

**EXPLORING EFL INSTRUCTORS' PERCEPTIONS OF PROFESSIONAL
IDENTITY: THE TURKISH CONTEXT**



NURPINAR KAZIMLAR

JANUARY 2019

**EXPLORING EFL INSTRUCTORS' PERCEPTIONS OF PROFESSIONAL
IDENTITY: THE TURKISH CONTEXT**

**A THESIS SUBMITTED TO THE
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
OF
BAHÇEŞEHİR UNIVERSITY**

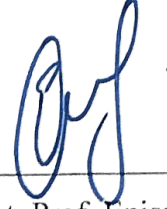
BY

Nurpınar KAZIMLAR

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

JANUARY 2019

Approval of the Graduate School of Educational Sciences



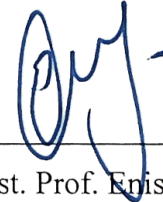
Assist. Prof. Enisa MEDE
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.



Assist. Prof. Hatime ÇİFTÇİ
Coordinator

This is to certify that we have read this thesis and in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.



Assist. Prof. Enisa MEDE
Supervisor

Examining Committee Members

Assist. Prof. Enisa MEDE (BAU, ELT)

Assist. Prof. Hatime ÇİFTÇİ (BAU, ELT)

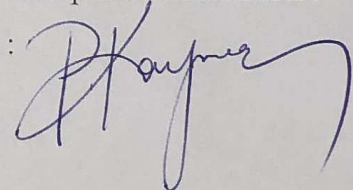
Assist. Prof. Aynur KESEN MUTLU (İMU, ELT)



I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Nurpınar KAZIMLAR

Signature

: 

ABSTRACT

EXPLORING EFL INSTRUCTORS' PERCEPTIONS OF PROFESSIONAL IDENTITY: THE TURKISH CONTEXT

Kazımlar, Nurpınar

Master's Thesis, Master's Program in English Language Education

Supervisor: Assist. Prof. Enisa Mede

January 2019, 85 Pages

The purpose of this study is to investigate the overall perceptions of the Turkish EFL instructors about their professional identities. It also attempts to find out the development levels of the participating instructors related to the four subdomains of professional identity, namely subject matter expertise, didactical expertise, pedagogical expertise, and continuation of professional development. Lastly, it examines whether the development of the professional identity differs in terms of the undergraduate area of study, latest graduation degree, and years of teaching experience. The study was conducted at eight foundation universities in Istanbul, Turkey. Data were collected from the Professional Identity Questionnaire for English Instructors and semi-structured interviews. A sample of ninety-nine Turkish EFL instructors participated in the questionnaire and six instructors participated in the interviews for this study. The findings revealed that the participating instructors have highly developed their professional identity. Specifically, the area of undergraduate study was perceived as the most affective factor of shaping professional identity. Finally, pedagogical expertise was found to be the most crucial professional identity subdomain by the participants.

Keywords: Teacher Identity, Professional Identity, Teacher Perceptions, Foreign Language Education, English as a Foreign Language, Language Preparatory Programs

ÖZ

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETİM GÖREVLİLERİNİN PROFESYONEL KİMLİK ALGILARININ ARAŞTIRILMASI: TÜRKİYE BAĞLAMI

Kazımlar, Nurpınar

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Dr. Öğretim Üyesi Enisa Mede

Ocak 2019, 85 sayfa

Bu çalışmanın amacı İngilizceyi yabancı dil olarak öğreten Türk öğretim görevlilerinin profesyonel kimliklerine dair genel algılarını incelemektir. Çalışma özellikle profesyonel kimliğin dört alt alanı olan alan bilgisi uzmanlığı, öğretim bilimi uzmanlığı, eğitimsel uzmanlık ve profesyonel gelişimin devamlılığına dair katılımcıların gelişmişlik düzeylerini öğrenmeye çalışmıştır. Son olarak, araştırma profesyonel kimlik gelişiminin lisans eğitimi, eğitim seviyesi ve deneyim yılı açısından farklılık gösterip göstermediğini incelemiştir. Araştırma İstanbul'da dokuz vakıf üniversitesinde yapılmıştır. Veriler İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlileri için Profesyonel Kimlik Anketi ve yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Nicel araştırmaya İngilizceyi yabancı dil olarak öğreten 99 Türk öğretim görevlisi, nitel araştırmaya ise 6 öğretim görevlisi katılmıştır. Bulgular katılımcı öğretim görevlilerinin profesyonel kimliğini yüksek düzeyde geliştirdiğini göstermiştir. Özellikle, lisans eğitimi profesyonel kimliği etkileyen en önemli faktör olarak algılanmıştır. Son olarak, eğitimsel uzmanlık katılımcılar tarafından en önemli profesyonel kimlik alt alanı olarak bulunmuştur.

Anahtar Kelimeler: Öğretmen Kimliği, Profesyonel Kimlik, Öğretmen Algıları, Yabancı Dil Eğitimi, Yabancı Dil Olarak İngilizce, Dil Hazırlık Programları

ACKNOWLEDGMENTS

I would like to express my deepest gratitude to those who participated in this study. I would like to thank them for their time for the data collection process.

I would like to thank my supervisor, Assist. Prof. Enisa Mede for her positive attitude, encouragement, constant support and immediate feedback along the process of writing this thesis. Her contributions made it possible for me to complete this thesis.

I would also like to thank my thesis committee: Assist. Prof. Hatime Çiftçi and Assist. Prof. Aynur Kesen Mutlu for their valuable feedback for this study.

I owe special thanks to my dear husband and friends who have encouraged and helped me with their positive comments and never-ending support.

Last but not least, I would like to express my deepest gratitude to my family who have always been there for me.

TABLE OF CONTENTS

ETHICAL CONDUCT.....	iii
ABSTRACT.....	iv
ÖZ.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
Chapter 1: Introduction.....	1
1.1 Overview.....	1
1.2 Theoretical Framework.....	2
1.3 Statement of the Problem.....	4
1.4 Purpose of the Study	4
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 Definitions	7
Chapter 2: Literature Review.....	8
2.1 Overview.....	8
2.2 Teacher Cognition, Teacher Beliefs and Teacher Knowledge.....	8
2.3 Teacher Education and Training.....	10
2.3.1 Teacher Education Programs.....	11
2.3.2 Teacher Practicum.....	12
2.4 Teachers' Professional Development.....	13
2.5 Identity.....	15
2.6 Teacher Identity.....	16
2.6.1 A Dialogical Approach to Teacher Identity.....	18
2.7 Professional Teacher Identity.....	19
2.7.1 Constituents of Professional Teacher Identity.....	21
2.7.2 Factors Affecting Professional Teacher Identity.....	22
2.7.2.1 Teaching Context (Contextual Factors)	22
2.7.2.2 Teaching Experience.....	23
2.7.2.3 The Biography of the Teacher.....	24
2.7.2.4 Teacher Education.....	24

2.7.2.5 Professional Development.....	25
2.8 Studies on Teacher Professional Identity Development.....	26
2.9 Foreign Language Teacher Education in Turkey.....	28
Chapter 3: Methodology.....	31
3.1 Overview.....	31
3.2 Philosophical Paradigm.....	31
3.3 Research Design.....	33
3.4 Settings and Participants.....	33
3.4.1 Setting.....	33
3.4.2 Participants.....	34
3.5 Procedures.....	38
3.5.1 Sampling.....	38
3.5.2 Data Collection Instruments.....	39
3.5.2.1 The Questionnaire.....	39
3.5.2.2 The Semi-structured Interview.....	40
3.5.3 Data Collection Procedures.....	41
3.5.3.1 The Questionnaire.....	41
3.5.3.2 The Semi-structured Interview.....	41
3.5.4 Data Analysis Procedures.....	41
3.5.5 Reliability.....	42
3.5.6 Trustworthiness.....	43
3.6 Limitations.....	44
Chapter 4: Findings.....	45
4.1 Overview.....	45
4.2 Quantitative Data Analysis.....	45
4.2.1 Findings about the Development Levels of EFL Instructors Professional Identity in terms of Its Subdomains.....	45
4.2.2 Findings about the Development Levels of Professional Identity in terms of Undergraduate Area of Study, Latest graduation Study Degree and Years of Teaching Experience.....	46
4.3 Qualitative Data Analysis.....	53
4.3.1 Instructor 1.....	53
4.3.2 Instructor 2.....	54
4.3.3 Instructor 3.....	56

4.3.4 Instructor 4.....	56
4.3.5 Instructor 5.....	57
4.3.6 Instructor 6.....	58
Chapter 5: Discussions and Conclusion.....	60
5.1 Overview.....	60
5.2 Discussion of Findings for Research Questions.....	60
5.3 Pedagogical Implications.....	64
5.4 Conclusions.....	64
5.5 Recommendations for Future Research	65
REFERENCES.....	66
APPENDICES	
A. The Questionnaire.....	77
B. Consent Form & Interview Questions.....	83
C. Curriculum Vitae.....	84

LIST OF TABLES

TABLES

Table 1 Overview of the Participants.....	34
Table 2 Overall Background Information about the Participants	36
Table 3 Cronbach’s Alpha results for the overall and Subsections of the questionnaire	43
Table 4 EFL instructors’ professional identity in terms of its subdomains.....	46
Table 5 Levels of Professional Identity (Overall, DE, PE and CPD) in terms of Undergraduate Area of Study.....	46
Table 6 Overall Professional Identity and DE, PE and CPD subdomains of EFL instructors who graduated from ELT, Literature and Other Departments.....	48
Table 7 Levels of Professional Identity (Overall, DE, PE and CPD) in terms of Latest Graduation Study Degree.....	49
Table 8 Levels of Professional Identity (Overall, DE, PE and CPD) in terms of Teaching Experience.....	50
Table 9 Professional identity (Subject Matter Expert subdomain) in terms of Undergraduate Area of Study.....	52
Table 10 Professional identity (Subject Matter Expert subdomain) in terms of Latest Graduation Degree.....	52
Table 11 Professional identity (Subject Matter Expert subdomain) in terms of Teaching Experience.....	53

LIST OF FIGURES

FIGURES

Figure 1 Teacher Cognition, Schooling, Professional Education, and Classroom Practice.....	10
Figure 2 Key Mediating Influences on the Formation of Teacher Identity	17
Figure 3 Representation of Professional Identity Formation from a Teacher’s Knowledge Perspective.....	20



Chapter 1

Introduction

This chapter gives an overview of this study which aims to investigate the Turkish EFL instructors' perceptions of professional identity. The chapter proceeds with theoretical framework, statement of the problem, purpose of the study, research questions and significance of the study. Finally, the key terms in this study are explained later in this chapter.

1.1 Overview

Teacher professional identity has become a growing research topic that has been gaining interest increasingly in teacher education (Beijaard, Verloop & Vermunt, 2000; Gee, 2001; Akkerman & Meijer, 2011; Pennington & Richards, 2016). Before addressing the importance of this issue, a brief look at identity and teacher identity is necessary to understand these notions.

“The roots of the word identity come from (late) Latin *identitas*. Identity represents the idea of sameness (from *idem*), parallel with the ideas of likeness (*similitas*) and of unity (*unitas*)” (Walker & Leedham-Green, 2010, p. 12-13). The definition of identity has been proposed by different scholars (Gee, 2001; Sachs, 2001; Akkerman & Meijer, 2011, p. 309; Stryker & Serpe, 2011; Jenkins, 2014; Pennington & Richards, 2016). Simply stated, identity refers to “knowing who we are, and knowing who others are” (Jenkins, 2014, p.5). Akkerman and Meijer (2011, p. 309) define identity as “not a fixed and stable entity, but rather shifts with time and context”. According to Gee (2001), there are several forms of core identity changing due to external effects; nature-identity, institution-identity, discourse-identity, and affinity-identity. Identity is constructed through experience and meaning derived from that experience, and its nature is changeable, which is influenced by both person and society (Sachs, 2001; Stryker & Serpe, 2011). On the other hand, defining identity requires more than just describing its certain physical and social aspects and categorizations. Moreover, one's present context or activity may affect that person's identity (Pennington & Richards, 2016). In other words, it is not easy to define identity precisely because of its changeable concept.

Teacher identity refers to “identification with teaching as a profession” and a desired kind of a teacher that one wants to be in a certain context (Beauchamp & Thomas, 2009, p. 180). Certain facets of teacher identity are characterized by the students, content and the methods, and constructed in interaction with the teacher’s autobiographical identity and particular educational and teaching experiences, involving those in teacher educational programs. The identity developed by the teacher constitutes that teacher’s self-image as the kind of teacher s/he currently is or aims to be and influences teacher’s decisions regarding classroom roles and overall pedagogical approaches (Pennington, 2014).

The importance of the concept of professional identity lies in the assumption that who we think we are influences what we do. In other words, there is a link between professional identity and professional action in a sense (Watson, 2006). The characteristics and construction of professional identity are determined by a teacher’s background, priorities, experiences, along with expectations of the society and common norms (Tickle, 2000).

As there is not only one clear definition of these terms, it is not easy to define what exactly ‘teacher’ means since so many factors influence teachers and their teaching practices as it is clear from aforementioned definitions. Therefore, most of the teachers may not be conscious about their teacher identities, more specifically, their professional identities, which is the focus of this study.

1.2 Theoretical Framework

Burns and Bell (2011, p.953) define teachers’ professional identity as “an understanding of himself or herself as a professional in relation to employment”. Pennington (2002) considers educational experience and degree as the beginning of professional identity development which continues during one’s professional career through conceptualizing the self as a teacher and the ideal teacher-self, through changing experiences and interactions with different students and colleagues.

Beijaard, Verloop and Vermunt (2000) explain teachers’ professional identity in terms of three expertise areas: the teacher as a subject-matter expert, the teacher as a pedagogical expert and the teacher as a didactical expert. According to these researchers, the combination of how they see themselves as subject-matter, pedagogical and didactical experts forms teachers’ professional identities.

Subject-matter knowledge, namely, content knowledge refers to knowing one's own subject area. While subject-matter knowledge was seen enough to be a good teacher a few decades ago, it is now regarded as among one of the elements for being a good teacher. Therefore, teachers should be able to fully understand and reflect on this knowledge so that they can determine their students' needs, create effective tasks and improve programs.

As for the second component of professional teacher identity, pedagogical knowledge is defined as "broad principles and strategies of classroom management and organization that appear to transcend subject matter" (Shulman, 1987, p.8). Beijaard et al. (2000) highlight the importance of pedagogical expertise in terms of teacher's engagement with students. Teachers should be able to understand students' minds, their personal problems, as well as being aware of ethical issues, norms or values in their relationship with students in order to minimize or prevent factors affecting learning and teaching.

The last component of professional teacher identity according to Beijaard et al.'s (2000) framework is didactical expertise. It deals with making the subject comprehensible by advancing in content knowledge and pedagogical skills. They state that different models of teaching influence teachers' perceptions of professional identities. Therefore, educational frameworks should act as tools for (student) teachers to sharpen their perceptions. Based on societal developments and recent research results from educational psychology, they give an example of a teacher who acts as a facilitator rather than a transmitter of knowledge, and fosters process-oriented instruction.

In conclusion, teachers' professional identity development is explored in terms of how the teachers see themselves as a subject-matter, pedagogical and didactical expert. In their study, Beijaard et al. (2000) investigate professional identity across these three areas along with the factors influencing what a teacher does. In relation to their framework mentioned above, professional teacher identity development can be seen as a combination of various sub-domains and as a continuous process that is constructed in different ways, and influenced by various factors such as educational background, years of teaching experience, and continuation of professional development.

1.3 Statement of the Problem

Since a great deal of importance has been given to teacher identity research, especially narrative studies by the academic community around the world, a better understanding of language teacher identity has contributed to teacher education (Cheung, 2014). As one of the constituents of teacher identity, professional teacher identity has also been investigated in teacher education in the last few decades. However, Beijjard, Meijer, and Verloop (2004) argue that there is a need for more research in order to have a better understanding of “professional identity” since it is crucial in terms of teacher practice and commitment (Burn, 2007; Day, Elliot, & Kington, 2005). Moreover, teachers’ own perceptions of their professional identity influence their development as a teacher and develop their teaching skills inside and outside of the classroom (Beijaard et al. 2000).

Another important issue raised by Cheung (2014) is the inadequate number of studies on the construction and negotiation of professional identity of experienced teachers who are defined as having five or more years of experience. Thus, it is worth mentioning that there is a need for more research conducted with experienced language teachers in order to be able to make a comparison between novice and experienced teachers’ perceptions of their professional identities.

Lastly, related to my personal experience as an EFL instructor, most of the instructors do not have self-awareness of their professional identities although they know that it affects their overall decisions and practices while teaching. Beauchamp and Thomas (2009) argue that teachers’ realization of shaping their identities may result in understanding influencing factors such as school environment, colleagues or administrators, and they may realize their power to control these factors.

As a result, it motivated me to investigate Turkish EFL instructors’ perceptions about their professional identities who share a similar work environment like me. Therefore, gaining a particular understanding of these EFL instructors’ professional identity perceptions can help improving teacher education and professional development programs.

1.4 Purpose of the Study

The purpose of this study is to investigate the overall perceptions of the Turkish EFL instructors about their professional identity. Specifically, this study

attempts to find out the development levels of the participating instructors related to the three subdomains namely, subject matter expertise, didactical expertise, pedagogical expertise, and continuation of professional development. Finally, the study explores whether the development of the professional identity differs in terms of the undergraduate area of study, latest graduation degree, and years of teaching experience.

1.5 Research Questions

The present study aims to answer the following questions:

- 1) What are the overall perceptions of the Turkish instructors about their professional identities?
- 2) What are the development levels of EFL instructors' professional identity in terms of the following subdomains:
 - a) Subject matter expert
 - b) Didactical expert
 - c) Pedagogical expert
 - d) Continuation of professional development
- 3) Is there any significant difference between the development levels of EFL instructors' professional identity in terms of the following:
 - a) Undergraduate area of study
 - b) Latest graduation study degree
 - c) Years of teaching experience

1.6 Significance of the Study

The significance of this research lies not only in understanding teachers' perceptions about their professional identity in four domains but also uncover the development levels of professional identity related to teacher's undergraduate area of study, latest graduation degree, and years of teaching experience. This understanding of teachers' perceptions can contribute to the literature in several ways.

