

LANDSCAPING PRE-SERVICE ENGLISH LANGUAGE TEACHERS'
IDENTITY DEVELOPMENT: A BOURDIEUAN PERSPECTIVE

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IDENTITY DEVELOPMENT: A BOURDIEUAN PERSPECTIVE**

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

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ABSTRACT

LANDSCAPING PRE-SERVICE ENGLISH LANGUAGE TEACHERS' IDENTITY DEVELOPMENT: A BOURDIEUAN PERSPECTIVE

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The present study aimed to portray the identity development process of ELT pre-service teachers in 3 cases. With this purpose in mind, this research was situated within the borders of a multiple cross-case study design. The cases ($n = 3$) were selected in terms of various variables. The unit of analysis was 3 ELT programs in 3 different state universities. The study also aimed to explore the pre-service teachers and teacher educators' perspectives on the development of the teacher identity in their institutions and its relation to institutional habitus from a Bordieuan perspective, particularly utilizing habitus, doxa, field, and capitals from Bourdieu's toolkits. Pre-service teachers ($n = 30$) and teacher educators both from English Language Teaching (ELT ($n = 15$)) and Educational Sciences ($n = 9$)) constituted the study participants. I collected interview data from the participants via self-designed semi-structured interview forms for individual interviews and focus groups. Teacher education policy documents, the vision and mission statement of the department, the teacher education curriculum of the Council of Higher Education, field notes, and visual materials were all considered as part of the documents of the study. I analyzed thick data through inductive thematic

analysis, and raw explanatory good quotes and visual data were used to provide complementary evidence for the research report. As a result of the data analysis, the main themes ($n=3$) emerged as *ELT as a field, *Teacher educators as agents, and *Pre-service teachers as agents, respectively. As a main conclusion, this study claims that a one-size central policy does not generate similar outputs in teacher education and ELT pre-service teacher identity development.

Keywords: teacher identity, institutional habitus, pre-service teacher education, English language teacher education, Bourdieu.



ÖZ

HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN KİMLİK GELİŞİMİNİN KONUMLANDIRILMASI: BOURDIEUCU BİR PERSPEKTİF

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Bu çalışma, İngiliz Dili Eğitimi programı hizmet öncesi öğretmen adaylarının kimlik gelişim sürecini üç vaka üzerinden resmetmeyi amaçlamaktadır. Bu amaçla, bu araştırma çoklu durum çalışması deseninin sınırları içerisinde yer almaktadır. Vakalar ($n = 3$) çeşitli değişkenler (örneğin, kurumsal geçmiş, birçok açıdan benzersizlik, iyi inşa edilmiş bir kurum olma, Yabancı Diller Eğitimi ve Eğitim Bilimleri bölümlerinde önemli sayıda öğretmen eğitimcisine sahip olma) açısından seçilmiştir. Veri analiz birimini Türkiye’de 3 farklı devlet üniversitesinde bulunan 3 ELT programı oluşturmuştur. Çalışma, aynı zamanda öğretmen adaylarının ($n=30$) ve öğretmen eğitimcilerinin ($n=24$) kurumlarında öğretmen kimliğinin gelişimi ve bunun kurumsal habitus ile ilişkisi hakkındaki görüşlerini Bourdieu’nun perspektifinden incelemeyi amaçlamıştır. Bourdieu’nun alan teorisi ve alet setleri (habitus, doxa, field/alan, sermaye türleri), kurumsal habitusu ve bunun seçilen vakalardaki İngilizce öğretmen adaylarının öğretmen kimliği gelişimiyle ilişkisini açıklarken, ana teorik çerçeve olarak kullanılmıştır. Aynı zamanda, hizmet öncesi öğretmen eğitimi programının İngilizce öğretmen adaylarının kimlik gelişimini nasıl etkilediği sorusuna da yanıt aranmıştır. Çalışmanın katılımcıları, İngilizce

Öğretmenliği programlarında eğitim gören 4. sınıf öğretmen adayları ($n=30$) ile ders veren öğretmen eğitimcileridir ($n=24$). Veri kaynaklarımda çeşitlemeye gittim. Katılımcılarla bireysel ve odak grup görüşmeleri yapmak için tasarladığım yarı yapılandırılmış görüşme formları aracılığıyla görüşme verilerini topladım. Öğretmen eğitimi politika belgeleri, bölüm ve programın vizyon ve misyon beyanı, Yükseköğretim Kurulu'nun öğretmen eğitimi programı ve saha notları ile belgeler ve görseller veri olarak çalışmanın dokümanları olarak irdelendi. Yoğun veriler tümevarımsal tematik analiz yoluyla analiz edildi ve ham açıklayıcı iyi alıntılar ve görsel verileri araştırma raporunu tamamlamak için kullandım. Veri analizi sonucunda; Bir alan olarak ELT, Failler olarak öğretmen eğitimcileri ve Failler olarak öğretmen adayları ana temaları ($n=3$) ortaya çıkmıştır. Ana sonuç olarak bu çalışma, tek boyutlu merkezi bir politikanın öğretmen eğitiminde ve öğretmen kimlik gelişiminde benzer çıktılar üretmediğini iddia etmektedir.

Anahtar Kelimeler: öğretmen kimliği, kurumsal habitus, hizmet öncesi öğretmen eğitimi, İngilizce öğretmen eğitimi, Bourdieu.

*Emekli öğretmen,
Canım annem
Saliha ŞATIR (1958-2023) 'a
ve
Değerli ailem ile tüm öğretmenlerime...*

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CHAPTER 1

INTRODUCTION

‘The world in which one thinks is not the world in which one lives.’

Gaston Bachelard, quoted in Pierre Bourdieu’s Pascalian meditations
(Bourdieu, 1997, p.51)

This chapter provides background to the study, indicates its main theoretical focus, states the purpose of the study, gives information on the importance of this study, and explains the definition of key terms used throughout the study.

1.1. Background to the Study

This part summarizes the main problem of teacher identity development and why how this research is situated in the related literature. Then, it explains the background of my interest in teacher identity development. Lastly, it explains Bourdieu’s field theory briefly.

1.1.1. Teacher identity development

Teacher identity has become a popular area of research in both pre-service and in-service teacher education globally over the last two decades trend is also evident in the Turkish context, where teacher educators are gaining more knowledge about the development of teacher identity and its interaction with teaching, learning, curriculum, teacher cognition, and beliefs. Recent studies have focused on language teacher identity, including the works of Lindahl and Yazan (2019), Yazan (2017, 2018, 2019, 2022), Yazan & Peercy (2016), and De Costa and Norton, (2017).

The study of teacher identity has gained significant traction in pre-service and in-service teacher education worldwide over the past two decades. TESOL scholars have underscored the crucial role of teacher identity not only in teacher learning and growth but also in shaping classroom practices (Kanno & Stuart, 2011; Reeves, 2018; Varghese, Morgan, Johnston, & Johnson, 2005). This trend is also prominent in Turkey, where teacher educators actively pursue a deeper understanding of the development of teacher identity and its impact on teaching, learning, curriculum, teacher cognition, beliefs, and teacher agency. The recent and leading research in the related literature has specifically examined language teacher identity, with notable contributions from Lindahl and Yazan (2019), Yazan (2018, 2019, 2022), Yazan and Peercy (2016), Akkerman and Meijer, (2011); Banegas, (2022); Barkhuizen, (2016); Coşgun and Savaş, (2023); Giralt-Romeu et al., (2021); Kayi-Aydar, (2019); Akcaoglu and Akcaoglu, (2022); Côté & Levine, (2002); Liang et al., (2023); Swennen et al., (2010) Karaman and Edling (2021). I here prefer to use identity development because, from Bourdieu's aspects and critical theory perspective, nobody has none of it as the starting point, there is no zero level of any identity, so I do not use shape or (re)formation as a term regarding identity construct while approaching a professional identity. I hereby conclude, and the literature also supports that pre-service teachers come to the preservice teacher education programs with various already imagined teacher identity characteristics at first, which they have developed during their high school cycles of education and the society also have some effects on it to develop it in such manners.

The role of a teacher's identity cannot be overstated when it comes to shaping their perceptions of their behavioral expectations and their position within society. These perceptions can greatly impact their decision-making processes as well as their teaching methodologies. Essentially, a teacher's identity forms the bedrock upon which their instructional strategies and sense-making are built. Teacher identity affects how teachers "build their own ideas about being, doing and understanding their work and their place in society" (Sachs, 2005, p. 15). It provides "the basis" for the "meaning making and decision making" of the teacher in the classroom (Bullough, 1997, p. 21). In other words, as they teach, learn to teach, and interact with their students, students, parents, and colleagues, teachers negotiate (a) what they

value and prioritize in their professional practice and what kind of teacher they are or want to be , and (b) "the ideas and expectations of others, including widely accepted images in society about what a teacher should know and do" (Beijaard et al., 2004, p. 108).

The role of a teacher's identity in TESOL is of utmost importance (Yazan, 2019). It significantly has a great role in not only in teacher learning and growth, but also in shaping classroom practices. Scholars, Kanno and Stuart (2011), Reeves (2018), and Varghese, Morgan, Johnston, and Johnson (2005) have emphasized the critical nature of this factor. In a similar vein, the enlightening findings of Yazan's (2019) research, highlight the importance of prioritizing teacher identity in education. He claims that integrating this focus into TESOL teacher education is crucial, but it may be challenging to know where to begin. Yazan (2019) introduced a powerful tool for teacher learning: the critical autoethnographic narrative. This approach uses a combination of critical language teacher education, autoethnography, and narrative to help teachers construct their identities and prepare for success in the classroom. This initiative is a collaborative effort that requires ongoing engagement from teacher candidates and support from teacher educators. By deconstructing dominant discourses and sharing feedback, Yazan (2019) announces that teacher educators can create a supportive environment that fosters growth and learning. Additionally, our teacher candidates are encouraged to contribute to scholarly publications with their narratives, recognizing their unique experiences as valuable knowledge generators. Yazan (2019) acknowledges that although he is aware of the potential challenges for teacher educators, he is confident that this approach will have a positive impact on teacher education in TESOL. His call is for us (teacher educators) to work together to make a difference in the lives of our students and teachers.

As responsible teacher educators, it is incumbent upon us to undertake a meticulous evaluation of our teaching methodologies and strategies. This must be done in conjunction with a thorough understanding of the educational aspirations and objectives of our students-pre-service teachers. Such a

comprehensive approach not only serves to enhance the quality of teacher education programs and institutions but also plays a critical role in advancing the fields of curriculum and instruction. Of particular relevance in this regard are Turkey's English language teaching field, programs, curricula, and teacher education, which warrant careful consideration and analysis.

1.1.2. Background of my interest in teacher identity development

I completed my bachelor's studies in an English Language Teaching program at a state university, which sparked my research interests while training to become an English language teacher. During my Master's and Ph.D. coursework, I took various courses on teacher education, developing an interest in global and Turkish teacher education. My focus on literature and research shifted during my Ph.D. qualifying exam and dissertation proposal preparation, where I delved into the teacher identity development of pre-service English language teachers in their undergraduate programs. I also explored the impact of institutions and teacher education programs on pre-service English language teacher identity development.

1.1.3. Bourdieu's field theory

This research employs Bourdieu's field theory as the primary theoretical approach to thoroughly investigate the development of teacher identity among pre-service teachers. Specifically, it scrutinizes the way in which a professional identity (in this case, teacher identity) is established through undergraduate programs, and how this process is connected to the institutional habitus of the university contexts where these future teachers are educated.

Bourdieu's theory (Bourdieu, 1990, 1997; Benzecry, 2018; Bourdieu & Wacquant, 2007; Corcuff et al., 1993; Fligstein & McAdam, 2012; Grenfell, 2008; Grenfell & James, 1998; Wacquant & Bourdieu, 2005) was utilized in this research via considering such terms and he also defines *habitus* as "the learned set of preferences or dispositions by which a person orients to the social world. It is a system of

durable, transposable, cognitive ‘schemata or structures of perception, conception and action’; *field* is defined as a “playground”; besides, *doxa* refers “the rules and (dis)positions in that playground (in the field)”. In addition, the final one in the toolkit *institutional habitus* that is “embedded in the theory of action that questions how regular patterns of practices are formed in social and cultural locations”, also, social actors inscribe the “structured structures” and play a role in their transformation to “structuring structures” (Bourdieu, 1990, p. 53).

1.2. Statement of the Problem

In teacher education, there have been various policy changes in Turkey. In each era of the Turkish Republic, there are some most notable effects on the teacher education policies and its institutions. If these changes are viewed in terms of eras, these eras might be named as such; Early Republican, Post WWII, 80’s liberalism and neoliberalism, Pan-Islamizm, and Current Era-2000s (Gündüz, 2009; Gök, 2007; Turek, 2016; Özdil, 2015; Song, 2016; Inal & Akkaymak, 2012). In each of these eras, there have been various fundamental and minor policy changes whose effects might be seen in the teacher education system immediately or long-lastingly. For instance; in the early Republican era (mostly 1930s); the Unification of the party principles with the school curricula was aimed (Erdal, 2012), also how teachers are viewed has undergone various changes. Teacher was seen as a technician (Gray, 2007), as subject matter expert (Beijaard, Verloop & Vermunt, 2000; Hazır Bıkmaz, 2006, p.99), as an artist (Eisner, 1985; Hill, 1993), as a researcher (Glesne, 1991; Kincheloe, 2012) and as a reflective practitioner (Mangal, 2017; Tubbs, 2000) and as so many other different ways (e.g. facilitator, guide, change agent) throughout the teacher education history.

Darvin and Norton (2017, p.9) and De Costa and Norton (2017) claim that globalization is also impacting language teacher identity in diverse ways. Thus, globalization and internationalization processes in higher education in Turkey might also have some effects on teacher education and teacher identity development processes in these teacher education institutions. While discussing policies, globalization and internationalization effects on the policy, digitalization of teacher

education, and Covid-19 effects on teacher education might be considered further. As Gül (2008) stated, the problems and needs that have been persistent in the Turkish education system for a long time are increasingly diversified with the effect of globalization and are becoming more and more crucial points to tackle.

From a local perspective, in recent months of 2018, the Ministry of National Education (MoNE) published and declared its vision for education for the period until 2023. Strategic plans of MoNE regarding the 2023 Vision Document claim that it aims to increase the level of teachers' professional satisfaction from their job by applying various precautions and improvements to the system. In order to take precautions and apply improvements, firstly, in pre-service teacher education, a clearer understanding of teacher identity might be fruitful in accomplishing such aims.

Yıldırım (2013, p.177) also pointed out the need for further studies in teacher education research and calls for studying answering that such type of studies; understanding of teacher education processes, the impact of pedagogical training on teacher candidates' development as a teacher, the impact of content education on teacher candidates' development as a teacher, and impact of general culture education on teacher candidates' development as a teacher. Moreover, even in the international literature, there is growing attention for case studies dealing with pre-service teachers, such as; "in-depth case studies of teacher education programs are needed that illuminate what teacher education students learn from the opportunities they are provided within their programs" (Cochran-Smith & Zeichner, 2009, p.30). In terms of current teacher education policy in Turkey, the philosophical perspective in the Vision document is another point to consider in order to understand how MoNE sees its teachers who are currently in the system and what kind of teachers they foresee recruiting in relation to general competencies for teaching profession and field-specific teacher competencies.

Various policy changes in terms of quality management and assurance of teacher education in Turkey have been seen in the last decade. National Qualification Framework for higher education (TQF, 2015), General Competencies for the

teaching profession (MoNE, 2017a) English language teacher subject area competencies (MoNE, 2017b) have been published. In addition, recent changes were implemented in teacher education programs in 2018 by including new pedagogical, cultural, and elective courses offered. Also, “despite the significance and necessity of broadening our knowledge of teachers’ identity development, researchers are still in the early stages of understanding how teacher identities are formed, the factors that influence changes of identities, and the role these identities play in students’ and teachers’ motivation and learning” (Schutz et al., 2018; p.3).

In a study Özakyüz and Güneş (2022) examined graduate thesis/dissertations conducted in Turkey on professional identity and found that most of the studies were on English language teachers and employed qualitative designs (case study as a design was the most used) and by using purposeful sampling, generally explored the perceptions of the teachers at that time on their professional identity however the studies examining the construction/development of the teacher identity is limited leading to varying perceptions among them (p. 2714). According to Özakyüz and Güneş (2022), Middle East Technical University has the highest number of postgraduate theses and dissertations on this topic. Interestingly, the availability of literature in English has contributed to this, while literature in Turkish remains scarce.

In a recent extensive and informative research study Erdem Coşgun (2021) conducted a mixed-method study to investigate student, novice, and experienced English as a foreign language teachers’ professional identity development through the Possible Selves Theory in a Turkish context. As a result, which supports the present study from various points found that in terms of ideal language teacher selves, all three participant teacher groups emphasized professional development, language competency, professional competency, personal qualities, and recognition. Besides, it was found that, in terms of feared language teacher selves, five themes emerged as follows; language incompetency, lack of professional development, undesired personal qualities, undesired professional dispositions, and lack of recognition. Not interestingly for me, the participants also mentioned external and internal factors that affected their possible selves. In the present study, I am deeply

invested in and intrigued by the external and internal factors, which I prefer to reframe and explain with the institutional habitus, doxa, capital, field, teacher education policy, ideology, and program. Lastly, the study highlighted that with the effect of the Covid-19 pandemic, the participants mostly emphasized the importance of using technology effectively and having the ability to be adaptable.

Having such a mindset or an attitude change on what we are doing as teacher educators (who we are, how we teach, and what we want to teach and besides, understanding pre-service teachers (by asking questions inquiring-what kind of a teacher they would like to be, what kind of attributions they have with the teaching profession, how they define themselves as teachers/teacher candidates) might bring invaluable contributions to the teacher education programs and these teacher education institutions.

Bourdieu's theory and toolkit are highly suitable for understanding this phenomenon because it gives the researcher various and numerous combinations of social aspects regarding the phenomenon itself in this case, we can easily understand the social reality and explain its borders and intersections, in that case, the teacher identity development and its relation to the institutional habitus (see, Figure 2.). Habitus itself is key here to see the development process from another social perspective and understand it via various points embedded in the institutional habitus. Institutional habitus and field theory help me, the researcher, to uncover what is covered in the very deep of the social space. I hope to uncover and bring various insights regarding teacher identity development and how it is as it is in such institutional habitus of three universities and find an answer to the question. While doing it, understanding Bourdieu's theory and terminology and toolkits such as habitus, doxa, and capital, as he stated in the French culture and society, is another point to consider. I, as the researcher, make various comparisons and try to make various adaptations and conformation while using them in the Turkish context. What Bourdieu substantially stated while saying "structured structure" and "structuring structure" (Bourdieu, 1990, p.53) in explaining habitus and giving various points to consider helped me much in situating this study. Hence, habitus plays a pivotal role in this study as being such a valuable term to base the framework on.

In addition, ideology as a highly contested term is defined by many. As Sargent (2006) defined it;

“An ideology is a system of values and beliefs regarding the various institutions and processes of society that is accepted as fact or truth by a group of people. An ideology provides the believer with a picture of the world both as it is and as it should be, and, in doing so, organizes the tremendous complexity of the world into something fairly simple and understandable” (Sargent, 2006).

