PROFESSIONAL IDENTITY DEVELOPMENT OF TEACHER TRAINERS IN ENGLISH LANGUAGE EDUCATION

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We hereby recommend that the dissertation prepared under our supervision by **Rukiye Eryılmaz** entitled **"Professional Identity Development of Teacher Trainers in English Language Education"** be accepted in partial fulfillment of the requirements for the Doctor of **Philosophy.**

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ABSTRACT

PROFESSIONAL IDENTITY DEVELOPMENT OF TEACHER TRAINERS IN ENGLISH LANGUAGE EDUCATION

Eryılmaz, Rukiye

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Research on the professional identities of teacher trainers, who facilitate in-service English language teachers' professional development and learning, is almost non-existent. To address this research gap, this doctoral thesis which adopted narrative inquiry as the research method aimed at exploring the professional identity development of seven participants who hold dual identities as English language teachers and teacher trainers. The research sought answers to how the participants grew into trainer identities, how they reconstructed their identities to fit into the role of a trainer, and finally how they negotiated teacher and trainer identities. The data were obtained through semi-structured narrative interviews conducted at three different occasions, narrative frames, and two different visual documents, which consisted of photo elicitation and identity diagrams. The data was analyzed in two steps as holistic-content analysis and thematic analysis. According to the findings, the participants grew into trainer identities in two ways either by being assigned as trainers in their institutions or by personally claiming for such an identity. To construct their identities as teacher trainers, they mostly relied on their teacher knowledge and experience; however, they further developed themselves by engaging in self-support activities, workplace learning, formal learning, other communities of practices and by improving their interpersonal skills. The participants enacted on multiple roles as trainers; however, they mostly defined themselves as share agents and professional development facilitators. As for the negotiation of their dual identities as teachers and trainers, they underwent a productive identity change;

maintained harmony between being a teacher and a trainer; yet, their dominant identity stayed as teacher.

Keywords: Professional Identity, Language Teacher Identity, Teacher Educator, Teacher Trainer Identity, Trainer Development

ÖZ

İNGİLİZ DİLİ EĞİTİMİNDE ÖĞRETMEN EĞİTMENLERİNİN PROFESYONEL KİMLİK GELİŞİMİ

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Hizmet içi öğretmenlerin profesyonel gelişim ve öğrenmelerine destek olan öğretmen eğitmenlerinin profesyonel kimlikleri ile ilgili araştırma yok denecek kadar azdır. Bu eksikliği doldurmak adına, araştırma metodu olarak öyküsel araştırmayı benimsemiş bu doktora tezi İngilizce öğretmeni ve öğretmen eğitmeni olarak iki kimliğe sahip yedi katılımcının profesyonel kimlik gelişimlerini incelemeyi hedeflemiştir. Araştırma katılımcıların eğitmen kimliklerine nasıl büründüklerine, kimliklerini eğitmen rolüne uyacak şekilde nasıl tekrar yapılandırdıklarına ve son olarak da öğretmen ve eğitmen kimliklerini nasıl uzlaştırdıklarına cevap aramıştır. Veriler üç farklı seferde yapılmış yarı yapılı öyküsel röportajlar, anlatı çerçeveleri ve görsel fotoğrafla tanımlama ve kimlik şemaları olmak üzere iki farklı görsel dokümandan elde edilmiştir. Veriler bütünsel-içerik ve tematik analiz yöntemleriyle iki aşamada analiz edilmiştir. Bulgu sonuçlarına göre katılımcılar öğretmen eğitmeni kimliklerini çalıştıkları kurum tarafından görevlendirilerek ya da kişisel olarak böyle bir kimliği üstlenerek elde etmişlerdir. Kimliklerini eğitmen olarak yapılandırmak için büyük oranda öğretmen bilgi ve tecrübelerinden faydalanmış, fakat sonrasında öz-destekleme, iş ortamında öğrenme, formal öğrenme, uygulayıcı topluluklara katılma ve kişisel arası iletişim becerilerini arttırma yoluyla kendilerini geliştirmişlerdir. Katılımcılar eğitmen olarak farklı roller üstlenmiş fakat kendilerini en çok paylaşım yapan ve profesyonel gelişimi kolaylaştıran kişiler olarak tanımlamışlardır. Öğretmen ve eğitmen kimliklerini uzlaştırma açısından da üretken bir kimlik

değişiminden geçmiş ve her iki kimlikleri arasında da uyum sağlamışlardır, fakat baskın kimlikleri öğretmen olarak kalmıştır.

Anahtar Kelimeler: Profesyonel Kimlik, Dil Öğretmeni Kimliği, Öğretmen Eğitimcisi, Öğretmen Eğitmeni Kimliği, Eğitmen Gelişimi

To all those who never give up on their dreams

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TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

LIST OF ABBREVIATIONS

PD	Professional Development
PDU	Professional Development Unit
CELTA	Certificate in Teaching English to Speakers of Other Languages
DELTA	Diploma in Teaching English to Speakers of Other Languages
EAP	English for Academic Purposes
ESP	English for Specific Purposes
MoNE	The Ministry of National Education
LTI	Language Teacher Identity
PI	Professional Identity
MA	Master of Arts
MS	Master of Science
INSET	In-service Teacher Education
ELL	English Language and Literature
ELT	English Language Teaching
ESL	English as a Second Language
EFL	English as a Foreign Language
TESOL	Teaching English to Speakers of Other Language
SLA	Second Language Acquisition

Chapter 1

Introduction

This doctoral thesis, which adopted narrative inquiry as the research method, explores the professional identity development of an underresearched professional group, *teacher trainers*. Teacher trainer development is an existing concept; however, it has not been adequately theorized (Wright, 2009). The term teacher trainer has transformed in time and gained more extensive meanings, such as in-service teacher educators (O'Dwyer & Atlı, 2015), in-service learning facilitators (Fransson, Van Lakerveld, & Rohtma, 2009), coaches (Lunenberg, Dengerink, & Korthagen, 2014), and professional development leaders (Clemans, Berry, & Loughran, 2010). Teacher training is nomore seen just as an act of providing teachers with practical techniques (Widdowson, 1984) but an important part "of a broader process of [teacher] education (Fleming, 2009, p. 4). Despite their important mission, teacher trainers' professional identities have not received the attention they deserved. However, before delving into teacher trainer identity, it is necessary to understand identity as a concept and how it entered the field of language teacher education.

The concept of identity in language teaching and language learning has attracted considerable attention from the researchers in the last two decades (Norton & De Costa, 2018). Teacher identity has especially gained a privileged status as "a separate research area" (Beijaard, Meijer, & Verloop, 2004, p.107). The traditional conceptualization of teacher identity, a combination of inherent and attributed characteristics, has shifted to a "sense of self" which is "socially constructed, contextually situated and continually emerging" (Goh, 2015, p.ii). In this regard, recent research has featured out teacher identity as a transitory, multiple, ongoing, contextual, and discursive concept (Beijaard et al., 2004; Norton, 2006; Varghese, Morgan, Johnston, & Johnson, 2005).

In the past, language teachers were seen as "technicians" who followed "particular behaviours, knowledge or language teaching methods in classrooms" (Miller, 2009, p.173). Moreover, their act of leaning "was seen as a cognitive issue, something the learner did on his or her own" (Richards, 2008, p.164). Upon the emergence of reflective teaching, teacher research movements and sociocultural

theories, which brought forward concepts such as dialogic interaction, and collaboration, teachers have begun to inquire about their practices and reflect on them (Johnson, 2009; Richards, 2008). Gradually, teacher identity has become a facilitative tool which enabled teachers to make sense of their professional practices and development in relation to not only themselves but also to other stakeholders, such as teachers, schools and administrators (Olsen, 2008a; Varghese et al., 2005). It brought the "the holistic, dynamic, situated nature of teacher development" (Olsen, 2008b, p.5) into light and offered an understanding of how to improve teaching and sustain professional development (Goh, 2015). From a teacher education perspective, research on identity is pivotal as it provides insights into what teachers understand by being a teacher; how they deal with the changes that take place in the world of teaching and how they collate their personal selves with their professional selves (Beijaard et al., 2004).

Contemporary research on identity has featured it as a fluid and constantly emerging concept (Miller, 2009). In a similar vein, teacher identity has mostly focused on exploring this dynamism, in other words, understanding how teachers constantly continue becoming teachers (Britzman, 2003; Danielewicz, 2001). As Danielewicz (2001) argued, becoming a teacher does not equate to simply undertaking a job. At the heart of it is adopting such an identity, in other words, knowing more about oneself and the necessary qualifications that "are determined to be to be characteristic of what it means to be a teacher" (Haddix, 2010, p.6).

Although teacher identity has begun to draw attention, research in this field is not without its problems since there is a lack of a unified theory or theories on identity (Varghese et al., 2005) and definitions of identity seem to be rather fuzzy and overlapping (e.g., professional identity, identity construction, identity formation, identity development) (Beijaard et al., 2004). In an extensive review of research on teachers' professional identity development, Beijaard et al. (2004) argued that relevant research fell short of defining the *professional* in identity formation and they called for further research that would shed light on the influence of contexts on identity formation and on what genuinely counted as professional.

A second problem concerning the concept of teacher identity is that its main focus has been student teachers (i.e., pre-service teachers) (e.g., Beltman, Glass,

Dinham, Chalk, & Nguyen, 2015; Gu & Benson, 2015; Olsen, 2008a; Thomas & Beauchamp, 2011; Trent, 2012a) who have been stereotyped as "white, monolingual and female" (Haddix, 2010). Despite the trending research on student teachers' identity, the identity of the more expert ones such as teacher educators and trainers have been neglected (Izadinia, 2014). Although teacher educators play a key role in fostering teachers' professional development, their process of becoming educators, especially their educator selves remain under-researched (Borg, 2011). A further complicating issue concerning teacher educators is their own education and professional development. As both Cochran-Smith (2003) and Korthagen, Loughran and Lunenberg (2005) argued, the appropriate education for teacher educators remains a vague concept.

The growing interest in teacher identity (Beijaard et al., 2004) and the research gap with regards to teacher educators and trainers (Izadinia, 2014) especially in the field of English Language Teaching (ELT) became the motivational sources to conduct this thesis. However, my own in-service training experience during my employment as a language instructor at a higher education institution also influenced me. In the early years of my teaching, I started to work as an instructor at the preparatory school of a private university in Turkey. Graduating from an English Language Department and lacking pre-service education, I had the strong urge to improve my teaching practices and engaged in various forms of professional development, most of which were carried out in the form of in-service teacher education (INSET). This is when I became more familiar with teacher training, professional development and teacher research that were facilitated with collaborators including trainers from inside and outside the institution, professional development unit (PDU) members and supervisors. Motivated by the research gap with regards to teacher educators and my personal the urge to better understand in-service training and specifically those who provide it, I aimed at exploring the professional development of teacher trainers in the field of ELT.

The thesis falls into a qualitative paradigm and adopts narrative inquiry as the research method. The reason for choosing this specific method is that narrative inquiry enables to understand concepts such as how language teachers construct their professional identities from their own perspectives (Barkhuizen, 2016b; Zhang,

2019) and enables the meanings and experiences hidden in the participants' experiences to surface (Bell, 2002). Narrative inquiries also enable experiences to be conveyed in a diachronic way along with people, places and times that accompany these experiences (Connelly & Clandinin, 2006; Polkinghorne, 1995; McAdams, 2018). Therefore, narrative inquiry was chosen as the research method to explore an underresearched topic, professional identity development of trainers.

1.1 Theoretical Framework

Researchers have recently explored identity from two main approaches as sociocultural and poststructural (Barkhuizen, 2016a; Varghese et al., 2005). A multiple approach to understanding identity is favorable since it enables "a richer understanding of the processes and contexts involved in LTI [Language Teacher Identity] development" (Cheung, Said, & Park, 2015, p. 1). The sociocultural approach largely draws on Vygotsky's (1978) arguments on individual development through socio-cultural processes. From this perspective, identity emerges from the interplay of "individual choices and cultural tools employed in a particular institutional context" (Zembylas, 2003a, p. 220). A poststructural approach, on the other hand, describes identity as dynamic, contingent, and context-dependent (Norton & Toohey, 2011; Zembylas, 2003a). In line with the recurring themes that have enabled researchers to conceptualize teacher identity from the approaches mentioned, identity is:

- multiple (Akkerman & Meijer, 2011; Varghese et al., 2005)
- contextual (social, cultural, or political) (Norton, 2006; Pennington & Richards, 2016; Rodgers & Scott, 2008; Varghese et al., 2005)
- continuing, transformative, ongoing, and dynamic (Akkerman & Meijer, 2011; Alsup, 2006; Beijaard et al., 2004; Beltman, et al., 2015; Block & Betts, 2016; Chong, Low & Goh, 2011; Coldron & Smith, 1999; Olsen, 2008b)
- discourse based (Alsup, 2006; Gee, 2000) and language related (Duff & Uchida, 1997; Duff, 2002; Gee, 2000; Norton, 1997)

This study investigates teacher trainers' professional identities mainly within the framework of poststructuralism and socioculturalism, Wenger's (1998) community of practice, Lave and Wenger's (1991) situated learning theory and

Gee's (2000) analytic lens in particular, as research in the relevant contexts have been dominated by these approaches.

1.2 Statement of the Problem

The field of teacher education has only recently come to receive the attention it deserved and up to that time stayed as an underrepresented field (Davey, 2013; Lunenberg et al., 2014; Zeichner, 2007). In this regard, teacher educators have not been adequately understood in terms of their professional identities despite their important roles in improving teacher education (Zimpher & Howey, 1990). As Cochran-Smith (2003) and Malderez and Wedell (2007) argued, teacher educators are expected to have the same qualities which they foster as they are responsible for contributing to teachers' professional development. In this vein, understanding educator identity is significant to understand how they contribute to teacher education; the challenges they face and the support they need along the way (Yuan, 2016b).

Despite the key role they play in teacher education, the landscape of teacher education is fragmented as the qualifications and policies that frame teacher education and thus teacher educators are to a certain extent ambiguous (European Commission, 2013)**.** What the term teacher educator essentially stands for is also complicated. Though the term is mostly used to define those who teach student teachers in higher education contexts, teacher educators involve "all those who actively facilitate the (formal) learning of student teachers and teachers" (European Commission, 2013, p. 8). Most educators embark on this career with a lack of a training history (Bucherberger, Campos, Kallos & Stephenson, 2000; European Commission, 2013; Wilson, 1990) or appointed to this position devoid of formal education to be a teacher educator (Cochran-Smith, 2003). Diadori (2013) and Morgan (2015) claimed that English language teacher trainers have mostly obtained their trainer roles through experience and devoid of special training.

Research on the identities of those who provide the necessary education and training of teachers is scarce (Izadinia, 2014; Waters, 2005; Wright, 2009). A specific gap is on in-service trainers, also referred to as in-service learning facilitators (Fransson et al., 2009) and in-service teacher educators (O'Dwyer & Atlı, 2015), who facilitate teachers' continuous professional development. As argued by

Cambridge English and Norwich Institute for Language Education (NILE) (2016), the knowledge about trainers is based on experience rather than research. However, the role of in-service educators (referred to as trainers throughout the study) is crucial since they not only facilitate teachers' professional development and transition to their jobs but also help them to meet the growing and changing demands of educational contexts (OECD, 2014). They play important roles such as delivering courses, supervising, mentoring, and coaching for not only inexperienced but also experienced teachers (Fransson et al., 2009).

The fragmented nature of language teacher education (Freeman, 1989) is an issue at the national context as well. In Turkey, students might become English language teachers upon studying at four-year education faculties and receiving pre-service education during their study (Gungor, 2016). Those, who graduate from language related departments (e.g., English Language and Literature), can also become teachers upon receiving a valid teaching certificate (Çepik & Çepik, 2015). The pre-service education is reported to be insufficient to prepare teachers no matter how good it is (OECD, 2009). Therefore, teachers are expected to continue their professional learning and development through voluntary and compulsory in-service training activities provided by the Ministry of National Education (MoNE) (Erdem & Alcı, 2018). The trainers who take part in in-service teacher education are mostly assigned by the Department of In-service Training run by MoNE (Bayrakci, 2009; Şentuna, 2002).

In addition to the opportunities and affordances for "training" sponsored by MoNE, "bottom-up or locally driven initiatives at the level of individual institutions" (Tudor, 2006, p.526) have been increasing. Private organizations (e.g., Cambridge, British Council, and Oxford) and universities are among those who provide additional support for teachers' professional development (Işık, 2008; Şentuna, 2002; Ülgü & Er, 2016). As Balbay, Pamuk, Temir & Doğan (2018) argued, teacher education at undergraduate programs do not prepare teachers for the education of young adult learners, such as those who learn English at higher education level. Therefore, language teachers who teach at these levels call for "further training priorities, especially in the areas of EAP/ ESP" [English for Academic Purposes/English for Specific Purposes] (British Council, 2015, p. 93). In accordance with my personal observation, Şentuna (2002) and Balbay et al. (2018) language

departments at various universities have begun to establish their own training units, wherein trainers from outside institutions or in-service teachers are employed as teacher trainers to facilitate language teachers' further professional development (Balbay et al., 2018). However, not much is heard about the professional identity of language teacher trainers, especially those who embarked on such a role in their institutions, so as to what qualifications they have, and most importantly, how they come to embark on the role of providing professional development and learning for other teachers.

1.3 Purpose of the Study

Based on the paucity of research on their professional identities, roles and competences, the study aimed at exploring the professional identity development of language teacher trainers in the field of ELT through a narrative inquiry. A narrative approach to identity implies that experiences are told diachronically, from past to future, in a dynamic and evolving way (McAdams, 2018). In other words, it explores how a person came to be the person he/she is and continues to become on a landscape accompanied by certain people, places, incidents, values, and beliefs (McAdams, 2018). For this reason, the thesis attempted to shed light on how the participants became trainers, further constructed their trainer identities, and how they negotiated being a teacher and a trainer based on their narrative accounts as the primary data.

1.4 Research Questions

The research questions guiding this study are as follows:

1. How do English language teachers grow into teacher trainer identities?
2. How do language teacher trainers construct their professional trainer identities?
    a) What professional development activities do they pursue to develop themselves as trainers?
    b) What are their assigned and perceived roles as trainers?
3. How do they negotiate their teacher and teacher trainer identities?

1.5 Significance of the Study

There has been a dearth of studies on the identity development of language teacher trainers. In contrast, there are a number of studies which investigate the formation of pre-service teacher identity in the formal education period (e.g., Gu & Benson, 2015; Olsen, 2008b; Thomas & Beauchamp, 2011; Trent, 2012a). There is also emerging research on teacher educators who work at higher education and support the training of pre-service teachers (e.g., Davey, 2013; Murray & Male, 2005; Trent, 2013; Williams & Ritter, 2010; Williams, Ritter & Block, 2012). However, there are relatively fewer studies on (English language) teacher trainers (e.g., Borg, 2013; Morgan, 2015; O'Dwyer & Atlı, 2015; Wright, 2009).

The main significance of the study is that it could contribute to the body of research in the field of (language) teacher education which varies across nations and policies (Murray, Swennen & Shagrir, 2009) and which "has increasingly become fragmented and unfocused" (Freeman, 1989, p.27). As suggested by European Commission (2013), identifying, and acknowledging the areas of competence (knowledge, skills, and attitudes) that underpin teacher educators' diverse and multifaceted roles is necessary to strengthen their professional awareness and identities. Yet, little is known about those who provide teacher education (Izadinia, 2014). To this end, the study might shed light on the roles, competences and professional identities of teacher trainers who are key agents in teacher education.

The study could also contribute to the field of language teacher identity considering that identity theories on language teachers are fragmented (Varghese et al., 2005) and there is a need for filling the gap with regards to teacher educator identity (Izadinia, 2014). As trainers in the study are essentially language teachers who have expanded their professional identities as teacher trainers, the research could contribute to the field of teacher identity as well as the field of language teacher education.

At a national context, the thesis could inform about the nature and context of teacher training that is provided by other institutions apart from the training provided by MoNE. Above all, it could provide insights into the professional identities and landscapes of teacher trainers and thus fill a gap in the literature with regards to these professionals.

1.6 Definitions

(Language) Teacher Trainer: In the context of the thesis, the term refers to teachers who mostly facilitate in-service teachers' professional development by providing training sessions, workshops and seminars; conducting observations, enabling reflection and providing feedback, providing coaching and mentoring. To eliminate confusion, it does not refer to teacher educators who work at the faculties of teacher education and provide education and training for pre-service teachers.

Professional Development Unit: Throughout the study, this term refers to units which are established within educational institutions, particularly language departments at higher education, for the purpose of facilitating in-service teachers' professional development.

In-service teacher education: It refers to "any aspects of teacher education and development after the novice service-years" (Farrell, 2015, p.4).

Chapter 2

Literature Review

2.1 Introduction

The interest in teacher identity has increased gradually and teacher identity has become a tool through which teachers "make sense of themselves and their actions" (Maclure, 1993, p. 320) and negotiate theory with practice (Alspup, 2004). Understanding teacher identity has also enabled those who work at teacher education "to make visible various holistic, situated framings of teacher development in practice" (Olsen, 2008a, p. 5). Language teacher identity in specific has emerged as a separate research field in the last two decades (e.g., Duff & Uchida, 1997; Pavlenko, 2003; Peirce, 1995; Varghese et al., 2005). Teachers' "professional, cultural, political, and individual identities" have become analytic tools through which one could "understand language teaching and learning" (Varghese et al., 2005, p. 22).

Several researchers have investigated the concept of teacher identity from different aspects; however, as Varghese et al. (2005) argued there is not a unified theoretical framework. Notwithstanding that, some themes that referred to identity as multiple (Akkerman & Meijer, 2011; Varghese et al., 2005), contextual (Norton, 2006; Pennington & Richards, 2016; Rodgers & Scott, 2008; Varghese et al., 2005); continuing, transformative, ongoing, and dynamic (Akkerman & Meijer, 2011; Alsup, 2006; Beijaard et al., 2004; Beltman et al., 2015; Block & Betts, 2016; Chong et al., 2011; Coldron & Smith, 1999; Olsen, 2008b), and discourse based (Alsup, 2006, Danielewicz, 2000; Gee, 2000) and language related (Duff & Uchida, 1997; Duff, 2002; Gee, 2000; Norton, 1997) have reappeared in relevant research.

Some researchers have focused on conceptualizing *professional teacher identity* (e.g., Chong et al., 2011; Coldron & Smith, 1999; Goodson & Cole, 1994; Tsui, 2007). Some research focused on pre-service teacher identity development (Beltman et al., 2015; Chong et al., 2011; Flores & Day, 2006; Thomas & Beauchamp, 2011; Trent, 2012a). Recently, some researchers have focused on teacher educator identity (e.g., Boyd & Harris 2010; Murray & Male, 2005; Swennen, Jones & Volman, 2010; Williams et al., 2012) and some on teacher researcher identity (e.g., Trent, 2010; Yuan & Burns, 2017).

Barkhuizen (2016a) argued that understanding one's own identity as a teacher has an impact on his/her "professional practice" as well as "the power relationships that exist among [teachers], their learners and members of the wider community" (p. 28). Exploring identity from a cultural, professional, political, and individual stance is also important to understand language teaching (Varghese et al., 2005). From a teacher education perspective, understanding identity can shed light on "the ways in which teacher education programs are conceived" and thus be improved (Beauchamp & Thomas, 2009, p. 176).

Before understanding (language) teachers' and educators' professional identities, a general understanding of identity as a notion and how it made its entrance into the field of teacher education is important. Therefore, the literature review begins with a general description of identity and its antecedents. It is followed by various conceptualizations of teacher identity from sociocultural and poststructural perspectives. Following this part, concepts such as professional identity, educator and trainer identities are explained. Finally, previous research on language teacher identity and teacher educator identity is presented. Depending on the fact that the literature on teacher educators' professional identities is not specifically in the scope of language teacher education, this part mostly involves research on teacher educators from various disciplines including ELT.

2.2 Identity

Although we frequently hear the word *identity* and take it for granted (Jenkins, 2008), providing an adequate definition of identity is difficult (Fearon, 1999; Lawler, 2008; Varghese et al., 2005). In simplest terms, it is a way of knowing "who's who" and "what is what" (Jenkins, 2008, p. 5). However, the concept of identity goes beyond identifying people in terms of "specific physical and social characteristics and group classifications" (Pennington & Richard, 2016, p. 6). The actions people embark on and the settings they are situated in are significant markers of who they are at that exact time and point (Pennington & Richard, 2016). For instance, a person might take on the identity of a teacher in the classroom, whereas he/she acts as a colleague in the teachers' room (Pennington & Richard, 2016). In this sense, identity is contextual as it refers to being a "'kind of person' in a given context" (Gee, 2000, p. 99). In addition to functioning as a social marker, identity acts as a mental

construct through which one conceives of himself/herself (Pennington & Richard, 2016). In other words, it is a way of making sense of oneself in relation to the social contexts (Pennington & Richard, 2016).

Lawler (2008) argues that there is no easy way of giving a spot-on definition of identity since it is a paradoxical word, which denotes both sameness and difference. People are different from each other; therefore, they have a distinguished personal identity. However, they also gain a social identity by choosing to interact or not to interact with others based on their similarities or differences in relation to others (Lawler, 2008). As Clarke (2008) argued, identity is the convergence of opposites:

> It is a complex matter of the social and the individual, of discourse and practice, of reification and participation, of similarity and difference, of agency and structure, of fixity and transgression, of the singular and the multiple, and of the synoptic and the dynamic (p. 189).

2.3 Pioneers of Identity

William James (1890), one of the most prominent figures in the field of psychology, provided an early conceptualization of identity (Poll & Smith, 2003). The self (referring to identity), as he put forward, consists of two dualities as "me" and "I" (Poll & Smith, 2003). While the former refers to one's "empirical existence" which consists of material, social and spiritual segments, the latter refers to the stream of consciousness that provides the connection among these three segments of "me" and maintains the continuity of the self (Zhao, 2014, p. 201).

The popularization of identity, however, came with Erikson (1959), who identified identity as an important aspect of personal development (Orde, 2016) and a way of providing continuity in an individual's life (Hammack, 2015). Although Erikson highlighted identity as a self-made concept, he argued that the "conflicting internal and external forces over one's lifespan" were also influential on identity development (Davey, 2013, p. 25).

Mead (1934), another pioneer in the history of identity and co-founder of symbolic interactionism, emphasized the role of interaction on identity development. Although he initially used the word *self*, he later referred to it as identity (Gleason, 1983). According to Mead, the self emerges out of social interactions that are mediated through shared symbolic systems (Gleason, 1983). In this regard, Dunn

(1997) drew attention to some parallels between poststructuralists and Mead, as they both highlighted the importance of language as well as "the dynamic character of the social and cultural life" (p. 687). Drawing on Mead (1934), Sheldon Stryker (1968, 1980) developed his identity theory, based on "role choice" and "identity salience", that is the "specification of self, elaborated from the multifaceted view of self" (Stryker, 2008, p. 20). According to this theory, the saliency level of an identity increases "the probability of its being invoked in an interactional situation that allows some agency or choice" (Owens, Robinson & Smith-Lovin, 2010, p. 482). McCall and Simmons (1966) dealt with identity in relation to roles as. In this context, role identity refers to identities that are constructed in different social positions (Owens et al., 2010). Accordingly, people are influenced from their role identities, which function as "their primary source of personal action plans" (Owens et al., 2010, p. 481).

Another prominent theory of identity is *Social Identity Theory*, which was developed by Tajfel and Turner in 1979. Social identity refers to "an individual's self-image that derive(s) from the social categories" to which a person feels belonging (Tajfel & Turner, 1979, p. 40). Stets and Burke (2000) observed that identity theory and social identity theory were similar because "the self is reflexive" and "can take itself as an object and can categorize, classify, or name itself in particular ways in relation to other social categories or classification" in both theories (p. 224). However, they criticized both theories in that they undervalued the personal aspect of identity (Stets & Burke, 2000). Burke (2007) came up with an elaborated version of Stryker's (1980) identity theory called Identity Control Theory, of which focus was "on the nature of persons' identities (who they are) and the relationship between the persons' identities and their behavior within the context of the social structure within which the identities are embedded" (p. 2202).

Previously, identity was investigated from social, psychological, and sociological perspectives. However, after the emergence of narrative identity research in the 80's, which challenged the concept of identity as a notion that develops sequentially, identity gained new meanings as cultural and political, and very recently as a sociocultural and posstructural (Hammack, 2015).

2.4 Language Teacher Identity

Research on LTI is relatively scarce compared to that of teacher identity (Kayi-Aydar, 2018), which refers to "what a teacher in any field is expected to know and to be able to do" (Pennington, 2015, p. 34). Yet, research on LTI increased in the last ten years (Hong, Francis & Schutz, 2018) and it is no more perceived as a set of inherent and ascribed characteristics but rather as an amalgamation of "socially constructed, contextually situated and continually emerging sense of self" that is affected from multiple factors (Goh, 2015, p. ii).

The foundations of LTI go back to research which investigated teachers' beliefs, knowledge and cognition in 90s and in fact emerged as "an outgrowth" and "a reaction to the shortcomings of some of this earlier work" (Kayi-Aydar, 2019a, p. 281). After the emergence and proliferation of classroom-based research, teachers' roles "in the constitution of classroom practices" became more noticeable (Varghese et al., 2005). On the other hand, the emergence of research which explored language learning and teaching from sociocultural, linguistic and sociopolitical perspectives made it clear that identity played a significant role in language classrooms and language teachers were no exception to this (Varghese et al., 2005). Sociocultural, poststructural and critical theories have moved researchers' focus from linguistic aspects of language learning to the interplay "between the language learner and the larger social world" (Norton, 2011, p. 318). In line with these developments, language teachers' identities in relation to their students and educational contexts emerged as a topic of investigation (Varghese et al., 2005).

Early research on LTI focused on sociolinguistic perspectives that investigated non-native teachers' identity formation and development (Kayi-Aydar, 2019a). More recently, the tendency has been to investigate LTI from sociocultural and poststructural perspectives and Varghese et al.'s (2005) seminal research pinpointed three features of identity framed by these prevailing approaches. Accordingly, identity is "multiple, shifting, and in conflict"; "crucially related to social, cultural, and political context"; "constructed, maintained, and negotiated primarily through discourse" (Varghese et al., 2005, p. 35).

Recently, Pennington (2015) located language teacher identity within a notable Frames Perspective, which consists of two frames as practice-centered and contextual. The practice-centered frames are briefly explained as:

- Instructional identity: Instructional practices that teachers enact on in their classrooms in line with TESOL (Teaching English to Speakers of Other Language) teaching requirements
- Disciplinary identity: Teachers' academic qualifications such as masters or doctorate as well as their engagement in research
- Professional identity: The "unique blend of individual teacher characteristics within the disciplinary knowledge, standards, and practices of the field" (p. 41)
- Vocational identity: Teachers' sense of devotedness to their work
- Economic identity: The economic rewards, expectations, and investment in one's work

The elements of the contextual frame are as follows:

- Global: The level of teachers' international orientation and their "experience related to global trends" (p. 46)
- Local: "The situatedness of practice in departmental, institutional, community, and national contexts" (p. 48)
- Sociocultural: The characteristics of teachers in relation to other teachers, students, and parents

Pennington and Richards (2016) proposed eight competences for LTI. The first competence, *Language-related identity* refers to teachers' language knowledge and proficiency, whereas *disciplinary identity* refers to their formal education (Pennington & Richards, 2016). A third component, *context-related identity* explains how different contexts affect teachers' identity development, whereas s*elf-knowledge and awareness* correspond to "being aware of one's strengths and weaknesses and how to optimize teaching on the basis of this awareness" (Pennington & Richards, 2016, p. 15). In addition to self-knowledge, language teachers are expected to know more about their students and grow an awareness of learner identities, in other words, grow a *student-related identity*. More advanced identity components pertaining to language teachers are *knowledge into practice* and *practice into knowledge*. These

two imply that language teacher identity is constructed "in sites of practice as not only a user but also a producer of both the practical (pedagogical content) knowledge and the theoretical (disciplinary content) knowledge of the field" (Pennington & Richards, 2016, p. 19). The final aspect of LTI according to Pennington and Richards (2016) is that language teachers develop their identities by connecting with other professionals in other communities, referred to as "Membership in Communities of Practice and Profession" (p. 19).

2.4.1 A sociocultural perspective. Vygotsky (1978) pioneered a sociocultural approach to learning and development by arguing that human cognition was born out of social activities and "mediated by culture, context, language, and social interaction" (Johnson & Golombek, 2011, p. 1). In this approach, learning is viewed as situated, in other words, it is affected from the immediate context (Richards, 2008). A sociocultural perspective on identity suggests that identity emerges out of the interaction between individual and social processes (Darvin, 2018; Davey, 2013; Holland & Lachicotte, 2007; Penuel & Wertsch, 1995). Likewise, teachers develop their identities through social interactions that they maintain in educational contexts (Beauchamp & Thomas, 2009; Johnson, 2009; Richards, 2008). In line with the sociaocultural approach according to which human agency is bound with encompassing social, cultural and political structures (Lasky, 2005), teachers' identities are argued to be built and evolved over time in and through social interaction (Davey, 2013). Through a sociocultural lens, identity is dynamic and shifting; in other words, it is constructed and reconstructed in accordance with people's experiences (Beijaard et al., 2000; Cooper & Olson, 1996; Norton, 2006).

2.4.1.1 Community of practice. An important aspect of teacher identity in sociocultural approach is in connection with Lave and Wenger's (1991) concept of situated learning, which argues that learning takes not only in learners' minds but also in the social practices they are engaged in "through a process of becoming a member of a sustained community of practice" (Lave, 1991, p. 65). Communities of practice, "the basic building blocks of a social learning system", bring people together through "joint enterprise" and "a shared repertoire of communal resources" such as language and "mutual engagement" (Wenger, 2000, p. 229). Identity negotiation by taking part in communities of practice occurs at three modes of belonging as engagement, imagination, and alignment (Wenger, 2000). The first

mode engagement is the phase wherein people simply perform their participation in the community (Wenger, 2000), whereas imagination describes the process of "creating images of the world and our place within it across time and space by extrapolating beyond our own experience" (Trent, 2012a, p. 366). Alignment refers to the mutual coordination between the participants and the broader community they interact with (Wenger, 2000).

Communities of practice provide novice teachers with new opportunities to develop themselves professionally by enabling them to cooperate, share and interact with other teachers, schools, and institutions (Warner & Hallman, 2017). In other words, they play a role in the construction of teacher identity as they link "teacher identity to the sociocultural contexts in which identity is shaped" (Warner & Hallman, 2017, p. 17). As echoed by Valencia and Herath (2015), the role of existing members in a community of practice is vital in that they facilitate newcomers' participation and engagement.

2.4.1.2 Identity-in-practice. Borrowing from Lave and Wenger (1991), Varghese et al. (2005) argues that identity-in-practice, which means that teacher identities are comprised of practices in connection with a group and "the process of individual identification or nonidentification with the group" (p. 39), is conducive to bring forth a more comprehensive conceptualization of language teacher. Similarly, Kanno and Stuart (2011) argued that novice teachers develop their teacher identities as they engage in classroom practices and that the relationship between identity and practice is reciprocal. In this regard, becoming a teacher, or having a teacher identity, is not simply undertaking an identity that is assigned by others (Kanno & Stuart, 2011). On the contrary, teachers manifest their professional identities through the choices they act on in classrooms and school environments in line with Wenger (1998) who claimed that "our identities are constituted not only by what we are but also by what we are not (p. 154).

Wenger (1998) drew attention to some parallels between identity and practice through five characterizations. According to him, individuals make sense of themselves through their experiences in participation (Wenger, 1998). In this sense, identity is a negotiated experience that takes places in participation (Wenger, 1998). It is furthermore a community of membership, meaning that how we refer to

ourselves is determined "by the familiar and the unfamiliar" (Wenger, 1998, p. 149). Thirdly, identity acts as a learning trajectory which enables us to "define who we are by where we have been and where we are going" (Wenger, 1998, p. 149). A fourth parallel between identity and practice is "identity as a multimembership", which describes identity as the harmony among multiple identities (p. 149). Finally, the "relation between the local and the global" has an impact on how we define ourselves (Wenger, 1998, p. 149). What lies beneath these characterizations is that identity and practice reflect each other, and our identities are neither just self-image nor how others view us but a combination of the two (Wenger, 1998).

2.4.1.3 Identity as contextual. Gee (2000) defined identity "as being recognized as a certain 'kind of person' in a given context" and categorized context into four as nature, institution, discourse, and affinity (p. 99). According to Gee (2000), part of identity is constituted by natural forces such as genes, whereas part of it is assigned by institutions in which an individual operates. Discourse identity, which corresponds to identity that emerge out of the interactions between individuals, and affinity identity - similar to Wenger's (2000) communities of practice- are other contextual sources of identity (Gee, 2000). Rodgers and Scott, (2008) supported Gee (2000) by arguing that the context a person is engaged in influences the way his/her identity is shaped. In this regard, "the school environment, the nature of the learner population, the impact of colleagues and of school administrators" might have a profound impact on teacher identity (Beauchamp & Thomas, 2009, p. 184).

Teachers develop and even shift their identities because of their interactions with their classes, schools, and broader contexts (Beauchamp & Thomas, 2009; Richards, 2008). However, engagement in new sociocultural contexts may also cause identity to be destabilized (Block, 2007). In that case, individuals may seek for ways to re-stabilize their identities and may "enter a period of struggle to reach a balance" (Block, 2007, p. 864). As Maclure (1993) put forward, identity "as a form of argument", is constantly reclaimed since one does not end up with identity as a fixed possession but rather uses identity "to make sense of oneself in relation to other people and contexts" (p. 312). Alsup (2006) investigated such struggle from the perspective of pre-service teachers who experienced tensions, which arose from the dichotomy between their previous knowledge of teaching and the reality of

classrooms. She called how teachers discursively transformed their identities from students to teachers as *borderland discourse* (Alsup, 2006).

2.4.1.4 Identity as narrative. Narratives, "the vivid unfolding of events" (Nelson, 2011, p. 463), have become powerful tools for understanding who teachers are (Cheung et al., 2015; Mcadams & McLean, 2013). It is possible for teachers to forge their professional identities through the practice of such storytelling (Beijaard et al., 2004; Rodgers & Scott, 2008).

Connelly and Clandinin (1996), two prominent researchers on teacher narratives, refer to teachers' personal practical knowledge as personal and social landscapes, which encompass past, present, and future dimensions. Thus, a narrative way of thinking about teacher identity means attending to teachers' stories from past, present, and future perspectives (Clandinin, Downey & Huber, 2009). Narratives reflect the complex nature of identity since they "change over time, across contexts, and depend upon relationships" (Rodgers & Scott, 2008, p. 737). As Mcadams and Mclean (2013) argued, people gradually build a narrative identity as they share their stories and experiences with others. These stories change, evolve, and become multiple through several interactions (McAdams & McLean, 2013). By answering "Erikson's key identity questions: Who am I? How did I come to be? Where is my life going?" (Mcadams & McLean, 2013, p. 235), teachers construct and reconstruct their identities. Narratives enable teachers to preserve their "sense of professional identity, cohering with [their] philosophical or humanistic beliefs about the teaching role" (Tateo, 2012, p. 345) and they provide the language through which "the non-technical dimensions of teaching and being a teacher" could be "conceptualised, talked about, shared and critically challenged" (Kelchtermans, 2009, p. 270).

According to Johnson and Golombek (2002), teachers' narratives not only reveal their stories of professional development but also act as a form of professional development as teachers articulate, question, reconsider and reflect on their knowledge, beliefs, experience, strengths, and weaknesses through narratives. Therefore, narratives have the potential to create change(s) in teachers' professional lives as they enable teachers to (re)interpret their accounts of teaching (Golombek & Johnson, 2017). Golombek and Johnson (2017) further explained the three functions of teacher narratives as narrative as externalization, narrative as verbalization and

narrative as systematic examination. Narrative as externalization is the stage when teachers convey their thoughts and feelings that mirror "their past, present, and even imagined future experiences" (Golombek & Johnson, 2017, p. 17). Narrative as verbalization helps teachers "to internalize the academic concepts" (Golombek & Johnson, 2017, p. 18) they acquire during their education and thus acts as a tool for teachers to adjust "their thinking and teaching practices" (Golombek & Johnson, 2017 p. 18). The ways teachers enact on their narrative activities are referred to as narrative as systematic examination (Golombek & Johnson, 2017). Throughout these overlapping stages, narratives act as transformative tools for professional development by helping teachers to better understand their knowledge and experiences, to reflect on their development, and to regulate their knowledge and practices (Golombek & Johnson, 2017).

