THE IDENTITY (RE)CONSTRUCTION OF NONNATIVE ENGLISH

TEACHERS STEPPING INTO NATIVE TURKISH TEACHERS' SHOES

A MASTER'S THESIS

BY

SEVCAN MUTLU

THE PROGRAM OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
İHSAN DOĞRAMACI BILKENT UNIVERSITY
ANKARA

JUNE 2015

To my family and Mahir

THE IDENTITY (RE)CONSTRUCTION OF NONNATIVE ENGLISH

TEACHERS STEPPING INTO NATIVE TURKISH TEACHERS' SHOES

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Sevcan Mutlu

In Partial Fulfillment of the Requirements for the Degree of

Master of Arts

in

The Program of Teaching English as a Foreign Language
İhsan Doğramacı Bilkent University
Ankara

June 2015

İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

THE IDENTITY (RE)CONSTRUCTION OF NONNATIVE ENGLISH

TEACHERS STEPPING INTO NATIVE TURKISH TEACHERS' SHOES

SEVCAN MUTLU

May 2015

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Deniz Ortaçtepe
(Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Prof. Dr. Kimberly Trimble
(Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Patrick Hart
(Examining Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Margaret K. Sands
(Director)

ABSTRACT

THE IDENTITY (RE)CONSTRUCTION OF NONNATIVE ENGLISH

TEACHERS STEPPING INTO NATIVE TURKISH TEACHERS' SHOES

Sevcan Mutlu

M.A. Program of Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Deniz Ortaçtepe

June 2015

This study aimed to investigate how the changing role from a nonnative English teacher to a native Turkish teacher affects teachers' identity construction in terms of self-image, self-efficacy, and beliefs about teaching and learning. In this respect, the study explored the experiences of five nonnative English teachers who went to the USA on a prestigious scholarship for one year to teach their native language, Turkish, as native teachers. The data were collected mainly through three different instruments: a personal data questionnaire, ongoing controlled journals along with follow-up questions, and interviews. All the qualitative data were analyzed according to Boyatzis' (1998) thematic analysis. Initially, each participant's data were examined on paper copies to discover the themes that naturally emerged. After that, the emerging themes in the initial analysis were color-coded and related to three sensitizing concepts, which were a) self-image b) self-efficacy c) beliefs about teaching and learning.

The findings of this study revealed that a) being a native teacher contributed to the participants' self-images, b) being trained in ELT and being experienced in teaching English were more influential in the participants' perceptions of their teaching abilities, c) being a native speaker and knowing a language were not enough to be able to teach a language, d) knowing how to teach a language could also facilitate teaching another language, and e) students, colleagues, and the socialization process had effect on teachers' identity. The changes in their self-image, self-efficacy and beliefs about teaching and learning indicated the identity reconstruction of nonnative English teachers who shifted their roles to native Turkish teachers.

Considering these results, this study supported the existing literature in that a) teacher identity is multiple and has a shifting nature, and b) teacher identity is in conflict and flux. It was also concluded that the way the participants were raised as English teachers shape their identities, and the participants' identities are more rooted in English language teaching because of being trained in that.

Key words: teacher identity, self-image, self-efficacy, beliefs about teaching and learning, nonnative English speaking teachers, native Turkish teachers.

ÖZET

ANA DİLLERİ İNGİLİZCE OLMAYAN İNGİLİZCE ÖĞRETMENLERİNİN ANA DİLLERİ OLAN TÜRKÇE'Yİ ÖĞRETİRKEN KİMLİKLERİNİN YENİDEN ŞEKİLLENMESİ

Sevcan Mutlu

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Yrd. Doç. Dr. Deniz Ortaçtepe

Haziran 2015

Bu çalışma, ana dili İngilizce olmayan İngilizce öğretmenlerinin ana dilleri Türkçe'yi öğretme rolüne geçmesinin, öğretmenlerin kendilerini algılamaları, yeteneklerine bakış açıları, ve öğretme ve öğrenme ile ilgili düşünceleri açısından kimliklerini yapılandırmalarını nasıl etkilediğini araştırmayı amaçlamıştır. Bu bağlamda bu çalışma bir burs aracılığıyla bir yıllığına Amerika'ya ana dilleri Türkçe'yi öğretmeye giden beş tane ana dilleri İngilizce olmayan İngilizce öğretmeninin tecrübelerini incelemiştir. Veriler başlıca üç farklı yolla toplanmıştır: kişisel bilgi anketi, ek sorularla beraber düzenli olarak gönderilen günlükler ve sözlü mülakatlar. Bütün nitel bulgular Boyatzis'in (1998) tematik analizine göre çözümlenmiştir. İlk olarak, kendiliğinden ortaya çıkan temaları bulmak için her bir katılımcının verisi kağıt üzerinde incelemiştir. Sonrasında, ilk incelemeden ortaya çıkan temalar renklerle

kodlandırılmış ve üç kavramla, kendilerini algılama şekilleri, yeteneklerine bakış açıları ve öğretme ve öğrenme ile ilgili düşünceleri, eşleştirilmiştir.

Bu çalışmanın bulguları göstermiştir ki; a) ana dilini öğretmek katılımcıların kendilerini algılama şekillerine katkıda bulunmuştur, b) İngiliz Dili Öğretimi'nde eğitim almış olmak ve İngilizce öğretmede tecrübeli olmak katılımcıların öğretme yeteneklerini algılamalarında daha etkili olmuştur, c) bir dili ana dili olarak konuşmak ve bilmek dil öğretmek için yeterli değildir, d) bir dili nasıl öğreteceğini bilmek başka bir dili öğretmeye yardımcı olabilir, ve e) öğrenciler, meslektaşlar ve sosyalleşme süreci öğretmenin kimliği üzerinde etkilidir. Kendilerini algılama şekilleri, yeteneklerine bakış açıları ve öğretme ve öğrenme ile ilgili düşüncelerindeki değişiklikler, İngilizceyi ana dili olarak öğretmeyen öğretmenlerin Türkçe'yi ana dil olarak öğretme pozisyonuna geçtiğinde kimliklerinin yeniden şekillendiğini göstermektedir.

Bu sonuçlar göz önünde bulundurulduğunda, bu çalışma mevcut literatürü şu açılardan desteklemiştir; a) öğretmen kimliği çeşitli ve değişken bir yapıya sahiptir ve b) öğretmen kimliği kendi ile çatışma ve sürekli değişim içindedir. Aynı zamanda, İngilizce öğretmeni olarak yetiştirilme yöntemlerinin katılımcıların kimliklerini şekillendirdiği ve katılımcıların kimliklerinin eğitim aldıkları alan olan İngiliz dili öğretimine daha fazla kök saldığı sonuçlarına varılmıştır.

Anahtar Kelimeler: öğretmen kimliği, kendini algılama şekli (self-image), yeteneklerine bakış açısı (self-efficacy), öğretme ve öğrenme ile ilgili düşünceler (beliefs about teaching and learning), ana dilleri İngilizce olmayan İngilizce öğretmenleri (nonnative English speaking teachers), Türkçe'yi ana dilleri olarak öğreten öğretmenler (native Turkish teachers).

ACKNOWLEDGEMENTS

Writing a thesis was one of the most challenging yet most fulfilling experiences of my life. There were a number of people who provided me with their encouragement, support, and guidance during this process, so I would like to offer my regards and thanks to those individuals.

First and foremost, I would like to express my gratitude for my thesis advisor, Dr. Deniz Ortaçtepe, for her guidance, constructive feedback, patience and trust in me throughout this process. She was always there with her constant support and encouragement during the times that I gave up. Without her thought-provoking feedback, I could not have created such a piece of work. Many thanks to Dr. Kimberly Trimble for all his support. I am grateful to him for his on-going support, warmth, energy and enthusiasm to teach. I would also like to thank Dr. Patrick Hart for volunteering to be a committee member in my thesis examination and for his inspiring guidance, questions, and suggestions.

I would like to take this opportunity to thank Özlem Atalay, the director of the School of Foreign Languages, to Naz Dino, Assistant Director of the School Of Foreign Languages, and to Aliye Hale Bingöl, the Chairperson of the Department of Basic English, for giving me the permission to attend the MA TEFL program.

The participants of this study deserve my special thanks for their time and collaboration. Thanks for sharing your sincere insights and experiences with me without expecting anything in return even though you were busy with your own teaching duties and your new life in the U.S. Thank you for making this study possible.

My deepest gratitude goes to my beloved family for their unconditional love and trust in me to accomplish any journey. I am deeply grateful to my mother, father, and sister for their support. Without their love and affection, I would not have been able to complete the program.

I also thank my friends for supporting me during hard times. I knew that they were always there even when I did not have the time to meet them. I also want to thank all of my classmates in the MA TEFL program for their invaluable friendship and cooperativeness throughout the year.

And last but not least, my heart-felt gratitude goes to Ali Mahir Kaya, who was always there with his support, encouragement, and patience in almost every step of this process. He showed genuine interest in my study and learned a lot about teacher identity as I felt the need to think aloud and hear that I was on the right track. The worst part for him was dealing with my ups and downs along the process. I am so grateful to him for his endless assistance, patience, encouragement and everlasting belief in me this year. Thanks for being in my life.

Thank you all…

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I: INTRODUCTION

Introduction

Teacher identity has been the focus of many studies that attempted to define the concept itself and its components (e.g., Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Varghese, Morgan, Johnston, & Johnson, 2005). Beijaard, Verloop and Vermunt (2000) define teacher identity as how teachers see themselves as teachers. Many researchers have expanded upon this simple definition, suggesting alternative definitions and features of teacher identity (e.g., Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Duru, 2006).

Its complexity as a concept has led researchers to investigate factors affecting teacher identity, and among those factors the native and nonnative dichotomy has received great attention. A number of studies have explored the influence of being a nonnative English speaking teacher on teacher identity construction (e.g., Huang, 2014; H. Kim, 2011; Park, 2012; Pavlenko, 2003) while fewer studies have investigated native teachers' identities (e.g., Juhász, 2011; Wong, 2009). There are also cases in which teachers need to shift roles from being a nonnative teacher to a native teacher. Through some exchange programs, nonnative English teachers in many countries, including Turkey, often end up teaching their native tongue in English-speaking countries. However, the literature has failed to look at the effect of this change from being a nonnative teacher to a native teacher on the teacher's identity. Considering this gap in the literature, this case study aims to investigate how the shift from the role of a nonnative English teacher to a native Turkish teacher affects teachers' identity construction.

Background of the Study

Teacher identity is an emerging research area that has attracted attention in many studies recently. As Varghese, Morgan, Johnston and Johnson (2005) put it,

In order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them. (p. 22)

In accordance with what Varghese et al. (2005) claim regarding the role of the teacher in the language teaching and learning processes, many researchers have started to explore the concept of teacher identity (e.g., Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Duru, 2006). However, it has not been easy to reach a full understanding of the concept due to its dynamic nature. Akkerman and Meijer (2011) clarify this changing state of teacher identity by discussing that teacher identity involves different parts and identities that try to make the self a whole person and that continuously shift under different contexts. This view highlights the importance of analyzing the different components of teacher identity and the factors that reshape teacher identity.

In order to define and understand the concept of teacher identity, many researchers have examined the components that constitute it (e.g., Bandura, 1995; Bukor, 2012; Knowles, 1992; Olsen, 2008; Williams & Burden, 1997). Self-image, self-efficacy and teachers' beliefs about teaching and learning are some of the components that have been studied in regard to teacher identity (e.g., Bandura, 1997; Deghaidy, 2006; Kelchtermans, 1993; Knowles, 1992; Williams & Burden, 1997).

Kelchtermans (1993) identifies self-image as one of the components of teacher identity and defines it as the way teachers describe themselves. In this regard, Deghaidy (2006) has studied the effect of self-image on science teachers and

concluded that teachers' images of the self affect their confidence, teaching behavior in class and the effectiveness of the lesson. However, there has been little attention to teachers' self-images within the field of language teaching.

The second concept that can be acknowledged as a component of teacher identity is self-efficacy, which has been defined by Bandura (1995) as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (p. 2). As to the importance of self-efficacy, Bandura (1995) states that the sense of efficacy influences teachers' dedication to teaching and their ability to deal with academic problems, along with stress levels caused by these problems.

Williams and Burden (1997) outline a third component of teacher identity. In their study, they claim that teachers' beliefs about themselves, learners, and teaching and learning processes are influential in determining teachers' classroom practices and identities. Similarly, Bukor (2012) underlines the importance of teachers' beliefs and assumptions about the teaching and learning processes in determining their self-perceptions of themselves as teachers. As these studies suggest, self-image, self-efficacy and teachers' beliefs about teaching and learning are critical components of teacher identity.

There are many factors affecting a teacher's self-image, self-efficacy and beliefs about teaching and learning. Olsen (2008) identifies prior personal and professional experience, teacher education experience, current teaching context and career plans as some of the factors that are influential in the process of teachers' ongoing identity construction. In his book, Olsen (2010) further analyzes teacher identity and lists upbringing, beliefs, opinions, friends, and media as some other factors affecting identity. Moreover, the school environment, learners, colleagues and school administrators can shape teacher identity (Beauchamp & Thomas, 2009; Duru

2006). More specifically, as teachers meet different types of students, interact with their colleagues and administrators within a variety of educational contexts and participate in teacher education programs, their identities are shaped and reshaped (Beauchamp & Thomas, 2009).

One factor that may affect a teacher's identity is being a native or a nonnative teacher. The literature has provided different definitions of a native and a nonnative speaker (e.g., Braine, 2010; Davies, 2003; Medgyes, 2001). Exposure to a language and learning it from birth are the key terms that Murray and Christison (2011) use to identify a native speaker. A native speaker of English has been defined as "someone who speaks English as his or her native language, also called mother tongue, first language, or L1" (Medgyes, 2001, p. 430) and as someone who has the intuitive knowledge about what is accurate and what is not in his or her language (Davies, 2003). In contrast, a nonnative speaker can be defined as a person who learns a language "as a second or foreign language" (Braine, 2010, p. 9).

The pedagogical advantages of both native and nonnative language teachers have attracted a great deal of attention in the literature (e.g., Medgyes, 1992; Phillipson, 1992). There have also been studies looking at students' and administrators' attitudes towards native English speaking teachers (NEST) and nonnative English speaking teachers (NNEST) (e.g., Braine, 2010; Chen, 2010; Huang, 2014; Selvi, 2010). Recently some studies have focused on identities and self-perceptions of NESTs and NNESTs. For example, Park (2012) presents one East Asian woman's experiences before and during her time teaching English to speakers of other languages in the United States. In that study, Park (2012) analyzes different events in that woman's life to show how her experiences affect her identity as a learner and a teacher. Similarly, Ortaçtepe (2015) explores the identity (re)construction of two experienced nonnative English teachers who go to the U.S. to

pursue their graduate degrees by examining their language socialization experiences.
In a different study, Juhász (2011) looks at native teachers' identities and explores 18
native English speaking teachers' experiences in a foreign language classroom to
investigate their perceptions of their own strengths and weaknesses and their
perceptions of the differences between NESTs and NNESTs.

Statement of the Problem

A considerable amount of research has been conducted on multiple identities
that teachers take on (e.g., Beauchamp & Thomas, 2009; Varghese et al., 2005).
Moreover, some studies have explored the developmental processes of teacher
identity construction (e.g., Izadinia, 2013) and factors affecting teacher identity (e.g.,
Beauchamp & Thomas, 2009; Duru, 2006; Gur, 2013; Olsen, 2010. Among the
factors affecting teacher identity, the distinction between native English speaking
teachers (NEST) and nonnative English speaking teachers (NNEST) has attracted a
great deal of interest (e.g., Medgyes, 1992). Most of the studies in this regard have
examined identity construction of NNESTs by observing their experiences in English
as a Foreign Language (EFL) and English as a Second Language (ESL) contexts or
in English-speaking countries (e.g., Huang, 2014; H. Kim, 2011; Park, 2012;
Pavlenko, 2003). Fewer studies have been conducted on the identity construction of
native English teachers during their experiences in EFL or ESL settings (e.g., Juhász,
2011). There are, however, cases in which nonnative English teachers teach their
native tongues in English-speaking countries, and the literature does not provide
information about the identity reconstruction of these teachers.

An international educational exchange program sponsored by the U.S.
government gives teachers in different countries the opportunity to go to the USA to
teach their native language. Turkey is one of the countries from which English
teachers can apply for this program. When English teachers from Turkey receive

scholarship through this program, they go to the USA to teach their native language, Turkish, for one year in a university setting. As a result, these teachers switch their role from nonnative English speaking teachers in Turkey to Turkish teachers in the USA, and go through a process during which they may reconstruct their identities as native speaker teachers. In this respect, there is a study conducted by Ortaçtepe (2015) exploring the identity negotiation of two nonnative-English-speaking teachers who worked in Turkey, and then went to the United States to pursue their graduate degrees. However, there is no study examining how changing roles from a nonnative English teacher to a native Turkish teacher affects teachers' identity construction in terms of self-image, self-efficacy, and teachers' beliefs about teaching and learning.

Research Question

How does the changing role from a nonnative L2 teacher to a native L1 teacher affect Turkish EFL teachers' identity (re)construction in terms of

    1. self-image?

    2. self-efficacy?

    3. beliefs about teaching and learning?

In the present study, the word (re)construction is used to describe the participants' experiences since identity is not fixed, but it is multiple and shifting as discussed in the literature (e.g., Akkerman & Meijer, 2011; Beijaard et al., 2004; Peirce, 1995; Varghese et al., 2005). Therefore, it is assumed that the participants in this study are in the continuous process of (re)constructing their identities.

Significance of the Study

Studies conducted on teacher identity construction of NESTs and NNESTs have looked at the issue either from NESTs' or NNESTs' perspective (e.g., Braine, 2010; Huang, 2014; H. Kim, 2011; Medgyes, 1992; Park, 2012; Pavlenko, 2003). However, these studies failed to consider the transformation from NNESTs to

NESTs. In this sense, there is no research on nonnative English teachers stepping into native Turkish teachers' shoes and the effect of this journey on their identity construction. Therefore, this case study intends to explore the experiences of five nonnative English teachers who go to the USA on a prestigious scholarship for one year to teach their native language, Turkish, as native teachers. Observing the processes these teachers go through, this case study aims to examine their identity (re)construction in terms of their self-image, self-efficacy, and beliefs about teaching and learning.

This case study may contribute to the previous studies on teacher identity and to the discussion on NESTs and NNESTs by offering insight into how the shift from the role of a nonnative English teacher to a native Turkish teacher affects the identity of teachers. The study might also benefit the future teaching practices in language teaching and learning. Moreover, this study might be significant for the teachers who will receive scholarship through this program in that it will provide information on the challenges and identity conflicts they might encounter, and for the coordinators of the program as to how to help these teachers throughout this process.

Key Terminology

The following key terms are used throughout the present study:

NESTs: Native English speaking teachers.

NNESTs: Nonnative English speaking teachers.

Conclusion

This chapter has presented a brief overview of the literature on teacher identity and its relation to NESTs and NNESTs. The statement of the problem, the significance of the study, and the research question have also been presented. In the second chapter, the relevant literature is reviewed in more detail. In the third chapter, the methodology of the study is described. In the fourth chapter, the results of the study are presented, and in the last chapter, conclusions are drawn from the data in light of the literature.

CHAPTER II: LITERATURE REVIEW

Introduction

The relevance of identity to language learning and teaching has been the focus of many studies (e.g., Chen, 2010; Duru, 2006; Huang, 2014; Izadinia, 2013; Norton, 2013). Discovering the importance of teacher identity in teaching and learning processes has led researchers to explore the concept in detail. As teacher identity is a complex concept consisting of several other sub-identities, researchers have put forth many theories to describe its components and the factors affecting it. One factor which has been a topic of interest to many researchers is the native-nonnative speaker dichotomy. A plethora of studies have been conducted to make sense of the effect of being a native or a nonnative speaker on teacher's identity. However, these studies have looked at the identity construction from NESTs' or NNESTs' perspectives and overlooked the cases in which NESTs and NNESTs shift their roles.

This chapter provides an overview of the literature on identity, teacher identity, discussing its various components, factors influencing it, the native-nonnative dichotomy, and the effect of teacher status as a NEST or a NNEST on teacher identity.

Identity

Identity has been defined differently depending on the perspective it is viewed from. In order to reach a complete understanding of the concept, it is necessary to explore identity from different angles. Humanistic perspectives assume that each individual has "an essential, unique, fixed and coherent core" (Norton, 2013, p. 4). From a poststructuralist point of view, however, identity is "diverse,

contradictory, dynamic and changing over historical time and social space" (Norton, 2013, p. 4). Similar to what Norton (2013) suggests, Block (2007) notes that poststructuralists go beyond structuralism and search "nuanced, multi- leveled, and, ultimately, complicated framings of the world around us" rather than fixed and unchanging aspects (p. 864).

Based upon the poststructuralist perspective, Norton (2013) defines identity as "the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p. 4). She further explains this definition by touching upon the fact that individuals negotiate and shift their identities during their interactions in different contexts. Burke and Stets (2009) put it in a different way and describe identity as the characteristics that define who a person is and that make the individual unique when he or she occupies a certain role within a group or society. These definitions imply that people have multiple identities that are influenced and shaped by their relationships within particular situations or contexts.

Teacher Identity

The attempt to understand classroom practices better and the realization of teachers' role in language teaching and learning processes have encouraged researchers to explore the concept of teacher identity in recent years (Varghese et al., 2005). Duru (2006) highlights the necessity of examining teacher identity to gain an impression of traditional teaching and "to create, and reconstruct the possibilities for the new educational reforms, programs, paradigms, and change educational processes for a better life" (p. 121). Apart from understanding the rationale behind teachers' actions in class, understanding teacher identity is a way to look into teachers' "career decision making, motivation, job satisfaction, emotion, and commitment" (Hong, 2010, p. 1532). The last contribution of investigating teachers' identity formation is the access to teachers' inner worlds in which they deal with

many challenges from personal conflicts to more professional problems (Beijaard et al., 2004).

Defining Teacher Identity

The concept of teacher identity has attracted a great deal of interest in the literature, which has led to several complementing or conflicting definitions. According to Beijaard et al. (2000), teachers construct their identities from "the ways they see themselves as subject matter experts, pedagogical experts, and didactical experts" (p. 751). Their study confirms that teachers perceive their professional identity by considering their knowledge of the subject matter they teach, their ability to communicate with students, and the training they have in order to prepare and execute lessons (Beijaard et al., 2000).