First of all, Volkmann and Anderson (1998) draw attention to the importance of teacher professional identity since it is useful for determining student teachers' needs in pre-service education. Therefore, understanding teachers' professional identity formation means providing teacher education programs with much higher standards.

Of course, understanding this concept is crucial not only for student teachers but also for novice and experienced teachers. As Beijaard et al. (2004) states, comprehending teachers' professional identity formation can also help understanding teachers' struggles in today's schools which are changing day by day. On the other hand, Soren (2013) points out that "although there have been some initiatives for maintenance of the quality of instruction, there has been little focus on the professional needs of the lecturers themselves" (p.14). So, this study will contribute to the existing literature by elucidating professional teacher identity construction of Turkish EFL instructors.

Secondly, raising awareness on professional teacher identity of language teachers can improve teaching practice. It is supported by Pennington and Richards (2016) who state that language teachers can develop their knowledge and skills by reflecting on their identities as they continue to teach and learn to teach, which leads to better performance in school environment. This study seeks to underpin Turkish EFL instructors' professional identity perceptions in order to spotlight the influence of raising awareness on better teaching performance.

Lastly but most importantly, there is a need for more research on teacher professional identity in a Turkish context. It is pointed out by Turkish researchers that previous studies on language and identity have been carried out mainly in English language native speaker contexts (Atay & Ece, 2009). Some of these studies are carried out by Atkinson (2004), Hsieh (2015), Beauchamp and Thomas (2011), and Watson (2006). Therefore, language teachers' professional identities are still underexplored in Turkey. This study will contribute to the field with an in-depth analysis of Turkish EFL instructors' perceptions about their professional identities.

In conclusion, understanding teacher professional identity is crucial in that it affects teacher performance, and increases teachers' effort or vice versa (Day, et al. 2005). Therefore, it plays an important role on students' learning as well. Wright, Horn and Sanders (1997) suggest that the teacher is the most powerful school-related factor in student success. In relation to this study, understanding English foreign language teachers' perceptions of their professional identities is regarded very important due to predominance and significance of English. As Dogancay-Aktuna and Kiziltepe (2005) point up English has become valuable in Turkey with the globalization, and the political, economic, and cultural needs, in addition to development in technology and economy. Therefore, in Turkey, the context of this study, English has been given vital importance and taught as a foreign language at all

levels. It has led to an increase in the number of foreign language teachers and departments to teach English as a foreign language, as well. Stemming from the policies and reforms of Council of Higher Education in Turkey, all the universities must provide high-quality foreign language education to their students in order to equip them with the necessary language skills that they can benefit during their educational, professional, and social lives. Therefore, these institutions have begun to hire more and more non-native language instructors to teach English at foreign language programs, which results in the importance of understanding professional identities of instructors.

1.7 Definitions

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English (Cambridge Dictionary, n.d.)

ELT: Abbreviation for English Language Teaching: the teaching of English to speakers of other languages (Cambridge Dictionary, n.d.)

EFL Instructors: In the scope of this study, “EFL instructors” refers to English teachers who work at preparatory schools of state and foundation universities in Turkey (Kazımlar, 2015). The word “teachers” was also used to refer to EFL instructors throughout the review of literature.

Non-NEST: Non-Native English-speaking Teacher. In this study, Non-NEST refers to instructors whose native language is Turkish and has learned English as an additional language.

Pre-service teachers / student teachers: These terms refer to teacher education students who are conducting their studies, trainings, and practicum at a university.

In-service teacher training (INSET): The activities in which teachers take part in order to improve themselves throughout their teaching career.

Professional teacher identity development / construction / formation: These terms are used interchangeably to refer teachers’ own understanding of themselves as professionals.

Chapter 2

Literature Review

2.1 Overview

In this chapter the following is presented in order to provide the review of relevant literature. Firstly, concepts related to teacher beliefs and teacher education are defined to establish a better connection throughout the literature with regard to teacher professional identity. Secondly, identity is defined from different perspectives by various researchers. Thirdly, teachers' professional identity and influencing factors are described in detail. Finally, the studies related to professional identity of EFL teachers inside and outside Turkey are reviewed.

2.2 Teacher Cognition, Teacher Beliefs, and Teacher Knowledge

When investigating teachers' beliefs on different issues, it is crucial to take a stance that provides different viewpoints of the issue. Traditional teacher education has overlooked the importance of beliefs about teaching, learning, teacher-student roles, and student teachers' previous experiences as language learners, but the research on teaching has begun to focus on teacher cognition, teacher knowledge, and beliefs in the past twenty years (Crandall, 2000; Pajares, 1992; Shulman, 1986). As these concepts are directly related to the current study, a brief explanation of each concept will be necessary.

First of all, understanding teachers' beliefs is important since they play an important role in the decision-making process in teaching. In other words, teachers' beliefs influence their classroom practices directly. Teachers' belief systems stem from goals, values, and beliefs that teachers have regarding their roles, teaching practice, and work environment. They could be simple or difficult to understand, and subjective or objective. These belief systems come from several sources, such as teachers' own experiences as learners, their experience of what works best, established practice, personality factors, educationally based or research-based principles, and principles derived from an instructional approach or method (Richards and Lockhart, 1994). According to Nespor (1987), beliefs have more influential affective and evaluative components than knowledge and cognition. Thus, it can be said that teachers' beliefs are more influential in professional identity development.

Secondly, Call (2008) explains teacher cognition as the mental activities which language teachers make use of during their teaching profession including planning and conducting a lesson, and applying different theories about language acquisition and instruction. Borg (1997) shows the important role of teacher cognition on teachers' professional lives through a schematic conceptualization of teaching (see Fig 1). He approaches language teacher cognition within three themes: Cognition and prior language learning experience, cognition and teacher education, and cognition and classroom practice. What can be understood from this figure is cognition influences teachers' practices while it is also affected by teachers' experiences. According to Borg (1997), prior language experiences and teacher education make teachers develop cognitions about language learning, which make them establish basic conceptions regarding L2 teaching. Furthermore, experience of schooling and classroom environment shape teachers' practices, or these factors such as requirements of the management, school environment, or curriculum may discourage teachers from practicing teaching based on their own beliefs.

Teacher cognition in language teaching

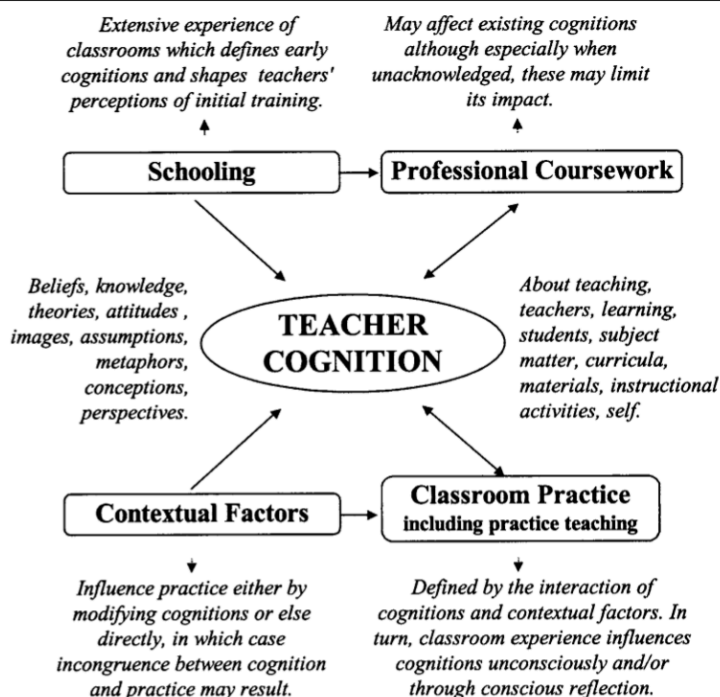


Figure 1. Teacher cognition, schooling, professional education, and classroom practice (Borg, 1997).

As Richards (2008) claims, teacher cognition plays an important role in understanding teaching. Moreover, cognition includes teachers' beliefs, and it affects

teachers' pedagogical practices. Therefore, comprehending this notion will be helpful when exploring teachers' beliefs about their professional identities.

Teacher knowledge simply means the particular knowledge that enables teachers to know how to teach (Stenhouse, 1982). Grossman and Richert (1988) define teacher knowledge more specifically as “a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught” (p. 54). Recent research suggests that teacher knowledge needs to be seen as a dynamic process that is socially constructed and contextually situated (Mishra & Koehler, 2006; Woods & Çakır, 2011). As a result, teacher knowledge, which teachers acquire during their teacher education, teaching practices and their whole professional lives, can be regarded as an important component of professional teacher identity.

In brief, the explanation of teacher beliefs, teacher knowledge and teacher cognition will help drawing a general picture of teachers' professional identities since these three concepts are a part of teachers' educational and professional experiences. Therefore, understanding them will make easier to establish relationships between teachers' professional identities and teacher education program, teaching practicum and teaching practice, and contextual factors such as school environment, and curriculum.

2.3 Teacher Education and Training

Teacher education and training are mostly interchangeable ideas. However, they both need clarification in terms of their scope. O'Neill (1986) makes a distinction between teacher education and training by pointing out that education is a more universal notion because teacher education entitles both theoretical and practical mechanisms of teacher preparation programs. Freeman and Johnson (1998) maintain that all the interventions to develop professional knowledge among practitioners are described as teacher education. Accordingly, Perraton (2010) states four elements that form teacher education, and these are “improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences” (p.4).

Training, on the other hand, is described as activities aiming to deal with short or immediate goals and responsibilities of teachers (Richards & Farrel, 2005). O'Neill (1986) and Freeman (1982) also maintain that the term training includes certain instructional activities that require fairly standardized performance, and certain skills such as preparing lesson plans.

In short, we may consider teacher education as more of a general term and teacher training as sum of activities to achieve specific tasks. Both of them apply to both pre-service and in-service activities and these activities can take place in different settings such as conferences, workshops, or seminars. In any case, students are in the center of education process when we think of teacher education and training. With regard to the current study, teacher education refers to the higher level of education that offers four-year foreign language teaching program to student teachers while teacher training includes all kinds of formal and informal activities that help teachers to develop their classroom practices.

2.3.1 Teacher education programs. Teacher education programs have been categorized in several ways. They have been distinguished according to their structures, admission requirements, conceptual orientations, and whether they are supported by the state or private institutions (Zeichner & Conklin, 2008). These programs are generally provided by faculty of education at universities, teachers college, or institute of education and higher teacher education school. The programs mainly offer main field courses, pedagogical knowledge lessons, and teaching practices (Duman & Karagöz, 2016).

According to Korthagen, Loughran and Russell (2006), teacher education programs are shaped by the approaches of institutions to teacher education. For instance, traditional approaches put importance on theory instruction and learning, and then applying this knowledge to teaching practice. As for traditional language teacher education, the focus has mainly been on the methods courses such as language teaching approaches, methods, procedures, and techniques. Although these courses have still been playing a great role in language teacher education, they need to be replaced by more effective instructional alternatives including case studies, interviews, or examining prospective teachers' decisions regarding their instructional plans and actions (Roberts 1998, William and Burden 1997).

Accordingly, in terms of constructivist views, learners (in our case student teachers) make sense of meanings by constructing ideas in their minds by deliberating,

studying, solving problems through numerous activities to create an engaging learning environment (Brooks, 1999), and knowledge is seen more connected to experiences and emotions in situated learning perspectives (Cobb & Bowers, 1999). Moreover, if more attention is given to teachers' beliefs about teaching, learning, or classroom interaction, a balance between product-oriented and process-oriented language teaching can be achieved (Crandall, 2000).

To sum up, it is not easy to prove that one approach is more effective than the other (Zeichner, & Cochran-Smith, 2005). However, the key to an effective teacher education program is to be able to put the student teachers at the center of learning and teaching process by taking their own experiences into consideration. As Korthagen et al. (2006) suggest this can be achieved when teachers in schools, teacher educators in universities, and student teachers cooperate with each other.

2.3.2 Teacher practicum. In education systems where teacher education is seen as mastering pre-defined skills, it is important for student teachers to work on their technical skills and improve practical knowledge (Ulvik & Smith, 2011). Therefore, pre-service teachers are placed in schools and do their practice teaching to gain some experience on real teaching. Glazier (2009) explains that the aim of practicum is to help pre-service teachers to comprehend confusing practice skills, develop teaching knowledge to become effective teachers.

Practicum involves observation of recognized teachers teaching, preparation of materials and applying these without help, and also being observed by experienced teachers. In the process, student teachers can refer to school and university colleagues and discuss ideas and theories they learned at university (Busher, Gündüz, Cakmak & Lawson, 2015). In short, student teachers try to apply their theoretical knowledge to practical situations during their practicum.

Hascher, Cocard and Moser (2004) argue that mentors' role in terms of interaction and arrangement of the learning context, and student teachers' attitudes towards how learning takes place both have an effect on pre-service teachers' learning during a practicum. While some pre-service teachers see themselves as apprentices, others see practicum as professional development. The former student teachers tend to be like their mentors while the latter group consider this process as an opportunity to reflect on feedback in terms of the teaching situation and the individual learning process.

In brief, teacher practicum is shaped by different factors such as practicum setting, applying theoretical knowledge to practical skills, viewpoints of mentors and student teachers. If student teachers can link their knowledge and their practices by reflecting on their observations and practices with the help of teacher education courses, and get the necessary support from their supervisor teachers during practicum, the practicum process can help student teachers to overcome the reality shock they may go through when they start their profession (Veenman, 1984). Thus, all of them can help student teachers develop their professional identities.

2.4 Teachers' Professional Development

Teacher professional development is defined by various researchers. Glatthorn (1995, p.41) defines it as “professional growth” in a teacher’s career which increases with more experience and reflecting on his or her teaching. Similarly, Desimone (2009) states professional development involves a variety of activities and interactions that can improve teachers’ knowledge, skills, and teaching practice, and enable them to improve themselves personally, socially and emotionally. Borko and Putnam (1995) also utter that professional development influences teachers’ teaching practice which is directly related to teacher professional identity. Therefore, the main connection is between teacher’s professional identity and improving one’s teaching practice.

Ganser (2000) categorize teacher professional development as formal and informal activities. Attending workshops, mentoring, or meetings, in-service training are a few examples of formal ones while reading articles related to one’s own disciplinary, or keeping diaries are several informal professional development examples.

There are numerous models and types of teacher professional development as well, and they are grouped into two categories. The models in the first group require particular organizational and inter-institutional partnerships in order to provide high quality of professional development. These are professional-development schools, other university-school partnerships, other inter-institutional collaborations, schools’ networks, and distance education. The second category includes the programs that are possible to conduct within a smaller scope. These include supervision, students’ performance assessment, workshops, seminars, courses, action research, use of teachers’ narratives, coaching and mentoring, reflective models, project-based models

along with case-based study and self-directed development (Villegas-Reimers, 2003). A brief explanation of each model may be useful in order to understand professional development activities.

The concept of professional development schools refers to the strong cooperation between schools and universities in order to develop teachers' knowledge and practices. It mainly requires observation of trainee teachers by mentor teachers and university instructors (Ulubey, Yildirim, Alpaslan & Aykaç, 2017). University-school partnerships seek for the interaction between the university that has "the knowledge of scientific content" and the schools with "knowledge of schools" (Richmond, 1996, p.214) so that they can reach their goals in terms of professional development. Inter-institutional collaborations refer to the cooperation between universities, and they enable these institutions to share their resources, and other facilities to improve teaching, learning, or research (Gatliff & Wendel, 1998). Schools' networks refer to any kind of school-university partnership with the aim of professional development (Sachs, 2005). In terms of distance education, two different professional development models can be put forward. First one is compulsory and large-scale professional development programs generally held by education ministries such as degree in Teaching English as a Foreign Language (TEFL). The other one is optional for the teachers who seek for self-development. M.A. in TEFL can be an example for the latter (Dunkley, 1998).

To continue with the second category, supervision is simply a process which involves an objective observation and evaluation of teachers in order to support or benefit them professionally within the context they are working at (Ali, 1998). Performance assessment of students can be conducted in several ways. One way is classroom-based assessment that involves observation and collecting students' work. Another one is standard-based performance tests (Falk, 2001). According to Driscoll (1999), the aim must be understanding students' needs, and deciding on more useful teaching goals and curriculum design so that the assessment should be a part of professional development. As one of the most common professional development activities, workshops can be defined as scheduled sessions generally presented by an expert in an institution, course, or a conference (Garet, Porter, Desimone, Birman, & Yoon, 2001). Seminar means "a meeting of a group of people with a teacher or expert for training, discussion, or study on a particular subject" (Cambridge Dictionary, n.d.). The general aim of the courses is to educate teachers in a certain technique or provide

them necessary knowledge for specific areas (Villegas-Reimers, 2003). Action research, when conducted by teachers, helps them to examine and improve their own professional practice in certain areas (Ogberg & McCutcheon, 1987). Use of teachers' narratives basically involves reflection on teachers' own experiences and making sense of them through narratives (Johnson & Golombek, 2002). Coaching and mentoring require support and guidance of more experienced colleagues in order to help novice or less experienced teachers in the professional context (Onchwari & Keengwe, 2008).

Reflective models enable teachers to reflect on their classroom experiences, daily routines, or classroom practices in terms of how effective they are so that they can improve their teaching practices (Villegas-Reimers, 2003). Project-based models allow teachers to work collaboratively, and practise teaching based on different theories, and adapt their practices according to their own classroom (Blumenfeld, Krajcik, Marx & Soloway, 1994). Case-based study helps both novice and experienced teachers to reflect on their own practices via real-world cases related to teaching (Smithenry, Prouty & Capobianco, 2013). Self-directed development means teachers' own efforts to improve themselves in certain areas in order to teach more effectively (Mushayikwa, 2011).