2.4.2 A poststructural perspective. From a poststructural perspective, identity is multiple, decentered, subjective, and contradictory (Norton, 2000). It is ongoing, challenging, and discursive (Akkerman & Meijer, 2011; Beijaard et al., 2004; Zembylas, 2003a). The subjectivity of identity partly relies on language, which "is the place where our sense of self and our identity or 'subjectivity' is constructed and performed" (Baxter, 2016, p. 36). A poststructural perspective implies that "individuals are never outside cultural forces or discursive practices but always 'subject' to them" and language plays an important role in "pressurize(ing) individuals to conform to socially approved patterns of speech and behaviour" (Baxter, 2016, p. 37). Postructural approach also posits that identity is influenced from affective factors, and thus emotions due to its dynamic nature. This dynamism is indeed one of the tenets of poststructural approach, which claims that "identity is a dynamic process of intersubjective discourses, experiences, and emotions" (Zembylas, 2003a, p. 37).

2.4.2.1 Multiple identities. From both sociocultural and poststructural perspectives, many researchers have acknowledged the multiplicity of teacher identity (Akkerman & Meijer, 2011; Danielewicz, 2001; Varghese et al., 2005). Accordingly, one might have multiple identities such as a mother, teacher, a friend, or a daughter, which can exist simultaneously, be expanded, or be reconstructed (Danielewicz, 2001)

Akkerman and Meijer (2011) approach multiplicity drawing on Bakhtin's (1981) theory of 'Dialogical Self', which refers to "an understanding of the self as composed of multiple I-positions in the landscape of the human mind" (p. 311). Accordingly, teacher identity could be understood through the various I-positions teachers undertake and these multiple identities could at times bring about various tensions; which could; however, result in "identity growth or development by means of redefining existing or creating new I-positions in response to dialogical difficulties" (Akkerman & Meijer, 2011, p. 317).

2.4.2.2 Identity-in-discourse. Teacher identity develops "through participation in discourse", which entails language to be manifested and encompasses "a system of beliefs, attitudes, and values that exist within particular social and cultural practices" (Danielewicz, 2001, p. 11). According to Gee (2000), discourse identities emerge out of the dialogues and interaction by rational people who can maintain discourse. The relationship between discourse and identity is viewed as reciprocal, meaning that not only discourse creates identity, but also identity determines the way people discourse (Pavlenko & Blackledge, 2004).

The essence of discourse is language (Varghese et al., 2005), which is the "most flexible and pervasive" symbolic resource (Bucholtz & Hall, 2004, p. 369). However, the connection between identity and language is ambiguous and multiple from social, cultural, sociocultural, and ethnic perspectives (Norton, 1997). Norton (1997), drawing on Bourdieu's (1991) notion of symbolic capital, argued that by investing in the target language, learners invest in their own social identities; thus, language functions as a source of symbolic resource. Investment -originally, a social construct that extends the notion of psychological motivation in the field of SLA (Norton & Gao, 2008) - refers to the connection "between language learner identity and language learning commitment" (Norton, 2010, p. 176). Although it originally dealt with L2 learners, investment is also relevant to the language teachers as they might invest "in a new research project, pedagogical practice, or training initiative" (Norton & Early, 2011, p. 422).

In connection with language and power, the ownership of language and issues such as native vs. non-native have also emerged as topics of debate. For example, research by Norton and Tang (1997) and Diniz de Figueiredo (2011) observed that

language teachers might face insecurity due to being non-native speakers of English, and thus their identities as language teachers could be contested. Huang (2014) examined non-native teachers' identities from a Bakhtinian perspective and found that teachers were positively affected from their multilingualism as well as their present classroom practices and histories. In brief, from a poststructural perspective identity is discursive; in other words, it is constructed through language and culture (Zemyblas, 2003b).

2.4.2.3 Identity as emotional. Emotions play a role in teachers' professional lives (Day, 1999); however, research related to the interplay between emotions and teachers remain under researched (Reis, 2015). As Zembylas (2003a) argued, "the construction of teacher identity is at bottom affective and dependent upon power and agency" (p. 214). Part of what pre-service teachers experience as they move from students to teachers is constituted of emotions such as anger, worry, fear, love, joy, and hope (Teng, 2017). On the other hand, the emotional attachment and commitment teachers go through their professional lives affect the way they approach their students, institutions, and in a broader context, their professions (Day, 1999; Hargreaves, 2005).

Schutz and Lee (2014) argued that classrooms posed emotional labor to teachers, who might experience a range of emotions from joy to frustration. Teachers tend to evaluate their identity in a positive way when their students achieve success; a reverse situation could result in their reconsideration of their identities (Schutz & Lee, 2014). In addition to the classrooms, teachers might experience vulnerability due to educational policies and expectations from schools and students (Kelchtermans, 1996). It is inevitable for teachers to be overwhelmed by various emotions (Britzman, 2003). However, it is also possible for them to reflect on these emotions through narratives and by establishing affinities with others to resolve emotional tensions (Golombek & Johnson, 2004; Kelchtermans, 1996; Zembylas, 2003a).

2.4.2.4 Identity as agency and positioning. Agency, which refers to an understanding of "individuals as intentional beings" (Varghese et al., 2005, p.23), is argued to be a key concept in teacher identity (Hong et al., 2018). According to Beauchamp and Thomas (2009), "a sense of agency" contributes to teacher identity

development by enabling "empowerment to move ideas forward, to reach goals or even to transform the context" (p. 183).

Agency is teachers' assertion of their professional selves within the peripheries of their selves and the contexts they operate in (Ruohotie-Lyhty, 2018). As teachers draw on their former belief and practices, in other words, exert their agency, potential identity conflicts may occur between their practices and the contexts in which they perform these practices (Ruohotie-Lyhty, 2018). In this case, they might need to negotiate their identities by complying with new contexts or by defending and keeping their existing identities (Ruohotie-Lyhty, 2018; Trent, 2015).

Positioning, a concept similar to agency, is defined as "assigning an identity position to one's self or to another" (Reeves, 2009, p. 36) and a "discursive process whereby selves are located in conversations as observably and subjectively coherent participants in jointly produced story lines" (Davis & Harré, 1990, p. 48). Positioning has become a tool for "uncovering participants' identities" in discursive practices (Kayi-Aydar, 2019b, p. 23) and in narratives where identities are exerted and negotiated (Deppermann, 2015).

Individuals position themselves and others during discursive acts such as conversations (Trent, 2012b). Stories people tell during their interaction with each other play a role in positioning theory as any position that is assigned is affected from a previous one which develops during a conversation (Kayi-Aydar, 2019b). Identity positions might be "strategically claimed and/or rejected by individuals or groups" (Reeves, 2009, p. 36). If an individual resists or denies a position that is assigned on him/her (a first order position), a repositioning (a second order position) takes place (Kayi-Aydar, 2019b). A third order position is undertaken when referring to the previous positioning(s) (Kayi-Aydar, 2019b). The modes of positions also vary and, in this regard, reflective positioning refers to a person's assertion of an identity position for one self (self-positioning), whereas interactive positioning to ascribing an identity position to another (other-positioning) (Kayi-Aydar, 2019b). Positioning, influenced by factors such as power and social interaction, contributes to the dynamic construction of identity (Kayi-Aydar, 2019b).

2.5 Professional Identity

Majority of research on teacher identity has conceptualized it as *professional identity* (PI), which is an embodiment of teachers' personal perceptions of their own work and the characteristics that are imposed on them by external units (e.g., schools and workplaces) (Beijaard et al., 2004; Day, Stobart, Sammons, & Kington, 2006; Sachs, 1999; Vähäsantanen, Hökkä, Eteläpelto, Rasku-Puttonen & Littleton, 2008). Day and Kington (2008) differentiated professional identity from situated and personal identity by arguing that professionalism reflects the "social and policy expectations of what a good teacher is and the educational ideals of the teacher" (p. 11). According to them, professional identities and professional roles of teachers are different from each other in that the former is embedded in cultural, personal and social aspects of teaching and above all, it is a way of making sense of the interactions among these aspects (Day & Kington, 2008).

As an early conceptualization of teachers' professional identities, Kelchtermans (1993) suggested that PI consisted of five interconnected parts as self-image, self-esteem, job motivation, task perception, and future perspective. Self-image refers to how teachers perceive themselves from their own eyes as well as what is mirrored to them from others', whereas self-esteem is "the evaluation of oneself as a teacher" (Kelchtermans, 1993, p. 449). Job-motivation refers to the motivation to maintain or leave one's job, whereas task perception corresponds to teachers' definitions of their jobs (Kelchtermans, 1993). Finally, the future perspective reflects teachers' expectations about their future professional lives and how they feel about it (Kelchtermans, 1993).

Beijaard, Verloop & Vermunt (2000) argue that teachers derive their professional identity from three combinations as "the teacher as a subject matter expert", "the teacher as a pedagogical expert" and "the teacher as a didactical expert" (p. 752). They maintain that these concepts are affected from teachers' work contexts as well as their teaching experiences and their life stories as a whole (Beijaard et al., 2000).

Caza and Creary (2016) claimed that the way people construct their identities became more complex as the nature of professions shifted, became multiple and the boundaries between professions became fuzzy. In this regard, professional identities

function as bridges through which people understand themselves and claim an identity in relation to the broader contexts they act in (Caza & Creary, 2016). Similarly, teachers' work all around the world has become "more complex and challenging than ever before" due the reforms and change of expectations in teachers' work (Day et al., 2006, p. 173). Reforms in education have increased the complexity of teacher roles as well as the "traditionally constructed identities" (Day et al., 2006, p. 173). Thomas and Beauchamp (2011) clearly explained the effect of this complexity:

> In a rapidly transforming global society, teachers, regardless of the country in which they work, are experimenting with their roles and recreating their professional identities in relation to the contexts that surround them, contexts that are shifting, sometimes in unexpected ways. This reality can make the development of a strong professional identity even more complex for new teachers (p. 762).

With regards to language teachers' professional identities, Pennington and Richards (2016) claimed that teachers' knowledge on what and how to teach is not sufficient for developing a professional identity. According to them, teachers should connect their knowledge with "collective identity of a teaching field" (Pennington & Richards, 2016, p. 11). They also maintain that language teachers' professional identity is related to their language competency and communication skills, the larger context where they teach, their self-knowledge, and awareness of themselves as well as their students' (Pennington & Richards, 2016). Accordingly, language teachers' professional identity development entails having a position which claims expertise and knowledge as well as a sense of belonging to the "larger profession" of language teaching with its standards and ethics (Pennington & Richards, 2016, p. 20).

Teachers' professional identity is not something they possess but rather construct (Beijaard et al., 2014). It is ongoing; begins early in pre-service education and continues throughout their career (Chong et al., 2011) "by an ongoing integration of what is individually and collectively seen as relevant to teaching (Beijaard et al., 2004, p. 124) The context wherein teachers practice and the value they attach to their professional characteristics influence their identity formation as well (Beijaard et al., 2004). Additionally, PI may encapsulate sub identities depending on the context and teachers might need to find a balance among these identities (Beijaard et al., 2004).

Research on teachers' PI is key to understanding not only how teachers negotiate their professional and personal selves in the face of rapidly changing educational policies but also necessary for teacher educators to provide the support pre-service tecahers are in need of (Volkmann, & Anderson, 1998). It is argued that "a sense of professional identity (…) is (…) a key factor in becoming and being an effective teacher" (Flores & Day, 2006, p. 220). Professionalism in teaching has taken a new turn and teachers are expected to align with this change by not only being professionals but also behaving professionally (Day, 1999). In the context of language teaching, English teachers are expected to obtain specialized education, which combines both academic and practical knowledge, and their entrance into teaching requires certain standards and requirements (Richards, 2008). All in all, PI is vital to become a successful teacher and professional identity development requires bringing the personal subjectivities of teachers and "professional and cultural expectations of what it means to be a teacher" together (Alspup, 2004, p. 35).

2.6 Teacher Educator Identity

The term teacher educator mostly corresponds to those who are located at higher education and contribute to the education of pre-service teachers (Davey, 2013). Similar to beginning teachers, who experience struggles while developing a teacher identity (Alspup, 2004; Alsup, 2006), teacher educators go through a phase of transition from being a teacher to being a teacher educator (Williams et al., 2012). They experience, as Murray and Male (2005, p. 126) described, a complex "transition that entails the learning of new social mores as a teacher educator and the creation of a new professional identity" (p. 126). This transition is challenging because teacher educators might need to negotiate their previous identities as teachers and their newly developing identities as teacher educators (Williams et al., 2012). They are argued to feel stressed, marginalized, and lonely especially at the beginning (Izadinia, 2014). As Korthagen, Loughran and Russell (2006) suggested, it is important for teacher educators to differentiate between teaching itself and teaching about teaching to "maintain close connections with schools and the profession" (p. 1034).

Teacher educator identity is similar to teacher identity in that it is "multiple, fluid, always developing, shaped by a broad range of sociocultural power relationships, strongly influenced by any number of relevant contexts and relational" (Dinkelman, 2011, p. 309). It is also complex, multidimensional, and dynamic (Chang, Neugebauer, Ensminger, Ryan & Kennedy, 2016). Teacher educators usually bring a wide range of experience and knowledge with them (Boyd, Harris, & Murray, 2011). In other words, they are mostly skillful and experienced teachers, who broaden their teaching as teacher educators by entering wider educational contexts such as "academic departments" and "educational partnerships with schools or other employers" (Boyd et al., 2011, p. 7).

It is probable for prospective teacher educators to experience identity shock and feel inadequate at first (Davey, 2013). Accordingly, their identity negotiation requires "a significant amount of taking agency" (Davey, 2013, p. 66). Notwithstanding, understanding teacher educators' identities is important because it contributes not only to "our understanding of the contributions that teacher educators can make to teacher education" but also the challenges they experience and the ways they can be supported (Yuan, 2016b, p. 381).

2.7 Trainers and Trainer Identity

It should be noted that there is a paucity of research on teacher trainer identity in the relevant literature. The knowledge about trainers is mostly based on experience instead of research (Cambridge English & NILE, 2016). A study by Borg (2013) focused on the cognition and pedagogical practices of DELTA (Diploma in Teaching English to Speakers of Other Languages) trainers. Other relevant research came from Fransson, et al. (2009) who investigated the roles and competences of in-service facilitators and from O'Dwyer and Atlı (2015), who explored in-service teacher educators' roles and professional development in Turkish context. Despite the lack of research on trainer identity, the concept of trainer development exists as a concept; however, it is devoid of a theory that addresses at wider audiences (Wright, 2009).

According to Wright (2009), trainer development requires a transition from teacher to teacher educator. This transition comes with new knowledge, skills and awareness and takes "far longer than a formal program can achieve in its own frame" (Wright, 2009, p. 104). As explained by Cambridge English and NILE (2016),

gaining training experience does not equate to quality as there are not specific timeframes that determine trainer development. Accordingly, it is difficult to predict trainer development because such development cannot be merely measured by trainers' level of experience (Cambridge English & NILE, 2016).

Since the emergence of Communicative Language Teaching in ELT between 70s and 90s, teacher training has gained importance and this resulted in the emergence of a group of teacher trainers who adopted dual roles as teachers and trainers (Wright, 2009). With planned practices of training those trainers, the concept of trainer development officially began (Wright, 2009).

2.7.1 Training. Training is one of the key strategies of teacher education (Freeman, 1989). Widdowson (1984) argued that "teachers need to be *trained* in practical techniques but must also be *educated* to see those techniques as exemplars of certain theoretical principles" (p. 88). As Fleming (2009) observed, this traditional polarization between training and education tended to view the former "in a negative light" (p. 3). Accordingly, training was "seen as a very authoritarian process involving unquestioning acceptance of instruction with very limited goals, often in the form of the 'master' training his 'apprentice' (Fleming, 2009, p. 3). Development, the second strategy in teacher education, is rather an indirect approach that focuses on integrated aspects of teaching with the purpose of raising awareness, sparking a change in teachers (Freeman, 1989), and enabling life-long growth (Richards, 2008). Recently, views on training have softened and it is perceived as a less negative concept and a significant resource in teacher education (Fleming, 2009).

2.7.2 Trainers. Acknowledging that professional development and lifelong learning calls for successful trainers; Diadori (2013) defined trainers as highly qualified teaching professionals with a strong background as language teachers and learners. According to her, trainers act as mediators and guides who provide the "less expert colleagues" with "the new information coming from academic researchers and policy makers" (Diadori, 2013, p. 2). She further argued that most of them embarked on a trainer role by means of experience and thus they might lack specific training for this role (Diadori, 2013).

The terms educator and trainer are sometimes used interchangeably. However, it is apparent that there is an ambiguity with regards to the meanings the terms hold in the relevant literature. For instance, Freeman (1989) referred to those who work for training and development of teachers as teacher educators. Crandall (2000) argued that those who prepare "prospective language teachers refer to themselves as either teacher trainers or teacher educators" (p. 36), whereas Swennen and Van Der Klink (2009) drew a line between trainers and educators by suggesting that trainers deal with "more technical and instrumental aspects of learning and teaching" (p. 3). For Roberts (1998), trainers are those who act "agents of change in others, in ways they (teachers) would not necessarily change themselves" (p. 1). According to European Commission (2013), the term teacher educator includes "all those who actively facilitate the (formal) learning of student teachers and teachers" (p. 8). Davey (2013) argues that the ambiguity of the term teacher educator stems from the fact that teacher education moved from "stand-alone Colleges of Education" to universities and schools (p. 21). Moreover, the tendency to refer to those who provide in-service teacher education as teacher educators increased the ambiguity of the term (Davey, 2013). In this thesis, teacher trainers are acknowledged as teacher educators based on European Commission (2013) and Wright (2009), who accepted teacher trainers as members belonging to the group of teacher educators.

2.7.3 Trainer roles. Roberts (1998) divided trainer roles into two as language teacher and course tutor, and only course tutor. He argued that the former is more advantageous since it not only enables more communication and equality between teachers and trainers but also provides "greater credibility with learner-teachers on matters of pedagogy" (Roberts, 1998, p. 132). The role of course tutor trainers also changes according to the course they provide as narrow and broad (Roberts, 1998). Moreover, the mode of a trainer's work as full-time or part-time offers different advantages and disadvantages. For instance, a full-time mobile trainer can conduct training both on-site and off-site (Roberts, 1998). There are also "part-time 'cascade' trainers [who] receive training from an inner expert team and then disseminate this training to teachers or to other trainers-to-be" (Roberts, 1998, p. 227). Although this system is more practical, it is risky in the sense that what trainers convey to others may be altered and removed from the original training because of the cascade system (Roberts, 1998). Other versions of training are part-time local training in which

"skilled teachers are trained and then released occasionally from their normal duties to support teachers in other schools" and "teach and give on-site support in one school" wherein skilled teachers in schools undertake the role of training as well (Roberts, 1998, p. 227). The advantage of such a system is that trainers and teachers can maintain prolonged engagement with each other throughout the year since they work on site (Roberts, 1998).

More recently, Diadori (2013) has argued that the role of a trainer is to facilitate both novice and experienced teachers' professional learning. According to Cambridge English & NILE (2016) trainers are responsible for planning, conducting, and evaluating training activities; supporting, observing, and providing the necessary feedback to support and assess teaching.

2.7.4 Teacher training in Turkey. Language teacher education has gained prominence because of the growing need for more competent teachers in accordance with the new policies in language teaching (Koç, 2015). However, language teacher education and training at both pre-service and in-service levels in Turkey do not have a standard form (Balbay et al., 2018). Although it is mainly the Ministry of National Education that provides trainings to support teachers' professional development, private organizations (e.g., Cambridge, British Council, Oxford), universities and schools also provide additional support for teachers' education and development (Işık, 2008; Ülgü & Er, 2016).

Teacher training in Turkey has been criticized for its inefficiency and inadequacy. For instance, Bayrakci (2009) argued that some of the common problems related to in-service training in Turkey are lack of professional staff, feedback, systematism, and collaboration among teachers. Aydin and Baskan (2005) claimed that training activities lacked coordination and cooperation as well as practical knowledge. Altun (2011) supported this view by arguing that teachers could become bored of training activities offered by MoNE because these are mostly theoretically based. Another problem he reported is the inadequacy of those who provide the trainings (Altun, 2011). When English language teachers are specifically considered, Koç (2016) argued that they were offered limited in-service training opportunities. What is more is that there is not a differentiated training for those who

teach English at higher education as the undergraduate curriculum is devoid of a "focus on young adult learners" (Balbay et al, 2018).

2.8 Previous Research on Language Teacher Identity

Several LTI research investigated pre-service teachers' identity formation. For example, Tsui (2007) examined the identity formation of a Chinese English as a Foreign Language (EFL) teacher through a narrative inquiry, of which results suggest that the formation of teacher identity is complex and challenging. According to the study, teacher "identity is relational as well as experiential, reificative as well as participative, and individual as well as social was rather complex" (Tsui, 2007, p. 678). A study by Thomas and Beauchamp (2011) investigated pre-service teacher identity through metaphors. The results showed that new teachers experienced a struggling development process, which was "gradual, complex and often problematic" (p. 762).

A study by Olsen (2008b) investigated six newly graduated English teachers' reasons of entry into the profession of teaching. The study demonstrated that the student teachers chose a teaching career because of their prior positive beliefs about being teachers (Olsen, 2008b). Yet, they experienced conflicts related to their teacher identities as they were faced "with current teaching realities" and had difficulties in "merge[ing] their personal self-understandings with their developing professional identities" (Olsen, 2008b, p.37). The study also implied that it would be necessary for teacher educators to help novice teachers to negotiate their identity conflicts (Olsen, 2008b).

Trent (2012a) investigated the identity construction of two beginning English teachers in Hong Kong through a narrative inquiry. The findings suggested that the participants' decisions to stay in the field of teaching were affected from their collegial relationships, their engagement in communities of practices, and finally their teaching experiences. Another study in the same context by Gu and Benson (2015) investigated the identity formation of pre-service English teachers. The findings revealed that the participants' identities were "enacted individually"; however, contextual factors and their socio-economic backgrounds had remarkable impact on their identity formation. (Gu & Benson, 2015, p. 187). In a similar study, Ruohotie-Lyhty (2013) examined the narratives of two novice language teachers'

identity and highlighted that the teachers' narratives and their previous identities affected the way they formed their identities.

Said (2015) conducted a narrative inquiry whose participant Krystle, a novice teacher, justified her teacher identity despite not receiving support from her family and a myriad of negative comments from her colleagues. Krystle, who decided to be an English teacher after working in the engineering sector for a long time, was reported to claim her identity as a teacher by exerting agency despite the external and emotional challenges she had encountered (Said, 2015). She was also able to negotiate her multiple identities such as colleague, mother, and mentor by showing resistance to the negative experiences she had (Said, 2015).

Kayi-Aydar (2015) examined the identity negotiation of three pre-service classroom teachers "who received their English as a Second Language (ESL) endorsement at a research university in the United States" (p. 94). The findings revealed that how teachers positioned themselves in relation to their context affected their identity formation and teachers' identities at this stage were multiple, conflicting, and positional (Kayi-Aydar, 2015).

A study on pre-service teachers' identity formation by Ivanova and Skara-Mincane (2016) in Latvia found out that self-reflection affected identity formation largely. Moreover, student teachers' previous professional and personal experience and their teaching practices during university education were influential factors on their identity formation (Ivanova & Skara-Mincane, 2016).

Mora, Trejo, and Roux (2016) conducted a retrospective life-history research on two groups of Mexican novice language teachers as locally raised and externally raised. The stable family contexts and the smooth transition to their lives enabled the locally raised teachers to end up with strong identities; whereas, the other group of teachers experienced fragmentation in their identities as a result of insufficient support from their families and the painful transition they went through (Mora et al., 2016).

Chang's (2018) research focused on the identity negotiation of two Taiwanese novice teachers, who struggled to pass high stakes exams to be recruited as teachers. The participants, who went through *liminality*, referring to the in-between transitionary period wherein teacher candidates are neither students nor teachers,

reflected on who they were and repositioned themselves as English as a Foreign language teachers during their struggling recruitment exam period (Chang, 2018).

Research on language teacher identity is not limited to pre-service teachers' identity formation. For instance, Reeves (2009) investigated an English teacher's identity negotiation within the framework of investment and positioning theory. According to the findings, the participant teacher's investment in English Language Learners' identities "by positioning them as like any other student" and positioning himself in relation to those learners enabled him to renegotiate his identity as a more competent teacher (Reeves, 2009). Namaghi's (2009) research with five secondary school English teachers in Iranian context informed the emergence of a rationalized identity with three sub-categories as "in in-service teacher education programs as *passive receiver of information*; in teaching as *information transmitter*; in planning as *cool implementer*" (p. 116). According to the study, rationalized identity is a result of the control of the centralized educational system, which deprives these teachers from agency and confines them to "a conformist mode of teaching" (Namaghi, 2009, p. 116). Farrell (2011) investigated teacher role identity of three experienced ESL teachers in Canada through reflective practice. The results showed that the teachers' roles identities clustered around three encompassing roles as "teacher as manager, teacher as professional, and teacher as 'acculturator', the last of which may be somewhat unique to ESL teachers" (Farrell, 2011, p. 54).

Pappa, Moate, Ruohotie-Lyhty and Eteläpelto (2017) conducted a study on the professional identities of Content and Language Integrated Learning (CLIL) teachers in Finnish primary school context. The study found that teachers negotiated their professional identities at the interplay of both social and individual aspects of being a teacher (Pappa et al., 2017). Trent (2018) investigated the struggles of second-career teachers (SCT) who strived to construct their professional identities as English teachers. Drawing on data from one group of SCTs in Hong Kong, the study focused on professional identities-in-discourse and identities-in-practice. The findings suggested that identity work was interwoven with an array of competing discourses (e.g., classroom experience vs. classroom performance and transferability vs. specificity) (Trent, 2018).

A study by Rodrigues, Pietri, Sanchez and Kuchah (2018), carried out in Brazil, investigated how experienced teachers affected pre-service teachers' identities. The results showed that the tension between experienced and pre-service teachers had a positive transformative effect on the latter (Rodrigues et al., 2018). Similarly, Yuan (2016a) carried out a study, which analyzed how the interaction between mentor teachers and pre-service teachers affected the identity formation of the latter. Yuan (2016a) argued that negative mentoring was a barrier to identity formation. A recent study by Nguyen (2017) on the identity of English teachers of young learners in Vietnam investigated teacher identity through metaphors and found that teachers adopted multiple identities as artists, mothers, trial judges, intercultural promoters, and democrats.

There is also research which investigated identity from a research engagement perspective. For instance, Trent (2010) conducted a qualitative research that explored a group of pre-service teachers' engagement in action research and how their research experience affected their process of becoming teachers. The findings indicated that the participant teachers challenged their previous beliefs on teaching through action research, which provided them with the opportunity to think and reflect on their practices (Trent, 2010). Chan and Clarke (2014) conducted a study that explored identity through a collaborative action research project on language assessment at a secondary school. The study revealed that certain struggles and tensions arose from the collaboration of the participants; a teacher educator to facilitate the research and an English teacher to conduct the action research (Chan & Clarke, 2014). The discourse analysis of the semi-structured interviews showed that the collaborators of the research project had to negotiate their new identities as caring facilitators and novice co-researchers although they felt inclined to preserve their previous identities as authoritative experts and English teachers (Chan & Clarke, 2014). Yuan and Burns (2017) investigated how two English teachers in China (re)constructed their identities through engagement in action research in collaboration with university researchers. The research revealed that their identities moved from 'fisherman' to 'fishing coach', from 'craftsman' to 'teacher researcher', from 'lonely fighter' to 'collaborator', and from 'housekeeper' to 'change agent. In brief, engagement in a community of practice in the form of action research had a transformative effect on their identities (Yuan & Burns, 2017).

Vitanova (2016) used written and digital narratives to investigate three second language teachers' identities. According to the findings, narratives functioned as a way of "claim[ing] [teachers'] social and emerging professional identities", which were argued to be "complex and multifaceted" and "underlain by gendered, emotional, and contradictory discourses" (Vitanova, 2016, p. 285). Similarly, Taylor (2017) explored how discourse in the form of narratives facilitated the construction of teacher researcher identities.

Liu and Xu (2011) investigated an EFL teacher's identity around four stories, which were acquired by means of narrative inquiry. The stories narrated how Feng, the teacher in the study, struggled with a new role as the leader of a liberal pedagogical reform in a Chinese University. Following her hesitation to adopt her new identity, which forced her to alter her traditional teacher identity, Feng went through an identity crisis that eventually resulted in her "self-exclusion from the community" (Liu & Xu, 2011, p. 176). The study argued that teachers needed to shift their identities to adapt to the new work order in the workplace; teacher learning in communities of practice was a two-way process, and teachers' trajectory of learning could be shaped and reshaped by various power relationships in communities of practice (Liu & Xu, 2011).

Canagarajah (2012) conducted an autoethnography in which he narrated his floundering between different teaching practices and communities of practices. However, through brokering, which refers to "bring[ing] values and practices from one group of membership into another", he managed to resolve his identity conflicts due to concepts such as dominant teaching practices and native-speakerism (Canagarajah, 2012, p. 271). He emphasized that by showing resistance to different communities of practices, voicing oneself, and practicing brokering, one could negotiate multiple identities and strengthen his/her identity as an effective teacher.

Chan and Lo (2017) studied three primary school teachers' pedagogical practices in a context where inclusion of students of non-Chinese origins and with special educational needs were encouraged and promoted by the Hong Kong education policy. The study revealed that the participant teachers negotiated their identities as inclusive practitioners by learning from their learners (Chan & Lo, 2017). As they learned from and about their learners', who came from diverse

cultures, they reflected on their previous practices and engaged in new practices to foster inclusive education (Chan & Lo, 2017).

There exists research which explored the topic of being native or non-native speakers of English. For example, Trent (2012b) investigated how eight native-speaking English teachers that were employed in Hong Kong primary and secondary schools discursively positioned themselves and were positioned by others through in-depth interviews. The findings suggested that these teachers faced challenges with regards to their positioning as professional language teachers (Trent, 2012b). The antagonism they received from other stakeholders and their institutions, that questioned their self-assigned positioning and advocated for a *traditional teacher* positioning, have led them to vindicate their positioning as *real teachers* by engaging in relations with other professionals such as teachers and administrators (Trent, 2012b). Zacharias (2010) conducted a narrative analysis on non-native English teachers' identity construction within a TESOL graduate program. The study revealed that the teachers faced challenges due to their non-native status; however, they began to embrace their linguistic identities as non-native speakers of English after being engaged in critical pedagogies through reading and discussions (Zacharias, 2010).

An interesting study by Caihong (2011) investigated nine English teachers' professional identity changes after their "in-service PhD study experience" (p. 3). The participants in the study were language teachers who taught non-English major students and pursued a PhD degree in different academic fields. The findings suggested that four different types of identity change as productive, additive, subtractive, and split took place (Caihong, 2011). Many of the participants were identified to have productive identity changes which implied that their teacher identities and academic identities reciprocally affected each other in a positive way (Caihong, 2011).

There is also some research from the Turkish context. For example, Yılmaz (2011) investigated the professional identity of a Turkish teacher aide, who had been working in America for two years at the time of the study. The results showed that Pinar, the Turkish aide in the study, experienced a change in her identity as her attitudes towards respect, collaboration and professionalism also changed in her new

setting. Another study (Atmaca, 2017) from Turkey investigated pre-service and in-service English teachers' perceptions on "generic and field-specific teacher competencies" that were regulated by the Turkish Ministry of National Education (p. 1641). According to the results, half of the teachers had positive views "about the contribution of the related competencies to their professional identity", whereas a small number of teachers had opposing thoughts (Atmaca, 2017, p. 1641). Güngör (2017) conducted a similar study, which explored the identities of two novice English teachers. According to the study, past life of the participants as students and their experience concerning their pre-service education and current working contexts affected their identity formation in both positive and negative ways. The participants revealed that they were frustrated with the in-service training programs in Turkey, which did not comply with their behaviors, missions, beliefs, competencies, environment, and identity (Güngör, 2017). Dikilitaş and Yaylı (2018) investigated the effects of conducting action research on the professional identity development of EFL teachers at a Turkish university. The findings suggest that an engagement in action research might increase teachers' sensitivity to their students, foster collaboration among teachers, contribute to teachers' practices, and enable teachers to be self-reflective.

2.9 Previous Research on Teacher Educator Identity

Research in the field of educator identity has recently been increasing and teacher educators' transition to their new identities as educators have become a topic of special interest. For example, Murray and Male (2005) investigated the professional identity development of novice teacher educators' in Initial Teacher Education in England and revealed that these educators, who were previously first order teachers meaning that they taught at primary and secondary schools, faced two major challenges as developing the pedagogical expertise necessary for initial teacher education and becoming research active. The shift from being a teacher to being a teacher educator was argued to be a challenging task; yet, this shift required transformation of their former identities as teachers to adjust to their new identities (Murray & Male, 2005). In a similar study, Williams and Ritter (2010) investigated how two experienced classroom teachers, who moved to a teacher educator career, constructed their professional identities. The tensions embedded in their identity construction were lack of preparation for such a career and the difficulty of making

connections with other academics and student teachers (Williams & Ritter, 2010). They further proposed that novice teacher educators' professional development was facilitated by "collegiality, conversation and collaboration" to a large extent (Williams & Ritter, 2010, p. 90). In another study, Trent (2013) investigated a group of former English teachers' transition to being teacher educators. The study revealed that the transition was difficult, yet it was negotiated through "past experiences, future ideals, competency, agency, and marginalization" (Trent, 2013, p. 262). Williams (2013) conducted a self-study to reflect on her identities as an experienced classroom teacher and a teacher educator. Although she had formerly conceived of her transition to being an educator as a relatively easy task, her self-study enabled her to realize the challenges and complexities of this transition as well as the negotiation of her dual identities. Her research was transformatory in the sense that it enabled her to see that she did not have to choose between her dual identities but rather belonged to both (Williams, 2013). An explanatory case study by McKeon and Harrison (2010) investigated the identity construction of beginning teacher educators. They reported that these educators gradually moved from educator-led-learning to student-teacher-led learning and this learning was heavily influenced from the formal and informal learning practices at their workplaces (McKeon & Harrison, 2010). Similarly, Field (2012) argued that moving to a teacher educator position was challenging due to the contextual differences, roles and demands. Field (2012) further argued that teacher educators might be faced with a lack of determined and shared pedagogical model.

William et al.'s (2012) review article probed into self-studies about beginning teacher educators' shift from classroom teaching to being educators at higher education. According to the study, becoming a teacher educator is a challenging task that consists of different phases during which educators question their beliefs on their previous teaching experience, develop new pedagogies, and discover the role of institutions and communities on their educator identities (Williams et al., 2012).

Some studies revealed how teacher educators tended to adhere to their former identities as teachers. For instance, Dinkelman, Margoli and Sikkenga (2006) investigated two teacher educators' experiences while they shifted positions from teachers to teacher educators. The findings suggested that the educators in the study tended to cling onto to their teacher experience as their source of knowledge

(Dinkelman et al., 2006). Through support in the form of collaboration with the more experienced, reflection on their practices, exposure to educational research, and continuing connection with classrooms, the participants began to identify themselves as teacher educators (Dinkelman et al., 2006). The study further implied that transferring previous teaching skills as a classroom teacher was not enough to construct a teacher educator identity (Dinkelman et al., 2006). A similar qualitative study by Boyd and Harris (2010) revealed a similar result. Accordingly, teacher educators' situated learning in their new workplaces resulted in their adherence to their school-teacher identities. A self-study research by two teacher educators, Young and Erickson (2011) revealed that their identities as "teachers" remained constant in spite of their careers as teacher educators, their students' ages, their expectations, and the university context they worked at.

Some research divided teacher educator identity into sub-identities. For instance, Swennen et al. (2010) suggested that teacher educators' identities consisted of sub identities as "schoolteacher, teacher in Higher Education, teacher of teachers (or second order teacher) and researcher" (p. 131). They also emphasized that these identities were dependent on time and context (Swennen et al., 2010). Pereira, Lopes and Marta (2015) categorized educator identity into four as: "academic, cooperating, dual and supervisor" (p. 466). They argued that "the past and present experience spent in the field of school education" substantially influenced the formation of teacher educator identity (Pereira et al., 2015, p. 466).

Certain studies shed light on how teacher educators were recruited. For example, Acker (1997) investigated five women academics' journey of becoming teacher educators at higher education. The findings revealed that this was a second career for many; whereas it was sheer chance for some, and the late entrant participants had to "catch up", while the young entrants worked hard to meet the high standards in terms of producing research (Acker, 1997). Noel (2006), who carried out research on the characteristics of teacher educators in further education in England, found that their recruitment took place in informal ways such as being recognized as good teachers. Seeing that the majority of them were White, middle class and female, Noel (2006) called for a more formal recruitment process to increase workforce diversity. Davey (2013) explained that teachers became teacher educators through two pathways as academics and practitioners. The former means that a prospective

educator engages in further academic studies with the hope of being an educator; the latter, on the other hand, refers to "an experienced and successful teacher, often in a middle or senior management position in a school, [who] takes up a position directly from school in a teacher training institution" (Davey, 2013, p. 47). The decision to become a teacher educator is also affected by some pull (e.g., "'make a difference', or 'give back' to the profession" and push factors (e.g., "seek 'greener pastures' – to 'move on', and 'move up'") (Davey, 2013, p. 66). Some teachers might find themselves on the way to become teacher educators accidentally, whereas some might intentionally start such a profession (Davey, 2013). Some teachers might even become educators through sponsorship or encouragement from others (Davey, 2013). Rice, Newberry, Whiting, Cutri and Pinnegar (2015), on the other hand, argue that much of teacher educators' professional identity is born at academic contexts through research as most of them do not come from a formal education background.

Jean Murray conducted several studies of which focus was the induction of teacher educators. In one study, Murray (2005) argued that most induction programs fell short of adequate support for teacher educators who were expected to be actively engaged in conducting research. According to the study, teacher educators mostly rely on reflection on their practices for professional learning; yet, this kind of professional learning is not structured enough and remains solitary (Murray, 2005). In another study, Murray (2008) argued that a large part of induction occurred as work based. Though the study put forward some positive examples of the induction of teacher educators, it also addressed at some inconsistencies with regards to their induction (Murray, 2008). Through a case study, Murray (2014) found that three types of professionalism as new teacher educator, academics and teachers of teachers emerged among a group of teacher educators in two different schools in England. She further suggested that a complex interaction among personal biography, national imperatives, and institutional settings could be influential on teacher educators' professionalism (Murray, 2014). In the same vein, Harrison and McKeon (2008) investigated the induction of new teacher educators, who moved from being school teachers to teacher educators at higher education and argued that this shift posed some challenges, such as uncertainties about their new roles. A lack of knowledge on the newly entered institutional structures and lack of institutional, formal, and informal support were suggested as obstacles for these new teacher educators

(Harrison & McKeon, 2008). The study implied that the transition to being teacher educators could be best facilitated by learning with and from mentors as well as colleagues, compelling induction programmes, and crossing "the boundaries and practices of different communities" (Harrison & McKeon, 2008, p. 164).