In a more recent study, Day, Kington, Stobart and Sammons (2006) provide an overview of the changing attitudes in the literature towards the concept of teacher identity. According to this overview, initial views which perceived teacher identity as a fixed and singular concept unaffected by the context have evolved into different notions (Day et al., 2006). Although Beijaard et al. (2004) point out the absence of a clear-cut definition of the concept, many researchers have come to an agreement on some key features. A widely accepted feature attributed to the concept is its dynamic nature (e.g., Beauchamp & Thomas, 2009; Beijaard et al., 2004; Duru, 2006; Gur, 2013; Rodgers & Scott, 2008; Tang, 1997). Another feature researchers mention is that teacher identity involves sub-identities that constantly change in accordance with different contexts and relationships (e.g., Akkerman and Meijer, 2011; Beijaard et al., 2004). What these two features mean is that teacher identity constantly changes throughout teachers' career due to several factors. On the other hand, based on a review of the literature on teacher identity, Akkerman and Meijer (2011) take a more balanced stance and redefine teacher identity as "simultaneously unitary and

multiple, continuous and discontinuous, and individual and social" (p. 315). By combining contradictory characteristics, this stance shows how complex the concept of teacher identity is.

Despite the attempts to define teacher identity more explicitly on the basis of common themes recurring in the literature, the concept of teacher identity remains blurry due to different conceptualizations. Therefore, a further elaboration regarding the components constituting teacher identity and factors leading to changes in the identity is necessary to better explain the concept.

Components of Teacher Identity

Existing studies on teacher identity have opened the way to gain better insights into the essential components of the concept. Kelchtermans' (1993) research lists self-image, self-esteem, job-motivation, task perception and future perspective as the indicators of professional identity; however, he also notes how interwoven these concepts are. Some other components of teacher identity acknowledged by the researchers are self-efficacy (Bandura, 1995; Gibbs, 2003), beliefs about teaching and learning (Williams & Burden, 1997), knowledge (Beijaard et al., 2004), beliefs, values, motivation, job satisfaction, commitment (Day et al., 2006), and emotions (Beauchamp & Thomas, 2009; Day et al., 2006).

Looking at previous studies, Beijaard et al. (2004) argue that different concepts regarding teacher identity actually refer to the same thing, noting the need to provide "better conceptual clarity" as to how these concepts are related to each other (p. 126). In fact, a careful look at the suggested components of teacher identity in the literature reveals a set of interrelated terms. The main question, therefore, is to delve into the core of teacher identity and identify the key components affecting all the others. In this regard, when the external factors are eliminated, self-esteem, motivation, occupational commitment and job satisfaction seem more like the results

of having a positive perception of the self and abilities. If teachers have weak images of the self and doubt their abilities, this will affect their self-esteem and motivation to teach, leading to negative emotions and lack of job satisfaction. In contrast, positive perceptions of the self as teachers and trust in their abilities to teach will increase teachers' self-confidence, motivate them, affect the classroom performance and give them a sense of satisfaction. Apart from these, teachers' beliefs about teaching and learning can be regarded as a major component of teacher identity as these beliefs shape their choice of actions and judgments in class. Overall, self-image, self-efficacy and beliefs about teaching and learning are three crucial components of teacher identity influencing all the others.

Self-image

According to Knowles (1992), teacher identity is "the way in which individuals think about themselves as teachers—the images they have of self-as-teacher" (p. 99). This definition introduces self-image as one of the components of identity. Self-image can simply be defined as "the particular view that we have of ourselves" (Williams & Burden, 1997, p. 97).

Referring to self-image as one of the indicators of teacher identity, Kelchtermans (1993) defines the term as teachers' self-description of themselves and their views of how they are perceived by other people. This point of view brings forward a different stance towards self-image because it refers to teachers' understanding of how others perceive them as well as their own perceptions of the self. In other words, teachers negotiate their self-image through their own views of themselves and the images that they believe others ascribe to them. Furthermore, as Day et al. (2006) claim, teachers build their identities in the light of their beliefs about what kind of teacher they wish to be. These beliefs can also be linked to the

concept of self-image since teachers need to reflect on their own views of themselves in order to determine the characteristics of the ideal teacher they want to be.

Regarding the importance of self-image, Knowles (1992) draws conclusions based on five separate case studies of pre-service secondary teachers. Due to several factors, the teachers in his study had either strong or weak image of themselves as teachers, and this led to failure or success of these teachers in class. Parallel to this study, Beijaard et al. (2000) argue that teachers' views of themselves might influence their efficacy, teaching practices and motivation to teach as well as their willingness to develop professionally. This claim not only signals the importance of self-image, but it also shows how the components of teacher identity are related to each other.

In the field of teaching, Deghaidy (2006) carried out a study to investigate pre-service teachers' images of the self and self-efficacy beliefs as science teachers. The study was conducted on 36 pre-service science teachers enrolled in a 4-year undergraduate teacher educational program in Egypt. The results showed that after taking methods course, the participants' images of the self and efficacy beliefs changed, and this change resulted in increased self-confidence and a more effective teaching. Another finding of the study was that the teachers' approach to teaching shifted from a teacher-centered to a student-centered approach. This study also shows how self-image, self-efficacy and teachers' beliefs about teaching are interconnected. Despite the importance of self-image as a part of teacher identity, there are no studies examining language teachers' views of themselves.

Self-efficacy

According to Williams and Burden (1997), self-efficacy is "our beliefs about our capabilities in certain areas or related to certain tasks" (p. 97). One of the primary sources of information on self-efficacy is Bandura (1995). He defines the term as "beliefs in one's capabilities to organize and execute the courses of action required to

manage prospective situations" (p. 2). He provides a detailed analysis of how self-efficacy affects individuals' thoughts, feelings, motivation and performances, and proposes factors affecting efficacy. His analysis shows that success is closely tied to a strong sense of self-efficacy, and the sense of self-efficacy can be developed by observing people who can handle similar experiences successfully and being encouraged by them. According to Bandura (1995), teachers who trust their abilities have higher motivation to promote learning in class. In contrast, if people have doubts about their capabilities, they experience more stress and tension and give up more easily under difficult conditions. Therefore, teachers who doubt their abilities may have lower levels of motivation and occupational commitment, experience emotional problems, and even end up with teacher burnout (Bandura, 1995).

Drawing attention to the limited number of studies on NNESTs' self-efficacy, Eslami and Fatahi (2008) examined forty high-school EFL teachers in Iran to explore their self-efficacy for interactive engagement, classroom management and instructional strategies. The study also looked at these teachers' self-reported English proficiency levels and pedagogical strategies. The ultimate aim was to investigate the correlations among teachers' sense of efficacy, their proficiency and pedagogical strategies. Overall, the findings revealed a positive relationship between perceived level of language proficiency and sense of self-efficacy. Moreover, the teachers' sense of self-efficacy affected the use of communicative-based strategies in class. In other words, those who perceived themselves proficient in English had a higher sense of efficacy for interactive engagement, classroom management and instructional strategies, and high self-efficacy beliefs affected the pedagogical strategies used in class.

In short, teachers' beliefs in their capabilities affect their behaviors and choices in their professional lives as they engage in tasks they think they can perform

successfully and avoid the ones that they feel they are incapable of. These beliefs might discourage teachers from making an attempt to improve themselves and their performances in class. As Gibbs (2003) put it, due to their impact on teachers' thoughts and emotions as well as the effectiveness of classroom practices, teachers' beliefs about their capabilities are regarded as essential part of teacher identity.

The difference between self-image and self-efficacy is explained by Zimmerman (1995) who suggests that self-efficacy is related to people's "judgments of [their] capabilities to perform activities … not who they are as people or how they feel about themselves in general" (p. 203). Although self-image and self-efficacy might seem to be overlapping, self-image is more related to how individuals describe themselves and their views of how others describe them. Self-efficacy, on the other hand, is people's perceptions of their abilities. More specifically, when teachers describe themselves as approachable, friendly and enthusiastic, they reflect on their self-images. Teachers' beliefs about their classroom management skills, instructional strategies and proficiency levels are more related to their capabilities as teachers, and thus are reflections of their self-efficacies. Nevertheless, it can be noted that self-image, self-efficacy, and the other components of teacher identity are interrelated and affect each other as suggested in the literature (e.g., Bandura, 1995; Beijaard et al., 2000; Kelchtermans, 1993).

Beliefs about Teaching and Learning

In addition to teachers' beliefs about themselves, another crucial element of teacher identity stressed by Williams and Burden (1997) is their beliefs about teaching and learning. Teachers' approach to the way a language is learned, choice of activities, relationship with students, decisions about techniques for error correction and many other aspects can be considered as part of teachers' beliefs about teaching and learning. Teachers determine the organization of their lessons, plan their lessons,

and react to the problems in class based on these beliefs. Therefore, it can be concluded that teachers' beliefs about teaching and learning affect all their actions and their performance in class as Williams and Burden (1997) suggest.

Arguing that teachers' beliefs about learning and teaching are an important part of teacher knowledge and the basis for their actions in class, S. Kim (2011) explored eight native English speaking teachers teaching at a four year university in Korea to find out their beliefs about learning, teaching and teacher roles. The findings of the study confirm that the teachers' beliefs about learning, such as learners' participation, error correction, and autonomy, derive from their personal and professional experiences in the past and that they have an impact on their classroom practices. As a concluding remark, the researcher encourages the teachers to be aware of their own beliefs to improve their teaching practices.

A different study conducted by Bukor (2012) reaffirms the importance of teacher beliefs. The study investigates the transformation of four language teachers' perspectives of their teacher identity through a reflective autobiographical process. By drawing conclusions based on the analysis of the participants' experiences, the researcher concludes that teacher beliefs constitute an essential part of their identities as they affect teacher behaviors in class and they shape the teachers' perceptions and interpretations of themselves.

Factors Influencing Teacher Identity

In addition to defining teacher identity and the components constituting it, factors shaping teacher identity need to be explored in order to gain a better understanding of the concept. One of the earlier attempts to delve into factors affecting teacher identity was made by Knowles (1992). Five separate case studies on pre-service secondary teachers conducted by him indicate that university education or teacher education programs do not have a big influence on the formation of

teacher identity as they are not sensitive to individual needs or previous experiences. Instead, childhood and family experiences, experiences as learners, teaching experiences and significant people in their lives seem to affect teachers' beliefs about teaching and their teaching performance in the classroom (Knowles, 1992). Some other researchers, however, disagree with Knowles (1992) and highlight the impact of teacher education experience on teacher identity construction (e.g., Duru, 2006; Olsen, 2008; Varghese et al., 2005).

Looking at the concept of teacher identity from a different perspective, Varghese et al. (2005) claim that teacher identity is an "individual and psychological matter" since it is related to teachers' self-perceptions (p. 39). Nevertheless, they also point out that teacher identity is "a social matter" as teachers form, negotiate and reconstruct their identities in social contexts like schools (Varghese et al., 2005, p. 39). What these views suggest is that teacher identity is constructed under the influence of individuals' own processing and social relations. Similar to the social aspect of teacher identity construction pointed out by Varghese et al. (2005), Beauchamp and Thomas (2009) mention teachers' current school environment, the learner profile, their colleagues and school administrators as influences on identity. Different from these factors, Olsen (2008) directs attention to career plans of teachers while Duru (2006) points out popular culture and workplace conditions.

All these factors might not only shape and reshape teacher identity but also lead to identity shifts throughout teachers' careers "as a result of interactions within schools and in broader communities" (Beauchamp & Thomas, 2009, p. 175). In line with this view, Rodgers and Scott (2008) also discuss how identity is reconstructed in different contexts and in relationship with other people. They also note how novice teachers undergo identity shifts through teacher education programs and classroom experience while trying to discover how they should teach. It is inevitable

that these identity shifts will lead teachers to improve themselves as teachers; however, they might also lead to lack of confidence, frustration and poor performance.

Pavlenko (2003) confirmed that identity shifts might lead teachers to face some challenges. In her study, she investigated the relationship between the imagined communities and perceived status of 44 pre-service and in-service ESL/EFL teachers in a Teaching English to Speakers of Other Languages (TESOL) program. The participants in the study had been teaching English in their native country before coming to the U.S. The study revealed that some of the participants felt less competent and confident after coming to the U.S., as their identity shifted from a teacher to a student. Looking at the participants' stories, the researcher concluded that these teachers' positioning themselves as native or nonnative speakers affected their perceptions of their competence, self-esteem, and thus identities (Pavlenko, 2003). This study puts forward the necessity of discussing a different factor affecting teacher identity, which is the native-nonnative dichotomy.

<div align="center">

The Native-Nonnative Dichotomy

</div>

Definition of Native-Nonnative Speakers

There are several definitions of a native and a nonnative speaker in the literature (e.g., Braine, 2010; Davies, 2003; Medgyes, 2001). Medgyes (2001) defines a native speaker of English as "someone who speaks English as his or her native language, also called mother tongue, first language, or L1" (p. 430). Similarly, exposure to a language from birth is the key characteristic that Murray and Christison (2011) use to identify a native speaker. From a different perspective, Davies (2003) regards native speakers as models to refer to in order to check the accuracy and acceptability of utterances since they have "a special control over a language, insider knowledge about their language" (p. 1). Considering these definitions, a nonnative

speaker can be defined as a person who speaks a language not as his or her first language, but as a second or a foreign language (Braine, 2010).

Cook (2005) brings a critical view to referring to the first learned language in childhood to identify a native speaker. He notes that such a definition means that nobody can be a native speaker of a language learned after childhood unless they go back in time and learn the target language in their childhood. To solve the problem of defining NNESTs and NESTs in terms of the other and comparing the terms to figure out what they are and what they are not, he coins the concept of *L2 user*. He suggests that this concept implies the fact that teachers should help their students become effective L2 users, not imitate native speakers.

Differences between Native and Nonnative Teachers

The differences between native and nonnative language teachers have attracted a great deal of attention in the literature (e.g., Canagarajah, 1999; Medgyes, 1992; Phillipson, 1992; Tang, 1997). A popular term in the discussion of native versus nonnative teachers is "native speaker fallacy" which was coined by Phillipson (1992) to reflect the belief that "the ideal teacher is a native speaker, somebody with native speaker proficiency in English who can serve as a model for the pupils" (p.193).

As a response to this fallacy, Medgyes (1992) provides a detailed analysis of native and nonnative speakers. According to Medgyes (1992), when a person is exposed to English at birth and during childhood in an English-speaking environment, that person is thought to be a more proficient speaker of English compared to a person who is not from an English-speaking environment. He backs up the view that native speakers have an advantage over nonnative speakers which cannot be compensated for by "… motivation, aptitude, perseverance, experience, education, or anything else" (p. 342). As a further explanation, he claims that no

matter what they do, nonnative speakers can never reach a native-like language competence (Medgyes, 1992). Nevertheless, Medgyes (1992) also questions whether proficiency in English can guarantee being an ideal teacher and concludes that NESTs and NNESTs have their own merits and both can be effective in class. Thanks to their experiences as language learners themselves, NNESTs can be good language models for learners, share their strategies with them, anticipate the possible problems, and make use of their mother tongue if necessary. Medgyes (1992) ends the discussion by putting forward that being an ideal teacher requires NESTs to achieve "a high degree of proficiency in the learners' mother tongue" and NNESTs to reach "near-native proficiency in English" (pp. 348-349).

Based on her survey, Tang (1997) also discusses the roles of NNESTs in class. Between 1995 and 1996, she conducted a study which included 47 NNESTs in a teacher retraining course in Hong Kong. In her study, she asked the participants questions about their perceptions of the proficiency and competency of NESTs and NNESTs. The results indicated that NESTs were believed to be more competent compared to NNESTs in "speaking (100%), pronunciation (92%), listening (87%), vocabulary (79%), and reading (72%)" while NNESTs were associated with accurate use of language (Tang, 1997, pp. 577-578). Some of the participants considered NNESTs to have certain advantages, in that they could relate to students' learning problems more easily due to their own L2 learning experiences. Considering the findings of her study, Tang (1997) emphasizes the importance of the pedagogical role that NNESTs take on in class.

More recently, Canagarajah (1999) has contributed to this debate and re-evaluated the distinction between native and nonnative speakers in the context of language teaching and learning. He questions if being a native speaker or having a good pronunciation and accent necessarily means being a good teacher. Although he

admits that NESTs and NNESTs might have their own merits in teaching language for different purposes, he also claims that even teachers who are not competent in English might function as good teachers based on his own experiences as a learner. As a concluding remark, he draws attention to the effect of this notion on employment prospects and underlines the necessity of overcoming the obsession to be native-like and developing a more accurate sense of professionalism.

The Effect of Being a Native or Nonnative Teacher on Teachers' Identity

Despite the changing attitudes towards NNESTs along with several studies showing that native teachers are not necessarily better than nonnative teachers or being a native teacher does not guarantee being an effective teacher, the comparison of NNESTs to NESTs by their students, trainers or administrators remains an issue. Amin (1997) draws attention to the challenge that NNESTs need to confront. The researcher notes that even qualified teachers might be less effective and have difficulty constructing their identity if their students perceive them as incapable teachers because they are NNESTs. Similarly, Huang (2014) claims that NNESTs' language competence is often considered as "deviating from the native norm" especially in terms of accent, which affects "their credibility as English language teachers" (p. 120). As Juhász (2011) puts it very well, NNESTs feel under the pressure of being asked a question which they may not be able to answer. When NESTs come across such a situation, they can deal with it more easily as their knowledge is not questioned by the students (Juhász, 2011). A more serious problem is teachers' self perceptions of their merits or deficiencies as NNESTs. Such self-categorizations or prejudices might affect NNESTs' "teacher persona, self-esteem, and thus their in-class performance" (Selvi, 2011, p. 187). In this respect, being a NEST or NNEST is a crucial factor influencing teachers' identity construction.

Numerous studies have focused on NNESTs' identity constructions (e.g., H. Kim, 2011; Inbar-Lourie, 2005; Johnson, 2001; Ortaçtepe, 2015; Park, 2012) while fewer studies have looked at the issue from NESTs' perspective (e.g., Inbar-Lourie, 2005; Juhász, 2011; Wong, 2009). Johnson (2001) explored teacher identity of a nonnative English speaking graduate student studying at a 2-year MA TESOL program in the U.S. Marc, who was a Mexican woman in her late twenties, tried to balance her multiple identities as a language learner and teacher during her experience in the U.S. Looking at Marc's experiences, Johnson (2001) claimed that while constructing their identities as ESL teachers, MA TESOL students take on the role of a nonnative English speaking teacher and become a part of that social group. While NESTs do not have to be concerned about the native part of their identity, NNESTs' self-identifications as NNESTs make them question their competence as nonnative speakers and teachers. In this sense, Johnson (2001) concluded that Marc's experiences indicate how self perceptions and social identification of teachers influence teacher identity.

A different study carried out by H. Kim (2011) explored three nonnative English speaking graduate students' identity reconstruction as pre-service EFL teachers during their experiences in a U.S. English teacher education program. Data were collected through a questionnaire and individual interviews, and were analyzed thematically. The study suggested that NNESTs' lack of confidence in their English competence and view of native speakers as ideal teachers affected their self-esteem and self-images. However, their experiences in the U.S. reshaped these teachers' self-images, reconstructed the way they positioned themselves, and built their self-confidence (H. Kim, 2011).

According to Park (2012), there has been little attention to the experiences of NNESTs who come to the U.S. as part of teaching English to speakers of other

languages (TESOL) programs. Arguing that these teachers' journeys might illuminate the identity reconstruction of NNESTs who come from different backgrounds to the U.S. contexts, she presented the experiences of one Chinese student, Xia Wang, before and during her TESOL program in the U.S. In light of the findings, Park (2012) concluded that comparing her identity back in China with her current state and questioning her accomplishments and status as an English speaker, Xia Wang underwent a transformation from a state of "powerlessness and confusion about her identity" (p. 137) to "acceptance of her NNEST identity in the United States" (p. 141). She also highlighted the importance of this study in that it might "enable the members of TESOL programs to see the inner worlds of NNESTs and can lead to (re)shaping the contents of the TESOL curricula" (Park, 2012, p. 142).

In her study, Ortaçtepe (2015) examined the language socialization experiences of two experienced Turkish EFL teachers pursuing their graduate degrees in the U.S. to shed light on their identity reconstruction as teachers of intercultural competence. The data were collected through autobiographical narratives, journal entries and interviews, and they were analyzed according to Boyatzis' (1998) thematic analysis and Norton's (2000) notion of investment. The findings revealed that the participants' language socialization experiences differed in regards to the varying social contexts they were involved in. Moreover, their experiences gave these teachers the opportunity to reflect on their own teaching, English language teaching in Turkey and their lives in the U.S., which was a sign of identity investment (Ortaçtepe, 2015).

Compared to NNESTs, the number of studies on NESTs' identities is somewhat limited. Looking at the native and nonnative dichotomy from both perspectives, Inbar-Lourie (2005) delved into the gap between self and perceived identities of teachers. According to the researcher, both NESTs and NNESTs might

experience an identity conflict when their own perceptions of their identities contradict others' opinions of them as native or nonnative speakers. She identified variables affecting this gap as being familiar with the target language and its culture, racial issues, pronunciation, and beliefs in one's capabilities to teach the subject. With the purpose of finding out more about the relationship between teachers' self and perceived identities as NESTs and NNESTs, she conducted a study on 102 mostly female EFL teachers with an average of 12 years of teaching experience born in different countries and teaching in Israel. These teachers were asked to report on their perceptions of themselves as NESTs or NNESTs. They were also asked about how others perceived them. The findings confirmed the existence of a gap between nonnative self and perceived identities. For teachers who ascribed themselves as NESTs, however, this gap was less noticeable (Inbar-Lourie, 2005).

From a different perspective, Wong (2009) focused on three aspects of untrained native English speaking tutors: their language lessons, the challenges they faced while teaching and their perceptions of their own teaching. The study included eight NESTs who had no prior language teaching experience and no former language teaching training. The findings suggested that while some of the teachers were very creative during the lessons, they did not seem to have a clear purpose for teaching language. They also had difficulty explaining the language to the students. The study is significant as it revealed the necessity for proper training for teachers to teach their native language (Wong, 2009).

Claiming that relatively little attention has been paid to NESTs, Juhász (2011) explored 18 native English speaking teachers' experiences in a foreign language classroom to uncover the difficulties they experienced, their perceptions of their own strengths and weaknesses, and their perceptions of the differences between NESTs and NNESTs. For this purpose, she carried out a qualitative research project and

collected data from 18 NESTs working in different institutions in Budapest, Hungary through a questionnaire survey and follow-up interviews. Most of the participants seemed to agree that NESTs were good models for students in terms of correct pronunciation and intonation, and appropriate use of idiomatic expressions. However, they confirmed that NESTs might have problems in explaining grammar rules to students. Not knowing the students' first language and culture were some of the challenges NESTs mentioned. Regarding the differences between NESTs and NNESTs, they stated that NESTs were more tolerant of errors and did error correction only when essential, while NNESTs paid more attention to correction, especially of grammatical errors. To overcome this problem, Juhász (2011) stressed the importance of a closer cooperation between NESTs and NNESTs.

As seen in the above mentioned studies, identity construction of NNESTs and NESTs has been investigated due to the importance of teacher identity in teaching and learning process. However, earlier studies have overlooked the cases in which teachers need to change their roles from NNESTs to NESTs because of either teacher exchange programs or study abroad opportunities.