When the relation of ideology to identity development is considered, the ideology of the agents in such habitus, the ideology of the teacher educators, and the ideological stances which is mostly attributed to these institutions become highly important points and aspects to consider. It determines and regulates various processes in the institution, whether overtly or covertly. In the study, the ideological stances of such agents and institutions are seen as different from each other as seen by society. In Turkey, various institutions are seen as supporters of one ideology while another university is seen as in relation to another ideology and such groups, although these connotations are not formally stated anywhere.

1.3. Purpose of the Study

This study aims to explore the pre-service teachers and teacher educators' views on the teacher identity development process in their institutional habitus. This multiple cross-case study (Yin, 2018) explores the complexity of teacher identity development in ELT undergraduate contexts (institutions) through an in-depth analysis of a small number of cases via cross-case design. Meanwhile, how the pre-service teacher education program affects ELT pre-service teachers' identity development in these university contexts is also be aimed to be answered. Besides, how the institutional habitus of the selected cases functions in this identity development process is one of the aims of this current study. In addition, macro, meso and micro policies regarding teacher education in Turkey and the institutional habitus in these institutions have been utilized in analyzing the ELT pre-service teachers' identity development in such institutions.

In line with the aim of the study, the following research questions emerge:

1. How do 3 teacher education institutions develop ELT teacher identity through pre-service teacher education programs?
2. How do 3 teacher education institutions cultivate ELT teacher identity in a teacher education program centrally mandated by the Council of Higher Education
 - a. regarding teacher educators' perspective?
 - b. regarding pre-service ELT teachers' perspective on their own identity development process?
3. How do 3 teacher education institutions intersect regarding ELT teacher education development?
4. How do macro, meso, and micro policies regarding teacher education and the institutional habitus of the institutions influence the identity development process of pre-service ELT teachers in the Turkish context?

1.4. Significance of the Study

Based on the search conducted in METU library databases (i.e. WoS, SCOPUS, ERIC; and ULAKBIM between May 2018 and November 2018, prior to submitting the study proposal, I was unable to locate any studies that applied Bourdieu's theory, particularly institutional habitus, to the development of teacher identities. Currently, since June 2018, until June 2023 in the same databases, there did not appear any study that specified exploring the pre-service teachers' and teacher educators' views on the teacher identity development process in their institutional habitus. In that sense, this study is significant as it provides a new understanding of teacher identity development of pre-service English language teachers in their undergraduate programs by using a different perspective from what has been studied so far. Hence, in light of the review mentioned above and the database search, this study differentiates itself from the current literature on teacher identity conducted in pre-service teacher education by focusing on institutional habitus as its core theoretical framework in landscaping ELT pre-service teachers' identity development in their institutions. In a similar manner, this study relies on Bourdieu's theory and his thinking toolkits as its main theoretical perspective, besides ideology and policy

effect on the institutional habitus formation and/or integrating with the identity development frameworks can be seen as one of the significances of the current study. Through the current study, I explore the teacher identity development process from Bourdieu's field theory focusing mainly on institutional habitus. Using Bourdieu's theory as one of the theoretical frameworks of the study is hoped to bring new insights into dealing with teacher identity development processes. Also, there are similar claims by other researchers as; the use of language socialization as a conceptual framework is a novel way of looking at language teacher identity, especially for the "outer circle" English speakers (Kachru, 1992) who learn English as a foreign language (EFL) (cited in Ortaçtepe, (2015). Schools and/or other educational settings are important sites for socialization in which language learners acquire communicative competence that spans their lifetime and experiences (Baquedano-Lopez & Kattan, 2008). As another point, cross-case analysis of the selected universities might be seen as a unique contribution because these universities have already been studied one by one but not from a cross-case analysis perspective in teacher identity research in the Turkish context.

Besides, when ELT teacher education programs are analyzed in Turkey, only a few institutions offer the ELT program in the English language, not in the Turkish language. On the other hand, one of the universities that was selected as a research university by the Council of Higher Education of Turkey (CoHE) in 2017, along with other 9 universities (CoHE, 2017), and this university is also a public research university that is among top 200 institutions in the world according to results of World University Rankings 2020 by subject: education and it might be called as unique regarding such properties of the institution. This institution is named Jupiter University through this dissertation study. The medium of instruction in the context of this institution is English which makes the study distinctive to some extent and different from other studies previously conducted at institutions with the medium of instruction as the Turkish language. There are also other cases selected in which the medium of instruction is not English. The ELT teacher education program at that institution might also be seen as one of the respected and well-established programs, and it has a long history in the field of English language teaching. Having various

cases (3 cases) which are carefully selected to portray the situation under investigation in this study might bring various insights to the current literature.

Investigation of both pre-service teachers' identity and understanding of the teacher educators' perspectives relating them to the institutional habitus might be seen as one of the distinctive features of this study. Providing perspectives from both sides, namely, pre-service teachers and teacher educators, might also be seen as one of the strengths of this study.

There is already a number of studies written and published in the related literature on teacher education programs, however, there isn't much research conducted on teacher education policy, contextual factors, and teacher identity development in such an environment (habitus), especially in Turkish context which this study will base upon its claims.

Especially in the Turkish context, there are various differences among teacher education institutions and how these differences have an effect on preservice teachers' identity development process, how these characteristics of each institution can be seen in the process, how institutions approach the teaching profession, teacher educators' own way of understanding teaching, policy and its effect, history of the institution, sociological characteristics of these institutions might provide essential implications for the research and the teacher education policy.

Ideology imposed and or adopted in teacher education institutions and in general educational, higher education climate and its relation to the teacher education and pre-service teacher identity development in each institution, and how this is perceived, and its effects on the habitus and doxa would relate in a way to the professional identity development process (see, Figure 1).

Examining the teacher educators' role in such processes, how they perceive policy, teacher education program(s), ideology and power in relation to teacher identity, the role of a teacher in society, value given to a teacher, teacher competencies, and their satisfaction would be a distinctive point of this present study.

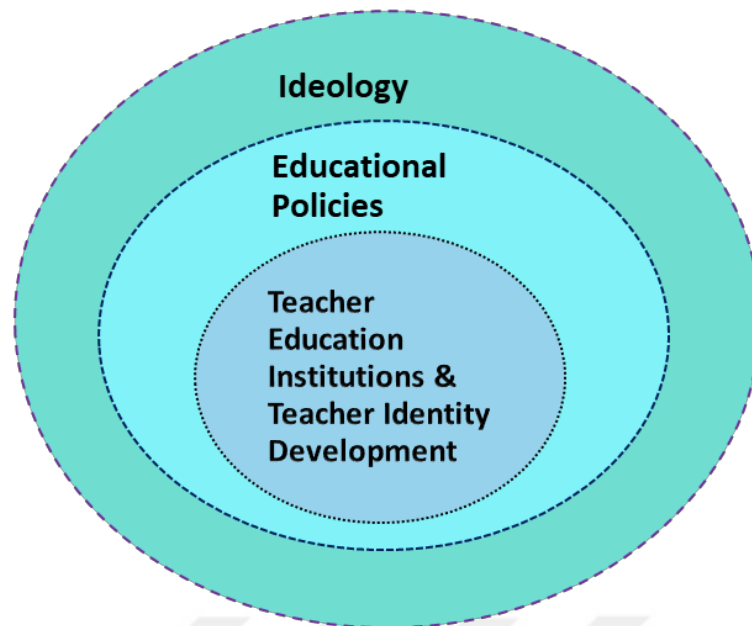


Figure 1. Relationship among ideology, educational policies, teacher education institutions and identity development

1.5. Definition of the Terms

Teacher education: The process of preparing individuals to become teachers.

Pre-service English language (ELT) teachers: Individuals who are studying to become English language teachers.

Teacher educator: An individual responsible for preparing individuals to become teachers.

ELT teacher educator: A professional who works as a faculty member at an English language teaching department.

EDU Sciences teacher educator: A professional who works as a faculty member at an Educational Sciences department.

Teacher identity: The beliefs, values, and attitudes that shape how a teacher sees themselves and their role in society.

Identity development: The process by which individuals develop their sense of self and their place in society.

Ideology: A set of beliefs and values that shape how individuals see the world and their place in it.



CHAPTER 2

REVIEW OF LITERATURE

The purpose of this chapter is to provide an overview of the literature on identity development and teacher education. First, the term ideology is explained. Second, the main characteristics of education and sociological perspectives and specifically Bourdieu's field theory, are presented. Third, different approaches to identity politics and identity are discussed. Fourth, definitions and approaches to socio-cultural theory's take on teacher identity as a frame and teacher educator identity are provided. Fifth, a historical picture of teacher Education in Turkey and perspectives regarding teacher education is depicted. Sixth, related research in teacher identity development and teacher education policy is presented. Seventh and last, a summary of the literature review is presented.

2.1. Ideology

"Ideology . . . a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy: the ideology of republicanism. the ideas and manner of thinking characteristic of a group, social class, or individual: a critique of bourgeois ideology. [mass noun] archaic visionary speculation, especially of an unrealistic or idealistic nature." (The New Oxford Dictionary of English, n.d.)

Eagleton proposes that 'in any particular situation you must be able to point to what counts as non-ideological for the term to have meaning' (Eagleton 1991, p.9 cited in Decker, 2004). Sargent (2006) furthermore explains that "An ideology is a system of values and beliefs regarding the various institutions and processes of society that is accepted as fact or truth by a group of people. An ideology provides the believer with a picture of the world both as it is and as it should be, and, in doing so, organizes the tremendous complexity of the world into something fairly simple and understandable". The institutional habitus, or the dominant norms and values within

an educational institution, can greatly impact the formation of a teacher's identity. This is because individuals, including teachers, often internalize the expectations and beliefs of the institutions they belong to. In an undergraduate education program, the institutional habitus may influence how teachers view their roles and responsibilities, their beliefs about teaching and learning, and their relationships with students and colleagues. This, in turn, can shape the way they develop their professional identities as teachers.

In an undergraduate education program, teacher identity development is likely to be influenced by the ideology of the program in a number of ways. First, the program's ideology may shape the knowledge, skills, and dispositions that are emphasized in the curriculum and pedagogy of the program. For example, a program with a social justice-oriented ideology may place a greater emphasis on teaching teachers to be culturally responsive, to create inclusive and equitable classrooms, and to engage with issues of power and privilege in education. In contrast, a program with a more traditional ideology may focus more on teaching teachers to deliver content effectively and to assess student learning using standardized tests and other measures.

Second, the program's ideology may also shape the way teachers are socialized into the profession. For example, a program with a social justice-oriented ideology may provide opportunities for teachers to learn from and engage with diverse communities, to reflect on their own identities and biases, and to develop a sense of ethical responsibility to address injustice and inequality in education. In contrast, a program with a more traditional ideology may focus more on the technical aspects of teaching and may provide less emphasis on these broader issues.

Third, the program's ideology may also influence the way teachers are supported and evaluated as they progress through the program. For example, a program with a social justice-oriented ideology may provide more support for teachers to engage in action research and other forms of inquiry-based learning and may evaluate teachers based on their ability to demonstrate critical thinking and problem-solving skills. In contrast, a program with a more traditional ideology may place a greater emphasis on

the acquisition of specific knowledge and skills and may evaluate teachers based on their ability to demonstrate mastery of these content areas.

Overall, the ideology of an undergraduate education program can have a significant impact on teacher identity development by shaping the knowledge, skills, and dispositions that are emphasized in the program, the way teachers are socialized into the profession, and the way they are supported and evaluated as they progress through the program. As a result, the ideology of the program can play a key role in the formation of a teacher's professional identity.

It is important for undergraduate education programs to carefully consider the ideology that underpins their curriculum and pedagogy, and to ensure that this ideology aligns with their goals for teacher development. Programs should also provide opportunities for teachers to engage with a range of perspectives and ideologies, and to reflect on how these may impact their own professional identities. Additionally, programs should provide ongoing support and professional development for teachers to help them continue to grow and evolve as professionals. By taking these steps, undergraduate education programs can support the development of teachers who are well-prepared, reflective, and committed to advancing equity and justice in education. This might involve engaging in ongoing reflection and dialogue about the program's ideology and making sure that the program's curriculum and pedagogy are aligned with its stated goals and values. Additionally, it may be helpful for teacher education programs to provide opportunities for teachers to engage with diverse perspectives and to develop critical thinking and problem-solving skills, as these can help teachers to form a professional identity that is flexible and adaptable to changing circumstances. Finally, teacher education programs should also provide ongoing support and evaluation for teachers as they progress through the program, in order to help them to develop their professional identities in meaningful and effective ways.

2.2. Education and Ideology

While dealing with education in general and specifically with teacher education, ideology is a major term to consider, and it should be discussed. As Michael Apple

(2004; p.1) stated in his popular book “Ideology and Curriculum”; “education was not a neutral enterprise, by the very nature of the institution, the educator was involved, whether he or she was conscious of it or not, in a political act”. In addition, Apple (2016) claims that in the educational area, “ideological positions that now dominate educational reforms and suggest a number of roles that critically democratic educators should play in confronting these reforms”. In addition, Eagleton (2005; p.23) claims that “ideology is relevant to legitimizing the ruling social groups or classes’ power”.

Furthermore, O’Neill (1983, p.3) expresses that “our schools, as merely one institution within government, are both a product of society and its values and, at the same time, a determinant of society and its values” and he also acknowledges that “educational policies justify and confirm political policies.” Darvin and Norton (2015) in addition, stated that “ideology is not a static, monolithic worldview that rests on either acceptance or resistance (p.11)”. Fiala (2007), in a similar manner, asserts that “education systems reflect and are shaped by ideological and organizational processes at the individual, group, societal and even world level”. On the other hand, ideology and policy are indispensable terms and when the interrelatedness of both is seen, they are interwoven with each other in various ways.

2.3. Education and Sociological Perspectives

2.3.1. Bourdieu's field theory

I want to start this subtitle with a long quote from Grenfell (2012) to begin to express his mentality to approach/develop a theory and its relation to practice and also how he starts to theorize anything. His starting point was a specific social phenomenon or practice, then reaching a theory. I value his unique understanding much. I have also followed such a route as much as possible for this particular study from the beginning idea of conducting such a Ph.D. study till the writing of its last sentence.

“...his work referred to in a wide range of academic disciplines, from to This applicability and adaptability is in many ways, a measure of the

*value of Bourdieu's approach to the social sciences. Two features characterize it: first, a particular **understanding of the link between theory and practice**, and how these should feature in social science research; and secondly, a **unique individual set of conceptual terms to be employed in the course of analysis and discussion of findings**. These terms, what he called his "**thinking tools**" (emerged in the course of his empirical studies and are used to explain and illuminate the social processes uncovered therein. Bourdieu argued that he never really theorized as such; his starting point was always a particular social phenomenon or practice. Certainly, any study to be undertaken within a Bourdieusian framework must begin with real, empirical data. Nevertheless, his legacy amounts to a Bourdieusian language, a language which can be used to think with... " (emphasis mine) (Grenfell, 2012, p.2).*

Bourdieu's theory has been recently used in Turkish education literature mainly on educational (in)equalities in various educational cycles, and reproduction in education, and etc. (e.g. Atmaca, 2019; Özsöz, 2014; Hazır, 2014) Besides, it has also been used mostly in higher education contexts and in various areas of research such as; academic inbreeding (e.g., Gokturk & Kandemir, 2019), reproduction (Sayılan, 2017), symbolic violence (Ölçer, 2019), (in)equality in education (Papuşcuoğlu, 2021), political sociology (Akçaoğlu & Suveren, 2022).

Bourdieu's theory (Bourdieu, 1990, 1997; Benzecry, 2018; Bourdieu & Wacquant, 2007; Corcuff et al., 1993; Fligstein & McAdam, 2012; Grenfell, 2008; Grenfell & James, 1998; Wacquant & Bourdieu, 2005) is utilized in this research via considering such terms;

Habitus is the learned set of preferences or dispositions by which a person orients to the social world. It is a system of durable, transposable, cognitive 'schemata or structures of perception, conception and action'.

Field is defined as a playground.

Doxa: rules and (dis)positions in that playground (in the field).

Institutional habitus: Bourdieu's concept of habitus is embedded in the theory of action that questions how regular patterns of practices are formed in social and

cultural locations. Social actors inscribe the “structured structures” and play a role in their transformation to “structuring structures” (Bourdieu 1990, p. 53).

As Maton (2018, p.251) stated, Bourdieu (1990, pp. 52–65) viewed practice as “arising from relations between “two histories” or evolving logics: agents’ dispositions (“habitus”) and the positions they occupy (by virtue of their “capital”) within an evolving system (“field”)”. Maton (2018) further claimed that “as illustrated by the formula “[$(\text{habitus})(\text{capital})$] + field = practice” (Bourdieu 1984, p. 101), this *horizontally* relates concepts, offering a corrective to accounts that explore only either the attributes of agents or their social contexts”. Practice here is the teacher identity development process in this study. This practice (not the praxis), development process is seen as the combination of the agents’ habitus and capital and their overall relation with the field in which they use/behave/develop their already acquired (individual) habitus and various forms of capital.

Teacher educators and pre-service teachers are the agents in this (institutional) habitus, and they play a crucial role in “structuring the structures” in their institutions. How pre-service English language teachers use their agency and cognition in this institutional habitus is a guiding understanding of the situation in the selected contexts for this study.

2.4. Identity politics – Being a Teacher/ Initial Teacher Education

In the sociological theory of Pierre Bourdieu, doxa refers to the dominant beliefs, values, and norms of a particular social group or field. Doxa represents the "common sense" of a given society or community, and it is often taken for granted and not subject to critical examination or debate. Doxa is closely related to the concept of habitus, which refers to the internalized dispositions and dispositions that individuals develop as a result of their socialization within a particular group or field. Together, doxa and habitus help to explain how individuals come to internalize the dominant beliefs and norms of their social group, and how these beliefs and norms shape their perceptions, actions, and interactions with others.

Habitus, on the other hand, refers to the internalized dispositions and practices that individuals develop as a result of their socialization within a particular group or field. Habitus is shaped by an individual's experiences, interactions, and perceptions within the group or field, and it influences how they perceive and interact with the world around them, so they behave in a context and how they behave in a classroom setting. For example, an individual who grows up in a wealthy family and attends elite schools may develop a habitus that is characterized by a sense of entitlement, a focus on achievement and success, and a lack of empathy for those who are less fortunate.

Together, doxa and habitus help to explain how individuals come to internalize the dominant beliefs and norms of their social group (the doxa of the institutions), and how these beliefs and norms shape their perceptions, actions, and interactions with others and maybe even their identity and cognition. Doxa provides the framework for understanding the world, while habitus provides the dispositions and practices that allow individuals to navigate and act within that framework. As a result, doxa and habitus play a crucial role in shaping individuals' identities and their place within the social hierarchy. In this study, doxa and habitus in the selected cases, hand in hand, may function in various ways during pre-service English language teachers' identity development and might be one of the main determinants of such a development process.