Koster, Dengerink, Korthagen, and Lunenberg (2008) investigated the professional development (PD) activities teacher educators preferred and found that teacher educators adhered to knowledge and skills more than beliefs and attitudes, experimenting more than reflection and learning from others through interaction. With regards to the impacts of PD, the study demonstrated that positive incomes at the personal level were reported by the participants (Koster et al., 2008). A similar study by Karagiorgi and Nicolaidou (2013) investigated six teacher educators' PD in Greek-Cyprus context. The main findings of the study suggested that these educators tended to prefer knowledge and skills to beliefs and attitudes, and they identified themselves as teachers rather than teacher educators (Karagiorgi & Nicolaidou, 2013). Practice-wise they learned in both formal and informal ways which took place with or without interaction (Karagiorgi & Nicolaidou, 2013). Dinkelman (2011) probed into his own experience as a teacher educator through a case study. He argued that the research-intensive schools in the United States failed to give the right messages about teacher education; thus, added to the complexity and uncertainty of this field (Dinkelman, 2011). He further suggested that affinity and discourse identities were important in shaping an identity as a teacher educator (Dinkelman, 2011). Griffiths, Thompson and Hrynewicz (2014), through a case study, investigated the professional and academic development of twelve mid-career educators at two universities in England. The teacher educator participants in the study had three sub-identities as teachers of teachers, teachers in higher education, and researchers (Griffiths et al., 2014). They were also reported to attach increasing value to research and recognized the importance of being supported by the more experienced research mentors and engaging in collaborative research (Griffiths et al., 2014).

There is also some research which focused on storytelling as a means of professional development for teacher educators. Vloet and Van Swet (2010) utilised story telling as a method to explore teacher educators' professional identities. In the study, eight teacher educators self-investigated their identities through reflection on

the five interconnected parts of professional identity as suggested by Kelchterman (1993). The findings suggested that reflecting on one's career through stories might have a positive effect on professional development (Vloet & Van Swet, 2010). Valencia and Herath (2015) conducted an ethnography similar to Canagarajah's (2012). Using multimodal identity texts, they narrated their research journey in which they encountered new communities of practice and interacted with colleagues. During that journey, they negotiated not only their professional identities as doctoral researchers and teacher educators but also their emotional, personal, and social identities. Another study by Amott (2018) demonstrated how novice teacher educators came to understand their professional identities better via narrative practices. According to the study (Amott, 2018), storytelling could facilitate teacher educators' problematic transition to their new roles as teacher educators.

A study by Van der Klink, Kools, Avissar, White and Sakata (2017) investigated teacher educator identity in a broader context, meaning that they studied teacher educators from different countries on their future goals, professional development engagement, and their concerns. They argued that educators, though from different countries, showed similar concerns, faced with survival during their induction, mainly engaged in research related activities to develop themselves professionally, had future goals and yet they were concerned whether these goals would be hindered by "lack of resources and time" (Van der Klink et al, 2017, p. 163).

A phenomenological study by Tunca, Şahin, Oğuz & Güner (2015) from the Turkish context investigated what ideal qualities prospective teachers sought for in teacher educators. The main themes emerged from the study were "'professional roles and responsibilities, professional values, personal characteristics, professional ethic principles and social responsibilities', among which the professional roles and responsibilities were the most prominent (Tunca et al., 2015, p. 122). A similar study by Şen and Erişen (2002) found out that student teachers appreciated professional knowledge the most in teacher educators.

Some studies investigated school-based teacher educators' professional identities. For instance, Bullough (2005) explored the mentor identity formation of a secondary school English teacher, who was assigned as a mentor to two intern

teachers. The study revealed how Barbara's (the mentor) nature and discourse identities shaped her as a mentor despite lack of institutional support (Bullough, 2005). White (2014) investigated the professional identity development of seven school-based teacher educators who led the professional development of both experienced and inexperienced teachers. The study addressed at the impacts of being an educator on being a teacher, the challenges of being recognized as a teacher educator, and acknowledging an identity as such (White, 2014). In a very recent quantitative study conducted in Norwegian context, Andreasen, Bjørndal and Kovač (2019) explored the factors that affected the professional identities of mentor teachers, who worked in partnership with teacher educators at higher education. The results suggested that mentor teachers' sense of belonging to a wider community of teacher educators, their personal beliefs pertaining to mentoring self-efficacy, and the nature of the school context affected their professional identities in a positive way (Andreasen et al., 2019).

Clemans et al. (2010) conducted a case study in which he reported the findings of how a group of school teachers, who were given the role of facilitating professional development of other teachers, reflected on their new identities through a professional development program enacted by the government. Faced with lack of recognition from their colleagues initially, the teachers in the study had challenges with regards to their new identities; however, they gradually moved to a point where they negotiated their identities as teachers and PD leaders by benefitting from the tensions, which acted as springboards to their new identities (Clemans et al., 2010).

The literature on teacher educators involves collective research that outlined teacher educators' professional profiles and induction processes as well. For instance, Boyd et al. (2011) provided a guideline for improving the induction process of teacher educators. Their guideline defined the work of teacher educators, the kind of support and strategies they needed to improve themselves as educators and further areas of professional development. Through a qualitative literature review study based on 137 articles, Lunenberg et al. (2014) defined the characteristics of teacher educators as teacher of teachers, researcher, coach, curriculum developer, gatekeeper, and broker. They defined each one of them in accordance with their role descriptions, professional development contexts, and critical features.

Chapter 3

Methodology

3.1 Research Design

This doctoral thesis adopted a narrative inquiry methodology that fits into in a qualitative paradigm. It is a qualitative study that holds a constructivist worldview, which assumes that "reality is socially constructed"; there are "multiple realities, or interpretations, of a single event" (Merriam, 2009, p. 8) and "truth is relative" (Baxter & Jack, 2008, p. 545).

A qualitative paradigm was preferred for the thesis on three bases. First, qualitative research provides the means to make sense of "the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014, p. 4). Second, it contributes to understanding concepts that have been underresearched (Creswell, 2014, p. 20). Finally, it enables a "holistic understanding of phenomena and the importance of context in their interpretation" (Shkedi, 2005, p. 13).

3.1.1 Narrative inquiry. The method of the thesis best fits into narrative inquiry, which is a developing yet popular (Chase, 2005; Creswell, 2002) method which focuses on stories that people tell about their lives (Barkhuizen, 2016b, p. 28). As Connelly and Clandinin (1990) argued, the focus of narrative inquiry as experiences and the life itself places it in a qualitative paradigm. The stories in narrative inquiry offer everyday data that people are familiar with (Jovchelovitch & Bauer, 2000) and serve to the construction of identities (Bathmaker, 2010) by offering opportunities for individuals to know more about their past and negotiate their identities (Riessman, 2008). They also enable researchers to understand experiences from the perspectives of those who narrate them (Barkhuizen, Benson & Chik, 2014, p. 2).

Connelly and Clandinin (2006), whose work on narrative inquiry in education is seminal, defined some commonplaces that require simultaneous exploration while conducting a narrative inquiry. The first commonplace, temporality enables an understanding of narratives from past, present, and future perspectives (Connelly &

Clandinin, 2006). Sociality, on the other hand, refers to the surroundings, people, conditions, and other forces that constitute the context of an individual as well as the social interaction between researchers and participants (Clandinin, Pushor & Orr, 2007). Finally, places address "the specific concrete, physical, and topological boundaries of place where the inquiry and events take place" (Connelly & Clandinin, 2006, pp. 480-481). Places may shift during a narrative inquiry, so it is important for a narrative inquirer to consider "the impact of each place on the experience" (Clandinin et al., 2007, p. 23).

Bell (2002) argued that narrative inquiries emerged as "natural tool(s) for L2 researchers" as they enable teachers to reveal their teaching practices as well as their hidden assumptions (p. 209). Bell (2002) further explained the advantages narrative inquiries offer as follows:

- They enable researchers to understand the everyday experience of those who narrate them.
- They might reveal what is not known to the storytellers themselves. In other words, stories might reveal hidden meanings.
- They shed light on the "the temporal notion of experience" by enabling researchers to recognize "that one's understanding of people and events changes" (p. 209).

In the educational field, researchers have begun to use narrative methodologies more substantially. This narrative turn, as Riessman (2008) called it, has taken place as a result of "understand[ing] the importance of paying attention to how language teachers and learners use stories to make sense of their experience" (Barkhuizen, 2016b, p. 28). By illuminating teachers on their professional selves, narrative inquiry enables teachers to make invaluable changes in their professional lives (Golombek & Johnson, 2004).

Narrative inquiry offers explanatory knowledge on how and why a certain person did something and how he/she became the person who she/he is as well alongside people, places, beliefs and events that accompanied him/her in a diachronic and dynamic way (McAdams, 2018; Polkinghorne, 1995). In this sense, narrative inquiry was chosen as the research method since the aim of the current study was to

explore how and why the participants became trainers and how they further developed their trainer identities. Taking into consideration the very nature of identity as a pliable, fragmented, multiple, ongoing concept (Akkerman & Meijer, 2011; Beijaard et al., 2004; Varghese et al., 2005) the research complied with narrative inquiry as it was argued to be one of the best ways of understanding identity thoroughly (Hammack, 2015).

3.2 Setting and Participants

The participants of the study consist of English language teachers (instructors)/teacher trainers who work at language schools within state and foundation universities -universities established by national foundations- in two metropolitan cities in Turkey. In the language schools within these universities, students are taught English "in a one-year preparatory school teaching 'foundation', 'basic' or 'access' English, and then through language support classes during undergraduate programmes" (British Council, 2015, p. 80). As Balbay et al. (2018) observed, pre-service teacher education does not involve specific training content aimed for the instructors who teach these students. However, it is common for universities to arrange in-service training programs to provide teachers with information on recent developments and techniques in language teaching (Balbay et al. 2018; Şentuna, 2002). The participants were selected among those who embarked on such a role; in other words, they are trainers who conduct and facilitate in-service teacher education mainly for language teachers at higher education. They can be defined as teacher trainers who "teach and give on-site support" (Roberts, 1998, p. 227). For these reasons, a purposive sampling (Ary, Jacobs, Sorensen & Razavieh, 2010) which specifically sought for language instructors, who also work as trainers, with the anticipation that they would "provide the relevant information about the topic" of the thesis was conducted (p. 429).

The population involves one male and six female non-native English-speaking EFL/EAP/ESP teachers. Although they have key similarities such as being English language instructors at university and working for professional development and in-service teacher education, they have distinctive characteristics with regards to their educational background and their teaching/training experience. The detailed information on the participants is presented in Table 1.

Table 1

Demographic Information of the Seven Participants

Pseudonyms	Gender & Age	Training Context	Training Experience	Teaching Experience	Education (BA/MA&MS/PhD)
Hakan	M, 40	CELTA Trainer/ PDU	8 yrs.	17 yrs.	PhD (Cont.)
Derya	F, 39	Teaching Course Trainer/PDU	3 yrs.	13 yrs.	MS
Sera	F, 41	Freelance/PDU	3 yrs.	20 yrs.	PhD (Cont.)
Selin	F, 46	Freelance/PDU	5 yrs.	24 yrs.	BA
Melda	F, 31	PDU	5 yrs.	11 yrs.	MS, MA
Deniz	F, 38	Freelance	7 yrs.	17 yrs.	MA
Defne	F, 46	CELTA Trainer/ PDU	13 yrs.	19 yrs.	BA

3.3 Ethical Issues

Ethics is of special importance in narrative studies as what researchers do while taking such inquiries is to gain information about people's lives, in other words, "concrete human experience" (Brinkmann & Kvale, 2005, p. 162). As Clandinin (2006) refined, paying utmost attention to "negotiation, respect, mutuality and openness to multiple voices" is vital to narrative inquiry (p. 52). Therefore, treating participants' stories respectfully during data collection and reporting; being an empathetic listener who refrains from judgment, and keeping participants' information private when needed are highlighted in the ethics of narrative inquiries (Huber & Clandinin, 2002). Rallis and Rossman (2009) argued that making participants anonymous is in a way depriving them of showing agency in research. Therefore, the participants were asked whether they wanted to remain anonymous or reveal their identities, and the researcher acted in accordance with the participants' decisions. They were also informed that some of their words or sentences would be used as direct quotations (Rallis & Rossman, 2009). Squire (2008) cautioned that keeping the participants anonymous is difficult in event-based narratives in which a great amount of contextual information is revealed throughout the story line.

Omitting or changing the information revealed is advised for the sake of anonymity in such cases (Squire, 2008). Therefore, the names of institutions and people revealed in the narratives were omitted or replaced with fictious ones when necessary.

Another ethical issue is "gaining the informed consent of participants" (Rallis & Rossman, 2009, p. 276). In this thesis, this was realized through consent forms (See Appendix A) that were sent to the participants before the first interviews took place. The participants were also provided with verbatim information on the research and their participation via Participant Information Sheet (See Appendix B). Howe and Moses (1999) argued that instead of obtaining a one-shot consent, researchers should reaffirm consent occasionally. For this reason, the participants were reminded of their voluntary participation during the interviews and they were informed that "they may withdraw from the study at any time" (Rallis & Rossman, 2009, p. 276). They were also ensured that there would be no harm on their part and there would be minimum disruption to the flow of their work and context (Creswell, 2014). For this reason, the data were collected in a careful manner in order not to disturb the flow and order of the participants' lives.

Another issue to be considered in research ethics is to main a balanced relationship with the participants, which means that there should be "sufficient trust to be able to probe participants for potential rich data", while at the same time (…) sufficient distance in respect for the participant" (Guillemin & Heggen, 2009, p. 292). For this reason, I tried to establish rapport with the participants based on mutual respect. In addition, I attended some participants' workshops for the purpose of becoming more familiar with their contexts.

A final issue concerning ethics is the representation of the stories told by the participants. While interpreting participants' stories, it is inevitable that the researcher imposes some meaning on them. However, the experiences are still the participants' and representing them in their own reality requires compliance with ethics (Bell, 2002). Therefore, the participants were provided with the storied versions of the interview data for member checking, which enabled them to exert agency on the representation of their narratives (Rallis & Rossman, 2009).

3.4 Procedures

This part of the study gives a detailed account of the data collection instruments which primarily consist of semi-structured narrative interviews, and secondarily written and visual documents, the process of data collection, and the steps of data analysis. The final issue addressed is the trustworthiness of the study.

3.4.1 Data collection instruments. Narratives refer to telling past events in a temporal order structured as abstract, orientation, complicating action, evaluation, resolution, and coda (Labov, 2011). In time, the meaning of narrative has extended to "oral and written narratives" that include short stories about certain events and life stories that narrate more detailed accounts of life (Chase, 2018, p. 947). Visual narratives, which have been treated by researchers (e.g., Riessman, 2008) "as socially situated narrative texts" (Chase, 2018, p. 947), such as the embroideries that were created by Black South African women for the purpose of embodying their experiences during the apartheid (Segalo, 2014) have emerged as recent examples of narratives. Barkhuizen et al. (2014) argued that oral narratives could be best obtained through interviews, whereas written narratives could be elicited through teacher journals and learner diaries. As Squire (2008) summarized, "oral, written and visual texts, field notes, participants' and their own commentaries, alongside related cultural representations, and records of important realities in their own and their interviewees' lives" constitute the narrative materials that narrative inquirers prefer to obtain (p. 11).

In this dissertation, the primary source of data consists of semi-structured narrative interviews through which the participants provided oral narratives about their experience. In addition to these oral narratives, the participants offered written narratives by means of narrative frames (Barkhuizen et al., 2014) in which they reflected on their experiences as teachers and trainers. Finally, multimodal narratives in the form of visual elicitation were embedded in the interviews to prompt the participants' storytelling (Barkhuizen et al., 2014).

3.4.1.1 Semi-structured narrative interviews. The most common way of collecting data in qualitative research is interviewing (Merriam, 2009, p. 86). It is a way of hearing others' stories and understanding how they make sense of these stories (Shkedi, 2005). Moreover, interviewing provides "insight[s] into educational

and other important social issues" based on the reflections of those who experience them (Seidman, 2006, p. 14). It gives glimpses of what cannot be observed and gives insight into "events that are impossible to replicate" (Merriam, 2009, p. 88). In brief, semi-structured interviewing enables the interviews to be flexible while at the same time it preserves the original focus (Bold, 2011).

Placing the interviewees at the center of a study, narrative interviews enable participants to narrate their stories with regards to a specific phenomenon in their lives (Anderson & Kirkpatrick, 2016). Unlike the question-answer interviews in which the interviewer determines and controls the flow of the interview in his/her own way; narrative interviews take place in a less imposed manner (Jovchelovitch & Bauer, 2000). The aim of such interviews is to enable the interviewees to tell their stories from their viewpoints in a reconstructive manner (Jovchelovitch & Bauer, 2000) and to get detailed accounts instead of general statements (Riessman, 2008). Researchers who conduct narrative interviews are not passive listeners (Barkhuizen, 2011). In fact, it is not possible for the researcher to detach himself/herself from the inquiry as stories are mutually constructed by the narrator and the researcher (Clandinin, 2006; Riessmann, 2008), who aims to establish rapport with the participants (Anderson & Kirkpatrick, 2016).

I tried to keep the interviews semi-structured as they provide more flexibility and enable not only the interviewees to respond "in the way that they think and use language" (Qu & Dumay, 2011, p. 246) but also the researcher "to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam, 2009, p. 90). In line with Anderson and Kirkpatrick (2016), I started the interviews with an introduction and initially asked broad and open-ended question such as "Can you tell me about when you decided to be a trainer and how this happened?" (See Table 2). I avoided interrupting the interviewees' stories; however, I encouraged them with non-verbal cues and paralinguistic features such as nodding or smiling. When the participants made clear that they reached an end (coda) in their stories, I asked for elaborative details and tried to fill in any gaps with regards to the narratives (Anderson & Kirkpatrick (2016). A sample segment from one of the interviews could be seen in Appendix C.

Table 2

Sample Semi-Structured Interview Questions

Interview One: The Background of Becoming a Teacher and a Trainer
• Can you tell me about your academic background as an English teacher and teacher trainer?
• How have you become an English teacher/trainer? Who was involved? What happened? How did you feel?
• What motivated/inspired you to be a trainer?
• Can you tell me about your life as a trainer?
• Is there anything else you would like to share with me?
Interview Two: Teacher Training Experience
• Can you tell me about your experiences with regards to your own professional development?
• What forms of professional development have you provided for others?
• Can you tell me about your responsibilities as a trainer?
Interview Three: Reflection on Teaching and Training
• Can you tell me about your experience as a teacher?
• Can you tell me about your experience of being both a teacher and a trainer?
• What has changed after you became a trainer?

In order to verify whether the interview questions would enable the participants to provide narrative accounts, I conducted a pilot exercise, which was suggested for (novice) researchers to practice and to assess the acceptability of interviews (Holloway, 1997; Kim, 2011). For this reason, the interview questions I asked the participants were tested among a group of trainers prior to the study. Fifteen English language teachers/instructors who hold a dual identity as teacher trainers at different universities in Turkey and Cyprus were asked to provide written narratives on their academic background and professional experience, teacher training experience, self-reflection over their roles, their conceptualization of being a trainer, and their reflection on being a teacher and a trainer simultaneously. The responses revealed that the questions served to the purpose of narrative elicitation.

I conducted three interviews with each participant. Seidman (2006) argued that a three-step interview method would help interviewers to be able to understand the context, the details pertaining to the context, and participants' reflection. This suited best to my research as my research questions required me to obtain information on the participants' contexts of how they became trainers, the contexts wherein and how they work(ed) as trainers, and their reflection on being both teachers and trainers. Furthermore, conducting three interviews helped me to strengthen the rapport between me and the participants. It also enabled us to reflect on what had been told in-between and to converse more about the issues which needed further discussion (Earthy & Cronin, 2008).

Drawing on Seidman (2006) and Earthy & Cronin (2008), I conducted three narrative interviews with each participant. In the first interview, my main aim was to establish rapport and hear the participants' stories related to their background as English learners, teachers, and trainers. In the second interview, I focused more on who they are as trainers and their professional development from past, present, and future perspectives. In the last interview, I focused on their reflection on their teaching experience and their dual identities as teachers and trainers.

3.4.1.2 Documents. A document is an "umbrella term" that encompasses "written, visual, digital, and physical material relevant to the study at hand" (Merriam, 2009, p.139). The written documents in this thesis consist of narrative frames, referring to "written story templates consisting of a series of incomplete sentences and blank spaces of varying lengths" (Barkhuizen et al., 2014, p. 45). Narrative frames enable respondents to create a coherent story by completing a series of sentence prompts (Barkhuizen et al., 2014). The narrative frame, which the participants completed, was designed based on the key interview questions from each interview (See Appendix D) (Wette & Barkhuizen, 2009). The participants were provided with a series of incomplete sentences which elicited a short narrative that explored how and when they became trainers; how they developed themselves as teachers and trainers, and how they reflected on being both teachers and trainers.

I used two different visual documents based on the assumption that they might provide different and creative perspectives of experience; in other words, to obtain tacit data (Bagnoli, 2009). As for the first visual elicitation, I used photo elicitation

by means of three photographs that depicted various training environments (See Appendix E). Bignante (2010) argued that photos could be either provided by participants or researchers. In my case, I provided the participants with three photos, which I embedded into the second interviews to evoke responses on participants' experiences as trainers. In this way, photo elicitation functioned as "stimuli for interviews" (Barkhuizen et al., 2014, p. 54)

As for the second visual document, the participants were asked to illustrate their self-ascribed identities on a diagram that consisted of smaller circles placed around a bigger one (See Figure 1). These diagrams were inspired by the relational maps used by Josselson (1996) and Bagnoli (2009). My purpose was to enable the participants to reflect on their professional identities by highlighting the relations among each other. I kept the task loose by enabling the participants to make any changes to the diagram such as omitting/adding circles or making the circles bigger or smaller. Similar to Bagnoli (2009), I integrated this task into the third interview during which the participants were reflecting on their teacher and trainer identities (See Appendix F for the participants' examples).

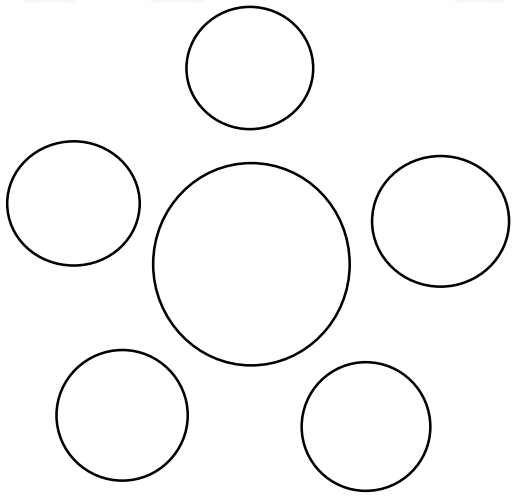

Figure 1. Identity diagram (Adapted from Josselson 1996; Bagnoli, 2009).

3.4.2 Data collection procedures. As the first step, I sent the participants an email which included information on the researcher and the research. The email also included the participant information sheet which explained the purposes of the

research and the types of data they would provide, and the consent form. Upon receiving their responses, I further contacted them to plan for the interview. I conducted three interviews with each participant. Seidman (2006) argued that the three-interview structure worked best if conducted "from 3 days to a week apart" (p. 21). However, with some participants the space between the interviews took longer due to the issues of availability and convenience of the participants. The mode of the interviews was in two ways at the convenience of the participant: face to face or through online calls with visual contact, which are argued to have "similar advantages to interviewing on a landline" (Edwards & Holland, 2013, p. 49). In order not to create any pressure on the participants, I consulted them about the location of the interviews and complied with their preferences (Barkhuizen et al., 2014). The interviews lasted from 40 to 90 minutes. As the participants mostly offered narratives on their experiences, any interruption on the flow of their stories was avoided. This; however, resulted in interviews that varied in length. The density of each interview could be seen in Table 3.

Table 3

Density of the Interview Data: Word Count per Interview

Participants	Interview 1	Interview 2	Interview 3
Melda	6381	6892	7710
Derya	5731	4451	5788
Defne	4760	4309	4203
Hakan	3100	4929	4901
Selin	6000	8712	5302
Deniz	8657	3699	5976
Sera	8623	8337	6629

I recorded the interviews through computer voice recorder and smartphone audio recorder upon the approvals of the participants. The recordings were backed up on a safe digital platform after the interviews took place. Private settings in which the participants would feel easier to convey information were preferred (Edwards &

Holland, 2013). I sent the narrative frames through email after the interviews were completed. The visual documents were used as complementary documents, so they were embedded in the second and third interviews.

3.4.3 Data analysis procedures. According to Barkhuizen et al. (2014) and Butina (2015), there is not a strictly determined way of analyzing narrative inquiries. However, there are still common approaches, of which *narrative analysis* and *(paradigmatic) analysis of narratives* are the most prominent (Barkhuizen et al., 2014). The former refers to "using storytelling […] as a means of analyzing data and presenting findings", whereas the latter refers to "using stories as research data" (Barkhuizen et al., 2014, p. 3). On that note, determining what counts as narratives (stories) is essential to choosing the method of analysis (Barkhuizen et al., 2014). Earlier, narratives referred to "any data that are in the form of natural discourse or speech" (Polkinghorne, 1995, p. 6). In time, they began to refer to stories, which encompass "events and actions [that] are drawn together into an organized whole by means of a plot" (Polkinghorne, 1995, p. 7). Polkinghorne (1995) further argued that stories might depict life events and, in that sense, a storied narrative reflects "the complexity of human action with its interrelationship of temporal sequence, human motivation, chance happenings, and changing interpersonal and environmental contexts" (p. 7). According to the distinction argued by Polkinghorne (1995), a paradigmatic analysis of narratives entails finding out common themes in the already storied data. Narrative analysis, however, is "the procedure through which the researcher organizes the data elements into a coherent developmental account", in other words, into a story that encompasses a thematic plot (Polkinghorne, 1995, p. 15).

Leblich, Tuval-Mashiach and Zilber (1998) suggested two dimensions for analysing narratives; holistic versus categorical and content versus form. A holistic approach is used when "the life story of a person is taken as a whole, and sections of the text are interpreted in the context of other parts of the narrative", whereas a categorical approach focuses on "a problem or a phenomenon shared by a group of people" (p. 12). *Content* is attended to when the researcher is interested in questions such as "what happened, or why, who participated in the event, and so on"; whereas *form* deals with structural elements such as the sequence of events, word choice, complexity, the style of narration, and the metaphors used. It was suggested that four

different combinations as holistic-content, holistic-form, categorical-content and categorical-form could be adopted for the purpose of interpreting and analyzing narrative materials (Lieblich et al., 1998).

Riessman (2005) suggested four approaches for analyzing narratives as thematic, structural, interactional, and performative. A thematic analysis focuses on "what is said", whereas a structural analysis on how it is said (Riessman, 2005, p. 2). Thematically analyzing narrative data is argued to be "useful for theorising across a number of cases" (Riessman, 2005, p. 3). Structural analysis, on the other hand, is based on Labov's (2011) temporal storytelling which includes story elements such as abstract and orientation (Riessman, 2005). An interactional approach implies "storytelling as a process of co-construction", while a performative analysis is an extension of interactional analysis wherein storytelling is perceived as an act that goes beyond words (Riessman, 2005, p. 4). This kind of analysis includes reading contexts closely by considering "the influence of the researcher and socio-cultural circumstances on the production and interpretation of narrative within a certain situation" (Smith, Collinson, Phoenix, Brown & Sparkes, 2009, p. 346).

Connelly and Clandinin (2006) suggested a three-dimensional approach to analyzing narratives (See Appendix G). In this kind analysis, field texts (e.g., interviews and observations) are turned to interim texts and research texts by restorying the data according to the elements of temporality (time), place (contexts) and sociality (people) (Connelly & Clandinin, 2006).

My data analysis consisted of two steps (See Figure 2). I analyzed the data initially from a holistic content (Leblich et al., 1998) perspective with the anticipation that it would enable me to see the variations in each participant's experiences (Beal, 2013). My analysis was not strictly linear; on the contrary, spiral at times as the processes of data collection, analysis and reporting went hand in hand (Creswell, 2013). Upon obtaining each data, I transcribed them manually and this way I started the first step of the analysis by getting familiarized with the data (Braun & Clarke, 2006; Merriam, 2009). Then, I generated "initial codes" from the raw data which meant that I picked up the seemingly interesting segments that were relevant to my research purpose (Braun & Clarke, 2006, p. 88). I used a computer to facilitate the coding process and created a table with two columns which involved the

interview data and the respondent codes. I frequently attended to using gerunds such as *collaborating with a more experienced trainer* during the coding process (Charmaz, 2006). I marked the codes using different colors in line with the research questions. For example, a purple color was used when the participants talked about their trainer roles, whereas a green color referred to their professional development as trainers (See Appendix H). As the codes began to pile up, I went over them several times to specify the most striking ones. I acknowledge that I acted intuitively at this stage as I attended to the data according to my research interests (Dey, 1993). I wrote the selected codes under each participant's name on separate sheets. First, I searched for patterns in each participant's story. At this point, I had excessive number of potential themes that I could not properly sort out. As a second strategy, I resorted to Connelly and Clandinin (2006) who suggested *thinking narratively* as a means of conducting narrative inquiry within the scope of three common places as temporality, sociality, and place. By sorting out the codes according to these common places (Connelly & Clandinin, 2006), I restoried the participants' narratives. In order to facilitate this process, I sketched out the participants' process of becoming and being trainers chronologically. These stories involved three key stages for each participant as becoming a trainer, constructing a trainer identity, and negotiating teacher and trainer identities. The stories remained to a large extent diachronic as stories of becoming a trainer and developing as a trainer inherently involved a temporal order. In brief, I analyzed each participant's narratives separately in the first step. In other words, I theorized from individual cases "rather than from component themes across cases' (Riessman, 2008, p. 53).

At the second step of my analysis, I looked for themes across the stories and reread these abridged stories to see what patterns they shared. Following Braun and Clarke's (2006) suggestion, I attended to visual aids (e.g., a mind-map) and came up with tentative themes. My analysis was not limited to sorting out potential themes on paper as I constantly went over their stories in my mind and took notes whenever I came up with a possible theme. Braun & Clarke, (2006) argued that a thematic analysis could be "inductive" or "theoretical" in terms of the identification of patterns and themes. If the themes or codes are data-driven, in other words not born out of pre-existing theory, it is inductive; however, a "'theoretical' thematic analysis tends to be driven by researchers' theoretical or analytic interest in the area" (Braun

& Clarke, 2006, p. 84). At the first step of my analysis, I let the codes emerge inductively. However, as the patterns began to emerge and I noticed the similarities between my research and the relevant research in this field, I continued my analysis both deductively and inductively.

Finally, I revised and reorganized the stories and separated them into meaningful and coherent units according to the overarching themes. I presented the findings case by case and in a narrative form to preserve the integrity of each case. Although each story shared a similar format and similar headings, they still preserved their uniqueness. I went over the themes in more detail in the discussion section. I frequently used short and long direct quotations from the participants because, as King (2004) recommended, integrating short quotations into the findings help the interpretation of themes to be clearer and long quotations offer "a flavor of the original texts" (p. 268).

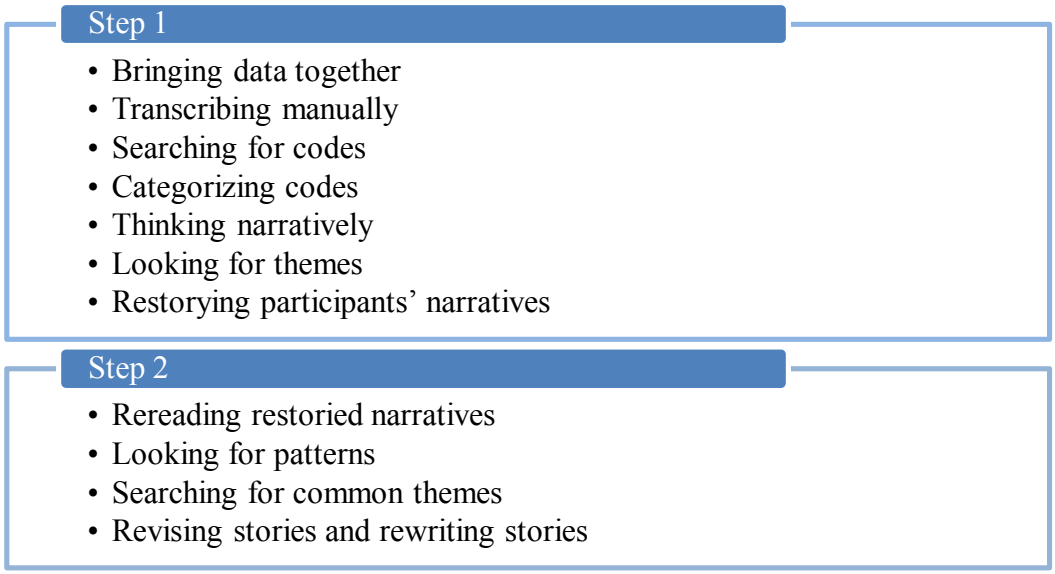

Figure 2. The Steps of Data Analysis

3.4.4 Trustworthiness. Trustworthiness, which is the qualitative equivalent of validity, is necessary in order to make valid inferences from the data (Ary et al., 2010; Shkedi, 2005). Polkinghorne (2007) identified two main threats to trustworthiness of narrative inquiry. The source of the first threat is "the differences in people's experienced meaning and the stories they tell about this meaning" and the second is "the connections between storied texts and the interpretations of those

texts" (Polkinghorne, 2007, p. 471). Barkhuizen et al. (2014) made a similar claim which pointed at this potential threat. According to them, the stories (i.e. life events/experiences) might not be exact equivalents of reality as those who narrate them impose some meaning on them (Barkhuizen et al., 2014). Despite the potential threats they might pose, these life stories are in fact the strength of narrative research (Polkinghorne, 2007). As Polkinghorne (2007) and McMullen & Braithwaite (2013) highlighted, the researcher's goal is not to verify whether the stories are objective but rather represent and understand them in accordance with the ways and the contexts they are told in. Polkinghorne (2007) further identified the tasks of narrative inquirers as providing accounts which **"**lessen the distance between what is said by participants about their experienced meaning and the experienced meaning itself" (p. 482). To reduce these potential threats, it is important that narratives be told in a persuasive, plausible, and coherent manner (Polkinghorne, 2007; Riessmann, 1993).

Polkinghorne further suggested that narrative researchers should be focused listeners who provide adequate time for reflection on the part of the participants, so that they articulate more of the "experienced meanings" by reflecting on the "felt feelings". He also cautioned that people tend to reveal positive experiences and feelings more for the sake of their social images especially if they feel being judged (Polkinghorne, 2007). For this reason, he advocated for conducting more than one interview at certain intervals to foster the rapport between the interviewer and the interviewees and enable more time to reflect on the part of interviewees (Polkinghorne, 2007). Barkhuizen et al. (2014) pointed at a major risk which is the co-creation of stories by participants and researchers. This kind of risk could cause the data to be distorted while they are being represented and retold by the researcher. For this reason, they suggested involving the participants during the research process (Barkhuizen et al., 2014). To eliminate this threat, researchers are advised to do member checking, referred to as *correspondence* by Polkinghorne (2007) and Riessman (1993) by sharing findings or preliminary analysis with participants (Merriam, 2009). Through member checking, participants might play a role in checking the accuracy of the processed data (Creswell, 2013). Doing member checking is also a way of showing the participants respect and enabling them to exert agency on the research (Rallis & Rossman, 2009, p. 266). According to Guba (1981) "it is the single most important action inquirers can take, for it goes to the heart of

the credibility criterion" (p. 85). For these purposes, I sent the participants the first crafted version of their stories in order to obtain verification of whether I represented their data in a truthful manner. Following Polkinghorne's (2007) suggestions, I tried to provide them with adequate time to narrate their experience without interruption during our interviews. However, we later went back over some issues that required further elaboration. Lastly, I paid attention to establishing a mutual trust between us so that they would not feel restless about sharing their experiences with me. To my surprise, most of the time my participants told their trainer stories in depth and provided me with thick and detailed descriptions of their experiences.

Another strategy to increase trustworthiness is peer debriefing, which refers to sharing data or findings with a critical friend or a colleague for review purposes (Creswell, 2002; Merriam, 2009; Rallis & Rossman, 2009). In this thesis, the storied data and the tentative themes were shared with a peer who is also familiar "with the interview themes and with the theories applied to the interview texts" (Kvale, 2007, p. 125) in order to increase the trustworthiness of the thesis. "Low-inference descriptors" such as direct quotations from the participants were also used to increase the representational accuracy of the data (Ary et al., 2010, p. 500).

3.4.4.1 Generalizability. Generalizability is not a goal in narrative research as narratives are not exact equivalents of reality but rather subjective and co-creational interpretations of them (Barkhuizen et al., 2014). Still, they "explicitly or implicitly invite readers to consider points of connection with other narratives and analyses" (Barkhuizen et al., 2014, p. 93). McMullen and Braithwaite (2013) claimed that "a focus on generalizability would diminish the value of the local and particular", which is "a key aim and strength of narrative work" (p. 95). The study at hand could not be generalized to all contexts as it is based on the subjective narratives by a limited number of participants within a limited number of contexts; yet, still invites readers to make connections snd comparisons with their own contexts.

3.4.4.2 Confirmability. Confirmability is related to a researcher's objectivity and neutrality while conducting research (Ary et al., 2010; Guba, 1981) and it could be realized through triangulation and peer debriefing. Although narratives themselves are not objective realities, interpreting them in an accurate way is important in narrative research (Polkinghorne, 2007). Being and keeping reflexive as

a researcher was suggested as a powerful way of being objective as a researcher (Ary et al., 2010; Guba, 1981; Merriam, 2009). In order to maintain neutrality, I kept memos of reflection on the data throughout the research and benefitted from validation from peers.

3.5 Limitations

The main limitation of the research is that it is based on self-reported and thus subjective data. Although subjectivity empowers narrative research to a certain extent (Greenhalgh & Swinglehurst, 2005) as such research mostly draws on stories from "areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them" (Barkhuizen et al., 2014, p. 2), it might still be a limitation when narratives are used for research purposes. In order the lessen the subjectivity of the data, the participants were interviewed on three different occasions so that they would have enough time to reflect and elaborate on their stories and build rapport with the researcher, which could in fact contribute to the accuracy and depth of the data to a certain level (Polkinghorne, 2007).

Second, as argued by Barkhuizen et al. (2014) what is conveyed by the participants is not free from the researcher's voice. In order to lessen the effect of my own subjectivity and to represent the stories more accurately and objectively, I tried to maintain myself as reflexive as possible and shared the narrated data with the participants through member checking (Chan, 2017; Guba, 1981).

The final limitation is that the duration between the interviews varied and, in some cases, extended because of inconveniences such as the participants' busy schedules. To reduce the negative effects of this, I tried to provide the participants with information on what we had previously talked about and enabled some flashbacks to previous interviews. As the participants reflected on different aspects of their professional identity in each interview and talked retrospectively, the inconsistency between the interview did not prevent them from offering the expected data. The length and content of the interviews varied as well since each participants' lived experiences were different from each other. However, this could be accepted as natural given that narratives are essentially subjective phenomena.

Chapter 4

Findings

In this chapter, I represent the findings in a narrative format. I preferred to write up the findings separately to represent each participant's story accurately in a diachronic way and to make certain turning points, significant people, and contexts more visible, Yet, all stories share similar sub-titles which overall correspond to the overarching themes. I end this section by introducing the shared themes across the stories.

4.1 Defne's Story

Defne is the most experienced teacher trainer in the study. She has been providing training for not only in-service teachers and but also for novice and pre-service teachers for 13 years. Though I heard her name long ago, we became more familiar with each other during my study. Due to our working schedules, we mostly conducted our interviews via online communication tools. I also had a chance to visit her during one of her presentations at a national ELT conference. During the interviews, she heartily told me her story of becoming a trainer and shared information on her context. Her stories present her settled down trainer identity through which she wanted to create a change in teachers' lives.

4.1.1 Background: *A determined teacher.* Defne's teaching story started when she grew an interest in English during her high school years and became impressed by her language teacher and the language itself. As a self-regulating student, she especially worked on her speaking skills and was already a professional developer during her years as a student. Determinedly, she studied English Language Teaching as a major and became a language teacher.