Conclusion

This chapter has presented a review of literature on identity and teacher identity with its definitions and three prominent components constituting it. In an attempt to gain a better understanding of the concept, factors influencing teacher identity have also been analyzed. Among those factors, the native-nonnative dichotomy has been discussed in more detail. In this regard, definitions of and differences between NESTs and NNESTs have been provided. Then, studies conducted on identity construction of NESTs and NNESTs have been presented. The overview of the studies has shown that many studies have looked at how NESTs and/or NNESTs negotiate and reshape their identities. However, the cases which

require NESTs and NNESTs to shift their roles and the effect of this change on teachers' identity have not been analyzed. To this end, this case study aims to explore identity (re)construction of nonnative EFL teachers who go to the USA to teach their native language, Turkish, as native teachers.

The next chapter will present the methodology of the present study and cover the participants, instruments, data collection, and data analysis procedures. It will be followed by the presentation of the findings, and then, the findings will be discussed in the final chapter.

CHAPTER III: METHODOLOGY

Introduction

This case study explores the experiences of five Turkish EFL teachers who were in the USA to teach Turkish for one year. The aim of the study is to investigate how the shift from the role of a nonnative English teacher to a native Turkish teacher affects their identity (re)construction. In this respect, the study addresses the following research question:

How does the changing role from a nonnative L2 teacher to a native L1 teacher affect Turkish EFL teachers' identity (re)construction in terms of

    1. self-image?

    2. self-efficacy?

    3. beliefs about teaching and learning?

This chapter consists of seven main sections, specifically the participants and settings, the research design, instruments, data collection procedures, data analysis, rigor and credibility of the qualitative measures, and the researcher. In the first section, the participants and settings of this study are introduced and described in detail. In the second section, the research design of the study is explained briefly. In the third section, three different data collection instruments, which are a questionnaire, ongoing controlled journals, and interviews, are presented. In the fourth section, the steps followed in the research procedure including the selection of the participants and data collection are mentioned step by step. In the fifth section, the overall procedure for data analysis is provided. In the sixth section, rigor and credibility of the qualitative measures are discussed. In the final section, the researcher is described.

Participants and Settings

The participants of this study were five nonnative English speaking teachers who went to the USA for one year to teach Turkish through a prestigious scholarship. All the participants, three of whom were female and two of whom were male, were from Turkey and were between the ages of 27 to 29. Four of them had degrees in English Language Teaching (ELT) while one of them was a graduate of the Department of English Language and Literature. Moreover, two of them had completed their master's degrees before this study was conducted, while the other two were still graduate students in different MA programs (in ELT and Management in Education) (see Table 1 for more details about the participants).

Before going to the USA, the participants worked at different universities in Turkey as English teachers, and their experiences ranged from four to seven years. All of them had experience in teaching preparatory classes, which are one-year compulsory programs in which undergraduate students study before taking coursework in their majors. In addition, two of the participants had experience in teaching English in different contexts. Specifically, one of the teachers prepared students for exams like Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and Yabancı Dil Sınavı (YDS), a foreign language proficiency test administered in Turkey. Another participant taught English for nine months as an assistant teacher in primary, secondary and high schools in Austria through another scholarship. However, none of them had experience in teaching Turkish or a language other than English before going to the United States except for one participant who had helped a few blind students with their Turkish lessons when she was a university student (see Table 1 below for more detailed demographic information about the participants).

Table 1

Demographic Information about the Participants

Teacher #	Ahmet	Berna	Gamze	Merve	Tamer
Gender	Male	Female	Female	Female	Male
Age	27	29	27	27	29
Native Tongue	Turkish	Turkish	Turkish	Turkish	Turkish
BA	English Language Teaching (ELT)	ELT	ELT	ELT	English Language and Literature
MA	In progress in ELT	None	In progress in Management in Education	In ELT	In TEFL
TOEFL or IELTS scores	TOEFL 104/120	IELTS 8/9	TOEFL 98	TOEFL 95	TOEFL 106/120 IELTS 8,5/9
Years of experience in teaching	4 preparatory classes	7 preparatory classes & primary, secondary and high schools in Austria	5 preparatory classes	5.5 preparatory classes	5 preparatory classes & for exams like TOEFL & IELTS
Experience abroad	As a student (5 months) & for travel	As an assistant English teacher (9 months)	None	Travel	Travel
Experience in teaching Turkish	None	None	Helped a few blind students	None	None

Note: To preserve anonymity and confidentiality, the participants who participated in this research study are identified by pseudonyms throughout the study.

The participants went to the USA in mid-August 2014 to teach Turkish and they were scheduled to go back to Turkey in May 2015. The advantage of this

scholarship was that the participants had official permission from the institutions

they worked at and thus, they would continue working there when they went back to

Turkey. This study explored their experiences in the USA from September 2014 to

the end of February 2015. As for their settings during this study, the participants

taught at different universities and lived in different parts of the USA. Therefore, the

levels they taught, the number of students and classes they had, and the places they

lived in differed from each other. While one of them had only one class in the first

semester, the others had two or three classes. The levels of these classes varied from

beginner, elementary, pre-intermediate, intermediate to advanced. The number of

students they had ranged from three to nine students, which were quite different from

the classes they taught back in Turkey. Another difference was their class hours.

While one participant had to teach only four hours a week, the others had six or eight

hours. Besides these teaching hours, they had office hours with students and

organized some kind of conversation clubs or Turkish movie days for their students.

Despite these extra hours, the participants all agreed that these teaching hours were a

lot fewer compared to the ones they had in Turkey. In addition to their teaching

duties, they also took classes as students as part of the program through which they

went to the USA.

As for their daily lives, they lived in dormitory-like houses or apartments with

two or three bedrooms, which means they had a room to their own and shared the

apartment with two or three people and even nine people depending on the type of

housing. Lastly, they had the chance to be in contact with people from different

countries and their cultures as well as American people and culture. They also

travelled during their free times and especially during their holiday in December,

which gave them the opportunity to see different places, interact with more people,

get to know different cultures, and broaden their horizons.

Research Design

This case study used qualitative research strategies to explore the experiences of five NNESTs teaching Turkish in the USA and to answer the research question regarding these teachers' identity construction. The instruments used for this research design are discussed in detail in the following section.

Instruments

In this study, data were collected by means of three instruments developed by the researcher: a personal data questionnaire, ongoing controlled journals along with the follow-up questions, and interviews. All data were collected in English as the participants are English teachers.

Personal Data Questionnaire

Demographic information about the participants was collected through a questionnaire at the beginning of data collection process. This questionnaire included questions that helped find out more about the participants. Specifically, the questionnaire gathered information about gender, age, place of birth, academic degrees, previous experience abroad, the number of years in EFL teaching, and experience in teaching another language (see Appendix A for the copy of the personal data questionnaire). This information was used to make sure that the participants had similar teaching backgrounds and more importantly had not taught Turkish before. It was important for the participants to have no experience in teaching Turkish before because I wanted to see the shift from the role of being a nonnative teacher to a native teacher. Each participant filled in this questionnaire in the first week of October 2014 and sent it via e-mail.

Controlled Journals

The controlled journals consisted of four simple items in line with the research question of the study:

1) Tell us a positive event in your social life

2) Tell us a negative event in your social life

3) Tell us a positive event in your teaching

4) Tell us a negative event in your teaching.

Although this study aimed to shed light on teacher identity construction, it was important to observe the participants' experiences in their social lives in addition to their teaching practices. As Varghese et al. (2005) suggest, teacher identity is both an individual and a social concept which is formed and reformed in social contexts and within individuals' inner worlds. Therefore, this study aimed to capture the experiences or events that could affect the participants' identity construction during their teaching and social lives through the questions listed above. The participants sent their journals every two weeks via e-mail. The first of these journals was received in late September, while the other participants started sending theirs in early October (see Appendix B for a copy of the controlled journals).

Qualitative studies give the researchers the chance to reformulate their questions in line with the emerging data over time. Charmaz (2006) draws attention to this flexible and simultaneous aspect of qualitative studies by claiming that it is possible to "shape and reshape your data collection" just like "add[ing] new pieces to the research puzzle" (pp. 14-15). In light of this, in November I felt the need to make some changes to these four items because I wanted the participants to reflect on their feelings regarding their experiences rather than just list the events they took part in. Therefore, the participants were asked to discuss their experiences by adding two additional questions to the original four items. These were:

 a) How does that event/situation/experience make you feel as a person and a

    teacher?

b) Why do you feel like that?

This process of collecting data through journals continued until the middle of December, when the participants started their semester breaks.

For most participants, the December semester break lasted three weeks until the first week of January. During this holiday, I did not ask the participants to send any controlled journals as they were not teaching but travelling around the country. Instead, they were asked to write a holiday journal at the end of their holidays (see Appendix C for a copy of holiday journals). This was done to avoid interrupting their holidays with questions and necessitate their finding computers to write their journals. Moreover, the participants were experiencing the American culture, a related interest of this study. The format of the holiday journal was not prescriptive, as I wanted them to write freely and did not want to interrupt their flow. However, since it was a long holiday, it was feared that the participants might be lost trying to figure out where to start writing. Therefore, I prepared some questions just as a guide, but did not require them to stick to those questions. After the holiday journals, the participants were asked to fill in the same controlled journals that they had been doing before their holidays every two weeks until the end of February.

Follow-up Questions

In addition to the controlled journals, the participants were asked further questions after each journal if necessary. After reading each participant's journal, I prepared a few more questions to clarify unclear points, to delve into the participants' experiences, to explore their feelings, and to find out the reasons for their actions.

Interviews

Another instrument that was employed in this study was interviews. The interviews used in this study were what Dörnyei (2007) identifies as semi-structured interviews. I used a pre-prepared list of questions, but they were not as tightly

controlled as the structured interviews that Dörnyei (2007) describes. Like in semi-structured interviews, the same questions were asked to all the participants "not necessarily in the same order or wording" and further questions were asked when it was necessary to elaborate on certain issues (Dörnyei, 2007, p. 136). Therefore, the interviews were guided by the pre-prepared questions, which served as a point of departure, but were conducted flexibly depending on the experiences of the participants and what they revealed during the interview.

Two interviews were conducted with each participant. The first interview was carried out in early October 2014, while the second one was in late February 2015 (see Table 2 for the duration of interviews). I prepared questions covering four issues related to the research question: general questions, self-image, self-efficacy, and beliefs about teaching and learning. The purpose of the general questions was to obtain more in-depth information about the participants' teaching experiences in Turkey and in the USA, their daily lives in the USA, and their expectations of these experiences. The purpose of the other questions was to uncover the participants' descriptions of themselves as teachers, their feelings as nonnative English and native Turkish teachers, the challenges they faced, their perceptions of their teaching and language abilities, and their preferences for teaching methods and activities (see Appendix D for a copy of the first interview questions). The questions for the second interview were prepared in January 2015 after I transcribed the first interviews and examined the controlled journals in addition to the interview transcripts (see Appendix E for a copy of the second interview questions). They were similar to the first interview questions, but were designed to see the changes in the perceptions of the participants.

Table 2

The Duration of Interviews

Teacher #	1st Interview	2nd Interview
Ahmet	:35:34	:55:15
Berna	:32:15	:62:49
Gamze	:29:48	:58:31
Merve	:37:00	:46:36
Tamer	:27:20	:47:54

During both the first and the second interviews, I tried to reduce my verbal interventions to the minimum and be just an observer without guiding the participants so as not to affect their interpretations of their own experiences. Moreover, I tried to "move the interview forward as much as possible by building on what the participant ha[d] begun to share" (Seidman, 2006, p. 81). Therefore, some of the questions were skipped when the participants already answered them or additional questions were asked when I felt the need to delve into a point.

Data Collection Procedures

At the initial stages of this study, the participants were contacted and official permission was granted for the study. To find the participants, a combination of convenience and snowball sampling methods was employed. Dörnyei (2007) describes snowball sampling as a strategy through which a researcher finds a few participants and then asks those participants to identify further participants. Convenience sampling is using the participants who are available, according to Dörnyei (2007). I first contacted three of my colleagues who were going to go to the U.S. on this scholarship. Then, I reached five more teachers through those three participants and some other colleagues who found teachers who received the same

scholarship. Of all the eight people contacted, one teacher did not participate in the study as she was not teaching any courses in the fall semester, and the other two declined to participate. In the end, five teachers agreed to participate in this study. After all the participants were contacted, I gave them a brief description of the purpose of the study and the data collection process. It was also necessary to seek the approval from the Ethics Committee at Bilkent University to conduct the research.

During the selection process of the participants, I also prepared the questions for the questionnaire, journals and interviews. The participants were first asked to fill in the personal data questionnaires (see Appendix A). At the same time, the participants were also asked to send their first controlled journals (see Appendix B). This occurred in late September and early October. At participants' requests, I reminded the participants to send their journals on the days they selected, which also helped me keep the process under control. To clarify, while one participant was available on Tuesdays, another one was able to write the journal on Fridays. Therefore, they did not send the journals on the same days. Moreover, I asked further questions when necessary. This would have caused confusion if I had not prepared a schedule for myself and reminded the participants of the journals. After getting the journals, I read them and prepared a few more questions asking participants to elaborate on their experiences. As a result, the participants often needed to respond to a few more questions in between the controlled journals they sent every two weeks.

The first interviews also took place in early October 2014. Interviewees' preferences and time difference between Turkey and the USA were considered while determining the interview times. Although the participants had been in the U.S. for almost six weeks when the interviews were conducted, their teaching experiences had started a very short time ago. Therefore, it was still possible to catch the participants' first impressions of their teaching practices there. The first interviews'

length ranged between twenty seven and thirty seven minutes (see Table 2 for the details about the duration of interviews). I received the participants' permission to record the interview. The interviews were conducted through Skype and were both video-recorded through Skype video recorder and tape-recorded. Despite the measures I took, there were some technical problems during the interviews. One of the interviews was not video-recorded as the participant did not have a camera, and another one was also not video-recorded after some point due to technical problems. Fortunately, all the interviews were tape-recorded through a mobile phone in the event of technical problems on the Skype recorder. Nevertheless, there were connection problems that caused some parts of the interviews to be unclear. However, the decision was made not to ask the participants to repeat their utterances several times, as this might have caused discomfort on the part of the participants.

In January 2015, in order to construct the items for the second interviews, I transcribed all the interviews verbatim and went over all the data including the controlled journals. This initial data analysis process enabled me to develop questions for the second interviews and to have an idea about emerging themes in all the qualitative data collected until that time. The reason for conducting a second set of interviews was to gain a deeper understanding of the changes in the participants' perceptions of themselves, their abilities, and beliefs about teaching and learning along with their experiences. The second interviews took place in the last week of February 2015 (see Table 2 for the details about the duration of interviews).

Data Analysis

Data analysis consisted of several steps. Initially, the first interviews, which were video and tape recorded, were transcribed for data analysis in January 2015. Transcribing the recordings of the interviews gave me a deeper understanding of the participants' experiences. In order to prepare the questions for the second interviews,

I read all the qualitative data collected, which can be regarded as the initial stage of data analysis. After conducting the second interviews in late February 2015, I transcribed them, too.

As the next stage of data analysis, I went over all the qualitative data coming from controlled journals and interview transcripts according to Boyatzis' (1998) thematic analysis. According to Boyatzis (1998), thematic analysis provides researchers with a way of using "a wide variety of types of information in a systematic manner that increases their accuracy or sensitivity in understanding and interpreting observations about people, events, situations, and organizations" (p. 5). Among the three ways he suggests, data-driven (inductive) approach was used in this study as this form of analysis is pretty sensitive to the raw information and increases the validity of the research (Boyatzis, 1998). The stages he suggests for this approach are reducing the raw information, identifying themes, comparing themes, creating a code and determining reliability. Considering my research question, I adapted these stages.

After transcribing the interviews, I read each participant's journals and interview transcripts on paper copies rather than on screen since, as suggested by Seidman (2006), it is easier to notice the details on paper. Moreover, each participant's data were read several times. While reading through the data for the first time, I made comments in the margins of the paper copies, which helped me figure out the themes that naturally emerged. During the second round, the data were color coded in an attempt to code the data in a more systematic way.

A further analysis of the data was necessary to relate the themes that emerged in the initial analysis of raw data to sensitizing concepts. Charmaz (2006) describes sensitizing concepts as "points of departure to form interview questions, to look at data, to listen to interviewees, and to think analytically about the data" (p. 17). The

sensitizing concepts that were employed in this study are a) self-image b) self-efficacy c) beliefs about teaching and learning. During this stage, I categorized the themes that emerged during color-coding under these three sensitizing concepts and also noted other concepts that did not fit under these concepts. In this way, other themes that did not fall under the three concepts were also represented and the analysis procedure was more open to additional concepts that might emerge from the data.

Rigor and Credibility of the Qualitative Measures

According to Patton (2002), "rigorous methods, credibility of the researcher [and] philosophical belief in the value of qualitative inquiry" are three concerns that need to be addressed to increase the credibility of qualitative research (pp. 552-553), which shows the importance of the researcher and the methods used during data collection and analysis. Patton (2002) also suggests triangulation as a strategy for the validation of the data analysis in qualitative studies and defines triangulation as a way to check "the consistency of information derived at different times and by different means" (p. 559). In this study, I utilized two interviews and controlled journals as well as follow-up questions to triangulate the data.

During the data analysis stage, I made use of different strategies to make the findings credible. First, I came up with the themes by analyzing the raw data inductively according to Boyatzis' (1998) thematic analysis. This stage was important since different concepts that naturally emerged in the data analysis were represented, which increased the credibility of the study. Moreover, it was possible for me to analyze the data without being affected by the research question of this study. Second, the emerging themes were related to the sensitizing concepts in the light of Boyatzis' (1998) thematic analysis. Finally, the opinion of an experienced qualitative researcher was consulted about the themes and findings that were

emerging from the data to identify any possible bias in the data analysis. These different ways to analyze data aimed to enhance credibility and rigor of the study.

Finally, Patton (2002) regards the researcher as one of the instruments in qualitative research. He claims that the researcher influences the credibility of the study with his/her previous knowledge, training, experiences and different views. Therefore, the next section will introduce the researcher of this study.

The Researcher

Stake (1995) claims that "of all the roles, the role of interpreter and gatherer of interpretations, is central" (p. 99). This view shows that the researcher plays an important role in the process of collecting and analyzing data in qualitative studies. Since the researcher of this study was also part of this process by preparing the data collection tools, utilizing them and analyzing all the data, it is important to present an autobiographical portrayal about me to give the rationale behind this research and to show the involvement of the researcher into this study.

My own personal and professional self-exploration began in my university years while specializing in Foreign Language Teaching. However, what inspired me to examine teacher identity is mostly related to my experiences as a teacher. After I graduated from university in 2008, I started working as an English instructor at a private university in Ankara, Turkey. As well as my teaching duties, I also received In-service Certificate in English Language Teaching (ICELT). I loved teaching English; however, I faced many challenges. Some of these challenges were related to external factors like the type of students, lack of student motivation and workload, while the others were my own inner conflicts. The biggest problem was the fact that I was inexperienced as a teacher and I was not that competent in English as a nonnative English speaker. As I was a novice teacher, I had to share my class with a more experienced partner teacher. More specifically, each class received between 20-

25 hours of instruction per week. I had to teach ten or fifteen hours to a class, while my partner was supposed to teach the remaining hours. Therefore, I always felt the pressure of being compared to my partner teachers in terms of teaching and language abilities.

When I started working at a state university in Ankara, Turkey, I had another training experience which aimed to help novice instructors get used to the institution and equip them with the necessary teaching skills. Currently, I am working on my research as part of the Master of Arts degree in Teaching English as a Foreign Language (MA TEFL) at Bilkent University. Despite all these training years and years of experience in teaching, I still have some concerns regarding my language skills. I do not feel comfortable while speaking to native speakers of English. I feel stressed when I cannot answer a question that a student asks, clarify a point in class, or remember the meaning of a word. Moreover, I am afraid of mispronouncing a word and being compared to my students' teachers, especially when they are native speakers of English. No matter how much I try, I still have the notion of being a nonnative speaker of English that makes me question my presence in class, my abilities and even the profession itself. I always find myself imagining how it would be to teach my mother tongue. Moreover, during my conversations with my colleagues, I hear them also saying that they have similar concerns.

In short, my own experiences as a nonnative English speaking teacher and my conversations with my colleagues who shared similar experiences have encouraged me to examine teachers who change their roles from nonnative English teachers to native Turkish teachers. My knowledge, skills, and training guide not only all stages of data collection but also interpretation of the data collected from the participants. However, I do not influence the participant's responses and experiences since what the participants are experiencing in the USA by teaching Turkish is a totally different

experience. In that sense, despite the fact that I am involved in all the stages of this study from data collection process to data analysis, I am only an observer of this experience.

Conclusion

This chapter provided information about the participants of the study and the setting, research design, instruments used, data collection procedures, data analysis, rigor and credibility of the qualitative measures, and the researcher. The next chapter will report the findings of the data analysis.

CHAPTER IV: DATA ANALYSIS

Introduction

This case study aimed to investigate how the shift from the role of a nonnative English teacher to a native Turkish teacher affects teachers' identity (re)construction by exploring the experiences of five nonnative English teachers who went to the USA on a prestigious scholarship for one year to teach their native language, Turkish, as native teachers. In this respect, this study addressed the following research question:

How does the changing role from a nonnative L2 teacher to a native L1 teacher affect Turkish EFL teachers' identity (re)construction in terms of

> 1. self-image?
>
> 2. self-efficacy?
>
> 3. beliefs about teaching and learning?

In order to answer the research question, data were collected via three different instruments: a personal data questionnaire, ongoing controlled journals along with follow-up questions, and interviews. All the qualitative data coming from the controlled journals along with their follow-up questions and interview transcripts were analyzed according to Boyatzis' (1998) thematic analysis. Initially, I went over each participant's data on paper copies to discover the themes that naturally emerged. Afterwards, I color-coded the data and related the emerging themes in the initial analysis to three sensitizing concepts, which were a) self-image b) self-efficacy c) beliefs about teaching and learning.

This chapter consists of two main sections. In the first section, the participants are introduced to inform the readers about the participants' background

in language teaching. In the second section, the results of the data analysis are presented in accordance with the three sensitizing concepts, which are a) self-image b) self-efficacy c) beliefs about teaching and learning.

The Profiles of the Participants

In this section, I present the profiles of the participants to provide background information about them before describing their experiences in their new roles as native Turkish teachers in the U.S. This section starts with Ahmet's profile, followed by Berna, Gamze, Merve, and Tamer. The participants are identified with these pseudonyms to preserve anonymity and confidentiality.