2.5. Identity

Individuals have a main identity composed of all identity statuses and different sub-identities, such as professional, parental, sexual and ideological identities (Gur, 2014). Identities are combinations of knowledge, emotion, competencies and experiences with regard to a social role like in this study as teacher identity (Giddens, 1991). In addition, Reisetter et al. (2004) acknowledge that professional identity came out as a being as a result of an interaction between personal worldview and professional views and with the processes of accepting oneself as professionally sufficient. Moreover, identity formation in a professional domain is “an ongoing process of integration of the “personal” and the “professional” sides of becoming and

being a teacher” (Beijaard, Meijer, & Verloop, 2004, p.113) and becoming a teacher involves the construction of a person’s identity (Danielewicz, 2001).

There are some scholars who may draw upon identity as a basis for interpreting teachers’ decision-making and meaning-making processes (Bullough, 1997). Teacher identity concerns teachers’ responses to the following two questions with respect to their teaching self-images: “Who am I at this moment? Who do I want to become?” These questions together highlight the dynamic and ever-changing nature of teacher identity, negotiation, and imagination (Beijaard, Meijer, & Verloop, 2004). Using identity as a framework, teachers can also flourish their own ideas of their beings (identity), how they behave, their actions, and understandings of their teaching practices and their place in the society (Sachs, 2005), on the other hand university education I mean undergraduate teacher education program might be seen as having another great role in encouraging students to engage in self exploration and support them in their career calling and in creating their unique professional identity (Crosby, 2004; Dalton, 2001; Duffy & Sedlacek, 2007; Schepens et al., 2009).

As quoted from Fleming (2017; p. 3), we need to have an aha moment, take a pause for thought and have a kind of realization and comprehension, at least to some degree, that we are, as teacher educators and either directly or indirectly affecting pre-service teachers whom we educate and interact are living in such a situation that we develop and rearrange our beings and identity every day constantly in various situations that we have experienced.

“Each day we reinvent ourselves, our approaches, our understandings and our interactions with each (other) as we work towards realizing greater equity, recognition and embracing of diversity and championing of inclusion in our own practice and in the practice of the pre-service teachers who we work with. Such reinvention defies the hegemony of practice and requires us to bear the burden of being ever present in and cognizant of the work that we do” (Fleming, 2017; p.3).

Identity, then, is “a cover term for a range of social personae, including social statuses, roles, positions, relationships, and institutional and other relevant community identities one may attempt to claim or assign in the course of social life”

(Ochs, 1993, p. 288; cited in Reeves, 2018). As Vignoles, Schwartz and Luyckx (2011) stated, studies on identity can be found in many fields as diverse as psychology, sociology, anthropology, linguistics, political science, family studies, public health and education. Even within each of these disciplines, a largely high number of different ways of identity research have been conducted (p.7).

According to Norton (1995), “early studies on language and identity suffered from a comprehensive social theory integrating the language learner and language learning aspects.” As Rezaei, (2017) properly points out that in respect to language and identity research, Block (2013) refers to three main existing issues: (1) the predominance of the social aspect of identity and neglecting its psychological aspect, (2) more attention should be given to the interrelationship between individual agency and social structures in language and identity research, and (3) the benefits associated with the inclusion of a socio-economic and social class view in language and identity research should be also stressed.”

Rezaei (2017) in addition claims that “One other issue that can be followed by future researchers is related to the lack of clear conceptualization of language and identity. In spite of the vast literature on the topic, many studies have failed to provide a clear definition for identity as far as the concept of identity itself is slippery and hard to define especially when investigated from a poststructuralist viewpoint...the definitions provided in the literature cannot encompass the subtlety and nicety of the term identity and accordingly masks its complex nature. As far as various definitions...are provided by sociolinguistics for the concept of identity in language studies, the construct validity of identity is also jeopardized. From a more scientific point of view, a more operational definition for identity in language and education should be provided so that researchers can avoid the prevailing less tangible view of identity.” In addition Meyer et al. (2002) claimed that “defining the concept of identity consistently and operationally is a path under construction and a challenge to be faced by the professional identity field of study (p.1)”.

Varghese and Huang, (2017), in addition, remind us that “both (1) how to understand and view language teacher knowledge and (2) how to conceptualize language teacher

learning, present methodological challenges in studying these phenomena. A pressing issue is how to connect language teaching with learning outcomes.” Future research might use mixed-methods to examine multiple teaching variables and their effects on students’ achievement, and they might use a critical approach to understand language teachers and teaching, such as studying and understanding language teacher identity.

2.5.1. Professional identity

Professional identity development studies are documented on various professions and social groups such as; nurses (Willettts & Clarke, 2014), journalists (Donsbach, 2010), gameworkers (Deuze et al., 2007), doctors/medical students (Cruess et al., 2014), engineers (Hatmaker, 2013).

2.5.2. Teacher identity

In the context of teacher education, teacher identity is often seen as a complex and dynamic configuration of personal and professional factors that more or less influence each other (Beijaard, 2017 p.140; Lander, 2015; Mansfield et al., 2016; Mulimbi & Dryden-Peterson, 2018; Yeh, 2017). Identity is also seen as a relevant issue in dealing with critical reflexivity (Varghese et al., 2005) and how teachers see themselves and how they reflect on what they are doing. Recently, scholars have argued that the early foundational work on identity and the more recent developments in psychology, have not been adequately incorporated into the literature on professional teacher identity and the process of how teachers develop an identity needs more thorough investigation (Hamman, Gosselin, Romano, & Bunuan, 2010; Korthagen, 2004; Rodgers & Scott, 2008; Friesen & Besley, 2013). Individuals derive identity, or understanding of self, “in great part from the social categories to which they belong” (Hogg & Abrams, 1998, p. 19). This self-definition is a dynamic process, “temporally and contextually determined, and...in continual flux”; furthermore, identification with a negatively valued group, for even a short while, will have a “negative impact on one’s level of self-esteem” (Sherman, Hamilton, & Lewis, 1999, pp. 88–89; cited in Varghese, Morgan, Johnston, & Johnson, 2005).

Biographies and beliefs are key constituents of teachers' identity formation (Beijaard et al., 2004).

As another theory in identity studies from a psychological perspective, social identity theory (SIT) which mainly takes its terms and issues from some core studies (e.g. Tajfel, 1978; Hogg & Abrams, 1998; Brown, 2000) has also been utilized in many related identity studies in addition to Erikson's (1964) theory of identity development. Erikson's (1964) theory of identity development mainly discusses "Who am I?". SIT places emphasis on social interactions, perceived opinions of others, and self-awareness in building teacher identity (Black, 2008). Identity as a teacher is partly given and partly achieved by active location in a social space (Coldron & Smith, 1999).

As another perspective, Morgan (2004) asserts that teacher identity might be seen as a pedagogy. Identity formation not only includes in-service teachers but also might help to have an awareness in terms of teacher identity formation, may provide trainee teachers with the tools they need to investigate and comprehend local cultural practices in the educational systems, schools and classrooms in which they will teach and how these practices might interact with their own processes of becoming a teacher (Trent, 2010, p. 912). Teachers are seen as an indispensable part of any processes and issues while dealing with education in general as Kumaravadivelu (2012) legitimately stated that "we cannot separate the teacher from teaching any more than we can separate the dancer from dancing" (p. 55). "Teacher-learning involves not only discovering more about the skills and knowledge of language teaching but also what it means to be a language teacher. Identity seems to play a special role in teaching, as compared with other professions" (Singh & Richards, 2006, p.155). As a consequence, we might deduce that identity is then somehow seen as much more important in teacher education as in any other profession.

In teaching, identity emerges as a dynamic construct that is shaped by the context in which the teacher works (e.g., a teacher of young learners or a teacher of adults) and that may have different features at different times (Pennington & Richards, 2016). From a perspective of identity as a component in teacher education, Beauchamp and Thomas (2009), in their seminal study in the teacher identity literature, assert that

gaining a full understanding of identity generally and teacher identity in specific ways might help to understand the ways in which teacher education programs are conceived. This might help to “aid teacher educators and curriculum developers in educating more socio-culturally and politically aware teachers” (Dogancay-Aktuna, 2006, p.278). As another explanation regarding the social context in identity development Beijaard, (2017) supports that “student teachers participate in different social contexts and, as Cherrington explains, the uniqueness of these social contexts presents complex challenges for both initial teacher education and more general professional learning and development programs for teachers. A number of examples of studies into educational programs are given that are grounded in situative approaches and strategies and aim at influencing teacher identity development of student and novice teachers as well as teachers in general. Specific attention is given to the role of personal aspects, contextual factors, and emotions in identity development. It is further argued that learners’ identities develop and are shaped through participation in community practices. Against this background, Cherrington explains why situative approaches to research hold promise for understanding the development of teacher identity.” (cited in Beijaard, 2017, p.140). So, considering the explanation and claims given, situative approaches and contextual examination in teacher identity development might yield promising results on the pre-service English language teachers' development of teacher identity in this current study.

In a similar manner, teacher-learning involves not only discovering more about the skills and knowledge of language teaching but also what it means to be a language teacher. Identity seems to play a unique role in teaching, as compared with other professions (Singh & Richards, 2006, p.155). Negotiating one’s position and identity in different contexts is an ongoing process that involves interaction and sometimes struggle in relation to the roles and positioning of others (Norton, 1997; Varghese et al., 2005), as people accept, reinforce, downplay, or challenge the classifications and categories that are available or ascribed to them “Identity, while reflecting individual characteristics, is not predetermined but is relative to social context” (cited in Pennington & Richards, 2016).

Language teacher identity is an emerging subject of interest in research on language teacher education and teacher development (Varghese et al., 2005). By identifying Varghese et al.'s (2005) calls for multiple theoretical approaches to explore teacher identity, various studies consider using social identity theory as its core theoretical perspective by combining this theory with the language socialization approach and Norton's (2000) "identity investment" term. Investment can be defined as the commitment to the goals, practices, and identities that constitute the learning process and that are continually negotiated in different social relationships and structures of power (Darvin & Norton, 2018). In addition, it might be explained, such as; "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (Norton, 2013, p. 45). Some studies give a clear definition of identity investment. Norton's identity investment (1997, 2000), Norton-Peirce (1995); Darvin and Norton (2015, 2018); Norton and Gao (2008; p. 110) give clearly defined and explained understanding of identity investment.

Such theories, which were framed in primarily psychological terms, did not do justice to the identities and experiences of the language learners in Norton's research. For this reason, the notion of "investment", which can be understood as a primarily sociological construct, might help to extend notions of motivation in the field of SLA. The notion of investment, inspired by the work of Bourdieu (1977), signals the socially and historically constructed relationship of learners to the target language and their sometimes-ambivalent desire to learn and practice it (Norton & Gao, 2008; p.110). Furthermore, teacher identity is shaped by the conditions and through the opportunities supplied by the situational conditions, which are always in a state of flux (Çelebi & Aktekin, 2017). So, in this current study, in order to emphasize the importance of the contextual factors and unique characteristics of the institutions in developing teacher identity, taking a Bordieuan stance to examine such processes is considered to contribute much to the current English language pre-service teachers' identity development literature. Additionally, by using such a theory, this study might also help to develop Bourdieu's field theory by using it in such a different and unique field of study.

2.6. Socio-cultural Theory's Take on Teacher Identity as a Frame

In this complex and rapidly changing social context, one way of framing and exploring critical questions about teacher identity and agency is actor-network theory (ANT) (Latour, 1987, 1996, 2005). From an ANT perspective, agency is understood as occurring whenever one actor causes another to change. In ANT, the agency is not regarded as a uniquely human force. Actors can be individuals or groups, but they can also be objects, technologies, or belief systems. Thus, this broad and critical view of agency necessitates a sensitivity and open-mindedness to all possible sources of change. An ANT view of agency is applied to an analysis of career narratives and other ethnographic data in a study regarding the FETJ association and its members in order to explore the factors that have led to the formation of the group and to the professional identity of its members (see, Latour, 1987, 1996, 2005; and Stewart, 2009 for more details regarding the ANT and its applications to various areas). Grenfell (2012) draws our attention to Bourdieu's "view of language as a special kind of field in that language transcends all fields because it is the medium for communication". Bourdieu, (1991, p. 47) also takes a stance that "Education as a field is therefore potentially instrumental in 'construction, legitimation, and imposition of an official language.'" Also, Hardy (2012; cited in Costa & Murphy, 2016) explores the relationship of the field of education to the field of power; "more specifically, she examines how teachers in the field of education are related to the expectations of policy for the curriculum which is generated by central government (field of power)."

In the context of teacher education, teacher identity is often seen as a complex and dynamic configuration of personal and professional factors that more or less influence each other. In their chapter, therefore, Douwe Beijaard and Paulien C. Meijer (2017) frame teacher growth in terms of reconciling aspects of the personal and professional dimensions of becoming a teacher. In this process, it is essential to pay attention to the beliefs that student teachers bring with them when they enter teacher education, and the tensions these may cause. Against this background, they point to the need for doing 'real' identity work in teacher education. They furthermore argue that ownership, sense-making, and agency are essential concepts

for understanding and provoking identity learning in teacher education (Beijaard, 2017, p. 140). In addition, “most teachers, particularly in secondary and higher education, derive their identity first of all from the subject they studied themselves” (Beijaard, 2017, p. 140). Furthermore, “being aware of student teachers’ identity tensions, and supporting them to transform these tensions into key experiences or learning opportunities, is seen ... as fundamental for developing a strong and realistic teacher identity.” (Beijaard & Meijer, 2017, p. 188).

As for the consideration of the surrounding environment/situation and social context in teacher identity development, we can deduce that “...the impact of the direct work environment was experienced as either strengthening or constraining, depending on whether or not teaching is valued in the department. Five psychological processes were found to be involved in the development of teacher identity: a sense of appreciation, a sense of connectedness, a sense of competence, a sense of commitment, and imagining a future career trajectory” (van Lankveld et al., 2017). As van Lankveld et al. (2017), significantly points out, “There are varied theoretical approaches to teacher identity; some stress the social and cultural nature of identity, whereas others focus on its discursive and narrative nature. Most contemporary approaches, however, agree that **identity is constructed in a social context and that rather than being stable and fixed, it is shifting and dynamic** (emphasis is mine) (in Rodgers & Scott, 2008, p. 736). Furthermore, scholars agree that when one becomes emotionally attached to the teacher role, that role becomes part of who that person is; it becomes an organizing element in teachers’ lives (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009). Though the development of teacher identity is sometimes presented as unproblematic, most authors identify it as a struggle, as teachers must often give meaning to different, sometimes conflicting perspectives (Beijaard et al., 2004 cited in van Lankveld et al., 2017)

2.6.1. Teacher educator identity

When the literature is reviewed, as another term, teacher educator identity is gaining interest by the researchers who are studying in the identity research field. There are various studies that use many different and multiple definitions regarding teacher educator identity. For instance, Czerniawski defines it as “professional identity forms

a key part of teacher educators' ways of understanding the world of teacher education as well as the ways in which they enact their beliefs, values, and principles through work'' (Czerniawski, 2018, p. 9–10).

2.7. Teacher Education

As (Mayer, 2021) stated; in various countries, “teacher education is being framed as a policy problem that requires national solutions and large-scale reforms (p.1)”; Turkish teacher education is no exception in being regarded as a policy problem and in a process of searching for solutions to its problems and inadequacies. In order to understand Turkish teacher education, it might be a good idea to look at what kind of changes have been made throughout history. In addition, large-scale reforms are primarily favored in the Turkish context, sometimes without even examining or evaluating the outputs and results of such big reforms; decision-makers tend to force a change in the system frequently and try new solutions to the various problems experienced mostly because of a change of Ministries of National Education. Rich (2019) gives such a perspective on teacher education “Alongside this expansion of Teacher Education (TED) as an activity, there has been a gradual evolution in our understanding of the knowledge base of ELTED (Johnson, 2009). This knowledge base, or what Freeman (2009, p. 11) calls the ‘scope’ of ELTED, comprises attention to three interrelated components:

- 1) The content that needs to be addressed is underpinned by a conception of what good teaching is and what the essential knowledge and skills of teachers are.
- 2) Teacher engagement or a view of how teachers learn to teach.
- 3) The influence of teacher education on teachers’ practice.” This explanation refers to a crucial aspect to be considered in the scope of ELTED.

2.8. Türkiye’s General Political and Social Habitus and Educational Politics

Türkiye is known by many (European people and around the world) as a country that has both European and Eastern values and mentality in doing things. The people of Türkiye are mostly labeled as highly religious and even (it is not legally possible to

say that, though) as Islamist and religiously led. However, the constitution of Turkey states it is a “secular and social state” in Article 2 of the Constitution of the Republic of Türkiye).

“The Republic of Turkey is a democratic, secular, and social state governed by rule of law, within the notions of public peace, national solidarity and justice, respecting human rights, loyal to the nationalism of Atatürk, and based on the fundamental tenets set forth in the preamble.” (Constitution of the Republic of Turkey- Article 2, p.17;

https://www.anayasa.gov.tr/media/7258/anayasa_eng.pdf)

Similarly, Engin Demir (2003), in the study entitled “Secularism and education in Turkey” gives an outline and historical perspective of Turkish education. Then, it examines how Islam and the new Republic shaped the outline and tradition of a modern education system by explaining the collapse of Ottoman Empire in 1918, then concludes an overview of “modern Turkish Republic was established and a reform program based on secularism or laicism was implemented” (Engin Demir, 2003, p. 261).

İnal and Akkaymak, (2012) edited a book entitled “Neoliberal Transformation of Education in Turkey, political and Ideological Analysis of Educational Reforms in the Age of the AKP” published by Palgrave provides an excellent summary of what happened in Turkey in the second half of the 1970s and during 1980 coup d'état. I highly suggest international readers of this present study read this edited compilation book to better situate the results and make some implications regarding the country and its specific and highly unique political and social aspects of the habitus (see, Inal & Akkaymak, 2012 p. ix-xii for more details). Besides, to better summarize and embody what has been said until that point regarding the huge terms, the figure showing the relationships between institutional habitus and relevant constructs of the study is provided below (see, Figure 2).

All such interconnectedness, coexistence and changing one another conjointly among identity development, educational policies and ELT program and these relationships are emerging in the long term within the context of the institutional habitus and within such a social space.