In her first workplace, where she worked as an English instructor at the preparatory school of a foundation university, she found herself immersed in a community of learning. As a result of the institutional policy for novice teachers, she was obliged to obtain CELTA (Certificate in Teaching English to Speakers of Other Languages) certificate and DELTA diplomas respectively. Though she honestly

acknowledged that she was not very eager to obtain these qualifications at first, she later became glad to have obtained them. This workplace provided her with a learning environment where she felt both externally and internally motivated to develop her skills as a teacher. As she reported, she better understood the value of learning in such an environment later in her career. During these days, she met more experienced trainers, who would later be her role models. She reported, **"**The school itself, actually, it is a learning school. Everybody has to learn. Everybody has to do something. This was the natural environment at school" (Interview 2). She continued:

> […] In those places, you get guidance, you get advice from your personal teachers, really big and important names in those days like (…) who was my personal teacher. So, such people, my tutors on those courses so it was really important that I understood many years later (Defne, Interview 2).

4.1.2 Becoming a trainer: ***Being at the right place at the right time with the right people.*** Defne's teacher training story started at her second workplace where she was working as a language instructor. As she explained, teachers who obtained diplomas such as DELTA were rare in those days. Being one of those rare teachers, she called the attention of the more experienced trainers in her institution, who offered her to be a trainer with the claim that she "could be a good attribute for the teacher development unit" (Interview 1). She further explained that those trainers were perplexed at the fact that she obtained DELTA with such high scores. She took this offer in stride as she essentially believed that these trainers saw the trainer potential in her.

Her new role was challenging for her. She had some concerns about her competency to become a trainer. The role models she saw around her were all experienced native speaker trainers and she had question marks with regards to what was expected from her as well as the competency to fulfill these expectations. Yet, her experience from the DELTA courses and her interaction with the trainers, who were not native speakers themselves, comforted her in that she started to believe -as a non-native teacher- she could be a trainer as well.

Her transition to becoming a trainer was facilitated by her institution, which provided her with a workplace-based training course followed by another training

course designed for trainers outside her institution. However, "a life changer opportunity" (Interview 1) came when she was sent abroad to receive training from one of the leading trainers at that time, "the highlight of her career" (Interview 1) as she referred to it. She thought she was lucky to have learned to be a trainer from more experienced trainers. According to her, a combination of "being at the place with the right people and having the necessary education" (Interview 1) enabled her to be chosen as a trainer. She summarized how she became a trainer, "I think, I was in the right place at the right time with the right people. Also, I had the right bits of paper you know, certificate etc. So, it worked for me" (Interview 1).

4.1.3 Constructing a trainer identity: *Being a good teacher is not enough*. Defne used to think that being a good trainer required being a good teacher. In time, she has grown awareness that more is needed to be a trainer:

> So, the qualities of a trainer, a good trainer – I am not talking about mediocre trainer, yes, we should be able to teach and we should be able to teach well. But to be a trainer, to inspire people, get people listen to you, being a good teacher is not good enough. You need to have other qualities, seriously. So, the ones who are different let's say, the ones that people really respect, the ones whose talks people don't want to miss. They have got charisma, good sense of humor, people feel that these people are real, and they don't live in their island, on their island or ivory towers, so real people with seriously good stories. You don't want to listen to someone whom you think, "Yeah, who is he seriously?" "What is he going to teach me"? If that person doesn't give you that message from the beginning, those trainers can be very good teachers in the classroom, but I do know that they may not be good trainers (Defne, Interview 1).

4.1.3.1 Professional development. Throughout our interviews, she has portrayed a good trainer as someone to be trusted and respected with regards to his/her work, experience, and knowledge. In this regard, she has benefited from feedback the most as a means of developing her professional identity. She has received all sorts of feedback from teachers, students, trainers, and the institution she worked in. Yet, she appreciated the feedback from student teachers the most. This feedback motivated her to maintain her role and to verify her work. She reported on the importance and effects of such feedback as follows:

> I think the feedback was so important. You know, when you do something well, you know that the feedback coming from those people on the courses, or teachers, (…) students, people that I work with that was very positive

> feedback, that encourages you, motivates you a lot to do more. That was amazing, you feel that you are being appreciated and acknowledged on whatever you do, that was the main reason (Defne, Interview 3).
>
> And they respect, the kind of respect that I had earlier. It improved definitely. … So, sort of over the years, the things you do and the kind of message you give people and they take it seriously. She just doesn't talk; she can do it herself at the same time in the classroom, a big motivation for me (Defne, Interview 3).

Another source of her professional development has been reading. She frequently mentioned that she was engaged in reading especially for the purpose of coming up with innovations in her training. One thing she complained about was that she was not engaged in conducting hew own research. Although she benefitted from reading research, her productivity in this regard was limited according to her.

Interpersonal skills have had a place in Defne's philosophy of training. According to her, a major trait of a trainer is to have the necessary communication skills as being a trainer is highly related to having relationships with people, which is most of the time a challenging task. For this matter, she has valued improving communication and interpersonal skills with regards to her professional work. She illustrated in different interviews:

> I learned these things, controlling your emotions, not taking things personally, and look presentable, be nice, kind to people, smile, you don't have the right not to show your feelings towards people. These are the ground rules of teacher training. People don't have to like you, you don't have to like teachers whoever you are working with, but you don't have to be the right to be rude, to upset people around you. If you are a trainer you have to accept these rules. Otherwise you can't be a trainer anyway (Defne, Interview 2).
>
> There will always be challenges people with different personalities; some can be very sensitive you know what I mean, some can be very defensive. The key here is not to break hearts really, that is my motto. Good sense of humor, being approachable. And being able to listen to people, you know. You should be prepared to listen to people (Defne, Interview 1).
>
> But with the people that I work with at the university, so like it is most of the time, based on mutual trust and respect. Most of the trainers have got it, you know fifty percent of the job is done but if you don't have it, it is almost impossible because you have gotta have the skills, interpersonal skills to give the message I can do it and I can do it well. They need to respect you. They need to love you, not love you but respect you and they shouldn't have a question mark about you (Defne, Interview 3).

She is one of the participants who valued language development as a big part of her professional identity as an English teacher and teacher trainer. Starting from her high school years, learning the language has been an important part of her identity as she continuously worked over improving her language skills. She explained:

> I'm interested in language development as well. Not only in teaching profession but also the language itself. I think that is also very important when you do this job. I try to improve my English, let people correct my mistakes, work on pronunciation, work on the things that I didn't know very well, and I improved my grammar even after a certain age. So, I worked and searched a lot on my own (Defne, Interview 2).

Defne explained that her character as someone who seeks for learning and searching, intrinsically motivated and hardworking have shaped her professional work to a large extent. Her motivation was also nurtured from concrete examples, such as seeing trainee teachers turning into good teachers. She reported, "But I have seen many people who became wonderful teachers over time. So, it is kind of a big appreciation and acknowledgement" (Interview 1). Hearing feedback such as "Whatever she does, she does the right thing" (Interview 1), in other words, being a model to others verified her trainer identity by contributing to her self-confidence.

Though she acknowledges the benefits of attending to courses to be a trainer and to have the necessary certificates such as DELTA, she argues that these are not sufficient to be a good trainer. What is more essential is getting experience and making endeavors as she explained:

> You know, you are actually practicing it on a regular basis. It is so different from sitting in your chair and when you face like hundreds of people can you imagine, I did it and I really enjoyed it seriously. You have to have something; you need to give them something to make them feel we should listen to this person (Defne, Interview 3).
>
> I mean they got to have a training, the formal training and maybe with their own expenditure and they should do things to train themselves even better. But thinking like "I did my masters, I did my doctorate, now I am a trainer", unfortunately it doesn't work like that because you are dealing with people you know (Defne, Interview 3).

Defne's stories gave away details on how some trainers influenced and inspired her. She frequently expressed how she appreciated the more experienced trainers she

interacted with during the courses she attended. She aspired to them and she imagined being like them. She reported:

> You feel like you are not good enough, but these people were so inspirational, they were so good at what they were doing; you want to be somebody like them one day. You know, your conscious tells you that "Why not, she's Turkish, she can do. If she can do it, maybe you can do it one day, too". It is inspiration, isn't it? So, if you see good examples like them, if you see successful profiles like these people, (…) and many more, people like those names are known by almost everybody in our profession. So, those people, they obviously were taking very seriously, everything seriously (Defne, Interview 2).

These trainers were not only inspirational sources as she maintained collaborating with them whenever she needed. She reported, "I always consult more experienced teachers, trainers especially, the ones who told me how to be a trainer. They are still around" (Interview 1).

To conclude, Defne emphasized how she endeavored to develop herself not only in formal ways but also in informal ways, and implied that further professional development was necessary to have a professional trainer identity. She explained:

> You know not the formal side of the story but individually the thing I did, I searched a lot, read a lot, watched and listened a lot, and I tried to attend conferences, national and international conferences and started delivering sessions you know at the conferences. So many things that I have done, you know not only attending conferences, -you need courses, yes you can attend conferences-, but it doesn't make you a trainer (Defne, Interview 2).

4.1.3.2 Trainer roles: A teacher of teachers and an in-service teacher educator. Defne's "first and biggest step in teacher training" (Interview 1) was preparing workshops for the in-service teachers at her institution. These regular workshops were important for her as they enabled her to have "sharing and caring experience" (Interview 1). Her work expanded when she started to observe teachers and provide them with feedback. Though her main work took place at her institution, she also became an official trainer for other teaching organizations and began to give presentations at ELT conferences and events in various schools. In addition to being an in-service trainer, she has worked as a CELTA trainer and has provided trainings for mostly pre-service and novice teachers. As she reported, her work in these trainings is usually "teaching everything from scratch" (Interview 1) as these

teachers are mostly inexperienced teachers who are at the very beginning of their teaching careers.

With regards to her trainer work at her institution, Defne has engaged in various PD activities for teachers such as coaching, and team teaching. Through this kind of work, she has increased her trainer image which she believed relied on respect and trust on her expertise. She explicated:

> I tried team teaching, you know teaching a lesson with one of our teachers and that became quite something actually. I enjoyed it and it was very positive because you go and watch people, and you see that, and you criticize people along with some positive constructive criticism. But they were able to see that I was able to teach well. So, it was a big thing. Especially, I take the difficult learners. Just to see if I can do that. And that made big difference for the teachers. And they respect, the kind of respect that I had earlier, it improved definitely. So, sort of over the years, the things you do and the kind of message you give people and they take it seriously. "She just doesn't talk, she can do it herself at the same time in the classroom", a big motivation for me (Defne, Interview 3).

Further in her trainer career, she took more agency in her work as she initiated different and innovative workshops for the in-service teachers at her institution. She referred to those as indispensable jobs and, in this regard, she explained:

> Indispensable jobs are the ones that I feel the need to do something about it, not someone else asks me to do. You know sometimes some idea comes to me even sleeping or while having coffee at an unexpected moment, something comes to me like how writers write their books, or you know how authors write wonderful novels and everything (Defne, Interview 2).

4.1.3.3 Self-image as a trainer: Touching people's lives. Defne's conception of being a trainer differs according to the context. In her trainings which she provides for the CELTA students, her role is that of a knowledge provider, a model and in her words, a "knowledge transmitter" (Interview 2). On the other hand, her role in her institutional trainings is that of a share and care agent, facilitator, and coach. She mentioned this several times:

> With the ones at the university, most of them are very experienced. What they need is to tell them what is new in this field, and what they can do in the classroom, how they can be more efficient and effective in the lesson, especially giving feedback and dealing with slow learners, learners with low motivation (Defne, Interview 3).

> So, the things I do is trying to find something to share with the teachers, something new, something useful, something which is especially good for students (Defne, Interview 1).
>
> You need to give them something to make them feel we should listen to this person (Defne, Interview 3).

Though she has engaged in multiple roles, she has mostly seen being a trainer as being of help to others and her main aim in this regard is "touching people's lives" and "if possible creating a change in them" (Interview 1). She explained it in this way:

> First thing first, I love teaching. So, when I teach, I teach from the heart. So, the same thing applies to teacher training. And I love teacher training as well. Because I am being of help, I feel like I'm helping people and sometimes touching their lives both at school and outside school. And sometimes, if I'm so lucky, I cause some change in their life. I've seen that (Defne, Interview 1).

Despite referring to herself as a trainer occasionally, Defne refrained from naming herself as a trainer. Comparing herself with her role model trainers, of whom she spoke highly as "diva" professionals, she argued that trainer was "a big word" (Interview 3) to claim for oneself.

4.1.4 Negotiating teacher and trainer identities: *A positive identity change.*

Although Defne believes that teaching and training are similar sites and that being a good teacher contributes to being a good trainer, she has gradually gained awareness that being a good teacher is not sufficient to be a trainer. According to her, being a trainer calls for being that kind of person, who is worth listening to and who has something to contribute to others.

According to her, being a teacher and trainer bilaterally affects each other. For one thing, maintaining being a classroom teacher is essential to being an objective trainer as she reported:

> Without teaching, without really feeling what it is like to be with students in the classroom, you can't be objective towards teachers, you need to know their stuff, you need to know their books… Even if I don't teach, I know a great deal about their problems for example. I always make myself available to have a very short chat. (…) That is kind of link that shouldn't stop; that is how I see. I have friends, who stopped teaching, acting like trainers, I can see the bad consequences of that (Defne, Interview 3).

As she further explained, what made her role model trainers strong was their sustained work as classroom teachers in addition to being trainers. She illustrated, "But something really special about those people because they were really doing the job in the classroom. That is one of the biggest differences if you ask me" (Interview 3). Therefore, Defne's main assumption about how being a teacher affects her trainer role is that it enables her to stay connected to teaching and teachers. In this way, she becomes more credible as a trainer. She argued:

> You are a trainer OK and you have no connection with the classroom and the thing you talk about is ninety nine percent about the classroom, students-teacher relationship. How can you talk about that if you taught your last lesson ten years ago? (Defne, Interview 3).

Being a trainer has helped Defne to improve her own teaching skills as well. As she reported, the observations she conducted at her institution have had a positive impact on her own teaching:

> So I know a good teacher and the things you should if you want to be a good teacher; putting learning in front of everything and relating everything to what they do or what you ask them to do, and showing them the purpose of what they need to do, and what happens if they achieve. That makes someone a very good teacher. I am clearer about that question now. So, you have to say why and how, you have to be clear and to the point when giving instructions, and making everything as simple as possible, not making things complicated (Defne, Interview 2).

> I know and the things that I learned from other teachers, it is immense, it is huge. I can definitely tell you that I have become a much better teacher, much better and more effective classroom teacher. As a trainer, I feel more comfortable and I am more confident now (Defne, Interview 1).

Being a trainer has contributed to Defne's self-confidence as a teacher and professional growth. She stated that it put her "somewhere in the eyes of people" (Interview, 2). She further illustrated, "I used to shake like hell you know publicly speaking. I still feel butterflies in my tummy five minutes before, but it does not last long. My confidence has increased definitely" (Interview 1). Being a trainer has also enabled her to "stay away from *burnout* as a teacher, feeling meaningful, appreciated and rewarded" (Interview 3) as well. As she mentioned in her third interview, had she not been a trainer, she would have been burnout by now.

Although she primarily identified her professional work as a teacher, she argued that being a trainer was an indispensable part of her professional identity. Yet, she emphasized that she would describe her profession to others as a teacher and she would mention being a trainer only in relevant contexts. For her future, she aspires to broaden her horizon of training to international contexts. Yet, she carries hesitations about her future orientations. As she explained, she has long worked at the same institution as a teacher and trainer. In this regard, moving to a different and broader context –despite her desire to realize this- is still challenging for her. In this respect she recorded, "Would I still be a good trainer in the eyes of the people? So, these things I keep asking myself. Whether I am too lucky here or not, I don't know" (Interview 1).

4.2 Hakan's Story

Hakan is an experienced teacher trainer and determined teacher, who has especially cared for his students in the language classroom and described his identity fundamentally as a teacher. Though I have known him as an acquaintance for a few years as we share some similar communities of practices, I have learned more about his professional life as a teacher and trainer during this research. Although he talked rather concisely at the initial phases of the research, he has shown interest in my study and occasionally asked how I was doing and the whereabouts of my research. All along, he has been a supportive and empathetic participant.

4.2.1 Background: ***A determined teacher***. As a result of his keen interest in English, Hakan decided to be an English teacher when he was a fifteen-year-old student. He achieved his goal and started working as an English instructor at a foundation university. From the beginning, Hakan wanted to work at a university context. He explained the reason behind it:

> I think that is more challenging. That is why I wanted to be here. I studied quite hard at the university and I did not want to go and teach at a very ordinary place. That is why I wanted to work in a challenging place (Hakan, Interview 2).

He further elaborated that he wanted to apply the language and teaching skills he learned at the university in a suitable environment. He believed that he could preserve his language knowledge only in a challenging place such as a

university. He stated, “So that is why I want to challenge myself and keep my English level just fresh. That is why I am at university” (Interview 1).

The language itself has always been important to him. Looking back on his early years in teaching, Hakan told me that he felt to a certain extent insecure at the beginning. He recalled:

> I was quite scared. Because most of the students were at my age and half of the students were older than me when I first started teaching here and I was scared. I tried to put a distance between myself and the students. I avoided being close to them. I just used a formal language. I followed all the rules by the book (Hakan, Interview 3).
>
> I was scared of making mistakes. This is silly but I was scared that I wouldn’t know a word when they asked. I don't have to know all the words in English; there are more than one million words. How can I know all of them? (Hakan, Interview 3).

Hakan believes that he has evolved in time and much of this evolution is due to gaining experience. Beginning teaching right after his graduation and learning to teach in context and experiencing it first-hand have helped him to evolve. He does not deny that his work context helped him to develop as a teacher. “There were also trainers here when I started working here. We did lesson plans together, they observed us” (Interview 1), he recorded. In addition, he mentioned that he further improved his knowledge of the language in this learning community as well.

4.2.2 Becoming a trainer: *Being fit for a role.* Hakan was offered to be an in-service teacher trainer after he engaged in various forms of professional development both inside and outside his institution. Prior to his designation, he had been an already keen professional developer as a teacher. He completed an MA program in Curriculum Instruction and received the certificate of DELTA. He had also attended and presented various workshops of which focus was teachers’ professional development.

As he emphasized, he was not aware that he “had been checked” (Interview 1) by the more experienced trainers in his institution. He believed that the fact that he was into professionally developing himself and providing workshops for other teachers might have captured their attention. As he further elaborated, he was nominated to be a trainer and went into a phase where he conducted pilot training sessions and was observed by other trainers. Upon successfully passing this phase, he

began to work as a trainer at the professional development unit of his institution. Later, he was assigned as a CELTA trainer to provide trainings for novice teachers and teacher candidates.

Hakan's transition to his trainer role has been smoother thanks to his experience as he used to be already familiar with providing trainings before he officially became one. He was also supported by the more experienced trainers working at in his institution, who provided him with feedback on his performance during pilot workshops. In addition, attending teacher training courses, some of which were provided to him by his institution as a reward for his performance, provided him with the basics of how to do training. He stated:

> Those trainings usually involve situated learning, or experiential learning principles doing the job, in the job, for the job. It is not like that there are books or exams on that. Tasks to spot the common needs of teachers, what they need in a course... It was what they needed (Hakan, Interview 1).

Hakan was already acting like a trainer before he became one. According to him, becoming a trainer was turning sharing, which was what he had already been doing, into a more formal and structured format. On that note, he recorded:

> I can easily share them with the teachers. It doesn't feel like an awkward or different thing. I share what I'm doing in the classroom with colleagues. We actually did this before I became a trainer. Like for example while we were drinking coffee together, or in the elevator like 'I've done this etc.' After being a trainer, it became more formal and structured (Hakan, Interview 2).

4.2.3 Constructing a trainer identity. Hakan has believed and still believes that being a good trainer requires being a good teacher. He recorded:

> In order to be a good trainer, you need to be a good practitioner. Only a good practitioner can help other teachers become better teachers. First a teacher, then a trainer. Being a good teacher is prerequisite of being a good trainer (Hakan, Interview 1).

Though his experience and knowledge as a trainer mostly dependent on his experience as a teacher, he engaged in further professional development to develop as a trainer.

4.2.3.1 Professional development*: *Benefitting from feedback. His initial PD activities consisted of trainings and courses which were partly provided by his institution. However, he does not believe that these courses were totally relevant to being a trainer. He explained, "So we cannot restrict ourselves when we nominate or

call someone a trainer regarding the formal or official programs that they attended" (Interview 2). He added:

> The thing is that we have to make clear that becoming a trainer does not mean to be a formal trainer. In many institutions, there are teachers who act like trainers, but they are not aware of that. Maybe they do not have a certificate, maybe they don't have a title, but they are trainers in their institutions (Hakan, Interview 2).

In this regard, PD according to him could be formal and informal depending on what a teacher needs. He elaborated on this:

> PD is a desire, to become better at what you do. It does not have to be formal. It could be informal. The important thing is the change. It could be social learning communities; it could be among teachers or with trainers or formal training sessions. There are many ways of doing it. It does not have to be A or B. Before this, there must a will or a need (Hakan, Interview 1).

According to Hakan, a good trainer needs to "have good social and interpersonal skills" as well as "stage skills" (Interview 1). He further explained, "You are at the spotlight, you should be confident and know what you are training" (Interview 1). He emphasized that being a good trainer was not equal to being a good speaker but rather meant being aware of how to engage the audience. For this reason, he has attached importance to presentation skills as much as he cared about the content of his training sessions. He explained how the training courses he attended made him more aware of the importance of interpersonal skills and contributed to his knowledge with regards to the use of these skills, "You have to be good at what you are doing, and second you have to have good interpersonal skills. But being a good teacher also contains good interpersonal skills anyway" (Interview 1).

Feedback played a special role in Hakan's professional development as it enabled him to reflect on his experience and made him feel accomplished as a teacher and trainer. Besides, the feedback he received came from various channels. He explained:

> In our current institution, we receive feedback at a systematic pace. We receive feedback from the students; the scores that we get, their comments about us shed light on our future. Plus, we receive feedback from the administration based on our students' success rate. So, those things also say something about our teaching. And we also ask some other teachers and trainers come and observe us, so we also receive feedback from them as well (Hakan, Interview 2).

> When the teachers come and say that "I like the idea" and that they implement it in the class, and they come and share feedback, then we feel more satisfied, we feel that we are on the right track (Hakan, Interview 1).

Feedback has enabled him to maintain duties such as CELTA tutoring as well. He reported, "We have reduced [teaching] hours but our workload is higher. But since we love it and have more rewarding feedback, we continue it" (Interview 2). He occasionally received feedback that made him feel his experience and knowledge were appreciated as well. In this sense, he recorded:

> When you are a trainer, you are respected more. I mean people say, "This is what the trainer also does". I have heard such comments. Trust and respect increase. At the end of the day, to be a trainer one needs to prove his/her adequacy if I may say (Hakan, Interview 1).

4.2.3.2 Trainer roles: A teacher of teachers and in-service education facilitator. In addition to being a CELTA trainer, Hakan has worked as a trainer for his colleagues at his institution. His main responsibilities have been observing teachers and exchanging feedback, coaching, team teaching, running workshops and seminars, and fostering research among teachers.

Hakan sees his trainer role as two-fold and context bound. He argues that being a trainer at his institution is bound with his work context. However, "Being CELTA trainer is valid everywhere" (Interview 2), as he recorded. As a CELTA trainer, he follows the regulations and standards established by the common framework of CELTA and assists pre-service or novice teachers' professional development and learning. However, his trainer role at his institution is more dependent on his institutions' regulations with regards to in-service teachers' professional development.

Hakan refers to his experience of being a CELTA trainer as an enjoyable job which promotes vicarious learning on part of the trainers as well. He recorded, "It is all satisfying. It is vicarious learning. We learn from our trainees as well" (Interview 2). In another interview, he referred to it as a challenging yet rewarding job, which he wanted to do more frequently. He explained:

> It is rewarding in terms of language teachers see their progress on the first day and on the last day. They work in different places, and we still keep in

> touch. And they also send their regards and gratitude; that is really good (Hakan, Interview 2).

His role as an in-service trainer has been facilitating other teachers' professional development by involving them as active participants. His institution also plays a key role in enabling teachers to be active participants as there is an institutionalized way of evaluating teachers' engagement in professional development. According to him, one obvious goal of this institutional system is to encourage teachers to implement the new ideas they receive from the in-service trainings in their classrooms and to share their feedback on those practices.

4.2.3.3 Self-image as a trainer: A share agent. According to Hakan, a trainer's function is mainly establishing a standard in an institution for the sake of teaching English properly. In this regard, he stated:

> Some teachers want to develop themselves; however, they do not know how to do it. Training provides a guidance/feedback for this or it provides assessment on such development. Trainers are essential. Training unit is a prerequisite inasmuch as the testing unit at a professional educational institution. It is not a luxury, I think (Hakan, Interview 1).

> If there is English language teaching, if there are teachers, there must be trainers, for the benefit of the institutions, for the benefit of teachers, to the benefit of students (Hakan, Interview 3).

According to him, being a trainer is not teaching teachers things they do not know as he believes that his colleagues are already adept professionals. As he further wrote in his narrative frame, being an in-service trainer has been somewhat challenging for him as he believes that his audience consists of professional and experienced teachers. He reported, "Because we really have good teachers here, they are really good at what they're doing. They want to improve themselves. That is what I think I'm lucky working with those teachers" (Interview 2).

According to him, training could be realized in informal ways as well. He explained how training could be informally done, teachers could learn from each other, and above all training meant to be of help:

> There are many teachers who are really good at their job and they have some activities. For example, they are teaching the same level, they follow the same syllabus, the same homework, and exams whatever. They come together, sometimes maybe in unofficial settings, I mean like coffee or lunch break.

> What they do is they come together and share the feedback they received from their students. So, isn't it training in your opinion? So, that is also helping, sharing, and learning from each other. It does not have to be/ when we say trainer, it is not like one presenter and all the teachers are listening to the teacher or the trainer. So, a trainer's job is to help teachers do their job better. So, we can't limit a trainer's job in formal clichés (Hakan, Interview 3).

He describes his role mainly as sharing his own experience with his colleagues, whom he refers to as "good teachers who are good at their job" (Interview 2). He recorded, "I don't share anything that I haven't tried out or I don't share anything that wasn't beneficial for me. People know that, they know me; they think 'he has tried this and now he is sharing it with us'" (Interview 2).

He believes that being a trainer does not mean merely presenting knowledge but helping teachers to be active learners and sharers. Being a good teacher, in this sense, establishes the grounds to be a good trainer. On that note, he recorded, "If you are a good teacher, there is something that you can share with others" (Interview 2).

4.2.4 Negotiating teacher and trainer identities: *Cannot give up on teaching.* Hakan believes that training and teaching correspond to each other in that they are both sites of sharing. The main source of his sharing with regards to his trainer work is his first-hand experience as a teacher. He recorded, "For example when I deliver my lessons, if I do an activity really smoothly and successfully, I always think that OK, I am gonna share this with my colleagues" (Interview 3). He further stated, "They are not very different from each other. At the end of the day I share what I do in my classroom with other teachers" (Interview 3).

Although he is profoundly engaged in his role as a trainer, Hakan mainly identifies himself as a language teacher who has been motivated by his students. He further described how his students gave him the motivation to be and keep being a good teacher:

> What keeps me alive in teaching job is the ways students look at me. You know when my students look at me with respect when I enter the classroom. This is when I feel that I am a teacher. I have to help them. (…) Some of them are aware of it. They look at me with enthusiasm. Some of them are not aware of it but I'm sure that they need it. So, their learner identities keep me fresh. It gives me the urge to develop myself so that I can help them (Hakan, Interview 2).

According to him, being a trainer without practicing teaching in classroom falls short in terms of efficiency. He believes that one can only share when he/she experiences it firsthand. He explained:

> Because I see that some trainers do a lot of preaching, but they don't do what they are preaching. It becomes very obvious when they do it. So, in order to avoid it, first I do it myself. And if I get positive results, I share it. If not, I don't. This is why I say in order to be a good trainer, one must be a good teacher first. If you are a good teacher, there is something that you can share with others (Hakan, Interview 2).

He strongly argues that his teacher identity outweighs his trainer identity as his main goal has always been enabling students to learn. He explained:

> Teaching will always be. There won't be anything without teaching. If there is no teaching, then there is no training. First teaching, then training. Being a trainer without teaching is just fantasy. You know some people, they say you can do this and that in the classroom, but you don't know that it does not work. He does not do it, but he speaks about it (Hakan, Interview 3).

Although he believes that being a teacher is on top of being a trainer, he does not deny the positive effects of being a trainer on his trainer identity. First, he has benefitted from the observations he conducted as they paved the way for reflecting on his own teaching practices. Observations, in this sense, have become lenses through which he reflected on his own teaching via someone else's. He explained:

> But the things that I learned from training, becoming a trainer, helped me become a better teacher. You know when we observe a lesson, we pay attention to like for example in a reading lesson how to start the lesson, how to continue the lesson, how to engage the students in the lesson, like how should the lesson be designed. So, as you observe the lessons, you kind of reflect and approach yourself in a critical way. You ask yourself if someone else did this lesson, what would they say (Hakan, Interview 3).

His trainer skills also worked for his teacher identity. He revealed that the way he used interpersonal skills changed after he became a trainer. He recorded:

> The teacher training I received also changed who I am as a teacher. The way I talked to people, eye contact, voice modulation social relations, the smile on your face, the effect of humor at the beginning of the session, the rapport (Hakan, Interview 1).

When we conversed about his future orientations with regards to her professional work, Hakan expressed his desire to be an academician at higher education. Recently, Hakan has engaged in an academic path and started doctoral study. When I asked him whether this was anyhow related to being a trainer, he

responded that this was for his professional development and to achieve an academic and researcher identity. He also stated that being a trainer was not indispensable for him and he could continue his professional life without maintaining his trainer role. He emphasized that his main professional work was that of being a teacher.

4.3 Melda's Story

Though we never found a chance to meet face to face as we live in different cities, Melda has shared her story as a trainer candidly and in depth during our online interviews. She constantly told me that she was a lifelong learner, looking for meaning in everything she did and trying to find her own way. During one of the interviews, she touched upon the effect of my narrative inquiry on her as she connected some dots in her life while she was telling her stories to me. Her story echoes her journey in which she had a lot of role models, who inspired her, and her continuous professional development which brought about new responsibilities.

4.3.1 Background: ***Determined to be a teacher & affected by role models.*** Melda's yearning for being a teacher traces back to her parents who used to be both teachers and her primary role models. Although they did not explicitly advise her to be a teacher, she became familiar with being a teacher by observing them at home. She recalled, "I can start from my mom and my dad because they are teachers. That is why I wanted to be a teacher. They were role models for me, and it was easier because I was observing them" (Interview 1).

As a student who was passionate about English, Melda preferred to study English Language and Literature (ELL) at university. However, like the two previous participants, she was determined to be a teacher. During her student life at university, she lived together with a relative, who was also an English language instructor at university. As Melda acknowledged, this enabled her to become familiarized with teaching English as she occasionally became acquainted with terms related to English language teaching. In a way, her relative also became a role model for her.

Although she lacked formal education on how to teach, she was experimenting with teaching English in her own way. Her manner was that of facilitative as she tried to make learning easy for students. By creating formulas, she tried to make English learning "an easy job" (Interview 1). According to her, those were the days that shaped her as a teacher. Her formal learning of how to teach English began when

she started to work as an English instructor at university. In her first year of teaching, she worked in collaboration with one of her colleagues, who was a graduate of ELT. She described the impact they made on each other:

> We were just talking about how we are going to teach the lesson and we were just giving feedback to each other. I remember that we learned a lot from each other again and she was an ELT graduate by the way, and she influenced me a lot. I cannot deny it (Melda, Interview 1).

In her second year of teaching, Melda moved to another university. As of the initial years of her teaching, Melda has felt self-confident as a teacher. Despite feeling that she lacked theoretical knowledge at first -a fact that she attributed to being a graduate of ELL- she established good rapport with her students and tried to come up with her own methods of teaching. Although she had early intentions to be a teacher, she was nevertheless concerned that teaching could be "a mundane job" (Interview 1) to do. However, a trainer whom she met at her workplace caused a big change in her perception of being a teacher. She started to believe that she could do this job differently; in the way she wanted to do it.

4.3.2 Becoming a trainer: ***A professionally developing collaborator.*** Melda became a trainer after she proved herself as a professional development enthusiast like Defne and Hakan. First, she became a member of the Curriculum Development Unit when one of her colleagues, whom she referred to as a mentor and a critical friend, suggested her working at that unit. For Melda, this was the beginning of her formal training on teaching. It was a stepping stone to learn about the theoretical knowledge she needed to fortify. In this unit, she was assigned the task of starting an induction program for the newly recruited teachers. This was indeed her first trainer experience. In the same year, she became the head of Curriculum Development Unit and ran it for a year. She riveted her practice at the Curriculum Unit with a master's degree on curriculum design.

On her path to becoming a trainer, there were also some trainers who inspired and helped her. One was a trainer whom she met when she attended a course designed for trainers at a remarkable university in Turkey and sponsored by her institution. The course and the trainers turoring the course impressed her as she stated, "There was another woman there, a magical and a great woman there... For

the second time, I can be the luckiest person ever to have that chance, so it affected me a lot, of course" (Interview 1).

However, the biggest influence on her came from a trainer who was assigned to establish a PDU at Melda's workplace. As Melda further explained, her voluntary and collaborative work with that unit as well as her enthusiasm and "lifelong learner spirit" (Interview 1) was noticed by that trainer. This indeed was the beginning of her trainer career as she stated, "But it was when I met her, I said 'OK, I would like to be a trainer'" (Interview 1). It was her seventh year in teaching, and she was feeling experienced enough to undertake the role of a trainer. This was also a learning opportunity for her; something which resonated with her nature as a curious learner. She explained:

> It was a learning opportunity because it was a new thing and I was always ready to learn, to try new things. Today for example or tomorrow, if our director offers me to be a testing unit member -I have never worked at the testing unit- I would accept it because change is always good. Learning is always good. I am the professional development unit coordinator now. But as I said tomorrow if they offered me to be a testing unit member, that is fine for me. So, I would love to learn about testing for example because I always think that having experience in a different field, okay, the same job, but it's a different aspect of it. It's a different feel. It is always good. And I always believe that learning a different thing makes you better (Melda, Interview 3).

After attending various trainer training courses sponsored by her institution, Melda's transition was further facilitated by an apprenticeship during which she became familiar with knowledge on professional development. She prepared a PD program for the newly inducted teachers at her workplace in collaboration with the more experienced trainer. Her role in preparing that program was more of providing culture, the knowledge of what is appropriate or not for her institution. She further explained how she began to assert herself as a trainer, "Then we came together her [the more experienced trainer] and we prepared the program together. She knew the theory and I knew the culture. I don't know. We combined our power" (Interview 1).

4.3.3 Constructing a trainer identity. Throughout her stories, Melda has manifested herself as an enthusiastic person and a lifelong learner. As a teacher, she avoided staying the same as change was a strong asset that kept her away from burnout. Her urge to find her own way, an inspiration she borrowed from her role

model trainers, has enabled her to maintain a lifelong learning philosophy. She recalled:

> I never experienced burnout in teaching. I was always enthusiastic. I was following the news; I was following the organizations or the conferences. I mean, I was trying to do, trying to try new things in my classes again (Melda, Interview 3).

> And I wasn't afraid of being on the stage. For example, I always volunteered to be, we had, we organized a (…) conference for example, before I joined the team, before I joined PDU, we organized a conference (Melda, Interview 3).

She perceived her work at Curriculum Development Unit and Professional Development Unit as learning experiences which changed her remarkably:

> I started to prepare the program and the materials for the whole school, I mean for the level because we have a level system. I was responsible for a level for example, but it was changing from term to term, but I was responsible for a level. We were preparing the program and the materials together. I was working with a testing unit. We were preparing the program and the materials together. It changed me a lot (Melda, Interview 1).

4.3.3.1 Professional development: Lifelong learning. Melda benefitted from the trainer training courses she attended to a great extent as they provided her with practical ideas that she could transfer to her training. She reported:

> The things they are teaching at (…) or (…), they are giving you some theoretical background and they are just giving some advices to you. They were very well-designed courses because while learning about something about curriculum development for example, you learn an activity while they're doing that, while they are giving some information about the topic, about the context, they also aim at teaching you another activity that you can transfer to your own context; that you can use in your training context. It was really nice, and I also try to do that in my sessions (Melda, Interview 1).

Learning from other people has been of special importance to her survival in this job. She stated:

> I learned from people. So, I learned by observing them, I learned by talking to them. And this is why; this is how I can survive in this job. I need to be together with teachers. I am not an introvert, so I need to talk to people. I need to share, to hear from them, to learn from them (Melda, Interview 2).

Melda frequently touched upon her urge to combine theoretical and practical knowledge. Although she gradually improved her practical knowledge, she continued to feel lacking theoretical knowledge. In this regard, she engaged in formal education

(e.g., MS), reading, attending seminars, workshops, and conferences including the ones at K12 contexts as she heavily emphasized. What is interesting at this point is that deep down she looked for meaning and integrity in her work. She connected what she learned in formal ways such as doing MS with her work context. As a future goal, she plans to start a doctoral program. As she clarified, her motivation for further education is embedded in her natural tendency to keep integrity at every level of her life. Finding meaning in the things she does and keeping everything in coherence are embedded in her work philosophy as she reported:

> The things that I do in my life should be meaningful for me if it's not meaningful. If I cannot connect, if I cannot link it to my life, I cannot do that. It should be meaningful, or I should create that meaning in a way. I don't know how but I should in a way (Melda, Interview 3).

> So, in my life, I have always wanted to link my job and my education to each other. So, I just, I don't know. I like that whole person idea. And so that is why I always try to link the things in my life to each other (Melda, Interview 3).

As a person seeking for integrity in her work, she has engaged in further PD activities orientated at developing communicative skills, technological skills and additional skills such as drama, which has been a strong element that Melda integrated into her teaching and training practices. Starting from high school, she has grown an interest in drama in teaching. As she realized while she was narrating her story, people who influenced her, including her high school English teacher and trainer role models, all used drama as a practice. According to her, drama not only enables a strong interaction but also boosts creativity. Furthermore, it provides her with a meaningful context to teach English especially with regards to grammar teaching. Melda starts some of her training sessions such as workshops with a drama activity, which usually requires participants to form a circle. In this sense, she believes that drama provides equality among participants and enables them to interact with each other.

Melda has been keen on reflection as it is one of the strong assets in her own professional development. As she repeatedly mentioned throughout the interviews, she has always kept herself reflective not only as a teacher but also as a trainer. Reflection based on her observation of other trainers and teachers as well as her own teaching and training experience is what has led her to find her own way. According

to her, this is also related to her belief that every individual is distinctive and so is their professional development. In fact, every teacher's professional development is unique and personal according to her. In this regard, she stated:

> You should find your way; you should test how well you are doing, and you should reflect on your process. And you should see yourself; you should evaluate yourself, your own teaching by trying, by observing yourself, by reflecting. This is what I understand from professional development. This is a very personal process. Everyone's story and development is unique, I think (Melda, Interview 1).

> I like to explain things. While I am explaining them to you, I connect the dots in my story and "Oh yes, I realized something", and then it becomes more meaningful to me. That is why I like reflecting and why I like others' reflection (Melda, Interview 1).

Engaging in other communities of practice also contributed to her development as a trainer. Through her participation in a trainer community, she has broadened her knowledge and increased her agency. She recorded the effect of this participation on her as:

> And I learned a lot from the people there and I follow them. And then we generally we try to be in the same project with them. We try to do some things together. For example, we organized the first (…), a local event in (…) (Melda, Interview 2).

4.3.3.2 Trainer roles and self-image as a trainer: A professional development instigator. Melda's main role as a trainer has been facilitating in-service teachers' engagement in professional development activities. As she further clarified, she has enabled teachers to become familiar with optional forms of professional development such as conducting action research and doing team teaching. Her job is to keep track of teachers' progress in these activities on behalf of the school and help them to share their professional knowledge with others at the conferences they hold at the end of each academic year.