Ahmet, a twenty-seven year old male teacher, graduated from the department of English Language Teaching at a university in Turkey. He had started his master's degree at one of the best universities in Turkey in the field of English Language Teaching before going to the U.S. In addition, when he first started teaching at the preparatory school of a university in Turkey, he attended an in-service teacher training program which aimed to help the newly hired instructors improve their teaching skills and adapt to the institution. He had been teaching at that university for four years as an English instructor when he went to the U.S. as a Turkish instructor. Other than Turkish, his native tongue, he knew English at an advanced level as he had been learning it as a foreign language since his childhood, he received education in that language in his undergraduate and graduate studies at university, and he was teaching it. Moreover, he knew Spanish at a basic level. However, he had no experience in teaching a language other than English. As for his experiences abroad, he had been to Poland as an exchange student at a university for five months and to the U.S. twice before through a work and travel program. Having received a prestigious scholarship, during the 2014-2015 academic year, Ahmet went to the U.S. for approximately ten months to teach his native tongue, Turkish. He stayed at

an apartment and shared it with two housemates, one of whom was Chinese and the other who was Canadian. Therefore, during this ten-month period, Ahmet not only had new duties as a Turkish instructor but also found himself in a different socio-cultural environment.

Berna, a twenty-nine year old female teacher, also graduated from the department of English Language Teaching of a university in Turkey. She did not have a master's degree. She had learned English as a foreign language and she had been teaching English to university level students for seven years before she went to the U.S. as a Turkish instructor. Moreover, she knew German at a basic level. Nevertheless, she also had no experience in teaching a language other than English. As for her experiences abroad, she taught English as an assistant teacher in Austria for nine months as part of an exchange program. Through the same prestigious scholarship, Berna had the chance to go to the U.S. for approximately ten months to teach her native tongue, Turkish. During her stay in the U.S., she shared her apartment with an Indonesian housemate and had the chance to make friends from different cultures.

Gamze, a twenty-seven-year old female, graduated from the department of English Language Teaching at one of the best universities in Turkey. She had also started a master's program in Management in Education at another prestigious university in Turkey before going to the U.S. She had also received other certificates in this field, including the Certificate in Teaching English to Speakers of Other Languages (CELTA) and Diploma in English Language Teaching to Adults (DELTA). She had been learning English since primary school as a foreign language and had been teaching it for five years when she received the scholarship to be able to teach her native language, Turkish, in the U.S. for approximately ten months. Her only experience with teaching Turkish was with a few blind students when she was a

university student. However, she had no training in teaching Turkish and she had not taught it in a formal classroom setting. Moreover, she had not been abroad before this experience. Thanks to the scholarship she received, she went to the U.S. and started teaching Turkish. As for her daily life there, she stayed at a house which was a kind of dormitory. She had her own room, but she had to share the living room, kitchen and bathroom with nine other young women.

Merve, a twenty-seven year old female teacher, graduated from the department of English Language Teaching at one of the best universities in Turkey and received her master's degree in ELT from the same university. Like Berna, she also received the Certificate in Teaching English to Speakers of Other Languages (CELTA). Other than English, which she learned as a foreign language, she knew German at a basic level. She had been teaching English to preparatory school students at a university for five and a half years before her experience as a Turkish instructor in the U.S. Like the other participants, she had no experience in teaching languages other than English. Although she had been aboard for travel purposes, she had not had any work experience abroad until she received the scholarship to teach her native language like the other participants. In her daily life in the U.S., she shared her house with two other housemates.

Tamer, a male in his late twenties, graduated from the department of English Language and Literature at a university in Turkey. He received his master's degree in Teaching English as a Foreign Language in Turkey. Other than English, which he learned as a foreign language in Turkey, he also knew some Spanish and Arabic. Before going to the U.S., he had had five years of teaching experience as an English language teacher, taught English to different types of learners, and prepared students for language proficiency exams like the TOEFL, IELTS and YDS (a foreign language proficiency test administered in Turkey). However, he had not taught

another language. As for his experiences abroad, he had been to the U.S. once for a conference. With the scholarship he received, he went to the U.S. this time to teach his native tongue, Turkish. Similar to the other participants, he shared a house with two housemates and met people from different parts of the world.

In short, all the participants learned English as a foreign language and received training in English language teaching. They had no experience in teaching Turkish. After receiving a prestigious scholarship, they went to the U.S. for approximately ten months and they had to shift their roles from English teachers to Turkish teachers. Moreover, they lived in an English-speaking country and met people from different cultures.

Results

The Shift in Teachers' Identities in terms of Their Self-image

The findings revealed that there were changes in the way participants described themselves in their new roles as native Turkish teachers in their new contexts compared to their roles as nonnative English teachers back in Turkey. In order to see the changes in their self-image, I asked the participants the same questions regarding their descriptions of themselves, their strengths, weaknesses and feelings both as English and Turkish teachers, and their students' and colleagues' perceptions of them. It is necessary to note that the participants described their self-images both in general and in relation to their new roles as Turkish teachers in the U.S. I will present all the findings under five main themes: a) born or made a teacher?, b) discovering the teaching self in a new context, c) being a native Turkish teacher vs. being a nonnative English teacher, d) the role of socialization, and e) the effect of students' and colleagues' perceptions.

Born or made a teacher? A recurring theme that the participants commented on was early motivation for entering teaching. Ahmet expressed that he did not

dream of being a teacher when he was growing up and that he did not know anything about teaching when he first started his teaching career. Merve, however, believed that she was born with the talent to teach as she had been trying to help others learn all sorts of information since her childhood. Being with younger people, being useful to them and interacting with them were her motives for being a teacher and gave her the energy to do this job. While Tamer also referred to his interest in working with people, Gamze expressed her happiness at being a teacher and she defined herself as an enthusiastic one. For Berna, being a "successful" and "hard-working person in general" had effect on her teaching practices as well. Moreover, being "friendly and understanding" and being "open to new ideas" gave her the chance to motivate her students and make them feel comfortable.

Discovering the teaching self in a new context. Being a teacher in an English speaking context, taking over new responsibilities, and having a different working atmosphere as well as a different types of students led to changes in the teachers' perceptions of themselves and the way they viewed their teaching profession. One of the most intriguing examples of the change in the teachers' self-image was in Ahmet's case. During the first interview, he was asked what kind of a teacher he wanted to be in the past and how he perceived himself as a teacher at present. He stated:

> I always thought I'd be really friendly towards my students. I think I am…I
> always thought I'd be energetic in class I would be moving around a lot. I do
> that. I always thought I'd have a sometimes you know some sort of a sloppy
> board planning blackboard and yeah I am a little bit sloppy…I used to think
> that I'd miss some deadlines and disappoint my students sometimes you
> know I mean there is a pop quiz and I tell them that I'd announce the results
> on Monday but then Monday comes I am like "oh I haven't checked them

yet," so that happens because it's a characteristics I mean you don't change

that much when you do your job. You are what you are whatever you do, so I

do that a lot but I try to minimize that. I don't know how much it's working

but yeah pretty much the same person I thought I would be.

Ahmet thought that he was a friendly, energetic, but a disorganized teacher and

concluded that he would not be able to change that much as it was part of his

personality. In a later journal, however, he mentioned:

I think I've started to feel more professional in a couple of ways like the

distance between a student and the teacher and your relationship with your

colleagues. It's a little more professional here in America.

In addition to being "more professional," Ahmet noted that he was "more prepared,"

"more organized," "more responsible," and "more motivated" during the second

interview. The way Ahmet described himself showed that his self-image changed

during his experiences as a Turkish teacher although he thought that being

disorganized was part of his character, and thus would not change. While Ahmet

became more organized, Merve reported that she was already an organized teacher

but became more flexible in the U.S. Instead of "trying to finish a lesson just for the

sake of finishing it," she started to focus on her goals and objectives to make sure

that "[her] students understand what [she is] trying to teach." "Being organized" was

also one of the themes in Tamer's journals as well. However, different from the other

participants, he felt "slightly disorganized" in the U.S. as he could not catch up with

his schedule.

Berna also experienced noteworthy changes in her self-image as she pointed

out significant differences between her teaching practices in Turkey and the ones in

the U.S. She even admitted that she felt "like a teacher" in the U.S., "but not in

Turkey" during the first interview. Nonetheless, there were also some points she was

not satisfied with regarding her presence in the classroom as a teacher. She defined herself as a "merciful" teacher in one of the journals. In fact, she did not want to be "merciful" as she had to struggle to catch up with the administrative issues and faced a dilemma as to whether to be understanding when her students submitted their assignments late. Overall, she described herself as "not a bad teacher" as she felt like she still had a lot of things to learn during the first interview. Her perception of herself seemed to have changed during the second interview:

> I think I am more successful as a teacher here because of the number of students, because of my working hours. It is only eight hours, so I can be more creative and also I get positive feedback from my students…so as a teacher I am more satisfied here and in terms of pedagogy that we study at university. I can implement them in my classes, but not as much in Turkey I am just following what the material they assign me in Turkey…As a person and as a teacher, I feel happier here.

Taking the whole responsibility of her class and not being obliged to follow a strict syllabus not only affected Berna's teaching practices, but also helped her see the creative teacher inside. In addition, implementing the activities she was trained in satisfied her as a teacher.

Similar to Berna, Gamze also felt better when she had the feeling of ownership of her class as she said:

> Because I am teaching as the main class teacher, I feel freer. Actually I can do whatever I want to do. I know my schedule, I know my course, I know what I am planning to do, so this is better I think.

While having the control of a class affected Gamze's self-image positively, she had some problems as a Turkish teacher at times. Not being able to explain some topics and questions to her students was a sign of lack of knowledge for Gamze at the

beginning; however, she then noticed that her students started to trust her more as her desire to check further resources for their questions actually meant that she cared about them. Gamze's experience showed that her students' trust changed her perception of being knowledgeable, too.

Being a native Turkish teacher vs. being a nonnative English teacher.

Taking on a new role as a native Turkish teacher, these nonnative English speaking teachers experienced some shifts in their self-perceptions as teachers. Ahmet talked about how "cool" and "safe" it was to be a native speaker of a language as his students admired him when he uttered sentences in Turkish. Nevertheless, Ahmet implied the value of speaking English and questioned the importance of learning Turkish:

> How many people out here want to learn Turkish you know if we had a
> system like in Turkey, it's awesome. Teaching English is really big. You
> know English in Turkey, you're someone. If you know Turkish in America,
> are you really someone? You're not. I don't think so.

As to the similarities and differences between their self-images as nonnative English teachers and native Turkish teachers, Ahmet made an important point as to being a native Turkish teacher by saying that:

> Well, I'm less confident. That's for sure, but you're also more confident in a
> different way because when they ask you if something is correct or not, you
> can tell without a second thought. You can tell them that "it sounds alright" or
> "it sounds unacceptable." I feel confident in that way. But you know as far as
> the methodology goes that's different.

As it can be seen in his descriptions, being a native speaker of the language being taught gave Ahmet confidence in that he was able to answer students' questions

immediately. However, he felt less confident in terms of methodology, which implied the importance of teacher education or training.

Merve also commented on the differences of her self-image by saying that "I used to think that I am more confident in teaching English but I guess it's now equal." After spending approximately six months in the U.S. as a Turkish teacher, she described herself as "a better teacher" during the second interview, which was a sign that gaining experience changed Merve's self-perception as a Turkish teacher. Moreover, she compared the ways she felt as a nonnative English and native Turkish teacher:

> When you are a native speaker of a language, there is no way for your students to refute what you have said…But when it comes to teaching English, there might be sometimes when you're not sure…especially if you are teaching more advanced levels, you should be more prepared because you might not have the necessary knowledge to talk about certain questions that your students have posed, but here like in teaching your native language, you don't have such fears.

Being able to answer students' questions and students' reactions to her answers seemed to help her feel safe as a Turkish teacher. Tamer also shared how he felt as an English and a Turkish teacher. He believed that he was good as an English teacher, but he needed to improve himself as he still did not feel very comfortable. As to being a Turkish teacher, he felt more confident as his students respected him as a native teacher. He further explained how he felt as a native teacher:

> You feel like really competent and powerful. Your students look at you like you're the best teacher because you are a native and you're authentic for them like from Turkey, so they have no questions regarding "does this guy speak Turkish?" but in Turkey yes maybe some people can experience some

difficulties like their students might question your English at some points, so

being a native speaker is definitely more advantageous.

In the second interview, he made similar comments as to how comfortable it was to

be teaching his native language and that he liked students' respect towards him as a

native teacher. As Tamer put it clearly, his perception of himself was different in the

role of a native teacher. Just like Merve, he felt more confident and had more control

as a teacher as students would not question his knowledge as a native speaker.

The role of socialization. In addition to their professional duties as Turkish

teachers, the participants were part of the American culture and they had contact with

different people and life styles. The analysis of the data showed that their self-images

as a person and a teacher were affected by their social relations as well. One of the

themes Ahmet and Tamer used to describe themselves was "being more complete."

This description was more related to self-fulfillment in his social life for Ahmet as he

considered that "the more places you see, the more complete you are." As for Tamer,

"being more complete" meant seeing different lives, worlds and points of views.

Ahmet further explained what he meant by being complete with the words "more

knowledgeable and experienced," which were also used by Gamze to describe how

she felt after her experiences in the U.S. As for the effect of socialization on them as

teachers, Ahmet supposed that he gained "more command on the American culture"

thanks to this experience, so he had more to share with his students about "the

American culture and cross-cultural issues."

Another common theme was related to the changes in their lives. Ahmet and

Tamer considered this experience as a refreshing break from what they had been

doing for a long time. Ahmet stated that he would be "more motivated to go back to

work" when he went back to Turkey. Merve also felt "more motivated to teach" and

"productive" due to the changes in her life.

The effect of socialization on an individual's self-image was more observable in Gamze's journals. Being in a different context, Gamze felt "freer and more self-confident" to start "a conversation and a friendship" as she did not "have any fears to feel ashamed of something." She also added that she was "more open to different people" in terms of friendship. When she experienced misunderstandings due to cultural differences or the language barrier, she realized that she cared less compared to similar cases back in Turkey and she avoided judging people "according to their one single behavior or statement." The reason was the desire to make the most of every moment in the U.S. rather than feel angry. By making friends, she started to "get rid of the feeling of loneliness." There were also times when she felt "unfamiliar with their system" and got angry as she did not know whom to talk to or whom to consult. Nevertheless, she noticed that she was "learning to be more patient with such petty things." Overall, Gamze regarded the social events she took part in as a kind of "investment" in her "academic and social life" as she was "growing professionally, meeting new people and learning about the USA and its culture."

The feeling of loneliness was notable in Merve's experiences. When her housemates were away or when she felt scared due to the blizzard, Merve mentioned feeling lonely. Moreover, at the beginning, she "felt homesick at some points" and wanted to be with her family in Turkey. However, later on she said:

> Day by day, I am starting to feel that my friend circle is getting wider and I get to know new people, which makes me feel pleased in an environment in which I come across with people with different cultures all the time. Additionally, that I now make new friends more easily compared to a few months ago gives me the feeling of success and confidence. I don't know whether this contributes to my teaching skills at all, but it definitely makes me feel better as a person who feels more confident in social gatherings.

Being able to make friends more easily increased Merve's confidence and gave her a sense of achievement. As a result, she started to describe herself as a better and more confident person rather than a lonely one. During the second interview, she noted that being exposed to different cultures, languages and kinds of people helped her "deal with differences in a more successful way" and "change the perspective from which [she was] looking at things." Moreover, she thought interacting with people who spoke English as their first language would have an effect on her teaching practices as well. She felt "more complete about the culture part of the language [she] was teaching back in Turkey" as she could share her real life experiences and examples in class.

As for Tamer, he did not seem to have difficulty adapting to his new context as he said he felt at home there even at the beginning of his experience. He was able to "socialize with limited fear of being misunderstood." Among his friends in the U.S., he sensed that he and his decisions were respected and trusted. Nevertheless, he also noted that he was "panicked" at times and needed to be more "careful, polite and respectful" in his relationships with the people in his department in the U.S. because he thought that people could judge him easily if he failed to communicate. In general, he felt improved and more confident both as a person and a teacher since he had the chance to take an active role in seminars and to be part of the American culture. He concluded that his social experiences improved him "both as a person and as a teacher" as he witnessed "many cultures and individual identities" and learned to respect them all. He also had the chance to meet a lot of people from various countries, which made him "more self-confident" and "self-aware" and also affected his teaching. More specifically, he thought he became more tolerant towards international students as he experienced some minor challenges that those students might experience.

Different from the other participants, "being part of a culture" was one of the themes that emerged in Ahmet's journals. After he engaged in various social activities in the U.S., he expressed his pleasure to be part of the American culture. Meeting people from different cultures and life styles made Ahmet appreciate his own life style and culture as well. His experiences with people from other cultures continued to affect his self-image throughout his experiences in the U.S. To illustrate, having experienced a personality clash with a Russian colleague on daily issues a few times, Ahmet wrote in his journal that it was important not to be discouraged in such situations as certain misunderstandings were inevitable no matter how tolerant he was. However, he also confessed that "being out of your comfort zone is what makes you a more tolerant and stronger person." Although he regarded cultural conflicts as normal occurrences, his description of his current context as out of comfort zone showed that he felt uncomfortable there. During the second interview, he provided further evidence as to his changing self-image during his socialization process by noting that different cultures and people increased his level of tolerance. Considering his experiences in the U.S., Ahmet portrayed himself "a socially, psychologically…different person now." A similar description was made by Berna who said that she was going to be "a different person" with her personal experiences and memories when she returned to Turkey.

The effect of students' and colleagues' perceptions. The effect of students' perceptions of the teacher on the teachers' self-image also emerged in this study. In other words, students' comments and appreciation affected the participants' perception of themselves, as in the case of Ahmet, who said that "Couple of my students commented on my teaching saying that I was really organized. It feels good to be appreciated –increases my confidence level."

Similarly, when Tamer's students commented that he was "a very smart guy" and "[his] classes were never boring," he felt happy to be appreciated in terms of his instruction. Berna also reported in her journals the effect of her students' perceptions of her and how they affected her own perception and feelings a couple of times:

> Even once my students expressed that learning Turkish with me is the best language learning experience they have had so far and this really makes me so happy and satisfied. I feel that it is worth even sacrificing your sleep to prepare classes as I do at least three times a week.

A similar sentiment emerged in her second interview.

> In general they think I'm doing my job very well and they are happy with my teaching style. They are both having fun and feel that they are improving their language Turkish.

It can be concluded that students' positive feedback on her teaching affected Berna's self-perception, motivation and eventually teaching practices.

One of the most remarkable realizations was observed in Ahmet's second interview. During the first interview Ahmet was asked to share how other people such as his students, mentors, or colleagues described him. He could not come up with many ideas and he only said:

> My students usually think that I'm fun. That's the most common adjective I hear from my students- that I'm fun. Uhm my other other colleagues…they also use the word fun a lot. Am I just fun? Let me see. yeah…I am a fun person according to many people around me.

This was an awkward moment for me as the researcher as well because I did not want Ahmet to feel sorry for not finding any other positive comments about him. However, during the second interview Ahmet noticed the difference in his students' perceptions of him and the effect of this on him as the teacher. The class he had in

the second semester expressed their positive feelings about his class by saying that he should have taught them in the first semester. As the reason for this, the students portrayed Ahmet as a "very organized and prepared" teacher. His practices there seemed to have changed Ahmet's perception of himself as he kept repeating "more responsible," "prepared," "organized" and "motivated" to describe himself as a teacher.

Similarly, their colleagues' perceptions of them as teachers were also influential in the way the teachers described themselves. Ahmet mentioned how great it was to hear from his mentor that he was "a much more mature person." Merve's motivation also increased when her supervisor commented that she had the "knowledge of teaching a language" and that she was "equipped with the necessary things to teach a language." Similarly, throughout her experiences in the U.S., Berna kept comparing her Turkish and American colleagues' attitudes towards her and the effect of their attitudes on her feelings. While she felt as if she was "abused" in Turkey since she was not appreciated for her efforts, she was "honored and happy" to be respected in the U.S.

Students' perceptions of the teacher, their attitudes towards the course, and the progress they made, as well as her colleagues' appreciation, were also some of the recurring themes in Gamze's experiences. Seeing that her students could barely speak Turkish discouraged her as a teacher at first. However, when her students were able to make presentations in front of her and her coordinator and when her coordinator noted the difference in her students' performances since the beginning of the course, she felt "satisfied" and realized that she needed to "be more patient to see the progress" her students made. Other than their progress in learning Turkish, their attitude towards her was also important for Gamze. When one of her students looked

upset, Gamze's approachable and understanding attitude made the student hug her "saying very nice things and thanking [her]." She explained her feelings as:

> I was surprised but at the same time flattered. As a person but especially as a teacher, this three-second hug means a lot to me. It shows me that my students can see that I do care them in and outside the class and my interest is genuine. From this small anecdote, I can say that as teachers, we sometimes need to be appreciated although we do not expect this, not only by our students but also the managers, the colleagues.

Her students' perceptions of her made Gamze describe herself as a "genuine, approachable, and available" teacher. The need to be appreciated by students emerged a couple of times in Gamze's experiences. Having seen the positive reviews of her students at the end of first semester, she confessed that it was nice to be appreciated for her efforts. In another case, Gamze felt happy to be able to discuss her techniques with her students and get feedback from them although the feedback required her to change her teaching style. She believed that:

> [This] actually shows my confidence in what I am doing; and to be able make necessary adjustments when needed, which shows that I can be flexible depending on the situations. So, as a considerate person, I feel satisfied that my students can talk to me about their concerns in my class.

In short, students' feedback on her lessons, their success, and their approach to her influenced the way Gamze perceived herself as a teacher.

In conclusion, being born or made a teacher, discovering the teaching self in a new context, being a native Turkish teacher vs. being a nonnative English teacher, the role of socialization, and the effect of students' and colleagues' perceptions are the major five themes that indicate the changes in teachers' self-images. The first theme is a stable identity characteristic that shows how the participants described

themselves as teachers in general. The other themes, however, indicate that the way participants perceived themselves were highly influenced by their new roles as native Turkish teachers, the new context in which they lived, worked and socialized, and the different types of students and colleagues. The ways participants described themselves after teaching and socializing in the U.S. were different from their previous self-perceptions as they felt more professional, more responsible, more motivated to teach, and more satisfied as a teacher there. Moreover, their new roles as native teachers changed how they perceived themselves as teachers and how their students perceived them. Although they felt insecure about the methodology of teaching Turkish as native Turkish teachers, the fact that their students did not question their knowledge of Turkish gave them a sense of confidence and security. Their socialization in the U.S. made them feel more complete as they had more command of the American culture, and they described themselves as more experienced and knowledgeable. Finally, there were also changes in the participants' views of how they were perceived by their colleagues and students which made them happy, honored, and confident.

The Shift in Teachers' Identities in terms of Their Self-efficacy

The analysis of the data revealed that the shift in their roles from nonnative English teachers to native Turkish teachers affected the teachers' perceptions of their teaching abilities. Moreover, the teachers reported changes in their language abilities as they were discovering their mother tongue, Turkish, and also using English in their social lives. Therefore, I will present the findings under two main sections: perception of teaching abilities and perception of language abilities.