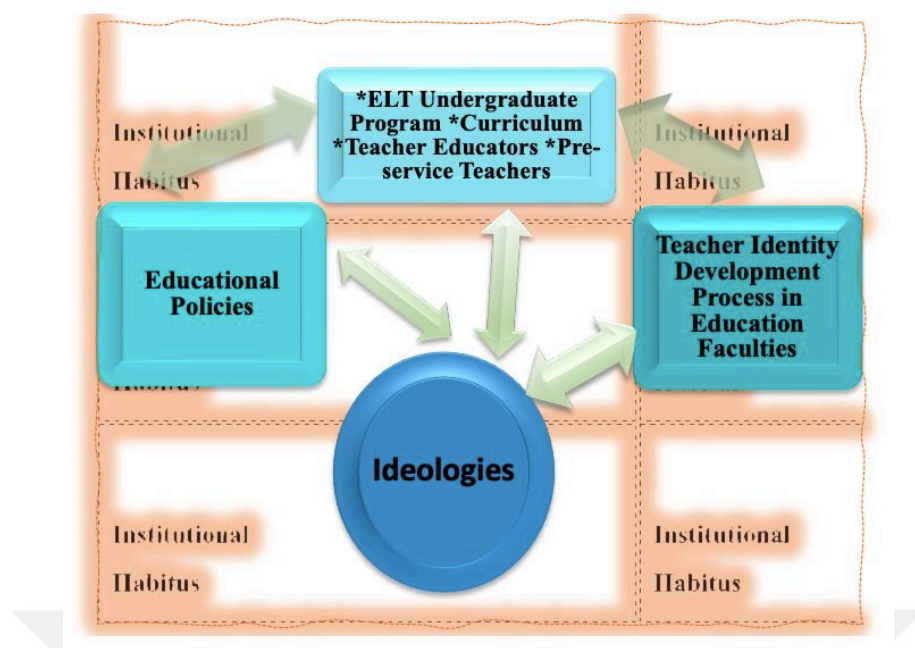


Figure 2. Relationships among various relevant constructs within the institutional habitus

2.9. Related Research in Teacher Identity Development and Teacher Education Policy

Until now there have been various research studies conducted on teacher identity at both international and national levels. In this section of the paper, I would like to summarize the related studies. Wells (2015), in her study, examined the author's experience in supporting teacher candidates to consider how their social locations affect their teaching and found out that supporting new teachers to be aware of their social identity and how it might influence their teaching is an important job.

Beijaard, Verloop, and Vermunt (2000) conducted a study to investigate experienced 80 secondary school teachers' current and prior perceptions of their professional identity, and they concluded that five groups of teachers could be distinguished. These groups had different learning experiences throughout their careers for each aspect of expertise. Also, teachers from different subject areas did not undergo the same changes in their perceptions of their professional identity. The differences among the groups in teachers' current perceptions of professional identity were not related to contextual, experiential, and biographical factors that might influence these perceptions.

In addition, in their study, Varghese et al. (2005), presented three data-based studies of teacher identity and juxtaposing the three different theoretical frameworks that they use: Tajfel's (1978) social identity theory, Lave and Wenger's (1991) theory of situated learning, and Simon's (1995) concept of the image-text. They claimed as a result that each theory has its limitations; an openness to multiple theoretical approaches allows a richer and more useful understanding of the processes and contexts of teacher identity.

Ali and Hamid (2018), in their study, present a case study of one public university in Malaysia that investigated the types of agency exercised by content area lecturers (CALs) and the factors that influenced their agency. They revealed in the study that the CALs displayed various forms of agency, including resistance, accommodation, and dedication in making sense of the English Medium Instruction policy being driven by students' needs and realities.

Fajardo-Castañeda (2011) in his Ph.D. dissertation study in Colombia, examined how teachers construct their professional identity, explores the process of becoming a teacher and consequently of the construction of identity in terms of three specific components: belonging to a teacher community, the relationship between systems of knowledge and beliefs and classroom practice, and professional expectations for the future. The study conducted with a group of six Colombian preservice teachers in the final stage of their five-year teacher education program as a case study revealed that a teacher's identity not only comprises personal knowledge and action, but is also influenced by the ideological, political and cultural interests and circumstances surrounding teachers' lives and work. Also, the results exhibited a permanent struggle between developing a personal professional style and coping with the restrictions imposed by living in a particular type of society that has already defined what teachers should do, and they manifested well-grounded principles and theories of language teaching and learning and the purpose of education, and awareness of their potential as a new generation of teachers.

Lerseth (2013) in her dissertation study, examined teacher identity development among four pre-service teacher candidates during their student teaching experience.

The study was guided by three complementary theoretical frameworks for investigating teacher professional identities (e.g., Gee, 2000, 2001; Beijaard, Meijer, & Verloop; 2004; Moje & Luke, 2009), the study focused on two closely related research questions: (a) What factors contribute to or hinder the identity formation of these four pre-service teacher candidates?; (b) How do their professional identities develop or evolve as revealed through the student teaching experience? Results showed that multiple factors affected pre-service teachers' self-identity as a teacher, and also complexities were involved in the course of identity formation during the practicum. Also, a total of eight themes, which can be tied directly to students' past world experiences, were named as experiences and connections with teachers and mentors, student recognition of their own identities, student knowledge of the subject matter, teaching pedagogy, teacher dispositions, classroom management, and differing tensions.

Overton (2005), in her study employed a critical case study approach to examine the effects of change on teachers and used the concept of identity to investigate the deeper personal and professional implications of change. Open-ended interviews with eight early childhood teachers provided the data, which were analyzed using a three-tiered approach; first, narrative approach, storying the interviews; second one interrogates the data using a grounded theory approach and arriving at three themes of change, power and identity and third level of analysis expands on the previous analyses and employs a discourse analytic approach. As a result, key findings relate to the interconnected issues of teacher professionalism, the actions of the education system towards teachers, and the relationship between teachers' identity and change. The study claimed that it has evidenced the ways in which the actions of the educational system shape the value that teachers assign to themselves and their working lives and corrode teachers' sense of value to their employer.

Thomas and Beauchamp (2011) in their study entitled "Understanding new teachers' professional identities through metaphor", based on semi-structured interviews, examined the metaphors new teachers use to describe their professional identities and compared metaphors chosen immediately following graduation with those suggested part-way through their first year of teaching. Findings indicated that new teachers

make a shift from seeing themselves as ready for the challenge to adopting a survival mode. The metaphors suggested in the study that new teachers struggle to develop a professional identity during their first year and that this development process is gradual, complex, and often problematic.

On a national level, I mean in the Turkish context, there is also a growing literature on teacher identity in general. Especially in the EFL context, we might also say that there have been many research studies on teacher identity and formation process. However, this study holds a different theoretical approach from them and aims to portray the teacher identity formation process with a different lens and aims to show its relation with institutional habitus, policies, and ideologies. Similar research studies conducted in Turkish higher education are briefly summarized in following lines and pages:

Yilmaz and Ilhan (2017), in their study, examined creating a hierarchy of identities for teachers' perceptions of the self. The research carried out as a survey study was conducted in Diyarbakır, a province in Turkey, with a study group of 261 teachers. They analyzed six types of identities—namely, professional identity, moral identity, gender identity, political identity, ethnic identity and religious identity as they claimed. As a result, they found that teachers adopt moral identity mostly—which is followed by professional identity, political identity, ethnic identity, religious identity and gender identity respectively.

Çakır (2017), examined and discussed foreign language education in Turkey before and after YÖK (Council of Higher Education) and policy changes in both periods comparatively. As a result, the study explained that all the teaching staff working at the institutes had the 'teacher' title, and there was no ranking except seniority. These teachers were not expected to produce any publications based on scientific research. They did not have to complete Master's or Ph.D. degrees. Following the University Reform in 1981, the institutes of education were no longer part of the MoNE and they were transformed into Faculties of Education under YÖK as a result of radical changes. Also, the study covered major developments in approaches to teaching foreign languages, beginning with the model adopted in the institutes of education,

which were popular in 1960s and 70s and the boundaries of English Language Teaching as a separate field were discussed, including subjects, courses and research topics that have become outstanding at different times in language teaching, teacher training and research conducted.

Ortaçtepe (2015), adapting Norton's (2000) notion of investment as an analytical lens along with thematic analysis in a longitudinal/narrative inquiry, explored how 2 EFL teachers' language socialization in the United States resulted in an identity (re)construction as teachers of intercultural competence. Participants' language socialization in the United States was marked with 3 identity investments: as an experienced EFL teacher, as an L2 user, and as a burgeoning scholar. The findings highlighted that teacher identities are not unitary, fixed, or stable but dynamic, situated, and multiple.

Tatli-Dalioglu and Adiguzel (2016), aimed to examine the change observed in self-efficacy beliefs and possible selves of teacher candidates regarding their first year in the profession after the completion of teaching practice. In the study, 70 teacher candidates were administered both the "Teacher's Sense of Efficacy Scale" and "New Teacher Possible Selves Questionnaire" at the beginning and end of the term as pretest and posttest in order to identify the change caused by teaching practice. A joint interpretation of both quantitative and qualitative findings of this research indicated that teaching practice has an influence over self-efficacy beliefs and teacher possible selves of teacher candidates. In the research, overall self-efficacy beliefs of teacher candidates have been identified to improve after teaching practice.

Balban (2015), in her master's thesis, entitled "Reflections on teacher identity: A case study of novice language teachers", aimed to explore how three novice teachers viewed their teacher identity in their first of teaching and what prominent elements they related to these views in a higher education institution in Ankara, Turkey. In the study, a qualitative case study design was employed by gathering data through two major tools: semi-structured interviews and classroom observations. The findings of the study revealed two themes for each participant's case. In one case, rejection of the teacher's identity and obsession with authority were the main themes that

emerged, while in another case involved seeking constant approval and identity transition. Another case was themed under age and professionalism, and despair and blaming self. Lastly, the participant teachers of the study reported political capital, student profile, workload, standardized tests and curriculum policy, and professional development opportunities were salient elements related to their teacher identity view.

Yazan (2019) introduced a powerful tool for teacher learning: the critical autoethnographic narrative. This approach uses a combination of critical language teacher education, autoethnography, and narrative to help teachers construct their identities and prepare for success in the classroom. This initiative is a collaborative effort that requires ongoing engagement from teacher candidates and support from teacher educators. By deconstructing dominant discourses and sharing feedback, Yazan (2019) announces that we can create a supportive environment that fosters growth and learning. Additionally, our teacher candidates are encouraged to contribute to scholarly publications with their narratives, recognizing their unique experiences as valuable knowledge generators. Yazan (2019) acknowledges that although he is aware of the potential challenges for teacher educators, he is confident that this approach will have a positive impact on teacher education in TESOL. His call is for us (teacher educators) to work together to make a difference in the lives of our students and teachers.

Özakyüz and Güneş, (2022) examined graduate thesis/dissertations conducted in Turkey on professional identity, found that most of the studies were on English language teachers and employed qualitative designs (case study as a design was the most used) and by using purposeful sampling, generally explored the current perceptions of the teachers on their professional identity however the studies examining the construction/development of the teacher identity is limited leading to varying perceptions among them (p. 2714). According to Özakyüz and Güneş, (2022), Middle East Technical University has the highest number of postgraduate theses and dissertations on this topic. Interestingly, the availability of literature in English has contributed to this, while literature in Turkish remains scarce.

In a recent extensive and informative research study, Erdem Coşgun, (2021) conducted a mixed-method study to investigate student, novice, and experienced English as a foreign language teachers' professional identity development through the Possible Selves Theory in a Turkish context. As a result, which supports the present study from various points found that in terms of ideal language teacher selves, all three participant teacher groups emphasized professional development, language competency, professional competency, personal qualities, and recognition. Besides, it was found that, in terms of feared language teacher selves, five themes emerged as follows; language incompetency, lack of professional development, undesired personal qualities, undesired professional dispositions, and lack of recognition. Not interestingly for me, the participants also mentioned external and internal factors that affected their possible selves; in this present study, I am deeply invested in and intrigued by the external and internal factors, which I prefer to reframe and explain with the institutional habitus, doxa, capital, field, teacher education policy, ideology, and program. Lastly, the study emphasized that with the effect of the Covid-19 pandemic, the participants mostly emphasized the importance of using technology effectively and having the ability to be adaptable.

CHAPTER 3

METHOD

“The worse thing that contemporary qualitative research can imply is that, in this postmodern age, anything goes. The trick is to produce intelligent, disciplined work on the very edge of the abyss.”

David Silverman, *Interpreting Qualitative Data*, (2014, p. 621)

This chapter presents the method used in this study. It covers information about the overall design of the study along with research questions, the participants of the study, data collection instruments and methods, as well as data analysis and limitations of the study.

3.1. Overall Design of the Study

This study aims to explore the pre-service teachers and teacher educators' views on the teacher identity development process in their institutional habitus. The study delves into the intricacies of how teacher identity is developed in undergraduate ELT programs within certain institutions. By examining a small number of cases through a cross-case design, the study aims to provide insights into the identity development of pre-service ELT teachers in three public universities. In addition, I aim to explore how the pre-service teacher education program impacts the development of ELT pre-service teachers' identities in university settings. Besides, how the institutional habitus of the selected cases functions in this identity development process is one of the aims of this current study. In addition, macro, meso, and micro policies regarding teacher education in Turkey and the institutional habitus in these institutions have been utilized in analyzing the ELT pre-service teachers' identity development in such institutions.

This study is designed as a multiple-case study. This type of design, namely multiple case study design, (cross-case study), is defined as exploring several instances of a phenomenon (Stake, 2005; Marshall & Rossman, 2016; Yin, 2018). Tight (2017), also adds that case study as a research design focuses on understanding behavior in its specific social context instead of being concerned with establishing causal connections, generalization, or temporal connections. In addition Creswell and Creswell (2018, p. 51,) gives a definition of a case study as a qualitative research design as stating that “case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals... bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.”

Multiple data sources were used to ensure data credibility, as Patton (2002) and Yin (2018) suggested, and how validity is ensured by applying suggested applications in the literature has been explained further in all processes of the dissertation study under the trustworthiness of the study subtitle. “The evidence from multiple cases is often considered more compelling, and the overall multiple-case study is therefore regarded as being more robust” (Herriott & Firestone, 1983, cited in Yin, 2018). Furthermore, Yin (2018) warns that the conduct of a multiple-case study can require many resources and time beyond the means of a single student or independent researcher, so the decision to conduct a multiple-case study cannot be taken easily.

This multiple case study includes the portrayal of the identity development process of ELT pre-service teachers in 3 cases. With this purpose in mind, this research was situated within the borders of a multiple cross-case study design. The cases ($n = 3$) were selected in terms of various variables. The unit of analysis is 3 ELT programs in 3 different state universities which means purposefully selected universities. In brief, the cases selected based on their various characteristics, such as; being an international and respected institution that applicable for Jupiter university, for Mars university, having an historical faculty and the department and program, and being labeled as the national institution which is respected by the society and within the general education and teacher education field. As for the Venus University, being a

local university to some extent, being a small-scale institution and relatively having a relatively small number of students and faculty members and being a recently founded institution are among these characteristics that were considered while ensuring the maximum variation in selecting the cases. In addition, the participants were purposefully selected based on maximum variation sampling strategy and Pre-service teachers ($n=30$) and teacher educators both from English Language Teaching (ELT) ($n=15$) and Educational Sciences (EDS) ($n=9$) constituted the study participants. I collected interview data from the participants via self-designed semi-structured interview forms for individual interviews and focus groups. Teacher education policy documents, the vision and mission statement of the department, the teacher education curriculum of the Council of Higher Education, field notes, and visual materials were all considered as part of the documents and as data that is complementary to the in-depth interviews. (See Figure 3 for the overall research design).

On the other hand, Denzin and Lincoln (2018, p.592) state that by referring to Simons, (2009, p. 21) case study is defined as “....an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme, or system in real-life context. It is research-based, inclusive of different methods, and is evidence-based. The primary purpose is to generate in-depth understanding of a ... programme, policy, institution or system to generate knowledge and/or inform policy development, professional practice, and civil or community action.”

Moreover, Denzin and Lincoln (2018, p.592); further claim that case study is understood as “a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context” by referring to Crowe et al., (2011, p. 1). Furthermore, Marshall and Rossman (2016), by referring to Stake (2005), warn that “When many cases are available for study, it is necessary to clarify the selection process; for instance, one may be interested in a particular case in and of itself (an intrinsic case), or one may wish to explore a case as an illustration of a larger phenomenon (instrumental case), and one could even be interested in exploring several instances of a phenomenon.”

In line with such definitions and explanations, this multiple case study explores the complexity of teacher identity development in ELF undergraduate context (institutions) through an in-depth analysis of a small number of cases regarding the institutional habitus of the selected cases in a context of centralized teacher education programs at the time of data collection (from August 2020 to April 2022 for most of the interviews and May 2023 for only one interview done).

Related to qualitative research, in social sciences “truth” is mostly relevant to the context and might be explained with multiple knowledge sources. Because of the complexity of human nature, the researchers should focus on the complexity among variables and their relatedness to each other rather than focusing on previously defined and specified variables (Yıldırım & Şimşek, 2016; p. 361). So, each data source is one piece of the “puzzle,” with each piece contributing to the researcher’s understanding of the whole phenomenon (Baxter & Jack, 2008). Sutton and Staw (1995) see qualitative research as “a [hypothetical] story about why acts, events, structure, and thoughts occur” (p. 378). Denzin and Lincoln (2005) define qualitative research as stating that “qualitative research is a situated activity that locates the observer in the world” (p. 3). A number of authors of introductory textbooks on qualitative research convey such characteristics of qualitative research (Creswell, 2013; Hatch, 2002; Marshall & Rossman, 2016):

- Natural setting
- Researcher as key instrument
- Multiple sources of data
- Inductive and deductive data analysis
- Participants’ meanings
- Emergent design
- Reflexivity
- Holistic account

As a key element in research, trustworthiness is seen as an asset and one of the strengths of qualitative studies. Trustworthiness is ensured by determining whether

the findings are accurate from the side of the researcher, the participant, or the readers of an account (Creswell & Miller, 2000). So, trustworthiness, authenticity, credibility, transferability, and dependability have been ensured for the study considering points suggested by Bryman (2012), Creswell and Miller (2000), and Onwuegbuzie and Leech (2007);

- Triangulation of different data sources of information
- Cognitive interview
- Member validation/ checking
- Intercoder agreement (cross-checking) reliability (Miles & Huberman , 1994; O'Connor & Joffe, 2020)
- Piloting of the interview forms
- Rich, thick description in interpreting findings
- Explaining the researcher's role

In line with the aim of the study, the following research questions emerge:

1. How do 3 teacher education institutions develop ELT teacher identity through pre-service teacher education programs?
2. How do 3 teacher education institutions cultivate ELT teacher identity in a teacher education program centrally mandated by the Council of Higher Education
 - a. regarding teacher educators' perspective?
 - b. regarding pre-service ELT teachers' perspective on their own identity development process?
3. How do 3 teacher education institutions intersect regarding ELT teacher education development?
4. How do macro, meso, and micro policies regarding teacher education and the institutional habitus of the institutions influence the identity development process of pre-service ELT teachers in the Turkish context?