It is obvious that it is not easy to decide whether one type of professional development model is better than the other one since various factors such as school context, limited time, and financial issues affect efficiency of these professional development models. What is crucial is that professional development has an important role on teachers' beliefs, professional identities and classroom behavior. Therefore, teachers' professional needs must be taken into consideration in order to provide effective professional development opportunities, (Hopkins and Harris, 2001). A brief explanation of each model might help understanding what type of professional development the instructors have experienced and the effects on their professional identities.

2.5 Identity

Identity is "situated within the mind" but also exists "within a social context" (Heisey, 2011, p.81). Pennington (2014) further states that a person's identity construction occurs as a result of the interaction with others, therefore the identity will

be affected by outer factors, which involves the process of negotiation, positioning, and counter positioning in relation to contextual characteristics and the position of others. All of these different meanings share the similar belief that identity is not fixed, but an ongoing process.

Identity develops continuously in an intersubjective environment, which involves the process of one's making sense of himself/herself as a certain kind of person and being recognized in that way in a specific environment (Gee, 2001). He further explains the nature of identity by introducing four different perspectives on identity: Nature-identity (N-Identity), Institution-identity (I-Identity), Discourse-identity (D-Identity), and Affinity-identity (A-Identity). Nature-identity is related to biological traits of people, such as sex, age and ethnic background over which people have no control. Unless they are given importance by the individual or the others, they do not shape the identity. Institution-identity gains the source of power from the institutions. This institutional perspective comes from authorization, rules, laws and tradition, and is based on hierarchical relationship in the workplace. Discourse-identity reflects the characteristics of an individual that are recognized by the others with whom that individual interacts. In other words, this perspective points up discourse and dialogue for identity construction. Finally, Affinity-identity emerges from affinity group which consists of people in various and even extensive communities. These people must share allegiance to, access to, and involvement in certain practices, which is the focus of this perspective.

In brief, the process of identity development helps individuals recognize others and to be recognized by others within specific contexts. As suggested by Gee (2001), every person has multiple identities that are attached to one's self and are socially constructed (Danielewicz, 2014). Gee's view of identity emphasizes the importance of external factors on the changing nature of identity. Therefore, Gee's perspective on identity development may be helpful in understanding English instructors' professional identity.

2.6 Teacher identity

Teacher identity involves a more profound meaning than a teaching role which is about carrying out the requirements of teaching profession. While teachers' roles basically mean fulfilling expectations of their jobs, teacher identity is related to how

one sees herself/himself and feels as a teacher (Mayer,1999). When examining the literature, it is seen that although teacher identity formation is explored in different ways by the researchers, their conclusions bear a lot of similarities.

To begin with, Zeichner and Gore (1990) describe three factors affecting teacher learning and identity: experiences prior to teacher education, experiences during teacher education (academic and practicum) and workplace culture after teachers begin teaching. According to these researchers, the most important factor is experiences prior to teacher education such as teachers’ own school experiences and teachers, previous work experiences and parents.

Similarly, Beauchamp and Thomas (2009) state that teacher identity formation is affected by various factors including the school environment, the nature of the learner population, the influence of colleagues and of school administrators, and teachers’ own experiences as learners in schools. What is important is that as teachers’ beliefs about their professional identities can be affected by them, their beliefs can also lead to resistance against the changes resulted from these factors.

Furthermore, Flores and Day (2006) suggest that reconstruction or deconstruction of teacher identity is affected by past influences consisting of personal biography, initial teacher learning and teaching practice, and contexts of teaching involving classroom practice, school culture along with leadership. As illustrated by Figure 2, this point of view indicates the crucial roles of teacher education, practicum, teacher practice as well as teaching context on teacher identity development.

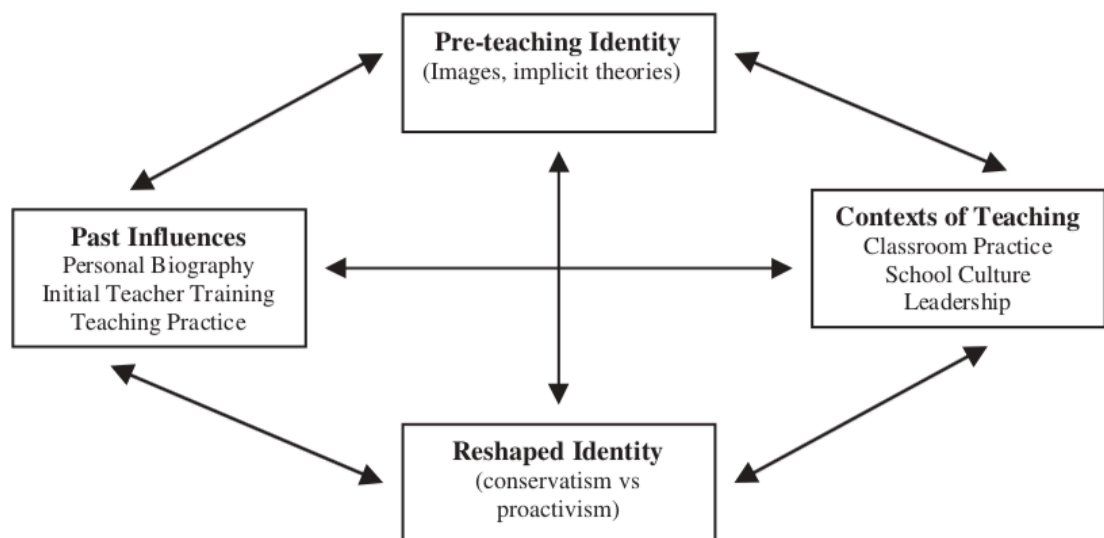


Figure 2. Key mediating influences on the formation of teacher identity (Flores & Day, 2006).

In conclusion, teacher identity formation is based on teachers' own beliefs about teaching and being a teacher, and it is a continuous process changing with experience (Mayer, 1999). In the light of aforementioned research findings, it can be said that one's own experiences as a learner and workplace are among the most common factors which affect teachers' identities. So, it is obvious that teacher identity development is an ongoing process that is mostly affected by past influences and context of teaching.

2.6.1 A dialogical approach to teacher identity. Akkerman and Meijer (2011) come across similar characterizations of teacher identity iteratively in the literature despite the lack of its clear definition (Beijaard et al. 2004; Beauchamp & Thomas, 2009). They re-define teacher identity based on dialogical approach which sees one's identity as consisting of multiple I-positions negotiated and (re)constructed in different contexts. They consider identity in terms of three dimensions: unitary and multiple, continuous and discontinuous, and individual and social. These three characterizations emphasize the unstable and changing nature of teacher identity.

Firstly, multiplicity of identity indicates that teacher identity involves sub-identities. Researchers approach the multiplicity of identity in different perspectives. To give an example, Sutherland, Howard and Markauskaite (2010) recognize professional identity as one of the constituents of teachers' identity. On the other hand, Day, Sammons, Stobart, Kington, and Gu (2007) categorize teacher identity as professional identity, personal identity and situated identity which considers identity formation as "the fundamental process of social perception and the cornerstone of interaction" (Alexander & Wiley, 1981, p.274). According to the researchers, one or more of these dimensions may become dominant in particular time and situations, which affect teachers' perceptions about their identities.

Secondly, with regard to discontinuous nature of identity, researchers consider teacher identity as unstable and continuous within different times and contexts (Beijard et al., 2004; Rodgers & Scott, 2008, Danielewicz, 2001). In other words, different identities may emerge depending on the situations in which teachers are involved. This viewpoint can help explaining the influence of teaching context.

Thirdly, social nature of teacher identity is addressed in different ways by researchers. This dimension of identity informs that teachers' perceptions are influenced by other individuals or groups they work with. Flores and Day (2006) point out the importance of personal experiences of novice teachers and contextual factors in constructing and reconstructing their identities. Alsup (2006) also asserts that social

and communicative contexts are significant factors in identity formation. Finally, Cohen (2010) highlights the role of colleagues in shaping teachers' professional identity.

In brief, multiplicity, discontinuous and social natures of identity allow us to understand instructors' varying perspectives. These characterizations may be helpful for a better understanding of instructors' identity when they encounter different situations or dilemmas. Therefore, dialogical approach to teacher identity may be useful in explaining EFL instructors' perceptions about their professional identity.

2.7 Professional Teacher Identity

Professional identity has been seen by most researchers as a continuous process in which 'personal' and 'professional' sides of being a teacher are combined (Beijaard, Meijer & Verloop, 2004; Danielewicz, 2001). Goodson and Cole (1994) also state that teachers are regarded as individuals and professionals whose personal and professional lives are affected within different situations inside and outside the school environment. Teachers' professional identities involve their roles, what they can achieve and give importance to. Professional identity is not only affected by outer factors or other's expectations, but it is also shaped by teachers' own perceptions about what is important in their profession based on their backgrounds and teaching experience (Tickle, 2000). Therefore, it is not easy find out to what extent it is affected by these factors.

According to Beijaard et al. (2004), "identity formation is a process of practical knowledge-building characterized by an ongoing integration of what is individually and collectively seen as relevant to teaching". As illustrated by Figure 3, teachers' professional identity formation begins with research-based knowledge of teaching where teachers build their practical knowledge. Later, they exchange this personal practical knowledge in their context and gain awareness by reflecting on them. Finally, they share their knowledge by means of narratives or stories.

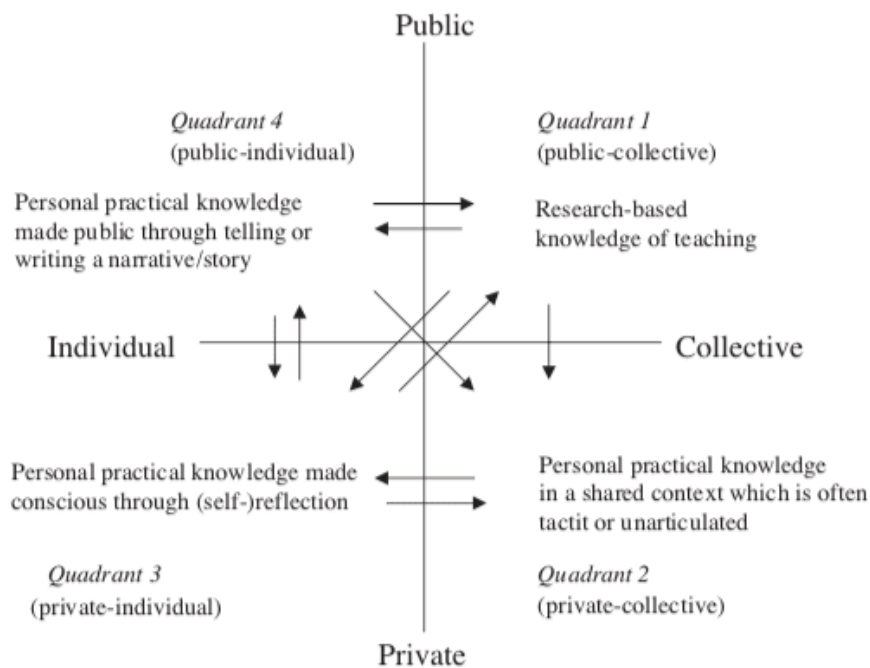


Figure 3. Representation of professional identity formation from a teacher's knowledge perspective (Beijaard et al, 2004).

Beijaard et al (2004) describe four main characteristics of teachers' professional identity. First, professional identity is an ongoing process of interpretation and re-interpretation of experiences (Kerby, 1991). Therefore, it is not a stable but a dynamic process. Second, professional identity implies both person and context. Teachers' personal values affect how they approach teaching. Third, a teacher's professional identity consists of sub-identities that more or less correspond with each other based on teachers' different contexts and relationships such as educational change or change in work environment. Finally, agency is an important element of professional identity, meaning that teachers have to be active in the process of professional development. Teachers can operate agency in different ways depending on their aims and opportunities to accomplish these aims (Coldron & Smith, 1999).

In conclusion, the importance of understanding teachers' professional identities lies in the assumption that they affect their perceptions and teaching practices (Korthagen, 2004; Maclean & White, 2007). It is clear that teachers' perceptions vary from each other depending on their backgrounds. They can also change depending on the phases throughout their careers. Therefore, this suggests a difference in teachers' perceptions regarding their professional identities based on different amounts of experience. Thus, it is crucial to explore EFL instructors' perceptions about professional identity to understand their practices better.

2.7.1 Constituents of professional teacher identity. As mentioned earlier, Beijard et al. (2000) point out that the literature lacks a clear definition of teacher professional identity and they explain the construct of professional identity from three perspectives. According to them, teacher identity has three sub-identities: the teacher as a subject matter expert, pedagogical expert, and didactical expert. They further explain the way teachers see themselves as subject matter experts, pedagogical experts, and didactical experts affect their professional identities.

To begin with, “a subject matter expert is a teacher who bases his/her profession on subject matter knowledge and skills” (Beijard et al., 2000, p.754). They state that teachers must possess subject matter knowledge in order to adapt and create programs and tasks, teach their subject effectively, and determine students’ strengths and weaknesses.

Secondly, “a didactical expert is a teacher who bases his/her profession on knowledge and skills regarding the planning, execution, and evaluation of teaching and learning processes” (Beijard et al., 2000, p.754). Teachers must adopt a more learner-centered approach by initiating, guiding, and influencing students’ thinking activities.

Thirdly, “a pedagogical expert is a teacher who bases his/her profession on knowledge and skills to support students’ social, emotional, and moral development (Beijard et al., 2000, p.754)”. Teachers must be aware of ethical and moral features as well as norms and values in their interaction with students.

In addition to these expert areas, continuation of professional development can be seen as an important constituent of teachers’ professional identity since they need to maintain and develop their current professional identities (Ölmez, 2016). Pennington and Richards (2016) state that the dynamic and changing nature of professional teacher identity stems from contextual changes as well as language teacher education and continuous professional development activities. Therefore, professional development must be regarded as a constituent of professional teacher identity.

In conclusion, these four factors are very important elements of teacher professional identity. One element may be more or less crucial than the other for a teacher, but it is clear that combination of these elements has an effect on teachers’

professional identity. Therefore, it is worth exploring English instructors' perceptions about their professional identity based on these four constituents.

2.7.2 Factors affecting professional teacher identity. Professional identity formation is a complex process that is continuously changing as teachers reflect on and interpret their experiences during their career (Kerby,1991; Beijard et al., 2000.) Before becoming a teacher and while they are practicing teaching, their professional identities are constructed or reconstructed as a result of the interaction with various factors. This section discusses the factors that have been found to affect teachers' perceptions about their professional identities.

2.7.2.1. Teaching context (Contextual factors). Teaching contexts are described by Pennington and Richards (2016) as favoring and disfavoring conditions. A high quality of facilities, resources or supportive management can be examples of favoring conditions while disfavoring conditions refer to negative factors such as lack of facilities, resources or discouraging administrators. With the opportunities they provide or restrictions they cause, these contexts can have either positive or negative effects on the construction of teacher identity.

Beijaard et al. (2004) assert that professional identity is related to teachers' own perceptions as teachers as they continue to interact within their context. This context consists of classroom environment and the culture of the school. More specifically, school culture includes "expectations of the community, students, administrators, curriculum, and physical condition of the school (Duffee & Aikenhead, 1992). Similarly, Kelchtermans (2009) states that each teacher develops an interpretative framework throughout their career based on their interaction with other teachers and the social, cultural and structural working conditions of their work environment. Therefore, it is highly probable that a change or reform within these contexts give rise to construction or reconstruction of teachers' professional identities.

Reynolds (1996) also highlights the importance of teachers' context by stating that teacher's work environment, others' expectations, and the extent to which teachers can make their own decisions have a big influence on teachers' professional identities. In the same way, institutional context is crucial for professional identity development since teachers' professional needs must be addressed and facilitated by their institutions, thus providing professional environment for teachers (Goodson & Cole, 1994). Johnson (2003) also points out the role of professional context on teacher identity development. He states that teachers' identities are influenced by the

interaction with their learners, and colleagues. Cheung (2008) supports this viewpoint by stating that different school environment means different responsibilities, students, parents, colleagues, and so on. Therefore, teachers may take on different professional roles.

Following these explanations, it can be said that teacher's professional identity is mainly affected by the interaction with different contexts. It can also be concluded that providing more favorable work conditions may affect teachers' professional identity formation in a positive way (Gaziel, 1995), on the other hand, the prevalence of unfavorable conditions may have negative impacts. Therefore, one's working environment involves various components such as students, administrators, or colleagues that affect teachers' professional identity.

2.7.2.2 Teaching experience. For a teacher to be regarded as an experienced teacher, at least four to five years of teaching is necessary. When teachers have just completed their teacher education and are in their early years of teaching, they are considered as novice teachers (Gatbonton, 2008). Researchers investigate the influence of teacher experience on professional teacher identity from both novice and experienced teachers' sides or they simply compare them.

According to Ladd and Sorensen (2017), most researchers and policy makers affirm that teachers with more experience are generally more competent than novice teachers. When compared to novice teachers, experienced teachers are much more likely to be better at taking actions based on their past experiences (Calderhead, 1996). In spite of preservice education aims to prepare student teachers for effective teaching practice, novice teachers seem to need experience and opportunities to reflect on their teaching so that they can gain their own sense of teaching. On the other hand, negative influences of experience can also be seen as teachers get older. Bloom (1987) explains it in terms of decrease in motivation, commitment, and paying less attention to their students. Therefore, we can draw the conclusion that teaching experience may influence teachers' perceptions about their professional identities in different directions.

Teacher experience is not simply related to years of teaching. For example, Bandura (1997) regards mastery experiences, verbal persuasion, and direct or indirect experiences as influencing factors in teachers' beliefs. It can be inferred that as years pass, teachers may become more effective in their teaching practice in general;

however, they may also put up resistance to changes or innovations, which in return, affect their decisions and teaching practice.

It is clear that professional identity is directly related to teachers' beliefs and practices, and it can be concluded that teachers move from novice to expert as a result of experience. Therefore, it is worth mentioning the influence of teacher experience on professional identity development. As for the aim of the study, the existing literature may provide a better understanding of EFL instructors' perceptions about their professional identity based on years of experience.

