum. Ancak İngilizceyi kendi açımdan geliştirmem gerek. Ayrıca yeni teknolojiyi, yeni gelişen bilgileri takip etmem gerektiğini düşünüyorum. Üniversiteden yeni mezun olduğum için, şimdilik çok fazla ihtiyaç duymuyorum. Ama bunu zamanla daha çok hissedeceğimi düşünüyorum. Yeni bir teknolojik aleti sınıfta kullanmalıyım veya güncel olayları sınıfa yansıtmalıyım. Mesela atıyorum, dokuzuncu birçoklu zekâ gelirse ya da onuncu bir çoklu zekâ gelirse bunu benim herkesten önce duymam gerektiğini düşünüyorum. Ona göre bir şeyler yapmam gerek. Şimdilik bir eksiklik hissetmiyorum ama ileriki yıllarda eğitim bilimlerini daha yakından takip etmem gerek.

12) Şimdilik kendinde bir eksiklik hissetmiyorsun. Peki, Meslek açıdan gelişiminizi sağlamak için nasıl bir faaliyet göstermen gerektiğini hissediyorsun? Eğer öyle düşünüyorsan, ne gibi faaliyetler? Herhangi bir Seminer ya da Workshop’a katılmak ister misin? Şöyle bir Workshop ya da Seminer olsa da ben de katılsam gibi.

Ne bileyim hani, dünyanın çeşitli yerlerinden, farklı yerlerden, mesela atıyorum Tayland’da, Fransa’da, benim öğrettiğim yaş grubuna İngilizce öğreten öğretmenlerin bir yerde toplandığı bir etkinliği merak ediyorum. Bu insanlarla bilgi alışverişi yapmak isterdim. Atıyorum dünyanın on farklı yerinden on farklı İngilizce öğretmeni ve hepsi

10-13 yaş grubuna ders anlatan öğretmenler olsun. Ne gibi zorluklarla karşılaşıyorlar ve ne yapıyorlar, nasıl başa çıkıyorlar bunlarla? Bunu merak ederdim, böyle bir şey katılmak isterdim açıkçası.

Bundan başka var mı? Yani çok merak ediyorsun, ilgi duyuyorsun.

Birde “Classroom Management” konusunda, mesela ergenlerle mesela hani, 13 yaş grubuyla özellikle 8. Sınıflarla nasıl baş edilebilir. Onların standartlarına nasıl girilir, onların dünyasına nasıl girilir, biraz uğraşıyorum yapmaya ama daha iyisini yapmak için birde onlar ergen psikolojisini anlatan bir şey yani, öyle bir seminer almak isterdim.

Bir eğitim almak isterdin değil mi?

Evet.

13) Peki Selenay. Sence, ideal öğretmenin özellikleri nelerdir? İdeal öğretmen nasıl olmalıdır?

İdeal öğretmen, birincisi yaptığı işi severek yapacak. Yani öğretmenliği severek yapacak, zorla yapmayacak. İkinci, her koşulda anlayışlı olacak. Kişisel sorunlarını sınıfa yansıtmayacak. Bu çok önemli. Çünkü Milli Eğitim öğretmenlerinde bunu çok görüyoruz biz. Özellikle, öğretmenin başı ağrıyorsa veya eşi ile tartışmışsa, bunu okul ortamına da sınıf ortamına da çok güzel yansıtıyor. Bu çok zararlı bir durum. Kişisel dertlerini, problemlerini sınıfa yansıtmayacak ideal öğretmen. Sonra derse hazırlıklı gelecek. Yani, ben bu konuyu on yıldır anlatıyorum diyip de kitabı kolunun altına sıkıştırıp derse gelmemeli ideal öğretmen. Dünyadan haberi olacak, haber izleyecek, sosyal hayatı takip edecek, öğrencinin nesi var nesi yok bilecek, öğrencinin dinlediği müziği takip edecek mesela. Öğrenci belki çok kötü, çok avam bir müzik dinliyor olabilir ama bilmek zorunda. Kimi dinliyor, atıyorum öğretmen derste hep “Bret Pit” örneğini verebilir ama çocuklar Bret Pit’i tanımıyor olabilir mesela. Onların dünyasına girecek karakterleri bilmeli ideal öğretmen. Sonra çalıştığı yaş grubunu sevmeli. Diyelim 10-13 yaş grubu ile çalışıyorsa veya 9-12 yaş grubu ile çalışıyorsa. Yani nefret ederim çocuklardan diyen birisi öğretmenlik yapmamalı bence. Sonra, kişisel hedeflerini, kişisel kaygılarını öğrencinin iyiliğinden daha çok düşünmemeli. Mesela ben bir tatile çıkacağım, 10 gün izin alayım diyip öğrenciyi yarı yolda bırakmamalı. Bu, Milli Eğitimde çok yaşanan bir şey. Ya işte, benim çocuğum hastalandı bir hafta rapor alayım, gidiyim çocuğuma bakayım diye bir şey olmamalı. İdeal öğretmen öğrenciyi yarı yolda bırakmamalı.