Perception of teaching abilities.

A nonnative English language teacher in Turkey. Although the participants were teaching Turkish in the U.S. during this study, they constantly compared their

experiences there with the ones back in Turkey, and reflected on their teaching abilities as English teachers as well. Ahmet's experiences as a Turkish teacher made him reconsider his experiences as an English teacher:

> I feel more confident when I teach English. Since I got here, I realized how much I actually know about teaching English. I know what to do when I walk into the class. I know how the syllabus goes. I know which subjects to teach first and which subjects later. It's weird. It's not my mother tongue, but we studied English Language teaching, so we know the methodology.

While teaching Turkish, Ahmet noticed how much he knew about teaching English, so his trust in his abilities as an English teacher increased thanks to his teaching practices as a Turkish teacher. Although he pointed out the importance of methodology in teaching, he also accepted that he felt "slightly incompetent" as a nonnative English speaker when his students asked him a question he did not know the answer to. Similar to Ahmet, Tamer felt insecure and uncomfortable while teaching English as a nonnative speaker and he even got frustrated at times thinking that he was not good enough to teach English. Nevertheless, he was very experienced in terms of methods and materials, and thus, he knew how to teach and what to do in the class. As for Gamze, teaching English and Turkish had their own difficulties. She said:

> Maybe because all the things we have learned so far is on teaching English, I really know how to teach English. Sometimes I can't even use the words. I can't pronounce the words correctly. Still I know which one is the correct one, so I am fully aware of the things. Even while I am making mistakes, I generally know I am making mistakes. But in Turkish sometimes I can't even find the evidence why that one is correct. This is why I feel better while teaching English.

Gamze also commented on how she perceived her abilities as a nonnative English teacher by comparing the native and nonnative speakers of English. She believed that:

> We are Turkish English teachers. I am sure that we are much much better than the native ones in terms of grammar, language systems, especially academic vocabulary whatever this is my context in Turkey, EAP. And we have a background in teaching, so we are definitely better in terms of grammar and language systems, but of course they have the background. They have the culture as advantageous and they have this pronunciation, intonation things. If they start to learn how to teach, they can be also OK. At least this is what I am trying to do in America.

For Gamze, nonnative teachers of a language had control over the grammar and vocabulary as well as the methodology, while native teachers had advantages in terms of pronunciation and the culture of the language.

This experience contributed to Berna's teaching skills as an English teacher as well because she believed that it was necessary for her to live in an English speaking country as an English teacher. She added that she was not able to figure out appropriate use of words according to a specific context, so she had to resort to her dictionary most of the time while teaching. However, it was easier to "think of other sentences and come up with a rule" in her native language. She also mentioned some of her weaknesses as an English teacher:

> I think I am not very good at using English all the time. Because of the lack of motivation of my students, I start to teach my classes in English, but when I don't get an answer as a yes or no, then I switch to Turkish so as to make them speak because I think that they don't understand, so I would like to be more strict about using English. Now I see that I can teach a language very

well and probably it depends on the profile of students. I am generally happy

about myself about my teaching, but as I said there are still a lot of things that

I should learn.

The fact that she could not use the target language in class all the time was a

weakness according to Berna. Having taught different kinds of students helped her

see that she could teach a language quite well and she felt satisfied as a teacher.

Tamer also observed some differences in his teaching practice. His

experiences as a Turkish teacher showed him that he did not incorporate culture into

his classes back in Turkey as much as he did in the U.S., as he felt more competent

and equipped in terms of culture as a native speaker of Turkish, but hesitated to teach

culture as a nonnative English speaker. Living in an English speaking country

increased his knowledge of American culture and equipped him with the confidence

to make culture a part of his classes while teaching English when he would go back

to Turkey.

Overall, the participants felt more competent in teaching English because of

their training in ELT and having access to metalinguistic knowledge in English

language. However, the intuitive knowledge of L1, Turkish, allowed them to give

further examples for the grammatical rules and identify appropriate usage of words,

and equipped them with the socio-cultural knowledge of Turkish. In the next section,

I will provide a more detailed representation of the participants' feelings of being a

native teacher in the States.

A native Turkish teacher in the U.S. In their new roles as native Turkish

teachers, the participants discovered whether being a native speaker or being trained

was necessary to be able to teach a language. During the first interview, Ahmet's

reflection of his experiences as a Turkish teacher revealed interesting findings:

> We didn't study Turkish language teaching…They ask me a question I look at two things they want me to compare. I look at it. I have no idea. I am a native speaker. Then, I find the rule. That happens a lot. I guess that's what happens when you are a native speaker of a language, but it's definitely harder for me right now, but I'm pretty sure once you get the methodology of teaching your mother tongue, then it would be much easier than teaching English or any other second language that you might teach.

What Ahmet suggested was the importance of training in the language to be taught. When he started teaching his mother tongue, he noticed how difficult it was to try to figure out the rules in his native tongue without being trained in that. Although he struggled as a Turkish teacher at the beginning, he expected that he would no longer have any difficulty after developing a teaching methodology of his own. Moreover, he had a notion of what it meant to be a native teacher, so his perception of his abilities as a native teacher was different from the ones he had as an English teacher. He admitted:

> I feel less confident when I teach Turkish but also I feel more confident when they ask me if something sounds good just like we do in Turkey. We ask native speakers if there should be a "the" or not. They look at it and they are like "ah it sounds better without it." That's how I answer a lot of questions here right now because that's what you say when you're a native speaker. You don't know all the rules so you just think about how it sounds… The only weakness I have right now about teaching Turkish is that I'm inexperienced.

As Ahmet believed that it was normal for native speakers not to know the grammar of their language but have some intuitive knowledge of it, and he felt more confident while teaching Turkish even if he could not explain the logic behind certain rules. In

fact, his feelings during the second interview supported what he said previously about his lack of experience in teaching Turkish:

> Right now over the course of time especially in the last two months during spring semester, I have much more confidence because you teach more or you learn a lot from the textbook you learn a lot of grammar, and then most of the time I find myself learning on the spot as I teach. When they ask me a question, I do answer more quickly I know more. I know a lot more. Actually if I teach a couple of more years, I can teach I can do that great you know. I feel more confident.

It was obvious that Ahmet's self-confidence increased along with his perception of his ability to teach Turkish. By getting familiar with the textbook and gaining more experience, he felt that he knew more and that he could improve a lot more in time. As the final comments, Ahmet noted:

> I am not experienced in teaching Turkish. That's why everyday is something new whereas for teaching English I can even use the same textbook. I feel more confident and more ready, prepared. Here you know I have to get ready and once I am ready once I have my materials and everything, my lesson plans, I feel confident. But again I feel better when I teach English. I know how to do it. I went to school for it. I teach language. I know where to draw some attention you know how to teach listening…

As Ahmet highlighted, lack of experience and training were the points that made teaching Turkish more difficult. Although being prepared and gaining experience contributed to his confidence as a Turkish teacher, he still felt the necessity of being trained in how to teach it.

Berna also mentioned the importance of experience by saying that she felt confident in teaching English as she had experience and she knew how things worked. As to her new role as a Turkish teacher, she confessed that:

> Before I came here, I was a bit scared and nervous. I have always been successful at what I do, but you know this is an experience that I haven't done before. I mean I didn't teach my native language. You know the language and it's very different when you teach it. You really need to come up with new ideas to make it communicative. To be honest, I have far beyond met my expectations because in Turkey I didn't have the chance to teach English in a communicative way. I didn't know that I could do it. Now I practiced this once in my life, and I can again if I want to because I gained experience.

Not having any experience in teaching Turkish was a stress factor for Berna; however, she felt a great sense of achievement when she was successful. Moreover, being able to teach communicatively affected her perception of her abilities as she saw that she could do that. Thanks to this experience, Berna had the chance to implement new techniques in her classes. She taught an online class for the first time and started to use Turkish songs and movies in her classes. She was "happy to find a way to introduce a part of Turkish culture" in these ways. These new techniques also changed her perception of her ability to prepare creative lessons. Overall, Berna considered that she achieved something as it was difficult to teach a language. In the end, she knew more, had more experience, answered the questions more easily, and got positive feedback from her students.

Gamze and Tamer also stressed the significance of being trained to be able to teach a language effectively. Their background in English Language Teaching and knowledge of how to teach a language helped them find ways to survive while teaching Turkish in the U.S. In this sense, Gamze added:

> Here from time to time I feel less confident about Turkish because this is an area that I haven't been trained. Before coming here, I could have said I wish I were a native teacher, but it's not enough…Here in the class when students ask me a question, sometimes I can't answer their questions and I am a native teacher, but I am not trained in that field. With this background in English language teaching I wish I were a native speaker of English. Being a native teacher you still have to have this training.

As Gamze put it, being a native speaker of a language was not enough for teaching it; therefore, she felt less confident while teaching Turkish as she had not received training. A similar conclusion was reached by Merve regarding the importance of training:

> When I came here, I realized that OK I am a native speaker of Turkish, but that doesn't mean that I can teach it very well. I mean teaching is totally different. You must be aware of the processes that a student goes through. When I compare teaching English as a nonnative teacher of English and teaching Turkish, which is my native tongue, I think I feel more confident in teaching English because I was trained in that and my undergrad degree is on English language teaching. And I have my master's degree on that, so I know all the methodologies, all the techniques that I can use…I feel better in teaching English because teaching is different from knowing something.

Like the other teachers, Merve also realized that being a native speaker of a language was not enough to be able to teach it. Therefore, she felt more confident and competent in teaching the language she was trained in, which was English. Nevertheless, being a native speaker also increased her confidence in terms of her knowledge of the rules because as a native speaker she knew "everything about Turkish or Turkey" that the students could ask her, so she could answer her students'

questions "very frankly" and confidently. Moreover, she "developed different strategies in teaching languages" in time. Being able to teach Turkish also gave her a sense of achievement and she started to trust in her abilities more despite her concerns and fear about teaching a different language. Through the end of her experience in the U.S., she said:

> I feel myself more competent in teaching Turkish as the time that I allocate for the planning part of my lessons is a lot less and the product that I have in the end makes me feel more satisfied as a teacher…and as I believe the ways I implement in my teaching are more effective now.

Overall, the participants concluded that being a native speaker was not enough to be able to teach their own language although there were some advantages like answering students' questions more confidently as native speakers of Turkish. As they gained experience and got more familiar with teaching Turkish, their confidence increased. However, they discovered the importance of being trained in language teaching to be able to teach a language. In the next section, I will present findings regarding the advantages and challenges of teaching Turkish in more detail.

The advantages and challenges of teaching Turkish in the States. There were times when the teachers had difficulty in teaching Turkish. For instance, Ahmet found it challenging to teach suffixes and tried not to take it personal when his students seemed frustrated. Gamze also found it hard to explain some topics, give instructions in Turkish, simplify her language, and find the correct terminology for the topics that she said she would have explained in English perfectly. As for Merve, achieving the course objectives was the main purpose, but different rules in Turkish slowed down her pace a little. She especially found it difficult to explain the rationale behind the rules such as vowel harmony. Not having experience in teaching Turkish,

Tamer felt incompetent when he could not answer his students' questions, so as a solution, he preferred to be on the safe side and stick to the book.

Not only the language they taught but also the context and materials were different for the teachers during their experiences in the U.S. There were a couple of challenges like the level of students and course books. In her first journal, Berna was "really nervous about teaching intermediate Turkish" although she had no problems with the elementary level. The reason was lack of resources at higher levels. Moreover, the language levels in her class varied among the students. Initially, she felt that she was not very successful as a teacher. After a month, however, she was feeling better as she could finally figure out a way to teach.

There were also challenges which turned out to be advantageous for some of the participants in time like the number of the students. As there were fewer students in class compared to the number of students back in Turkey, the teachers had to select their classroom activities for small groups. Merve was able to figure out what kind of activities worked with smaller groups although she was a bit hesitant at the beginning. Tamer, on the other hand, noted benefits from having fewer students. With six students in his class, he was able to keep track of the assignments he gave on a daily basis, which was not possible with twenty or thirty students in Turkey. He noted that he saw "the power of homework" and "learned a lot in terms of what homework [could] achieve." Furthermore, having a small class made it possible for him to make use of various classroom activities since he had enough time to "monitor and keep up with" all the students.

Different from their duties in Turkey, the teachers had the chance to prepare their own syllabus, materials and exams in the U.S. This was a challenging process for Ahmet. Although getting prepared for his classes made Ahmet feel safe and he felt like he was doing a good job, he believed that he was not capable of writing a

syllabus. Gamze, on the other hand, realized how organized she was while preparing a syllabus. Although it was really difficult to decide on the objectives and compile materials, she stated that she liked the freedom and that she felt better at preparing her own course. Tamer also liked being in control of the curriculum although it meant more work.

It was challenging for Berna to prepare the syllabus, choose the right materials and decide on the sequence of the topics to cover as she had only three students with different levels of Turkish in the class. Unlike Turkey, where she was required to follow a schedule, she could spend as much time as needed in the U.S. when her students could not understand a topic and she was "more flexible" as she coordinated her classes. This was the first time she prepared her own syllabus, but she saw that she could do it and thus felt more confident during the second interview. She even reaped the fruits of her course plan as she was able to organize the materials more effectively and was more prepared for the class. She said:

> …in Turkey I didn't have the chance to teach English in a communicative way because we always have to follow a syllabus, schedule and if you don't like in the syllabus they say ok this week you will have to finish unit 8, and start unit 9. So you are just running and you feel that the students don't learn well, but here I am the boss of the class….I feel that I am more creative here because I take my own decisions related to my class, so I think I did very well if I think about the 6 months I spent here. I didn't expect… I didn't know that I am a creative person, but I see now I am.

Her teaching practices and her perception of her abilities had been limited due to the tight schedules she had to follow in Turkey. The flexibility to design her course helped her unchain her creative side and led her to a classroom in which she implemented different techniques.

As for writing quizzes, Ahmet talked about the procedures in Turkey, where writing a pop quiz took weeks due to proof reading. However, he had to prepare exams in the U.S. all by himself, so it was really hard for him. Similarly, Gamze did not feel satisfied with the exams she prepared. Merve, however, felt better in terms of assessment as well as finding materials, even though it was difficult and demanding to prepare exams and quizzes. She thought she needed to be in control of everything as the teacher because she was the one who knew her students and their needs.

One of the problems related to course design was the number of class hours. It was very difficult for Ahmet to write a syllabus because he had to fit the book with 29 units into two-days a week of instruction. He believed that it was not realistic to expect the students to learn Turkish in a couple of hours a week. He said:

> In Turkey we teach them five days a week, four or five hours a day and even
>
> five isn't enough and for a language like Turkish which is not out there which
>
> is not accessible I think that we should be meeting the students more often.

Similarly, Tamer had to rush to keep up with his schedule as he felt it was not possible to teach a language in four hours. Therefore, he felt nervous while trying to omit some parts from the book. He realized "the benefits of teaching 20 hours a week" and he concluded that he still had "a lot to learn as a teacher… to make up time for different activities."

Nevertheless, having fewer class hours also meant that the teachers had more free time outside class. Ahmet admitted that he could not "prepare awesome lesson plans for four hours every day" in Turkey. However, he had "all the time in the world" to prepare activities in the U.S. Therefore, he felt "more like a teacher" and "more responsible" there. Berna also added that her teaching was more effective in the U.S. as she had more preparation for her classes, so she felt "more self-confident and more satisfied." In short, while teaching Turkish in the U.S., the participants

confronted challenges in teaching Turkish such as the lack of materials, the number of the students, and fewer class hours. Moreover, they had to prepare their own syllabus, materials and exams in the U.S. While some of them had a hard time with these difficulties, these challenges pushed them to discover their strengths and weaknesses regarding their teaching abilities.

Students' motivation and success. How students' motivation and success influenced the participants' perceptions of their abilities to teach was another theme that emerged from the data. One problem that disappointed Ahmet was his students' tendency to miss class. Since only three or four of his students showed up every day, he was discouraged from preparing a lesson plan. It was "frustrating and annoying" for him to end up having two or three students in class for the activities that he prepared. He even lost the motivation he had at the beginning of this experience due to the absenteeism problem.

Not surprisingly, students' success and progress were influential in teachers' perceptions of their own abilities. Berna was one of the teachers who were satisfied to see the students' success. When her students passed the class, she was very pleased. Similarly, seeing her students' enthusiasm and effort to use the structures she frequently used in class gave Merve a sense of satisfaction and encouraged her to do her best for the students. Having seen her students' progress made her feel "proud, more dedicated and energetic" as she saw that "[she] could teach many things in this short span of time." In one of her journals, she pointed out the importance of her students' improvement by saying that:

> Seeing the progress of a student from zero to an admirable level in Turkish is what motivates a teacher most. The fact that my student can now formulate the rules regarding new topics in Turkish now makes me feel happy in that I feel I have achieved many things in just one term.

The achievement of her students was worthwhile for Merve while their failure made her sad. In another case, she questioned herself when the students who tried a lot failed to get what they deserved on a quiz. She concluded that she should have been clearer on what exactly to focus on. Seeing that his students' midterm grades were high, Tamer also expressed how glad he was to see his students' improvement. He felt "successful and accomplished as a teacher" and he was happy that his efforts paid off.

Moreover, students' motivation affected the teachers' self-efficacy and teaching practices. Berna felt "satisfied in the USA because the students [were] very motivated to learn Turkish," and thus she did not mind "spending hours of preparation and teaching" and she did not feel tired at all. Her students in Turkey, however, were not motivated. Although it took hours for her to prepare for the class, her students did not appreciate her efforts and did not want to do anything. Therefore, she reported that she did not want to prepare for the class. During the first interview, she said:

> My biggest challenge is the lack of motivation of students because you prepare things for hours and they don't appreciate. You ask something. They don't even bother to say yes or no. But my students are motivated here, so I have no problems at all. I can work …till 3 am in the morning, but I don't mind because I know that they will be happy and they will be able to learn Turkish in a good way. Here I need to make them more communicative like I want them to speak Turkish and to learn it very well. They want to learn it too as a result I think it contributed to my teaching methods as of communicative teaching because whenever I tried to do it in Turkey, it is not successful all the time. It is not successful at all, so I really feel like a teacher here but not in Turkey.

During the second interview, when I asked her about her teaching practices back in Turkey, Berna explained that she would not do anything special to engage the students in the lesson and to expose them to the culture as they did not appreciate her efforts. It can be seen that students' lack of motivation in Turkey led to failure of some of the techniques Berna implemented, whereas she was able to put them into practice in the U.S. thanks to her students' enthusiasm. As a result, she felt more successful and more like a teacher there. Merve brought a new dimension to the differences in her teaching practices in the U.S. by stating that the expectations of students and institutions affected the way and the degree she incorporated culture into her classes. More specifically, the fact that her students in the U.S. wanted to learn more about Turkey motivated her to focus on the Turkish culture. Gamze also realized the influence of student motivation on her performance. While she was "less motivated to teach" back in Turkey, the students' motivation encouraged her to be in class with all her enthusiasm in the U.S.

Overall, their students' high level of motivation and achievement led the participants to feel more dedicated, enthusiastic and successful as teachers, while the students' failure and lack of interest in the lesson caused the participants to lose their motivation to teach.

Students' and colleagues' perceptions. Students' and colleagues' comments not only affected teachers' self-image, but they also influenced the way the teachers perceived their abilities and the effort they made. To illustrate, knowing that her students were aware of the effort she made motivated and encouraged Gamze to do more. Tamer also mentioned how his students' perceptions affected his efficacy. When he heard from his students that his classes were never boring, he felt great as that was what he had been trying to accomplish. In another case, one of his students

dropped the course, and this made him question whether it was because of his teaching style.

As for the perceptions of colleagues, Berna experienced the feeling of being downgraded when she contacted a Turkish lady working for an organization in the U.S. to teach Turkish to the Turkish kids there. In her journal, she poured her feelings out:

> She questioned my education level and work experience and sounded not satisfied with that and sounded like she is my superior and granting me the opportunity to access their materials or system. I am so sure that she even hasn't studied at the department of education and thinks that she knows how to do it so well but she doesn't, but still having a high ego. This is what I also hate at my university in Turkey too. For Turkish nation, I feel that everybody knows everything very well, they criticize what you are doing in a cruel way even without giving positive feedback.

Berna wanted to take part in a project to teach Turkish; however, the Turkish lady working for the organization did not seem to be willing to allow her into the project. Berna ended up questioning her Turkish colleagues' attitudes towards her. She continued her journal by comparing her American colleagues' attitudes towards her:

> Here in the U.S., my professors whose classes I attend, my supervisor, in general people working in academic world are so modest and really respect what you are doing. They even appreciate me being here and teaching my own language. I am taking a kind of "Business English" class here. The reason I am taking this class is that I also teach it in Turkey so I thought it could improve my teaching style. When I said that to my professor who is around 45-50 years old and obviously far more experienced than me, she said

that "oh, I am sure you are doing that far better than me, please give me
feedback and suggestions as well." I was amazed by how humble she is.
As it can be seen from Berna's experience, while she wanted validation of her
abilities, her Turkish and American colleagues' perceptions of her affected her self-
efficacy, self-confidence and performance.

Similarly, her coordinator's comments about the improvement the students
made and her appreciation of Gamze's contribution encouraged her to study more
and ask for more suggestions to improve her skills. She concluded that:

My Turkish coordinator had interviews with my Elm students and at the end
of those interviews, she told me that she could see the great improvement in
their Turkish since the beginning of the course and praised me for doing the
things in an organized way and contributing to the Turkish department
positively. This has encouraged me more to study and work harder here. I am
planning to continue doing the things in this order as well as asking for any
other suggestions to my coordinator as well as my students. Therefore, I can
conclude that as teachers, we need to see the appreciation of other parties in
this challenging process. Teachers should feel valued because they are doing
their best to contribute their children's both academic and personal lives.

Based on her students' evaluations and her coordinator's comments, Gamze regarded
herself to be good at teaching Turkish. Overall, students' and colleagues' perceptions
of the teachers' abilities to teach influenced the teachers' own perceptions as they
questioned their teaching abilities when they got negative feedback or felt more
confident and motivated when they were appreciated, which in turn had impact on
their teaching performance.

Perception of language abilities. It was inevitable for the participants to
reflect on their language abilities while teaching Turkish because it was the first time

they approached their mother tongue as a teacher of it. Ahmet stated that he started to understand the grammar of his mother tongue because while teaching it, he needed to think twice and noticed the points that were "automatic and unconscious" at the times of speaking in everyday life. Merve also started to think about the rules in her native tongue for the first time and she realized she became more aware of her language and she started to learn more about Turkish. As it was his native tongue, Tamer also thought that his Turkish was very sufficient. Once he started teaching it, he recognized that there were a lot of rules he did not know and he was not familiar with.