2.7.2.3 The biography of the teacher. Preservice teachers' beliefs affected by their biographies play an important role on professional identity formation (Beijaard et al., 2004). Calderhead and Robson (1991) point out student teachers' prior experiences in schools influence how they make sense of their teacher education courses, which result in affecting their beliefs about professional teacher identity. So, there is a connection between the learners' beliefs and experiences and the way they learn to teach. Another study carried out by Koster, Korthagen, and Schrijnemakers (1995) supports this idea by showing that teachers' perceptions as professionals are influenced by their role-model teachers during their education. In addition, Mayer's study (1990) conducted with preservice teachers shows that schooling experiences of teachers has the biggest effect on teacher identity formation. The student teachers either want to own similar characteristics of their previous teachers or they refrain from showing similar behaviors.

All in all, student teachers' biographies, and their beliefs which are affected by their past experiences are regarded as influential factors in teachers' professional identity construction (Knowles, 1992; Sugrue, 1997). Apart from professional life, one's personal experiences as an individual can have an impact on their perceptions related to professional identity. Therefore, when exploring EFL instructors' perceptions in depth, their biographies can raise awareness regarding their professional identities.

2.7.2.4 Teacher education. Teacher education or namely, pre-service teacher training, provides necessary pedagogical knowledge with various courses, reflection on student teachers' observations and teaching practices during practicum, besides presenting role models through mentor teachers or teacher educators. These constituents of teacher education are crucial in that they influence teachers' professional identity development.

Pre-service teachers construct their teacher identity through reflecting on their own perceptions, beliefs, experiences and practices, and with the help of their mentors. This way they can figure out what teacher and teaching means to them (Walkington, 2005). Similarly, Flores and Day (2006) suggest that preservice teacher education enables student teachers to question their own biographies and explore their future negative work environment that they may encounter, thus contributing their professional identity formation.

In brief, preservice teacher education can be considered as an influencing factor in teachers' professional identity development, and it involves teacher education programs, teacher practicum, school culture and environment where they develop social contexts with the help of these programs, as well as their educators and mentor teachers who guide them during their teacher education. As student teachers learn to teach and practice, at the same time, keep on negotiating their own experiences resulting from these components of teacher education, they construct their professional identities.

2.7.2.5 Professional development. Teaching as a profession has challenges but it also gives fulfillment to teachers. Especially, high demand in providing quality English education by the institutions and national educational councils has resulted in hiring well-qualified foreign language teachers. As a result, teachers feel the need for improving themselves whether they are novice or experienced, or native or non-native language teachers. It is supported by Pachier and Field's research (1997) which concludes that in order to be a competent foreign language teacher, one must involve in continuous professional development according to his or her needs and interests. In the same way, the institutions generally provide opportunities for their teachers' professional development in order to keep up with the latest trends and satisfy the needs of the language learners.

With regard to the context in which a teacher works, professional development opportunities and level of autonomy are among the affecting factors. Teachers feel more satisfied, motivated and competent when they have more autonomy (Bogler & Somech, 2002; Weiss, 1999) while professional development can increase both quality of the school and provide opportunities to teachers for personal and professional growth (Kwakman, 1999). Among these opportunities, in-service training, action research, and peer-observation could be the most common practices. Thanks to these kinds of professional development activities, language teachers are able to reflect on

their teaching and gain awareness of their beliefs and practices. Through these actions, they can continue to construct their professional identities.

2.8 Studies on Teacher Professional Identity Development

As it is understood from the review of literature, professional teacher identity has been explored in variety of different ways. Beijard et. al. (2004) categorize research on professional teacher identity under three main research areas: “studies in which the focus was on teachers’ professional identity formation (Mawhinney & Xu, 1997; Volkmann & Anderson, 1998); studies in which the focus was on the identification of characteristics of teachers’ professional identity as perceived by the teachers themselves or as identified by the researchers from the data they collected (Siraj-Blatchford, 1993; Beijaard et al., 2000); studies in which professional identity was (re)presented by teachers’ stories told and written” (Connelly & Clandinin, 1999, p.109).

First of all, Beijaard et al. (2000) explored 80 secondary school teachers’ current and prior perceptions of professional identity. Based on the questionnaire results, they concluded that contextual, experiential, and biographical factors did not directly result in differences in terms of teachers’ perceptions of professional identity.

As one of the few quantitative studies, Cheung (2008) aimed to measure professional identity of in-service teachers by means of a teacher professional identity scale administered to 170 teachers in Hong-Kong. The correlation among gender, years of experience, highest education level and school issues domain, personal growth, and personal growth and development domain was analyzed. The results revealed that male in-service teachers higher sense of professional identity compared to female teachers.

Canrius (2011) aimed to investigate the indicators of teachers’ perceptions of their professional identity. After analyzing the survey results gathered from 1214 teachers working at secondary schools in Netherlands, Canrius found out that teachers’ professional identities were mostly affected by their job satisfaction, occupational commitment, change in level of motivation, and self-efficacy.

Hsieh (2015) conducted a comparative case study, and the data were collected via classroom observation and interviews that were conducted with eight beginning English teachers. The researcher explored three teacher professional identity

orientations in relation to pre-professional experiences, classroom-based experiences and research-grounded discourses and concluded that the professional identity construction was portrayed as self-oriented, classroom-oriented, and dialogically oriented.

Bukor (2015) explored language teachers' teacher identity in terms of their beliefs, perceptions, and interpretations resulting from their personal, educational, and professional experiences. The results of the data gathered via journals, a guided visualization activity, and in-depth interviews corroborated that teachers' beliefs affected by their family environment played a big role in their educational experiences, career choice, teaching practices, and teaching identities.

Yuan and Burns (2017) explored the construction and reconstruction of two English language teachers' professional identities through action research as the university-school collaborative project in Beijing, China. By means of a case study, they investigated how action research would affect the process of teachers' identity construction, and what contextual factors would have an impact in the process. A research team from a university and two English teachers, who were chosen as a focus group, participated in the study. The data were collected via in-depth interviews and field observation notes. The findings showed that the teachers developed positive and strong professional identities although they experienced several negative contextual factors such as fixed school curriculum or insufficient research knowledge.

In terms of the studies conducted in Turkey, there are not many studies on professional teacher identities of language teachers (Yavuz, 2010; Sayar, 2014; Balban, 2015; Ölmez, 2016).

Yavuz (2010) investigated personal and professional experiences that influence teacher identity of Turkish EFL teachers and the influence of several factors including teacher knowledge, professional development, teacher anxiety and morale on teacher identity of Turkish EFL teachers. The data were gathered by means of in-depth interviews with four female English teachers. The findings of the study showed that these factors affected their identities.

Sayar (2014) explored English instructors' and their students' perceptions about teachers' professional identity. She conducted semi-structured interviews with ten Turkish instructors and 200 students at a state university, which were analyzed using metaphor analysis. The findings of the study revealed some common and

different themes between the instructors and the students such as “teacher as an expert” or “teacher as nurturer” regarding instructors’ professional identities.

Balban (2015) studied teacher identity formation of three novice teachers in their first year of teaching and affecting factors in their identity views. The data were collected via semi-structured interviews and classroom observations. Her study showed that various elements such as students, workload, assessment and curriculum, and professional development opportunities played a role on their perception of teacher identities.

Ölmez (2016) explored Turkish EFL instructors’ perceptions about their professional identity by means of a questionnaire. She investigated professional identity perceptions of 32 EFL instructors at a state university based on four domains: subject-matter, pedagogical, didactical expertise, and continuation of professional development. The questionnaire results showed that the instructors had highly developed professional identities although there was no significant difference between the four domains based on the instructors’ undergraduate area of study, latest graduation degree and years of teaching experience.

Based on these studies, it can be said that qualitative studies are more prevalent than quantitative ones and generally require time and detailed analysis. In terms of their content, they focus on different frameworks or factors that influence professional teacher identity, and in most of the studies, these factors influence teachers’ perceptions about their professional identities.

2.9 Foreign Language Teacher Education and Teacher Training in Turkey

English started to become a prevalent language after the establishment of Turkish Republic in 1923 as a result of its modernization and closer relation with the West. Due to the strategic and geopolitical status of Turkey, learning English has gained a great deal of importance for the country since English is the dominant language of science, technology, and business apart from being the language for international communication. Thus, these played a big role in changing the country’s foreign language policy and English Language Teaching (ELT) started to spread in the country (Dogançay-Aktuna, 1998; Kırkgöz, 2005).

English has been included in the curriculum of state primary schools recently in order to innovate Turkey’s ELT practice. On the other hand, the influence of English

as a global language in secondary and higher education began to be seen earlier. Therefore, the new policies regarding ELT started to enhance language teacher education by expanding the content of teacher education and methodology courses (Kirkgoz, 2007). In Turkey, universities prepare students to become teachers. Therefore, a brief look at foreign language teacher education at Turkish universities can give insights about foreign language teacher education in Turkey.

First of all, all the universities are governed by Higher Education Council (HEC) that is in charge of organizing, planning, recognizing and supervising higher education institutions in Turkey (Coskun & Daloglu, 2010). In terms of educational system, universities were a part of public educational system, but in the mid-1960s private universities were founded; however, these universities were brought together under the name of “foundation universities” after 1980 (Gök, 2007). Moreover, all the teacher education departments including pre-school, primary, and secondary school, and foreign language teacher education programs started to prepare student teachers under the Faculty of Education which provides a 4-year programme (Duman & Karagöz, 2016). At the level of higher education, which also refers to the teacher education in this study, pre-service teacher education departments were improved, and the number of training opportunities was increased after 1990 (Kirkgoz, 2009).

In order to get into departments of English language teaching, students must sit for the university entrance exam that is prepared by the Student Selection and Placement Center (ÖSYM). After that, they can choose eighteen programs, and they are placed into one of these programs based on their scores, rank of their preferences, and the availability of the program in terms of the number of students (Grant, 1990). If they pass the language proficiency test for one-year compulsory English education, they can start their departments.

Most of the programs in departments of English language teaching in Turkish universities offer compulsory and departmental elective courses during four-year of training. In addition to that, pre-service teachers are obliged to take school experience course in the first and second terms of the last year. Thus, they can observe primary or high school teachers in the first term, and practice teaching under the guidance of their supervisor teachers and course instructors in the second term, which is called “practicum”.

Finally, after student teachers complete their four-year teaching program successfully, they can begin their teaching profession in different directions. First of

all, they can sit for The Selection Examination for Professional Posts in Public Organizations (KPSS) in order to work as an English teacher in state primary, secondary, or high schools. Also, they can work at private schools or educational institutions. On the other hand, they can work at preparatory programs of universities as English instructors if they provide the necessary conditions such as master's degree or year of experience.

In brief, foreign language teacher education, especially English language teaching programs are provided by state or foundation universities in Turkey with a four-year program. Although the courses given are similar in these universities, the quality of education may change since planning a language programme is not easy because of the difficulty in balancing between “desired ideals” and “limited realities” (Romeo & Dyer, 2004). Therefore, the education given in these universities may influence student teachers' perceptions about their professional identities in different ways.

In terms of teacher training, the most common training for teachers is called in-service teacher training (INSET). It is compulsory for all Turkish teachers who work at public schools, and it has been held by the In-service Training Department of the Ministry of National Education every year since 1960. In recent years, these INSET programs have consisted of short-term courses and seminars. These programs offer different subjects ranging from foreign language teaching methods, curriculum development and evaluation, foreign languages to computer and internet applications. On the other hand, universities are responsible for providing INSET programs to the teachers (Ozer, 2004). Generally, these trainings take place as conferences, seminars, and workshops organized by either universities or private institutions and publishing companies.

In short, the content of the training programs can change according to different factors including teachers' professional development needs, institutional needs, or practical purposes. Also, they can be offered in different ways such as seminars, workshops, or even via online courses. As Borg (2011, p.379) asserts, the important point is INSET programs should play a role in changing teachers' beliefs so that they can reflect on and improve their own teaching practices.

Chapter 3

Methodology

3.1 Overview

Methodology refers to the research design and methods of the study in general, namely, a systematic process of the research to gather information about research questions (Kivunja & Kuyini, 2017, p.28). This chapter introduces the methodology used in this research. First, it starts with research design, and it provides information on the setting and participants. Finally, it gives the details of data collection and data analysis procedures.

The research questions in this study are as follows:

- 1) What are the overall perceptions of EFL instructors about their professional identities?
- 2) What are the development levels of EFL instructors' professional identity in terms of the following subdomains:
 - a) Subject matter expert
 - b) Didactical expert
 - c) Pedagogical expert
 - d) Continuation of professional development
- 3) Is there any significant difference between the development levels of EFL instructors' professional identity in terms of the following:
 - a) Undergraduate area of study
 - b) Latest graduation study degree
 - c) Years of teaching experience

3.2 Philosophical Paradigm

In educational research, 'paradigm' refers to a researcher's own perspective (Mackenzie & Knipe, 2006). It consists of their own way of thinking, conceptions and beliefs, which guides the researcher when deciding on the research method(s) to be used for data collection and analysis. In other words, a paradigm shows 'how the meaning will be constructed from the data we shall gather, based on our individual experiences' (Kivunja & Kuyini, 2017, p.26).

As for the aim of this study, a mixed method design, which is a combination of both quantitative and qualitative research methods, was adopted since it enabled the researcher to provide a better understanding of the research problem. The mixed methods approach adopts pragmatic approach that focuses on “philosophical tools and insights that can help sharpen the discussion about the rationale, claims, strengths and weaknesses of different varieties of mixed methods research (Punch & Oancea, 2014, p.340). It is also called the “third paradigm” or the “third wave” in research. In order to better understand what mixed design means, it is also necessary to explain both quantitative and qualitative research methods briefly.

Quantitative research derives from positivism which is regarded as a traditional scientific method. It generally employs hypothesis testing and objective data collection to yield findings that are systematic, generalizable, and replicable (Ary, Jacobs & Sorensen, 2006). More specifically, quantitative research deals with measurements, scores, number of variables for each participant of the sample, and the data are analyzed using statistics (Punch & Oancea, 2014).

Qualitative research, on the other hand, deals with a phenomenon in order to provide a detailed and in-depth understanding about the research problem to show the whole picture (Ary et al., 2006). In contrast to quantitative research, it does not employ statistical analysis or show numerical results. When individuals’ behavior, opinions, motivations or perceptions are aimed to be explained, qualitative research design helps the researcher to depict these individuals’ responses or experiences separately (Hesse-Biber, 2010).

This study investigated the development levels of the EFL instructors’ professional identity in terms of four subdomains, and it also aimed to find out whether the development levels of participating instructors’ professional identity differ in terms of undergraduate area of study, latest graduation study degree and years of teaching experience. Therefore, making use of quantitative research design enabled the researcher to explain the research problem based on the statistical data. On the other hand, qualitative research design contributed this research by conveying more meaningful insights regarding the overall perceptions of the instructors about their professional identity.

3.3 Research Design

This study set out to explore Turkish EFL instructors' overall perceptions about their professional identities, and whether there was any difference between the subdomains of EFL instructors' professional identities. It also investigated the development levels of their professional identity in terms of years of teaching experience, undergraduate area of study and latest graduation study degree.

The present study used mixed method research design. Thus, the researcher sought to take advantage of the strengths of both quantitative and qualitative study designs. Quantitative studies generally make use of mechanical instruments or highly structured tools while qualitative ones rely on "fieldwork methods" such as interviewing, observation, or narratives (Ary et al., 2006, p.424). With this in mind, this type of research design was found to be more appropriate since it enables the researcher to explain the research questions based on statistical data as well as being able to understand, describe and explain them by employing various methods (Burns, 1996).

Given the nature of the study, a questionnaire and semi-structured interview were chosen as data collection methods. As the quantitative part of this study, Professional Identity Development Questionnaire developed by Ölmez (2016) was employed. As for the qualitative data collection, the researcher conducted semi-structured interviews adapted from Bukor (2011).

3.4 Setting and Participants

3.4.1 Setting. This study was carried out with ninety-nine EFL instructors employed at preparatory schools of nine foundation universities in İstanbul, Turkey. It was conducted in 2018-2019 academic year.

Regarding higher education system in Turkey, all the universities are supervised by the Council Higher Education (CoHE). This institution is responsible for planning, coordination and governance of higher education system in the country. Currently, there are 206 Turkish universities that offer different programs including associate's degree programs which are also called vocational schools, bachelor's degree programs that generally take four years, graduate degree programs which offer master's or doctoral programs, and post-graduate degree programs (YÖK, n.d).

Apart from these programs, the universities provide one-year English course to students on compulsory or voluntary basis depending on the medium of instruction at their future departments. Under the name of English Preparatory Programmes, these programmes aim to prepare students for their prospective departments and careers by providing them with necessary language education and support. The English preparatory programs at these universities have either a modular or semester based system. The students are supposed to pass the achievement or proficiency exams at the end of each module or each semester in order to start their prospective departments.

In accordance with the CoHE regulations, the universities employ the instructors who can teach English as a foreign language to non-native learners of English at these preparatory programmes. Based on these criteria, an English instructor must obtain minimum 70 points from ALES (Academic Personnel and Postgraduate Education Entrance Exam) and at least 80 points from YDS (Foreign Language Exam) or an equivalent point from another exam accepted by the CoHE. Moreover, they must be a graduate of ELT, English Language and Literature, American Culture and Literature, Translation and Interpreting, or Linguistics in order to work as an English instructor at English Preparatory Programmes. Finally, the universities may demand some other qualifications such as diploma, academic report, or having certain years of experience in the field. That's why the instructors at English Preparatory Programmes may have different educational and professional backgrounds.

3.4.2 Participants. Regarding the quantitative part of this study, the sample consisted of 99 (32 male and 67 female) EFL instructors who were working at English Preparatory Programmes of foundation universities in İstanbul during the 2018 - 2019 Academic Year. Table 1 shows the details about the participants.