14) Tamam Selenay, ideal öğretmenden bahsettin. Peki, hangi beceride (gramer, kelime bilgisi, dinleme, okuma ve yazma) en iyi olduğunu düşünüyorsun?

Reading.

Neden?

Çok güzel “vocabulary” ile giriş yapıyoruz. “Input” veriyorum, “Reading” dersinde konunun “pre”sini, “post”unu, “while”ni çok güzel otutmuşum in. “reading”de kendimi daha rahat hissediyorum.

Niye daha rahatsın?

Bilmiyorum hani, çok fazla pratiğim olmadığı için konuşurken heyecan yaptığımı düşünüyorum. “Listening”im hiçbir zaman iyi olmadı. “Listening”de kötü olduğumu düşünüyorum. Çok fazla anlayamıyorum galiba. Ne kaldı? “Writing”, “writing”de de çok iyiyim ben. “Writing” ve “Reading”de iyiyimdir.

Güzel yazıyorsun yani.

Hani güzel yazdığımı düşünüyorum. Üniversitedeyken hocalarda beğeniyordu.

“Writing” ile “Reading” diyorsun ama hangisi daha üst seviyede?

Hangisini daha çok seviyorsun dersin.

Hangisinde daha iyi olduğunu düşünüyorsun?

“Reading”de, “reading”de daha iyi olduğumu hissediyorum. Yani hem Türkçe hem İngilizce okumayı seviyorum. Onun dışında, okurken daha rahat hissediyorum kendimi. Diğer dört “skill” içinde.

Tamam, peki, “vocabulary” ile alakası var mı?

“Vocabulary” öğrenmeyi sevdiğim için, yoksa çok fazla iyi bildiği için değil. Strateji olarak, öğrenme stratejisi olarak daha çok tercih ettiğim, “reading”in içinden “vocabulary” öğrenmektir.

15) Tamam, şimdi pedagojik bilgine biraz inmek istiyorum. Kısaca ders sırasında hangi metotları kullanıyorsun? Yani en tercih ettiğin metot hangisidir? Neden onu tercih ediyorsun? Mesela, “communicative” ya da “GTM” mi yapıyorsun?

“Communicative” her zaman benim tercihimdir. Öğrenciye “input” vermeyi, daha sonra “listening” yaptırmayı, daha sonra konu üzerinde konuşma yapılmasını sağlamayı çok seviyorum. Çünkü, benim tarzıma da çok uygun, ben de böyle öğrenmeyi seviyorum. O yüzden “communicative” daha çok. Ancak, öğrencinin temeli çok eksikse, mesela şuanda çalıştığım okulda öyle yaptırmak zorunda kalıyorum. Liseye gittiğim zaman da biraz öyle yapmak zorunda kalacağım. Çünkü çocuklar sınava çalışıyorlar, sınava hazırlanıyorlar. Biraz da “GTM”ye kaçtığım dönemler, bu dönem. Sadece bu dönem biraz oldu. O da dediğim gibi 8. sınıflarda çok fazla konu ve bilgi eksikliği vardı. Üzerine koyamadığım için ve konuları yetiştirmek uğruna, biraz da pekiştirme uğruna biraz “GTM”ye kaçtım. Bu dönem yaptım.

Peki, genel olarak dersi nasıl veriyorsun? Öğrenciye bir şey öğretirken onu nasıl çocuğa veriyorsun? Kısaca anlatabilir misin?

Ya buluş yöntemini kullanmaya çalışıyorum.

Mesela bir ders anlatacaksın. Bunu nasıl yapacaksın?

Bugün yaptığım bir şeyi anlatayım mı?

Tabi.

Mesela bugün, 6. sınıfların kitabında iki tane okuma parçası vardı. Japonların 23 Aralıkta kutladıkları kralın doğum günü ve Türklerin kutladıkları 23 Nisan bayramları karşılaştırılmış. Burada amaç “Reading” yapmak. “Reading”de parçadan “specific information” bulmak, “gist”ini yakalamak falan filan. Ama aynı zamanda da parçanın içerisinde “talking about future plans going to” kalıbı verilmişti. Hani gelecek zaman ama, planlardan konuşma verilmişti. Mesela onu göz önünde bulundurarak derse girdim. Çocuklarla tatillerden biraz bahsettik, hangi tatillerimiz var vb. İşte biraz “pre” yapmaya çalıştık. Bir önceki derste zaten tarihi konulardan bahsetmiştik, buda yine bir giriş, ön hazırlık olmuş oldu. Daha sonra parçanın kelimeleri üzerinde biraz durduk, biraz “vocabulary” çalıştık. Parçayı birkez okudular, sonra ikinci kez okudular, alıştırmalar yaptılar. Sonra parçanın içinden “pattern” leri çıkarttık, “guessing” yaptırmaya çalıştım, “constructivism” kullanmaya çalıştım.

“Constructivism”i nasıl kullanmaya çalıştın?