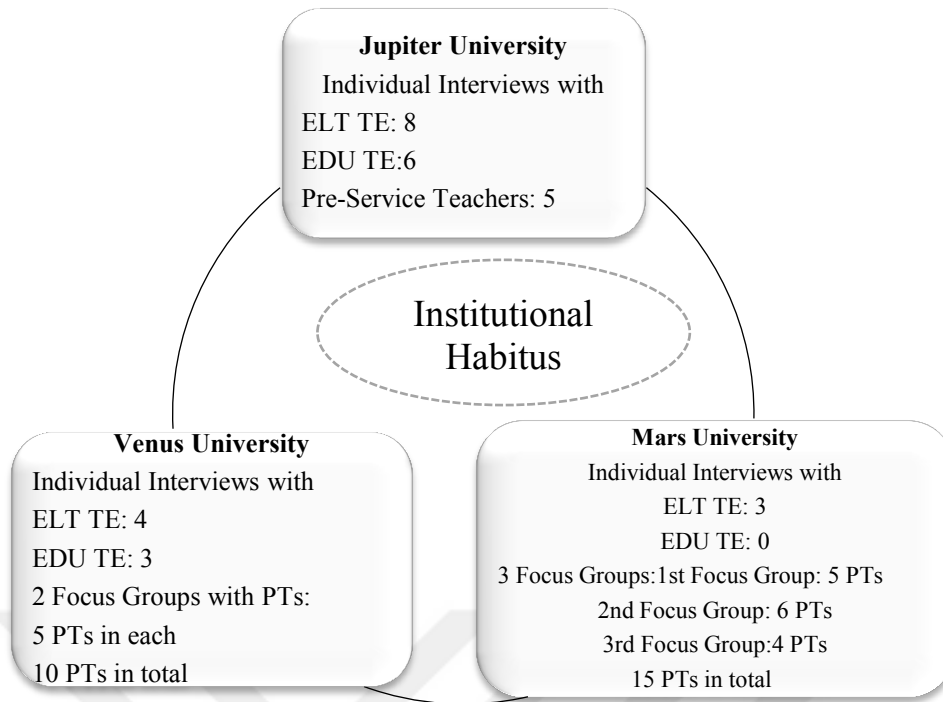


Figure 3. The overall design of the study

3.2. The Context of the Study

This present study is a multiple case study, and it was conducted in three state universities in Turkey located in mid Anatolia, and south-west Anatolia. Such an approach enabled me to examine how teacher identity development may vary based on its habitus. Interviews were conducted with the teacher educators and pre-service teachers of these three universities. They were asked about their views on the teacher identity development they experience and or live as being the agents who foster or not and regarding their practices in these universities' institutional habitus.

Each university (higher education institutions and their related departments) that were chosen as the case of this current study is presented in Table 1. The institutions' characteristics were explained briefly in the table; however, the details regarding the universities selected as cases that were selected with the criterion sampling are given in the following subtitles. While two of the cases are located in the Central Anatolia Region of Turkey, the other one is located in the Aegean Region of Turkey. In

addition, each of them has unique characteristics to be selected as the case, and such characteristics were given in the thick descriptions of the cases.

3.2.1. Brief descriptions of the cases

ELT in Turkey: 68 programs in state universities, excluding other optional programs with a full scholarship, full-paid, with 50 % scholarship, and excluding foundation universities and the Republic of Northern Cyprus and abroad institutions affiliated with Higher Education Council foreign universities in such countries as Azerbaijan, Republic of Northern Macedonia, etc. In this study, the cases are referred to with the following pseudonyms.

- a) Jupiter University
- b) Mars University
- c) Venus University

Case 1: Jupiter University

Jupiter University is an English-medium research university, and the faculty of education was founded in 1982 after CoHE was established. However, the foreign language education department's history goes back to the 1960's which has served as the main unit of English language teaching to all students at the campus and with the foundation of the Education faculty, the department is located under this structure.

The Department of Foreign Language Education was created in the fall of 1982 as one of the original departments of the newly-established Faculty of Education. The first academic staff of the department was composed of former members of the former Department of Humanities of the Faculty of Arts and Sciences. When that department was dissolved, the philosophy staff formed the nucleus of the newly-created Philosophy Department, while the history staff formed the nucleus of the newly-created History Department. Those staff members who had been primarily concerned with the teaching of English and other foreign languages became the first members of the newly-created Department of Modern Languages (of the School of Foreign Languages), while those staff members who held doctorate degrees in English Literature or Linguistics formed the nucleus of the Department of Foreign

Language Education” (official website of Jupiter university FLE department).

20 academic staff/faculty members; Prof., Assoc Prof., and Assist. Prof., and Lecturer Dr. excluding research assistants who don’t have a Ph.D. and not offering a course in the department as of data collection process in around 2020 and 2022 (see, Table 1).

Table 1. The numbers and academic titles of faculty members at Jupiter University ELT Dept.

Number of Faculty Members	Academic Titles
7	Prof.
8	Assoc. Prof.
2	Assist. Prof
3	Lecturer Dr.

For Jupiter University, the reasons for selection are as follows; being a public research university, being a well-established faculty and department, also being an internationally renowned institution, and having the English language as a medium of instruction are among the distinctive features of this institution. This case can be named as the international institution regarding its program’s aim and current status. In that manner, as for the reasons for being labeled as an international institution, I might list and explain some of them. Firstly, at Jupiter University, there are various international faculty members besides Turkish-origin faculty members. Unfortunately, I didn’t have a chance to interview any of them. There are various numbers of international students in the program as pre-service teachers. I had an interview with one of them, Alex (pseudo name). This point makes the institution distinctive from the other two universities, which don’t have any international faculty members or any international students that I have interviewed. This point shows that Jupiter University values having an international aspect, and various cultures and people come together in this case. It also aims to create an international institution and space, which is seen as highly important for a being university.

Related visuals and definitions of the visuals are provided in Appendix K. Most of the classrooms were full of desks and tables which is not suitable to use for group

work or pair work. However, I have photographed one classroom with chairs that can be used for these purposes. This one was the only classroom arranged with chairs and do not have a fixed seating arrangement. An interesting point of Jupiter University and its department's location is that the ELT (FLE) department uses a separate building and is not located in the main building of the faculty (Photographs 1-7 in Appendix).

Case 2: Mars University

Mars University has a long history in teacher education in Türkiye, it is another research university in the central Anatolia region of Türkiye. The faculty of education was founded in 1982 after CoHE was founded, although it has functioned as an Educational Institute since the 1920s until 1982. The department's history also goes back to the 1940s, it has served as an institute, then as a faculty of education.

The webpage of the Mars Education faculty regarding the history of the faculty and the mission of the institution might be summarized as:

Serving as the foundation of Mars Faculty of Education was founded in 1926 by Gazi Mustafa Kemal Atatürk, the founder of modern Turkey with the aim of educating teachers as Orta Muallim Mektebi (The School for Middle School Teacher Training). The school was moved to the building currently known as the Rector's office building in 1929 along with Ankara Primary School Teacher Training School for Boys, and its name was changed to "Mars Institute for Teacher Training and Education for Middle Schools". The departments of Arts, Sports, Music, Pedagogy, French, English and German were established between 1929 and 1948. In the meantime, its name, which was "Mars School of Teacher Training and Institute of Education", was changed to "Mars Institute of Education". In 1980, as a result of the decision made by the Ministry of National Education (MoNE), our school was transformed into "Mars Higher School of Teacher Training", which provided education with a duration of 4 years. Since 1982, following the establishment of Mars University, it has existed and functioned as "XXXX Faculty of Education". Courses are presented within a semester-based structure in the faculty. There is a wide range of elective courses that appeal to students' interests and abilities in addition to compulsory ones (Source: The webpage of the institution-Mars).

Currently, the department has 19 academic staff/faculty members; Prof., Assoc. Prof., and Assist. Prof., and Lecturer Dr., Res. Assist. Dr. excluding research assistants who don't have a Ph.D. and not offering a course in the department as of data collection process in around 2020 and 2022, (see, Table 2).

Table 2. The numbers and academic titles of faculty members at Mars University ELT Dept.

Number of Faculty Members	Academic Titles
7	Prof.
5	Assoc. Prof.
4	Assist. Prof
1	Lecturer Dr.
2	Research Assistant Dr.

For Mars University, the reasons for being selected as a case can be explained as; being a public research university and having a well-established faculty and department. Also, the department is one of the oldest ones in its field in Turkey, so it is a historical one when compared to the other two. The number of academic staff and students is higher than the other two universities. These characteristics might be given as the distinctive points of Mars University to be selected as the case in this study. This case can be named as the national and historical one.

Related visuals and definitions of the visuals are provided in Appendix K. Most of the classrooms were full of desks and tables, which is not suitable to use for group work or pair work. The classrooms were technologically equipped, there were computers, projectors, etc. although they have a fixed seating arrangement. An Interesting point of Jupiter University and its department's location is that the ELT (FLE) department uses a separate building and is not located in the main building of the faculty which is shared with the other departments, with German Language and French Language teaching departments (see, Photographs 8-12 in the Appendix).

Case 3: Venus University

Venus University is a small-scale university in which the ELT department was founded after 2005, which is a relatively newly institutionalized department when

compared with the other two established institutions and departments; however, the faculty of Education in the institution has a history of being a 3-year women teacher training school that goes back to the 1960s located in the Aegean region of Türkiye. The faculty of education was founded in 1992 with the foundation of the university, it has served as a faculty from 1982 until 1992 under another name which is governed by another university.

Currently, the department has 10 academic staff /faculty members; Prof., Assoc. Prof., and Assist. Prof. and Lecturer Dr., excluding research assistants who don't have a Ph.D. and not offering a course in the department as of data collection process in around 2020 and 2022 (see Table 3).

Table 3. The numbers and academic titles of faculty members at Venus University
ELT Dept.

Number of Faculty Members	Academic Titles
3	Prof.
2	Assoc. Prof.
3	Assist. Prof
2	Lecturer Dr.
1	Research Assistant Dr.

The aim of the department and the program is explained as such on the webpage and the related documents of Venus ELT;

The aim of the Department of Foreign Language Education is to train English language teachers who know and can use contemporary language teaching methods and techniques in primary, secondary and higher education institutions and can use various technical equipment in this process. In line with these objectives, the program aims to enable students: a) to develop their language skills (English), b) to comprehend these phenomena by establishing the relationship between language and culture, c) to understand and learn the characteristics and principles of the teaching profession, d) to develop their ability to teach the language (English) in the best way with the awareness of contemporary methods and techniques. In addition, another aim of the program is to train staff who will work in graduate programs in the field. The Department of Foreign Language Education encourages students to develop scientific thinking, problem-solving, critical thinking skills and to become lifelong learners, and encourages them to acquire new interests and skills and to take leadership positions. (Source; The mission and aim of Venus ELT Department).

For Venus University, the reasons for selection can be listed as; being a public university; also, the department is relatively newly founded and growing when compared to the other two cases, and it can be named as the local institution to some extent. In addition, its number of academic staff and students is lower than the other two universities. Even the campus area and the building of the Education faculty has a limited area and located in the city. Such properties of this institution and the department makes it to be named as a small-scale university. These characteristics might be given as the distinctive points of Venus University to be selected as the case in this study. This case might be named as the local institution regarding its graduates mostly serves in the surrounding cities and mostly in both state and private schools.

Related visuals and definitions of the visuals are provided in Appendix K. Most of the classrooms were full of desks and tables, which is not suitable to use for group work or pair work. The classrooms were technologically equipped; there were computers, projectors, etc., and the classrooms also have a fixed seating arrangement. Unlike Jupiter University and Mars University, the department's location in this institution (Venus) is in the main faculty building. The ELT (FLE) department has a separate floor in which the offices of faculty members and classrooms are only used by the department and has a separate corridor, but they are sharing the building with the other departments, such as Turkish Language teaching and Social sciences, Educational sciences department (see, Photographs 13-19 in Appendix). The main characteristics of multiple cases of the study is given as Table 4.

Table 4. The multiple cases of the study

University	Faculty and Program	Characteristics
1. Jupiter University (located in the Central Anatolia Region of Turkey)	Faculty of Education ELT Program Department of Educational Sciences	Medium of Instruction: English A public research university, and a well- established faculty and department An internationally renowned institution.

Table 4. (continued)

2. Venus University (located in the Aegean Region of Turkey)	Faculty of Education	Medium of Instruction: Turkish
	ELT Program	A public university, the department is relatively new compared to the other two cases. The number of academic staff and number of students is lower than the other two universities.
	Department of Educational Sciences	
3. Mars University (located in the Central Anatolia Region of Turkey)	Faculty of Education	Medium of Instruction : Turkish
	ELT Program	A public research university, and a well- established faculty and department. The department is one of the oldest ones in its field in Turkey and it has been known by the community as having an école in training English language teachers.
	Department of Educational Sciences	

3.2.2. Participants of the study

Pre-service teachers and teacher educators (both from the ELT program and the Department of Educational Sciences) who are offering courses in that ELT program in the current universities, which are the context of this study, are the study participants. In terms of the Dept. of Educational Sciences, I also consider various variables to select participants as follows; gender, field, experience/seniority, and type of courses offered. In order to determine the participants from both two groups, one of the purposive sampling techniques, the maximum variation sampling technique, was utilized. In order to create variation, some characteristics of the participants were decided to be considered while choosing participants as explained above for teacher educators and for pre-service teachers, I considered such kind of characteristics: being a senior student in the program, gender, type of high school graduated, both group of people who attended the basic English program (a preparatory school which lasts for one academic year includes a highly immersed language program) and the ones not attended the program, and city they are coming

considered to create variation in the interviews. An opinionnaire was used to select pre-service teachers: The opinionnaire was used to find out information about the pre-service teachers including; teaching profession aspiration, willingness to teach, grade level (Senior), gender, and age. While selecting teacher educators to include in the study, the course type they offer (field, pedagogical, cultural courses), experience, and gender have been used. Demographic details regarding the pre-service teachers to whom I have applied a short questionnaire are presented as the table X. below separately for each case, namely for Pre-service teachers at Jupiter University, Pre-service teachers at Mars University, and Pre-Service teachers at Venus University (see; Table 5, 6,7,8).

Table 5. Codebook for demographic form for pre-service teachers

2. Gender:	3. High School Type	4.School type	6. Did you attend the Basic English program at university?	7.Do you currently work or apply for any?
1:Female	1:State school	1:Science	1:Yes	1:Yes
2:Male	2:Private school	2:Anatolian	2:No	2:No
3:Other		3:General		
4: No answer		4: Other		

Table 6. Demographics of pre-service teachers at Jupiter University

Survey Data Case 1 Participant s/ variables	1.Age/ birth year	2.Gender	3.High school type	4.School type	5.City in which the high school you graduated located	6. Did you attend the Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
1. Ahu (PT1)	22 1999	1	1	4	Ordu	1	1	learning and development specialist	no answer	no answer
2. Uğur (PT2)	23 1998	2	1; (last year 2)	2	İstanbul	2	1	teaching parents private tutoring		no
3. Gülru (PT3)	1999	1	1	2	Kırklareli	2	2		no answer	no answer
4. Alex (PT4)	26	2	2	1	Ankara	2	1	Part-time private teaching English (and Math) to 12 students aged 6-22	Mom – Fitness/Dancing teacher – Grandma – Crafting/Sewing teacher, Dad – Martial Arts teacher. However, they did not really inspire me to become a teacher – my teachers did	Mom and Dad wanted me to go to Architecture, and I took their advice as I didn't know what I wanted to be. They never suggested ELT, and were disappointed once I quit Architecture, but didn't object once I switched to ELT as long as I was working as well during my education. Grandma was supportive of ELT.

Table 6. (continued)

Survey Data Participant ts/variables	1.Age/ year	2.Ge nder	3.High school type	4.School type	5.City in which the attend the high school you graduate university d located	6. Did you Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
5. Elif (PT5)	35	1	1	2	Malatya	2	2		parents	Not my family& the teachers around me contributed to my choice of department. I chose the Department of English Language Teaching for the Jupiter University campus. Currently working as a translator at a Ministry.
Survey Data Participant ts/variables	1.Age/ year	2.Ge nder	3.High school type	4.School type	5.City in which the attend the high school you graduate university d located	6. Did you Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
1. Kaan (PT6)	22	2	1	2	Uşak	2	1	I gave private courses for a short period of time.	father	A role model for me I can say
2. Evin (PT7)	21	1	1	2	Kastamon u	2	2		no answer	no answer

Table 7. Demographics of pre-service teachers at Venus University

Survey Data Case 1 Participants/variables	1.Age/ birth year	2.Gen der	3.High school type	4.School type	5.City which the high school you graduate d located	6.Did you attend the Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
3. Fuat (PT8)	23	2	1	3	Muğla	1	2		no	no answer
4. Sümevra (PT9)	22	1	1	4 (İmam Denizli Hatip School)		2	1	I have tutored English courses middle school	no	Not really
5. Bahri (PT10)	23	2	2	3	Aydın	1	1	I worked as an educational counselor in a language course for a week and now I am tutoring for 2 sts.	Parents	no, not affected
6. Ceren (PT11)	21	1	1	2	İzmir	2	1	XXX academy	no	no answer
7Aynur (PT12)	22	1	1	2	Denizli	2	1	XX academy, for four years	no I have chosen this program by the decision and approval of my father.	

Table 7. (continued)

Survey Data Case 1 Participants/ variables	1.Age/ birth year	2.Gen der	3.High school type	4.School type	5.City in which the high school you graduated located	6. Did you attend the Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job members or relatives who is a teacher?	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
8. Sevim (PT13)	22	1	1	4 (Health Vocational School)	İzmir	2	1	English language teacher for a pre-school	cousins	no, not affected
9. Çağlar (PT14)	21	2	1	2	Denizli	2	1	Erasmus internship program	no	no answer
10. Ezgi (PT15)	22	1	1	2	Denizli	2	2	no	no answer	no answer

Table 8. Demographics of pre-service teachers at Mars University

Survey Data Case 1 Participants/ variables	1.Age/ birth year	2.Gender	3.High school type	4.School type	5.City in which the high school you graduated located	6. Did you attend the Basic English program at university	7.Do you 8. Type of job currently work or apply for any job?	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
1. Sinem (PT16)	23	1	1	4 (social sciences)	Aksaray	2	-	father	Yes, it had an impact on my education and guidance.
2. Tugay (PT17)	29	2	1	4 (Anatoli an technica	Ankara	2	2	-	no
3. Şükran (PT18)	22	1	1	2	Konya	2	2	-	no
4. Esra (PT19)	23	1	1	2	Kahraman maraş	1	1	sisters	It happened, they guided me about the field of work of teaching, what kind of role it has.

Table 8. (continued)

Survey Data Case 1 Participants/ variables	1.Age/ birth year	2.Gen der	3.High school type	4.School type	5.City in which the high school you graduate d located	6. Did you attend the Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
5. Sercan (PT20)	23	2	1	2	Antalya	1	2		uncle	It had no effect because I never saw him in the school environment because he lived far away from us.
6. Hande (PT21)	23	1	1	4 (Anatolia n teacher)	Trabzon	1	2		no	no
7. Begüm (PT22)	22	1	1	2	Zonguld ak	2	1	English language teacher	My aunt and sister it with the guidance of my teachers.	had no influence, I chose it with the guidance of my teachers.
8. Emre (PT23)	22	2	1	2	Sakarya	2	1	English language teacher	no	no

Table 8. (continued)

Survey Data Case Participant s/ variables	1.Age/ birth year	2.Ge nder	3.Hig h school type	4.Scho ol type	5.City in which the high school graduate d located	6. Did you attend the Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
9. Gizem (PT24)	23	1	1	2	no answer	1	2		brother (chemistry teacher	Yes, she actually wanted to be an English teacher. For some reason, it was not possible. She was always praising English teaching to me. It had a small contribution in choosing the department.
10. Gülay (PT25)	21	1	1	2	Aydın	2	2		no	no
11. Melike (PT26)	21	1	1	2	Denizli	2	2		no	no
12. Mustafa (PT27)	22	2	1	2	Kocaeli	2	1	no answer	Distant relative	no
14. Asuman (PT28)	21	1	1	2	İstanbul	2	2		cousin	My relatives had no influence on my choice of English language teaching department.