Table 1

Overview of the Participants

Category	Details	N	%
Age	20 – 25	5	5.1
	26 – 30	46	46.5
	31 – 35	33	33.3
	36 – 40	8	8.1
	41 – 45	3	3
	46 – 50	4	4

Table 1 (cont.d)

Gender	Male	32	32.3
	Female	67	67.7
Undergraduate area of study	ELT	52	52.5
	Literature	41	41.4
	Language and Interpreting	5	5.1
	Linguistics	2	2
Highest qualification	B.A.	42	42.4
	M.A.	53	53.5
	Ph.D.	4	4
Teaching experience	1 – 4	20	20.2
	5 – 10	59	59.6
	11 – 15	14	14.1
	16 – 20	4	4
	21 or more	3	3
Where they teach	Foundation	99	100
	University		
Extra job responsibility	Yes	28	43.4
	No	56	56.6
TOTAL		99	100

Note: N: Number of participants, %: Percentage of participants

As demonstrated in the Table 1, 46 out of 99 participants were between 26-30 years old, followed by 33 instructors from 31 to 35 years old, 8 instructors between 36 and 40 years old, 5 instructors from 20 to 25, 4 instructors from 46 to 50, and 3 instructors between 41 and 45 years old respectively.

In terms of their undergraduate area of study, 52 of the participants studied English Language Teaching (ELT) and 41 participants studied English Literature at university while the remaining 5 participants studied Translation and Interpreting, and 1 participant studied Linguistics at university. Lastly, 53 held an M.A. degree, 41 held a B.A. degree and 4 held a Ph.D. degree in terms of their highest qualification.

Furthermore, when they were asked the years of experience in teaching English, it was reported that 20 participants had 1 to 4 years of teaching experience,

59 of them had 5 to 10 years, 14 had 11 to 15 years, 4 had 16 to 20 years, and the remaining three had 21 or more years of experience in teaching English. In terms of their workplace, all of 99 participants worked at English Preparatory Programmes of foundation universities. The names of the universities were not written due to ethical reasons and to provide confidentiality.

As for any extra job responsibilities, 56 instructors reported that they had no extra job responsibilities while 12 of the participants reported that they worked at Testing and Assessment Unit of their universities. In addition, 6 participants worked as the head of the department or school, 6 were level coordinators, 4 worked at Material and Curriculum Development Unit, 4 participants worked as mentors, 2 were assistant directors, the other 2 were translators, and the last 2 were supervisors. Moreover, each remaining participant reported that they took on the other extra job responsibilities including Head of Institutional Effectiveness and Quality Enhancement Unit, Professional Development Unit, Digital Learning Unit, developing materials, syllabus pace, preparing checklists, preparing skill exams, grading portfolios and projects, leading a social club as well as vice-director of School of Foreign Languages.

In terms of the qualitative part of the study, six participants (4 males and 2 females) volunteered to participate in semi-structured interviews. They were working at English Preparatory Programmes of foundation universities in İstanbul at the time of the study. For the participation anonymity, all the participants' names were replaced by numbers. Apart from their names, all the information about them were unchanged. The details about the participants are presented in Table 2.

Table 2

Overall Background Information about the Participants

Category	Ins.1	Ins.2	Ins.3	Ins.4	Ins.5	Ins.6
Age	29	30	30	32	30	32
Gender	M	M	F	M	F	M
Undergraduate area of study	Translation and Interpreting	Literature	ELT	ELT	ELT	ELT

Table 2 (cont.d)

Highest qualification	B.A.	M.A in progress	M.A.	M.A.	M.A.	M.A.
Teaching experience	1	7	7	7	8	8
Where they teach	F.U.	F.U.	F.U.	F.U.	F.U.	F.U.
Extra job responsibility	Translation and editing	-	-	Testing and Assessment	-	-

Note: F.U.: Foundation university, Ins: Instructor

As presented in the Table 2, the first instructor was 29 years-old. He studied Translation and Interpreting at university. He had worked as a translator before he started to work as an English instructor at a foundation university in İstanbul. At the time of the study, he had one year of teaching experience at the English Preparatory Program at a foundation university in İstanbul.

The second instructor was 30 years old. He studied English Literature at university. He had worked as a tour guide before he started working as an English instructor at the English Preparatory Programs at different universities in Istanbul. At the time of the study, he was doing his M.A. in Educational Technology and also working at the English Preparatory Program at a foundation university in İstanbul.

The third instructor was 30 years old. She studied English Language Teaching at university and also held an M.A. degree in ELT. She had worked as an English instructor at the English Preparatory Programs at different Turkish universities. She had seven years of teaching experience as an English instructor and worked at a foundation university at the time of the study.

The fourth instructor was 32 years old. He graduated from the department of English Language Teaching. He also held an M.A. degree in ELT department. At the time of the study, he was working at the English Preparatory Program at a foundation university in İstanbul. He had seven years of experience as an English instructor and worked in the Testing and Assessment Unit for five years.

The fifth instructor was 30 years old. She studied English Language Teaching at university and also held an M.A. degree in ELT. She had worked as an English instructor at the English Preparatory Programs at different Turkish universities. She had eight years of teaching experience as an English instructor and worked at English Preparatory Program at a foundation university at the time of the study.

The sixth instructor was 32 years old. He studied English Language Teaching at university. He had an M.A. degree in ELT. He had worked as an English instructor at the English Preparatory Programs at different universities. At the time of the study, he had eight years of teaching experience and worked at English Preparatory Program of a foundation university in İstanbul.

It is clear that the six participants bore several similarities or differences in terms of their educational and professional backgrounds. Their ages ranged from 29 to 32. Apart from one participant, they had more than five years of experience in teaching English as a Foreign Language, and they all worked at Turkish foundation universities. On the other hand, all the participants graduated from different state universities in Turkey. The instructors who studied ELT took school experience course in their last year at university. Therefore, the four instructors had a practicum experience at different schools, which could be regarded as their first teaching experience. On the other hand, the other two participants' first experiences were different from teaching. Therefore, their biographies may have affected their perceptions about professional teacher identity.

3.5 Procedures

In this part of the study, the sources of data, data collection instruments, data collection procedures, reliability, trustworthiness, and limitations were presented.

3.5.1. Sampling. This research study made use of criterion sampling. "In this type of sampling, the researcher sets the criterion and includes all cases that meet that criterion" (Ary et al., 2006, p.431). Before selecting the participants for the study, several criteria were determined. First of all, all the instructors must be a native speaker of Turkish. They must also be a graduate of English Language Teaching department, English Literature, American Literature, Translation and Interpreting and Linguistics departments of Turkish universities. Thirdly, they must actively work at preparatory schools at foundation universities in İstanbul, Turkey. Upon having decided on the

criteria, the researcher contacted the possible participants who were friends and colleagues in her working circle. The sample of this study consisted of EFL instructors who work at English Preparatory Programmes at foundation universities located in İstanbul. Most importantly, before they took part in the questionnaire and interview, they were told that participation in the study was completely voluntary.

3.5.2 Data collection instruments. For the purposes of the study, data were collected from a professional identity questionnaire and semi-structured interviews. The details of both instruments were explained below.

3.5.2.1 The questionnaire. As for the quantitative part of the study, Professional Identity questionnaire by Ölmez (2016) (Appendix A) was employed.

The first part of the questionnaire involved demographic questions in terms of the age of the participants (Question 1), their gender (Question 2), undergraduate area of study (Question 3), highest qualification received (Question 4), years of teaching experience (Question 5), where they teach (Question 6), and whether they have extra job responsibilities (Question 7).

The second part of the questionnaire consisted of four subdomains as stated above. As the first subdomain, Subject Matter Expertise consisted of six questions related to knowledge of English vocabulary, grammar, pronunciation, pragmatic failures, and cultural aspects of English. The second subdomain, Didactic Expertise involved twelve questions about current teaching techniques, methods or specific procedures to be able to teach four language skills as well as grammar and vocabulary. It also aimed to investigate instructors' perceptions about being able to raise awareness of other cultures, making use of different language resources besides designing and implementing different kinds of assessment procedures. The third part, Pedagogical Expertise directed seven questions related to adopting different teacher roles, supporting and facilitating learners' autonomy, being aware of their needs and individual differences as well as giving importance to their social, emotional and academic development. Finally, the last subdomain, Attitudes towards Professional Development, consisted of ten questions related to teacher training, exchanging ideas and reflecting on teaching experience, interests in research and current trends in English language teaching approaches, methods and techniques. On the other hand, one of the statements, which was the 33rd item, was reverse item. It means that it was a negatively worded item in contrast to the other 32 items in the questionnaire.

3.5.2.2 The semi-structured interview. Semi-structured interview is useful in understanding people's perceptions, meanings, and how they define the situations and construct the reality (Punch & Oancea, 2014). They enable the researcher to get longer responses instead of short "yes/no" type answers (Longhurst, 2003), and the researcher is able to develop "broad questions about the topic in advance" with these questions (Dörnyei, 2007, p.136). In addition, new aspects may arise based on participants' responses and they can be taken into consideration by the researcher. At the same time, semi-structured interviews enable the researcher to ignore some information if they are considered irrelevant to the aim of the study (Vesanto, 2011). Since this study relied mainly on the perceptions of the EFL instructors about their professional identity, it is very important to collect as much information as possible. Thus, semi-structured interview was chosen as a data collection tool to gain in-depth knowledge on participants' views.

A semi-structured interview adapted from Bukor (2011) was used as the source of data in this study. It consisted of two parts. The aim of the first part was to collect demographic information about each participant. In the second part, seven questions were asked in order to gather in-depth information as for each participant's perceptions about their professional identity (Appendix B). Below the interview questions were explained briefly.

The first question asked whether the participants took a formal education to become a teacher and their initial experiences as a teacher. The second question asked about their strengths and weaknesses in the beginning years of teaching, and how these changed as they continued their profession. Besides, it asked about the influence of their experiences on their views about teaching and learning. The third question aimed to explore if they had any other work experience apart from teaching and how these experiences affected their ways of teaching. The fourth question asked about their best and worst teaching experiences. The fifth question intended to discover their ideas about a good language teacher and the factors that make language teaching efficient and successful. The sixth question asked about the influence of above-mentioned factors and experiences on the participants' teaching philosophy and perceptions about a good teacher and teaching. The purpose of the last question was to explore their teaching philosophy. As it is clear, the questions were mainly related to each instructor's experiences as a teacher.

3.5.3 Data collection procedures.

3.5.3.1 The questionnaire. The questionnaire was first turned into an online form by using Google Forms. Later, all data were collected online and transferred to SPSS 20. All the answers of participants were checked and the researcher made sure that there was no unanswered question.

3.5.3.2 The semi-structured interviews. The data collection procedure lasted for two weeks. First, all the participants were informed about the aim of the study, scope, and data collection procedure. In addition, it was assured that neither the participants nor their previous and current workplaces would be directly exposed in the research with the aim of maintaining confidentiality and anonymity. They were also informed that participation in the study was voluntary. After written consent was obtained from each participant, an interview form was delivered to them as a Word document, and research questions were explained clearly so that the participants could make a connection between the interview questions and research questions. Having outlined the issues to be reflected on during the interview period, each part of the interview was also explained clearly. As stated before, it took two weeks to collect the data from all the participants. After all the data were read several times, additional questions were addressed when necessary in order to clarify what the interviewees had meant. They were asked to add their further responses in their original interview form and data collection procedure was completed.

3.5.4 Data analysis procedures. Both quantitative and qualitative data analysis procedures were applied in this study. For the first research question, qualitative procedures were applied. On the other hand, data analysis was carried out through quantitative procedures for the second and the third research questions.

The quantitative data analysis was carried out through SPSS 20. With regard to the second research question of the study, descriptive statistics were used and mean values and standard deviations for each subdomain were included because the research question aimed for revealing the development levels of EFL instructors' professional identity in terms of subject matter expert, didactical expert, pedagogical expert and continuation of professional development subdomains.

The third research question investigated whether there was any significant difference between the development levels of EFL instructors' professional identity in terms of instructors' undergraduate area of study, latest graduation study degree and

years of teaching experience. To test these, data were tested for normal distribution first. As normality of data is one of the assumptions for parametric tests, first of all, Kolmogorov Smirnov test was applied for each subdomain of professional identity to measure the normality of data: Didactical expert, pedagogical expert and continuation of professional development domains were found to be normally distributed ($p > 0.05$). Only subject matter domain was not found to be normally distributed ($p < 0.05$).

Thus, in the scope of this study, One Way ANOVA parametric tests were applied for DE, PE and CPD subdomains. On the other hand, Kruskal-Wallis non-parametric test was applied for SME in order to find out if overall professional identity and its subdomains show meaningful difference in terms of the independent variables: Teaching experience, undergraduate area of study and latest graduation study degree.

For the first research question which aimed to find out the overall perceptions of EFL instructors about their professional identities, the qualitative data were gathered by means of semi-structured interviews. The data collected from the semi-structured interviews were later analyzed by means of content analysis. Krippendorff (2004) defines content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (p. 18). Thus, all the data from each participant was explored very carefully by the researcher. First, each interview form received via email was read repeatedly so that the relevant parts could be highlighted, and irrelevant parts could be determined. At this point, the researcher focused mainly on the perceptions of the participating instructors about their professional identity. After that, the researcher formed another Word document and wrote the four subdomains of professional identity so that the relevant parts of each interview could be categorized into these four subdomains. She also included the names of each participant under each subdomain in order to avoid any confusion or mistakes during the data analysis process. Having read all the responses of each participant several times, she put the related sentences or paragraphs under these categories along with the names of each participant and repeated the same procedure for all the participants. Finally, each participant’s perceptions of professional identity were explained one by one based on the four subdomains of professional identity.

3.5.5 Reliability. The reliability of the overall questionnaire and each subsection was tested in SPSS 20 by using Cronbach’s alpha. Cronbach’s alpha for the entire questionnaire was measured .88. The reliability measures of each subsection differed

between .79 and .84. These values indicate a high level of reliability for the questionnaire. Detailed test results for Cronbach’s alpha can be seen in Table 3.

Table 3

Cronbach’s Alpha Results for the overall and Subsections of the Questionnaire

	SME	DE	PE	CPD	Overall
Number of Items	6	12	7	10	35
Cronbach’s α	.81	.84	.79	.84	.88

3.5.6 Trustworthiness. In qualitative studies, the primary data collection instrument is the human investigator, and dealing with descriptive data gathered by means of interviews, observation or the other qualitative methods is an important issue (Ary et al., 2009). Therefore, improving the quality of the qualitative data requires taking various criteria into consideration. Lincoln and Guba (1985) put forward four elements in order to ensure trustworthiness in a qualitative research: credibility, transferability, dependability, and confirmability. Credibility, namely, internal validity concerns with to what extent interpretations of the findings are credible. Upon addressing the credibility issue, the researcher aimed to achieve it by adequate interaction with the participants and making them review and confirm the accurate interpretation of their data, which is called member check (participant feedback). Transferability refers to generalizability of findings, also called external validity. In a qualitative research, the researcher cannot generalize the findings to other contexts. On the other hand, the researcher tried to achieve “descriptive accuracy” in this study by providing an accurate and detailed description of the context and the participants so that the reader can decide on the generalizability of the findings. Dependability deals with the consistency of the findings when a study is replicated. Because of the nature of this study, the replication will not yield the same results since they are based on participants’ own perceptions and researcher’s interpretation. On the other hand, the researcher tried to achieve data dependability by including detailed description of data collection process, context, and background of the participants so that a possible user may want to review several aspects of the study. Confirmability refers to the

“neutrality or the extent to which the research is free of bias in the procedures and the interpretation of results” (Ary et al., 2009, p.504). In this study, the researcher avoided her personal biases when analyzing the data to ensure confirmability.

3.6 Limitations

The present study has some limitations to be taken into consideration. Firstly, the sample of this study was limited to 99 EFL instructors working at universities in İstanbul. Therefore, conducting a similar study with larger groups is likely to yield more reliable and generalizable results. Secondly, the scope of the study was not very broad since it only targeted the EFL instructors working at English Language Preparatory Programs of foundation universities in Istanbul. Further research may also include foundation and state universities from different cities, or K-12 educational settings in Turkey. Thus, whether there is a difference in professional identity perceptions of EFL instructors in terms of their workplace can also be explored. Besides, different settings apart from preparatory programs might yield more insightful findings regarding the perceptions of EFL teachers. Finally, the instructors that volunteered for participation in the semi-structured interviews were sent a separate online form after the completion of the questionnaire. As a result, their questionnaire results were unknown to the researcher which hindered making a comparison between their own quantitative results and qualitative findings. It should be noted that the findings of the interviews were discussed in line with the quantitative results collected from all the participants.

Chapter 4

Findings

4.1 Overview

This chapter presents the findings of the current study from the questionnaire (quantitative data) and the semi-structured interviews (qualitative data), which were implemented to answer the research questions. The first research question aimed to seek the overall perceptions of EFL instructors about their professional identities and the second research question investigated the development levels of EFL instructors' professional identity in terms of subject matter expert, didactical expert, pedagogical expert and continuation of professional development subdomains. Finally, the third research question aimed to find out if there was any significant difference between the development levels of EFL instructors' professional identity in terms of instructors' undergraduate area of study, latest graduation study degree and years of teaching experience.

4.2 Quantitative Data Analysis

One Way ANOVA parametric tests were applied for Didactical Expert (DE), Pedagogical Expert (PE) and Continuation of Professional Development (CPD) and Kruskal Wallis non-parametric tests were applied for Subject Matter Expert (SME) in order to find out if overall professional identity and its subdomains show meaningful difference in terms of independent variables: teaching experience, undergraduate area of study and latest graduation study degree.

4.2.1. Findings about the development levels of EFL instructors' professional identity in terms of its subdomains. The following sections shows overall perceptions of EFL instructors and each domain of professional identity, namely, SME, DE, PE, and CPD.

Table 4

EFL Instructors' Professional Identity in terms of its Subdomains

Domain	N	Mean	SD
Subject matter expert	99	3.90	.36
Didactical expert	99	4.13	.62
Pedagogical expert	99	4.22	.42
Continuation of Professional Development	99	3.77	.45
Overall	99	4.01	.65

Table 4 shows that overall professional identity average for EFL instructors is 4.01 out of 5. The mean of the 4 sub-domains that constitute professional identity perception were found to be 4.22, 4.13, 3.90 and 3.77 for PE, DE, SME and CDP, respectively. These all show that EFL instructors' professional identity perceptions are quite high and PE (M=4.22, SD= .42) contributes more to the overall average of their perceptions. The second dimension of professional identity of significant value to instructors was DE (M=4.13, SD= .62), followed by SME (M=3.90, SD= .36) and CPD (M=3.77, SD= .45).