Mesela, hani direkt kalkıpta çocuklar biz ne yapıyorduk “future plan”lerden “going to” kullanarak bahsediyorduk falan diye bahsetmedim. Ve dedim ki a burda bir cümle var, haydi altını çizelim, haydi bu cümleyi tahtaya yazalım, haydi bakalım bu cümlede “going to”nin ne anlama geldiğini bulmaya çalışalım. Hani çocuklarda birazda “elicitation” yaptırmaya çalıştım. Hep zaten hiçbir şekilde gramer veripte, adına çocuklar bakın bu “future tence”dir falan diye bunu hiçbir zaman yapmadım zaten. Yapmayacağım da, demedim, yapmadım.

Mesela, doğrudan çocuklar biz ne yapıyorduk, “future plan”lerden “going to” kullanarak bahsediyorduk gibi ifadeler kullanmadım. Dedim ki: a burada bir cümle var, haydi altını çizelim, haydi bu cümleyi tahtaya yazalım, haydi bakalım bu cümlede “going to”nun ne alma geldiğini bulmaya çalışalım. Hani çocuklara birazda “elicitation” yaptırmaya çalıştım. Hem zaten hiçbir şekilde gramer veripte, çocuklar bakın bunun adı “future tence”dir şeklinde hiçbir zaman demedim. Demeyeceğim de yapmayacağım da.

Bunu yapmadım yani. Sonra işte çocuklar “will” vardı, “will” kullanmadık, yerine “going to” kullandık. Bunu niye yaptık demedim. Sadece planlardan bahsederken “going to” kullanılacağını çocukların anladığını varsaydım. Dedim ki, çocuklar sence bunlar kralın doğum günün kutlamaya konuşma anında mı karar verdiler? Hayır, öğretmenim önceden planlanmıştı dediler. Bunu her sene yapıyorlar mı? Dedim. Evet, yapıyorlar falan dediler. Anlamışlar mı diye birkaç soru sorarak, kalıbın ne işe yaradığını çocuklardan almaya çalıştım. Zaten tahtaya cümleyi yazınca, “going to”nun altını çiziyoruz özellikle, yuvarlak içine alıyoruz. Neden böyle, “highlight” ediyoruz. Kitapta altını çiziyoruz. Sonra “vocabulary” ile ilgili bazı oyunlar yapıyoruz. Bugün mesela yaptık, öğrencinin biri hazırlamıştı. Öğrendiğimiz kelimelerle ilgili “miming” yaptık mesela. Seviyeleri düşük olduğu için, çok fazla sözle anlatamıyorlar. Daha çok “miming” ile kendilerini ifade ediyorlar. Böyle yaptım yani.

Hoş geçiyor yani.

Güzel geçiyor, 6. sınıflarla daha güzel geçiyor, çünkü daha öncesinden çok fazla eksik bilgileri olmadığı için üzerine koymak kolay oluyor. 8. sınıflarda bunu böyle yapamıyorum. Çünkü 8. sınıfların ön bilgileri çok eksik, çok fazla kelime bilmiyorlar. Kalıpları hatırlamıyor çocuklar, çok fazla üstün körü geçilmiş dersler, öğretmenleri olmamış falan filan. Bu nedenle, biraz daha “GTM”ye kaçmak zorunda kalıyorum.

16) Seni çok etkileyen bir olayı veya deneyimini benimle paylaşır mısın? Tamamen senin kişilik ve mesleki kimliğini tespit etmeye çalıştım ama hani bu zamana kadar konuştuğumuz konular ile ilgili bir olay ya da deneyimi benimle paylaşmak ister misin?

Okulla ilgili mi?

Okulla ilgili, senin öğretmenliğiyle ilgili, herhangi bir şey var mı?

Bir anı değil de hani durumlar var mesela. Türkçe öğretmenlerinin yeterince üzerine düşeni yapmadıklarını düşünüyorum Hani belki benim rastladıklarım böyle. Birazda, Türkçe dersi haftada 5 saat olduğu için, öğretmenlerin kolaya kaçtıklarını düşünüyorum. Yani, üstün körü dersi geçtiklerini düşünüyorum. Anadilini bilmeyen çocuk gerçekten biraz zor öğreniyor bu İngilizceyi. Kalıpları kafasında oturtamıyor, (birbirinin üzerine koyamıyor gibi geliyor bana. Öğrenciler, benim zaten Türkçem 1 geldi, İngilizcem 5 nasıl gelsin gibi bir önyargıya da kapılıyor. Kendi açımdan öbür İngilizce öğretmenlerinden de biraz şikâyetçiyim. Ne kadar şikâyetçi olmaya hakkım var bilmiyorum. Ancak, çocukları kendiniz alıp doğurup, büyütüp de öğretmiyorsunuz değil mi. Birileri size 6’yı 7’yi okutmuş olarak veriyor, siz 8. sınıfı okutmaya