In addition to keeping track of teachers' PD progress, Melda also provides training for the newly inducted and novice teachers. She observes these teachers and provides them with feedback at post-observation meetings. Her facilitative nature comes into picture during these meetings as well. She explicates her role as a facilitator who enables teachers to reflect on their practices. Instead of providing direct comments, she asks teachers questions that help them to think back on their

practices and come up with their own reflection. Enabling others reflect on their practices –as she also does- is what feeds and pleases her the most as a trainer. She explained:

> I don't share my experience like that by the way. So, I don't tell them that this is the way you should do it. No, I don't do that but seeing that they experience something and seeing they are observing and reflect on it and they find the right way, I think it satisfies me a lot (Melda, Interview 1).

In this regard, Melda describes her role as a facilitator and refers to herself as a professional development provider instead of a teacher trainer. She recorded:

> Everyone is responsible for their own development, but I am the person who is trying to make them familiar with new things or just introducing some new things, some new techniques. So I am that person (Melda, Interview 1).

> I have been in this job. I can't call myself a teacher trainer, but I can say that I'm in this job since (…) (Melda, Interview 1).

This facilitative attitude that Melda has adopted has roots in her own experience; it is something that she has learned from her trainers. She recalled:

> It is the most important thing that I learned from my trainers because in my life they don't force me to do the same thing that they are doing. They always told me that, this is your own way. I mean, I do it by my own way (Melda, Interview 1).

Though she acknowledges that she is known as a trainer institution-wise, she avoids calling herself one. She explained:

> There are some people calling me a trainer, for example the head of my department. He introduces me to other people, "This is our teacher trainer". I have to accept it of course when he says it. I cannot say that I'm not a trainer but most of my colleagues don't call me a trainer; they have never told me, "You are our trainer". We are almost all at the same age and they generally see me as a friend, a friend who likes sharing and a friend who creates some opportunities for sharing ideas. I don't think they call me as a trainer. Most of my colleagues are doing their masters. Trainer is a big word for them and that's why I think they don't call me a trainer but my admins, our head of department and our administrators, they call me as a trainer (Melda, Interview 1).

> Yes, there is an ambiguity; there is not a correct answer. I don't know. Theoretically, I am a trainer because I'm working at a professional development unit. I'm giving some trainings; I'm providing workshops for teachers. My audience is the teachers. But I think it's about the perspective and how you see yourself. If you want to call yourself a trainer, call yourself… I don't know (Melda, Interview 1).

In this regard, she emphasized her role as a facilitator and sharer at both teaching and training contexts:

> They call me [trainer] and I am the person who is facilitating something in the classroom and in training. I'm just trying to facilitate their learning in the training. I am just facilitating their sharing (Melda, Interview 2).

4.3.4 Negotiating teacher and trainer identities: *Being a good teacher first.*

Melda's stories did not only reveal her experience of becoming a trainer but also the way she developed herself as a language teacher and how her trainer and teacher identities melded into one another. As a keen enthusiast in professional development, she has increasingly built up on her experience as a teacher since university education. She recorded, "I was attending all the workshops I was going to all seminars, so I was trying to develop, improve myself as a teacher" (Interview 1).

As Melda kept developing herself professionally mainly by taking active roles in curriculum development and professional development units respectively and by occasionally attending courses, seminars, workshops, and conferences both at national and international contexts, she adopted new roles. These new roles, as she expressed, not only prevented her from "feeling burn out" (Interview 3) but also provided her with new opportunities. She further explained that she was open to embracing these new roles as they enabled her to learn about the different aspects of ELT.

Although Melda acknowledges that training and teaching might slightly differ from each other, she still favors the idea that being a good teacher, who is able to reflect, is a prerequisite to being a good trainer. She explained:

> Upon this, based on your teaching philosophy -because it will be a little bit different, because students and teachers are different from each other in terms of their age, their experience, everything, their background. It is different. So, there may be slight changes in your teaching philosophy and training philosophy but first of all, you should be a good teacher, you should ask lots of questions to yourself. I think you should be open to reflect (Melda, Interview 2).

Melda's teaching hours have gradually decreased as she got more involved in her training and professional development duties. She believed this was advantageous as it was easier to manage classrooms with reduced teaching hours and fewer students. However, it was also disadvantageous because she wanted to be more

actively engaged in teaching in classroom**.** On that note, Melda believes that a trainer should not be drifted from teaching. She argued:

> I believe that a good trainer, a successful trainer should be a good teacher at first. And the teaching experience is critical. It's crucial. So even if you're a trainer or a coordinator or director, you should teach and you should go into the class (Melda, Interview 3).

Melda argued that teaching and training are convergent to a certain level. In her words, her trainer role takes its source from her teacher role. She explained this as follows:

> Most of my colleagues, they know me as a teacher because I generally try to do the same things in my sessions. That's why I am trying to be natural. And so being a trainer is not a different thing for me. So, I just try to, for example, I ask some questions to my colleagues, about this class, about C repeat class. I try to have their opinion. That's why, so I have some duties, responsibilities in the office that I need to do like conducting program or something like this. Actually, it is the same thing. Whatever I believe in the classroom, it is the same for me for training (Melda, Interview 3).

Melda's urge to keep her integrity at every level of her life and her philosophy of "whole person" is also evident in the way she perceives teaching and training. According to her, keeping these two coherent and linked to each other fits to her character as well.

4.4. Derya's Story

I have known Derya since the beginning of my study. We met outside; I visited her in her office; we talked online. She is an experienced language teacher who became a teacher trainer three years ago. During our interviews, she told her stories starting from her childhood and so far, has become a very supportive participant. The stories, memories, and ideas she shared with me were mostly grounded in her core identity, "a friend" as she referred to it.

4.4.1 Background story: *Memories from childhood.* The story of Derya's becoming an English teacher is quite distinctive and heavily influenced by the context she was raised as a student. She is also the only participant who started her story beginning from her childhood. As a child, Derya went to a private primary school, where she was taught by teachers who affected her negatively. As she reported, her capabilities were underestimated, her success was heavily criticized,

and the attitude she received from some of her teachers was far from being humanistic. She referred to those days as a turning point in her life and recalled:

> Actually, that is the turning point for me. I had to teach the teachers that every single student is worth teaching and receiving education and that it is nonsense to underestimate people's abilities and capabilities (Derya, Interview 1).

Another turning point came when her parents enrolled her in a new school. The reason was that her new school was completely the opposite of her previous school. Despite being small with relatively fewer students, the school provided a good environment for learning where Derya flourished as a successful student. The atmosphere she captured in this school increased her self-confidence.

At the university, Derya studied ELL; however, her main aim was to be a teacher as she recorded, "I was thinking how I can be a teacher. So, first I thought you need to know the language in order to teach it" (Interview 1). Therefore, she obtained her pedagogical formation certificate that was provided to those who wanted to be teachers by MoNE. As she reported, the course was not sufficient, and the courses were conducted in very traditional ways.

The first school where she worked was the one she attended as a young pupil. The gratitude she felt towards the school, where she could flourish, affected her decision to work there. However, she was not sure whether to maintain her career as a teacher at elementary school. She found it difficult to teach young learners after studying literature for years. Besides, she was worried about not being able to use the level of language she had been "building up" (Interview 1) at the university. Meanwhile, she attended another course, which was provided by a private international organization, to further develop her teaching skills. Teaching at elementary school nevertheless did not appeal to her. She had believed that she could do it when she was first assigned to teach to elementary level students. However, as she experienced real classroom teaching, her belief in that she could teach to young learners diminished slowly.

Feeling that she needed to add more onto her knowledge of teaching, she enrolled in a master's program in Curriculum and Instruction and this experience helped her to reinforce her theoretical knowledge as she not only learned through courses but also from her classmates. During this period, she also moved from

working in primary school to working at the preparatory language school of a university.

4.4.2 Becoming a trainer: *Encouraged by a colleague.* Derya became a trainer after she moved from working at primary school to working at university, where she also undertook a role as a curriculum developer. In those days, her institution established a unit which would foster the professional development of the staff as well as running the local branch of an internationally recognized teaching certificate program. For this reason, the institution opened up new positions for teachers at the language department to be assigned as trainers at that program. At first, Derya did not think of applying to such a position, but then a close colleague of hers, who was assigned as a trainer to the same position, encouraged her to apply for it. This was when she first stepped into being a trainer; a journey that would take two years. She underwent a training period to be an official trainer for the aforementioned teaching certificate program and was also assigned as an in-service trainer for the PDU at her institution. However, the main factor on her becoming a trainer was the encouragement from her colleague, who foresaw her potential to be a trainer.

Derya felt incompetent as a novice trainer when she was expected to observe her colleagues' lessons. The lack of competence was not the only barrier in front of her. The teachers were also unwilling to be observed by a colleague of theirs as the observations were conducted for the purpose of appraisals. She also felt confused when she found herself in a different role, which she described as:

> I am working with/I was working with my colleagues. They were my friends. I worked with them. I mean I was friend with them for like, I don't remember, seven years and after seven years now I am the trainer (Derya, Interview 1).

As she further explained, the new rules regulated in accordance with the accreditation system urged their institution to assess teachers based on some criteria. Despite these challenges, Derya strived to "break the ice" (Interview 2) and make her colleagues believe that the observations were not merely for assessment but rather for facilitating their professional development. After she obtained the title "trainer", she was accepted as a trainer.

She felt restless about observing other teachers based on her belief that observing other teachers required specific experience and knowledge. According to her, the fact that they were not being observed was also ironic. She reported:

> They think like 'Now that you are trainer, you don't need to further develop yourself. You are done'. In fact, you need it, but we will not provide it. (…) However, they should be the ones to lead you, to encourage you (Derya, Interview 2).

4.4.3 Constructing a trainer identity. The sense of friendship was what helped Derya to construct herself as a trainer. As previously mentioned, it was her friend who encouraged her to apply for a trainer position. His support was not only verbal as they often helped each other to reflect after the observations they conducted. They helped each other to compensate one another's deficiencies. She explained, "So we were compensating one another. There are times when they [trainee teachers] have to relax and slow down, I was intervening. There are times to energize, I am not that kind of a person, and he intervenes" (Interview 3).

Derya also tried to maintain the sense of friendship when she was assigned to observe her friends. She recorded, "It was the second term so we start with the positives; forget about the things we consider, just focus on the positives because we need to build a rapport between the teachers and ourselves" (Interview 2). Though they seemed challenging at first, observations have become the most influential source of her development as a trainer. In this regard, she reported, "We are each other's resources. Observations are the deposits of our professional knowledge" (Interview 2). First, observations were helpful in that they enabled her to test her theoretical knowledge on language teaching. She explained that the theoretical knowledge and assumptions teachers made based on that knowledge did not work in every context. Reflection during pre and post observation meetings helped both Derya and the teachers she observed to test the theory and discuss its applicability in their context. Second, observations became the bridge between her (the observer) and the observees as they paved the way for collaborative reflection on the lessons observed. According to Derya, the positive response she received from others with regards to that exchange was what nurtured her as a trainer. In fact, she believes that there is no other external motivation to maintain training. She argued, "You get nothing (…), no pat on the back" (Interview 2). Once her colleagues confided in her and the observations "began to go well" (Interview 2), they became Derya's favorite

training practices. As a matter of fact, they were the instances during which she felt herself like a trainer.

4.4.3.1 Professional development: Reflection with others. Reflection and feedback have had an important place in Derya's professional development. She emphasized the importance of reflection as such, "As you teach you reflect and that is a skill that you have to polish to continue being a trainer. I guess that's one of the things that keeps me alive as a trainer" (Interview 3). According to her, reflection is a survival skill which enables teachers to take care of themselves. Feedback, on the other hand, is a key skill which helps teachers to recognize what they have accomplished so far and encourages them to reveal their potential more willingly. A good trainer, according to her, should not only be reflective of his/her own actions but also be capable of giving positive feedback to encourage and elevate others so that they would be more willing to improve themselves.

Derya believes that trainers and teachers actually support one another in terms of development. She became more aware of this when she became a board member of a newly established teacher trainer community in Turkey. This community enabled her to meet other trainers and become more familiar with being a trainer by extending teacher observations to wider contexts. Through this community, they began to observe other language teachers at different cities in Turkey and become informed about the practices at those universities. She has also developed herself by presenting at conferences, attending seminars, webinars, and workshops.

4.4.3.2 Trainer roles and self-image as a trainer: Always a friend. Derya defined her trainer role as two-fold. Her first role is providing trainings for teacher candidates in the teaching certificate program run by her institution. She defined the program content and her role as:

> It is all about elicitation, and the way you elicit and guide, the teacher is a real value. It helps the teacher later in her life to have the ability to reflect, to gain that reflective skills and that what we were applying in the observations especially before and after the observation meetings (Derya, Interview 1).

She expressed that her work in this program made her feel like a trainer in real terms. She elaborated, "Believing that they can do it, finding out what they are capable of and helping them to be aware of their capabilities; to guide them properly

during this process… These were the moments when I really felt like a trainer" (Interview 2).

As she explained, being a trainer in this program requires a lot of efforts not only her part but also the trainee teachers' part. During this training, which takes place annually, Derya works with great dedication in collaboration with teachers and other trainers. She added that this intensity is pleasant and rewarding as well. The teacher candidates in the course who tend to be rather apprehensive and shy at first start to be more revealing once they start to establish a mutual bond. She also believes that trainers need to be exemplars to trainees to feel more comfortable and outgoing so that they could share their ideas and express themselves more willingly.

As a second role, she observed her colleagues for the purpose of appraisals at her institution's request. However, Derya prioritized contributing to teachers' professional development over providing appraisals through these observations. During this period, she continued her tasks of observing in-service teachers and training the teachers at the teaching certificate program. After her work for the PDU ended, she maintained her trainer work only as the trainer of the teaching certificate program. As she further explained, she nevertheless continued to support her colleagues by sharing information with them on issues such as curriculum development.

A specific role Derya frequently refers to is being a friend. Throughout our interviews, she underlined that being a friend was what she cared for to maintain all her roles. "Whatever role I have, I try to be a friend. To me being a friend is having a good time" (Interview 3), she recorded. She embraced the role of friend during the observations she counseled her friends. She revealed more, *"*They have things to tell you that might not be related to the observation, then you switch your role, rather than a trainer, you have to be friend, a real friend who listens" (Interview 3).

Derya views the training environment in the teaching certificate program as a place where teachers establish bonds just as family members do. Keeping people motivated is vital in such an environment as she explained:

> That's how you become a family. And then you don't want any member of your family to be sad. You don't want any member of your family to get lost, so you try to motivate them, and as you motivate things change. It all depends on the environment you are in (Derya, Interview 3).

> They are not always but most of the time, they are afraid that they start like that. They are afraid of talking, they are afraid of participating, and sharing their ideas thinking about they are not worth. But once you start bonding with them, and once they understand that every single thing, they are saying is valuable. And it is really very important for the context. I mean it is tiring, hectic but very rewarding. That is worth it (Derya, Interview 3).

According to her, everybody has their strengths which need to be unveiled and further supported. For this reason, she holds on to motivation as a powerful source that creates change. She believes that being a trainer involves being a mentor and a guide in addition to being a facilitator. In terms of her mission as a trainer, she recorded, "Some teachers do not know how to find sources (books), how to use technology. You have to help them; it is your duty" (Interview 3).

Derya believes that all her roles are linked to one another with the bond of friendship. However, she still puts being "an individual" on top of those roles. She considers that being a student, a teacher, a trainer, a mother, a sister, and a daughter interact with each other. In the end, they contribute to her being an individual as she summarized:

> But I'm a person. (…) What I believe is none of these should go beyond you being an individual. Your priority is, you are an individual, you are a person. (…), there are times I become a student as well. As a teacher you should always be a student, and I am a daughter and a sister as well. So, in one family they are linked to one another and these are the things that help me become an individual (Derya, Interview 3).

4.4.4 Negotiating teacher and trainer identities: *Linked identities.* Derya argued that being a trainer had a transformative effect on her character. Despite being a shy person in general, she has become more outgoing as she engaged in active roles at her institution. She explained:

> I learned how to communicate with people and how to communicate my ideas. That was the time I started learning. The other thing was because I was the only person at school that had a degree in Curriculum Development and Instruction, I was talking a lot (Derya, Interview 3).

Her teacher identity became stronger in terms of theoretical knowledge after she became a trainer. As she further explained, being a trainer helped her to verify, "go over or remember the theoretical knowledge" (Interview 3) of teaching that had been oblivious to her in time. Training, in this sense, gave her the chance to look back on her previous theoretical knowledge.

According to her, being a trainer is linked to being a teacher. Her primary role as a teacher led her to become a trainer. However, these two roles share a common sub-identity as a student. According to Derya, both training and teaching sites are places to learn. They also meet under as her main identity, which is being a friend. "Among those all could be united under one name, a friend. Whatever role I have, I try to be a friend. To me being a friend is having a good time" (Interview 3), she recorded. Her identities as a teacher and trainer have also been affected by her mother identity as she believes being a mother and her relationship with her daughter have provided her with new perspectives.

Though being a trainer and a teacher are linked, they are not exactly convergent in her opinion. While they resemble to each other skill-wise; they have environmental and contextual differences. She acknowledges that that she internalized the training environment more as she shared the same classroom with the teacher candidates for a month, furnished it with products such as the posters teacher candidates prepared, and learned and worked in collaboration day and night.

Derya currently does not work as a trainer at PDU yet maintains her trainer work wherein she facilitates teacher candidates' professional learning. She shared that she wanted to maintain her trainer identity further in broader contexts.

4.5 Selin's Story

I have known Selin, although not very closely, for some time. When I first saw her, she was presenting a workshop on speaking skills, a topic she frequently mentioned in our interviews. She opened the doors of her house to me and talked about her professional life, ideas, and dreams in depth and wholeheartedly. I also had a chance to watch one more of her workshops and noticed that she was one of the rare trainers who focused on being an expert in a specific field, interpersonal and communication skills. Her stories present how she has developed her professional identity as a teacher and trainer by adopting and promoting these skills.

4.5.1 Background: *Accidentally a teacher.* Selin did not want to be a teacher yet a coincidence paved the way for the start of her career as a teacher. During her visit to her hometown after her graduation, her father encouraged her to work at the university that was close to their hometown. Although she was not planning to stay there, she made a visit to the university and learned that there was an entrance exam

for the position of language instructor. Despite her hesitancy to be a teacher as she found this job monotonous, she wanted to give it a try and was recruited as an instructor eventually. As she implied, she "became a teacher accidentally" (Interview 1).

In her first year of her teaching career, she taught young adults. At first, she was concerned about possible classroom management problems as her age was almost the same with her students; however, her candid and amenable approach to her students helped her to compromise with them and capture a good learning environment. As she told me, the learning culture at her workplace and an INSET course that was provided for new teachers helped her to improve her teaching skills and increase her self-confidence as a teacher. Selin's conception of being a teacher started to change during that first year. She recorded; "There was this parentheses or idea in my mind that 'being a teacher is good as well'. That was not the only thing, the first thing in my mind. By coincidence, I started it and I loved it" (Interview 1).

4.5.2 Becoming a trainer: *Seeking for more.* Further in her career, though she was not sure of continuing being a teacher, she found herself working at a local branch of a language course that was run in association with a well-known state university in Turkey. To her surprise, she became the head of the language department in a very short time. This was the time when she intended to improve her hard skills related to English language teaching. She was confident that she had the necessary soft (interpersonal) skills such as communicating with people. Believing that she needed to brush up her knowledge of language teaching, she started to attend various teacher development courses. As she implied, her "way suddenly changed" when she met some "good trainers" in those professional development courses (Interview 1). Those trainers, one of whom became a role model for her, triggered a new goal in her life. Although she held the intrinsic motivation to be a trainer, that trainer was the person who awoke that feeling. She felt the need to be an expert in her profession. For this reason, she decided not only to be a trainer but "a good one" (Interview 1). She recalled:

> Well, I thought it is a boring job, being only a teacher is not enough because we graduate from something and then we reckon to expertise on something. Just like the doctors have a diploma and on top of that they want to be an expert on something. If not, you are just a doctor. You expertise something and you become an expert on something (Selin, Interview 1).

During those days, an incident which Selin referred to as a critical one took place. She quit her position at the language institution as she found the management mentality incongruent with her own beliefs. Following this incident, she moved to a new institution, the language school of a state university, where she began to teach young adults. Although she was content with teaching her students, she could not find "the external motivation" (Interview 1) to be motivated in her institution and sought for internal motivation. As she acknowledged, her students have been the internal motivation for her to pursue lifelong learning. Selin kept her intrinsic motivation to pursue her "dream" (Interview 1) to be a trainer; she was determined to be a trainer as she recorded, "So I started to do something for my dream every day, every month, every year, every opportunity that I had" (Interview 1). First, she started attending courses in various institutions. As she further explained, she did not believe that she needed academic credentials to be a trainer. She explained her reliance on those courses:

> So, in those days a trainer didn't need to have academic studies such as master's or PhD etc. When my father asked me why I am not doing any academic studies such as master's or doctorate, I said because I wanted to be a trainer. So, I didn't have any interest in those kinds of studies. So, I had a lot of teacher training courses, teacher training courses, and trainer development courses etc. (Selin, Interview 1).

> I took a teacher to trainer course, how to become a trainer, trainer training, and then trainers' trainer training. Kind of, so I moved on the steps. So, as a final step, I took a course from the (…) (Selin, Interview 1).

Selin's journey to be a trainer gained momentum after she participated in a formal association founded by trainers from different universities in Turkey. As ELT professionals, these trainers decided to provide ELT workshops at state universities. Selin also took part as a presenter in those voluntary workshops. Her engagement in those trainer associations gave her the opportunity to fraternize with other trainers and increased her sense of belonging to this community more.

Her official recognition as a trainer took place after these voluntary workshops and the expansion of her professional network. Schools have started to invite her to give workshop not only to teachers but also students. As a matter of fact, she acknowledged her position as a trainer after she started to receive those invitations. She reported, "For me being a trainer has become a very spontaneous action. A school invited me and said, 'Come and talk to our students and we will tell them that

we have an expert from the university'" (Interview 1). She added, "In real terms, I became a trainer -not a competent one but still a trainer in training I call myself- five years ago I got real invitations and I work a lot for it still" (Interview 1). Despite receiving invitations as a trainer, Selin acknowledges that she is still new in this position. She stated:

> I'm done I never say I'm done. I'm never say I'm done. (…) We need to update we need to brush up, keep learning. If you say, I'm done, then you stop learning (Selin, Interview 1).
>
> I can't say I am done. I am still at the beginning (Selin, Interview 3).
>
> And I always try to learn something more and I believe that we need to get out of our comfort zone which is a buzzword when I think of a buzzword this is it really. I try to put myself into discomfort so that I can learn and experience I can say (Selin, Interview 1).

During our interviews, Selin touched upon various challenges she faced during her trainer career. Being recognized as a trainer was especially challenging for her. She explained:

> I just want recognition. But nobody showed that that they recognized that I did something good. They didn't ask me any questions, how was it? … So, I did it on my own. I financially had no support, and nobody recognized what I did, (…) I did it in a silent way. I was happy that I did it because I did it for my students (Selin, Interview 3).

She also observed that people favored trainers who were native speakers to trainers who were non-native speakers of English. She mentioned an event at a famous school in Turkey in which she made a presentation after a native speaker. After her presentation, some participants congratulated her for showing that such a presentation could be done by a Turkish person as well. She recorded, "And as a Turkish trainer, I try to survive and I survive, I think. I do not try to be a native one. But I do something standard, I have my own land, I work on my own land because everyone has their own ways of feeling things" (Interview 2). Selin occasionally touched upon the discrimination in favor of native speakers not only in training circles but also in schools. Admiration of native speakers was pervasive among publishing houses, private schools, universities, and similar institutions as she observed.

The discriminations Selin observed were not limited to the issue of being a non-native speaker. As she observed, institutions favored those with higher academic

credentials to be workshop presenters. That ideology made her feel like “an outsider” (Interview 2). Although she acknowledged that having academic degrees and combining them with soft skills would be ideal traits in a trainer, she despised the ideology that put academic titles above everything.

4.5.3 Constructing a trainer identity: *Investing in soft skills.* Though she believes that one can never be completely done, Selin has aimed at improving herself as a trainer mainly through building on knowledge, experience, and reflection. Selin prioritizes reflection as much as she cares for soft skills. As she told me, she starts everyday with an expectation and ends it with reflection. She wants not only her students at the preparatory school but also the teachers in her training sessions to leave the room with a takeaway. According to her, takeaway is not always visible as it can also reflect one’s learning experience. In this sense, reflection is also an indicator of the stability of teacher and trainer identity. As Selin further explained, reflection enables one to realize that learning never ends and one can never become fully excelled. Selin’s aspiration of promoting soft skills is attached to reflection as well. According to her, soft skills help teachers and students to cope with criticism and feedback in a successful manner as they involve skills such as listening to others’ opinions, learning from mistakes, and doing reflection. She associates soft skills with a growth mindset that could foster teachers’ professional development.

To further improve herself as a trainer, she has exchanged opinions with veteran trainers and asked for their feedback on her sessions. In collaboration with those trainers, she has worked on the technical aspects of the workshops she gives. In this sense, she attributes to herself as a lifelong learner who continuously learns not only from courses, workshops, seminars, and trainers but also in exchange with other teachers and students. She has the opinion that by learning continuously, she sets an example to her students and her desire to learn connects her to teachers for whom she provides training. The voluntary workshops she presented before and after she was called a trainer have been sources of her development as well. As she implied, she learned being a trainer by doing it.

Before attending trainer training courses, she had thought that what she needed was a diploma/certificate and hard work. As she attended more courses, she noticed that learning was endless, and one could never be done with learning. Trainers

became her role models. She explained what she appreciated the most in one of her role models:

> He practiced a lot, learned a lot, he got a lot of diplomas and master's degrees etc. So, I really admire him in that terms, but he has always been himself as well. He doesn't pretend as if he's someone else (Selin, Interview 2).

She observed, and still observes, how more experienced trainers conducted their sessions, approached trainees, and how they made use of interpersonal skills. She acknowledges that not all sessions in those courses appealed to her. However, she also learned from negative examples on what not to do in a training session. She explained:

> So, everyone is model for me. I learn in a negative way; I learn in a positive way. I watch even the gesture, the body language, the attitude towards the trainees, what to do, what not to do, how they use their voices, what kinds of interaction patterns there are in a trainer (Selin, Interview 1).

Selin observed that her trainers were humanistic people, freed from egos, and they managed to establish good rapport with trainee teachers. She felt that having good relationships with people was not subordinate to having knowledge. Her interest in soft skills, such as "empathizing with people, having a good relationship with them, understanding them, and modeling them" (Interview 1) began to gradually increase. According to her, a good trainer is supposed to have soft skills in addition to having knowledge, degrees, certificates, or credentials as she referred to them.

According to Selin, the pedestals of being a good trainer are interaction and good relationships. As she emphasized, having credentials does not suffice to be a trainer if the person is devoid of interactional skills, which are vital tools in managing a training session. She recorded in one interview, "The most important thing in a session is how you start it, how you approach the audience and how you move them" (Interview 1). Her reflection on her experience with regards to the conflicts between management and teachers, miscommunication among teachers, and scarcity of strong relationships have underpinned her strong engagement in promoting soft skills throughout her career. According to a metaphor she made, the academic background one has resembles to the hardware of a computer, whereas the soft skills to the software. In this vein, she has tended to focus on promoting and reinforcing soft skills, which are overlooked in most places. In addition to soft skills,

she became engaged in topics of leadership and management. She attended an international diploma course on leadership and started giving sessions on it. Her topics encompassed managing change, managing conflict, time management, and stress management. She explained her interest in leadership and management in this way, “If you can manage your own life and lead the students then you can lead your trainees. And then you can lead the people around you. That is why I also read on leadership and management as well” (Interview 1).

Apart from the trainer training courses, Selin has conducted self-support activities such as reading, keeping track of information provided online. These activities have been to a great extent for the sake of her developing and promoting soft skills and management skills. She exemplified:

> I watch a lot on the internet … because even if you know what to talk about in a session. There are different ways of starting and finishing a session. The most important thing in a session is how you start it, how you approach the audience and how you move them. So, I generally watch a lot of (…) so that I can have a lot of models. I read a lot both online and offline. I love buying books on everything, stories on leadership not only on how to become a good trainer (Selin, Interview 1).

During her narratives, Selin referred to herself as a natural and generous person and added that others also referred to her this way. According to her, being natural, not pretending to be someone else- has diffused into her teacher and trainer roles as well. She emphasized:

> They always say the same thing about me. I'm very natural; I am who I am; I’m like you or whoever asked me and wanting something from me. So, I'm a giving person, I'm generous. So, I believe everywhere is a place to learn, to be educated or to be trained; it doesn't matter. And in a training environment, I'm an educator that gives and provides (Selin, Interview 1).

In addition to her genuine and inclusive nature – a trait she also appreciated in her role model trainers- she believes that she has a good network consisting of people who trust her as a trainer. As she further elaborated, she was invited to some workshops as a trainer due to her good relationships with people around her:

> I have a good network, I know a lot of people and they know me, as the person they love me. Maybe that is why they say, “OK, instead of calling that trainer, let’s call Selin, we can see each other” (Selin, Interview 1).

Being and staying as who she is what differentiates her. She believes that one needs to be different in order to create difference. Therefore, she believes that

excelling is not possible since there is always something further to learn. She refrains from staying the same as a trainer as well as she stated, “Even if I do the same session, I try to adjust it according to the institution, the profile that I am with” (Interview 1). She pays attention not to bore teachers as she recorded, “I never want to waste anybody's time” (Interview 1). She brightens her sessions with stories of which purpose she explained as, “When they hear my name, maybe after some time more for the trainer to think about, that way I want my trainers or teachers to say, ‘Do you know yeah she's good, she has good stories in her session. Let's go and hear it’” (Interview 1).

4.5.3.1 Trainer roles and self-image as a trainer: An educator for all. Before Selin was acknowledged as a trainer, she was already presenting workshops on different occasions. Her current professional roles also include workshops and seminars that she provides not only for teachers in her institution but also outside her context. She explained her training tasks, “So, I generally, at the beginning of every year, I design sessions. I prepare two or three sessions for school. So, if I have invitations, I have different sessions that I can offer” (Interview 1).

Recently, she has embarked on mentorship during which she observes the newly recruited teachers at her institution. She explained:

> I observe contracted teachers. This semester I have like four to five observations. We do presentations for them, we give feedback to them, they also observe our lessons and we discuss about what was good or what wasn't. I mean, I have like five teachers that I mentor (Selin, Interview 2).

Selin defines herself as a model for lifelong learning for teachers and students and in that sense, she attributes to herself as an educator (Interview 1, 2 & Narrative Frame). She elaborated:

> I introduce myself not as a teacher but as a learner. I try to be model. I don't call myself as teacher trainer. I actually call myself as a teacher educator. You say I'm a trainer, this means that you're actively training somebody. But we come together with learners and share something; this is actually kind of education. I say I'm an educator, I mean, in every way I'm an educator. So, I may say that whoever wants to learn something from me I'm an educator that gives and provides (Selin, Interview 1).

For that matter, she argues that a core identity as a lifelong learner encapsulates all her other identities. Selin acknowledges that her trainer identity is still emerging,

and, in that regard, she feels like "a trainer-in-training" (Interview 1), a novice trainer yet an experienced teacher. She further explained:

> So, you are on top of your teaching career and you start a new career and you have a new role in your career, which you are on the very first step. So, in your training career you're just learning you're still learning and of course as a learner you reflect, you hold the mirror to yourself (Selin, Interview 3).

Throughout her narratives, she constantly mentioned soft skills, which she invested in as a developmental source not only for her but also for others. Sharing and presenting information on these specific skills has established the mindset of her trainer identity.

4.5.4 Negotiating teacher and trainer identities: *One identity for all*. Selin's ultimate source of motivation in her profession is providing her students learning opportunities. Although she performs training sessions for teachers as well, she gives priority to educating her students in the EFL classroom. Training in this context provides her with an environment where she reinforces herself as a teacher. She explained:

> So, while I am educating or training other teachers, I learn a lot at the same time. And whatever I learn I go into my classroom and try to apply them. So, it's not one-way learning, it's a joint process. It is a cycle. You learn, you reflect, you transfer it to another environment (Selin, Interview 3).

She believes that teaching and training are joint processes. Whatever she does in the classroom, she carries to her training sessions. Similarly, whatever she learns during her training sessions, she carries to her classroom. Therefore, Selin believes that both training and teaching are similar environments that foster learning. She explained:

> I'm a very good learner. As a teacher I generally try to be a good model for my students. Instead of telling them what to do, generally I show them how to be a good learner and keep learning. And whatever I learn something new, I generally go into the class and say "Okay everyone, you know that last week I was in a conference, I just learned this and I'm going to use this. I want to share this with you. If I don't know, I sometimes deliberately tell them that I don't know the answer to their question and I give them some time and I say, "Okay, let's search for it' (Selin, Interview 3).

Selin believes that the identity she displays during teaching and training are no different than each other. She argues that a person's identity is "one and only" (Interview 2) and his/her identity remains the same although the roles and jobs one

performs might change. In this sense, she believes that how a person conveys what s/he knows/thinks/believes is more important than what s/he knows/thinks/believes. Therefore, she is not much impressed by the titles or credentials a person owns. Instead, she values how people communicate their message to their respondents. She believes that the dialogue between people whether they are students and teachers, or trainers and trainees is what makes learning viable and abiding.

According to her, one identity that encompasses all her roles is outweighed by her personality which she referred to as motherly, caring, and affectionate:

> I also have a mother identity so this doesn't mean that I can do everything so good, but I can empathize. Whenever I enter a classroom, I wish that my own child had a teacher like me I never want to waste anybody's time so I'm reflecting this on my trainer identity as well (Selin, Interview 2).

According to her, people, whether they are students in a classroom or teachers in a training session, are her reflection in the mirror. In other words, believing that the interaction between her and her audience is mutual, she makes efforts to make them engaged, motivated, and excited as much as she is. Therefore, she heartily values soft skills and having good relationships with people.

4.6 Deniz's Story

Deniz is a novice yet very enthusiastic trainer, who made a lot of efforts to be a trainer, which had been her goal for a long time. When I asked her to be a participant in my study, she was more than happy to be one and shared plenty of memories from her life. We talked online, met outside, and became closer acquaintances in time. Her stories, memories and opinions showed me that she moved from a struggling teacher career to an enthusiastic trainer career. She is a settled down teacher whose mission is to share her knowledge and experience with others, become their voice, and contribute to the field of language teaching and learning.

4.6.1 Background: *A struggling identity*. Deniz, who received her primary and secondary education in Europe, continued higher education in Turkey. As she told in two different interviews, her mother's advice to her to become an English had an impact on her career choice. After obtaining her teaching certificate from The Ministry of Education in Turkey, she started to teach English at a private primary school, in which she experienced the initial struggles of being an English teacher. She acknowledged that working with third grade students was difficult at first as she

had no previous experience with them. The challenge was not only the age group of the students. She also did not rely on her knowledge on how to teach English. As she emphasized, the teaching certificate she obtained from the MoNE fell short in terms of equipping her with the necessary teaching skills. Yet, she put a lot of efforts into learning how to be an effective teacher by not only reading and researching but also by reflecting on her classroom experience. Her hard work did not escape her headmaster's notice, who advised her to work at higher education.

She started to work at the university, which provided her with the collegial family atmosphere that supported her growth as a teacher. She elaborated:

> So, I kind of liked it but the most important thing is not only the classroom atmosphere, the family, the collegial family that you have, and that university had it. People were nice, people were good, people were helpful so you grew together with those people and when they recruited me, they recruited around forty people that year and everybody was young so we grew together and we became teachers together and most of these people are either trainers or they are some sort of heads of something at universities now (Deniz, Interview 3).

Although she had to learn classroom management from scratch at her new context and her new students were remarkably different than the ones at the primary school and very close to her own age, she was content with working there. A turning point came when she enrolled in the CELTA course that was sponsored by the university that she was working at. She recalled:

> So, with CELTA, I actually took my first step in teaching. I started teaching before that I was not teaching. I have to say that I wasn't teaching. So, the CELTA just gave me the biggest insight, that was my thing, I have to say that (Deniz, Interview 3).

Her confidence in herself as a teacher began with CELTA. As her tutor also told her, "She was cut out to be a teacher" (Interview 3). It was not only the tutors who appreciated her; the administration and her students also provided her with positive feedback, which increased her enthusiasm to pursue a teaching career and develop herself more. However, "Is it my job or is it me?" (Interview 3) was also a question she frequently asked herself in those days. Notwithstanding, she was not familiar with concepts such as self-reflection; she was applying them instinctively. She recorded, "There were not many teachers who would record themselves and watch themselves. I would even take my recording to my tutor" (Interview 3).

It was also a fruitful time as her work context offered her a diversity of professional development activities. She attended seminars, workshops, conferences, and this way she was improving herself not only as a teacher but also investing in her future career as a trainer by expanding her network. She recorded, “So these workshops and seminars led me to meet people. You meet people, you see people, you learn from people” (Interview 1). Therefore, in her new work context where she got immersed in a learning culture and found opportunities to further develop herself, she became more attached to being a teacher.

4.6.2 Becoming a trainer: *The desire to be on stage.* Deniz was working hard to be a good teacher as she saw it from her tutors during CELTA. However, it was also her character as she was inherently inclined to “do the best” (Interview 3). Besides, just being a teacher was not for her; she was worried about staying the same. Working at the university gave her a vision and helped her to set new goals. She told, “When I look into my future and I always teach the same grammar point for 20 years... No. I have to add something to myself; I can’t just be a teacher, why not be something else as well?” (Interview 3).

She did not just want to be a teacher. She was reminding herself, “I don't want to be just a teacher in the classroom. I want to be a person who can help” (Interview 1). In the third year of her teaching career, she had a goal as she declared, “I don't want to be a teacher. I want to be a teacher and a teacher trainer. I wanted to learn to be a teacher and a teacher trainer” (Interview 1).

Deniz’s career at the university increased her sense of being a teacher. She explained:

> But the thing is when I started the world of academia. Working at the university: that gave me a sense of being a teacher. And then the more I worked that university the more I wanted to stay in the business (Deniz, Interview 1).

However, her goal was going beyond being a teacher as she essentially was striving for her goal to be a trainer. As she told me, she felt the need to obtain CELTA and DELTA certificates to achieve her goal. To her observation, those certificates were what people looked for in a trainer’s curriculum vitae in Turkey. Although she never observed such a perspective at international contexts, she felt that receiving that education was necessary to be trusted as a trainer at the national context.

Deniz's "dream" (Interview 1 & 3) to be a trainer was triggered by another trainer whom she met at a seminar she attended before moving to teaching at higher education. She recorded, "The story began with her actually because I saw her on stage, and she was quite well into what she was doing. I said I want to be on that stage" (Interview 1). Deniz dreamed of being such a person, so she decided to engage in academic life, which would lead her to that stage as she believed.

She met other trainers who inspired her further in her career. Meeting those people reinforced her goal to be a trainer. She recalled:

> I met (…) and he was a DELTA trainer then and that gave me a goal and it was like my path was getting into it. What do I want to do? I want to be like him. How do you do that? You take the CELTA. How do you become a CELTA trainer? You need to take the DELTA. So, it just moved on because I always had a goal (Deniz, Interview 1).

She explained why she was impressed by those trainers, **"**The people looked up to them and the way that they were so capable of doing what they did, I mean when people listened to them, people listened to them" (Interview 1). She further added that she would not have dreamt of being a trainer if she had not met these people:

> So, I think, meeting these three people, the milestones in my life, they helped me build it because I saw these people, so I do believe that chance was there. I mean I saw these people. Because if I had never seen, them, if I had never met them, if I had never been to (…) workshop, I would have never wanted to be one (Deniz, Interview 1).