4.2.2. Findings about development levels of professional identity in terms of undergraduate area of study, latest graduation study degree and years of teaching experience. The following section displays overall level of professional identity and DE, PE and CPD subdomains of professional identity in terms of undergraduate area of study, latest graduation study degree and years of teaching experience.

Table 5

Levels of Professional Identity (Overall, DE, PE and CPD) in terms of the Undergraduate Area of Study

		Sum of		Mean		
		Squares	df	Square	F	sig
Overall	Between					
	Groups	1.37	2	0.68		
	Within				5.50	0.005
	Groups	12	96	0.12		
Total		13.37	98			
		Sum of		Mean		
		Squares	df	Square	F	sig
Didactical Expert	Between					
	Groups	1.41	2	0.70		
	Within				4.18	0.01
	Groups	16.25	96	0.16		
Total		17.66	98			
		Sum of		Mean		
		Squares	df	Square	F	sig
Pedagogical Expert	Between					
	Groups	0.38	2	0.19		
	Within				0.90	0.40
	Groups	20.47	96	0.21		
Total		20.86	98			
		Sum of		Mean		
		Squares	df	Square	F	sig
Continuation of PD	Between					
	Groups	5.04	2	2.52		
	Within				6.63	0.002
	Groups	36.50	96	0.38		
Total		41.55	98			

When the results of Table 5 were examined, it was found that there was a significant difference between overall professional identity development and undergraduate area of study ($F_{2-96}=5.50$, $\text{sig}<0.05$). Furthermore, a significant difference was found in DE ($F_{2-96}=4.18$, $\text{sig}<0.05$) and CPD ($F_{2-96}=6.63$, $\text{sig}<0.05$) subdomains. However, there was no significant difference in PE subdomain in terms of undergraduate area of study ($F_{2-96}=0.90$, $\text{sig}>0.05$).

As a significant difference was found in overall professional identity, DE and CPD in terms of undergraduate area of study, Table 6 reports overall professional identity and the average of its subdomains for ELT, literature and other departments in detail to convey a better understanding among groups.

Table 6

Overall Professional Identity and DE, PE and CPD subdomains of EFL Instructors who graduated from ELT, Literature and Other Departments

		N	Mean	Std. Deviation
Overall	ELT	52	4.11	0.30
	Literature	41	3.94	0.41
	Others	6	3.68	0.24
Didactical Expert		N	Mean	Std. Deviation
	ELT	52	4.22	0.36
	Literature	41	4.05	0.45
	Others	6	3.79	0.48
Pedagogical Expert		N	Mean	Std. Deviation
	ELT	52	4.28	0.41
	Literature	41	4.16	0.47
	Others	6	4.16	0.72
Continuation of PD		N	Mean	Std. Deviation
	ELT	52	3.96	0.58
	Literature	41	3.62	0.64
	Others	6	3.16	0.72

As can be seen in Table 7, ELT graduates rank first in overall professional identity average (M=4.11, SD= 0.30), DE subdomain (M=4.22, SD=0.36), PE subdomain (M=4.28, SD= 0.41) and CPD subdomain (M=3.96, SD= 0.58). Instructors who graduated from literature departments had lower mean values compared to ELT graduates. Other instructors, who were translation and linguistics graduates, ranked third place in overall, and DE and CPD subdomains. Table 7 below shows the levels of professional identity (Overall, DE, PE and CPD) in terms of latest graduation study degree.

Table 7

Levels of Professional Identity (Overall, DE, PE and CPD) in terms of Latest Graduation Study Degree

		Sum of Squares	df	Mean Square	F	sig
Overall	Between Groups	0.42	2	0.21	1.56	0.21
	Within Groups	12.95	96	0.13		
	Total	13.37	98			
			Sum of Squares	df	Mean Square	F
Didactical Expert	Between Groups	0.24	2	0.12	0.68	0.50
	Within Groups	17.42	96	0.18		
	Total	17.66	98			
			Sum of Squares	df	Mean Square	F
Pedagogical Expert	Between Groups	0.31	2	0.15	0.73	0.48
	Within Groups	20.55	96	0.21		
	Total	20.86	98			
			Sum of Squares	df	Mean Square	F

Table 7 (cont.d)

		Sum of		Mean		
		Squares	df	Square	F	sig
Continuation of PD	Between					
	Groups	0.77	2	0.38	0.91	0.40
	Within					
	Groups	40.77	96	0.42		
Total	41.55	98				

According to results obtained from One Way ANOVA test in Table 7, no significant difference was found between overall professional identity ($F_{2-96}=1.56$, $\text{sig}>0.05$), DE ($F_{2-96}=0.68$, $\text{sig}>0.05$), PE ($F_{2-96}=0.48$, $\text{sig}>0.05$) and CPD ($F_{2-96}=0.40$, $\text{sig}>0.05$) subdomains and latest graduation study degree.

In Table 8, the levels of professional identity (Overall, DE, PE and CPD) in terms of teaching experience are displayed:

Table 8

Levels of Professional Identity (Overall, DE, PE and CPD) in terms of Teaching Experience

		Sum of		Mean		
		Squares	df	Square	F	sig
Overall	Between					
	Groups	0.94	4	0.23	1.79	0.13
	Within					
	Groups	12.43	94	0.13		
Total	13.37	98				

Table 8 (cont.d)

		Sum of	df	Mean		
		Squares		Square	F	sig
Didactical Expert	Between					
	Groups	1.08	4	0.27		
	Within				1.52	0.20
	Groups	16.58	94	0.17		
Total		17.66	98			
		Sum of	df	Mean		
		Squares		Square	F	sig
Pedagogical Expert	Between					
	Groups	0.79	4	0.19		
	Within				0.93	0.45
	Groups	20.06	94	0.21		
Total		20.86	98			
		Sum of	df	Mean		
		Squares		Square	F	sig
Continuation of PD	Between					
	Groups	1.64	4	0.41		
	Within				0.96	0.42
	Groups	39.90	94	0.42		
Total		41.55	98			

There was no significant difference in overall professional identity in terms of teaching experience ($F_{4-94}=0.13$, $\text{sig}>0.05$). Moreover, One Way ANOVA test revealed no significant difference among professional identity subdomains of DE ($F_{4-94}=0.20$, $\text{sig}>0.05$), PE ($F_{4-94}=0.45$, $\text{sig}>0.05$) and CPD ($F_{4-94}=0.42$, $\text{sig}>0.05$) in terms of years of teaching experience.

Finally, a nonparametric test was applied for SME subdomain. Therefore, a Kruskal-Wallis test was carried out to find out whether SME subdomain of professional identity differed significantly based on EFL instructors' undergraduate area of study, latest graduation degree and years of teaching experience. Results can be seen below.

Table 9

Professional identity (Subject Matter Expert subdomain) in terms of Undergraduate Area of Study

Undergraduate Area of Study	n	Mean	χ^2	df	p
		Rank			
ELT(English Language Teaching)	52	49.94	0.15	2	0.92
Literature	41	50.7			
Others	6	45.75			

As illustrated in Table 9, the Kruskal-Wallis Test revealed no significant difference in SME subdomain in terms of participants' undergraduate area of study ($\chi^2_{(2)}=0.15$, $p>0.05$).

Table 10 below also shows professional identity (subject matter expert subdomain) in terms of latest graduation degree.

Table 10

Professional identity (Subject Matter Expert subdomain) in terms of Latest Graduation Degree

Latest Graduation Degree	n	Mean	χ^2	df	p
		Rank			
B.A.	42	48.01	2.52	2	0.28
M.A.	53	49.93			
PhD	4	71.75			

As demonstrated in the Table X, no significant difference was detected among the SME subdomain of professional identity of EFL instructors with a B.A, M.A and PhD degrees ($\chi^2_{(2)}=2.52$, $p>0.05$).

Finally, as it can be seen in Table 11, there was no significant difference among the SME subdomain of the instructors with different years of experience ($\chi^2_{(4)}=0.71$, $p>0.05$).

Table 11

Professional identity (Subject Matter Expert subdomain) in terms of Teaching Experience

Teaching Experience	n	Mean Rank	χ^2	df	p
1-4 years	20	50.7	2.13	4	0.71
5-10 years	58	47.09			
11-15 years	14	58.25			
16-20 years	4	52.88			
21 years or more	3	59.17			

4.3 Qualitative Data Analysis

In order to explore English instructors' perceptions about their professional identity, semi-structured interviews were conducted with six English instructors. The interview questions were related to their educational and professional experiences and their perceptions regarding teaching English. The qualitative data obtained from each participant were explained based on the four subdomains, SME, DE, PE, and CPD, which constitute professional identity.

4.3.1. The overall perceptions of EFL instructors about their professional identity.

4.3.1.1 Instructor 1. The first participant was a graduate of Translation Studies, and a full-time translator and interpreter for a translation services company. He worked as an English instructor for fifteen months at the time of the study and he didn't receive any formal education to become a teacher.

His responses regarding his teaching style and strengths indicated that he gave importance to being knowledgeable about English language. In addition, his department and previous work experience had a positive effect on his knowledge about English and/or teaching English. Based on his statements, it can be inferred that he

adopted SME as a part of his professional identity. On the other hand, he was still doubtful about being an expert on the subject. Two main factors could have affected his perceptions regarding SME; he was a novice instructor with only one year of teaching experience, and he didn't receive any formal education on teaching English.

(...) Translation and interpreting allow me to get deeper and deeper in the English language each day making me realize the rules, nuances, collocations, and colloquialisms, etc. which I couldn't have realized otherwise. My current teaching philosophy is using translation and other skills in teaching, but only when necessary.

(...) feeling a lack of confidence among my peers due to being a new teacher with a different background, having difficulty using the smartboard fully and efficiently and writing on the board with a board marker.

The influence of his undergraduate of study was also seen in terms of DE. As a graduate of Translation Studies, he emphasized incorporating translation into his teaching and being a competent communicator as his strengths in teaching English. Furthermore, he developed his way of teaching vocabulary and grammar based on his previous educational and professional experiences. He elaborated on his teaching methods as follows:

My strengths include incorporating translation into my teaching, being a perfect improvised story-teller. As a translator, I don't believe in teaching vocabulary fully in the target language. So, I think you should teach the exact equivalent of a word besides teaching the concept it refers to, which is only possible through using the source language.

As a novice instructor, he gave importance to his professional development as well. He thought that reflecting on his teaching experiences and receiving feedback from his colleagues and students helped him to contribute his teaching. Therefore, it can be inferred that he also attached importance to CPD as a part of his professional identity development. His expressions below supported this inference.

(...) being able to take feedback from both my peers and students. I prefer acting on my own experience. My teaching philosophy is "Reflect on your own learning, and if it works, teach the way you learnt it!"

4.3.1.2 Instructor 2. The second participant studied English Literature at university. He had worked as a tour guide before he started to work as an English instructor at English Preparatory Programs of different universities in Istanbul. At the time of the study, he was doing his M.A. in Educational Technology, and was an experienced instructor.

From his point of view, a good lesson preparation as well as the learners and their needs are at the center of effective language teaching. His previous experiences as a learner, a tour guide and an instructor had an impact on his perceptions regarding professional identity development. His responses revealed that his professional identity could be seen as a combination of DE and PE.

When he explained his strengths as an English instructor, he mainly focused on how to conduct an effective lesson. He also applied to specific procedures such as different types of interaction or providing appropriate materials during the lesson. So, his approach to teaching English was mainly learner-centered and he gave importance to effective learning process.

(...) I could always come up with a new idea during the lesson. The transfer of the learning units from me to the students had different types of interaction. I also focused on myself and my experiences while presenting the material, which made students focus on the lesson.

It was also seen that his previous work experiences as a tour guide contributed his views about teaching English. Thus, he could adopt different roles such as guiding or entertaining students rather than teaching and transmitting knowledge only. For him, establishing a good rapport with his students and being patient were the most important elements to be a good teacher. He was also aware of individual differences and cared about his students in order to support their emotional and academic development.

(...) I gave a lot of instructions to the tourists about some place they had never seen before and while doing this I had to be interesting and friendly, at the same time controlling and a little bit disciplined. All these helped me have a smoother transition from being a guide to being a teacher. After all, what a teacher mostly does is guiding students.

First, patient. Teachers should be aware that it is not the lesson plan that they should be thinking of, instead it should be the learning. Second, present

and accessible. In order to create a perfect relationship with a student these two characteristics are the most important to me.

4.3.1.3 Instructor 3. The third participant held both her B.A. and M.A. degrees in English Language Teaching. She was also an experienced instructor. Her perceptions about professional identity development mainly focused on PE domain. From her responses, it is clear that her previous work experiences made her develop different ideas about being a PE as she continued teaching. She also believed that understanding students and their interests was key to effective teaching. Her encounters with different students apart from the classroom environment helped her to understand her students' psychology. Her opinion about how a good teacher should be also revealed her emphasize on PE as the most visible constituent of her professional identity.

As I participated in many teaching training programs and started to meet different profiles in various schools, I started to become more flexible and made sure that not all the students might be in learning mood, so a teacher could ignore once or twice and go on focusing on the others instead of forcing that student to participate.

I worked as a student coach. I now believe that the most important thing is understanding student psychology and be familiar with their likes and dislikes while teaching. They help a lot to build good relationships between the teacher and the student.

A good teacher must be familiar with her student profile and analyze their teaching needs, consider their learning style; are they visual, auditory or kinesthetic learners and prepare her materials accordingly, build good rapport with her students.

4.3.1.4 Instructor 4. The fourth participant held both his B.A. and M.A. degrees in English Language Teaching. He was an experienced instructor and worked in Testing and Assessment Unit for five years. He embraced both SME and PE as an English instructor, and his professional identity was mainly influenced by his educational and professional experiences. His description of himself and qualities of a good teacher revealed the importance he gave SME. According to him, competence in

both native and target language and being able to teach effectively are crucial factors that were directly related to SME.

After graduating from university in 2008, I went to the UK as an au-pair. I lived in the UK for 18 months. It helped me improve my speaking skill and therefore my self-esteem as an English teacher.

They should be competent in both English and their first language. Competency in teaching skills is also very important. They should know how to teach what they are teaching. I think these two are musts.

He also indicated PE had an important position in his professional identity development. His views about a good teacher revealed that he gave priority to conducting fun and interesting lessons as well as caring about his students. From his point of view, the level and needs of students must be taken into consideration while preparing activities to support students' emotional and academic development, which was also an indication of his adoption of PE.

Working as an au-pair may have had an effect on my teaching. This temporary job made me a more patient and tolerant person. I think these are important qualities a teacher should have.

(...) Moreover, a good teacher should be caring and make sure that students understand and see this trait. Another important quality is being fun and interesting. A good teacher should be able to attract students' attention as much as possible. When I am in class, what I try to provide is a fun, easy-going, and safe atmosphere for my students.

(...) Moreover, it is essential to prepare activities that will appeal to the needs of our students. Only then, they may feel safe and confident and participate in class activities.

4.3.1.5 Instructor 5. The fifth participant held both her B.A. and M.A. degrees in English Language Teaching. She was also an experienced instructor. Her perception of professional identity was a combination of PE and CPD. Her emphasis on good relationship with students and her devotion to conducting research related to teaching English could be seen from her statements below. She gave importance to students' academic and emotional development and highlighted the importance of good rapport with students. On the other hand, her interest in conducting academic studies, being enthusiastic about trying new methods, and the fact that she valued her students' and

colleagues' feedback were emerging elements of her highly positive attitudes towards CPD. It was easily understood from the statements on which she elaborated.

(...) When they (students) created something relevant to the theme, I praised and awarded them to experience the feeling of success. As a result, it was a sensible way to build the students' self- confidence, autonomy and inner-criteria through the activity included the principles of the new method.

In my opinion, a good teacher should be humanistic, friendly, emphatic, ambitious and cheerful to make her/his teaching effective. Your approach and profile have a significant effect to change everything in students and their learning.

I went on studying in my department academically by starting my master's degree in 2013. It was a perfect period time to take an important step for my career to get involved in some research and academic studies. I got valuable experiences through the studies thanks to the support of my advisors.

Not only I have made use of every potential feedback coming from my colleagues and students, but also the academic studies have influenced my teaching principle in a positive way in regard to appearing the new methods and techniques in ELT. I can apply my new experiences to my teaching to take the students a step further in their learning.

4.3.1.6 Instructor 5. The sixth participant was a graduate of ELT and held his M.A. in ELT. He was also an experienced instructor with eight years in teaching English. In relation to other participants, his responses regarding his professional background and how a good language teacher should be revealed that he gave priority to his students' academic and emotional development. Therefore, his professional identity development involved mainly PE as it can be understood from the responses below.

I worked at a prep school in my first year and I had some difficulties with the profile. To be honest, I wasn't used to teaching low level young adult learners. So, the challenge was fun. I enjoyed starting with the basics since I could observe my students' improvement from the beginning and support them during this process.

As long as teachers reflect on the courses and their teaching, they can be a good teacher. Efficient teacher is who listens to their students. By listening I mean both actual listening and observing. Knowing students' psychology and expectations. When you don't have this, it doesn't matter how knowledgeable you are about theories and methods in ELT.

When findings of the interviews are examined, it is seen that quantitative and qualitative data results support each other in terms of English instructors' perceptions about their professional identity. In line with the statistical data, majority of the participants adopted PE as one of their professional identity constituents regardless of their undergraduate area of study, latest graduation degree, and years of teaching experience. More specifically, five of the six instructors mentioned the importance of learners' needs, their academic and emotional development, and learning autonomy in language teaching. In addition, being patient and building good relationship with students were the two most common responses that were mentioned by five out of six instructors.

Although CPD was not clearly mentioned by each instructor, it can be inferred that they considered CPD important in terms of their professional identity development since four instructors held M.A. degree in ELT and one instructor was doing his M.A. in Educational Technology at the time of the study. Besides, the novice instructor gave importance to reflection and feedback from colleagues and students as a part of professional development. Therefore, it can be inferred that English instructors' perceptions about CPD was positive and they saw it as a part of their professional identity development.