çalışıyorsunuz. Öğretmenlerin derslerinde yeterince öğrenciye kendilerini sevdirememişler. Mesela 4. ve 5. sınıf çocuklarının karnelerinde İngilizce notları 1 geliyor. Bunun bence olmaması lazım. 4. ve 5. sınıfta çocuğunun karnesine İngilizce 1 gelmemeli yani. Çünkü orada amaç sadece öğrenciye bir kelimeyi öğretmek değil, örneğin “have got” kalıbını öğretmek değil. Ya da “he”, “she”, “it”den sonra fiillere “s” takısı geldiğini bilmesi değil. Oradaki asıl hedef öğrencinin İngilizceyi sevmesidir, benimsemesidir. Bilinmeyen bir şeyin aslında o kadar da zor olmadığını bilmesi lazım öğrencinin. Ben bundan şikâyetçiyim. Bunun bence ELT’de, yani bizim bölümde de göstermeleri lazım. Çok hazırlıksız gidiliyor okullara. Öğretmen geliyor, yoklama kağıdı hazırlamayı bilmiyor, üstüne ne yazacağımızı bilemiyoruz. İşte “2009-2010 Educational Year”, işte “Primary School” falan bunu bile yazmayı biz internetten indirdiğimiz şeylerden öğreniyoruz. Çok fazla yıllık plana, günlük plana önem vermedik biz ELT’de, A üniversitesindeyken. Ama buraya gelince okula gelince sudan çıkmış balık gibi oluyoruz biraz aslında. Ne bileyim, yönetmelikten çok fazla haberimiz olmuyor, hani haklarımızı çok fazla bilmiyoruz. Hepimiz öğretmen olarak yetişiyoruz ve mezun olanların %80’ni -%90’nı Milli Eğitim’de çalışıyorlar, eğer girebiliyorlarsa.

O yüzden, hem yönetmelikle ilgili hem de okul için, bizi hayata tam hazırladığını düşünmüyorum aslında A üniversitesinin. Çok güzel metot öğreniyoruz ama, o metodu nasıl uygulayacağımız konusunda bocalıyoruz. “Classroom Management” mesela. Staja gittiğimiz okulda, biz bir liseye gitmiştik. Öğrenciler çok kötüydü, öğretmen bizi öğrencilerden korumak için tahtaya bile kaldıramıyordu. Toplamda 20 dk. ders anlattım sınıfta. 9. sınıflara giriyorduk ve çok kötülerdi, o yüzden hiçbir şey öğrenemedim orada. “Classroom Management”ı öğrenemedim, öğrenciye nasıl davranılır öğrenemedim, bir şey öğrenemedim yani. O yüzden dediğim gibi bölümde biraz daha bizi okullara hazırlayacak şeyler öğretilmeli diye düşünüyorum. Gerçek hayata hazırlayacak şeyler öğretilmeli.

Peki, Selenay, şimdi ben kişisel kimliğe girmeye çalışacağım, bir şey okuyacağım sana. Acaba onunla sen hemfikir olacak mısın?

Çok zevkli.

17) Her hangi birisi anadilinden başka bir dili konuşurken endişe duyabilir ve bu durum çok doğal olarak karşılanmalıdır. Örnek: EFL öğretmeni ders sırasında endişe duyabilir. Bu duygu hata yapmaktan ve başkaları tarafından fark edilmesinden korktuğundan kaynaklanmaktadır. Bundan dolayı Türk EFL öğretmenin endişe duymaması mümkün değildir. Bunun sebebi çok açıktır. İngilizce onun ana dili değildir. Sen bu düşünceye katılıyor musun?

Endişelenmesinin doğal karşılanmasına katılıyorum.

İngilizce konuşurken endişe duyabilir.

Ve buda çok doğaldır.

Doğal mıdır sence?

Doğaldır tabi ki, öğrenci de bunun yaşıyor çünkü. Sadece ben değil. Bende bazen hata yapmaktan korkuyorum mesela. Yüksek lisansta öyleydik bizde. Sunum yaparken hata yapmaktan korkuyordum ve dilim dolaşıyordu. Biriside tahtaya kalkıp sunum yaparken dili dolaşıyorsa bunu çok anlayışla karşılıyordum. Ders sırasında öğrenci, öğretmenim ya yanlış söylersem diyordu. Tabiki yanlış söyleyebilirsin. Konuştuğumuz ana dilimiz Türkçeyi bile, yıllardır konuştuğumuz dili bile bazen hata yaparak konuşuyoruz diyordum. Bence katılıyorum.

18) Peki ders sırasında sen İngilizce konuşurken endişe duyuyor musun?

Şimdi duymuyorum. Duymuyorum ama başka bir ortamda duyabilirim da tabi ki

Başka bir konuda, ne bileyim konuşurken endişe duyuyor olabilirsin, belki bir kelimeyi yanlış söylemiş olabilirsin. Böyle durumlar oldu mu?

Evet oldu. Yüksek lisanstayken oldu. Sunumlarda çok heyecanlanıyordum. İngilizcemin yeterli olmadığını düşünüyordum. O yüzden çok duraklıyordum. Hani, çok heyecanlandığım için bildiğimi de unutuyordum orada.

Orada duraklıyordun. Neden duraklıyordun acaba?