Table 8. (continued)

Survey Data Case 1 Participants/ variables	1.Age/ 2.birth year	3.High school type	4.School type	5.City the high school graduate d located	6. Did you which attend the Basic English program at university	7.Do you currently work or apply for any job?	8. Type of job	9.Any family members or relatives who is a teacher?	10. Did they affect you while choosing an English language teaching program? How?
14. Tarık (Pt29)	22	2	1	1	Tokat	1	2	Father	Although not directly, I can say that it was effective because it enabled me to grow up in an environment where teachers were more predominant.
15. İlknur (PT30)	23	1	1	2	Çorum	1	1	sister	My sister is also an English teacher, so she had a great influence on my choice of English as a major, especially outside of teaching. Her university life, experiences and knowledge motivated me extra.

To present the details demographics of the teacher educators, I created a table for them as well, showing their related information on demographics such as gender, field and academic titles (See, Table 9).

Table 9. Demographics of the teacher educators at Jupiter University

Pseudoname	Field & Dept.	Gender	Academic Title
TE1-ELT_Aysel	ELT	Female	Prof. Dr.
TE2-ELT_Gül	ELT	Female	Lecturer Dr.
TE3-ELT_Dilek	ELT	Female	Lecturer Dr.
TE4-ELT_Bekir	ELT	Male	Prof. Dr.
TE5-ELT_Çağla	ELT	Female	Prof. Dr.
TE6-ELT_Canan	ELT	Female	Prof. Dr.
TE7-ELT_Pelin	ELT	Female	Assoc. Prof.
TE8-ELT_Yeliz	ELT	Female	Lecturer Dr.
TE9_EDS_Deniz	EDS	Female	Assist. Prof.
TE10_EDS_Ali	EDS	Male	Prof. Dr.
TE11_EDS_Seçil	EDS	Female	Assoc. Prof.
TE12_EDS_Zehra	EDS	Female	Prof. Dr.
TE13_EDS_Nihal	EDS	Female	Assoc. Prof.
TE14-EDS_Gülçin	EDS	Female	Assoc. Prof.

Table 10. Demographics of the teacher educators at Venus University

Pseudoname	Field & Dept.	Gender	Academic Title
TE 15_ELT_Derya	ELT	Female	Prof. Dr.
TE16_EDS_Ismail	EDS	Male	Assoc. Prof.
TE17_EDS_Suzan	EDS	Female	Assist. Prof.
TE18_ELT_Sinem	ELT	Female	Research Assistant Dr.
TE19_ELT_Taner	ELT	Male	Prof. Dr.
TE20_ELT_Recep	ELT	Male	Lecturer. Dr.
TE21_EDS_Neva	EDS	Female	Prof. Dr.

Table 11. Demographics of the teacher educators at Mars University

Pseudoname	Field & Dept.	Gender	Academic Title
TE22_ELT_Teoman	ELT	Male	Prof. Dr.
TE23_ELT_Serhat	ELT	Male	Prof. Dr.
TE24_ELT_Meltem	ELT	Female	Assoc. Prof.

3.3. Data Collection Tools

Data collection tools utilized in this study consisted of documents and interview forms for teacher educators and pre-service teachers. Also, the researcher took various field notes during the fieldwork. Fieldnotes include announcements, visuals, posters, and similar photographs taken in the classroom environment and on the department and faculty boards. Field notes also include various photographs and visuals taken by the researcher for some cases, such as the architectural and social structure of the faculty building, the architectural structure and location of the classrooms, the interaction ways of the faculty member offices and the classrooms, architectural design features, the location of the faculty and the department on the university campus, the spatial distance/closeness to the social areas. Boards, classroom environments (when these environments and areas are empty/no activity and not revealing any identity/belonging -not revealing the institution and the relevant area), indoor environments, corridors, etc., have been visited and photographed by the researcher to indicate the architectural features of the institutions. (See; Appendix K)

3.3.1. Documents

In each case, I visited the campus area and spend some time to digest the contextual clues and understand the habitus and started to take field notes of what I saw, what I observed and felt. I also, took pictures of the symbolic identifications of the cases and any artefact that may be of evidence of how the institution may play a role through a hidden curriculum on teacher identity development. More specifically, teacher education policy documents, vision, mission statement of the departments

and the program in the university, and teacher education curriculum of CoHE (the enacted & formal curriculum in the institutions) have been utilized and used in the result section to give a complete picture of the processes. Documents, field notes, and visual materials (e.g., photographs of buildings, classrooms, and boards in the buildings taken by the researcher in the fieldwork) have been analyzed through content analysis to portray whether and how they foster the teacher identity development process and in what ways. I used them to give an entire picture of the situation and have been utilized in the result section to support the findings.

3.3.2. Interview protocols

In order to conduct interviews (via face-to-face and online interviews), I developed three interview forms to begin with, a semi-structured interview form with the teacher educators and the pre-service teachers and a semi-structured focus group interview form for pre-service teachers. After developing the forms, expert opinions regarding the forms have been taken from the Doctoral thesis committee (2 Prof. Dr. in the Curriculum and Instruction field, one is highly interested in teacher education, the other one is interested in the sociology of education and critical aspects of teacher education). After applying their suggestions and corrections, the forms are finalized before piloting. (See; Appendix B)

- i. Semi-structured interview form for teacher educators
- ii. Semi-structured focus group interview form for pre-service teachers
- iii. Semi-structured individual interview form for pre-service teachers

3.4. Data Collection Procedures

In the data collection process, I have experienced various situations, as many who experienced that process in Covid-19 pandemic conditions. I applied for the Ethics Committee of Middle East Technical University (see, Appendix A) and did not want the COVID-19 break to become an obstacle to conducting my research. As I closely know the cases, I started sending invitations through emails for digitized face-to-face interviews through popular software such as Zoom and Webex. The data collection

process started right after receiving approval from the METU Ethics Committee and the required approvals from the related institutions. I sent out emails to the participants were invited with an e-mail invitation message to the online semi-structured interviews on August 2020; firstly, some of the participants responded to the invitation (teacher educators), and online interviews were conducted using Zoom or Webex, which are institutionally supported and available for researchers, and the interviews are recorded either as a video or only voice based on the participants' preferences. For those who didn't respond to the first invitation, a second e-mail for the invitation was sent in November and December 2020 to the different cases based on the first invitation date. In addition, an invitation email was sent to a group of pre-service teachers (for 2 sections of the course) who are taking a course offered for senior ELT program students at Jupiter University in May 2021 (May is the time period before final exams as well) I conducted interviews just before and after that exam period in 2022 as in April and June 2022. However, during the final exam period in 2021, none of the students responded to the invitation, maybe due to fatigue caused by Covid-19 and online courses and most probably for sparing time for getting ready for the final exam. After understanding that pre-service teachers at Jupiter University prefer individual interviews, pre-service teachers from Jupiter University were invited via e-mail for individual interviews. With five of them, individual interviews were conducted (both face-to-face and online). However, in the other two institutions (Mars and Venus University), face-to-face focus group interviews were conducted with pre-service teachers and individual interviews with teacher educators at these institutions. Details regarding the interviews are presented in the Appendix B.

3.5. Data Analysis Procedures

Clarke and Braun (2014, p.6626) define thematic analysis (TA) as “a method for identifying and interpreting patterns of meaning across qualitative data”. It is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). Braun and Clarke's (2006, 2012) approach involve a (recursive) six-phase process (see, Figure 4).

1. Familiarizing yourself with the data and identifying items of potential interest
2. Generating initial codes
3. Searching for themes
4. Reviewing potential themes
5. Defining and naming themes
6. Producing the report

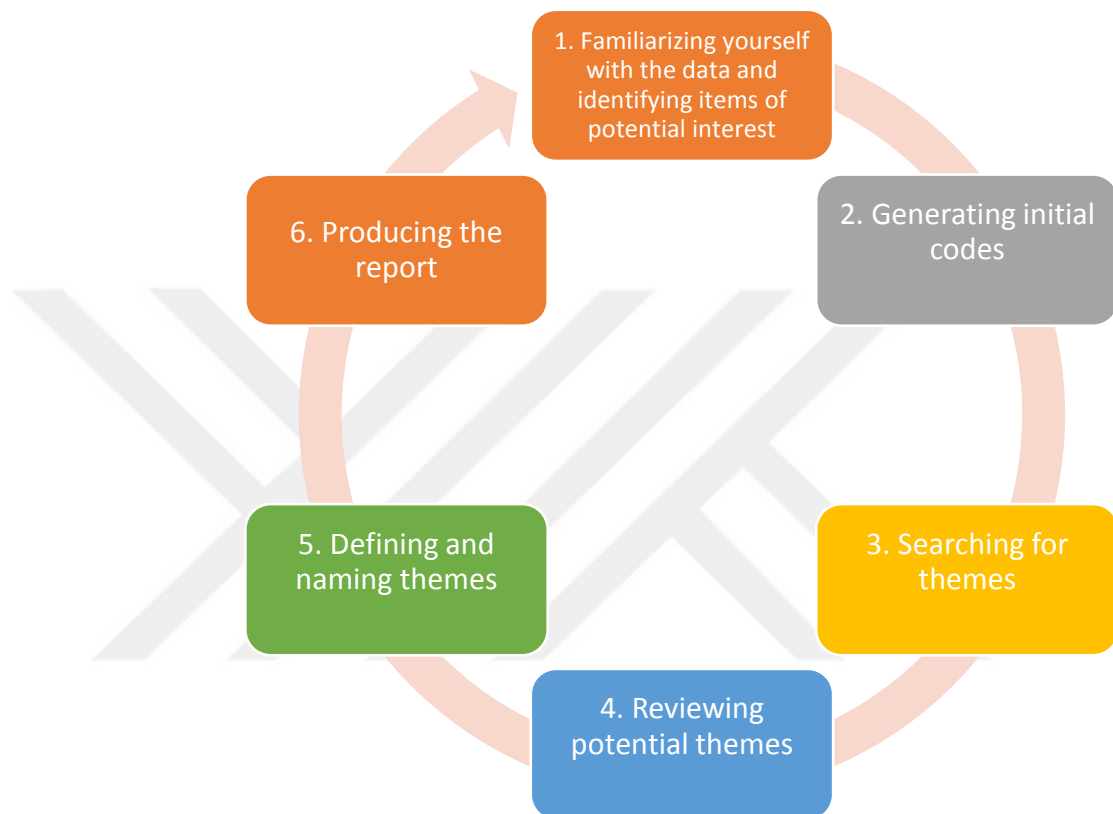


Figure 4. Qualitative data analysis process

(Source: adapted from Braun & Clarke, 2006, 2012)

Braun and Clarke (2006) furthermore add regarding the inductive thematic analysis that;

An inductive approach means the themes identified are strongly linked to the data themselves (Patton, 1990) (as such, this form of thematic analysis bears some similarity to grounded theory). In this approach, if the data have been collected specifically for the research (eg, via interview or focus group), the themes identified may bear little relation to the specific questions that were asked of the participants. They would also not be driven by the researcher's theoretical interest in the area or topic. Inductive analysis is therefore a process of coding the data without trying to fit it into a preexisting coding

frame, or the researcher's analytic preconceptions. In this sense, this form of thematic analysis is data-driven.

I have followed the suggested six-phase process of Braun and Clarke's (2006, 2012) in analyzing the data collected for the dissertation study. Data analysis procedures have been followed in the MAXQDA software.

As a result of this process, the main emerging themes are as follows. The findings of the main themes and categories are explained in a dense fashion as a result of **inductive thematic analysis** in Chapter 4. Results and Discussion. In addition, details, including the codes for each category, can be seen in Codebook which is given in Appendix J.

Theme 1. ELT as a field

Theme 2. Teacher educators as agents

Theme 3. Pre-service teachers as agents

3.6. Trustworthiness of the Study

Qualitative research authors and researchers (Creswell, 2013; Flick, 2007; Yin, 2014) propose several principles for validating case study research. To ensure the study's credibility, various strategies based on the recommendations of Lincoln and Guba (1985) and Marshall and Rossman (2014) were used. The opinions of two experts were specifically solicited on the interview forms, and a pilot study was conducted with one teacher educator (who is working as a teacher educator in a state university ELT department) and one pre-service teacher (a 3rd grader in Jupiter University) prior to the main data collection, both of which contributed to the study's credibility.

I have also piloted the interview forms with one pre-service teacher (3rd grader at the time of the interview conducted from Jupiter University) and with an ELT teacher educator from a different institution (a state university) which is not the case of this study. Furthermore, in-depth interviews allowed for a more in-depth conversation between the participants and the researcher. As explained in the data analysis,

establishing intercoder reliability aided in achieving agreement between the researcher and the independent coder. A friend of mine, a colleague who is also a Ph.D. candidate in the curriculum and instruction program from the same institution as me, who has also worked as a language instructor at a state university for a decade, was the intercoder of this present study. He also has expertise in qualitative design and procedures and is interested in language teaching and teacher education.

Furthermore, I selected appropriate raw quotes to be complementary to the codes identified and enable the readers with a naturalistic description of the themes. I also selected sample quotations from participants' interview data and used them to establish referential adequacy. Purposive sampling strategies in selection of cases and the participants and triangulation were used to have variations in the cases and the data gathered, which might help to promote the credibility and trustworthiness of the study as I followed Stahl and King (2020, p.26)'s suggestion that "...one method of promoting credibility is through the various processes of triangulation". Furthermore, a thick description of the overall research process was provided by presenting a detailed account of all the processes related to the selection of the research design and participants, data collection, and data analysis processes. In that way, it enabled thick and detailed descriptions of the cases and participants can be transferrable while the cases needed to be understood by their uniqueness.

3.7. Researcher Positionality

I want to express my feelings and what I see myself as much as possible in a critical way. In order to state my positionality here in detail and to be reflective as much as possible. My experiences in two different faculties of education in Turkey as a graduate student and as a research assistant and my experiences with pre-service and in-service English language teachers (mostly my relatives and classmates from my Bachelor's degree) developed my interest in English language teacher education. Most crucially, these experiences in different institutions guided me to question what the differences between these programs were and why and how

pre-service teachers develop various and different teacher identities in these institutions, mainly regarding the graduates of these institutions. I have tried to figure out such questions in my mind. So, regarding such experiences and interests, I have decided to analyze such institutions and write my Ph.D. dissertation on this field of study. Besides, in order to develop myself as a qualitative researcher, I have completed various courses and attended seminars regarding qualitative research and using the MAXQDA program for qualitative data analysis. As a researcher, I am more competent in the English language teaching field rather than in any other teaching program, as I got my Bachelor's degree in ELT. Also, my master's thesis and most of my research studies are so much related to English language teaching and general teacher education in Turkey. In addition, in this present study, I would like to use and develop my competence in such areas in the identity development of pre-service English language teachers. This study also helps me to understand my personal strengths and weaknesses and possible biases toward various institutions and related terms, and finally, I sincerely hope to develop myself as a researcher and an emerging teacher educator who plans, organizes, and conducts such a big and long-term research study without prejudices as much as possible toward any institution or program and at least add just another brick to such a growing literature on English language teachers' identity development in Turkey.

I have to clarify other various points here to the reader of these sentences, the dissertation. Being in limbo as a researcher after Middle East Technical University (METU), I completed the required coursework for my Ph.D. program here. At METU, I worked for approximately 6 and a half years then I went back to another institution which is my previous university I was appointed as a research assistant in 2013 with the faculty training program (in Turkish; Öğretim Üyesi Yetiştirme Programı-ÖYP) to Agri Ibrahim Çeçen University Department of Educational Sciences which I have experience for the last three months. Besides, this university has a different and varied doxa and habitus that I currently do not have and I am accustomed to, so as the researcher, I need to clarify my positionality here, what I experience, and how this process affects this study. While editing most parts of this study which had already been written while I was at Middle East Technical

University, which is an English medium university, I have always had a feeling of being in limbo and making comparisons with the data and results of this thesis with what I have experienced in such a short period of time I have spent in Agri Ibrahim Cecen University as a research assistant who is expected to graduate his Ph.D. program and contribute to that institution as a teacher educator who would be offering various courses such as Introduction to Education, Educational Sociology, Teaching Practicum, etc.

Ultimately, when I was writing this dissertation study all the time, but I was not the same Anıl throughout the process when I compare myself with the time that I started writing the study (the proposal) in November 2018 in which I defended the proposal of this study to the committee members, I honestly express that I am now a different researcher after collecting and analyzing the data. I feel more competent as a researcher and as a teacher educator after conducting such a daunting and compelling task, the whole process of the Ph.D. has such times, but the most challenging part for me is writing this manuscript, so most of the time I consider the all-possible biases and drawback which might be affecting this study and how I became free from all of the possible biases and drawbacks which might make this study limited. Additionally, the field of study, namely, the teacher identity development of English language teachers, has also flourished during this period of time, and its boundaries are still getting expanded, but it still needs more nuanced approaches and understandings to be developed and give us an understanding of the teacher identity phenomenon and its effects and place in teacher education contexts.

I need to state here that as a person, not only as a researcher but also as a human being, I have also changed through the process; I make new connections with what I have observed in the fieldwork and during the interviews I have conducted however, while I am writing especially the results & discussion and conclusion & implications parts of the study I have used to employ such a critical lens and mostly question what is the unique and concrete contribution of this study to the real and daily life which is experienced by the pre-service teachers and teacher educators in these institutions. So, what I am writing to explain here in that title is that I have had such a chance to experience four different faculty of education in Turkey, namely and respectively, as

a bachelor's student at Akdeniz University, as a Master's student at Pamukkale University, as a Ph.D. student at Middle East Technical University and as a Research Assistant at Agri Ibrahim Cecen University since April 2023.

As an emerging teacher educator in Turkey with the experiences and mindset in the previously stated institutions, I have always tried to question and reflect on my positions and (un) positioning and my own prejudices against the situation that I research, if there are any. As the author of this dissertation, I openly acknowledge that I have been trained as an English language teacher and gained such a formation in my bachelor studies, but then I developed my own researcher identity in Curriculum and Instruction field. I have also worked as a research assistant and taken various courses during my post-graduate studies in various institutions, and what I have gained in the field of Curriculum and Instruction is mostly based on my experiences in these institutions courtesy of the faculty members of these institutions that I have taken courses from and based on my own efforts to understand and read the related vast amount of the literature available on the related topics; besides, question, research, and putting an effort of being an agent in such an academic community in the global level. Furthermore, I have attended various conferences, congresses, workshops, etc., to develop myself regarding my field and teacher education and, specifically, regarding teacher identity as a field of study and Bourdieu's theory from an educational research perspective.

As the researcher, I must confess here that I don't speak the French language and attempted to frame this study with Bourdieu's field theory and his toolkits. Understanding him and his writings is mostly stated as difficult, and his dense style in many works which was written on him and his legacy (Hanks, 2005; Webb et al., 2002; Benzecry, 2018; Corcuff et al., 1993; Fligstein & McAdam, 2012; Grenfell, 2008; Grenfell & James, 2005).

Not knowing the French language (the target one in this case) is one of the hurdles that I have experienced in the literature review I have conducted in this present study while spending hours and days, and months to understand

Bourdieu's stilted and complex style and language use, let it aside that hardness, please think about its English and Turkish translations' possible situation. Hence, I wish I had such a privilege to know sufficient French to at least have an idea of what he says in his own language regarding his theory. So, I was mostly limited to the English and Turkish translations of Bourdieu's works in this study, I suppose it has brought numerous limitations to that study and my own understanding of Bourdieu in general and mainly his theory and my use of his 'thinking toolkits' in this present study.