Chapter 5

Discussion and Conclusions

5.1 Overview

This study aimed to explore the overall perceptions of EFL instructors about their professional identity. It also attempted to find out the development levels of participating instructors related to the four subdomains, namely subject matter expertise, didactical expertise, pedagogical expertise, and continuation of professional development. Finally, it investigated whether the development levels of their professional identity differ in terms of undergraduate area of study, latest graduation study degree, and years of teaching experience.

This chapter first discusses the results of the research study in relation to each research question. Later, pedagogical implications and recommendations for future research are presented.

5.2 Discussion of Findings for Research Questions

5.2.1 Discussion of results for the first research question. The first research question aimed to investigate the overall perceptions of English instructors regarding their professional identity. The data gathered by means of semi-structured interview imply that all the participants have highly developed professional identities. This finding is also in line with the quantitative scores that show the instructors have high level of professional identity development. They generally hold positive attitudes towards teaching English and focus more on the positive parts of their experiences. Moreover, the process of their professional identity development is shaped by various factors including their previous educational and professional experiences besides the experience they gained from other work experiences. Beijaard et al. (2000) state that teachers' past experiences as a learner and their past experiences influence their perceptions of professional identity.

On the other hand, each participant embraces and focuses more on only one or the combination of two or more subdomains of professional identity. Based on the findings, PE is seen very important by the 5 participants regardless of their

departments, highest qualification, and years of teaching experience. It shows that students and their development in every aspect as language learners are very important for English instructors. This finding is supported by Beijaard and De Vries (1997) who conduct a study on teachers' professional identity development and conclude that pedagogical side is seen more important than the didactical side and subject matter side of professional identity.

Another important point which must be emphasized based on the findings is that apart from two participants who mainly focus on PE, each participant seems to achieve a balance between the four subdomains of professional identity. For example, the first participant keeps focused on SME, DE and CPD when explaining his views about teaching while the third participant gives priority to DE and PE as for his professional identity development. Therefore, it can be implied that English instructors' professional identity construction can show varieties in terms of the constituents of professional identity. Beijaard et al. (2000) draw a very similar conclusion by stating that most of the teachers regard their professional identity as a combination of SME, DE and PE.

The first factor might have influenced their perceptions about the way they teach English. For example, the instructor who studied Translation Studies at university focuses on how he makes use of translation while teaching English to non-native English learners. On the other hand, the instructors who studied ELT at university might have been affected by the pedagogical courses they took in their department since all of them focus on the PE as their professional identity constituent. As Walkington (2005) suggests the instructors who studied ELT start professional identity construction in their pre-service teaching education as they reflect on their practices and perceptions during their education. Therefore, they might also have more developed professional identity perceptions when compared to the instructors graduating from other departments.

In terms of the highest qualification that the instructors received, all of them hold an M.A. degree related to teaching English apart from the novice instructor. This may be regarded as the indication of their positive perceptions regarding CPD. It is supported by Pachier and Field's study (1997) which concludes that in order to be a qualified foreign language teacher, the teachers must take part in continuous professional development according to their needs and interests. Therefore, the

instructors might continue their professional developments in order to maintain their developed professional identities.

Finally, years of teaching experience may contribute their well-developed perceptions about professional identity since only the novice instructor mention the lack of confidence while some of the experienced instructors mention their classroom management problems during their first years. Calderhead (1996) argues that experienced teachers generally take advantage of their past experiences and make decisions or conduct their lessons accordingly. This might be important in that professional identity development is changing with experience.

In conclusion, the overall perceptions of the participating instructors reveal useful insights regarding their professional identity. The undergraduate area of study, highest qualification received, and years of teaching experience can be regarded as the factors that affect their perceptions of their professional identity.

5.2.2 Discussion of results for the second research question. The second question investigated the development levels of EFL instructors' professional identity in terms of its subdomains. The instructors construct a highly developed professional identity based on the findings. The fact that PE has the highest mean score can also be supported by the findings of qualitative data. Thus, it can be inferred that English instructors value their learners as individuals and take their needs and interests into consideration while teaching English. This finding can also be supported by Ölmez's study (2016) that yield the same finding. In her study, the most developed domain of professional identity is also PE according to English instructors.

Since each subdomain yield scores close to each other, it can be suggested that the instructors try to balance each subdomain or give almost the same amount of importance to them. It can also be inferred that their perceptions related to each subdomain are not fixed or stable since the findings for each subdomain yield different results starting from their early years of teaching. Beijaard et al. (2000) also conclude that some teachers in Netherland gave equal score to SME, PE and DE while some groups of teachers scored high on one subdomain than the others. Therefore, it can be concluded that instructors' professional identities are a combination of two or more subdomains.

In conclusion, English instructors put their learners at the centre of their teaching practice and see being a foreign language teacher more than just transmitting

the knowledge of target language. Therefore, it can be stated that pedagogy is the central point while teaching English according to English instructors. Oser (1992) state that adopting PE as a part of professional identity improve students' learning processes. This finding is parallel to the study conducted by Guerriero (2017) which revealed that teachers' pedagogical knowledge influence student achievement in a positive way and result in better instructional skills.

5.2.3 Discussion of results for the third research question. The last research question investigated the development levels of professional identity in terms of undergraduate area of study, latest graduation study degree and years of teaching experience. Between these factors, the only significant difference was found in terms of undergraduate area of study.

Based on the findings, it is seen that studying ELT resulted in more developed professional identity overall. Its influence is also seen in DE and CPD with higher level of professional identity among the instructors who did their major in ELT department. It can be suggested that the academic education and practicum may have contributed English language instructors' teaching skills. Pennington (2014) asserts that language teaching education such as applied linguistics or TESOL both contribute teachers' expertise related to teaching and support the teachers with the necessary qualifications. Guerriero (2017) also states that perceptions about teaching are affected by the lack of profession-specific knowledge and specialized pedagogical training. Therefore, the perceptions of instructors who are ELT graduates may have been influenced by their early educational practices. In addition, their interest in CPD may have resulted from their motivation and eagerness in pursuing their teacher training after graduation from university.

In conclusion, the levels of professional identity development display instructors' different perceptions and the amount of importance they give to each subdomain. As stated above, a significant difference was found between the instructors in terms of their undergraduate area of study while the other factors didn't result in significant difference regarding their perceptions. It may because of latest graduation degree is not the only indicator of CPD or years of teaching experience is also related to experience in different contexts and with different student profiles.

5.3 Pedagogical Implications

The findings of this study provide useful insights in terms of the professional identity perceptions of EFL instructors. First of all, the instructors have well-developed professional identities. This finding is crucial in that their perceptions may also affect their attitudes toward teaching, motivation for professional development, and dedication to their students. Moreover, they tend to give more importance to one or more subdomains than the others, which may influence their overall perceptions regarding teaching English. Thus, understanding these differences can help to provide more specific and to-the-point teacher education or training opportunities. Lastly, the insights gained from this research can help to see varying perceptions of EFL instructors about their professional identities and also the factors that affect their professional identity development. Therefore, having a deep understanding of these factors such as educational background and years of teaching experience is useful in terms of developing new ways to change instructors' perceptions in a positive way.

5.4 Conclusions

The focus of this study was to find out the overall perceptions of the EFL instructors about their professional identities. Semi-structured interviews revealed that the participating instructors highly developed their professional identities. Also, the most concentrated subdomain of professional identity was PE and each participant's perceptions about professional identity revealed that they elucidated on one or two subdomains than the others. It indicated the professional identity is constructed by various factors.

This study also aimed to see the development levels of the EFL instructors' professional identity related to the four subdomains, and whether the development levels of their professional identity differ in terms of the undergraduate area of study, latest graduation degree and years of teaching experience. The findings of the quantitative data showed that PE was found to be the most important subdomain of professional identity. Moreover, it showed the impact of undergraduate area of study on the perceptions of professional identity. ELT graduates had higher level of professional development in DE, CPD, and overall when compared to the English instructors who studied English literature, Translation and Interpreting, or Linguistics.

5.5 Recommendations for Future Research

This study has several recommendations for further research. First, the study can be replicated with a larger group of participants which would lead to more generalizable results.

Second, different data collection tools such as classroom observations and video recordings can be employed in order to see the relationship between the perceptions of the English instructors about the professional identity and their classroom practices.

Finally, other factors such as teaching context can be examined to gain more insights about the development of professional identity.



REFERENCES

- Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education, 27*, 308-3019.
- Alexander, C. N., & Wiley, M. G. (1981). Situated activity and identity formation. *Social psychology: Sociological perspectives*, 269-289.
- Ali, M. A. (1998). *Supervision for teacher development: A proposal for Pakistan*. Unesco, International Institute for Educational Planning.
- Alsup, J. (2006). Teacher identity discourses. *Negotiating personal and professional spaces (ss.?)*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Aneja, G. A. (2016). (Non) native speakerhood: Rethinking (non) nativeness and teacher identity in TESOL teacher education. *TESOL Quarterly, 50*(3), 572-596.
- Ary, D., Jacobs, L. C., & Sorensen, C. K. (2006). *Introduction to research in education* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Atay, D., & Ece, A. (2009). Multiple identities as reflected in English-language education: The Turkish perspective. *Journal of Language, Identity, and Education, 8*(1), 21-34.
- Atkinson, D. (2004). Theorising how student teachers form their identities in initial teacher education. *British Educational Research Journal, 30*(3), 379-394.
- Balban, S. (2015). *Reflections on teacher identity: a case study of novice language teachers* (Doctoral Dissertation). Middle East Technical University, Graduate School of Social Sciences, Ankara.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.
- 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., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and teacher education, 16*(7), 749-764.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education, 20*(2), 107-128.
- Beijaard, D., & Vries, Y. D. (1997). Building expertise: A process perspective on the development or change of teachers' beliefs. *European journal of teacher education, 20*(3), 243-255.

- Bloom, D., & Jorde-Bloom, P. (1987). The role of higher education in fostering the personal development of teachers. *College Student Journal*, 21(3), 229-240.
- Blumenfeld, P. C., Krajcik, J. S., Marx, R. W., & Soloway, E. (1994). Lessons learned: How collaboration helped middle grade science teachers learn project-based instruction. *The Elementary School Journal*, 94(5), 539-551.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380.
- Borko, H., & Putnam, R. T. (1995). Expanding a teacher's knowledge base: A cognitive psychological perspective on professional development. *Professional development in education: New paradigms and practices*, 35-65.
- Brooks, J. G. (1999). In search of understanding: *The case for constructivist classrooms*. ASCD.
- Bukor, E. (2011). *Exploring teacher identity: Teachers' transformative experiences of re-constructing and re-connecting personal and professional selves* (Doctoral dissertation).
- Bukor, E. (2015). Exploring teacher identity from a holistic perspective: Reconstructing and reconnecting personal and professional selves. *Teachers and Teaching*, 21(3), 305-327.
- Burn, K. (2007). Professional knowledge and identity in a contested discipline: Challenges for student teachers and teacher educators. *Oxford Review of Education*, 33(4), 445-467.
- Burns, R. B. (1996). *Introduction to research methods* (3rd ed.). South Melbourne: Addison Wesley Longman.
- Burns, E., & Bell, S. (2011). Narrative construction of professional teacher identity of teachers with dyslexia. *Teaching and Teacher Education*, 27(5), 952-960.
- Busher, H., Gündüz, M., Cakmak, M., & Lawson, T. (2015). Student teachers' views of practicums (teacher training placements) in Turkish and English contexts: A comparative study. *Compare: A Journal of Comparative and International Education*, 45(3), 445-466.
- Calderhead, J. (1996). Teachers: Beliefs and knowledge.
- Calderhead, J., M. Robson (1991). Images of teaching: Students' early conceptions of classroom practice. *Teaching & Teacher Education*, vol. 7, n. 1., pp. 1-8.
- Call, M. (2008). *The Modern Language Journal*, 92(1), 136-137.
- Canrinus, E. T. (2011). *Teachers' sense of their professional identity Groningen*: PrintPartners Ipskamp B.V., Enschede, The Netherlands

- Cheung, H. Y. (2008). Measuring the professional identity of Hong Kong in-service teachers. *Journal of In-service Education*, 34(3), 375-390.
- Cheung, Y. L. (2014). 13 Teacher identity in ELT/TESOL. *Advances and Current Trends in Language Teacher Identity Research*, 5, 175.
- Cheung, Y. L., Said, S. B., & Park, K. (Eds.). (2014). *Advances and current trends in language teacher identity research* (Vol. 5). Routledge.
- Cobb, P., & Bowers, J. (1999). Cognitive and situated learning perspectives in theory and practice. *Educational Researcher*, 28(2), 4–15.
- Cohen, J. L. (2010). *Getting recognized: teachers negotiating professional identities as learners through talk*. *Teaching and Teacher Education*, 26, 473-481.
- Connelly, F. M., & Clandinin, D. J. (1999). *Shaping a professional identity: Stories of education practice*. London, ON: Althouse Press.
- Coskun, A., & Daloglu, A. (2010). Evaluating an English language teacher education program through Peacock's model. *Australian Journal of Teacher Education*, 35(6), 2.
- Crandall, J. J. (2000). Language teacher education. *Annual review of applied linguistics*, 20, 34-55.
- Damon, W. (1992). Teaching as a moral craft and developmental expedition. *FK Oser, A. Dick, & JL Patry, Ewective and responsible teaching*, 139.
- Danielewicz, J. (2001). *Teaching Selves*. Albany: State University of New York Press.
- Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education*, 21(5) 563–577.
- Danielewicz, J. (2014). *Teaching selves: Identity, pedagogy, and teacher education*. Suny Press.
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers matter. Connecting lives, work and effectiveness*. New York: McGraw Hill.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, 38(3), 181-199.
- Dogancay-Aktuna, S. (1998). The spread of English in Turkey and its current sociolinguistic profile. *Journal of multilingual and multicultural Development*, 19(1), 24-39.
- Dogançay-Aktuna, S., & Kiziltepe, Z. (2005). English in Turkey. *World Englishes*, 24(2), 253–265.

- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Driscoll, M. 1999. "Crafting a sharper lens: classroom assessment in Mathematics". In: Solomon, M.Z. (Ed.), *The diagnostic teacher: constructing new approaches to professional development*. New York: Teachers College Press.
- Duffee, L., & Aikenhead, G. (1992). Curriculum change, student evaluation, and teachers' practical knowledge. *Science Education*, 76, 493-506.
- DUMAN, T., & KARAGÖZ, S. (2016). An Evaluation of Turkish Teacher Education System Compared to Other Models in Different Countries. *International Journal of Educational Research Review*, 1(1), 1-13.
- Dunkley, D. (1998). Distance education for professional development. *愛知学院大学 教養部紀要*, 45(4), 153-163.
- EFL (n.d.) In *Cambridge English Dictionary*. Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/efl?q=EFL>
- YÖK (n.d.) Retrieved from www.yok.gov.tr/en/web/uluslararasi-iliskiler/turkiye-de-yuksekokretim-sistemi.
- Falk, B. 2001. "Professional learning through assessment". In: Lieberman, A.; Miller, L. (Eds.), *Teachers caught in the action: professional development that matters*. New York: Teachers College Press.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL quarterly*, 32(3), 397-417.
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: a multi-perspective study. *Teaching and Teacher Education*, 22, 219-232.
- Ganser, T. (2000). An ambitious vision of professional development for teachers. *NASSP bulletin*, 84(618), 6-12.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American educational research journal*, 38(4), 915-945.
- Gatbonton, E. (2008). Looking beyond teachers' classroom behaviour: Novice and experienced ESL teachers' pedagogical knowledge. *Language Teaching Research*, 12(2), 161-182.
- Gatliff, B., & Wendel, F. C. (1998). Inter-institutional collaboration and team teaching. *American Journal of Distance Education*, 12(1), 26-37.

- Gaziel, H. H. (1995). Sabbatical leave, job burnout and turnover intentions among teachers. *International Journal of Lifelong Education*, 14(4), 331-338.
- Gee, J. P. (2001). Identity as an analytic lens for research in education. In W. G. Secada (Ed.), *Review of research in education*, Vol. 25 (pp. 99–125). Washington, DC: American Educational Research Association.
- Glatthorn, A. (1995). Teacher development: international encyclopedia of teaching and teacher education. *Elsevier Science Ltd*, 1(9), 9.
- Glazier, J. A. 2009. “The Challenge of Repositioning: Teacher Learning in the Company of Others.” *Teaching and Teacher Education* 25 (6): 826–834.
- Gök, F. (2007). The history and development of Turkish education. *Education in “multicultural” societies—Turkish and Swedish perspectives*, 247-255.
- Goodson, I. F., & Cole, A. L. (1994). Exploring the teacher's professional knowledge: Constructing identity and community. *Teacher Education Quarterly*, 21(1) 85-105.
- Grant, B. (1990). Student selection and placement in Turkish higher education. *The Vocational Aspect of Education*, 42(113), 119-123.
- Grossman, P. L., & Richert, A. E. (1988). Unacknowledged knowledge growth: A re-examination of the effects of teacher education. *Teaching and teacher Education*, 4(1), 53-62.
- Guerrero, S. (ed.) (2017). *Pedagogical Knowledge and the Changing Nature of the Teaching Profession*, Educational Research and Innovation, OECD Publishing, Paris.
- Hascher, T., Cocard, Y., & Moser, P. (2004). Forget about theory—practice is all? Student teachers' learning in practicum. *Teachers and teaching*, 10(6), 623-637.
- Hamiloglu, K. (2014). *Turkish student teachers' reflections on their professional identity construction and reconstruction process during the practicum* (Doctoral dissertation, School of Education).
- Heisey, D. R. (2011). International perspectives on cultural identity. *The Review of Communication*, 11(1), 66-82.
- Hesse-Biber, S. (2010). Qualitative approaches to mixed methods practice. *Qualitative Inquiry*, 16(6), 455 – 468.
- Hopkins, D., & Harris, A. (2013). *Creating the conditions for teaching and learning: A handbook of staff development activities*. Routledge.