Yanlış söyleme korkusu da vardı.

O da neden kaynaklanıyor? Biz ortaydık yani, senin gibi İngilizceleri iyi olanlar vardı.

Birilerinin hata bulmasından korkuyor olabilirdim yani.

Öyle olabilir değil mi? Peki, okulda ders sırasında öyle bir şey yaşamıyor musun?

Şimdi yaşamıyorum. Ama eğer liseye gidersem ve seviyesi çok yüksek öğrencilerim olursa, bana bilmediğim bir şey sorarlar mı diye heyecanlanabilirim, telaşlanabilirim belki. Tam bilemiyorum yani. Şimdi yaşamadığım, yaşamayacağım anlamına gelmiyor

19) Peki, okulda Ders sırasında endişe duyduğun bir durumu açıklayabilir misin? Mesela, Biri öğrenci sana bir şey sordu ama sen bilemedin. Böyle bir durum oldu mu?

Bilemediğim, hatırlayamadığım oldu, ama yine de heyecanlanmadım.

Ne oldu, ne yaptın o zaman?

Şu an hatırlamıyorum, ben bir araştırıp geleyim sana o zaman söyleyeyim dedim. Veya sen de araştır ben de araştırayım bakıyım hangimiz bulacağız dediğim oldu. Beraber bulalım dediğim oldu. Hadi gel kitaptan beraber bakalım dediğim oldu. Bilmiyorum dedim yani, ya da hatırlamıyorum dedim.

Peki, bir o durumu anlatabilir misin? Ne oldu o an? Yani öğrenci ne sordu da sen hatırlayamadın?

Bir kelime sormuştu. Şu an hatırlamıyorum

Sadece bir kelime miydi?

Biri kelime sordu, ya neydi falan dedim. Hatırlayamadım. Ben bir ona bakayım geleyim dedim. Sözlükten baktım hatırladım. İkinci ders çocuğa anlattım, bak ben hatırlayamadım ama bu buymuş dediğim oldu. Bu durum kalıpta, gramerde başka da bir şeyde olmadı. Mesela en son “Enstien”ın mı “Newton” mu, hatırlayamadım. Kısaca bir bilim adamı vardı. Bilim adamlarından birinin teorisini hatırlayamadım. Çocuklar hani hatırlayamadım siz araştırın ben de araştırayım dedim. İzafiyet teorisiydi, onu araştırdık, bulduk, getirdik ve bunu bulmuş dedim.

Yani, kısaca ders sırasında hedef dili kullanırken endişe duyuyor musun?

Şimdi, şu anda duymuyorum.

Endişe duymuyorsun, bilmediğin kelimeler karşına çıktığı zaman bile rahat bir şekilde bilmediğini söylüyorsun yani?

Evet, bilmiyorum diyorum yani.

20) Okulda en çok mutlu olduğun anı veya durumu anlatabilir misin? Yani iyi ki öğretmen olmuşum dedin, okulda çok heyecanlandığın veya çok mutlu olduğun gün.

Çok egoistçe olacak. Benim eski okulumda, geçen dönem çalıştığım okulda, 7. sınıf öğrencilerim çok seviyorlardı beni. Resmen âşıktık birbirimize öğrencilerimle. Bir gün sınıfa girdiğim zaman projektörle tahtaya benim bir resmimi yansıtmışlar. Çok güzel çok romantik bir şarkı koymuşlar müzik olarak. Sonra kendileri de bir türkü ezberlemişler bana. Ondan sonra, masamı güllerle süslemişler, önce müzik çaldı, tahtayı gösterdiler, tahtaya “lütfen gitmeyin sizi çok seviyoruz” diye yazmışlar. Daha sonra pasta getirdiler, kestiler, öğretmenim ne olur gitmeyin, ayrılmayın bizden falan dediler. Bütün sınıfça hep beraber, bana “ay yüzlüm” diye bir şarkı söylediler,. Ve benim gözlerim dolmuştu. İyi ki öğretmenim dedim, egom bu kadar yükseliyor yani. Ben başka yerde bu kadar mutlu olamazdım. Doktor olsaydım, hiçbir zaman bu tadı alamayacaktım dedim.

Yani ne hissettin o an?

Ben dünyanın en şanslı öğretmenlerinden biriyim dedim kendi kendime. İyi ki dedim buradayım. İyi ki şuan yaptığım şeyi yapıyorum dedim.

Peki, niye onu yaptılar sana, yani senin resmini projektöre yansıtmışlar. Sebebi neydi onun?

Çünkü çok sevdiklerinden.

Öylesine bir gün, sürpriz gibi.

Benim okuldan gideceğimi duymuşlardı ve gitmemi istemiyorlardı. Ama böyle bir jesti sadece gideceğim gün yapmadılar. Daha öncesinde de masama gül yapraklarıyla adımı yazmışlardı, şarkılar söylediler bana, pikniğe götürdüler beni. Yani, çocuklarla aram iyi, dedim ya iletişimim çok kuvvetli diye. Yani karşılıklı bu, siz iyi niyet gösterdiğiniz zaman çocuklarda size aynı şeyi gösteriyorlar. Benim çocuklarla iletişimim çok kuvvetli, sadece İngilizce öğretmiyorum, başka şeylerde paylaşıyorum çocuklarla.