In addition to discovering their language abilities as Turkish speakers and teachers, these teachers had the chance to observe their own language abilities as English speakers as they were part of the English speaking community in the U.S. Although Ahmet believed that he was more than advanced and even "superior" in English as he could talk about "abstract concepts, politics and finance," he admitted he had listening problems as he had difficulty in understanding people when he missed some words. He was "disappointed" to realize that he would never "be a native speaker of English" and "[his] English [was] never gonna be like really native-like" although he had been learning and teaching it for years. However, he was "particularly good at Turkish" as a native speaker. During the second interview, Ahmet mentioned the changes in his perception of his abilities:

> This year helped me understand that if it is your second language, there is no way you can get up to native speaker level. You will be native-like, but there are still a lot of things I have difficulty. There are slang and then there are jokes, and there are some values and some characters from the past. When they talk about joke about those, you don't get those. But all this doesn't mean that I don't feel confident. I feel confident in my speech. I understand

that I have to keep learning. Learning process is not over. I just have to keep

reading I guess. I don't read much. To take your speech to the next level, you

need to read more, more vocabulary, more structures. I think I'm doing well.

It's just your second language. You shouldn't be hard on yourself.

Ahmet had difficulty in understanding the language used in daily life in

conversations and thought that it was not possible for him be a native speaker of

English. This, however, did not make him feel incompetent as he was aware how to

improve his language skills.

Berna felt the need to learn the daily language spoken in the U.S. because she

had difficulty in understanding what native speakers meant at times and she needed

to ask for clarification. Although she "could understand what [was] going on just 50

percent" at the beginning of her experience in the U.S., she noticed that her English

was getting better and better and her listening skill was improving when we

conducted the first interview. During the second interview, she still had problems

with slang, jokes and daily expressions related to American culture. She further

stated that she did not know "how to state an expression without making direct

translation from Turkish" at times. She also thought that she did not have "as much

idea about the English culture or American culture as [she did] in Turkish."

Therefore, she felt the need to stay there longer to improve her language skills and

learn more about the culture.

Merve noted that she used to feel incompetent in daily language although she

knew academic English. After coming to the U.S., however, she admitted being more

competent and proficient in daily collocations and words in English; therefore, she

believed she "did something good for [her] English" by living in an English speaking

country. In addition, although she said that "it was so much impossible to understand

people at working places like in markets, in shopping centers, in restaurants" when

she first went to the U.S., she noted a big change in her listening skills during the second interview.

Gamze's opinions about what native and nonnative teachers were good at and her perceptions of her own abilities seemed to affect each other. For instance, she thought nonnative speakers were "excellent at grammar." Based on this, she had no concerns regarding her grammatical competence in English, while she was not confident about grammar as a native Turkish teacher. On the other hand, she believed that native speakers were at an advantage in terms of pronunciation and speaking, which might be the reason for her lack of trust in her "English knowledge in terms of speaking and pronunciation" as a nonnative English speaking teacher. During her stay in the U.S., she took opportunities to improve her language abilities, even learning from her American students. Nevertheless, her beliefs regarding native and nonnative speakers' abilities were reinforced. She reported that:

> I realized that I am less nervous among nonnatives because they are patient enough while listening. But if I am with the native speakers, I think they are not doing it on purpose, but they are less patient with your English because as Turkish teachers of English our grammar is perfect. But here speaking is totally different, especially in daily life. I can say that being an English speaker here is difficult, so I faced lots of problems with understanding first of all. I can just talk about the things and they seem to understand me, but especially for the first almost 2-3 maybe even 4 months, I was like "What? Could you please repeat that?" Now it's still difficult, but less upsetting. And as an English teacher, still I realize that my English grammar is perfect, and thank God I have learned vocabulary, all the synonyms because most challenging thing for me is the pronunciation and intonation. Here I realized that people are not that open to different accents. They really do not

understand when you do not sound like them. I really can communicate and I can have whatever I want while shopping or while teaching. But when someone doesn't understand you, you feel bad about it.

As Gamze put it frankly, her experience in the U.S. as a nonnative English speaker showed that she had no problems with grammar. However, as she expected, she had a hard time while communicating with native speakers of English at times due to listening, pronunciation and intonation.

Tamer did not seem to have any difficulty in communicating in his daily life. However, he also expressed some kind of "communication gap which may either stem[med] from the language barrier or their background" when he talked to his American friends. As an example, he referred to the TV shows his friends watched which included jokes that were different from the ones in his culture. Despite being rare, misunderstandings caused him to feel "foreign" and "slightly alienated." He further stated that there were times when he wished he could speak Turkish in the U.S. especially while talking about politics in formal settings or "in front of crowds" so that he could explain himself better.

In conclusion, the teachers' perceptions of their teaching abilities were influenced by their changing roles from a nonnative English language teacher in Turkey to a native Turkish teacher in the U.S. The participants felt confident as native Turkish teachers thanks to their intuitive knowledge of L1 and competence in Turkish culture, and their confidence increased as they gained experience in teaching Turkish. However, they concluded that being a native speaker was not enough to be able to teach a language. The participants felt more competent in teaching English because they were trained in ELT and they had access to metalinguistic knowledge in English. Moreover, the challenges and advantages of their new teaching duties, students' motivation and success, and students' and colleagues' perceptions were

some other themes that seemed to affect their self-perceptions. Other than their teaching abilities, the teachers' perceptions of their learning abilities were also recognizable throughout their experiences as they had to reflect on their knowledge of Turkish and English while teaching and socializing.

The Shift in Teachers' Identities in terms of Their Beliefs about Teaching and Learning

By looking at the teaching and learning process as native Turkish teachers, these nonnative English teachers revised their beliefs regarding teaching and learning. While they had the chance to confirm their assumptions related to teaching languages or being a native speaker, there were also times when their beliefs as to how to teach and learn a language were subject to changes. In this section, I will present the findings under two main sections: beliefs about teaching and beliefs about learning.

Beliefs about teaching.

The role of culture in class. One of the points that teachers recognized in their new roles was the importance of incorporating culture into class. Ahmet mentioned that "culture influences language and language influences culture," and that they should be taught together. Although some teachers reported that they did not allocate time for introducing culture, but focused on grammar or skills due to time constraints back in Turkey, Ahmet believed that culture needed to be a part of language teaching. Merve also found out that the students became more alert when she talked about the Turkish culture.

Berna, however, brought a different perspective to this topic by claiming that "culture is not learned in a class, you can learn it by making American friends and spending time with them." What Berna suggested was the importance of being exposed to the culture of the target language in real life. She believed that learners

would learn the culture of a language in a context where it is spoken. Nevertheless, as a Turkish teacher, she was able to add more cultural elements to her teaching. Her students were more motivated when she talked about Turkish culture, so she recognized that culture was an "inseparable part of language." Briefly, the role of culture in fostering student motivation in a language class was confirmed through the teachers' experiences in the U.S.

The use of target language. There were also changes in the teachers' attitudes towards the use of the target language in class. Ahmet, for instance, noted a difference between the use of target language in his class back in Turkey and in the U.S. along with his beliefs about the differences between Turkish and English. During the first interview, he said:

> Turkish is considered as critical language. It is a less commonly spoken language. That's why it is more difficult for American students to access Turkish. That's why our English is always better than their Turkish. Our beginner level students in Turkey are more exposed to English than these people will ever be exposed to Turkish because English is out there it's so accessible…Turkish is not like that. That's why I sometimes need to speak English more often than I'd like to… I feel like I should explain how it works in English just to make sure.

Although he did not want to use the students' native language, English, in class while teaching Turkish, his beliefs about the accessibility of Turkish seemed to influence the amount of the target language and native language use in his class. As a result, his beliefs regarding the use of the target language were affected. Similarly, Gamze also used English in class while teaching Turkish at times as her students got discouraged when they could not understand. Berna, however, made use of the target language, Turkish, more in her class in the U.S. The reason was related to her

students' lack of interest in the lesson back in Turkey. Not getting any response from the students, she felt the need to translate the questions to check their comprehension. In fact, she thought it was very boring to speak in the target language all the time even as a teacher, so while teaching a subject or giving instructions, she used the target language, Turkish, in the U.S. However, when she felt bored or when her students lost interest in the lesson, she tended to switch to English.

Comparing the theory and practice in terms of the use of the target language in class, Tamer decided that there was "hypocrisy in terms of their demands in teaching English to NNES [Nonnative English Speaking] countries and their actual practices here [in the U.S.] in teaching foreign languages." Although "the modern teaching methods all suggest[ed] exposure to target language as much as possible," his students complained when he used the target language and the instructors teaching other languages also used the first language while teaching. In short, the fact that the teachers witnessed different attitudes towards the use of the target language in class influenced their beliefs regarding this issue and their practices.

Teaching Turkish vs. teaching English. Before going to the U.S., the teachers had a lack of knowledge about teaching Turkish as they had not experienced it before. In one of her journals, Berna wrote:

> Before I came here, I was thinking "who wants to learn Turkish? It is a very difficult language as it is an agglutinative language." My supervisor said that it is easy to learn Turkish as you just learn the rules and can apply these rules all the time even if you learn a new subject and I didn't believe her. Now I see that trying to figure out how a language is taught is much different from teaching it in a class. As I teach, I realized that Turkish is really easy to learn and teaching Turkish is even more fun than teaching English.

As she gained more experience in teaching Turkish, Berna started to see how fun and easy it would be to teach it. She also emphasized that teaching a language was not the same as studying its theory.

Most of the teachers agreed that teaching Turkish was more difficult. Merve referred to morphemes and rules to clarify the challenges of teaching Turkish. She admitted that she had not anticipated having "a lot of different rules about every pronoun, every tense, [and] every case," so she was surprised to find out that "as a native speaker of Turkish, as a native speaker of any language actually, you never think about the rules in your language." Teaching her native language was more difficult than she had imagined. During the second interview, she stated that her "feelings about teaching Turkish" and "the way she thought about Turkish" changed while teaching Turkish as she noticed that teaching a difficult language like Turkish could also be fun. She also discovered the fact that teaching or learning Turkish was similar to teaching mathematics as once the students got the formula, it would be "automatic to formulize all the other rules about other topics in Turkish." She also added that it was nice to know more about her native tongue, notice the rules she had never thought about before, and see how beautiful a language Turkish is.

Ahmet stated his beliefs regarding the differences between these two languages by saying that:

> Turkish is much more difficult as far as its grammar and word order syntax goes because there is case marking. I mean all our students are American here. There is no case marking in English. They have prepositions and in Turkish there is case marking and if there is case marking in a language…, then you word order doesn't really matter most of the time, so you don't know how to teach that. You just end up saying it sounds better like

that…Turkish is more difficult to teach in that sense. It's not accessible, it's

not out there. That's why teaching English is much much easier I think.

As Ahmet put it, the grammar and word order were the challenging aspects of

teaching Turkish. Moreover, as some structures did not exist in English, it was hard

to explain the rules and their rationales in Turkish. However, the fact that Turkish

was not accessible in daily life for American students made it more demanding for

both the teacher and the students. Overall, the teachers agreed that it was more

difficult to teach Turkish, while some of them found it easier to teach it as they

gained more experience and discovered strategies to teach it. Therefore, their beliefs

about teaching Turkish changed in time. The findings also revealed that the

participants gained awareness of their own language thanks to their experiences as

native Turkish teachers.

   Being a native speaker vs. being trained in teaching. The fact that these

nonnative English teachers had the chance to experiment with being a native Turkish

teacher had effects on their beliefs regarding the importance of being a native

speaker and being trained in a language to be able to teach it. Tamer commented that

being a native speaker was "definitely more advantageous" and "better in terms of

using the language" as he felt "really competent and powerful" in class. An

important conclusion Gamze reached was related to teaching in general regardless of

the language being taught. Her experiences as an English and Turkish teacher

showed her that:

   if you know how to teach a language either English, Turkish or the

   others,…you can find ways to survive in teaching that language. They are

   similar for me, so for me the core is to teach foreign languages not only

   English or Turkish.

She suggested that having a background in teaching a language would facilitate teaching another language. On the other hand, during the second interview, she also noted the importance of having a background in teaching by saying that being a native speaker and knowing a language were not enough to teach a language. Merve also agreed with the fact that being able to "speak a language in a very good way does not mean that you can teach it very well." She expressed how her beliefs changed through her experiences as a native teacher:

> That's something that I have seen here. I mean that was something I had already known before, but when I came here, I realized that OK I am a native speaker of Turkish, but that doesn't mean that I can teach it very well. I mean teaching is totally different. You must be aware of the processes that a student goes through…I think I feel more confident in teaching English because I was trained in that…I feel better in teaching English because teaching is different from knowing something.

During the second interview, she touched upon the same issue and said that:

> The fact that you know a language does not necessarily mean that you know the rules and everything because you grow up talking that language and you never feel the need to think about the details like the grammar, the linguistic issue. You never question details. You learn it unconsciously. That's something that I have realized. That was something that we have already been discussing in our language classes. You never find the real meaning of that out before you actually experience it.

Although she had an idea about the fact that knowing a language and teaching it were different issues, her experience as a native speaker of Turkish confirmed her beliefs. Overall, while discovering the advantages of being a native speaker, the teachers found out the importance of having a background in teaching a language.

Methods and techniques. As for the methods implemented while teaching, Ahmet and Berna did not observe major differences in their classroom practices when they compared teaching Turkish in the U.S. and teaching English in Turkey. In both contexts, Ahmet made use of communicative language teaching. He tried to avoid grammar translation method although he was not opposed to that totally as it saved time at times. Berna also benefitted from communicative language teaching and grammar translation method depending on the subject and the needs of the students. Maintaining a student-centered classroom and fostering student interaction were some features in Ahmet's and Berna's classes. Nevertheless, Ahmet's experiences in the U.S. changed his attitude towards teaching speaking and writing. In his second interview, he confessed that:

> I think that we should make our students speak, role play, drama because if they can speak the language, writing is not gonna be a problem. I am not talking about creative writing or organization or content. I am saying learning the grammar structures and vocabulary just make them talk just act out. you know produce the structures you're supposed to be teaching…If they can produce in speech, they will most likely be able to produce really nice grammatical structures. This is the biggest decision actually I made this year. I will make my students speak all the time.

Merve also did not report any changes regarding the methods she used in class. She noted that she still believed in the importance of using different methods while teaching. She noted that it was not only communicative language teaching that worked, but different strategies and methods could also be useful in a language class.

The only difference as to beliefs about methods was reported by Tamer, who learned that traditional methods could also be as effective as the modern ones through his observations in the U.S. Although it was not popular in Turkey,

translation was extensively used by the teachers in the U.S. in order to ensure comprehension. He saw how to use this technique more effectively, which was one of the changes he went through. During the second interview, he noted that:

> I saw that postmethod pedagogy is working actually and it's very useful. You don't have to necessarily use communicative language teaching method. Not just that method, but you can do whatever you want as long as it serves the purpose, so that made me relaxed…and I feel more confident in terms of methodology

In addition to the methods and techniques, Tamer mentioned that he learned the significance and effectiveness of homework through his experience in the U.S. Since he had fewer students there, he had the chance to assign and check homework, which affected the performance of the students. As a result, he decided to "be stricter in terms of assigning homework" back in Turkey as well. In short, the fact that these teachers taught a different language did not seem to change the methods and techniques they used.

To prepare the syllabus and quizzes or not. New responsibilities the teachers took on also affected their beliefs about teaching-related duties. Berna, for instance, noticed the necessity of balancing all skills as she did not allocate enough time for listening in her syllabus. She understood that "language learning is not just grammar teaching." By preparing her own syllabus, Gamze was able to act according to her students' needs more flexibly in class. This flexibility helped her deal with the problems more effectively as she was able to change her lesson plan and spend more time on the topics that were problematic. Nonetheless, she did not feel satisfied with the exams she prepared and she described not "having certain learning objectives or outcomes in teaching context along with a well-prepared curriculum or syllabus" as trying to "reach a destination without a map." As for Ahmet, having to write his own

syllabus and quizzes showed him how demanding it was to come up with a decent syllabus and an exam. Therefore, he reached the conclusion that "a teacher is not supposed to write a syllabus. There must be people for that." Briefly, having to design a course shaped the teachers' beliefs as to teachers' responsibilities.

Daily life experiences. There were also cases in which the participants learned lessons during their daily lives and reflected on their lessons. During his flight to Miami, a flight attendant's announcement attracted Ahmet's attention. Instead of introducing the pilots, the flight attendant said that she had no idea who the pilots were, but she was sure they were capable of flying the plane. Upon this announcement, Ahmet remarked that "when things go wrong, [he] can always improvise and make it actually work better than it normally would –very much like in teaching." In other words, he noticed that teachers can turn the tables on themselves in unexpected situations. He also thought about how important it was for people to take their jobs seriously and try to be the best at them.

In a conference, Berna gained some important insights as to how to make a lecture interesting. In her holiday journal, she wrote that:

> He [the lecturer] was a very self-confident (but not arrogant) and smiling person with a good sense of humor which are the qualifications that most people don't have while lecturing or teaching…The reason why I liked the lecture is that it encouraged us to think about our personal lives so I had a reason to concentrate, listen, analyse my own feelings and thoughts…As teachers we need to include personalization activities and make the learning experience fun for our students so that they will have the motivation to actively participate in our classes.

Giving the listeners a reason to listen to the lecture and a chance to personalize the topic not only made the lecture fun, but it also motivated the listeners. Based on this,

Berna drew the conclusion that she needed to implement such kinds of activities in her class, too. In this regard, in her second interview, she mentioned that she tried to give her students a reason to learn the language. Thinking that her students would visit Turkey one day, she was teaching all aspects of the Turkish culture.

Gamze also shared one of her experiences as a learner and how her beliefs were influenced. Having attended a course by a famous researcher and author in the field of language teaching, she recognized that writing books might "not be enough to have a nice atmosphere in the class," and that the teacher might discourage the learners from going to class and feeling enthusiastic about learning. In sum, even their daily life experiences prepared the ground for the teachers to reconstruct their beliefs about teaching.

Beliefs about learning.

Students' motivation. Comparing the Turkish and American students' motivation, Ahmet made significant notes regarding extrinsic and intrinsic motivation. The fact that the students in Turkey have to learn English to be able to continue their studies in their departments make Turkish students more motivated in Ahmet's opinion. Not having the "fear" of having a midterm or a final and not having an intense program were some of the reasons for lack of student motivation in the U.S. He stated:

> It's extrinsic motivation. Motivation is motivation. Your students know that when they do the things you ask them to do in class and when they come to class, they will also be successful in exams. I mean even if you're not taking an exam really, if you work hard in the class, you're gonna do well. They need extrinsic motivation. They definitely need that…so I am giving them announced quizzes and pop quizzes. I hope that will increase attendance.

In short, his beliefs regarding the source of motivation led him to adopt classroom techniques that promoted extrinsic motivation.

From a humanistic perspective, Gamze tried to be approachable for her students and she noticed:

> As a teacher, once more, I have realized that when you care about your students as a whole person, not only their learning, they see the value that you give to them and you get respect and enthusiasm for learning in return.

In other words, Gamze did not relate student motivation to extrinsic or intrinsic motivation, but she emphasized seeing them as a whole. This was not the solution for Tamer, though. One of his students caused him to question his teaching style when she stopped attending the classes although she seemed to be enthusiastic at first. His experience showed him that even though he tried his best, it was impossible to reach everyone, so what he could do was to try to appeal to everyone but be ready for unexpected situations.

For Merve, motivation was of utmost importance in a language class. Although she had similar beliefs regarding the role of motivation in learning English, she discovered that it did not matter what language she was teaching. She explained that:

> I have realized that motivation is the big step that you have to have to learn a language. So even if it is Turkish or Chinese or English or something else, if you really don't want to learn, you can't learn it, so here I have realized although Turkish is a very difficult language to learn for me, I have realized once you are motivated to learn it, you definitely learn it in a way, but that shouldn't mean that motivation is the only tool that you need to learn a language. I have also realized that some people have this language aptitude like something you give as a rule and they can easily generalize it, they can

easily apply it to the other topics that you teach. That was something that I

realized in Turkey as well and just the same in teaching Turkish too. Some

people are talented to learn a language.

It can be seen that her observations also confirmed her beliefs in the concept of

language aptitude.

Other than the concept of motivation, the teachers also reconsidered the

importance of reasons for learning a language. Since the courses in Turkey required

the students to pass the levels in a short period of time, Gamze was discouraged to

see that her American students did not make much progress at the beginning of the

course. She felt the need to be more patient and to wait to see students' progress

upon observing how reasons for learning a language and the design of the course

might affect the performance of students in the U.S and back in Turkey.

How students learn. The teachers also observed students' preferences while

teaching Turkish. Based on the methodology she used while teaching English in

Turkey, Gamze preferred "teaching grammar points inductively, rather than

explicitly" in the U.S. as well. However, upon her students' reactions and feedback,

she changed her style and this new technique indicated that "explicit and direct

teaching of grammar" might also work in class although she was not satisfied with

that approach. In her second interview, she described herself as a traditional teacher

in the U.S. as she taught grammar deductively whereas she implemented

communicative language teaching and inductive teaching while teaching English

back in Turkey. As for the reasons, she explained that different languages required

different methods. She also expressed that she was happy with explicit grammar

teaching, which shows that her beliefs changed over time. Another point Gamze

made was the pace of learning. By observing the challenges the American students

had with simple Turkish topics, she understood that no matter how easy a topic might

sound in Turkish or in English, it might not be that easy for the students. This experience helped her see the reasons behind her students' mistakes back in Turkey as well.

Similarly, the characteristics of the students in the U.S. influenced Tamer's beliefs about students' preferences. After talking about his Turkish students' complaints about the fact that he lectured too much and did not have enough fun activities, he described how his students in the U.S. felt about his classes. Unlike his Turkish students, they were more willing to learn and expected him to teach rather than prepare fun activities. These two different demands indicated to him that "what seemed to be a disadvantage turned out to be an advantage" in his class. Nevertheless, he also noticed that talking about out-of-class issues and doing more fun-based activities were "psychologically good and motivating" for the students.

The overall results of the study indicate that there were changes in the participants' beliefs about teaching in terms of the role of teaching culture and the use of target language in class. While they gained awareness of their mother tongue as Turkish teachers, the participants also discovered the importance of having a background and being trained in teaching a language to be able to teach it. The language they taught did not seem to affect their beliefs about teaching methods since they made use of similar methods and techniques while teaching both languages. There were, however, changes in their beliefs about learning in terms of students' motivation and students' preferences in learning a language. Although they were not surprised to see the importance of student motivation while teaching Turkish, the participants questioned their beliefs regarding extrinsic and intrinsic motivation when they compared the students in Turkey and the U.S. Similarly, different kinds of students in the U.S. led the participants to reconsider their beliefs about how students learn and students' preferences while learning a language.