3.8. Limitations and Delimitations of the Study

There are several delimitations and limitations of the study that need to be exposed. As a delimitation with regret, I did not have a chance to conduct an interview with any of the Educational Sciences teacher educators from Mars University. Although I have attempted to use various techniques to invite and include them for the interview by stating there are face-to-face and online options, any time that they are available is suitable for the researcher, e.g., sending e-mails and sending reminder emails to their institutional e-mails, explaining details of the study, stating the study has taken various ethics and institutional committee approvals by stating its number, etc. This situation and the unresponsiveness of this group of teacher educators at Mars University is actually saying something to me as a researcher regarding their attributed value given to participating in a Ph.D. study and the general habitus in the field. The value they give to support an emerging teacher educator/researcher and how they approach the academic community, not giving even a reply to an email which is an invitation to participate in an interview from a Ph.D. candidate and a research assistant who works in a similar department at another institution implies that these teacher educators from Ed Sciences do not value much to take part in academic research, not value to support emerging researcher and similar results. Hence, I might say that, in a way, this might limit my understanding of Mars University as a whole; however, from another perspective, it might even be a favorable situation. Because it is highly more than a confirmation of the claims stated by the pre-service teachers and their criticisms of the Department of

Education Sciences teacher educators for not being effective in their courses and not caring as much as their teacher educators from the ELT department.

Conducting qualitative research and fieldwork has become a challenging job under the Covid-19 Pandemic conditions, as I started data collection in the mid of 2020. Data collection process and fieldwork and interviews were conducted mostly during the Covid-19 Pandemic and it means they were done in a social complexity situation, so the participants might feel depressed, feel anxious during the data collection process although the researcher attempted to create a positive and relaxing environment as much as possible during interviews both face to face and online for both groups, teacher educators and the pre-service teachers. Interviews with teacher educators if they request/accept it is to be done face to face and mostly conducted in their own offices and in their available times, I most of the time wore masks and used sanitizer not to bother any of the participants during an interview and make the space safe and the conversation relaxing as much as possible.

As for the individual or focus groups interview, which was most of the time realized via face-to-face manner, similar precautions were taken, and either the researcher invited the participant to his office or a suitable room at the department, or he visited the institution (Mars and Venus in that case) and use the suitable room/office for the interview given/shown by the department chair. During fieldwork, I followed the regulations of the state and the institutions regarding the Covid-19 Pandemic. I also followed and considered the suggestions of the document “Doing Fieldwork in a Pandemic” (Crowdsourced document initiated and edited by Deborah Lupton in 2020; revised by Deborah Lupton 5 July 2021; see; Lupton, 2021).

During the Covid-19 pandemic, online interviewing has become a common practice. The COVID-19 pandemic has caused limitations in the process of data collection. On the other hand, it creates a paradigm shift and helps us by forcing us to diversify our tools utilized in data collection, such as using online interview tools. Besides, it brings various opportunities and ease of use; on the other hand, it bears various

difficulties too. Technical difficulties or glitches may disrupt the flow of the interview, so it's important to ensure a stable internet connection and test any necessary technology beforehand to minimize these risks, and it is time-consuming in such a daunting project, in a Ph.D. study. In addition, nonverbal cues and body language may be more difficult to catch and interpret in an online setting, so both the interviewer and interviewee should be more careful in making an effort to be clear and concise in their communication. Despite these limitations, online interviewing is a viable option for conducting interviews during the pandemic for the researcher, and the researcher attempted to minimize its threats by taking precautions before, during, and after the online interviews.



CHAPTER 4

RESULTS AND DISCUSSION

It is widely believed that a truly scientific or philosophical attitude towards politics, and a deeper understanding of social life in general, must be based upon a contemplation and interpretation of human history. While the ordinary man takes the setting of his life and the importance of his personal experiences and petty struggles for granted, it is said that the social scientist or philosopher has to survey things from a higher plane. (Popper, 1945, p. 3).

This chapter summarizes the results that emerged from the data analysis. While presenting the results, the discussion of the results is also provided concurrently. In addition, the codebook, the sample codes, and related direct quotations from interviews regarding these codes are presented in a cross-case analysis approach.

4.1. Theme 1. ELT as a Field

In order to adequately address research question 1 and its sub-questions, it is imperative that we establish a clear definition of the field of ELT using Bourdieu's terms. This entails a thorough explanation of the field's operations, the roles of its agents, as well as the significant influence of habitus and politics within this context. Without a solid grasp of these fundamental aspects, a comprehensive understanding of the field of ELT will remain elusive. This study benefitted from the inclusion of three cases, which allowed for greater depth and meaningful comparisons. Additionally, the multiple cases added a unique and distinguishing aspect to the research. The categories included in this theme is presented in Figure 5.

In the field of Educational Sciences, there is a significant difference in what teacher educators expect from pre-service students and how they view themselves as teacher educators. This difference is influenced by the ideological stance of individuals in the university setting, which impacts the program's processes and the pre-service

students studying in those contexts. Additionally, Macro politics, mechanisms, and doxa of these institutions have a role in relation to their habitus.

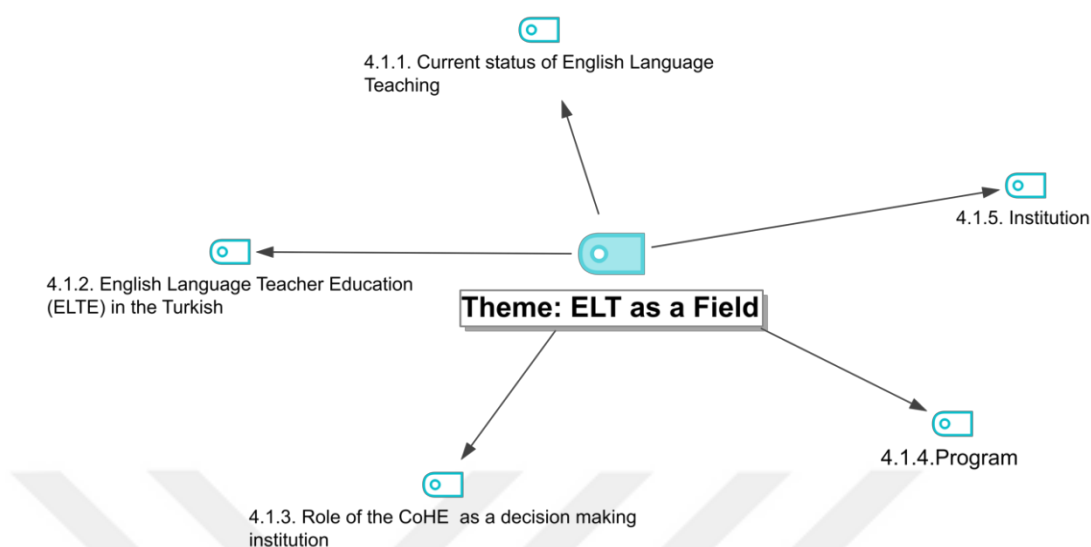


Figure 5. Categories of theme 1. ELT as a Field

4.1.1. Current Status of English Language Teaching

Within this theme, ELT as a field, the initial category demands a thorough examination of the Current Status of English Language Teaching. English Language Teaching is a multifaceted domain subject to numerous contributing factors that shape its current condition. It is imperative to delve into the current status of English Language Teaching to acquire a comprehensive understanding of the subject.

Language as a liberating element: One teacher educator, Yeliz from Jupiter University emphatically stressed the crucial role of language as a liberating force. The teacher educator passionately argued that language possesses the ability to empower both individuals and communities and by nurturing language proficiency, we can effectively cultivate a more equitable and just society. This viewpoint is also shared by various educators and scholars who recognize the transformative impact of language education especially by various defendants of critical pedagogy. I also believe that through research and analysis, we can surely gain a deeper understanding of how language shapes our world and how it can be utilized to construct a better future for all.

“...dili biz özgürleştirici bir unsur olarak kullanabilir miyiz? Yani bunları da tabi ingilizce öğretmeninin düşünmesi, sorgulaması ve sorgulatması gerekir... [Can we use language as a liberating element? That is, of course, the English teacher should think, question and make the learners question it....]” (Yeliz, interview).

Problematizing the language itself: Yeliz furthermore claims that in a language course, it is important to problematize the language itself first of all. According to her, words can often be misinterpreted, and people tend to use imprecise and unclear language, leading to confusion and misunderstandings, especially in complex or sensitive discussions however what is more important than that is problematizing the language itself rather than focusing on the language problems and misunderstandings.

“...yani problem edilecek konuların biri de başlıcası da belki de bir dil dersinde dilin kendisi.[in other words, one of the issues that will be problematic is perhaps the language itself in a language lesson.” (Yeliz, interview).

She even continues to claim that in a similar manner, an English language teacher has a duty to consider the relation between power and language relation. She asserts that an English teacher should question the power dynamics that exist within the language itself. It is crucial to teach all languages equally, without prioritizing one over the other or fetishizing English as the superior language. The relationship between language and power is a critical aspect that an English teacher must consider and address in their teachings. Multilingualism and multiculturalism should be celebrated and embraced, rather than promoting English as the dominant language.

“İngilizce öğretmeni de ama hani dili ve İngilizcenin kendisini de sorgulamak ve tüm dilleri aslında yani o diller arasındaki hiyerarşiyi çok dilliliği, Çok kültürlülüğü yani ingilizceyi fetişize etmeden dil öğretmek bence ayrı bir sorumluluk diye düşünüyorum. Yani dil ve iktidar ilişkisi de ingilizce öğretmeninin düşünmesi gereken bir şey [As an English teacher, I think it is a responsibility to question the language and English language itself, and to teach all languages without fetishizing English the hierarchy between those languages, multilingualism, multiculturalism, that is, English. In other words, the relationship between language and

power is one of the things that an English teacher should consider].” (Yeliz, interview).

Everything is a matter of language: In terms of language and its relation with any topic we experience in daily life, we can make anything as a matter of language. Our expertise in language allows us to analyze and understand almost anything, making it easy for us to identify problems. It's a fact that language has a significant impact on everything. According to Yeliz, the same teacher educator, in addition, claims that as language teachers, we have many advantages in discussing various topics.

She stated that:

“dil öğretmeni olarak her şeyi dili konusu olduğunda çok fazla avantajımız var diye düşünüyorum. Yani her şeyi konuşabiliriz. Her şeyi problematize edebiliriz. [“I think as a language teacher we have a lot of advantages when it comes to the language of everything. I mean we can talk about everything. We can problematize everything.]” (Yeliz, interview).

English language as a transdisciplinary social science field: A teacher educator from Venus University also stated similar claims regarding the English language as being a transdisciplinary social science field. Recep, a teacher educator from Venus University's ELT department, believes that the English language holds a unique position among other fields as a transdisciplinary social science. He states that language can mostly be considered as social science because it offers a lens through which to view life. Recep suggests that teaching language requires collaboration with other disciplines, making it a unique and challenging field. He, on the other hand, boosted his field English Language teaching and languages that:

“Branşlar içerisinde ben daha özel bir yeri olduğunu düşünüyorum. Çünkü dilden daha sosyal bir bilim olmadığını düşünmüyorum. Bütün yani hayatın içerisinde dil olması yönüyle hayatı okuyarak bir anlamda yaklaşım sergilemiş oluyorsunuz. Bu da İngilizce öğretmenliğini biraz farklı kılıyor, yani dili öğretmek demek dediğim gibi farklı disiplinlerle beraber çalışmayı gerektiriyor.” [I think it has a more special place among the branches, because I don't think there is a more social science than language. In a sense, you have an approach by reading life in the

sense that it is language in life. This makes English teaching a little different, I mean, teaching language requires working together with different disciplines, as I said.] (Recep, interview).

One of the teacher educators at Mars University, Serhat, acknowledged that the English language is a social science field that spans across multiple disciplines by stating: our field is something different than being a teacher of Mathematics or social sciences, because we are teaching to communicate within and the outside of the classroom.

Derya claimed that ELT and the teaching profession was seen a prestigious job in 80s and 90s in Turkey however it lost its reputation in current society. She uttered that there is a high reputation of the teaching profession in old and good times in contrast to the current situation. She mentioned that although it is somewhat like that her father want her to be a teacher rathe than being a governor maybe because of his approach to gender roles, becausehe think that teaching is suitable for females but being a governor is not suitable and seen suitable for a woman for a career to be pursued by the society.

...öğretmenlik mesleğini seçtim, benim lisede hocalarım hep sınıfta bir İngilizce öğretmeni görüyoruz derlerdi o zaman Anadolu liselerinde hazırlık eğitimi çok güçlüydü, hazırlık eğitimi almıştım işte sen İngilizce öğretmeni olmalısın ki ben siyasal bilgileri istiyordum, babam da ona karşı çıkıyordu, eşşek sırtında kaymakam mı olacaksın dedi ısrarla... ("...I chose the teaching profession, in my high school my teachers would always say we see an English teacher in the class, at that time preparatory education was very strong in Anatolian high schools, I had preparatory education, you should be an English teacher, I wanted political science, my father was against it, he insisted that you will be a district governor on the back of a donkey"] (Derya, interview)

4.1.2. English Language Teacher Education (ELTE) in the Turkish higher education context

History: Education institutes period in Mars University. History of Mars University: It has functioned as purely a teacher education institution. Its foundation goes back to the 1920s and especially after the 1980s there was a

sharp turmoil/change in its constitution of structure and status. Besides, the faculty and its members dramatically changed, but the department had not changed much, as one of the participants, Serhat, from Mars University claimed.

The faculty and its members have undergone a significant transformation, with a new group of individuals holding diverse political views being appointed to the newly established Faculty of Education. Upon closer examination, the impact of this change is clearly visible. Teacher educator Serhat from Mars University provides a detailed historical background of the institution and its department, offering valuable insights into English Language Teacher Education (ELTE) within the broader Turkish higher education landscape and specifically at Mars University. Serhat's thoughtful and informative presentation is sure to pique the interest of anyone seeking to learn more about this important topic. With an optimistic and enthusiastic tone, Serhat's sincerity and positivity shine through as he shares his expertise.

Serhat voiced that:

“ Mars üniversitesinde 80li 90lı yıllarda görev yapmış bazı öğretmen eğitimcilerinin isimlerini sayıyor Bu ekip seksen sonrası Mars yerleşen ekiptir. Bundan önce ise Mars Üniversitesi daha bir öğretmen okulu. Üç yıl süresi biliyorsun zaten.... [” He lists the names of some teacher educators who worked at Mars University in the 80s and 90s... This is the team that settled in Mars after the eighties. before that, Mars University was just a teacher training school. You already know it is a three-year institution at those times...]” (Serhat, interview).

Doxa: Serhat also further adds that regarding the doxa and habitus of Mars University, he claims that Mars University is an inbred institution, and considering its doxa in selecting faculty members, he explains that what kind of a teacher educator would offer various main courses in the department, he shares the core mentality of the process of assigning courses in the ELT program, that is, how the course allocation process occurs in that institution among teacher educators in the ELT program regarding especially Methods courses based on whether or not they are inbred. He explained the doxa in such a field.

Serhat stated that:

“Mars inbred okuludur. On yılda bir iki asistan seçer kendi öğrencilerinden. Onları metod hocası yapar. Ama onun dışında bak bu da identity işte onun dışındaki ya da benzeri edebiyat hocalarını dışarıdan alır. Böyle bir kuralı vardır. Bu sayede öğretim metod derslerimiz kültür aktarımını yapıyoruz.... Hatta asistansanız metod.... Mars'ta asistansanız metodçusunuz demektir. Herkes öyle bilir. Şeyi alırız yani dışarıdan doktoralı bir sürü gelir başlar gider, diğeri gelir. Ama onlar işte linguistics, öğretmen kökenli değilse metod dersine girmez gibi. Bu da benim biraz CV'mi de oluşturuyor aslında..... [Mars is an inbred school. Every ten years it selects two assistants from its own students. It makes them method teachers. But other than that, look, this is identity too, and other or similar literature professors are outsourced. It has such a rule. In this way, our teaching method classes are doing the transfer of culture.... Even if you are an assistant, method.... If you are an assistant at Mars, you are a methodist. Everyone knows it like that. We get a lot of PhDs from outside, one comes and goes, and another comes and goes. But if they don't have a background in teaching or from linguistics area, they don't offer method courses. This is also a bit of my CV, actually]” (Serhat, interview).

Another teacher educator, Derya from Venus University, similarly stated that during her Bachelor studies, her teacher educators also directed her to continue in MA and Ph.D. studies in their own institution. Derya said that:

“beni hocalarım lisansüstü eğitimi çok yönlendirdi ama kendi kurumlarına yönlendirdiler hep..[my professors directed me a lot to graduate education, but they always directed me to their own institutions' programs]” (Derya, interview).

Another teacher educator Meltem from Mars University, although not directly expressing the inbreeding, mentioned that she had many problems in the institutions regarding the appointment procedures stating that:

“....Doktorayı tamamladıktan sonra sancılı kısımlara geçiyorum. Akademik kısımlarla devam etmek istiyorum. Çünkü çok çektim. çok şeyler yaşadım....Velhasıl doçentliğe hazırlandım. İşte 2021 Ocak'ta da doçentliğimi aldım. Daha sonra rektörlükte de görevlendirmem oldu...[After completing my PhD, I move on to the painful parts. I want to continue with the academic parts. Because I suffered a lot. I went through a lot of things.... In short, I prepared for associate professorship. And in January 2021, I received my

associate professorship. Then I was also appointed to a position in rectorate.]” (Meltem, interview).

Politics: Another important point to explain here is that the 1980’s coup d’état occurred in Turkey. It has tremendous effects on Mars University. As Serhat explained in the interview, we need to consider Turkey’s general political agenda and the situation in the 1980s after coup d’état and how it affected various things in the country. 1980’s coup d’état obviously and directly affected many institutions, and the universities are not the exception in that sense (see, Bekaroğlu & Barnes, 2021), so Serhat further gives various ethnographic data and knowledge and shares his observations and experiences in Mars institution and stated that;

“Mars’ı önce anlamak için dediğim gibi şeye bakmak gerekiyor. Seksen öncesi çok farklı bir Mars var. Seksen sonrası çok farklı bir Mars var. Çünkü hani derya içre balık misali akvaryum değişti. Balıklar değişti, kurumlar değişti. Kurumlar değiştirildi, bilerek değiştirildi. Ama şöyle etnografik bir data vereyim sana. Mars’ta iki tür eleman bulursun. Öğretim elemanı anlamında. Ekstrem derecede Mars’ın 26’dan 44’ten bizim bölümde genel kültürü devam ettiren akademik yetkinliği olan kişiler de vardır. Ama orada olmaması gereken kişiler de vardır ve bu aradaki mesafe çok yüksektir.... [As I said, in order to understand Mars first, we need to look at this. There is a very different Mars before 80. There is a very different Mars after 80. Because the aquarium has changed, like a fish in a sea. Fish changed, institutions changed. ---being a stranger than a fish which is a part of sea, But doesn't know anything about it., Institutions were changed, they were changed deliberately. But let me give you some ethnographic data. You find two types of staff at Mars. In terms of academic staff. There are also people with academic competence who maintain the general culture in our department from 1920s, from 1944. But there are also people who shouldn't be there and the distance between them is very high...]” (Serhat, interview)

Meltem similarly, stated that there are various differences among teacher educators in terms of teaching style at Mars University. She further commented that:

“...Günlük hayata aktarabilecekleri konular, uygulayabilecekleri konular öyle sadece simple present tense kurallarını vermek vesaire değil yani. Durumumuz...Tabii bunu da yine Mars ELT’de sadece ben çalıştım. Çünkü bizim hocalar serbest. Onu söylemek istiyorum. Dersine işte o iki saatlik staj

görüşmesini yapan hocamız var. Çok sık yapmayan hocamız var konular bakımından konu işlemeyen hocamız da var. Sadece toplayıp genel bir not giren de var yani..... [Topics that they can transfer to daily life, topics that they can apply, not just giving the rules of the simple present tense and so on. Our situation... Of course, I was the only one who worked on this at Mars ELT, because our teachers are free. I want to say that. We have a teacher who does that two-hour practicum interview. There are teachers who do not do it very often, and there are teachers who do not cover topics in terms of required subjects. There are also those who just add them up and give a general grade].” (Meltem, interview).