Güzel, peki ondan başka seni duygulandıran başka bir olay oldu mu?

Yine eski okulumda bir şey yapmışlardı.. Türkçe öğretmenlerini hiç sevmiyorlardı, beni çok seviyorlardı. Bende bu durumu biliyordum. Tahtaya İngilizce bir diyalog yazmışlardı. Diyalogda sınıftan iki kişi güya konuşuyor. Hatta onun resmini verebilirim istersen, onun resmini çekmiştim çünkü. Çocuğun biri şey diyor, işte “hello, how are you” soruyor, cevap veriyor karşı taraf “fine thanks and you?”, işte “how is it going” diyor, işte “I am very happy because I have English class today”, “Our English teacher is very crazy and very beautiful and we love our english teacher.” Ovv diye cevap veriyor, “we don’t like Turkish lesson, I prefer English lesson to Turkish lesson”. Bu arada “prefer” kalıbını da yeni öğrenmişlerdi.

Çok tatlı.

Bunu tahtaya yazmışlardı. Birde temsili resmimizi çiziyorlardı. Benle kendilerini Cin Ali gibi çiziyorlardı. Başına da temsiliyi sözlükten bulmuşlar “imaginative picture” yazmışlardı.

Anlamadım, tam olarak temsili neydi?

Temsili, hani bizi temsil eden bir resim yapmaya çalışmış tahtaya, ben varım ama Cin Ali şeklinde.

Cin Ali ne demek?

Çöp adam.

Ha tamam.

Normal bir resim değil, çöp adamdan böyle, eteğim var, saçlarım var, gözlerimi yeşil yapmışlar, kenarlarımda birkaç tane öğrenci falan. Başında “imaginative picture” yazmışlardı. Hani uğraşıyorlardı böyle, bana olan sevgilerini İngilizce ifade etmeye çalışıyorlardı. Bende çok mutlu oluyordum, bunlardan çok mutlu oluyorum mesela.

Tek bir öğrenci ile yaşadığın mutlu ya da mutsuz bir olay var mı?

İngilizceyle pek alakası yok ama İngilizce dersinde sağladığım güven için bu olayı anlatıyorum. 6. Sınıflardan bir öğrencim bana bir tane mektup yazmış. Durup dururken bu mektubu bana verdi. Kocaman bir zarf ama böyle kabarık bir zarf. Öğretmenim bunu size yazdım, ama lütfen kimseye okumayın bunu, sadece sizle paylaşmak istedim dedi. Açtım, ailesiyle ilgili, hayatla ilgili, dünyayla ilgili ne kadar sıkıntısı varsa hepsini yazmış, hepsini dile getirmiş çocuk. Dedem bize baskı yapıyor, bizim paramız yok, biz öyle kötü ve zor durumlarda yaşıyoruz öğretmenim gibi ifadeler. Ben bunlara karşı isyan etmiyorum ama benim istediğim olmuyor, kardeşimin istediği oluyor gibi ifadeler. Yani, ne istiyorsa her şeyi yazmış. Ben ona bu açıklığı ve paylaşımcılığı verdiğim için, bana yazmasını sağladığım için çok mutlu olmuştum.

Güzel şeyler çıkıyor ya, sen daha devam et. Daha ne vardı öğrencilerle? Geçen sene bir öğrencinden bahsetmiştin galiba, bir öğrencin hastamıydı?

Evet, eski okulumda yine kanserli bir öğrencim var. On yaşında tespit edilmiş bu hastalığı. Hatta daha önce tespit edilmiş hastalığı. Şimdi 13 yaşında. Dört senedir bir ayağı diğer ayağından daha kısa. Devamlı kemoterapiye gidiyor, işte hastanede yatıyor. Ailesiyle konuşulmadı, çocuk okula gelmiyor, gelmiyor, niye gelmiyor hasta oldu da onun için mi gelmiyor diye düşünüyoruz. Daha önce çocuğun durumunu bilmiyordum hiç. Sonra buna biz ev ziyaretinde bulunduk. Çocuğa özellikle yakın davranmaya çalıştık. O kendisine açınmasını istemiyor, şefkat gösterilmesini istemiyor. Herhangi biri olmak istiyor sınıfta yani. Hatta üç yıldır okuldaki tuvaleti kullanamıyormuş, bir ayağı diğerinden kısa olduğu için oturamıyormuş normal tuvalete, düşün ki onu bile söylememiş. Çocuk eve her gün zor durumda gidiyor. Hiç tuvaleti kullanamıyor ve bunu bizle paylaşmıyor, sırf ona acımayalım diye. Biz her hafta kemoterapiye gittiği hastanede ziyarete gittik. Hastanede uzun haftalar boyu kaldıkları için bunların öğretmenleri var işte. Öğretmenleri bunlara el işi yaptırıyor, İngilizce öğretiyor, Türkçe ders yapıyorlar beraber. Bana her hafta orada, hastanede yaptığı bir şeyi getiriyordu. Bir hafta kalemlik yapıyordu, bir hafta patik yapıyordu, bir hafta süs yapıyordu, bir hafta kitap ayracı yapıyordu. Her hafta benim için o hasta elleriyle, ilaç aldıkları zaman vücutları bitkin oluyordu, o bitkin haliyle bana her hafta bir şey yapıyordu.