Being a trainer took a long time for Deniz as she highlighted. What paved the way was her voluntary work at the professional development unit of the university where she worked as a language instructor. Although she was not assigned as a trainer, she embarked on the mission of presenting hands-on workshops to her colleagues. She explained:

> I was not a trainer but whenever the school had the teachers' opinions, whenever they asked for teachers' voice, I always raised my hand to become one of those, like I wanted to share my voice, I wanted to do a workshop, I wanted to share what I'm doing in the classroom. That was my thing (Deniz, Interview 1).

She also attended some trainer training courses through the sponsorship of her institution. She officially became a trainer in the eleventh year of her teaching career,

when she started to provide training sessions and workshops for teachers of K12 schools in association with a publishing house. During these days, she also became one of the co-founders of the Turkish branch of an internationally known professional organization for teachers and teacher trainers in the field of ELT. Thereafter, she started to provide training sessions for teachers who worked at the language departments of state universities.

4.6.3 Constructing a trainer identity. The formal and informal workshops Deniz provided shaped her trainer philosophy, which reflected her critical stance towards English language teaching in Turkey. The fact that she both worked as a teacher and ran workshops as a trainer at K12 schools raised her awareness of the situation of teaching English in Turkey. She read reports written by international organizations for language teachers, especially the ones about the situation of language teaching in Turkey. She understood that teachers' workload was too much in K12 schools and the context they worked at gave them little space to carry out professional development activities. In addition to K12 schools, professional development units at state universities were also slow at running professional development activities. In this regard, she recorded, "But it's a very slow thing with state universities. They don't really want that training" (Interview 1). She further explained, "They have a job. They have a secure job. They need to go to class, they leave class; they don't need to be trained" (Interview 1).

As she emphasized not every institution was like the university context, in which she and many of her colleagues flourished not only as teachers but had further goals to develop themselves professionally. However, the context was not the sole factor that would encourage teachers to develop professionally. She repeatedly expressed that it was not possible to teach or train people unless they wanted to (Interview 1, 2, & 3). Her main goal has been to help others to discover things on their own by guiding and showing them how to do this in a meaningful context. This perspective gave shape the way she positioned herself during her workshops and training sessions. Being aware of the difficulties K12 teachers had (e.g., workload), she has paid special attention to not wasting teachers' time and keeping things concise and simple. She explained:

> That's the thing. If they're going to come, if they have to be there, I should not waste their time because many people have wasted my time at the past. I don't

> want to waste their life. I want them to leave by saying "Well, I didn't want to be here but thank you I got something" (Deniz, Interview 1).

She believes that she has reflected her character as a kinesthetic, auditory, and visual person in her workshops. She illustrated, "We are not like doctors or lawyers. We can reflect our personalities in our profession. I'm kinesthetic, talkative, visual, and auditory. I like being so in my sessions" (Interview 3).

As she reflected on her sessions and the feedback from the attendants of her workshops, she became more aware of the dynamic and diverse nature of training. She noticed that not every workshop appealed to every teacher. Besides, as she learned from DELTA, each context (e.g., the cities teachers worked at or the levels they taught) required different kinds of training. This was why she began paying more attention to considering the context and needs of her audience while preparing for her trainings.

4.6.3.1 Professional development: Learning from role models. As we conversed more, it became apparent that Deniz first focused on learning the theory more, in other words, reinforced her knowledge as a prospective trainer. By taking CELTA and DELTA certificates, taking her tutors as role models, attending, workshops, seminars, and conferences, reading books, articles and engaging in research, and later on by obtaining a master's degree in the field of language teaching, she enriched her knowledge base of ELT. Reading has especially contributed to her knowledge as she reported, "The more I read the more confident" (Interview 1).

However, as she later told me, she came to a point where she felt saturated with theoretical knowledge and shifted her focus to learning from the experienced not only in the Turkish context but also at an international context. She explained:

> So basically, my new teacher training learner strategy is learning from experienced rather than from books. So, it is more of watching others do it and seeing how theory actually is, that is my goal now. That is experience in my context because not every experience works in every context. So, if I found something that was in an international platform, I am applying it in my own professional platform (Deniz, Interview 2).
>
> In order for me to develop professionally, I myself am also following and catching up with ELT events both nationally and internationally so that I will have a chance to meet with other trainers. I am not taking any courses but because I am giving several sessions, I need to think about something. So, I

> am also following the ELT events around the world and in Turkey so I can meet new trainers and learn from them (Deniz, Interview 2).

DELTA particularly taught her two important things that gave a shape to her vision on teaching and training. First, it gave her the inspiration to" think out of the box" (Interview 1). During a conversation they exchanged, her DELTA trainer questioned why she was always reading about the Turkish context and advised her to read about other contexts in the world. This was the time when she grew awareness of the multiplicity of training contexts and that each context could necessitate different kinds of training. The second lesson she learned from DELTA was that it was important to understand human psychology. To understand concepts such how people learn, react to failure or why they resist required an understanding of human psychology. This laid the foundations of her teaching and training philosophy which aimed at helping and guiding people instead of teaching them. She argued:

> That's why I keep saying you cannot teach people anything. It's not in the nature. It's not in the nature of learning. It's like if they want to learn, they learn it. If a baby is hungry, it is going to ask for food. If the baby's not hungry, then there is no way you can give them food (Deniz, Interview 1).

> After I became a trainer, I learned that you cannot teach a person to do something. You can show them if they choose to do it, they do it. So, when I worked with them, I wouldn't tell them, "If you do this, this is what might happen … If something went wrong, instead of telling them what's wrong, even my feedback to written homework changed. Rather than giving them direct feedback, I would ask them what is wrong here, which time are you talking about. I was guiding them rather than telling it was wrong tense, incorrect vocabulary. I was asking them, I was questioning, help them question as well so that they can find out (Deniz, Interview 2).

Deniz observed that the trainers she met at international conferences were more self-confident. She explained to me that the reason was because they read and learned about human psychology. By following international ELT events, learning more about human psychology, focusing not only on the content knowledge but learning more about style such as how to use voice or body language properly, she has developed herself as a trainer. Yet, she believes that she is not done with being a trainer. She recorded, "All the teacher trainers actually focus on the same thing, it does not finish. One cannot say that he or she truly became a trainer" (Interview, 2).

It is no coincidence that the characteristics Deniz displayed on her path to be a trainer resonates with one of her early statements. She told me that she aspired to certain characteristics of her trainers in CELTA and DELTA courses. One of her

trainers was so knowledgeable, whereas the other one was fun as she knew how to engage her audience. Another trainer whom she perceived as a role model was a very approachable person. Referring to herself as a "Frankenstein" (Interview 1), she wanted to embody these three features in her trainer identity.

Receiving feedback from others has enabled her to evaluate herself as a trainer. She explained:

> Our world is so small, the ELT world in Turkey; we always see each other. People have been giving me feedback after my sessions. Some of them say, 'The things you mentioned in your workshop; they worked for me'. Or some of them say, "Your workshop was good, but it did not appeal to me because I work in a kindergarten" (Deniz, Interview 3).

She met criticism as well. As she explained, she sensed that some people questioned her competency and speculated on what basis she became a trainer. In this regard, she argued that she did not also claim to be an expert, however, she is confident in that she has gone "through the path" (i.e., the trainings she received) and "delivering what she has learned" (Interview 1).

She frequently pointed out to the importance of having not only content knowledge but also the knowledge of skills to be a trainer. For her, people trust those who have the knowledge. Although she was raised in Europe and was fluent in speaking English, she still felt the need to brush up her knowledge on the language especially the structural knowledge in her early years of teaching career. Through CELTA and her work experience at the university, she learned how to teach better. With the goal of being a trainer in her mind, she maintained learning not only from books and articles but also from her experience, her colleagues, tutors, and overall ELT activities both in local and international contexts.

4.6.3.2 Trainer roles and self-image as a trainer: ***Puller of the wagon and the "aha" effect.*** During our conversations, although we frequently used the word trainer, Deniz avoided calling herself a trainer. While she frequently mentioned her goal of being a trainer, she still identified herself as "a trainer in training", who is still learning. She recorded, "So then I can say and still I don't call myself a trainer. I'm always saying that I'm a trainer in training. I'm still learning to know" (Interview 1).

When I tried to understand more about how she began to share her knowledge and experience with other teachers, she came up with an interesting metaphor:

> But it's not like, I don't train people. It is some people need to pull the wagon. And that is what we can do. Some people don't want to pull the wagon. The people who pull the wagon just put the platform together and the others pop on. You can't train people. You can't force them (Deniz, Interview 1).

She told more about her way of training:

> Yes, I like people to think, I like people to stand up. I irritate people because I change their seats. The reason why I do these in the workshops for teachers is because inevitably teachers ask their students to do these in the class. So, I want them to put themselves in their students' shoes. So more of a hands-on workshop person rather than a person who does the research and talks about it because I want people to be there and I want them to participate. So, my preferred, I would say, delivery type for me is generally workshops (Deniz, Interview 1).

In our interviews, she constantly mentioned that she wanted to be of help to other teachers. Her extrovert character and her enthusiasm to share with other teachers triggered her goal to be a trainer. According to her, being a trainer is putting this help into a more formal platform and a way of making her voice to be heard:

> If it works, I would like to share it with other people because our job is helping each other as well. It's not like, we're not like lawyers. We can't just look up in a book and find a solution, go into the classroom, and apply it. It is like sharing and doing this team teaching and doing these mentoring with other students, people. Why not put it in a more formal platform? And if you want to do that and if you want your voice to be heard, then you need to be a trainer, who would listen to you? (Deniz, Interview 1).

She also highlighted that her outspoken attitude enabled her to engage in this trainer role, "I think in the sessions I am opening that platform because some people are very outspoken they like to talk about, some people are not" (Interview 3). In a way, Deniz gives voice to teachers by asserting herself as an out loud sharer of knowledge. She further claims that what lies beneath her role as a trainer is to raise awareness of lifelong learning and enable teachers to brush up their existing knowledge and skills**.** She explained:

> My only my aim is always to freshen up what they know. Everybody in the workshops, in the sessions all the teachers know how to teach grammar but perhaps they need to brush it up with a new technique. Maybe they don't know a couple of new things. I can also I can show them. Sometimes they teach me (Deniz, Interview 3).

Deniz describes being a trainer as being of help to people, which in turn provides her with job satisfaction. She referred to this as "the aha effect", which she explained as "When people come to you and they say 'You know what Deniz, you suggested me an activity that works and I did it in the classroom and it worked'" (Interview 1). According to her, a trainer can only help a teacher provided that he/she is willing to receive that help. For her, being a trainer is not telling a teacher what to do or not to do but rather facilitating their teaching by showing them their progress, informing them on things they are not aware of, and enabling them to reflect on their experience. In this sense, merely observing teachers and then informing them on what is being required from them is contrary to Deniz's conceptualization of being a trainer. She believes that teachers' expectations from trainers and their level of readiness to welcome a trainer's help is vital to effective training.

Deniz summarized her ideal conceptualization of a trainer when she recorded, "I want to be a person that holds sessions and the workshops and takes part in organizations where people come together" (Interview 1). On that note, she has achieved her goal to a certain level as she has recently begun holding local events in association with a publishing company. She explained:

> I am holding series of sessions with K12 schools; like we choose a topic. The school has a topic and we work with the teachers. So, I go to school with the association. We are holding local events international events. So, we're inviting people to come and share their ideas (Deniz, Interview 1).

4.6.4 Negotiating teacher and trainer identities: *Being a teacher for being a trainer*. In our interviews, I could not escape but notice that Deniz spoke with a very enthusiastic tone while she was talking about being a trainer. As we conversed more about whether she preferred being a trainer to being an EFL teacher, she revealed that she was more of fond of being a trainer. She perceives being a trainer as a more dynamic profession, through which she makes her voice heard. However, as she further explained, she never wanted to quit teaching either. Mentioning that her role models were also teachers, she said it was impossible to be a trainer without being a teacher and explained:

> When a teacher trainer does not teach, can you put yourself into that trainee's shoes? You have to feel the same thing so that you can put yourself in that person's shoes. (…) You have to be in the classroom, feel the same way, understand me and then preach me (Deniz, Interview 3).

She further emphasized that staying as a teacher was necessary to reach her goal, which was to be a trainer, “It's not because I wanted to be English teacher. I wanted to be a teacher trainer. And if I wanted to be a teacher trainer, I had to be doing job. So, I kept that job as well” (Interview 3). She added:

> After a while, those two things, wanting to become a trainer and staying an English teacher, they went hand in hand because I felt satisfied. It really was a satisfying job for me to work at the university. But I also think that it's because of the institutions I worked at (Deniz, Interview 1).

After she became a trainer, her teaching philosophy took a new turn. Similar to her aforementioned training philosophy, she became aware that it was not possible to teach people unless they wanted to learn. She has become more of a facilitator, who wanted to help students to discover themselves. Instead of directly teaching the content knowledge, she has preferred to raise students’ awareness of learning and finding out knowledge themselves. Her classroom experience as an EFL teacher also affected the training activities she held. She observed that it was easy for students to lose interest in the lessons. This awareness led her to teach in a simple and concise way. She transported her classroom experience to her workshops as she refrained from “wasting teachers’ time” (Interview 1).

Deniz also pointed at some differences between her teacher and trainer roles. Though she is flexible to a certain point in the classroom, she takes a firm stance when necessary. At times, she leads the classroom and makes students feel that she is in charge. However, she does not behave in this way with teachers during her training sessions:

> We are at the same level. I am not a step higher. So, again my attitude is different there. We’re colleagues, we're colleagues. I, as a trainer, I think I said this before I'm just sharing my experiences and I am also learning from the participants in the sessions as they teach me as well [about] what they do in the classroom (Deniz, Interview 3).

According to her, the only difference between her and the teachers in her sessions is that she prefers to share her knowledge in a formal platform. According to her, trainers are those who share what they know not only with their students but also with other teachers in a structured way.

Deniz emphasized that she is intrinsically motivated to stay as a trainer and she wants to hold a doctoral degree as a future goal since she believes that people look

for such credentials in a trainer, especially in Turkey. Moreover, her motivation to maintain her academic development increased after she obtained her master's degree in ELT. She started to believe that she could achieve this goal as well.

4.7 Sera's Story

Sera is an experienced English language teacher and a novice trainer. Though she conducted many training activities outside the context of language teacher education, her training experience in ELT is new. Sera and I conducted three interviews, the two of which took place in real life environments. I also visited her in a workshop where she provided a training on how to conduct teacher research for teachers from various countries. During my study, she supported me all along the way, became an enthusiastic participant, and shared plenty of stories with me. As she frequently emphasized, she is a person who wants to find her own way in both teaching and training and share her knowledge with others. Lifelong learning is her philosophy and it is embedded in her professional journey as a teacher and an educator as she referred to herself.

4.7.1 Background: ***A shifting and evolving career.*** Sera, a graduate of ELL, was not thinking of being an English teacher, which she referred to as a regular job that did not seem "colorful" (Interview 1), until the moment she met a professor, who changed her views. She recalled:

> Initially working as a teacher was not in my mind to be honest because you know teaching was considered to be a job that is boring. You know something that anyone can become so I didn't have positive feelings about teaching. So, it was never in my mind to start working as a teacher because the only thing that came to my mind was working for the Ministry of Education (Sera, Interview 1).

A methodology class provided by that professor during her last year at the university helped her erase the negative image of teaching, with which she meant the traditional ways of teaching provided by traditional teachers who merely transferred their knowledge. Impressed by her professor's ideas and methodology, her conception of being a teacher took a new turn and her wish to be a teacher sparked. She recorded, "I said [to myself], 'you can be creative, you can be a role model, you can do this job differently'" (Interview 1). It was during this time when her professor suggested her to apply for as position at a university, which was looking for new

language instructors to recruit. At first, she hesitated and did not feel confident enough to apply for such a position. However, to her surprise she was hired by getting the top score among the other applicants. This was how she found herself teaching English to undergraduate students at the first day of her teaching career.

Sera referred to the first five years of her teaching career as the exploration period during which she tried to adapt herself to the system and being a teacher. Her first experience was with students who were above her age. She described her feelings about that experience:

> It was horrible, I was in a shock because they were above my age, and they were ready to ask questions, they were testing me. As I was young, I felt as if I was in a test you know. I remember, at the beginning, they were asking me so many words. I had to answer. If I don't answer, they would see me as a weak teacher (Sera, Interview 3).

Sera acknowledges that the way she provided her students with knowledge transformed from "Google translator" (Interview 3) to a facilitator in time. She "became more economical in her way of providing knowledge" (Interview 3). During that exploration period, Sera was nevertheless a teacher who wanted to question the school system she was a part of; however, she did not know how to do it. She was not as assertive as she aspired to be. She explained:

> I even didn't know how to question the system like because when I have an idea that contradicts the system, I say, "Probably, I don't see something, that is why I should keep quiet now. I shouldn't speak so much because I'm a talkative person, I like talking at the meetings etc." But on the other side, I was saying that there must be something I am missing (Sera, Interview 3).

After this struggling period, during which Sera endeavored to figure out being a teacher, she began to "feel more relaxed" (Interview 3). She began to believe that she needed to reinforce her professional knowledge. Although she started to change, become more relaxed and self-confident as a teacher, one thing remained the same for her. She told, "It was a fixed idea in my mind all through those years. What remained the same was that a teacher must have knowledge. Knowledge, knowledge, knowledge. That is expertise" (Interview 3). In Sera's view, it is imperative that teachers know more than students. Knowledge is essentially what students expect from a teacher; it is what brings about the respect a teacher gets. Sera believes that she gradually reached a point, around ten years in her teaching career, where people started to trust in her knowledge. In addition to her teaching role, she

was assigned to exam consultation in her institution. This period was when she started to feel more confident as a teacher.

4.7.2 Becoming a trainer: *From global to local*. To develop herself professionally, Sera attended a series of teacher development courses, the last of which was a trainer training course. Her first thoughts of becoming a trainer were germinated during this period. However, she was still hesitated to become a trainer during and after this course. She could not find there the practical experience she needed. She recorded, "It didn't give me the chance to put it into practice. I really needed someone to help me on how to put it into operation more effectively" (Interview 2). The lack of practical examples was not the only thing that she complained about. The atmosphere made her feel like she did not belong to this community.

She was unsure about her level of readiness for being a trainer as well. She knew she had the talent to do teacher training, but she thought that she needed more experience. She reported, "Okay, I know I had the talents, but I needed experience, I was not old enough, experienced enough" (Interview 1). In another incident during that course, she was asked to give negative feedback during a simulation. When the course trainer told Sera that she needed to give the feedback in an explicit way because she was a trainer, she hesitated to do it on two reasons. First, she thought that giving negative feedback to a teacher could hurt him/her. This was one of the moments she felt she was not ready for being a trainer. She recorded, "And at that time I thought I haven't matured enough, I was still naïve" (Interview 1). Second, she did not like the fact that even the place she was supposed to sit during that simulation was predetermined. She felt restricted. She needed someone to observe, learn from but what she inherently wished for was reconstructing her own way of doing training. This individualistic stance also relies on her personality. She elaborated:

> That is my personality, I think. I like to be with people, but I also like to be the dragging force as well. Being a part of community, yes you need it, to survive I need to be contact with others, I need to be accepted by my community members. But I also need to stand out as individual. I am Sera, not like Ayşe or Murat or whatever; I am Sera so I need to stand out with some characteristics. I need to find things that make me different than others as well (Sera, Interview 3).

She found the encouragement she needed at an international training project abroad, in which her thoughts of becoming a trainer were triggered again. A small workshop, which she presented in collaboration with a trainer in an international project outside Turkey, brought about the offset of her career as a trainer. She was encouraged by the trainer of the project. She recalled, "The trainer of that project told me that I could actually become a trainer myself because I have that potential" (Interview 1).

Later, Sera took an offer from a friend, who suggested her writing a project on their own. The audience's acclamation of the project resulted in a boost in her confidence in herself. She elaborated on this:

> My participants seemed to enjoy the training and I got really positive feedback after that and that just boosted my confidence. I said yes that's it, I just passed the threshold, I showed myself that I could do it and it was a (…) project then I don't need to prove myself to my colleagues even. So, that was a label, a kind of label that I needed (Sera, Interview1).

After passing this threshold, she continued with several other projects which she ran in various countries. The main audience of the trainings in these projects consisted of teachers of young learners from different disciplines. At first, her trainings covered topics such as communication and language use. Later, she broadened her range of topics and "slightly moved on to teacher training" (Interview 1). She carried out two projects for specifically teachers. Sera's training experience abroad contributed to the process of her being a trainer at her home institution as well. The efforts she put abroad not only rewarded her with a boost in her self-confidence but also changed the way people looked at her in her institution as they trusted more in her knowledge and experience. She officially began to identify with her role as a trainer as her institution also did. She explained:

> And you know it started abroad and then my university accepted me in their wordings. 'Oh, yes, she's doing training'. And my official papers like when I applied for a project I said, 'I need to get my leave annually permission to go abroad'. I used to write, "Yes here is a project and I'm the trainer" (Sera, Interview 1).

Eventually, her institution asked her to take part in PDU. Prior to that, Sera used to give voluntary single-shot workshops which was not systematic and were presented to a limited audience. She also took part in a project for pre-service teachers. In another occasion, she was assigned as the mentor of three newly

inducted teachers to facilitate their transition. Although she was occasionally taking part in provider roles for teachers' professional development, she was not officially given a trainer role. However, after her proving herself abroad and accumulating remarkable experience, she was offered to provide regular in-service training activities at her institution. Before her school officially named her a trainer two years ago, Sera had already adopted a trainer identity. She reported:

> I was never after a title that my school would give me. They have just called me the trainer, let's say for the last two years. Before that, I was actually giving trainings to the people. They officially called me a trainer; they accepted this role like two years ago or something. But I've been doing it already. I knew I was giving training (Sera, Interview 1).

Although she did not refer to herself as a trainer those, she contends that those practices were actual trainings. For example, during the voluntary workshops given by the teachers at her institution, she asserted herself as an enthusiastic presenter whose workshops lasted longer than the others. As she further explained, her colleagues asked her to share her experience from her international training projects. Despite her hesitancy to call it training, one side of her believed that she had already been practicing training although it was in the form of informal sharing. She believes that the way she shared her professional knowledge became fruitful as people started to trust her knowledge more. Indeed, what she started to gain was not only their respect but also admiration. She recalled, "And that respect people started to feel, has turned into some kind of admiration. I feel it" (Interview 3).

Contrary to trainers who first work at their home institutions and then expand their work to further contexts, Sera became a trainer outside her local context first. She believed that it would have been more difficult for her to become a trainer had she first attempted to become one in Turkey. Moreover, Sera does not locate herself in the circle of ELT Trainers in Turkey. Instead, she identifies herself as a project trainer who creates her own projects, which encapsulate topics that go beyond the field of language teaching.

4.7.3 Constructing a trainer identity: *Non-formal learning.* Sera's main developmental source was the trainings she attended abroad. These trainings not only envisioned her but offered her the freedom and sense of belonging she needed. She recorded, "I feel so much better running my own projects, doing my trainings the way I design, the way I tailor my own role" (Interview 2). On her first training, the

one she attended as a participant, she became “thrilled” (Interview 2) with the methods such as non-formal learning, experiential learning, reflective learning, and metacognition. A special present, a musical instrument, given to all participants especially impressed her. To her surprise, it was not just a present but a symbol of non-formal learning. The participants were asked to interact with their instruments by asking questions to it, or by trying to teach something to it. Unlike many participants, who were constantly questioning this experiential learning, Sera believed that there was a reason behind it and observed this process and interacted with her instrument eagerly. At the end, it was revealed that it was a kind of experiential learning and the instrument was symbolically a learner/teacher/trainer. This experience resulted in her wish to apply non-formal teachings methods more both in EFL teaching and training sessions. According to her, non-formal learning was missing in most teaching environments including the aforementioned training course she attended. She believed that she had to transfer her non-formal learning experience to her teaching and training practices. Her efforts yielded good results as she recalled:

> So, this is my experience and I try to adapt all those things to teaching English, especially in our university context. And the teachers found really interesting because I was, my examples were always from different disciplines and they could find it relevant to their own students. It was really interesting for them (Sera, Interview 2).

She believed that being a trainer required integrating non-formal methodology into teaching. Knowing that her audience differed from students in that they consisted of experienced teachers, she explained why she needed to benefit from non-formal learning methods:

> As the trainer, I needed to know how to put them in action into operation. it's not that easy and people think that it is easy, it is not easy. You know training needs expertise on how to put it in operation as well, so it really requires soft skills from the trainer, how I'm going to manage the participants in that session. How will I find the most effective way of transferring that content knowledge because my learners are experienced teachers, they are not like students in a classroom. So, the way you approach these teachers is different than the way you approach the students in the classroom. Okay, there are so many similarities but there are many differences that really make you think about the way you put knowledge across. So, a trainer needs to know the non-formal methodology (Sera, Interview 2).

> Yes, you need to rely on your tacit knowledge here. I mean you will get feedback from the things you experience. If you believe in that, if you experience the advantages first as a learner yourself, you will find it easy to use it in your sessions. If you haven't experienced it as a learner, you know what your participants might feel during that particular action. If I hadn't been on those trainings abroad, non-formal education, I wouldn't be able to think about them even. I have applied what I learned, experienced myself (Sera, Interview 2).

Similar to the other participants, Sera attended trainer training courses; however, her main source of developing herself has been the experience she accumulated in training projects abroad. Collating her experience abroad with her training activities at her institution has increased her confidence as a trainer. As Sera summarized her experience both in training projects abroad and at her institution, reading research, learning from others, and observing other trainers have shaped and improved her as a trainer.

4.7.3.1 Trainer roles and self-image as a trainer: ***A lifetime reference.*** When we conversed about being a freelance trainer, Sera stressed that she would not work in this way. She recalled that she took an offer from a publishing house to give workshops on the materials they published. However, she turned the offer down believing that such training sessions were one-shot; did not yield sustainability and did not match with her philosophy which aimed at creating a change in people. She explained her role in different occasions:

> I must touch people's lives; I should be their lifetime references. If I worked for a publishing house, I would be doing one-shot trainings. People would know my name, but they would not be able to internalize me. I mean I am not sure if I could make a change. Being a trainer at a publishing house could only strengthen my title, but I wouldn't be a person that could create change (Sera, Interview 2).

> I think of myself like a lamp. Like when you turn it on, the room is lit, everything looks different (Sera, Narrative frame).

She defines a trainer as someone who benefits from research and puts theoretical knowledge gleaned from research into practice through training sessions. In addition to offering knowledge, sharing knowledge, facilitating lifelong learning, and touching people's lives and triggering a change in them are features of a trainer according to her. She reported:

> So, as a trainer, my job is not only to provide you with the theoretical background but to help you, to develop, how shall I say, knowledge for yourself, so that I can make it lifelong learning (Sera, Interview 2).

> When you experience new stuff, you want to share. People expect you to share. So, it's just like...It happens naturally. You find yourself in that position… If I can make you think about your own potential and you will have *the aha* moment (Sera, Interview 1).

She emphasized that she did not view being a trainer only as a job that would profit her economically and she urged for sustainability in her work. As a trainer, she believes that she must maintain her training beyond the sessions and keep track of teachers' progress or at least provide them with the skills of continuing their own professional development. She elaborated on this:

> So training activities are awareness raising activities to my mind rather than heavily input sessions on something, on methodologies so I think the trainer's first role to know how to approach, how to activate the trainees' knowledge, how to help them gain some metacognitive skills, thinking about their own learning process because I won't be next to them the whole time, they need to continue learning after saying goodbye to me, you know this is after training I mean. So, I need to leave them with the capacity, the skills of continuing their own professional development. This is how I feel so about being a trainer. This is how I feel (Sera, Interview 2).

She acknowledges that being a trainer is still new for her. She recorded, "Being a trainer is a new field for me that I am jumping into. I am enjoying it" (Interview 2). Despite acknowledging herself as a novice trainer, she believes that she currently holds a strong image compared to her past especially after being engaged in international projects.

Although Sera defines a trainer as a sharer and a facilitator of lifelong learning, she argues that being a trainer requires having power and knowledge as well as being a hidden leader. She explained:

> What I mean by power. Knowledge, experience, to lead people that you are the leader… Even if you create a collaborative environment that you expect everyone to come and join, you're still there as a hidden leader. You organize all the tasks. You are the encouraging force behind it. So, when I say power, people should feel that you are able to lead them, take them to a new way of thinking, push them sometimes in the front, sometimes at the back, sometimes with them. But you are always the one who drives (Sera, Interview 1).

> Not that kind of leader, you can lead people with the atmosphere you create and that is the idea. But the trainers should be a leader. Yes, in that sense, they should create something new, create energy (Sera, Interview 1).
>
> How shall I say, you create a magnetic field either pushing or pulling but you, you are the one who creates that magnetic field. You arrange the relationships in a way. You prepare the skeleton and people just fill that skeleton with their experience, but you are the constructor initially (Sera, Interview 1).

She further suggested that a trainer should have innate communicative skills to be "a dragging force" (Interview 3). According to her, not everyone can do this as it is a matter of character. She also argued that being a trainer –which meant sharing her knowledge- suits to her personality.

In addition, Sera holds an individual stance as a trainer. She fears that becoming part of such communities that consist of other trainers within the field of ELT might result in her loss of individualization. She explained, "And this is why in that sense I don't want to be in that circle. This is why I feel so much better running my own projects, doing my trainings the way I design, the way I tailor my own role" (Interview 2).

4.7.4 Negotiating trainer and teacher identities: *Co-existing identities*. Despite her enthusiasm in her new role as a trainer, Sera mainly draws on her teacher identity. She explained:

> But mainly I'm a teacher. I feel like teacher training is like being a teacher as well. Because I treat my students the same way. Like, not in classical terms, teaching. I can't describe myself as a classical teacher standing in the class, giving lectures and you know instead I like to create a collaborative environment. Even with my youngsters, even with little kids (Sera, Interview 1).

She further illustrated how strongly she identified herself as language instructor at higher education. She explained:

> This is my safe zone. I do it, my safe zone because I feel comfortable. I've been doing it for so long. I've been teaching for so long, so I know my weaknesses. I know my strengths. I have tried, tested out my abilities, my skills so many times in class environment and so I know where I am going to get stuck. Or where I'm going to be really creative and do some wonderful stuff. So, this is the field that I feel safe (Sera, Interview 1).
>
> It's the initial code that people know me in the society. This is the main status that I have, I carry with me (Sera, Interview 1).

She feels herself strong as a lecturer as she knows her weaknesses and strengths with regards to her teaching practices. In relation to her emerging identities as a

researcher and trainer, she feels like a neophyte who "needs some experience to be able to stand stronger" (Interview 1). In addition, she does not prefer to refer to herself as a trainer, which is "a big word" that means someone "is done with learning" (Narrative Frame). She emphasized, "I don't know if I call myself trainer, I feel like there is nothing left to do, it is like I am done with learning" (Narrative Frame).

Sera's teaching and trainer identities coexist in her teaching and training practices. She refers to herself as the first eye with regards to her position as a teacher in the classroom:

> But in my normal teaching I become the first eye, I am experiencing it. But what happens in my teaching is that the third eye is my metacognition, it is always somewhere near me, I do like ask questions to students and while they are answering I ask myself, did I ask it right? Was it the right way of asking or (…) I have to find another question like you know. While listening at the same time I have this metacognitive thinking going on. But the metacognition I do is based on the first-hand experience (Sera, Interview 3).

On the other hand, Sera's teaching experience provides her with reflection during her training sessions. When she has discussions with teachers, she reflects on her own experience as a teacher. However, this reflection is different than trainee teachers' reflection. She explained this in two different interviews:

> Teacher Sera's shadow is already there sitting. Because she's a teacher like the other teacher participants. She is also experiencing something. Trainer Sera relies on the experience that teacher Sera has but she should keep it at a distance, she shouldn't feel it like the other teacher participants. While sharing those, she should be acting like a third person, not using "I am doing that" (Sera, Interview 3).

> I can't leave my teacher position because I really rely on it. I test my hypothesis in the class. Like when I am teaching in the class, I remember the things that I handled in the training sessions and I test it if I am doing the same. Next week, I am planning to take my video in the class just to observe what I am doing as a teacher. I want to mirror myself somehow. I need this (Sera, Interview 2).

As a teacher, she has an individual stance as well. As she emphasized, she does not prefer adhering to pre-set rules while teaching. Instead, she wants to exert her agency and creativity. In addition, the role she plays in both sites is the same; which is sharing.

According to Sera, being a trainer has consolidated her teacher identity by empowering her to inform others about professional development. She explicated this in this way:

> To be able to work as a trainer, of course I have some, you know, qualifications like training courses etc. I think that's strength. OK? But I feel that this is something that allows me to speak with more confidence, especially in terms of professional development. Otherwise, I have already equipped myself with the readings that I had etc. (Sera, Interview 1).

For the future, she wants to maintain her trainer work–even at broader contexts and more extensively- and argues that she cannot give up on being a teacher as well. She summarized:

> "At an international level I will carry on doing it, but I don't know the address. Somewhere, I will be sharing. Sharing will be there, knowledge will be there, happiness will be there" (Interview 3).

4.8 Shared themes across the stories

Before ending this chapter, I introduce the shared themes that were garnered from the stories. As I will explore and discuss them in depth in the discussion part, I represent them as figures in this section. Figure 3 illustrates the shared themes for the research question one, in other words how the participants grew into trainer identities. Figure 4 gives a glimpse of what kind of professional development they engaged in to further construct their teacher trainer identities. Figure 5 shows their perceived and assigned roles under the theme of role ownership as trainers, whereas Figure 6 displays the themes that explain how they negotiated their teacher and trainer identities.

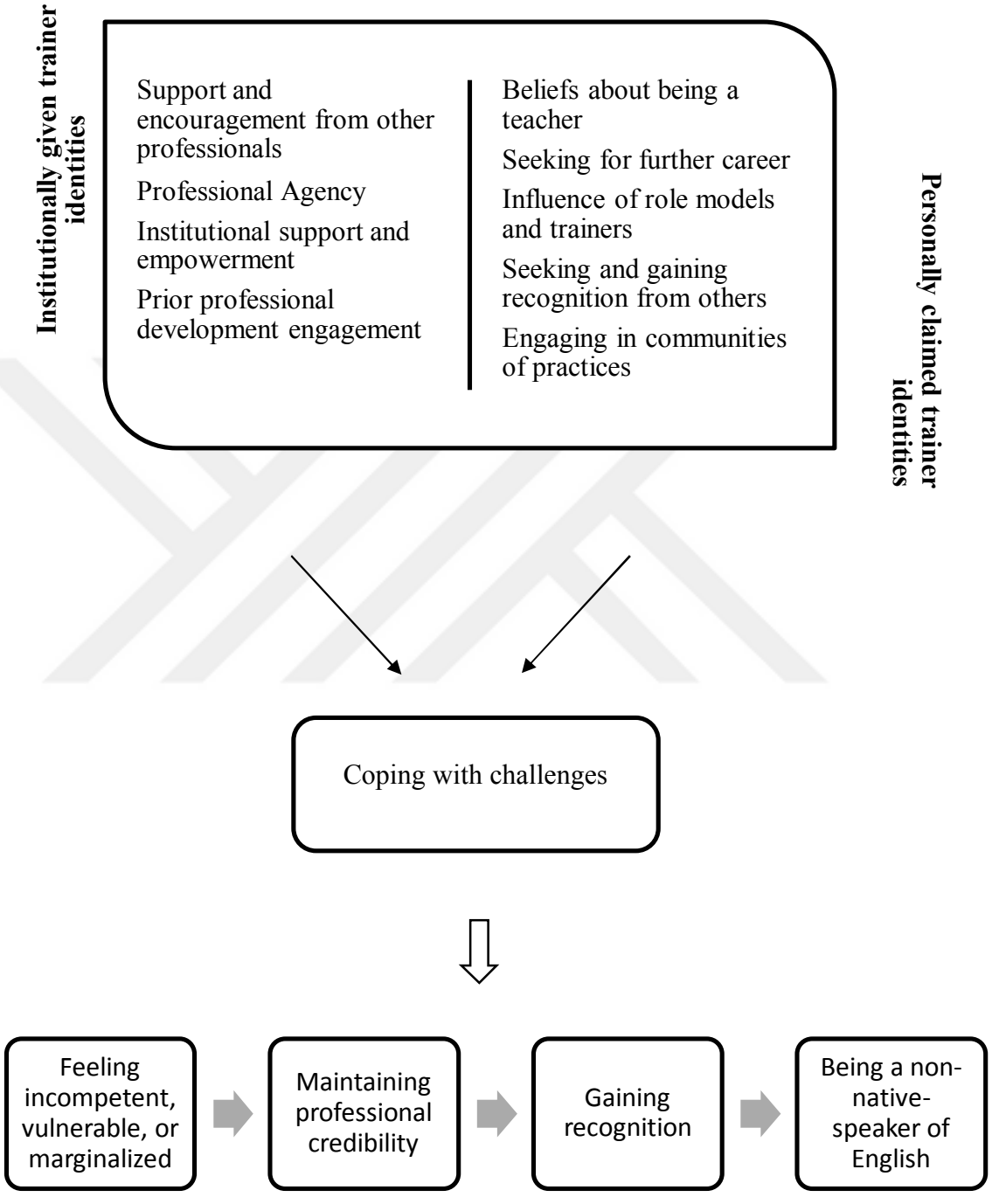

Figure 3. Growing into trainer identities

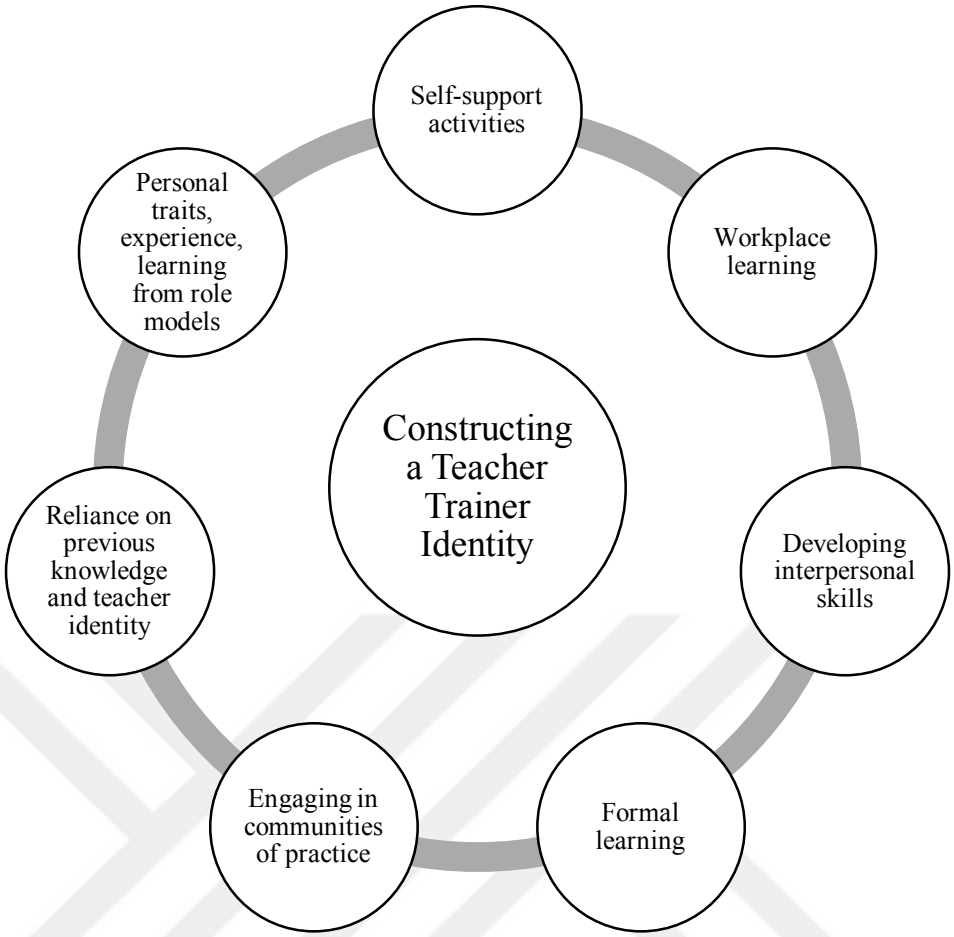

Figure 4. Participants'professional identity construction

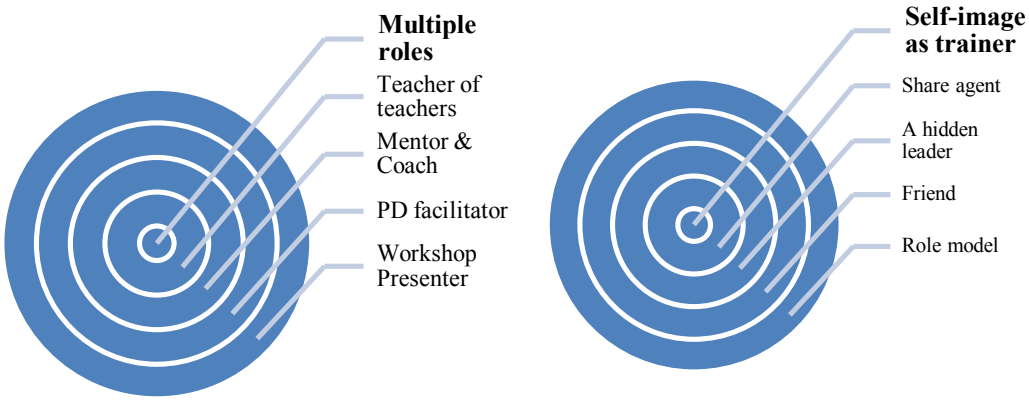

Figure 5. Participants' role ownership as teacher trainers

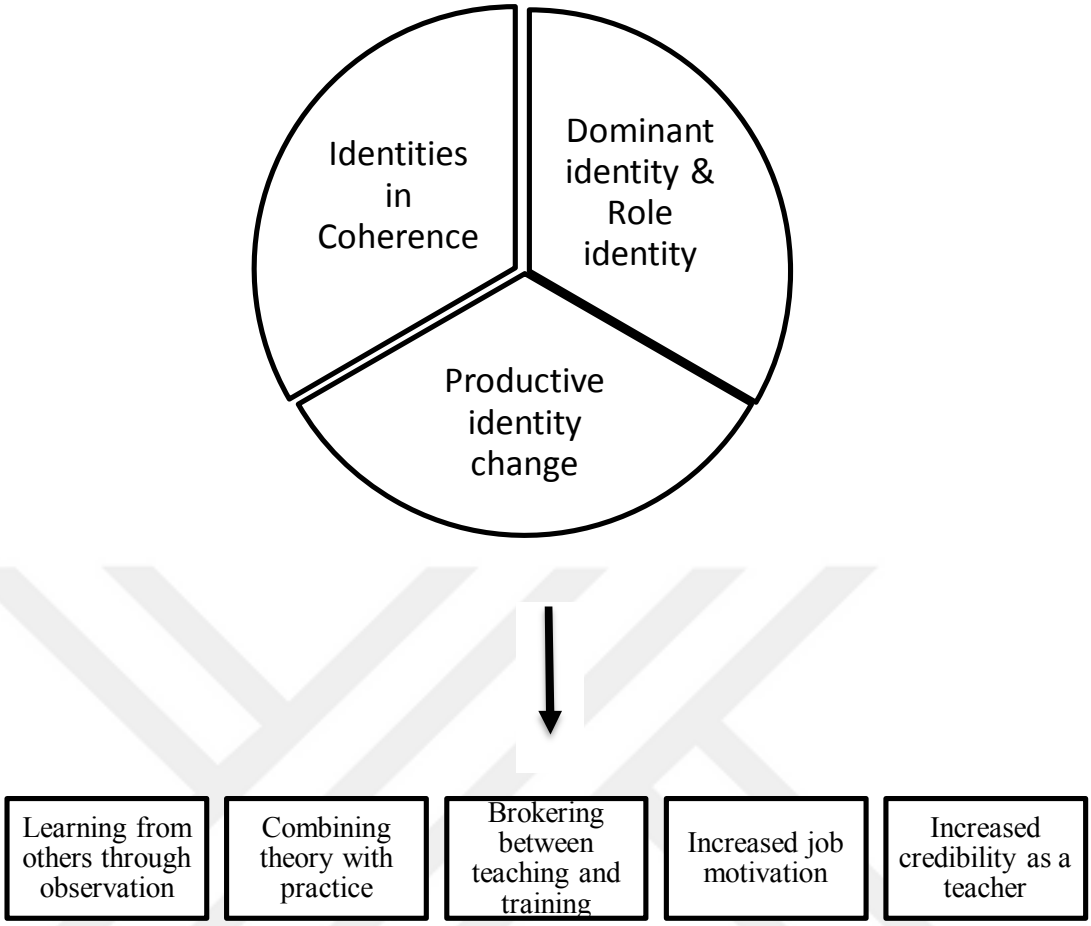

Figure 6. Themes pertaining to the negotiation of teacher and trainer identity

Chapter 5

Discussion & Conclusion

5.1 Discussion of Findings for Research Questions

In this section, I interpret and discuss the findings of the study and the existing literature to show how my study fits into previous literature on teacher trainers/educators' professional identity development within the framework of major sociocultural and poststructural identity theories. The findings were discussed in the light of the participants' professional landscapes, which encompass[ed] their motivations, practices and the dilemmas they struggle[d] with from past to present along with relevant others on these landscapes (Clandinin et al., 2009). As research on teacher trainers' identity development is limited (e.g., Borg, 2013; Fransson et al., 2009; O'Dwyer & Atlı, 2015), the findings were interpreted and discussed to a large extent in the light of research on teacher educators based on the assumption that all those who facilitate teachers' professional development and learning are teacher educators in a way (Clemans et al., 2010; European Commission, 2013; Lunenberg et al., 2014).