- Hsieh, B. (2015). The importance of orientation: Implications of professional identity on classroom practice and for professional learning. *Teachers and Teaching*, 21(2), 178-190.
- Ilieva, R. (2010). Non-native English-speaking teachers' negotiations of program discourses in their construction of professional identities within a TESOL program. *Canadian Modern Language Review*, 66(3), 343-369.
- Jenkins, R. (2014). *Social identity*. Hoboken, NJ: Routledge.
- Johnson, K. A. (2003). "Every experience is a moving force": Identity and growth through mentoring. *Teaching and teacher education*, 19(8), 787-800.
- Johnson, K. E., & Golombek, P. R. (2002). *Teachers' narrative inquiry as professional development*. Cambridge University Press.
- Kachru, B.B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk and H. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (11-30). Cambridge: Cambridge University Press.
- Kazımlar, M. (2015). *Burnout Levels of EFL Instructors in relation to Organizational Context*. (Master's Thesis) Bahçeşehir University, Graduate School of Educational Sciences, İstanbul.
- Kelchtermans, G. (2009). Who I am in how I teach is the message: self-understanding, vulnerability and reflection. *Teachers and Teaching*, 15, 257-272.
- Kerby, A. P. (1991). *Narrative and the self*. Indiana University Press.
- Kirkgöz, Y. (2007). English language teaching in Turkey: Policy changes and their implementations. *RELC Journal*, 38(2), 216-228.
- Kirkgöz, Y. (2009). Globalization and English language policy in Turkey. *Educational Policy*, 23(5), 663-684.
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5), 26-41.
- Knowles, J. G. (2013). MODELS FOR UNDERSTANDING PRE-SERVICE AND BEGINNING TEACHERS' BIOGRAPHIES: ILLUSTRATIONS FROM CASE STUDIES. In *Studying teachers' lives* (pp. 111-164). Routledge.
- Korthagen, F. A. J. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-97.

- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, 22(8), 1020-1041.
- Koster, B., Korthagen, F. A. J., & Schrijnemakers, H. G. M. (1995). Between entry and exit: How student teachers change their educational values under the influence of teacher education. In F. Buffet, & J. A. Tschoumy (Eds.), *Choc democratique et formation des enseignants en Europe* (pp. 156–168). Lyon: Presses Universitaires de Lyon.
- Krippendorff, K. Content analysis: an introduction to its methodology. Thousand Oaks 2004. *Google Scholar*.
- Ladd, H. F., & Sorensen, L. C. (2017). Returns to teacher experience: Student achievement and motivation in middle school. *Education Finance and Policy*, 12(2), 241-279.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). Sage.
- Llurda, E. (ed) (2005). Non-native language teachers. Perceptions, challenges and contributions to the profession New York: Springer.
- Longhurst, R. (2003). Semi-structured interviews and focus groups. *Key methods in geography*, 117-132.
- Mackenzie, N. & Knipe, S. (2006). Research dilemmas: paradigms, methods and methodology. *Issues In Educational Research*, 16, 1-15.
- Maclea, R., & White, S. (2007). Video reflection and the formation of teacher identity in a team of pre-service and experienced teachers. *Reflective Practice*, 8(1), 47-60.
- Mawhinney, H., & Xu, F. (1997). Reconstructing the Professional Identity of Foreign-Trained Teachers in Ontario Schools. *TESOL Quarterly*, 31(3), 632-639.
- Mayer, D. (1999). *Building teaching identities: Implication for pre-service teacher education* (Paper presented to the Australian Association for Research in Education, Melbourne).
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, 108(6), 1017.
- Mushayikwa, E. (2011). Investigating the impact of Information Communication Technology on self-directed professional development of teachers. Boca Raton, FL: Universal.
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of curriculum studies*, 19(4), 317-328.

- Ogberg, A., & McCutcheon, G. (1987). *Teachers' experiences doing action research*. *Peabody Journal of Education*, 64(2), 116-127.
- Ölmez, F. (2015). An insight into professional identities of Turkish EFL instructors. *International Journal of Social Sciences and Education Research*, 2(4), 1226-1235.
- Onchwari, G., & Keengwe, J. (2008). The impact of a mentor-coaching model on teacher professional development. *Early Childhood Education Journal*, 36(1), 19-24.
- O'Neill, G. P. (1986). Teacher Education or Teacher Training: Which is it? *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 21(003).
- Ozer, B. (2004). In-service training of teachers in Turkey at the beginning of the 2000s. *Journal of in-service Education*, 30(1), 89-100.
- Pachier, N., and Field, K. (1997). *Learning to teach modern languages in the secondary school*. London: Routledge.
- Pajares, M. (1992). Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct. *Review of Educational Research*, 62(3), 307-332.
- Pennington, M. C. (2002). Teacher identity in TESOL: A discussion paper. *In Paper delivered at the inaugural meeting of QuiTE on Oct.*
- Pennington, M. C. (2014). Teacher identity in TESOL: A frames perspective. *In Advances and current trends in language teacher identity research* (pp. 38-52). Routledge.
- Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: integrating personal, contextual, and professional factors. *RELC Journal*, 47(1), 5-23.
- Perraton, H. (2010, September). Teacher education: The role of open and distance learning. Retrieved April 29, 2018, from http://dspace.col.org/bitstream/handle/11599/290/Teacher_Education_Role_ODL.pdf?sequence=1&isAllowed=y
- Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education*. Sage.
- Reynolds, C. (1996). Cultural scripts for teachers: identities and their relation to workplace landscapes. In M. Kompf, T. Boak, W. R. Bond & D. Dworet (Eds.), *Changing research and practice: teachers' professionalism, identities and knowledge* (pp. 69-77). London: Falmer Press.

- Richards, J. C. (2008). *Second language education today*. *RELC Journal*, 39(2), 158-177.
- Richmond, G. (1996). University/School Partnerships: Bridging the Culture Gap. *Theory into Practice*, 35(3), 214–18.
- Roberts, J. 1998. Language teacher education. London: Arnold
- Rodgers, C. R., & Scott, K. H. (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* (pp. 732-755). New York: Routledge.
- Romeo, K., & Dyer, M. (2004). Adapting to changing needs: A teacher-led Japanese FLES program. *Learning Languages*, 10(1), 12–15.
- Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of education policy*, 16(2), 149-161.
- Sachs, J. (2005). Rethinking the practice of teacher professionalism. In *The life and work of teachers* (pp. 81-94). London: Routledge.
- Sayar, E. (2014). Investigating EFL teachers' and their students' conceptions of professional teacher identity through metaphor analysis. *Yayınlanmış yüksek lisans tezi. Abant İzzet Baysal Üniversitesi, Eğitim Bilimleri Enstitüsü, Bolu*.
- Seminar (n.d.) In *Cambridge English Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/seminar>
- Shulman, L. S. (1986). *Paradigms and research programs in the study of teaching: A contemporary perspective* (pp.3-36). *Handbook of research on teaching*. New York: Macmillan.
- Siraj-Blatchford, I. (1993). Educational research and reform: Some implications for the professional identity of early years teachers. *British Journal of Educational Studies*, 41(4), 393–408.
- Smithenry, D. W., Prouty, J., & Capobianco, B. M. (2013). Collaboratively Exploring the Use of a Video Case-Based Book as a Professional Development Tool. *Journal of Science Education and Technology*, 22(5), 735–750.
- Stenhouse, L. (1982). The conduct, analysis and reporting of case study in educational research and evaluation. *Calling Education to Account*, 261-73.
- Serpe, R. T., & Stryker, S. (2011). The symbolic interactionist perspective and identity theory. In *Handbook of identity theory and research* (pp. 225-248). Springer, New York, NY.

- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review*, 57(1), 1-23.
- Sugrue, C. (1997). Student teachers' lay theories and teaching identities: Their implications for professional development. *European Journal of Teacher Education*, 20(3), 213-225.
- Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and teacher education*, 26(3), 455-465.
- Thomas, L., & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and teacher Education*, 27(4), 762-769.
- Tickle, L. (2000). *Teacher induction: The way ahead*. Buckingham, Philadelphia: Open University Press.
- Ulubey, Ö., Yıldırım, K., Alpaslan, M. M., & Aykaç, N. (2017). Teachers' Opinions about Professional Development Schools=Öğretmenlerin Mesleki Gelişim Okullarına İlişkin Görüşleri. *Online Submission*, 8, 2064–2082.
- Ulvik, M., & Smith, K. (2011). What characterises a good practicum in teacher education?. *Education Inquiry*, 2(3), 517-536.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.
- Vesanto, A. (2011). The professional identity of teachers of English.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.
- Volkman, M. J., & Anderson, M. A. (1998). Creating professional identity: Dilemmas and metaphors of a first-year chemistry teacher. *Science Education*, 82(3), 293–310.
- Walker, G. & Leedham-Green, E.S. (2010). *Identity*. New York: Cambridge University Press
- Walkington, J. (2005). Becoming a teacher: encouraging development of teacher identity through reflective practice, *Asia-Pacific Journal of Teacher Education*, 33(1), 53–64.
- Watson, C. (2006). Narratives of Practice and the Construction of Identity in Teaching. *Teachers and Teaching: Theory and Practice*, 12(5), 509-526.
- William, M. & R. L. Burden. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.

- Woods, D., & Çakır, H. (2011). Two dimensions of teacher knowledge: The case of communicative language teaching. *System*, 39(3), 381-390.
- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personal Evaluation in Education*, 11, 57–67.
- Yavuz, C. (2010). *Teacher identity: An Investigation of Personal and Professional Experiences of Turkish EFL Teachers*. (Master's Thesis) Gazi University Graduate School of Educational Sciences, İstanbul.
- Yuan, R., & Burns, A. (2017). Teacher identity development through action research: A Chinese experience. *Teachers and Teaching*, 23(6), 729-749.
- Zeichner, K. M., & Cochran-Smith, M. (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Lawrence Erlbaum Associates.
- Zeichner, K., & Conklin, H. G. (2008). Teacher education programs as sites for teacher preparation. In Feiman-Nemser, S., Cochran-Smith, M., McIntyre, D. J., & Demers, K. E. (3rd ed.) *Handbook of research on teacher education: Enduring questions in changing contexts*. New York:Routledge.
- Zeichner, K. M., & Gore, J. M. (Eds.). (1990). Teacher socialization. In W.R Houston *Handbook of research on teacher education* (pp.329-348). New York: Macmillan.

APPENDICES

A. Professional Identity Questionnaire for English Instructors

Dear Colleague,

The aim of this questionnaire by Ölmez (2005) is to collect data for my M.A. thesis at the department of English Language Teaching at a foundation university in İstanbul, Turkey. The purpose of this study is to explore English language instructors' perceptions about their professional identities.

The survey takes about 5 - 6 minutes to complete and comprises two main parts. First part asks for background information. Second part consists of 35 questions which aim to explore professional identity based on four domains: subject-matter expertise, didactical expertise, pedagogical expertise and professional development.

All the information you provide is collected anonymously and will only be used for research purposes. If you have further questions, please do not hesitate to contact me. Thank you in advance for your contribution.

Nurpınar Kazımlar

MA Student

Graduate School of Educational Sciences

Bahçeşehir University

nurpinarkaynar@beykent.edu.tr

Part I. Demographic Information

1. Age: 20-25 26-30 31-35 36-40
 41-45 46-50 51 or above

2. Gender: Male Female Prefer not to say

3. What did you study at university?

- ELT Literature Linguistics
 Translation and Interpreting Other:

4. What is your highest qualification?

- B.A. M.A. Ph.D.

5. Years of experience in teaching:

- 1-4 5-10 11-15 16-20
 21 or more

6. Where do you teach?

- Preparatory School of a state university
 Preparatory School of a private university

7. Extra job responsibilities:

- I don't have any job responsibilities.
 Head of department or school
 Testing and Assessment Office
 Level Coordinator
 Material and Curriculum Development Office
 Mentor
 Other:

Part II. Professional Identity Questionnaire for English Instructors

To what extent do you agree with the following statements? 5= Strongly agree; 4 = Agree; 3= Undecided; 2 = Disagree; 1 = Strongly disagree		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
PART 1: Subject Matter Expertise						
1	I have a good command of English vocabulary.	5	4	3	2	1
2	I am well-informed about English grammar.	5	4	3	2	1
3	I am competent in English pronunciation at least at a native-like level.	5	4	3	2	1
4	I am competent in intonation of English words and sentences at least at a native-like level.	5	4	3	2	1
5	I am well-informed about the types of pragmatic failures in English.	5	4	3	2	1
6	I am well-informed about cultural aspects of English speaking countries whose native language is English.	5	4	3	2	1
PART 2: Didactic Expertise						
7	I apply the current foreign language teaching methods and techniques.	5	4	3	2	1
8	I am able to prepare lessons according to my students' needs.	5	4	3	2	1
9	I am able to use specific procedures to support the learning of grammar.	5	4	3	2	1
10	I am able to use specific procedures to support the learning of vocabulary.	5	4	3	2	1
11	I am able to use specific procedures to teach speaking.	5	4	3	2	1

12	I am able to use specific procedures to teach writing.	5	4	3	2	1
13	I am able to use specific procedures to teach listening.	5	4	3	2	1
14	I am able to use specific procedures to teach reading.	5	4	3	2	1
15	I am able to raise students' awareness of other cultures in multilingual classes.	5	4	3	2	1
16	I know how to use different language teaching resources (e.g. different materials, internet, computer literacy, etc.).	5	4	3	2	1
17	I am able to design different assessment tools.	5	4	3	2	1
18	I am able to implement different kinds of assessment procedures in order to evaluate the learning outcomes.	5	4	3	2	1
PART 3: Pedagogical Expertise						
19	I am able to adopt different teacher roles (mediator, supervisor, etc.) according to student needs.	5	4	3	2	1
20	I am able to facilitate learner autonomy.	5	4	3	2	1
21	I am able to support students' social development.	5	4	3	2	1
22	I am able to support students' emotional development.	5	4	3	2	1
23	I am able to support students' academic development.	5	4	3	2	1
24	I am knowledgeable about how individual learner differences can affect the learning outcomes.	5	4	3	2	1
25	I pay attention to student psychology during my teaching practices.	5	4	3	2	1

PART 4: Attitudes towards Professional Development						
26	I attend different kinds of teacher training events for my professional development.	5	4	3	2	1
27	I exchange ideas about teaching English with my colleagues.	5	4	3	2	1
28	I reflect on my teaching experiences, strengths and weaknesses as a teacher.	5	4	3	2	1
29	I research in order to improve my teaching.	5	4	3	2	1
30	I publish research articles.	5	4	3	2	1
31	I update my lecture notes.	5	4	3	2	1
32	I follow the current developments in the field of English language teaching.	5	4	3	2	1
33	I am in a period of professional burnout.	5	4	3	2	1
34	I follow the current trends in curriculum development.	5	4	3	2	1
35	I update my knowledge about the foreign language teaching approaches, methods, and techniques.	5	4	3	2	1

B. CONSENT FORM & INTERVIEW QUESTIONS

Consent to Participate in Research

Introduction and Purpose

My name is Nurpınar Kazımlar. I am a graduate student in the Department of English Language Teaching of a foundation university in İstanbul, Turkey. I would like to invite you to take part in my research study regarding English instructors' perceptions about professional identity.

Procedures

If you agree to participate in my research, please reply my e-mail by including “Yes, I agree.” statement in order to be able to answer interview questions. The interview will involve seven questions related to your perceptions about professional identity as an English instructor. You are kindly requested to answer all the questions in detail.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

Rights

Participation in research is completely voluntary.

You are free to decline to take part in the interview. You are free to stop taking part in the interview at any time.

Questions

If you have any questions about this research, please feel free to contact me. I can be reached at [nurpinarkaynar@gmail.com].

CONSENT

You will be given a copy of this consent form to keep for your own records. If you wish to participate in this study, please reply this e-mail by writing your first name and surname and include “Yes, I agree.” statement.

Name & Surname:

Your age:

Gender:

What did you study at university?

How long have you been teaching?

What is your highest qualification?

Where do you teach?

1. Tell me about your formal professional education to become a teacher and your initial experiences as a teacher (i.e., the facts about your professional education and a list of workplaces).
2. What do you consider your strengths and weaknesses in the initial years of teaching? How do you think these experiences influenced your views about teaching and learning? How have your strengths and weaknesses changed over time?
3. Have you had any other work experience besides teaching that may have affected your teaching style or teaching philosophy? In what way? What factors have played a role?
4. What are your “best” and “worst” teaching experiences? Why?
5. What characteristics do you think a good language teacher has? What makes language teaching efficient and successful in your opinion?
6. How do you think the above-mentioned factors and/or experiences affected the development of your teaching philosophy and your beliefs about a good teacher / teaching?
7. Can you summarize briefly your teaching philosophy?

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Kazımlar, Nurpınar

Nationality: Turkish (T.C.)

Date and Place of Birth: 01 January 1990, Düzce

Marital Status: Married

E-mail: nurpinarkaynar@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BA	Marmara University	2012
High School	Düzce Anatolian High School	2008

WORK EXPERIENCE

Year	Place	Enrolment
2013 -	Beykent University School of Foreign Languages	English Instructor

FOREIGN LANGUAGES

Advanced English

COURSES

- “SSUA TAP”-Module Three: Statistical Analyses (September 2018, Social Sciences Universities of Ankara, Ankara)
- Oxford Teachers’ Academy, Making Digital Sense (April 2013, Beykent University, Istanbul)

CONFERENCES

- Beykent and Doğuş University 1st Joint International ELT conference “Celebrating Differences – Meeting the Challenges of Diversity in the ELT Classroom” (November, 2015, Beykent and Doğuş University, Istanbul)
- Bilgi University 5th ELT Conference: “The Post-Method Era in ELT: Joint Forces Joint Goals: An Open Invitation to Collaboration in ELT” (May,

2015, Bilgi University, Istanbul)

- Reflective Practice & Instructional Coaching and Creativity & Ed.Tech in the ELT Classroom (LEAD – Turkey and Pearson) (November, 2015, Istanbul)
- 7th International ELT Conference “CEFR: From a Teaching to a Learning Curriculum” (March 2013 – Beykent University, Istanbul)
- Bahçeşehir University Preparatory Program 3rd ELT Conference “A World to Come for Teaching and Learning: Remodeling Perspectives and Trends” (May, 2011, Bahçeşehir University, 2011)