Yani sadece senin için mi?

Sadece bana yapıyordu, diğer öğretmenlere yapmıyordu bunu. Sadece bana yapıyordu. Mesela bana bir sürü hediye getirirdi. Ben ona saçları döküldüğü için şapka hediye etmiştim. O şapkayı hep taktı, sırf ben hediye ettim diye taktı o şapkayı. Bir sürü şapkası olmasına rağmen günlerce benim hediye ettiğim şapkayı taktı. Saçları olmadığı için şapka takıyordu devamlı. Mesela evlerine gittik, bizi çok güzel ağırladı böyle. Ne bileyim işte, o öğrenciyle diyalogumuz, diğer öğretmenlere yapmayıp bana yaptıkları şeyler benim için çok önemli, çok özel.

Peki, iyileşti mi şimdi?

İyileşmedi ve iyileşme ihtimalide kalmıyor gibi artık. Çünkü sıırıyormuş hastalığı.

21) Peki, Selenay, Okulda en çok moralinin bozulduğu anı tarif eder misin?

Okulda en mutsuz olduğum gün, öğrencilerin çok fazla çalışmadıkları günler çok mutsuz oluyorum. Dediklerim yapılmadan gelince, iyi niyetimin karşılıksız olduğunu düşünüyorum. Bu yüzden mutsuz oluyorum. Ama onu aşabiliyorum öğrencilerle. İşte çocuklar diyorum bakın şöyle olalım, böyle olalım falan, onu hallediyorum. Ama en mutsuz olduğum gün, öğretmenler odasındaki çekişmelerin, kıskançlıkların, dedikodunun, bunların yaşandığı günlerdir. Geçen dönem böyle çok tatsız olaylar yaşadım. Burada anlatılacak gibi değil, ondan çok rahatsız oluyorum. Öğretmenler arasında olan dedikodulardan çok rahatsız oluyorum.

Eğer mümkünse rahatsız olduğun herhangi bir olayı örnek olarak söyleyebilir misin? Hani rahatsız oluyorsun ama tam olarak ne oldu da rahatsız oluyorsun?

Ya kişisel çekişmeler çok fazla yaşanıyor öğretmenler arasında. Ne bileyim hani A kişinin çok güzel bir eteği olabilir. Aaa şöyle böyle diye yorumlar. Dedikodu ya kadınsal kıskançlıklar işte. Hatta bu dedikodulara erkeklerde müdahil olabiliyor. Dediğim gibi öğretmenler odasındaki boş muhabbetler. Oturup insanların kantinde izdivaç programları izlemeleri, beni çok rahatsız ediyor. Derse hazırlıksız girmeleri, derste internette “MSN”de chat yapıp, öğrencilere hadi şimdi siz kitap okuyun denmesi gibi. Beni en çok okulda bunlar rahatsız ediyor. Bunlar hoşuma gitmiyor.

Peki, Selenay, moralin hakkında sordum, en çok mutlu olduğun gün ve en çok moralinin bozuk olduğu günü anlattın. Genelde en çok öğrenciler ödevlerini yapmadığı zaman üzülüyorsun, emeğinin karşılığını alamadığını düşünüyorsun. Peki, en çok moralinin bozulduğu bir günü anlatabilir misin?

Öğrenciler konusunda mı?

Yani en çok moralinin bozulduğu gün. Belki müdürle bir tartışma yaşamış olabilirsin.

Ya böyle arkamdan söylenen birkaç şey duyduğum gün çok moralim bozulmuştu. Anlatılacak kadar temiz şeyler değiller. Dediğim gibi, ben öğretmenlikle ilgili tek sevmediğim şey, öğretmenler odası. Orada benim hakkımda konuşulan şeylerin kulağıma geldiği gün çok mutsuz olmuştum, çok ağlamıştım. Ama sonra geçti onlar, onu hallettik.

Dedikodulardan dolayı.

Evet dedikodulardan rahatsız olmuştum.

Anladığım kadarıyla dedikodular çok ağır.

22) Tamam, peki. Moralini genel olarak nasıl tarif edersin?

İstekliyim genelde, atıyorum annemle bir tartışma yaşadıysam ya da özel hayatımda bir şey olduysa, sevgilimden ayrılırdıysam bunu çok fazla sınıf ve okula hiç yansıtmıyorum. Ama okul içinde bir şey olmuşsa, bunu gerçekten sınıfa yansıtmıyorum ama okul içinde çok mutsuz olduğum oluyor. Birden çok çabuk düşebiliyor moralim, birden çok çabuk yükselebiliyor. Yani çok enerjim yüksek olduğu için, bu enerjimi birinin düşürmesine galiba çabuk izin veriyorum. Hatam bu, ama genellikle enerjimi yüksek tutmaya çalışıyorum.