5.1.1 Growing into trainer identities. The first research question aimed at understanding how English language teachers adopted trainer identities. Proving Dinkelman (2011) who argued that teacher educators' identities could be claimed by themselves or "given to them via the roles and institutions that frame the profession" (p. 309), the participants in the study grew into trainer roles in two ways: through institutional designation and personally claiming for a trainer identity. The participants with institutional trainer identities were offered to be trainers based on prior professional development engagement and professional agency. On their path to becoming trainers, they received institutional and professional support from others. The other group of participants; however, became trainers based on different factors: past beliefs about being teachers, seeking further career, being influenced from role models, and seeking and gaining recognition. Their transition to becoming

trainers was facilitated by their membership to other communities of practice. In both ways, the participants had to cope with certain challenges.

5.1.1.1 Institutionally given trainer identities. Four participants, Hakan, Defne, Melda and Derya, came to be recognized as trainers upon institutional designation. Confirming other studies (e.g. Dinkelmann, 2011; Izadinia, 2014; Trent, 2015; Tryggvason, 2012; Williams & Ritter, 2010; Williams et al., 2012) which argued that teacher educator identities were recognized and supported by others (e.g., other teachers and teacher educators), the findings suggested that the participants' designation to trainer roles was leveraged by their personal and professional relationships within their institutions and to a large extent depended on their prior professional development engagement.

In Defne and Hakan's narratives, it became evident that the more experienced trainers in their institutions nominated them as prospective trainers. As argued by Fransson et al. (2009), a strong engagement in professional development might bring teachers to a level where they are offered a position of assisting other teachers' learning. Likewise, Defne and Hakan's prominence as enthusiastic professional developers caught the attention of the more experienced trainers and they were seen as "the right people for the job" depending on their experience and professional development (Kurtoglu, 2010). The factor of chance in their cases is also worth noticing. Being at the right institution with the right people might have enabled them to be spotted more easily. As Defne emphasized, chance helped her to become a trainer similar to a teacher educator in Davey's (2013) and Acker's (1997) studies, for whom chance/serendipity became a motivating factor to become a teacher educator.

Similar to Defne and Hakan, Melda was found eligible to be a trainer and offered to be one due to her keen interest and active participation in institutional units that promoted teachers' development. Above all, the collaboration between her and the more experienced teacher trainer, who mentored her on how to assist other teachers' professional development, strengthened her eligibility. When we look back on her story, we recall that she asserted herself as the culture provider during her collaboration with the more experienced trainer. In other words, while she was learning the theoretical and practical aspects of how to assist other teachers'

professional development, she was offering contextual information about her institution. She became a trainer through the sponsorship of a more experienced professional, which was asserted as a way of becoming an educator in other studies as well (e.g., Davey, 2013; Dinkelman et al., 2006).

Though her trainer position was assigned by her institution, Derya slightly differed from the previous participants in that she received support from a close colleague, with whom she had previously worked in collaboration. Similar to a participant in Davey (2013), who was convinced by a colleague to be a teacher educator, Derya was made believe that she carried the potential for such a position. Through collegial support, she utilized the opportunity to become a trainer that was provided by her institution.

The way these participants became trainers present an example to Lave and Wenger's (1991) situated learning theory, according to which newcomers develop an identity as a member of a community by becoming part of it and by interacting with the old-timers in that community. Similarly, the participants were offered a trainer position based on their enthusiasm for professional development and they were further supported by other professionals, such as more experienced trainers, colleagues, and administrators. Although their new positions were initially granted by their institutions, their level of readiness and will to maintain such a mission is also remarkable. As argued by Gee (2000), institutionally given identities can be an imposition or a calling. Accordingly, the participants' embracing attitude towards their institution-identities as trainers shows that becoming a trainer was a calling for them given that they made further efforts to accomplish themselves as trainers.

As Dinkelman (2011) argued, teacher educators' professional identities, although might be framed by their institutions, are further forged in social communities and practices. Likewise, these four participants' transition to their new positions was initially facilitated by their institutions; yet, they continued to exert agency over their professional development. The data suggests that they exerted professional agency prior to their designation as trainers as well; in other words, they made intentional choices in their professional lives (Vähäsantanen et al., 2008). Hakan's voluntary workshops before his designation as a trainer, Defne's aspirations to become like her own trainers, and Melda and Derya's participation in units such as

professional development and curriculum development might suggest that they had already positioned themselves fit for roles beyond teaching and exerted professional agency.

5.1.1.2 Personally claimed trainer identities. Selin, Deniz and Sera's stories demonstrated that their trainer identities, which were further recognized by others, were initially claimed by themselves. The factors that drew Deniz and Selin to becoming trainers were to a large extent embedded in their past beliefs about being a teacher.

Deniz and Selin's stories of choosing a teaching career are alike. Deniz became a teacher by her mother's influence and struggled as a teacher during her initial experience at a primary school, whereas Selin became a teacher partly because of his father's influence and partly as a coincidence. Selin was further fraught with difficulties of working as a teacher at institutions, of which working mentalities did not appeal to her, wanted to "seek 'greener pastures' – to 'move on', and 'move up', by 'moving out'" (Davey, 2013, p. 66). Likewise, Deniz was concerned about the constraints of classroom teaching as she found it repetitive and mundane. Similar to the teachers in Reynolds, McCullough, Bendixen-Noe, and Morrow's study (1994) who chose a teacher educator career with the anticipation of having more opportunities for advancement and escaping from "the repetitive nature of school teaching", Deniz sought for new opportunities in her career as a teacher (p. 5). Her desire for a further career resonates with Davey's study (2013), in which the participants reported their motives "as half-escaping' from the fenced-in fields of the classroom to 'greener', less confining 'pastures'" (p. 53).

It is clear from the findings that Deniz, Selin and Sera were intrinsically motivated to become trainers with the anticipation of "seek(ing) out novelty and challenges" and "extend(ing) and exercis(ing) [their] capacities" for further exploration and learning in their careers (Ryan & Deci, 2000, p. 70). They also displayed a critical stance towards being dominated by pre-set regulations or monolithic policies at schools. As Deniz particularly emphasized, becoming a trainer gave her the hope to make her voice be heard and thus to reach out to other teachers. Her strong desire to become a trainer was triggered during the reflective phase in which she questioned her belonging to the profession of teaching as well as her

competency to teach. Her frequent mentioning of finding her way resonates with Rodgers and Scott (2008), who argued that identity should be born out of not only interactions but also awareness. Deniz's awareness of her teacher identity combined with her desire to be "the author of (her) identity" rather than be voiced by others and finding her own way dragged her to become a trainer (Rodgers & Scott, 2008, p. 737). Sera was also in pursuit of finding her own way and at times wanted to raise her voice when she disagreed with some implementations at her institution. Likewise, Selin, weary of certain situations she faced during her teaching career, found the intrinsic motivation, which she could not find elsewhere, in training. She also resisted the assumption that one could not be a trainer/educator without having academic credentials.

The participants were driven by extrinsic motivation as well. Deniz especially wanted to be "on stage", in other words, gain recognition from others. The inspiration she received from her role model trainers reinforced her wish to be acknowledged and appreciated by other teachers. After she started to work as a trainer, however, she was more motivated to stay as a trainer as it provided her by opportunities such as having broader networks and becoming engaged in other communities of practices at international contexts. Likewise, Selin and Sera sought for being recognized and trusted as knowledgeable professionals.

Their official recognition as trainers took place after they became engaged in other communities of practice (Wenger, 1998). Selin's process of becoming a trainer speeded up after she became a member of the community, wherein she learned from and with other trainers. Her participation in that community also brought about a broader network through which her recognition gradually increased, and her competence was verified. This indeed echoes Wenger (1998) who argued that "we become who we are by being able to play a part in the relations of engagement that constitute our community" (p. 152). Selin became who she was as a trainer through her engagement in this community of practice wherein her competency was verified. Similar to Selin, Deniz became one of the co-founders of the aforementioned voluntary trainer community and came to be known as a trainer after she became affiliated to a private educational organization. Sera's community of practice differed from Deniz and Selin's as she felt belonging to other training communities outside

her local context. Yet, she gained the confidence she needed to self-verify her trainer identity in those contexts.

Selin and Deniz's trainer identities could be interpreted as discourse-identity (D-Identity) (Gee, 2000), which explains identity as recognition from others. As Selin reported, she gradually started to get invitations from schools to give seminars and workshops for teachers. Although these participants did not prefer to refer to themselves as trainers, their acts of participating in trainer work (e.g. providing workshops for teachers) and especially their participation in other communities of practice brought about their recognition as trainers. In this regard, their discourse identities could be argued to gain a momentum with their affinity-identities (Gee, 2000), which were born from their participation in a wider community that consisted of trainers.

Similar to Selin and Deniz, Sera's trainer identity resonated with a discourse-identity (Gee, 2000) as she gradually became known as a trainer at her institution. However, she differed from them in that she was both a foundling and a seeker (Davey, 2013). She was a foundling because she was encouraged to be a trainer; she was a seeker because she engaged in trainer training courses and undertook voluntary training work such as preparing workshops for other teachers not only at her institution but also in various projects abroad. Although she made efforts to be a trainer, she was not as passionate as Deniz and Selin were. Moreover, she was a marginal participant as she did not fully participate in the training circles in the local context (Wenger, 1998). Instead, she found the identification she needed during her experience abroad and transferred the philosophy of training she gained there into her training experience in the local context. The experiences she had in trainer training courses, wherein she felt marginalized, might have affected her further marginal participation in communities of practices shows established by other trainers in her local context.

Different than the first group of participants who became trainers through institutional designation and engaged in institution-based and systematic trainer work, Deniz and Selin have worked as freelance trainers (working with publishing houses) and provided usually one-shot trainings for teachers from different institutions. Unlike Selin and Deniz, Sera has been in pursuit of more systematic and

longitudinal training. In this sense, Sera's trainer identity might be argued to fluctuate somewhere between institution-identity and discourse-identity. Although her process of becoming a trainer is similar to Deniz and Selin, she resembles the other trainers in the way she wants to conduct her training activities.

5.1.1.3 Coping with challenges. A second aspect of the participants' becoming trainers is relevant to the challenges, which they had to overcome, negotiate, and resolve. In this sense, the findings confirmed a major assumption about professional identity, that is constructing professional identity is kind of struggle during which teachers must deal with and adapt to multiple and sometimes contradictory roles (Beijaard et al., 2014). Mirroring previous studies (e.g., Clemans et al., 2010; Field, 2012; Male & Murray, 2005; White, 2014), the two of the participants, whose trainer identities were institutionally given, felt incompetent about their new roles when they were first assigned as trainers. For example, Defne and Derya had initial doubts concerning what was expected from them as well as their competencies to become trainers.

Similar to the teacher educators in Clemans et al. (2010), Derya in particular was feeling vulnerable as she was concerned about earning her colleagues' trust as a trainer given that she felt incompetent in relevant theoretical knowledge and experience. Yet, integrating her nature-identities as a friend and a counselor, like the participant in Bullough (2005) whose nature identity as a mother shaped her new identity as a mentor, she began to earn her colleagues' trust and strengthened her credibility as a trainer.

Among this group of participants, Melda shows a different aspect of the role of support in one's professional identity establishment. Different than Defne and Derya, she did not report any self-doubts about whether she could be a trainer; on the contrary, she reported that she felt like being a trainer was something she could do. When we look back on their stories, we recall that Defne and Derya were first nominated to be trainers and then went through a socialization process during which they came to understand their new roles better (Murray & Male, 2005). In Melda's case, she was offered this role after she conducted her apprenticeship, as she referred to it, next to a more experienced trainer. Although she first became a member of professional development unit, she became the coordinator of this unit later.

According to situated learning theory (Lave & Wenger, 1991), she moved from being a professional development unit member (legitimate peripheral participation) to becoming the professional development coordinator and a trainer (full participation) by means of mutual engagement between her (newcomer) and the more experienced trainer (old timer). Similar to Melda, Hakan's past experience from the voluntary workshops he provided for his colleagues facilitated his transition into his trainer role.

These four participants, although they addressed at some challenges, managed to establish their trainer identities at their institutions with institutional support (e.g courses and trainings for trainers), personal endeavour and above all with support from other experienced trainers and colleagues, as was previously highlighted in research (Clemans et al., 2010; Izadinia, 2014).

Selin, Deniz and Sera also faced challenges at the process of becoming a trainer. A major challenge for them was gaining recognition from others. Unlike the first group, whose identities were institutionally designated, these three participants had to prove themselves initially. When we look back on Sera's story, feelings of self-doubt and her assumption that trainers should be at a certain age and experience level, delayed her development as a trainer. As she frequently mentioned, she felt marginalized; thus, avoided full participation in the local trainer communities (Wenger, 1998). It is also notable that being recognized as a trainer took longer for them as they were deprived of the institutional support the other participants received at the onset of their trainer careers.

Though it was not reported as a challenge by the participants, the findings suggest that maintaining professional credibility (O'Dowyer & Atlı, 2015) was an issue for them. As O'Dowyer and Atlı (2015) clearly explained, the possibility of in-service trainees' being "in the profession or the school context longer than the trainer" or the fact that they (i.e., trainers and trainees) might be colleagues, which is indeed a fact valid for most of the participants might impede professional credibility (p. 10). When we recall Hakan, Derya, Defne, Deniz and Melda' stories, they emphasized how other teachers were adept professionals or at least their equals. Their trainer work in this regard was strategically affected as they saw their work more of sharing with their colleagues rather than training them. This could explain

why they refrained from calling themselves as trainers within their institutions as they did not see themselves as trainers in traditional terms. On the other hand, as Melda, Derya, and Defne openly expressed, they felt like trainers while they were helping novice or pre-service teachers, which might hint that they did not see them as their equals.

Mirroring previous literature (e.g. Canagarajah, 2012; Diniz de Figueiredo, 2011; Norton & Tang, 1997), some participants mentioned how the domain of training was dominated by native speakers of English and being recognized by others was more difficult as non-native speakers. The participants also implied that some native teacher trainers, though they were well recognized, were far from being classroom realities as some of them quit school teaching and worked only as specialists (trainers who do not work as teachers, Roberts, 1998). In this regard, the participants found themselves advantageous as they benefited from maintaining two roles as being teachers and teacher trainers.

It could be seen from the data that the first group of participants that were assigned as trainers in their institutions initially felt incompetent and unsure about their trainer roles; however, the support and collaboration they experienced in their institutions contributed to their acknowledgment as trainers. Based on her extensive review, Izadinia (2014) wrote that self-verification as an educator begins and evolves when educators are verified on their credibility by other group members. In the case of participants with institution-identities as trainers, their verification by others took place earlier than the participants with discourse-identities and thus they became trainers in a shorter and swifter way.

5.1.2 Constructing professional trainer identities. The second research question aimed at finding out how the participants constructed their professional identities as trainers. The sub-topics of investigation were the professional development activities they pursue(d) to develop themselves and their assigned and perceived roles as trainers.

The main aim of the research question was to understand how the participants developed their professional knowledge and expertise based on the argument that being a teacher educator calls for a new pedagogy (Murray & Male, 2005; Williams, 2013). Wright (2009) argued that, unlike the trainers in the past, who merely became

trainers because they were good teachers, trainers and teacher educators in the field of language teacher education required further education that went beyond the meta knowledge of language teaching.

Similar to what was reported in the previous literature (White, 2014; Williams & Ritter, 2010; Williams et al., 2012), the participants trusted upon their strong teacher identities as their knowledge and expertise base especially at the initial phases of their trainer careers as their trainer work mostly involved facilitating in-service teachers' professional development. Prior to becoming trainers, they seemed to have reinforced themselves as teachers with knowledge of English, subject knowledge, and pedagogical knowledge. The findings made it clear that the participants were aware of their deficiencies and engaged in ongoing PD activities to strengthen their teacher identities. For instance, Deniz believed that she lacked the knowledge of what and how to teach; Melda was in pursuit of turning practical knowledge into theoretical knowledge; Derya was striving to combine theoretical knowledge with practical knowledge and Selin was in pursuit of reinforcing her knowledge on how to teach. On the other hand, Defne, Hakan and Sera sought for excellence in their knowledge of the language itself. However, this does not suggest that they reached at a point where they excelled as teachers and then became trainers. As could be seen from the findings with regards to how they further developed themselves as trainers, the participants did not draw a clear line between developing as teachers and developing as trainers. To better illustrate, most of the participants mentioned going to conferences or reading books as a way of developing themselves and talked of self-improvement as a general concept. This could imply that their development as a teacher and trainer went hand in hand and they maintained developing themselves as teachers and trainers simultaneously.

Another point to consider in mind is that the participants did not address at trainer knowledge and pedagogy in a detailed way. Similar to the participants in Field (2012), their pedagogy mostly consisted of sharing their knowledge by providing examples from their practical and theoretical knowledge. Yet, this is not a criticism on the participants as they all acknowledged they worked with mostly in-service teachers which meant that these teachers were already adept professionals who left behind their initial training on teaching. Therefore, the stories with regards to how they constructed their trainer identities and developed themselves for this

purpose mostly touched upon activities that aimed at developing technical skills, such as how to conduct a training session, how to address at teachers, in other words, communication skills. This could reinforce the inference that they mostly relied on their teacher knowledge. In this regard, the participants nevertheless continued to mold themselves as professional teachers and trainers in various ways that encompassed self and community bound professional development activities. Their personal traits, previous experience, and role models also contributed to the way they constructed their trainer identities.

5.1.2.1 Professional development activities. The participants developed their knowledge, skills, and expertise as trainers mostly through self-support activities (Izadinia, 2014), workplace learning, engagement in communities of practices, formal learning, and by developing interpersonal and communication skills.

5.1.2.1.1 Self-Support activities. Reading, which also emerged in other studies (Izadinia, 2014; Lunenberg et al., 2014), was emphasized by the participants as a strong way of developing knowledgebase. Through reading, the participants strengthened their theoretical knowledge base as Deniz and Melda emphasized or learned more about the skills and techniques they would apply in their training contexts.

Another form of self-support that was reported by the participants is reflection, which is an important element for the construction of teacher educator identity (Borg, 2013; Izadinia, 2014; Lunenberg et al., 2014). However, reflection carried different meanings for different participants. While Selin referred to it as thinking back on her practices, Melda, Defne, Derya and Hakan referred to it as a collaborative activity through which two colleagues come together to discuss on their practices and negotiate theoretical and practical knowledge. It is also notable that the participants who worked as institution-based trainers also benefited from reflection which was enabled by their institutions through systematic and collegial feedback.

In connection with reflection, receiving feedback contributed to the participants' professional development. As Defne, Hakan, Deniz and Sera emphasized, positive feedback they received on their work helped them to verify their credibility and thus increased their self-confidence and job motivation. Derya, on the other hand, benefited from feedback in two ways. She received feedback from

her colleague, with whom she conducted collaborative reflection. In addition, she benefited from reflection in which she engaged with trainee and observee teachers for the purpose of exchanging ideas on the lessons that were observed. Selin also favored feedback she received from the more experienced trainers on the content and the style of the workshops she prepared.

Research into one's own practices in order to better understand and improve them is one of the key professional development activities for teacher educators (Boyd et al., 2011; Davey & Ham, 2010; Izadinia, 2014; Lunenberg et al, 2014). Self-study has particularly been popular among teacher educators who aim at reflecting on their own practices and professional identities (Izadinia, 2014; Loughran, 2007; Williams & Ritter, 2010). However, the data suggests that the participants' active engagement in such research is limited and closer to what is referred to as research for scholarship by Lunenberg et al. (2014), meaning that the participants read and reflect on research to improve their knowledge. Though their research is not focused on their own practices as trainers, Deniz, Melda, Hakan, Sera, Defne, Derya also produced their own research relevant to the field of ELT. In addition, some participants such as Hakan, Melda, and Sera facilitated other teachers' research activities, such as conducting action research.

Hakan, Sera, Deniz and Melda followed an academic path as well as a practitioner path throughout their professional careers. Their stories revealed that they had a keen interest to further continue their academic studies by engaging in graduate studies. However, among all the participants, only Deniz claimed that maintaining an academic career was for the sake of developing herself as a trainer and gaining credibility for her expertise. Sera, on the other hand, was the only participant who emphasized that what she shared with other teachers should be based strictly on research. Her argument indeed matches with her academic identity and training philosophy as she believes research-based knowledge is a marker of being a trainer and teacher.

5.1.2.1.2 Workplace learning. The findings pointed at workplace as an important source for the participants' professional development as teachers and trainers. When we look back on the institutionally assigned group's stories, they frequently mentioned how they became engaged in learning in their work contexts,

wherein they were supported by administrators, colleagues, and more experienced professionals. They were provided with opportunities to develop themselves both in formal (e.g., courses and workshops provided or sponsored by their institutions) and informal ways (e.g., collaborating with other colleagues and trainers). From the situated learning theory perspective (Lave & Wenger, 1991), their workplaces have fostered the interaction between the more experienced and the less experienced. These expansive workplaces, where the participants were supported for further professional development (Fuller & Unwin, 2003), helped them to make their transition to a trainer role more smoothly. Derya's story also displayed the importance of workplace on professional identity. When we recall her story, she gave accounts of how her identity shifted after administrative changes took place at her institution. Before the administrative changes, she was more into becoming a member of units such as professional development or curriculum design. Yet, the administrative changes lessened her enthusiasm and confidence to be a part of such units and she rather tended to collaborate with her colleagues in informal ways.

The importance of workplace as a learning community where not only teachers and but also teacher educators learn in formal and informal ways (Fuller & Unwin, 2003; Harrison & McKeon, 2008; Izadinia, 2014) could be seen in Deniz, Selin and Sera's stories as well. When we look back on their stories, we recall how the learning culture in Deniz and Selin's previous workplaces affected their motivation to strengthen their teacher identities and increased their sense of belonging to this profession. On the other hand, they did not have a similar learning community in terms of their professional development as trainers in their subsequent workplaces. These restrictive environments might have delayed their process of becoming a trainer (Fuller & Unwin, 2003).

Some participants such as Hakan, Sera, Derya and Melda highlighted informal sharing among colleagues, which is argued to play a big role in professional development, (Boyd et al., 2011; Huberman, Thompson, & Weiland, 1997) as an inseparable part of professional development. According to them, informal sharing is a valuable part of being a trainer and they acted as mentors and guides through such sharing. In return, as Harrison and McKeon (2008) previously argued, these informal exchanges between colleagues have reinforced their self-confidence.

5.1.2.1.3 Formal learning. All participants reported that they attended various courses that aimed at training trainers especially at the initial phases of their induction. During these courses, they became more familiar with theoretical and practical aspects of being a trainer. A major effect of these courses, especially for the participants with discourse-identities, is that they met more experienced trainers, who became their role models, during those courses. As Deniz and Selin mentioned, learning from the more experienced and modeling them have especially increased their knowledge on training.

As Fransson et al. (2009) and Morgan (2015) argued, merely training oneself through formal education is not sufficient to become a trainer or in-service education facilitator. Such awareness was also demonstrated by almost all participants. Despite reporting that training themselves in trainer training courses and certificate programs were beneficial to a certain level, they argued that these were not sufficient to be a trainer. The participants who sympathized with these kinds of courses the most were Melda and Deniz. However, it is no coincidence that both participants met very influential trainers, whom they saw as role models, in those courses.

Although it was not the sake of becoming a better trainer, most participants underwent further formal education. Except for Deniz, no participant suggested that education such as master's or doctorate were necessary for being a trainer. However, it was clear that as English language teaching professionals, they felt the need to strengthen their academic background.

Learning from practice has been an important aspect of the participants' professional development as trainers. This experience was two-fold as the participants were already giving voluntary workshops at their institutions before being called a trainer. They continued to learn from their practices; I-identities by situated learning (Lave and Wenger, 1991) and the participants with D-identities mostly by engaging in other communities of practices. In their further professional development as trainers, they continued to learn from their practices through reflection.

5.1.2.1.4 Engaging in communities of practices. Williams et al. (2012) argued that novice teacher educators felt inclined to engage in professional communities of practice, so that they could "develop an identity of belonging to a learning

community" (p. 250). An effective community of practice, which was attended by participants from both groups, is that of a wider trainer community established by a group of voluntary language teachers who committed themselves to improving teacher education and in-service professional learning at the national context. As reported by some participants such as Melda, Selin, and Deniz, engaging in this community resulted in participants' increased interaction and collaboration with other trainers and institutions. They also reported that they broadened their network and became engaged in training activities in broader contexts. Selin's revelations on how she became more recognized as a trainer concurs with White (2014), who emphasized that gaining access to other communities of teacher educators could contribute to educators' professional identity development by providing them with recognition and self-confidence. This view is shared by Fransson et al. (2009) who argued that those who facilitate in-service teachers' learning and professional development should have a broad professional network. Confirming Swennen et al. (2010) and Harrison and McKeon (2008), the participants' professional identities were strengthened when they became members of other teacher trainer communities.

5.1.2.1.5 Developing interpersonal and communication skills. Many of the participants agreed on developing communication and interpersonal skills as an important aspect of being a trainer. Some participants such as Selin, Hakan and Melda reported how they became more interested in communication/interpersonal skills after they became trainers. They needed to improve their communication skills with regards to presentation, instruction, and interaction during their training practices. As Defne and Derya emphasized, interpersonal skills are important as their work might put not only the trainers but also the trainees in a vulnerable position at times and thus paying attention to affective factors remains a significant issue. Consistent findings that featured communication skills as important qualities of teacher educators and trainers were reported in literature (Field, 2012; Koster, Brekelmans, Korthagen & Wubbels, 2005; O'Dowyer & Atlı, 2015; Şen & Erişen, 2002; Tunca et al., 2015). In addition, presenting at seminars and conducting workshops for other teachers -which is a remarkably different audience than students-, made it necessary for the participants to improve their communication skills. It is also notable that the way the participants described trainers as someone to listen to and someone with charisma adds to why they paid special attention to

increasing their elocutionary skills. In relevance to interpersonal skills, Selin and Deniz revealed that they grew interest in other disciplines such as management and psychology with the anticipation of better understanding and guiding other teachers. These participants' trainer work -which is mostly providing workshops and seminars for teachers from different institutions and schools-, might have led them to come up with their own discourse to be able to address at those teachers. Some participants such as Hakan and Selin mentioned integrating drama into their training sessions for better interaction, which further implies that communication skills were important for the participants. This finding confirms an early study on trainer input by Woodward (2009) who found that trainers benefitted in their sessions from "feeder fields such as yoga, information technology, drama, [and] management training" (p. 98). In the same vein, Morgan (2015) wrote that going beyond ELT and benefitting from expertise from other domains could contribute to ELT trainers' skills and many DELTA or CELTA trainers in the past attended courses such as counselling or non-violent communication for this reason.

Personal traits are not in the scope of developmental activities; however, they deserve attention as the participants' personal traits played a big role in their eligibility and motivation to be trainers and increased their engagement in continuing professional development. Throughout their narratives, the participants explicitly and implicitly referred to their personal traits, of which the most outstanding ones were being a lifelong learner and a sharer. Some of the participants were entrepreneurs who embarked on self-initiated training projects at their workplaces (e.g. Defne and Deniz), some of them were leaders who wanted to be the voice of other teachers (e.g. Deniz and e.g. Selin) and some of them were friends who wanted support others (e.g. Derya and Melda). Their innate persistence to learn, their willingness to share with others, and their wish to be heard and recognized have been factors that contributed to their identity development. The effect of having such personal traits on teacher educators' professional development were also mentioned by others in the relevant body of research (e.g. Fransson et al., 2009; O'Dwyer & Atlı, 2015; Lunenberg et al., 2014; Silova, Moyer, Webster, & McAllister, 2010).

Though the participants benefited from various professional development activities, their statements suggest that they rely on their previous experience and knowledge as teachers to a large extent. They learned being a trainer from their role

models and the more experienced trainers who supported them in their institutions. Though they brushed up their skills, experience and knowledge through various self and community support activities, the findings fall short for explaining a specific and uniform pedagogy for being a trainer.

5.1.2.2 Role ownership as trainers. Part of the participants' professional identities as trainers is the roles they enacted on. The findings revealed that they played multiple roles framed and shaped by the contexts they worked as trainers. Though their roles varied, they adopted some self-identifying roles as trainers, meaning that they felt more belonging to certain roles and defined their trainer identities with the roles they ascribed to themselves.

5.1.2.2.1 Multiple trainer roles. The findings indicate that the roles that they enact on are multiple. Similar to what was previously argued by Fransson et al. (2009), they have undertaken roles, such as mentors, coaches, organization consultants and course trainers. One key role played by the participants as trainers with institution-identities is the role of being teachers of teachers. This confirms Lunenberg et al. (2014) who argued that most teacher educators play this role by teaching novice and prospective teachers. Except for Melda, the other three participants provided courses for novice teachers, supported their learning through feedback upon observation and became role-models for them. This role, as the participants defined, involved being an information transmitter and a model teacher. However, as Defne and Derya clearly expressed, being a teacher of (student or novice) teachers entailed "paying attention to the affective side of modeling" as well (Lunenberg et al., 2014).

A second role that most of the participants played is that of mentoring, which refers to the act of supporting the growth and learning of novice teachers in their institutions. Their mentoring involved not only facilitating new teachers' induction to being teachers and acting "as a local guide" (Lunenberg et al., 2014, p. 45) but also supporting novice teachers about classroom teaching.

The participants have acted as "role models in lifelong professional learning" (Fransson et al., 2009, p. 81) and supported other teachers' professional development as well. Melda and Derya have particularly engaged in creating organizational activities such as "appraisal interviews, peer communication, self-evaluation and

reflection" (Van Lakerveld, 2005 cited in Fransson et al., 2009, p.80) to facilitate other teachers' professional development engagement. Melda, Hakan, Sera, on the other hand, have promoted action research among teachers as a way of "reflect [ing] upon their own practice and use[ing] their new insight and understandings to improve their practice" (Fransson et al., 2009, p. 80).

The participants have also engaged in giving workshops, trainings, and seminars for other teachers. Especially Selin and Deniz's training work consists of giving workshops and seminars on language teaching at conferences and English Language Teaching events at various schools including K12 and universities. Defne and Hakan have a similar role; however, they conduct these workshops mostly at their workplaces and at a more systematic base framed by institutional standards and policies.

As Fransson et al. (2009) and O'Dowyer & Atlı (2015) highlighted, those who work to assists in-service teachers' professional development within schools or in partnership with schools enact on varied and sometimes complex roles. Likewise, the participants in the study have undertaken different roles that vary according to the contextual needs in their professional surroundings and their trainer expertise.

5.1.2.2.2 Self-image as a trainer. Though their trainer roles are varied and framed by expectations from others such as institutions, schools and teachers, the participants' reflection on their roles revealed that their self-images were not complete equivalents of their roles. How they perceive their professional identities as trainers and how they refer to themselves in this regard are varied. In this sense, they confirm Klaassen, Beijaard, and Kelchtermans (1999 cited in Lunenberg et al., 2014) who drew a line between a professional role and professional identity by claiming that the latter referred to "relatively stable views, reflection patterns on professional behavior, and the accompanying self-image" (p. 6). As Britzman (1993) also highlighted, identity is more related to how a person feels rather than he/she performs. For instance, Melda preferred to call herself a professional developer, who not only becomes a model learner for other teachers but also facilitates their professional development. Derya defined herself as a friend, who shares, listens, guides, and helps. Selin and Sera referred to themselves as educators, who share knowledge, facilitate, and model professional development. Hakan and Deniz saw

themselves as people who put sharing into a formal platform and implied that being a trainer meant "sharing" officially. Similarly, Defne attributed to herself as someone who shares and helps with the hope of creating a change in their lives.

In fact, the data makes it clear that self-images and roles are not too distinct from each other. Moreover, the findings implicate that the participants have been enacting on their roles with some level of agency and autonomy and they have infused their personal identities into these roles. Although their work is to a certain level determined by their institutions or the organizations they work with, how they perform these roles are determined and enriched by their own experiences and choices. Melda, for instance, contributed to the preparation of a teacher development program and Defne initiated a team-teaching program at her institution. Likewise, Selin and Deniz were most of the time free to choose which topic to present to teachers in their workshops.

In her review on teacher educator identity formation, Izadinia (2014) argued that it would be not be very probable for teacher educators to develop such an identity if they "fail (ed) to classify and name themselves within the teacher educators' category" (p. 430). Other research revealed similar findings on teacher educators who failed to name themselves as educators (e.g. Amott, 2018; Karagiorgi & Nicolaidou, 2013; Pinnegar & Hamilton, 2015). Most of the participants in this study failed to name themselves as trainers; however, much of this failure turned out to be intentional. As the findings unfolded, it became clear that they avoided calling themselves as trainers intentionally as they had rather negative or conflicting views of the term "trainer" and they did not see their roles as "training" teachers. On the contrary, they referred to their roles as supporting other teachers' professional development by "touching their lives" and by "creating a change". In this respect, their perception of training is closer to raising teachers' awareness and triggering a change in them (Freeman, 1989) as well as facilitating their life-long growth (Richards, 2008). For some participants such as Melda, Defne and Hakan, trainer is "a big word" which refers to someone who is a connoisseur in his/her field. They occasionally described the image of a trainer as someone whose experience and knowledge people respect; someone who does what he/she preaches; someone who is listened to by others. However, they used softer terms such as a friend, a sharer, and a mentor when they referred to themselves. This might imply two things. First, as

they also acknowledged, their identities as trainers are still developing. Second, as the participants frequently mentioned, their audience consists of teachers who are already their colleagues, in other words, their equals. Therefore, they avoided referring to themselves as trainers as they did not want to assert themselves superior to others.

The roles they thought befitted to themselves are similar to the characteristics they used to refer to themselves throughout their narratives. For example, Melda frequently referred to herself as an enthusiastic learner and what she befitted to herself as a trainer is a professional development facilitator, who wants people to continue learning. Deniz frequently mentioned how energetic and enthusiastic but at the same time critical and out loud she was. These characteristics indeed matched with her self-image as a trainer as she positioned herself as "puller of the wagons" by giving voice to others and sharing with them in workshops where she aimed at energizing people with hands-on-activities. On the other hand, Derya spoke of herself as a friend several times and her role as a trainer is indispensably a friend, a guide, and a fellow. These findings might be an indication of how teachers integrate their personal identities into their professional work (Bérci, 2007; Davey, 2013).