Conclusion

This study examined the experiences of five nonnative English speaking teachers who went to the U.S. to teach their native language, Turkish. The aim of the study was to explore the effect of the shift from the role of a nonnative English teacher to a native Turkish teacher on teacher identity construction in terms of self-image, self-efficacy, and beliefs about teaching and learning. This chapter presented the findings based upon the controlled journals, follow-up questions and interviews under three main sections: the shift in teachers' identities in terms of their self-image, the shift in teachers' identities in terms of their self-efficacy, and the shift in teachers' identities in terms of their beliefs about teaching and learning. The next chapter will present the findings and discussions, pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

The purpose of this case study was to investigate how the shift from the role of a nonnative English teacher to a native Turkish teacher affects teachers' identity construction by exploring the experiences of five nonnative English teachers who went to the USA on a prestigious scholarship for one year to teach their native language, Turkish, as native teachers. In this respect, this study addressed the following research question:

How does the changing role from a nonnative L2 teacher to a native L1 teacher affect Turkish EFL teachers' identity (re)construction in terms of

1. self-image?

2. self-efficacy?

3. beliefs about teaching and learning?

Data were collected through three different instruments: a personal data questionnaire, ongoing controlled journals along with follow-up questions, and interviews. The personal data questionnaire was administered to the participants to collect demographic information about them. The controlled journals and follow-up questions aimed to explore the participants' experiences as Turkish teachers in the U.S. from late September 2014 to the end of February 2015. The interviews, which were conducted in early October 2014 and in late February 2015, provided in-depth information about the participants' journeys as they transformed from nonnative English teachers into native Turkish teachers. All the qualitative data were analyzed according to Boyatzis' (1998) thematic analysis. After each participant's data were read several times to discover the themes that naturally emerged, they were color-

coded. As the final step, the themes generated in the initial analysis were related to three sensitizing concepts, which were a) self-image b) self-efficacy c) beliefs about teaching and learning.

This chapter discusses the findings of the study in light of the relevant literature. Following that, the pedagogical implications of the study are discussed. After that, the limitations of the study are described, and suggestions are made for further research.

Findings and Discussion

In this section, I will describe the findings in relation to the three sensitizing concepts, which are a) self-image b) self-efficacy c) beliefs about teaching and learning, and present the main conclusions.

The Shift in Teachers' Identities in terms of Their Self-image

One of the most noteworthy findings of the present study was that taking on a new role as a native teacher influenced the way participants perceived themselves. Being in the position of a native teacher gave the participants a sense of confidence as their students did not question their knowledge of Turkish or refute what they said, but showed them respect as they were native speakers. Related to this finding, in a study exploring the perceptions of NESTs while they are teaching English as a foreign language, Juhász (2011) found that native teachers felt safe since it was not the teacher's "fault or … lack of knowledge" when students could not understand a topic (p. 95). Similarly, the participants in this study also felt safe and powerful in their new roles. Moreover, comparing their first days in the U.S. and their experiences after six months, the participants realized that their confidence as a native Turkish teacher increased in time with more teaching experience. This finding is an indicator of the importance of gaining experience in teachers' self-images.

The results of the study indicated that the responsibilities the participants took on as teachers and their working conditions in the U.S. also led to some changes in the ways the participants described themselves. Different from their teaching duties back in Turkey, where they were required to stick to a strict syllabus and were provided with all the materials and exams by their institutions, the participants had to prepare their own syllabus and design their own course for the first time in the U.S. Taking responsibility for the entire class seemed to make the participants see how organized, professional, prepared, but also flexible they could be since they were able to implement their own lesson plans. As a result, they felt more motivated and successful as teachers in the U.S. Related to this finding, Duru (2006) argues that workplace, institutional characteristics and working conditions are some of the factors that may lead teachers to construct new images of themselves as teachers. The findings of the present study show that the participants' images of themselves changed along with the responsibilities they took on in their new workplace.

The findings also revealed that the participants' views of how their students and colleagues perceived them had effects on their self-images. Being appreciated and getting positive feedback encouraged the participants to work more and increased their confidence. One important finding was observed in Ahmet's perception of how his students and colleagues described him. Although the only adjective he could find was "fun" in the first interview when he was asked about his students' and colleagues' descriptions of him as a teacher, his perception of himself was different during the second interview. Being portrayed as a "very organized and prepared" teacher by his students, Ahmet described himself as a "more responsible," "prepared," and "organized" teacher. This finding verifies Duru's (2006) and Beauchamp and Thomas's (2009) claims that the school environment, learners, colleagues and administrators are some of the factors that may lead teachers to

construct new images, and thus affect their teacher identity. Similarly, students' and colleagues' views were found to be essential for the participants in this study as they felt motivated and honored when they were appreciated.

The fact that the participants were in a new context and had contact with different people and life styles also affected their self-images. Akkerman and Meijer (2011) draw attention to the effect of the social environment on the self by claiming that social interactions might lead an individual to think or act in a certain way and that "someone's environment [is] part of one's identity" (p. 314). The data analysis of the present study showed that the participants felt more complete with the knowledge and experience they gained, which would mean self-fulfillment on the personal level and competence to teach their experiences in class on the professional level. There were also individual gains like being more open to different people, being more patient and tolerant, being more confident while socializing, and being able to deal with the challenges. This finding is consistent with Ortaçtepe's (2015) study which explored two EFL teachers' language socialization in the U.S. She found that the participants' social experiences in the U.S. resulted in changes in their identities as teachers, and affected how they interacted with people in English and how they would teach language back in Turkey. Similarly, the present study demonstrated that their experiences in the U.S. influenced the participants both as a person and as a teacher.

Overall, being in the position of a native teacher, taking on different responsibilities as teachers, and having different working conditions including the students and colleagues influenced the participants' self-perceptions, while their socialization in the U.S. led them to perceive themselves in a different way as a person and a teacher. The results of this study indicate that the participants' descriptions of themselves as teachers and their views of how their students and

colleagues described them changed as a result of their experiences as native teachers in the U.S. Therefore, based on Kelchtermans's (1993) definition of self-image, which is teachers' perceptions of themselves and their views of how other people perceive them, the findings suggest that there were changes in the self-images of the participants. Given that self-image is one of the crucial components of teacher identity (Knowles, 1992), the changes in the participants' self-images may provide evidence for the identity reconstruction of the NNESTs who went to the U.S. to teach their native tongue, Turkish.

The Shift in Teachers' Identities in terms of Their Self-efficacy

The results also revealed changes in the participants' perceptions of their teaching abilities both in English and Turkish. One important finding was related to confidence and competence in teaching. It was pointed out by the participants that factors such as being aware of their own weaknesses in terms of pronunciation and vocabulary, not being able to answer the students' questions, and not being equipped with the necessary knowledge to be able to teach the culture of the target language caused them to feel insecure, incompetent and uncomfortable when teaching English. Related to this finding, Medgyes (2001) conducted a survey with 325 teachers consisting of native and nonnative teachers from 11 countries, and concluded that NNESTs identified vocabulary, idiomatic expressions, speaking, pronunciation and listening as the problematic areas, which made them feel inferior compared to native speakers. Moreover, Medgyes (2001) mentioned that their restricted knowledge of some aspects of the language seemed to affect their teaching behavior as the participants supplied less cultural information in class. The present study confirms what Medgyes (2001) pointed out in terms of NNESTs' awareness of their linguistic handicap and lack of competence in teaching culture as the participants in this study reported feeling insecure due to their weaknesses. Notwithstanding, they did not feel

inferior as nonnative teachers as Medgyes (2001) suggested. Despite the challenges they had as nonnative English teachers, the participants expressed that they were more confident while teaching English due to the fact that they were trained in English language teaching. Being experienced in teaching English was another factor that made the participants feel safe as they knew what to do in class and how to teach different topics. In fact, the findings indicated that the participants were more confident as nonnative English teachers compared to their new roles as native Turkish teachers as will be discussed in the next paragraph.

In their new roles as native Turkish teachers, the participants felt competent in the Turkish culture, which helped them benefit from the culture-related tasks in class. Nevertheless, they also experienced some challenges like not being able to explain the rationale behind the grammar rules or simplifying the language. This finding is consistent with Juhász's (2011) study in which the native English speaking teachers acknowledged that they had problems while explaining grammatical rules to students. Similarly, although the participants of the current study had the intuitive knowledge to figure out the grammar rules as native Turkish teachers, this was not enough to explain the logic behind certain rules. While gaining experience in teaching Turkish contributed to the participants' confidence and helped them develop their own strategies, they stressed the importance of being trained in teaching to be equipped with the knowledge and skills to implement different methods and teach a language effectively. Related to the effect of teacher training, Wong (2009) explored eight inexperienced and untrained NESTs' experiences while teaching English to find out their self-perceptions and problems they had while teaching. The findings suggested the importance of being trained and gaining experience for NESTs to teach their native language effectively. Similar to what Wong (2009) suggested, comparing their role as a nonnative English teacher with the one as a native Turkish teacher, the

participants in the present study all implied the necessity of teacher education or training as they felt more confident as English teachers despite being a native Turkish teacher.

In addition to their new roles as native Turkish teachers, the participants had to adapt to different teaching duties such as designing their own course and preparing their own syllabi. The findings showed that the responsibility to prepare their own syllabi, materials and exams was challenging for the participants; however, they had more freedom while designing their lessons and were able to discover their potentials as teachers. This finding corroborates with the findings from S. Kim (2011), which suggested that teachers "found developing their own syllabi challenging, but interesting because it provided them with opportunities to develop their own designs and experiment with them" (p. 134). To illustrate, during her teaching experience in the U.S., Berna implemented communicative language teaching in her class as she did not have to follow a strict syllabus as she did in Turkey, and she had the freedom to decide how much time to allocate for different topics. This flexibility helped her unlock her creative side and feel more satisfied as a teacher.

Students' motivation and progress also influenced the participants' perceptions of their teaching abilities. As an example, Merve felt satisfied to see that she was able to teach her students many things in a short time when she observed that her students were able to use the structures she frequently used in class. Berna even stated that she felt more "like a teacher" in the U.S. and she did not mind spending hours preparing lessons, whereas she thought the techniques she implemented in class were not successful back in Turkey, and she did not want to prepare for the class due to her students' lack of motivation. In line with students' motivation and progress, students' and colleagues' perceptions of them seemed to be influential in the participants' perceptions of their own abilities. In a study conducted

on student-teachers, Gibbs (2003) discussed the effect of developing teachers' self-efficacy as teachers' performance increases if they are persuaded that they are capable of and good at what they are doing. The findings of the present study were in line with what Gibbs (2003) suggested because being appreciated by colleagues or students was a source of motivation and confidence for the participants, while the negative feedback or reaction caused them to question their teaching abilities.

The data analysis also indicated changes in the participants' perceptions of their learning abilities. As a teacher of their mother tongue, the participants realized that there were a lot of rules which they used automatically and unconsciously while speaking. For instance, Merve stated that her awareness of Turkish increased, while Tamer was surprised to see the rules he did not know and he was not familiar with. The participants also reflected on their strengths and weaknesses as English speakers. In this sense, Ahmet made an important point by saying that "[his] English [was] never gonna be like really native-like" and it was not possible for him to reach the native speaker level despite spending years as a learner and as a teacher of English. Related to this finding, Ortaçtepe (2012) pointed out that Turkish students perceive native speakers as the authority, while Alptekin (2002) noted that NNESTs feel "intimidated by native speaker norms of use and usage" (p. 62). Parallel to what Ortaçtepe (2012) and Alptekin (2002) suggested, the results of the present study showed that Ahmet compared himself with native speakers of English and ended up with the disappointment to see that being a native speaker was an unattainable target. In this sense, Ahmet's approach to his own weaknesses as a failure to be like a native speaker of English is an indicator of the weight still given to the native speaker concept in second or foreign language teaching and learning.

The other participants also touched upon their perceptions of their abilities as English speakers and listed listening skills, pronunciation, daily language, and

American culture as the points that needed improvement. This finding echoes the study of Tang (1997) which explored 47 NNESTs' perceptions of proficiency and competency of NESTs and NNESTs in Hong Kong. Tang (1997) found that a very high percentage of the NNESTs felt that NESTs were superior in speaking, pronunciation and listening skills. In this study, the participants similarly reported the native speakers had advantages in terms of pronunciation and speaking as well as being equipped with the knowledge of culture. However, living in an English speaking country was an opportunity for them to improve their language abilities and increase their knowledge of American culture, which they believed would help their teaching skills back in Turkey as well.

All in all, considering the definition of self-efficacy, which is the "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2), the results of the present study showed that there were changes in the participants' perceptions of their abilities both as a teacher and a learner. As Turkish teachers, the participants had the intuitive knowledge of the language, were equipped with the socio-cultural knowledge of Turkish, and had control over their class in terms of designing all the materials, syllabus, and exams. Nevertheless, they reported that they felt more confident as English teachers as they were trained in ELT and they were more experienced in teaching English. More specifically, the participants recognized how competent they were as English teachers when they were in the position of a native Turkish teacher and highlighted the importance of training and gaining experience to teach a language, rather than being a native speaker. They also noticed they were capable of teaching another language, implementing different activities, and planning lessons thanks to their different teaching duties, students' progress, and colleagues'

comments. Lastly, there were also changes in their perceptions of their language abilities as Turkish and English speakers.

Given that teachers who trust their abilities have higher motivation and occupational commitment, while those who doubt their abilities experience emotional problems and lack of confidence as Bandura (1995) suggests, self-efficacy is one of the key components of teacher identity. The findings of the present study are in line with what Bandura (1995) points out as to the importance of self-efficacy in teachers' motivation and dedication. Nevertheless, the findings draw attention to the effect of self-doubt as well. In this sense, Wheatley (2002) claims that teachers' efficacy doubts can support their learning and professional growth. Despite the fact that the literature focuses on the importance of having self-confidence and positive efficacy beliefs, self-doubt can also be useful as it might encourage teachers to reflect on their performance, strengths and weaknesses so that they can improve themselves professionally. The results of this study showed that the participants' being aware of their weaknesses contributed to the changes in their self-efficacies since they tried to improve themselves in those areas and could observe the differences better in their new roles. Considering the changes in the participants' self-efficacy, it can be concluded that the participants in this study reshaped their identities in terms of their perceptions of their teaching abilities and language abilities when they changed their role from a nonnative English teacher to a native Turkish teacher.

The Shift in Teachers' Identities in terms of Their Beliefs about Teaching and Learning

The findings also revealed changes in the participants' beliefs about teaching and learning. One of the most important findings was related to the participants' beliefs about being a native speaker. It was concluded by the participants that being a

native speaker and knowing a language were not enough to teach a language. Comparing native and nonnative teachers, Medgyes (1992) questioned if being more proficient in a language meant being an efficient teacher, and concluded that it was not enough as factors like experience, age, motivation, and training played an important role in teaching and learning process. Parallel to this view, the findings of this study demonstrated that the participants felt more confident in teaching English as teaching was different from knowing a language. Being a native speaker of Turkish, they noticed that they did not know the rules as they had not felt the need to analyze their speech and the reasons for the rules before. Moreover, Gamze drew attention to the importance of having a background in teaching regardless of the language. It was found that knowing how to teach a language would help facilitate teaching other languages as well. This claim was in fact supported by another finding of this study. The analysis of the data showed that there were not noteworthy changes in the participants' beliefs about the methods and techniques to be used in class except for Tamer, who observed that traditional teaching methods could also be used quite effectively. This finding conflicts with the results from Juhász (2011), which revealed that NESTs and NNESTs adopted different teaching styles. Unlike Juhász's (2011) study, being a nonnative teacher or a native teacher and teaching English or Turkish did not seem to influence the participants' beliefs in teaching styles and their teaching practices in this study. They all continued to implement the methods that they used back in Turkey in the U.S., as well.

The participants' beliefs about teaching Turkish also changed in time. Berna, for instance, recognized that it was not that difficult to learn Turkish as she had assumed, and it was even more fun to be teaching it compared to English. Therefore, she concluded that "trying to figure out how a language is taught is…different from teaching it in a class." Merve, on the other hand, found teaching her native language

more difficult than she had imagined. Nevertheless, she agreed that it was fun to be teaching it as once the students got the formula, they would automatically apply the rules to other examples just like in mathematics. In general, they all agreed that Turkish was a more difficult language than English.

Another finding as to the changes in the participants' beliefs was the realization of the importance of incorporating culture into class. In her study, Bayyurt (2006) analyzed NNESTs' perspectives on the role of culture in EFL classes in Turkey and found that the teachers believed in the importance of incorporating culture into language class and increasing students' knowledge about different cultures. Nevertheless, Ortaçtepe (2015) stated that teachers in Turkey were limited by the institutions and curricula even though they wanted to foster intercultural competence of their learners. Similar to what Ortaçtepe (2015) noted, reflecting on their teaching practices back in Turkey, the participants reported that they did not allocate time for introducing culture while teaching English due to time constraints as well as their lack of confidence and competence in the American culture. While teaching Turkish in the U.S., however, they had enough time to incorporate culture into class as they designed their own courses, and they realized how alert and motivated the students were when they were introduced to the Turkish culture. Therefore, the participants all concluded that culture needed to be part of language teaching.

There was also change in the participants' beliefs about the use of target language in class. The accessibility of Turkish in the U.S. and approach to the use of target language there influenced their beliefs regarding this issue and their practices. Tamer summarized his observations by using the term "hypocrisy" as the Nonnative English Speaking countries were expected to use the target language, English, in class while the actual practices of foreign language teaching in the U.S. were

different. As Murray and Christison state (2011) theories of language learning and teaching like Communicative Language Teaching require the use of target language as medium of instruction; however, the participants' experiences in the present study showed differences in the use of target language in practice.

There were also findings regarding the participants' beliefs about learning. Comparing the students back in Turkey and in the U.S., the participants made comments on the source of motivation. Ahmet noticed that extrinsic motivation was necessary to encourage the students to study more as not having exams or an intense program were some of the reasons for lack of student motivation in the U.S. For Gamze, the key to promoting student motivation was through caring for the students and being approachable for them, while Tamer discovered that it was not possible to reach everyone as one of his students made him question his teaching style although he tried his best to appeal to his learners' interests. Being already aware of the role of motivation in teaching English, Merve noticed that the key to success was the same in any language. She concluded that students would not be able to learn a language unless they really wanted it and that some people were talented to learn a language.

The participants also reconsidered their beliefs about students' preferences to learn a language. Although they had their own beliefs as to how to teach a language, the students' feedback and reactions made the participants reflect on and even change their beliefs. Gamze explained the changes in her beliefs by saying that different languages required different methods. Seeing that students struggled even with simple topics in Turkish was another awakening for Gamze as she noticed how difficult it might be for them to learn a topic even if she found it easy. Tamer also saw that it was motivating for students to talk about out-of-class issues and do more fun-based activities. These findings supported S. Kim's (2011) study which investigated the sources of teachers' beliefs and their beliefs about learning and

teaching. In her study, S. Kim (2011) also noted the importance of teachers' awareness of students' beliefs, expectations and learning experiences without completely giving up their own beliefs. In short, the participants in the present study reconsidered their beliefs about how students learn a language without abandoning their own beliefs completely.

With regards to the effect of teachers' beliefs about teaching and learning on their actions and performance in class as suggested by Williams and Burden (1997), this study considered teachers' beliefs about teaching and learning as a major component of teacher identity. Overall, the findings indicated that there were changes in the participants' beliefs about being a native speaker and being trained in a language. More specifically, they concluded that being a native speaker was not enough to be able teach a language, and being trained in language teaching was more important than being a native or a nonnative teacher. In fact, having a background in teaching English seemed to affect the participants' teaching performance in teaching another language as the participants' beliefs about the methods and their classroom performances did not show major changes, except for the use of target language in class, and the role of culture in language teaching. Having different types of students and teaching a different language, the participants also reconsidered their beliefs about Turkish, and students' motivation and preferences to learn a language. All in all, the findings confirmed that teachers' beliefs about teaching and learning were influenced by their changing roles from nonnative English teachers in Turkey to native Turkish teachers in the U.S. Considering that teachers' beliefs about teaching and learning are among the components of teacher identity and that these participants' beliefs changed through their experiences in the U.S., it can be concluded that the NNESTs who stepped into native teachers' shoes reconstructed their identities.

Overall Findings: The Role of Self-image, Efficacy and Beliefs on Identity

The results indicate that being a native Turkish teacher led the participants to describe themselves as more confident, safe and powerful in class, while they were more confident in terms of their teaching abilities in the position of a nonnative English teacher. In other words, being a native teacher was influential in their self-images as the way participants perceived themselves and their views of how their students perceived them changed when they stepped into native teachers' shoes. As for their self-efficacies, being a native speaker was not seen as a privilege although it had its own merits like having the intuitive and socio-cultural knowledge of the language. Despite their weaknesses in pronunciation or the knowledge of the American culture, the participants were more comfortable and confident while teaching English since they were trained in ELT and they were experienced in teaching English. Therefore, it can be concluded that being a native speaker can lead to positive self-images, but training and experience are more influential in teachers' perceptions of their self-efficacies. This finding was supported by the participants' beliefs about teaching and learning, as well. The participants reported that being a native speaker and knowing a language were not enough to be able to teach a language, and teaching was different from knowing a language. Moreover, the results show that knowing how to teach a language could also facilitate teaching another language as the participants implemented the same methods and techniques in both contexts, which is another indicator of the importance of training. The results also suggest the effect of students, colleagues, and the work environment on teachers' self-image, self-efficacy and beliefs about teaching and learning. Lastly, the socialization process the participants were involved in influenced their perceptions of themselves both as a person and as a teacher, and their language abilities.

Considering the findings of the present study, it can be suggested that the change in their roles from a nonnative English teacher to a native Turkish teacher led to some changes in the participants' self-image, self-efficacy and beliefs about teaching and learning. Given that self-image (Knowles, 1992), self-efficacy (Bandura, 1995), and beliefs about teaching and learning (Williams & Burden, 1997) are crucial components of teacher identity, this study indicates that the changing role from a nonnative teacher to a native teacher was influential in identity (re)construction of the participants. More specifically, the participants' main identity as a nonnative English teacher was reshaped by their new role as a native Turkish teacher, the new responsibilities they took on, the work environment and conditions including students and colleagues, and socialization process in the U.S. The findings reveal changes in terms of the way the participants described themselves, their confidence and competence, their perceptions of their abilities as teachers and speakers of both languages, their views of how their students and colleagues perceived them, and their beliefs about teaching and learning. All of these signal the identity (re)construction of nonnative English teachers who shift their roles to native Turkish teachers.