23) Öğretmen kimliğin ile ilgili bir şey paylaşmak ister misin?

Ya ne bileyim kendimi çok dört dörtlük çok aşırı yeterli görmüyorum. Tabi çok geliştirmem gereken şeyler var. Bir insan her şeyi en çok ben biliyorum dediği zaman aslında hiçbir şey bilmiyordur. O duruma düşmek istemiyorum. Yavaş yavaş öğrenmek istiyorum, tecrübe kazanmak istiyorum. Çünkü ilk seneki hataları şu anda yapmıyorum ya da şuanda yaptığım hataları ileride yapmayacağıma inanıyorum. Yavaş yavaş kendimi geliştireceğimi düşünüyorum. Hiçbir zaman aynı seviyede kalmak istemiyorum. Hem İngilizcem bu seviyede kalmasın, hem eğitime olan ilgim bu seviyede kalmasın. Çünkü üniversitede öğrendiklerimi ya unutacağım ya da eskiyecek o bilgiler, üzerine bir şeyler katmak istiyorum. Hep gelişime açık olmak istiyorum yani.

24) Beş yıl sonra kendini hayal et, nerede olmak isterdin? Kendini nerede görüyorsun?

5 yıl sonra kendimi nerede görmek istiyorum? İyi bir Anadolu lisesinde, çok sevilen bir öğretmen olmayı düşünüyorum. Aynı zamanda Eğitim Bilimlerinde yüksek lisans ve doktora yapmışım bitirmişim, ya da doktora öğrencisi olmuşum. Sonrada müfettişlik için adımlar atmaya başlamışım. Müfettiş oluyum diyorum şimdilik. Ama bu değişebilir tabi.

Hedefin müfettiş olmak yani.

Şimdilik böyle bir hedef koydum kendime ama değişebilir.

O halde iyi bir Anadolu Lisesinde iyi bir öğretmen olmak ya da müfettiş olmak.

Evet, öyle diyebiliriz.

Peki, ikisinden birisi diyebiliriz.

Belki okutmanlık da düşünebilirim hani, ama öğretmek istiyorum sonuçta bir şeyler öğretmek bir şeyler kazandırmak istiyorum.

Tamam, anladığım kadar senin hedefin hem öğretmek hem de kendini geliştirmek. Peki, Selenay bu arada bizim mülakat bitmiştir. Ama mülakattan sonra bir tane sorum olacak.

Tamam.

25) Tamam, şimdi bu mülakat bitmiştir. Bu mülakattan sonra ne hissediyorsun?

Sana yardımcı olduğum için çok mutlu hissediyorum kendimi. Yani bir şeyleri sesli söyleyince, yani kelimelere dökünce ya da yazıya dökünce insan daha net görebiliyor ya, mesela bugün belki birkaç eksikliğimi görmüş olabilirim. Belki birkaç tane özlediğim şeyi hatırlamış olabilirim. Mesela ilkokul yılımdan konuştuk, ortaokul yıllarımdan konuştuk. O zamanlara dair özlediğim şeyleri hatırlamış olabilirim.

26) Peki. Bu mülakatın senin için yararlı olduğunu söyleyebilir misin?

Bu mülakatın yararlı olduğunu düşünüyorum. Ayrıca, bu mülakatın sonuçlarının da yararlı olacağına inanıyorum. Sorulara, benimle aynı yönde kaç kişi cevap vermiş onları merak ettim şimdi. Aynı sorulara acaba meslektaşlarım ne cevap vermiş. Benim cevaplarımla onların cevapları tutuyor mu, tutarlı mı ya da ben bu dengenin neresinde yer alıyorum merak ettim açıkçası.

Senin için yararlı mı? Yani, senin içi hangi açıdan yararının olduğunu düşünüyor musunsun?

Kendi öz eleştirimi yapmış oldum birazcık. Bu işi hiç bilmeyen birisi olsaydım, hani sorduğun soruları acaba niye soruyor diye düşünebilirdim. Ancak, soruların amaçlarını

az çok anladım. O yüzden yararını görmüş oldum bir şekilde, hani kendi eksik yönlerimi buldurmaya çalıştın galiba bir yerlerde. Ya da çok mutlu olduğum anları buldurmaya çalıştın. O mutlu olduğum anları, daha çok neyden mutlu oluyorum, öğrencilerle aramdaki ilişkiden mutlu oluyorum. Onu daha da güçlendirebilirim mutlu olmak için. Öğretmenler odasındaki çekişmelerden mutsuzsam oraya hiç girmeyebilirim yani, o ortamdan uzaklaşabilirim mutsuzluğumu yenmek için. Kendime ait birkaç tespitte bulundum.

Çok teşekkür ederim.

Rica ederim.