It is evident that the participants are not only professional learners themselves, but they also act as role model professional learners. Their enthusiasm for professional development is what brought them to the point of becoming trainers. It is also what nurtures them as trainers and what they aspire to pass on to others. As they frequently mentioned, "touching teachers' lives", "creating a change in them" and "helping them to find their own ways", -similar to their own experiences- showed that their self-identifying role is a catalyst, "someone who makes people move, who brings about change, who inspires" (Fransson et al. 2009, p. 80); who work for "engaging teachers cognitively and encouraging them to explore and develop their beliefs and practices" (D'Owyer & Atlı, 2015, p. 17).

5.1.3 Negotiating teacher and trainer identities. The third research question investigated how the participants negotiated their teacher and trainer identities. As is clear from the interview data and the identity diagrams, the participants have embarked on different roles and responsibilities upon becoming trainers and they have identified with these roles at different levels. In addition, they have reconstructed their knowledge and skills and expanded them in various ways. Different than teacher educators who move from school-based teaching to higher education to teach pre-service teachers, the participants in the study have maintained their classroom teaching besides their trainer work. In this sense, they can be argued to have multiple identities. Therefore, the findings were investigated to understand how the participants negotiated these multiple identities and whether these identities were in conflict or in coherence, how they affected each other and how committed the participants were to these identities. The results suggest that teacher and trainer identities are in coherence, mutually benefit one another and the participants mainly stick to their teacher identities as their professional identities.

5.1.3.1 Teacher and trainer identities in coherence. An important finding with regards to the interaction between these identities is that they are in coherence with each other and they have contributed to each other bilaterally. In this vein, the findings support (Swennen et al., 2010) who argued that those in teaching profession tend to have multiple identities and the harmony between these multiple identities might result in professional identity growth.

The participants constantly mentioned words such "joint", "linked", and "similar" when they talked about the relationship between being a teacher and trainer. According to them, being a trainer was not distinct from being a teacher. As Field (2012) argued, those who move from school teacher roles to being educators at higher education at the departments of initial teacher education, "perceive this to be a very different job from being a teacher in school" (p. 816). In many ways, the participants in this study differ from this group of educators as they work with in-service teachers at higher education institutions. The fact that they teach English to young adults indeed has enabled them to conform to teacher trainer roles. In addition, the participants did not perceive themselves as trainers who provide "training" (e.g. teaching other teachers the practical aspects of teaching) in classical terms but rather perceived themselves as share agents and catalysts (Fransson et al., 2009). In this

sense, their self-images might suggest that they did not see their trainer and teacher roles distant from each other. Moreover, their narratives revealed that they were provided with a certain level of autonomy and agency in their trainer work. Those who conduct trainings for pre-service/novice teacher (e.g., Hakan, Defne and Derya) were provided with institutional support to comply with their new roles. Taking into consideration their balanced work as part time teachers and part-time trainers and the fact that they were able to maintain their classroom teaching alongside being trainers might be the additional factors on why they perceived their trainer and teacher identities in coherence.

According to Wenger (1998), identity necessitates both "an experience of multimembership", which refers to identities that are present in various communities of practices a person engages in, and a reconciliation of these multiple identities "to maintain one identity across boundaries" (p. 168). The findings provide us with some examples of how certain participants managed to harmonize their dual identities through their personal identities. Recall Derya who referred to herself mainly as a "friend", Selin as a "mother", Melda as a "lifelong learner". They maintained the integrity of their dual identities by diffusing the same behaviors and ways of thinking into their roles. In this regard, these participants' core identities hold their identities together and enable them to be coherent with each other (Gee, 2000). This finding resonates with Bérci (2007) and Davey (2013) who argued that the profession of teaching values bringing together personal and professional identities as teachers are inclined to get emotionally involved in their work.

5.1.3.2 Productive identity change. It could be argued that being a trainer resulted in a "productive identity change" for the participants (Chaihong, 2011, p. 10) in that the participants' teacher and trainer identities benefited from one another.

First, being a trainer became a motivating force for some participants to maintain an identity as a teacher. When we recall Melda and Deniz's stories for example, we recall that they had concerns with regards to the "mundane" nature of being a teacher. Therefore, engaging in an additional role enabled the participants to prevent a possible "burn out".

Being a trainer also increased the participants' self-confidence as teachers by contributing to their accountability and credibility in their professional circles. In

other words, being recognized as trainers helped them to be verified as trustworthy and knowledgeable professionals. As Hakan, Sera and Deniz frequently mentioned, their conceptualization of an ideal trainer portrayed someone with distinguished theoretical and practical knowledge on language teaching. In this sense, becoming a trainer functioned as verification of their knowledgebase, which in turn increased their self-confidence and strengthened their teacher identities. Likewise, participants such as Defne, Deniz and Hakan argued that being a teacher who does what he/she preaches contributed to their accountability as a trainer. As Izadinia (2014) argued, self-verification requires acceptance and credibility from others. In this regard, being accepted as a trainer indirectly meant being accepted as a good teacher. Most of the participants heartily believed that being a good teacher was a prerequisite for being a good trainer. It could be argued that the participants, though they did not overtly express it, believed that they were good teachers.

Another positive effect of being a trainer, expressed particularly by those participants whose identities were institutionally assigned, was the opportunity to learn from observation and reflection. As Harrison and Yaffe (2009) argued, reflective practice enables beginning teacher educators "to question the coherence between generally accepted theories of teaching and those employed in their own practices" (p. 148). It is clear from the participants' statements that the observations they held enabled them to reflect on their own practices and find opportunities to renegotiate theory and practice. Pennington and Richards (2016) argued that language teachers, in addition to knowing the already existing theories, should "be involved in constructing theory themselves" (p. 19). As Selin, Melda and Sera's stories clearly indicated, they found the opportunity to test their theoretical and practical knowledge by means of reflective practice they engaged in with other teachers during observations and by reflecting on their own practices. Melda also found the opportunity to reinforce her theoretical knowledge. Though she felt competent practice-wise, she felt inadequate in terms of theoretical knowledge. However, during her developmental process not only as a teacher but also a trainer, she became more familiar with theoretical knowledge. During these observations, the participants also learned from other teachers and their peers. Recall Defne, who underlined that she observed many teachers' teaching practices. Therefore, it could be argued that being a trainer might have functioned as a way of professional

development for the participants by giving them a chance of learning from other teachers.

The findings indicate that the participants acted like brokers by moving between classroom teachers and trainers and "introduc(ing) elements of one practice into another" (Wenger, 1998, p. 105). Recall Hakan who explained how he integrated interpersonal skills more into his classroom teaching or Selin who explained that the information she gained during trainings contributed to her classroom teaching and vice versa. Mirroring Wenger's (2000) argument that identities are not something people "can turn on and off", the participants carried their teacher selves to their training contexts (p. 242). By brokering between these two identities, which enriched each other, the participants have expanded their professional identities.

It is notable that we see participants like Selin or Deniz at the threshold of giving up on being teachers in their past stories. Though not as strongly frustrated as these participants, Melda and Derya also struggled as teachers at the beginning of their careers. Participants like Hakan and Sera explicitly narrated that their initial teacher selves were by far different than their current teacher selves. Surely, the fact that they gained experience and professionally developed in years turned them into who they are now. However, being a trainer could have affected the way they define their current teacher identities as strong. Recall Derya, who argued that being a trainer had an impact on her "shy" nature by turning her into a more assertive person. I interpret that gaining a new image within their professional circles and their new experience might have increased these participants' self-confidence and competency as teachers.

5.1.3.3 Dominant identity. Though the participants' teacher and trainer identities seem at harmony and complement and enrich each other, their teacher identities are more dominant. This confirms Klecka, Donovan, Venditti, and Short (2008) who found out that *teacher* was the most important facet of teacher educator identity. The participants' reliance on their teacher identities could be natural given that teacher educators tend to trust upon their teacher expertise and knowledge as this underlies their work as teacher educators (Swennen et al, 2010) and increase their credibility as teachers (Dinkelman et al. 2006; Murray & Male, 2005). Furthermore,

the fact that they have a mixed role as language instructors and trainers enables more communication and equality between teachers and the participants and provides "greater credibility with learner-teachers on matters of pedagogy" (Roberts, 1998, p.132). As most participants explained, teaching is their core profession – something they were educated for and engaged in all along their careers- and being a trainer without teaching in the classroom is not sensible.

The participants' trainer identities, especially of those with institution-identities, become salient in relevant contexts. When we look back on their stories, Defne, Hakan, Melda and Sera mentioned that they would not define themselves as trainers in their social lives; yet they would give away that information in a relevant environment where it would make sense (e.g. talking to another trainer). This finding agrees with Wenger (1998) who suggested that certain identities tend to dominate others while some become salient in relevant contexts. Similarly, the participants' teacher identities dominated their trainer identities, became meaningful in relevant contexts, and yet stayed in harmony with their teacher identities.

The participants, especially those with discourse-identities, attributed to themselves as expert teachers and yet novice trainers or trainers-in-training. The other group of participants however, manifested themselves as more settled down in their trainer positions. The fact that they were acknowledged and supported in their institutions might be a factor which strengthened their identification as trainers. Experience is also influential on these participants' strong identification with being trainers. A good example of this is Defne who has the most experience among all participants. As she declared, being a trainer has been an inseparable part of her professional identity.

The level of commitment to being a trainer also varies for the participants. For instance, for participants like Hakan and Sera being a trainer is not something indispensable. It is not a coincidence that these participants have recently adopted academic identities which made them closer to being engaged in research. On the contrary, Deniz, who "dreamed" of being a trainer for a long time and finally achieved revealed that being a trainer "attracted" her more. Defne has been a trainer for such a long time and so it is an indispensable part of her identity. Derya, Melda, Selin who perceived their professional identities in a holistic way, however, tended

to view trainer and teacher identities in a more balanced way and merged in one identity that encapsulates both. These participants' job motivation, which is a part of professional identity (Kelchtermans, 2009) for their trainer roles, seemed high as they frequently mentioned they were motivated to stay as trainers, which brought about several benefits into their professional lives as teachers. As a matter of fact, most of them share an imagined trainer identity at international contexts.

5.1.4 Trainer identity from an LTI perspective. Overall, the findings of the study concur with the reappearing themes on language teachers' professionals' identities within the theoretical framework of sociocultural and poststructural approaches and show that teacher identity and trainer identity are indeed similar.

5.1.4.1 Identity as ongoing. A major result of the study is that professional identity development is ongoing. (Akkerman & Meijer, 2011; Alsup, 2006; Beijaard et al., 2004; Beltman et al., 2015; Block & Betts, 2016; Chong et al., 2011; Coldron & Smith, 1999; Day, 1999; Olsen, 2008b). The trainers in the study first constructed teacher identities on a landscape wherein they were fraught with struggles, supported by other professionals, and strengthened themselves by continuoys professional development. Upon becoming trainers, they not only had to reconstruct their identities as trainers but also negotiated their teacher and trainer identities. Yet, these processes were neither linear nor complete. The formation of their trainer identities, in particular, confirms Chong et al., (2011) who asserted that formation of professional identity "begin(s) before and during one's training for the profession, evolve(s) during entry into the profession, and continue(s) to develop as the practitioner identifies with the profession" (p. 52). By asserting themselves as professional development agents and participating in broader communities of practices, they have shaped and reshaped their professional identities. As their future goals demonstrated, their identities are still open transform and expand.

5.1.4.2 Identity as contextual. The findings revealed that contexts, which "inevitably shape our notions of who we perceive ourselves to be and how others perceive us" (Rodgers & Scott, p. 734), played a key role in the emergence and formation of the participants' trainer identities. The way the participants became trainers and the roles they embarked on were shaped by their contexts.

Hakan, Defne, Melda and Derya became trainers within an institutional context and their further professional construction of trainer identities took place to a large extent in these institutions. Their identity construction could be referred to as identity-in practice since they constructed a trainer identity through "concrete practices and tasks in relation to a group and mentors" (Varghese et al., 2005, p. 39). Selin, Deniz and Sera became trainers in the context of discourse (Gee, 2000). Their personal endeavor and interactions with more experienced trainers, who inspired or encouraged them to be trainers, brought them to a point where they started to be recognized as trainers by those around them. The voluntary workshops they prepared for teachers, their engagement in trainings for trainers, and finally their participation in other communities of practice enabled them to be gradually acknowledged as trainers. In this respect, their identity construction fits in the concept of identity-in-discourse, which implies that they asserted themselves as trainers by "acting and interacting" and "valuing, feeling, believing in a certain way" to be recognized as a trainer (Gee, 2000, p. 109).

5.1.4.3 Identity as a struggle. The study also confirmed that identity is "a site of struggle and shaped by power relations between the individual and others" (Kayi-Aydar, 2015, p. 138). Selin, Deniz and Sera (have) constructed their trainer identities through such struggles. When their expectations from being a teacher did not match with what they experienced, this resulted in their search for further career opportunities and professional development, and eventually brought about their career expansion. Becoming a trainer, on the other hand, created for them new tensions such as gaining verification from others. The other participants' whose identities were assigned by institutions were not freed from struggles as they also had to adapt to new roles and strengthen their expertise. These struggles, acting as borderland discourses (Alsup, 2006), led the participants to reconstruct their identities by making deliberate choices on what kind of trainers they aspired to be.

5.1.4.4 Identity as multiple. The findings correspond to the poststructural conceptualization of identity as multiple (Akkerman & Meijer, 2011; Beijaard et al., 2004; Varghese et al., 2005). The participants had multiple identities, of which the two most discussed in the study were trainer and teacher identities. This multiplicity, as the findings revealed, does not mean that the participants have separate identities. On the contrary, these identities are nested and influence each other bilaterally. From

the perspective of dialogical approach (Akkerman & Meijer, 2011; Bakhtin, 1981), the participants' I- positions as teachers agree with their I-positions as trainers, which means that there is reconciliation between these two identities and they are not in conflict with each other. The participants realized the integrity between these identities to a large extent through their core identities (Gee, 2000).

5.1.4.5 Identity as agency. It is apparent that the participants in the study exreted a great amount of agency during their construction of trainer identities by being actively and intentionally engaged in their own practices and professional development (Swennen et al., 2010; Varghese et al., 2005). They showed agency as they further expanded their trainer identities by participating in other communities of practices, engaging in further professional development, and maintain being trainers.

The agency manifested by the participants is not solely personal. As Davey (2013) argued, "one's sense of self as a member of a purposeful occupational community is a significant and necessary component of one's professional identity" (p. 32). By becoming members of broader communities, the participants identified with other trainers at a national context. In this sense, their professional identities were also affected from their membership in those communities, which were established based on a sense of collective agency.

5.1.4.6 Identity as personal and emotional. The study verifies that "the construction of teacher identity is at bottom affective" (Zembylas, 2003a, p. 214). It is seen that even a childhood memory such as the one in which Derya narrated how deeply she was influenced from negative teacher figures and decided to be a better one, could affect a person's career choice. The findings presented examples of emotional fluctuations and identity conflicts especially with regards to being a teacher. Although the participants had strong motivation to gain recognition and find their own ways instead of being voiced by others, they occasionally struggled with feeling vulnerable (e.g. Derya), marginalized (e.g. Sera), and discriminated (e.g. Selin). Emotions also paved the way for making new career choices as was seen in Deniz and Selin's stories.

All in all, the study put forward that professional identities of teacher trainers are contextual as institutionally given or as personal discourse, ongoing, and multiple. They are forged with various struggles and driven by various emotions.

They are also embedded in teaching pasts, nurtured from personal identities, and yet emerge from social interaction, situational practice, and agency.

5.2 Conclusion

I conducted this thesis to answer the research calls to investigate an underresearched professional group, teacher trainers (Korthagen et al., 2005; O'Dowyer & Atlı, 2015; Wright, 2009), who have an important role in facilitating the professional learning of not only novice and but also –and mostly- experienced teachers (Diadori, 2013). As Wright (2009) in particular, emphasized there is almost no study on trainer development. To contribute to filling this certain gap, the study explored how English language teachers become teacher trainers; how they construct and develop themselves as trainers and finally how they negotiate their teacher and trainer identities. Based on the narrative inquiry method, the study relied on the participants' narrated professional life stories which they co-created with the researcher (Barkhuizen et al., 2014).

The study identified two ways of becoming a trainer: institutional designation and personal claiming. The results pertaining to institutional designation suggested that a high profile of professional development engagement might bring teachers to a trainer position and their transition to this position might become swifter when supported by institutions and significant others such as colleagues, more experienced trainers, and administrators. The findings in relevance to personally claimed trainer identities suggested that beliefs on being a teacher, looking for further career expansion as well as being inspired by role models might result in new career choices. However, gaining recognition from others might be a challenging act.

A second major finding suggested that teacher trainers drew on their previous teacher experience and knowledge as their trainer expertise. They further developed themselves through self-support activities (e.g. reading, reflection, and research), workplace learning, engaging communities of practice, developing interpersonal skills, and formal learning. Personal traits, experience, learning from role models were also identified as important sources of developing a trainer identity. The findings pointed at improving interpersonal skills as an important aspect of being a trainer, whereas research engagement might seem to be limited. The results showed that the trainers in the study enacted on multiple roles, such as teachers of teachers,

mentors, coaches, and professional development facilitators. Their self-ascribed roles gathered around being share agents, professional development facilitators and friends and matched with their training philosophies and personal identities.

Finally, the findings suggested that trainer and teacher identities were coherent with each other and being a trainer could result into a productive identity change. However, teacher identity nevertheless dominated trainer identity, which seemed to be salient in relevant contexts, and the level of commitment to work and job motivation might be varied.

The study contributes to the literature of teacher education, a fragmented (Freeman, 1998) and a nation & policy-wise subjective notion (Murray et al., 2009) by offering self-reported information on the career trajectories, roles, competencies and professional development of English language teacher trainers who simultaneously work as EFL/EAP/ESP teachers at higher education level. Contrasting with previous research which argues that (Bucherberger, et al., 2000; Cochran-Smith, 2003; Diadori, 2013; European Commission, 2013; Wilson, 1990), teacher educators/trainers usually start this career with no specific training, the findings of the thesis revealed that trainers might be engaged in specific education/training sponsored either by their institutions or themselves.

The findings were consistent with previous literature which reported the challenges educators went through, especially that of identifying/calling oneself as a teacher educator (Amott, 2018; Field, 2012; Izadinia, 2014; Karagiorgi & Nicolaidou, 2013; Pinnegar & Hamilton, 2015; White, 2014). However, the reason why the participants in this study did not identify themselves as trainers is to a large extent intentional as they challenged the traditional concept of being a trainer by offering an expanded version, who is a change agent, professional development model, and an awareness raiser (Freeman, 1989; Diadori, 2013; Richards, 2008).

One of the major contributions of the study is that, similar to the multiple, complex, dynamic, and ongoing nature of teacher and teacher educator identities (Beijaard et al., 2004; Chang et al., 2016; Dinkelman 2011; Norton, 2006; Varghese et al., 2005) trainer identity might be multiple, contextual, and ongoing; forged with various struggles; driven by various emotions embedded in one's teaching past;

nurtured from personal identities, and born out of social interaction, situational practice, and agency.

5.3 Implications

The findings of the study might suggest some implications for trainers, the institutions they work for, and those who implement and run courses for trainers' training. First, it is apparent that whether they are institutionally-based or freelance trainers, the participants in the study felt the need to have bonds with each other through a community of practice; in other words, they wanted to feel belonging to a professional group, wherein they would be accepted as a trainer, share knowledge and experience with each other and expand their network (Fransson et al., 2009; White, 2014; Williams et al., 2012). This might imply that both trainer candidates or trainers should collaborate more with other trainers/professionals through broader communities of practice so that they could make their profession more recognized and accelerate their professional growth.

As the findings revealed, the participants supported by their institutions on their path to become trainers and after they became trainers gave more positive accounts of being a trainer and reported fewer challenges. This implies that the institutional support provided to trainers should not end once they become trainers. The implication with regards to institutional support is not limited to teacher trainers. As the participants frequently mentioned, their sense of belonging to the teaching profession increased in workplaces where they had a learning a culture and professional development opportunities. This implies that providing a working environment with a learning culture might substantially contribute to both teachers' and institutions' development.

The implication suggested for those who implement trainer training courses is that the content of courses could involve more practical orientations. As the findings confirmed, trainers might need more practical implementations to learn from. Furthermore, these courses seem to be mostly general trainer training courses. As trainer roles are varied, courses with more specialized topics especially designed for contextual needs and in partnership with universities should be provided. As Morgan (2015) stated, training trainers is beyond courses and it additionally requires learning it on the job and in a collaborative way.

5.4 Recommendations for Further Research

As previously mentioned, there is limited research on teacher trainers' professional identity development. Although this thesis contributed to filling this gap by offering insightful data from the perspectives of seven teacher trainers, there is need for further research within the following areas. First, the study was conducted with seven participants that work at five different universities; therefore, a larger-scaled study with more participants might offer more information on trainers' professional identity development.

Second, the study fell short of explaining a specific pedagogy for teacher trainers. As Murray and Male (2005), Williams (2013) and Wright (2009) strongly argued, being a teacher educator or a trainer calls for a new pedagogy. Thus, future research could investigate more about the knowledge and pedagogy base of teacher trainers. Finally, as the participants frequently touched upon, they had concerns about their non-native identity status. This calls for further research which would shed more light on the effect of being a non-native speaker of English on identity development.

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APPENDICES

A. Consent Form

Dd/mm/yy

Participant ID:

Title of Thesis: Professional Identity Development of Teacher Trainers in English Language Education

Name of researcher: Rukiye Eryılmaz

1. I confirm that I have read and understood the information sheet provided for the above study. I had the opportunity to consider the information, ask questions and had these answered satisfactorily. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. ☐
3. I consent to be audio recorded during interviews ☐
4. I understand that the information provided by myself will be used by the researcher in the writing of a PhD thesis but all data will be anonymized unless I wish to keep my real name. ☐
5. I wish for the researcher to use my real name ☐
6. I understand that my data will be securely stored. ☐
7. I agree to take part in the above study. ☐

Participant	Date	Signature
_____	_____	_____
Researcher(s)	Date	Signature
_____	_____	_____

B. Participant Information Sheet

Dd/mm/yy

Thesis Title: Professional Identity Development of Teacher Trainers in English Language Education

Researcher: Rukiye Eryılmaz

Introduction

You are kindly invited to take part in a doctoral study. Before you decide, I would like to give you some information about why the research is being done and what it would involve for you. Please take the time to read the following information.

(**Part 1** tells you the purpose of the study and what will happen to you if you take part. **Part 2** gives you more detailed information about the conduct of the study)

Please feel free to ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

PART 1

What is the study about?

The study is about construction and development of trainer identity. Adopting a narrative inquiry as the method of the study, it explores how language teachers construct a trainer identity and negotiate it with their teacher identity. The significance of the study is that it could contribute to field of language teacher education as well as the field of language teacher identity. The interviews are semi-structured and held in a narrative style. They consist of three themes:

a) Your background as a teacher and trainer.
b) Teacher training experience and professional development activities
c) Reflection on teaching and training

Do I have to take part?

It is entirely up to you to decide. I will describe the study and go through this information sheet, which you can keep. If you choose to participate, I will ask you to sign a consent form to confirm that you have agreed to take part. You will be free to withdraw at any time, without giving a reason.

What will happen to me if I take part?

The researcher will ask to interview with you three times at your convenience. There will also be a narrative frame, which is a short document that requires filling in the blanks of incomplete sentences about your teaching and training experience. Lastly, she could kindly ask you to attend a training session that will be given by you **if possible.**

What are the possible disadvantages, side effects, risks, and/or discomforts of taking part in this study?

Rest assured that you will not be obliged to answer all the questions during interviews. If you find any of the questions or topics difficult you have the right not to answer or finish the interview without giving us any reason. Also, everything you say will be kept confidential and if any of your words are used in our research they will be anonymised so that nobody may be able to recognise you, unless you wish to keep your real name (you can specify this in the consent form).

What will happen when the study ends?

The information you share will be used in the writing of a PhD thesis. However, all information will be anonymised so that nobody may be able to recognise you unless you want me to use your real name.

Will my taking part be kept confidential?

Yes. I will follow strict ethical and legal practice and all information about you will be handled in confidence. Further details are included in Part 2.

What if there is a problem?

Any complaint about the way you have been dealt with during the study or any possible harm that you might suffer will be addressed. Detailed information is given in Part 2.

This concludes Part 1.

If the information in Part 1 has interested you and you are considering participation, please read the additional information in Part 2 before making any decision.

PART 2

Who is organising and funding the study?

I am the only researcher conducting this study.

What will happen if I don't want to carry on being part of the study?

Participation in this study is entirely voluntary. If you decide to take part in the study, you will need to sign a consent form, which states that you have given your consent to participate.

If you agree to participate, you may nevertheless withdraw from the study at any time without affecting you in any way.

Will my taking part be kept confidential?

All published data will be anonymised, including all names of organizations and individuals named in the interviews. In reporting on the research findings, I will not reveal the names of any participants or the organization where you study. At all times there will be no possibility of you as individual being linked with the data, unless you wish for the real information to be used.

What if I want more information about the study?

If you have any questions about any aspect of the study, or your participation in it, not answered by this participant information sheet, please contact:

The researcher: Rukiye Eryılmaz

PhD Candidate

Bahçeşehir University, Istanbul

The Department of English Language Teaching

Email: reryilmaz@hotmail.com

Thank you for taking the time to read this Participant Information Sheet.

C. Sample Interview Segment

Melda: It was in (…), I said everything changed. But before that something happened.

Rukiye: What happened?

Melda: My boss, (…), called me and asked me if I wanted to attend a teacher training course or not. And I said, "I would like to do that". He told me "Melda, I cannot promise you that we will have a PDU and I cannot promise you to be a trainer. But if you like to join that course, I can send you to that course. The course was held at (…) in (…) I attended the course. There was another woman there, a magical and a great woman there, (…).

Rukiye: I know her.

Melda: (…) and (…) were sharing that course. And it is one of the best courses I believe in Turkey on that issue. For the second time, I can be the luckiest person ever to have that chance so it affected me a lot of course. But I was a Curriculum Unit member. I remember then that there was not a plan about having a professional development unit or about my career as a trainer. When I returned, (…), the head, wanted me and a friend of mine, he wanted us, to start an induction program. A 2-week induction program for the newly recruited teachers and that was my first experience in fact. We just prepared a tailor-made induction program. For how many... 10 teachers if I'm not mistaken and we ran the course at the time. It was in (…) and then I became the coordinator of the Curriculum Development Unit and I conducted this for a year. And then in (…) (…) started to work in my institution. (…) before working at (…), she was working at) (…) as the Professional Development Unit Coordinator. She had been working there for 18 years. She was experienced and she came to (…) to set up a Professional Development Unit. That was her aim. She was hired for that so she came to the School of Languages of (…) to set up a professional development. (…) came and she started to work. She didn't set up immediately but she started with observations. She started to observe us, all the instructors I mean and she was giving some tasks to us. They were not tasks in fact but she wanted to work with me. She wanted to organize a caring and sharing session

with the Curriculum Unit and we worked together there. And of course she worked with different people in the institution at different times. She just observed us for a year. In December, I think it was in December (…). (…) came in (…) by the way. So, after a year, (…) and (…) called me and they asked whether I wanted to join PDU or not. And I accepted that offer of course and I think it was in January, (…) I started to work at PDU as a PDU member.

D. Narrative Frame

I studied _____ at the university.

I became a teacher_____

I have been teaching for_____

I have taught in/at_____

The best thing about being a teacher

_____

_____

_____

What I find/found most difficult about teaching

_____

_____

To develop myself as a teacher I

_____

_____

_____

I became a trainer

_____

_____

I have been a trainer for

_____

The training activities that I provide

_____

_____

The best thing I like about being a

trainer_____

_____

What I find difficult is

_____

_____

What helps me most is

_____

_____

To develop myself as a trainer

I_____

_____

I think being a teacher and trainer is

_____

_____

_____

I see myself as

_____

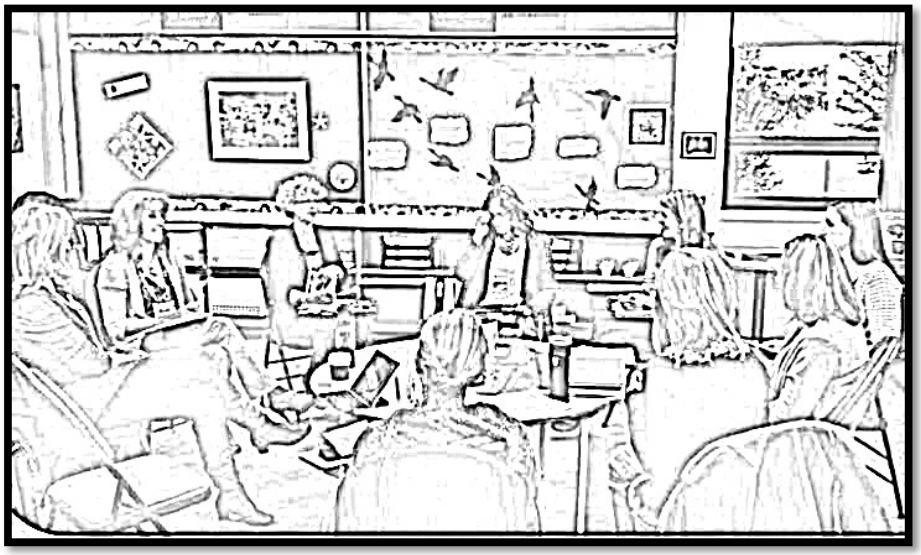
_____

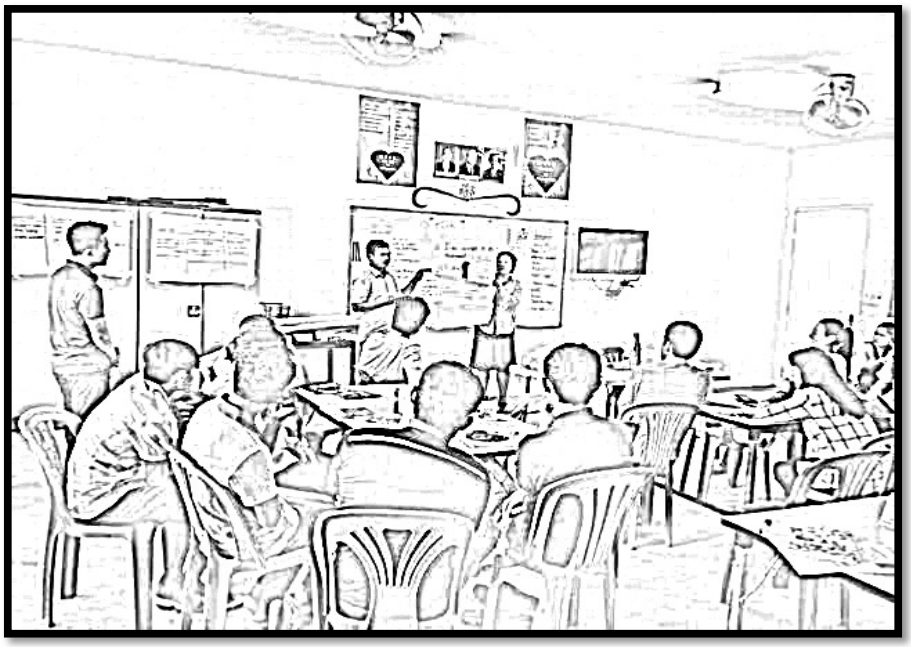
In the future, I

_____

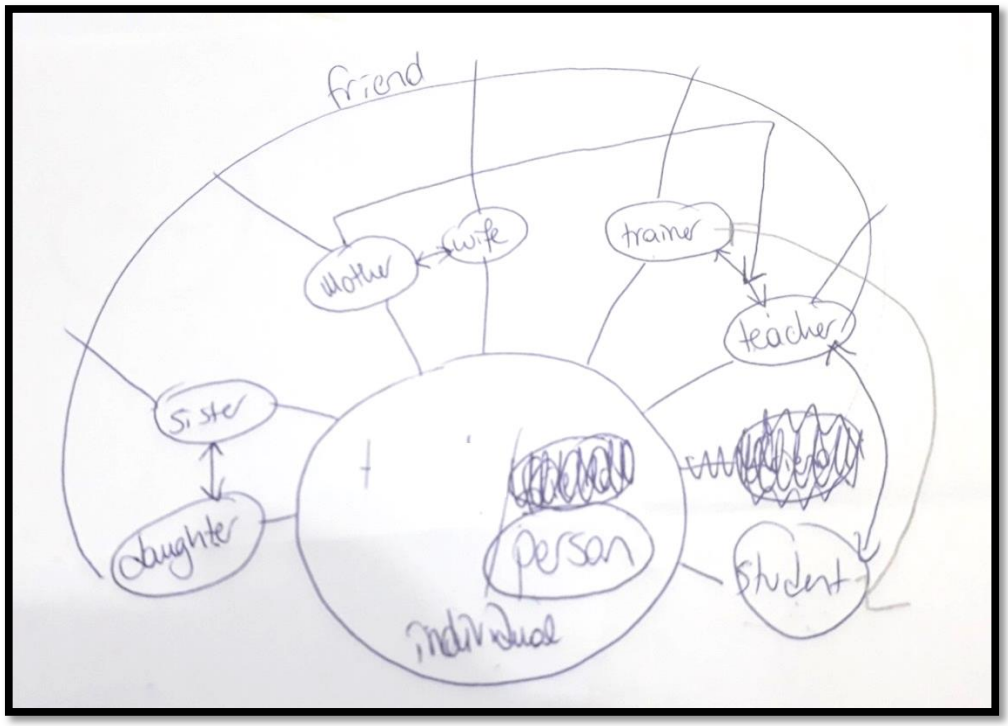
_____

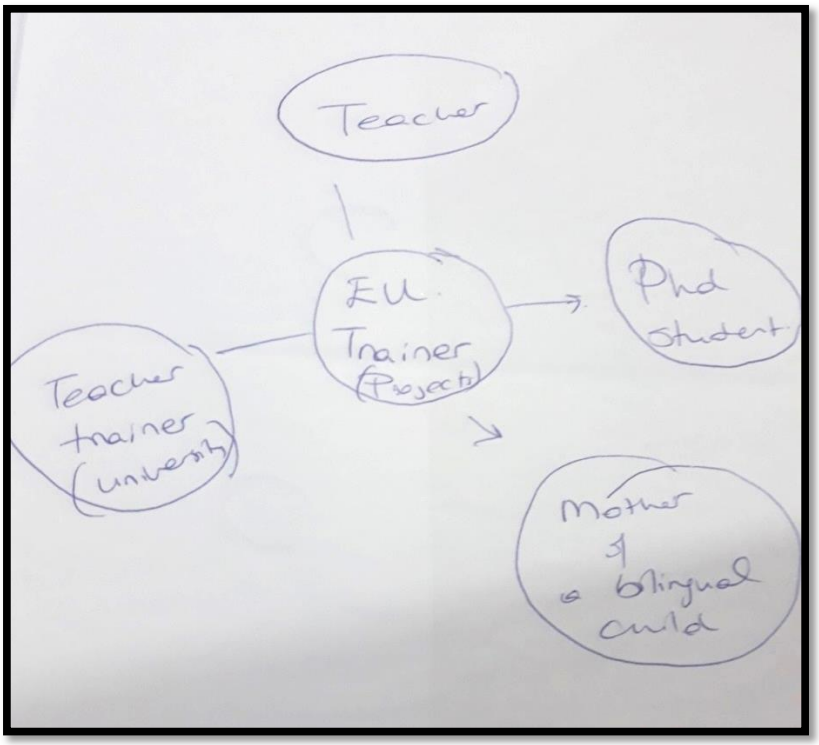
E. Photo Elicitation Visuals





F. Identity Diagram Examples





The Three-Dimensional Space Narrative Structure

Interaction		Continuity			
Personal	Social	Past	Present	Future	Situation/Place
Look inward to internal conditions, feelings, hopes, aesthetic reactions, moral dispositions	Look outward to existential conditions in the environment with other people and their intentions, purposes, a assumptions, and points of view	Look backward to remembered experiences, feelings, and stories from earlier times	Look at current experiences, feelings, and stories relating to actions of an event	Look forward to implied and possible experiences and plot lines	Look at context, time, and place situated in a physical landscape or setting with topological and spatial boundaries with characters' intentions, purposes, and different points of view

Adapted from Clandinin and Connelly (2000) in Ollerenshaw and Creswell (2002)

H. Sample Coding

Deniz: She's like. You know she's like the diva, she was and the story began with her actually because I saw her on stage and she was quite well into what she was doing. I said I want to be on that stage.	Admiring another trainer Beginning of the trainer story Being impressed by another trainer's skills Desiring to be on stage
And then I started asking, when I was 18 years old by the way because I graduated from university when I was 18 years old and I started working I was quite young. It's because we lived abroad for many years and when we came back I skipped a couple of classes. So I was quite young and I said I want to be on that stage. And then the question was, "How do I go to that stage?" And then they said you have to be an academician. And I said, "Well I'm working on K12 school working with kids and I'm (…) years old" and I said, "Then you have to work at a university". So I jumped to (…) University	Starting to work at a very young age Deciding to be a trainer early in her career; desire to be on stage Being academician is necessary to be a trainer; consulting others Age barrier; not feeling ready or experienced enough Shifting to university context to be a trainer
Then one year later I applied to (…) University in (…) where actually I got CELTA, DELTA, MAs and everything and then there I was trained by great people. One of them was (…) And I saw him and I said "I want to be like him." And then the second question came, "How do I become like him?" And then they said, "Well, you have to take the CELTA and I said, "This the CELTA? What is the CELTA?"	Professional development at work context Being trained by great people; admiring trainers Aspiring to be like other trainers, role models Taking CELTA as the first step to be a trainer

I. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Eryilmaz, Rukiye
Nationality: Turkish (T.C.)
Date and Place of Birth: 5 July 1982, İzmir
Email: rukiyeryilmaz@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
PhD ELT	Bahçeşehir University	2020
MA ELL	Fatih University (Full Scholarship)	2008
	Eberhard Kärls Universität Tübingen	2007
BA ELL	Fatih University, (Full Scholarship)	2004

WORK EXPERIENCE

Year	Place	Enrollment
2019-2020	Bilfen College	English Language Teacher
2015-2016	Gediz University	Co-coordinator of Material Development Unit
2009-2016	Gediz University	English Instructor
2005-2006	ISMEK	English Language Teacher

FOREIGN LANGUAGES

Advanced English, Elementary German

CERTIFICATES

Selçuk University, Pedagogical Formation Certificate (2008) Konya/TURKEY

CONFERENCE PRESENTATIONS

Eryılmaz, R. (2011). The Effects of Collaborative Learning on Writing in Groups. Gediz University Academic and Professional Development Project, Izmir, Turkey.

Eryılmaz, R. (2012). Leading Students to Self-Correction by Differentiating Error and Mistake. Gediz University Action Research Conference, Izmir, Turkey.

Eryılmaz, R. (2013). The Investigation of Practices of Teaching Main Course. Gediz University Teacher Researchers in Action Conference, Izmir, Turkey.

Eryılmaz, R. (2014). Experiencing Feedback from Student and Teacher Perspective. Gediz University Teacher-Researchers in Action Conference, Izmir, Turkey.

Eryılmaz, R. (2015). Fostering Speaking: A Text-based Syllabus. Teachers Research IATEFL ReSIG Annual International Conference &5th Gediz University Annual Teacher Research Conference, Izmir, Turkey.

Eryılmaz, R. (2016). An Investigation of Reading Avoidance. NILE & Gediz University ELT Conference, 'Glocalisation of Professional Development in ELT: Think Global, Act Local'

Eryılmaz, R. (2016). Research Reticence. Teachers Research IATEFL ReSIG & Bahcesehir University International Conference, Istanbul, Turkey.

PUBLICATIONS

Eryilmaz, R, (2016). Self-Identification of Three Bilingual Language Teachers: A multi-case study, *Sustainable Multilingualism*. DOI: http://dx.doi.org/10.7220/2335-2027.9.2

Eryilmaz, R., Dikilitaş, K. (2016). English Language Teachers' Research Reticence: A Collective-Case Study, *Dil Dergisi*, 167(2). DOI: 10.1501/Dilder_0000000231