The findings of the present study also verify that teacher identity is multiple and has a shifting nature as suggested in the literature (e.g., Beijaard et al., 2004; Peirce, 1995; Varghese et al., 2005). The participants in this study tried to reconcile their main identity as a nonnative English teacher with their new identity as a native Turkish teacher, while their socialization practices in the U.S. resulted in changes in their identities both as a person and a teacher. The results show that their English teacher identity blended in with their Turkish teacher identity since they made use of their past experiences while teaching Turkish in the U.S. and reflected on how they would use their newly learned experiences while teaching English back in Turkey as

well. Even when they were not teaching but socializing, they were looking for activities or experiences that could benefit their classroom practices. Therefore, their multiple identities were interacting with each other, and moving back and forth from being a native to nonnative. In that sense, this study confirms that identity is not fixed, but shifting, multiple and blurred (Atay & Ece, 2009; Faez, 2011; Norton, 1997; Ochs, 1993; Ortaçtepe, 2015; Peirce, 1995; Toohey & Norton, 2010; Varghese et al., 2005). Moreover, the study verifies the contradictory nature of identity in that it can be "simultaneously unitary and multiple, continuous and discontinuous, and individual and social" as Akkerman and Meijer (2011) suggests (p. 315).

Lastly, the findings suggest that teacher identity is in conflict and flux. The participants observed the advantages of being a native teacher, but they also struggled as native Turkish teachers throughout their experiences in the U.S. They all concluded that being a native speaker is not enough to be a teacher, but training is necessary in order to be able to teach a language effectively, which shows the importance of training in developing teacher identity. As for teaching English, however, they still felt the need to be native-like despite the fact that they were already trained in English language teaching and they noticed the significance of training when they became native speakers themselves. In other words, while they highlighted the necessity of training rather than being a native speaker while teaching Turkish, they still wanted to be native-like English speakers although they were trained in English language teaching. This finding shows the blurry aspect of teacher identity as Ochs (1993) and Ortaçtepe (2015) suggest. Moreover, this finding reveals that the underlying message to be native-like embedded in their training programs still persevere as the ideal native speaker norms exist in the participants' minds. In this regard, in Atay's (2005) study, Turkish prospective teachers of English regarded having native-like competence as the main purpose of English language teaching,

and reported that having a native teacher can be more advantageous in order to develop a native-like accent (as cited in Atay & Ece, 2009). From a different perspective, exploring English language teacher education programs in Turkey, Cepik and Polat (2014) claimed that teacher educators expect teachers to have near-native proficiency in English. Atay's (2005) and Cepik and Polat's (2014) studies show that native speaker norms are still influential in Turkey. More recently, Ortaçtepe and Akyel (2015) conducted a study on Turkish EFL teachers and found that professional development programs are influential in teachers' efficacy, beliefs and teaching practices. In line with these studies, the present study also suggests that the way the participants were trained as English teachers shape their identities. The participants' identities are more rooted in English language teaching in which they were trained even though there are shifts from being a nonnative to a native teacher.

Pedagogical Implications of the Study

The findings of the present study point out important pedagogical implications. Bringing these teachers' experiences to the forefront can contribute to the international educational exchange program that provides sponsorship for NNESTs to teach their native tongues in the U.S. The findings suggest the importance of teacher training in teaching a language regardless of being a native or a nonnative teacher. In that sense, the coordinators of the exchange program can provide a training program to raise the prospective candidates' awareness of their native tongues and the ways to teach it. Moreover, orientation programs can be held before and upon the participants' arrival in the U.S. to familiarize teachers with the characteristics of students, the responsibilities they are supposed to take on, and cultural values in the U.S. In this way, the teachers can get the most of their experiences and be prepared for the possible challenges they might face in their new community.

This study can also help the prospective candidates of that program gain insights as to what they might experience in their new roles in the U.S. Based on the findings related to the identity transformation of teachers, this study can inform the EFL teachers about the challenges and advantages of going to the U.S. as native teachers of their mother languages. Being aware of the possible challenges including the difficulty of teaching Turkish, the parameters of a new context, and new responsibilities they will assume, the candidates can improve themselves in the areas they feel they might struggle with. Information about the advantages of such an exchange program, on the other hand, might motivate more EFL teachers to apply for this scholarship and raise their awareness as to the processes they might go through.

Lastly, the findings of this study might benefit the future teaching practices in language teaching and contribute to the discussion on native and nonnative dichotomy. The findings suggest that being a native teacher is not enough to be able to teach a language, but training is the core of effective teaching. Given that teacher identity is greatly influenced by training, this study calls for particular attention to teacher training in language teaching programs irrespective of being a native or nonnative teacher. Hence, administrators and trainers can work more on the training programs to equip the teachers with the necessary knowledge, methodology and teaching skills so that they can handle different responsibilities they take on as well as teaching the language. Moreover, this study can also benefit the teachers, administrators and trainers in Turkey and change their perceptions as to the strengths and weaknesses of native and nonnative teachers.

Limitations of the Study

The study explored the experiences of five NNESTs while teaching Turkish in the U.S. Even though generalizability is not the purpose of this qualitative study, a bigger number of participants could have offered more insights as to the identity

construction of nonnative English teachers teaching their mother tongues in the U.S.

Another limitation was related to the duration of data collection process. Although

the participants went to the U.S. in mid-August 2014 and were to go back to Turkey

in May 2015, the data collection process started in late September 2014 and ended at

the end of February 2015. The study was limited to six months period due to time

constraints and also the participants' observations that there was nothing new in their

lives or nothing different from what they wrote in their previous journals. However,

starting the study upon their arrival in the U.S. and finishing it just before they came

back to Turkey would have presented more complete and in-depth results.

The distance between the researcher and the participants was an advantage as

the participants were more comfortable expressing their experiences with someone

they did not know. Not knowing the participants also increased the objectivity of the

data analysis process as I was not influenced by their personality or their

background, but just concentrated on their current experiences. However, the

physical distance was also a disadvantage as I was not able to observe their

experiences on the spot. Moreover, having met the participants in person could have

helped me establish more rapport and make more sense of their experiences and the

changes they went through.

The time difference between Turkey and the USA and distance between the

participants and the researcher also affected the data collection tools. Since the

participants had busy schedules, they sometimes had difficulty in writing their

journals. In order not to make the data collection process too demanding for the

participants, they were given only two interviews. However, more interviews could

have been conducted and thus, more detailed information about their experiences

could have been gathered.

Suggestions for Further Research

On the basis of the findings and limitations of the present research, some suggestions may be provided for further studies. To start with, the present study was a qualitative study, but a quantitative study surveying the participants in terms of their socialization and teaching practices could provide a bigger picture of the experiences of NNESTs stepping into native teachers' shoes. Due to the distance between the researcher and the participants, this study employed online data collection instruments like journals sent via e-mail and interviews conducted through Skype. Having a focus group interview and classroom observations could have enhanced the findings of this study. Therefore, future studies can employ different data collection tools like weekly journals. As for the interviews, there were only two interviews conducted at the beginning and at the end of data collection process. The number of the interviews can be increased as interviews provide in-depth exploration of the participants' experiences.

Lastly, the data collection process of this study covered a period of six months in total. Future studies can conduct a questionnaire or ask for journals before the participants go to the States in order to see their expectations and start data collection upon the participants' arrival in the U.S. so as to offer more insights as to the initial stages of their identity construction. Moreover, considering the abundant experiences that the participants of this study collected in the U.S. as native Turkish teachers, a follow-up study can be conducted on the same participants to see the effects of their one-year experience in the States on their identity and classroom practices as nonnative English teachers back in Turkey.

Conclusion

This case study explored the experiences of five nonnative English speaking teachers who went to the U.S. to teach their native language, Turkish. The aim of the

study was to shed light on the effect of the shift from the role of a nonnative English teacher to a native Turkish teacher on teacher identity (re)construction in terms of self-image, self-efficacy, and beliefs about teaching and learning. The findings indicated that there were changes in the way participants described themselves as teachers, their perceptions of their abilities, and their beliefs about teaching and learning. In this sense, it can be concluded that the nonnative English teachers reconstructed their identities when they stepped into native teachers shoes in the U.S.

REFERENCES

Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education, 27*, 308-319.

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, *56*(1), 57-64.

Amin, N. (1997). Race and the identity of the nonnative ESL teacher. *TESOL Quarterly 31*(3), 580–583.

Atay, D., & Ece, A. (2009). Multiple identities as reflected in English-Language Education: The Turkish perspective. *Journal of Language, Identity & Education*, *8*(1), 21-34.

Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1-45). Cambridge: Cambridge University Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.

Bayyurt, Y. (2006). Non-native English language teachers' perspective on culture in English as a Foreign Language classrooms. *Teacher Development, 10*(2), 233–247.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2), 175-189.

Beijaard, D., Meijer, P., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20,* 107-128.

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education, 16,* 749-764.

Block, D. (2007). The rise of identity in SLA research, post Firth and Wagner (1997). *The Modern Language Journal*, *91*(1), 863-876.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. USA: Sage.

Braine, G. (2010). *Nonnative speaker English teachers: Research, pedagogy, and professional growth*. New York, NY: Routledge.

Bukor, E. (2012). Exploring teacher identity: Teachers' transformative experiences of re-constructing and re-connecting personal and professional selves. (Unpublished doctoral dissertation). University of Toronto, Canada. Retrieved from http://hdl.handle.net/1807/31700

Burke, P. J., & Stets, J. E. (2009). *Identity theory*. New York: Oxford University Press.

Canagarajah, A. S. (1999). Interrogating the "native speaker fallacy": Non-linguistic roots, non-pedagogical results. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp. 77-92). Mahwah, NJ: Erlbaum.

Cepik, S., & Polat, N. (2014). Mandates, needs, equitable resources, and current research in English language teacher education: The case of Turkey. *International Journal of Research Studies in Education*, *3*(2). 83-96.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London, UK: Cromwell Press.

Chen, X. (2010). Identity construction and negotiation within and across school communities: The case of one English-as-a-new-language student (ENL) student. *Journal of Language, Identity and Education*, *9*(3), 163-179.

Cook, V. J. (2005). Basing teaching on the L2 user. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 47-61). New York, NY: Springer.

Coskuner, M. (2001). *Turkish provincial state university teachers' perceptions of English language teaching as a career* (Unpublished master's thesis). Bilkent University, Ankara.

Davies, A. (2003). *The native speaker: Myth and reality.* Clevedon, Great Britain: Cromwell Press.

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal, 32*(4), 601-616.

Deghaidy, H. (2006). An investigation of pre-service teacher's self-efficacy and self-image as a science teacher in Egypt. *Asia-Pacific Forum on Science Learning and Teaching. 7*(2), 1-22.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methods*. Oxford: Oxford University Press.

Duru, S. (2006). The influences on teacher identity and the suggestions for the new teacher identities. *Eurasian Journal of Educational Research, 22*, 121-131.

Eslami, Z. R., & Fatahi, A. (2008). Teachers' sense of self-efficacy, English proficiency and instructional strategies: A study of nonnative EFL teachers in Iran. *TESL-EJ, 11*(4), 1–19.

Faez, F. (2011). Reconceptualizing the native/nonnative speaker dichotomy. *Journal of Language, Identity & Education*, *10*(4), 231-249.

Gibbs, C. (2003). Explaining effective teaching: Self-efficacy and thought control of action. *Journal of Educational Enquiry, 4*, 1-14.

Gur, T. (2013). Basic and developmental characteristics of teachers' professional identity. *International Journal of Academic Research*, *5*(2), 192-196.

Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its

relation to dropping out of the profession. *Teaching and Teacher Education, 26*(8), 1530-1543.

Huang, I. (2014). Contextualizing teacher identity of non-native-English speakers in US secondary ESL classrooms: A Bakhtinian perspective. *Linguistics and Education*, *25*, 119-128.

Inbar-Lourie, O. (2005). Mind the gap: Self and perceived native speaker identities of EFL teachers. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 265-281). New York, NY: Springer.

Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal, 39*(4), 694-713.

Johnson, K. (2001). *Social identities and the NNES MATESOL student*. Bloomington, IN: Indiana University. ERIC Document Reproduction Service No. ED457682. Report No. FL-026-902. Retrieved from http://eric.ed.gov/PDFS/ED457682.pdf.

Juhász, A. (2011). Native EFL teachers' self-perception of their teaching behaviour: A qualitative study. *WoPaLP. 5*. 86-99.

Kelchtermans, G. (1993) Getting the story, understanding the lives: from career stories to teachers' professional development. *Teaching and Teacher Education, 9*(5/6), 443–456.

Kim, H. (2011). Native speakerism affecting nonnative English teachers' identity formation: A critical perspective. *English Teaching, 66*(4), 53-71.

Kim, S. (2011). Exploring native speaker teachers' beliefs about learning and teaching English. *English Teaching, 66*(2), 123-148.

Knowles, J. G. (1992). Models for understanding pre-service and beginning teachers'

biographies: Illustrations from case studies. In I. F. Goodson (Ed.), *Studying teachers' lives* (pp. 99-152). London: Routledge.

Medgyes, P. (1992). Native or non-native: Who's worth more? *ELT Journal, 46,* 340-349.

Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 429–442). Boston, MA: Heinle & Heinle.

Murray, D. E., & Christison, M. (2011). *What English language teachers need to know Volume 1: Understanding learning.* UK: Routledge.

Norton, B. (1997). Language, identity and the ownership of English. *TESOL Quarterly*, *31*, 409–429.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity, and educational change*. Malaysia: Pearson.

Norton, B. (2013). *Identity and language learning: Extending the conversation change* (2nd ed.). Bristol, UK: Multilingual Matters.

Ochs, E. (1993). Constructing social identity: A language socialization perspective. *Research on Language and Social Interaction, 26*(3), 287-306.

Olsen, B. (2008). How reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly, 35*, 23-40.

Olsen, B. (2010). *Teaching for success: Developing your teacher identity in today's classroom.* Paradigm Publishers: Boulder, CO.

Ortaçtepe, D. (2012). *The development of conceptual socialization in international students: A language socialization perspective on conceptual fluency and social identity.* UK: Cambridge Scholars Publishing.

Ortaçtepe, D. (2015). EFL Teachers' identity (re)construction as teachers of

intercultural competence: A language socialization approach. *Journal of Language, Identity and Education*, *14*(2).

Ortaçtepe, D., & Akyel, A. (2015). The effects of a professional development program on English as a foreign language (EFL) teachers' efficacy and classroom practice. *TESOL Journal.*

Park, G. (2012). "I am never afraid of being recognized as an NNES": One teacher's journey in claiming and embracing her nonnative-speaker identity. *TESOL Quarterly*, *46*(1), 127-152.

Patton, M. (2002). *Qualitative evaluation and research methods* (3rd ed.). Newbury Park: Sage.

Pavlenko, A. (2003). "I never knew I was a bilingual": Reimagining teacher identities in TESOL. *Journal of Language, Identity and Education, 3*(4), 251-268.

Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly, 29*(1), 9-31.

Phillipson, R. (1992). *Linguistic imperialism.* Oxford: Oxford University Press.

Rodgers, C., & Scott, K. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre & K. E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions and changing contexts* (pp. 732–755). New York: Routledge.

Seidman, I. E. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York: Teacher College Press.

Selvi, A. F. (2010). All teachers are equal, but some teachers are more equal than

others: trend analysis of job advertisements in English language teaching.
WATESOLNNEST Caucus Annual Review, 1, 156-81.

Selvi, A. F. (2011). The non-native speaker teacher. *ELT Journal, 65*(2), 187-189.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage
Publications.

Tang, C. (1997). On the power and status of non-native ESL teachers. *TESOL
Quarterly, 31*(3), 577-580.

Toohey, K., & Norton, B. (2010). Language learner identities and sociocultural
worlds. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics*
(2nd Ed., pp. 178-189). USA: Oxford University Press.

Varghese, M. M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing
language teacher identity: Three perspectives and beyond. *Journal of
Language, Identity, and Education, 4*, 21–44.

Wheatley, K. F. (2002). The potential benefits of teacher efficacy doubts for
educational reform. *Teaching and Teacher Education*, *18*(1), 5-22.

Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social
constructivist approach*. Cambridge: Cambridge University Press.

Wong, C. (2009). Are native speakers "good" language instructors? A case study
of untrained ESL tutors. *ARECLS, 6,* 122-140.

Zimmerman, B. J. (1995). Self-efficacy and educational development. In A. Bandura
(Ed.), *Self-efficacy in changing societies* (pp. 202-231). New York:
Cambridge University Press.

APPENDICES

Appendix A: Personal Data Questionnaire

Dear Colleague,

I am an MA TEFL student at Bilkent University. This questionnaire is part of a research study designed to investigate Turkish EFL Teachers' Experiences of Teaching Turkish in the USA. Your cooperation would be much appreciated. I look forward to receiving your replies. Thank you in advance for your help.

Part A:

Name- Surname:

……………………………......…………......……......……......……......

Age:

……………………………...............……………......……......……......……....

Place of birth:

……………………………...........…………......……......……......……......

Graduated BA program/ university:

……………………………………......……......……......

MA / PhD degree:

……………………………......…………......……......……......……....

Any other degrees or certificates in ELT:

………………………….....…………......……..

Your native language:

………………………….....…………………......……......……....

Languages you speak:

………………………….....…………......……......……....

Years of experience in teaching English:

…………………………….....……......……....

Part B:

1. Did you learn English as a second language or foreign language in your country?

2. Have you ever travelled or lived abroad (other than this experience)? Where/ why?

3. Have you experienced teaching languages other than English before? Where?

4. Have you ever had the chance to teach English abroad (other than this experience)?

5. Where and in which institution do you work now?

6. Where and in which institutions did you work before coming to the USA? Please give some brief information about your teaching experience.

Appendix B: Controlled Journals

Name: Date:

Thinking of your experiences there…

1. Tell us a positive event in your social life.

2. Tell us a negative event in your social life.

3. Tell us a positive event in your teaching.

4. Tell us a negative event in your teaching.

While reflecting on the four items above, please refer to the following questions if you can:

a) How does that event/situation/experience make you feel as a person and a teacher?

b) Why do you feel like that?

Thank you☺

Appendix C: Holiday Journal

Dear _____,

Here are a few questions to help you while writing about your experiences. You can use them or ignore them and write it like a free writing. You do not need to list all the places you have seen, but I especially need your feelings and contribution of this experience to you.

Can you share your holiday experiences with me?

You can write about positive and negative events/situations/experiences.

Please explain your feelings. How did you feel/ Why?

Are there any interesting events you want to share with me?

Did you have the chance to meet different people?

How did this experience/holiday contribute to you as a person and a teacher?

Thank you☺

Appendix D: Questions for the First Interview

1. Can you give some information about your teaching experience in Turkey (years of experience, in which institutions did you work, student profile….)?

2. Can you give us some information about your present working conditions (the student profile, your class hours…)

3. Can you give some information about your daily life abroad?

4. Tell me why you decided to have such an experience in the USA.

5. What were your expectations of this experience?

6. In the past, what type of teacher did you think you would be in the future?

7. How do others describe you as a teacher? To what extent do you agree with them?

8. Do you feel confident while teaching English/Turkish? What challenges do you face?

9. How do you think "you" as an English teacher and "you" as a Turkish teacher are similar to or different from each other?

10. What differences can you observe about yourself as a person and a teacher since the beginning of this experience?

11. How do you evaluate your teaching ability (skills and knowledge- in Turkish/English)?

12. How do you evaluate your language ability?

13. As an English teacher, how do you feel in terms of your own strengths and weaknesses?

b) As a Turkish teacher, how do you feel in terms of your own strengths and weaknesses?

14) How do you deal with multilingual learners? How do these learners affect your classroom management skills?

15. How are your teaching practices in the USA similar to or different from their teaching practices in Turkey?

a) What teaching styles do you most often use in teaching English in Turkey?

b) What teaching styles do you most often use in teaching Turkish abroad?

16. Do you think you will benefit from this experience in terms of your teaching practices? Please explain.

17. What else would you like to share with me in addition to the questions I've asked you?

Appendix E: Questions for the Second Interview

 1. Can you give me some information about your working conditions in the 2nd semester like the student profile, your class hours etc.?

2. Thinking of your expectations of this experience, do you think you have realized your goals and has this experience met your expectations?

3. You had the chance to see different places and meet different people. What were the benefits of this for your personality? Do you think it will help you in class? How?

4. In the first interview, I asked you similar questions, but I wonder if there are any changes.

a) How do you describe yourself as a teacher now?

b) How others describe you as a teacher now?

c) Are there any differences do you think?

5. Do you feel confident as an English speaker and as an English teacher? What challenges do you face while teaching English?

6. After spending nearly 6 or 7 months there as a Turkish teacher, do you feel confident while teaching Turkish?

7. In which language do you feel more confident while teaching?

8. What challenges did you face while teaching Turkish? Is it easier or more difficult to teach Turkish?

9. One of the things that came out in the first interview was difficulty of teaching Turkish due to the fact that you were inexperienced. After spending more time teaching Turkish, how do you feel about that now? Do you think experience is what you really need to teach a language?

10. Comparing your experiences as an English teacher back in Turkey and as a Turkish teacher at the beginning of this period, do you see any differences in yourself as a teacher now?

11. Do you see any differences in yourself as a person since the beginning of this experience?

12. Did you have any personality conflicts due to different cultures? What about communication break downs? Were they related to your language ability or culture? How did you feel about them?

13. How do you evaluate your teaching ability (skills and knowledge- in Turkish/English) after this experience?

14. How do you evaluate your language ability after this experience?

15. In what areas are you weaker or stronger as a teacher now?

a) As an English teacher, how do you feel in terms of your own strengths and weaknesses?

b) As a Turkish teacher, how do you feel in terms of your own strengths and weaknesses?

16. Did you have any multilingual learners in the 2nd semester? How did you deal with them? How did these learners affect your classroom management skills?

17. I think we have to stick to tight schedules prepared by coordinators and use the exams prepared by testers in Turkey. However, I guess you needed to prepare the syllabus, choose the materials, decide on the sequence of the topics to cover and prepare quizzes or exams in your classes there. Did you have any problems with that? Did you like process of being flexible in your class in terms of program? How did you feel about it?

18. Are there any changes in your classroom performance like your classroom management skills, maintaining motivation, preparing materials, classroom interaction etc.? Is there anything that you had difficulty in before this experience but that you are able to deal with successfully now? Is there anything that still needs more time and experience to be dealt with more effectively?

19. Are your teaching practices in the 2nd semester similar to or different from your teaching practices back in Turkey or in the 1st semester?

20. Are there any different teaching styles that you have started to use thanks to your experience as a Turkish teacher? What are some of the contributions of this experience to your teaching practices? Please explain.

21. How has this experience influenced your views about teaching and learning? Is there anything that has changed your perspective to students, teaching or anything related to your class?

22. In Turkey, we need to make use of English in class and require our students to do the same thing. What was your class like in terms of use of Turkish?

23. Thinking of your experience there, what do you think of incorporating culture into your class while teaching Turkish/English?

24. What did you like most about teaching Turkish and this experience?

25. You had quite few students for the whole year and fewer class hours compared to the ones in Turkey. How did this affect your teaching practices and you as a teacher?

26. Do you want to go back to Turkey as an English teacher again or continue to teach Turkish there in the USA? Why?

27. What else would you like to share with me in addition to the questions I've asked you?