In a similar manner, Teoman from Mars University, by expressing his ideas from his experience getting his Bachelor's in the same institution (Mars), mentioned that at that time, his mentor teacher educator was a tough one, but he remembers that he learned many things from him and he was a soft-hearted person. He stated that:

“....başlangıçta seçim bu ama burada öğretmenlik mesleğine başladığımda ya da okurken rol model olan hoca da vardı. Kimden en çok etkilendim? Bu az önce konuştuğumuz öğretmenlik mesleğini alan eğitimi veren hocamdan ve staja götüren hocam çok disiplinli idi. Çok katıydı ama katılık bizim için yüreği çok temiz ve saftı ama mesleki anlamda katıydı...[This was the choice at the beginning, but there were also teachers who were role models when I started teaching or when I was studying. I was most impressed by my teacher who gave me the training for the teaching profession that we just talked about, and my teacher who took me to practicum was very disciplined. He was very strict, but his heart was very clean and pure for us, but he was strict professionally.] (Teoman, interview).

However, in Jupiter University, there is another story going on, starting from its foundation years in 1980s. Impactful effects of faculty members from literature and linguistics fields on the department's foundation are still visible when the program offered in that ELT department is examined. There are currently many courses offered related with the English literature and the linguistics in the undergraduate program which is something highly different from other cases and universities' ELT departments located throughout the country. Through the years, these faculty members involvement has widely affected decisions regarding the English language teaching program, and eventually the department's habitus, and doxa and the agents' identity. Furthermore, these faculty members who come from English literature and linguistics origin, I mean, their BA, MA, and or Ph.D. degrees are not from ELT and they are not accepting to be entitled as teacher educators and their expectations and

understanding of an effective/ideal teacher is somewhat different from other teacher educators in the department. So, what I mean saying that is depending on the interviews I have conducted, there is an overtly seen tension among these faculty members in terms of program renewal, what kind of courses are needed to train effective pre-service teachers in that program, what kind of characteristics and identity should be fostered and how are among such kind of contested issues in Jupiter university ELT department. This, on the other hand, might be seen as a strength of the institution to some extent, as even some pre-service teachers stated that they chose that program because of its uniqueness. Even some teacher educators from the department (see; Pelin's quotation below) also stated similar claims, while the majority of them have other negative concerns regarding that.

In that sense, Pelin from Jupiter University supported her claims such:

Başlangıç olarak bizim bölümümüz aslında eğitim fakültesine bağlı değildi. O zamanlar edebiyat olarak açılmıştı ve Eğitim Fakültesi daha sonradan kurulduğu için daha sonra eğitim fakültesine bağlandı. Fakat bizim edebiyat programlarımız ve edebiyat master doktora işte programımız ve edebiyat derslerimiz yoğunlukla devam etmeye başladı. Bunun da ben açıkçası öğrencilerimize fayda getirdiğini düşünüyorum. Çünkü Edebiyat da dilin çok önemli bir birleşeni. Ve aynı zamanda öğrencilerimize çok beceri kazandırıyor. Yani dünyayı anlamaları için işte...[...In the beginning, our department was not actually affiliated to the faculty of education. At that time, it was opened as literature, and since the Faculty of Education was established later, it was later affiliated to the Faculty of Education. But our literature programs and literature master's and doctorate program and literature courses started to continue intensively. I honestly think that this is beneficial for our students because literature is a very important component of language. And it also gives our students a lot of skills. I mean, for them to understand the world...] (Pelin, interview).

In a similar manner, Elif, a pre-service teacher from Jupiter University stated that by emphasizing the importance of the literature courses in the program which she supports:

"...edebiyatçılar var tabii de bir taraftan. Evet onlar da kalabalık sonuçta yüksek lisans bölümü de var...Edebiyat derslerimiz de var. İster istemez onlarda bir ağırlık oluşturuyor. Edebiyat derslerinin aslında ben gerekli olduğunu düşünüyorum. Yani dil bilim dersleri belki ama bence öğrenciler içeride ikiye ayrılabilir dil bilime ağırlıklı olarak çalışmak isteyen öğrenciler

ve tam olarak öğretmen olup öğretmenlikle ilgilenmek isteyen öğrenciler şeklinde...["...of course, there are literary professors on the one hand. Yes, they are also crowded, after all, there is a graduate program in English literature...We also have literature courses heavily. It inevitably creates a weight in them. I think that literature courses are actually necessary. I mean, maybe linguistics courses not much, but I think that students can be divided into two, students who want to work mainly on linguistics and students who want to become teachers and be interested in teaching...]. (Elif, interview).

Institutional habitus: Regarding the institutional habitus of Mars University, Serhat further shares his ideas as such; he states that although he believes that he has taken a great education in the Mars University ELT department as an undergraduate student, there are various problems, and he first claims that there is a difference between Jupiter and Mars university regarding having similar faculty member in terms of competence, and while the distance among teacher educators is high in Mars, however in Jupiter university he claims that there is not such a distance and it has faculty members with a similar level of academic competence. He also makes a comparison and explains that as having a cancerous cell in a body, and making an analogy and stating a well-known city garbage dump in Ankara, he asks how much that situation affects you and how difficult it is. Lastly, he affirms that Mars University English Language Teaching Department trains good English teachers, but they live in extremes.

He stated such claims in such a long direct quotation:

“...bizim bölümde genel kültürü devam ettiren akademik yetkinliği olan kişiler de vardır. Ama orada olmaması gereken kişiler de vardır ve bu aradaki mesafe çok yüksektir ...Jupiter üniversitesini ben iyi bilirim. Mesela Jüpter’de bu mesafe yüksek değildir. Harika. Ama evet yakın ama bunun avantajları da var. Dezavantajları da O kadar basit değil. Aynen. Jupiter değilse Marsta ise şöyle bir durum var. İngilizce Öğretmenliği bölümünü biliyorum ve onu konuşabilirim. İngilizce öğretmenliği bölümünde ben çok iyi bir eğitim aldığımı düşünüyorum. Lisans eğitimi anlamında. Çünkü hepimizde aynı güdü var. Milli Eğitim Bakanlığı beni çağırdığında bu bütçeli bir proje mi diye sormuyorum. Gerçekten 2007 yılından beri bakanlığa çalışıyorum. Yine çağırsalar yine giderim. Bu devletçiliktir. Bu ülkeni sevmektir. Bunu birçok sıfatla tanımlayabilirsin. Mars İngilizce’de bu hava var. Hocalarımın Türkçe konuşurken özellikle Türkçe kelimelere dikkat etmesi genç cumhuriyetin, Atatürkçü cumhuriyetin aydın modern, çağdaş cumhuriyetin yansıması olan bir

*eğitim aldığını düşünüyorum. Ama tabii ki bunu şöyle bir açıklamak gerekiyor. **Kanserli bir bedende ya da işte Mamak çöplüğünde ne kadar az kokar ortam o koku seni ne kadar etkiler, ne kadar zorlar?** Mars Üniversitesi İngilizce Öğretmenliği Bölümü o anlamda bence iyi İngilizce öğretmeni yetiştiriyor diyebilirim ama extremler içinde yaşıyoruz. Yani standartlardan bahsetmem benim için çok kolay değil. [...in our department there are people with academic competence who maintain the general culture. But there are also people who should not be there and the distance between them is very high...I know Jupiter University well. In Jupiter, for example, this distance is not high. That's great. But yes, it is close, but it has its advantages. The disadvantages are not so simple, either. Exactly. On Mars, if not Jupiter, there's a situation like this. I know the English language teaching department and I can talk about it. I think I got a very good education in the English teaching department, in terms of undergraduate education. Because we all have the same motive. When the Ministry of National Education calls me, I don't ask if this is a project with a budget. I have been working for the ministry since 2007. If they called me again, I would go again. This is etatism. This is loving your country. You can define it with many adjectives. Mars has this in the English department. When my professors speak Turkish, they especially pay attention to Turkish words, and I think that they receive an education that reflects the young republic, the Kemalist republic, the enlightened modern, contemporary republic. But of course, we need to explain it like this. In a body with cancer or in the Mamak garbage dump, how much less does that smell affect you, how hard does that smell affect you? In that sense, I can say that Mars University English Language Teaching Department trains good English teachers, but we live in extremes. So it is not easy for me to talk about standards.] (Serhat, interview).*

A pre-service teacher from Jupiter University, Ahu, stated that; there is a kind of collective consciousness at that university, and it creates a collective mindset, collective consciousness in students on the campus, and this is one of her actual sources of motivation to select that institution. She even claims that there are various social opportunities (student clubs, festivals, social gatherings, etc.) that matter and can create such kind of a community here in that university in that case and she also made a comparison between theory and practice being an openness to create a time for searching for new things and even you can in this habitus you can use your own way of doing things, you can state your ideas against to your teacher educators and the media and the society also another points to consider here while she's deciding what which university to come as a bachelor. She said that there are a number of inequalities in terms of COVID-19 to illustrate, some have fiber optic internet connection while others do not have

access to high speed internet connection. She also made a good deal of positive comments regarding teacher educator at her departmental mentor teacher. Additionally, she claims especially regarding the program and the curriculum and the courses taken there, that even though Educational sociology has been a tough course for her with tough materials in it, it has also prove d to be a great opportunity for her. Lastly, prior knowledge is also important she claimed in this interview:

“.....Sosyoloji okumaları birinci sınıf öğrencisi için bence ağırdı. Çünkü birinci sınıfta şimdi liseden gelen 1 öğrenciyi göz önünde bulundurarak değil, ingilizce chat okuması yapmak, Türkçe okuma yapan 1 öğrenci bile değil. O yüzden onu disipline edilmek biraz zorlayıcıydı. Ama mesela çok bazı kilit noktaları hatırlıyorum. Derste mesela bu konum videolarını izlememiz olsun. Mesela Charlie chaplin birşeyini izlemiştik.....[I think the sociology readings were heavy for a first-year student. Because in the first grade, not even considering the student who comes from high school now, not even that student who does not reading in English, not even that student who reads in Turkish. So it was a bit challenging to get it. But for example, I remember some very key points, like in class, for example, we would watch these location videos. For example, we watched something related with Charlie Chaplin .]” (Ahu, interview).

Dilek, a teacher educator, further stated that regarding Jupiter University and its institutional habitus and being a research university, she criticized:

“Jupiter araştırma üniversitesi değil de bu unvan verilince mi. Öyle mi öyle değil, yani onun için şey, bu unvanlar zaten öyle olanlar için çok bağlayıcı da değildir. Değişikliğe gitti. Ama yani devletten daha çok destek alıyorsa alıyorsunuzdur falan ama ben görmedim. Yani böyle bir destek alıp bunu kullanın falan filan görmedim. Belki şey de olabilir yani ne bileyim daha çok destek geliyor dur daha çok BAP destekleniyordu falan gibi şeylerde onun için ben çok büyük bir değişiklik olacağını zannetmem. [Jupiter is not a research university but when you are given this title, it comes to that? It is or it is not, so for it, well, these titles are not very binding for those who are already like that. It has been changed. But I mean, if you get more support from the state, you get more support, but I haven't seen it. I mean, I haven't seen such support and use it or something like that. Maybe it could be something like, I don't know, there is more support, more project support, etc., so I don't think there will be a big change.” (Dilek, interview)

A pre-service teacher from Jupiter University expressed his ideas on the institutional habitus and how it is received by society. He mentioned various comments he

received when he says he is studying in Jupiter University's ELT department; some say that, Ok you will learn being a leftist there. Such comments show that Jupiter University is mostly labeled as an institution that supports leftist ideology, which is a well-known understanding around most of the people all around Türkiye because of many demonstrations and marches that have been occurring on the campus of Jupiter University. Actually, most of such demonstrations happened in 1970s, which the country had undergone many ups and downs in the political sphere and space and severe conflicts between the left wing and right wing, mostly known as the turbulent years of the country (see, Yüksek, 2022; for more regarding the historical period of Jupiter university and the turbulent years; see Çalışkan, 2015; for the history of Jupiter university from 1956-1980).

*Siyasi yorumlar daha çok eleştiriler yapılmıştı üzerimde. işte öğretmenlik okuyorum dediğimde de hani işte tamam sen orada öğrenirsin işte böyle solcu solcu fikirler de Çocukları da yetiştirirsin, ona yakın yorumlar oluyordu. onun haricinde İngilizce öğretmenliği bölümüyle ilgili, yani Jupiterde okuduğum için çok fazla şey eleştiri almıyorum. Ama sadece İngilizce öğretmenliği bölümü dediğimde genelde bunun kolay bir meslek olduğunu, en iyisi dediğim gibi işte garanti bir meslek olduğunu, iyisiniz devlete işte kapağı attınız mı? Üç ay tatiliniz var. Bir şey yapmıyorsunuz. İşte yatarsınız, canım ister ders işlersiniz istemezse işlemezsin gibi yorumlar alıyorum ama bu bölümle alakalı Jupiter olduğunu söylediğimde genelde bu eleştiriler yapılmıyor tabii....[When I say that I am studying English language teaching at Jupiter, you know, okay, there are various comments I receive such as; **you will learn there being a leftist**. Other than that, I don't get a lot of criticism about the English teaching department, because I'm studying at Jupiter. But when I just say English teaching department, I usually say that it's an easy profession, that it's a guaranteed profession, like I said, you're good, did you get a job in the state? You have three months' vacation. You don't do anything. You sleep at work, I get comments like you can teach if you want, but when I say that I am studying in and the department, these criticisms are not usually made, of course....] (Uğur, interview).*

Various studies conducted in the same context claim mostly the only English language teaching aspects, and partly they refer to the pedagogy courses of the program. However, especially at Jupiter University, I have interviewed nearly all of the teacher educators who offer any pedagogy course situated in the formal curriculum of this program. At the Department of Educational Sciences at Jupiter University, I have gained insight on various aspects to discuss here, such as; the

educational sciences department is highly esteemed and mostly seen as the core unit of the faculty of education because it was founded in the 1960s and served as a department to all university departments offering various courses and activities at that time, with the restructuring the faculty of education at Jupiter university is founded by CoHE in 1982 and there were many criticisms and resistance received from other faculty members and the general community of Jupiter university, maybe because of the location of the faculty building is still one of the remotest points when the center and the main buildings of Jupiter University considered, the pre-service teachers highly criticized that they are constrained only to some activities and they cannot reach easily reach to the cafeteria for lunch, even the library is located another part / corner of the campus and is far away from education faculty .

4.1.3. Role of the Council of Higher Education (CoHE) as a decision-making institution

The third category under the theme ELT as a Field aims to illustrate the role of the Higher Education Council (CoHE) as a decision-making institution and how it functions in the field. Firstly, until 2020 CoHE has functioned as the main and the only authority that decides almost everything regarding the education faculties and its program until the delegation of its authority to education faculties (see; Tican-Basaran et al., 2022 for regarding the delegation authority process) in developing their own curriculum. 1997, 2007, and 2018 programs of general teacher education departments and also the program for English language teaching were developed by CoHE, and they have been used in the programs throughout the country with minor changes if that change is possible. Regarding that authority and its effects, some studies claimed that the quality of teacher education has been impacted by centralized political influence from CoHE policies, which limit course flexibility at the local level (Çakıroğlu & Çakıroğlu, 2003; CoHE, 2007a).

Teacher Education Curriculum (curriculum/program -before 1997, -1997, -2006 - 2018): Regarding the teacher education curriculum in Turkey, CoHE has taken various decisions and made some policy and curricula changes in the teacher education context. In terms of this present study, such changes that affected the

English language teaching programs are changes that happened in 1997, 2006, and 2018. In these years and in each of them, a new curriculum became effective in teacher education programs throughout the country. So, in the interviews, most of the teacher educators compared the curriculum of 1997, 2006, and or 2008, and among them, a high number of teacher educators favored the 2006 program, and most of them highly criticized the 2018 program, which they find not suitable for their context and their style of teaching. The most received criticism regarding the 2018 program is the class hour allocated to the pedagogical courses from the teacher educators of Educational Sciences.

On the other hand, most of the teacher educators started their career after 1997, and so as teacher educators, they did not mention much about what it is like before the 1997 program and mostly took their bachelor's degree during that period.

Yeliz from Jupiter University, regarding the curriculum change that happened in 1997, criticized that change mostly because of omitting various courses such as Educational Sociology and stated that:

"...daha önce olan eğitim sosyolojisi dersleri falan kaldırılmış curriculum dersi kalkmış. Mesela nasıl kaldırıyorsun, nasıl yani? Çok temel bir şeyini öğretmenliğe bakış açısını çok temel bir kilit taşı oradan alıyorsun. Yani o kavram olmadan mezun ediyoruz öğrencilerimizi...[...the sociology of education courses that were there before were removed and the curriculum course was removed in the program. For example, how do you remove it, how do you mean? You take a very basic thing, a very basic perspective on teaching, a very basic keystone from there. So we graduate our pre-service teachers without that concept/understanding...]" (Yeliz, interview).

Dilek from Jupiter University made another criticism regarding the teacher education program and its main aim to train what kind of teachers, the program's main aim to train not for any state school but other levels, such as university level, for adult learners and to what level they are mostly hired by mainly explaining her own experiences in her doctoral dissertation study.

"Şimdi aslında hiç anlamı yok, ...öğretmenliği programlarına yök tarafından yapılan programın. Amacı ilk orta, lisede ihtiyaç duyulan öğretmeni

yetiştirmek. Fakat ingilizce öğretmenliği için şöyle bir şey var, ülkemizde üniversitelerin hazırlık sınıfları olduğu için ve modern diller bölümleri olduğu için ve bunların da öğretmene ihtiyacı olduğu için. İster istemez öğretmen yani mezunlarımız buralarda da çalışıyordu. 3-4 sene öncesine kadar şimdi doktora tezimi kendi bölümümün programın ne kadar başarılı olduğu üzerine yapmışım ve işverenlerle mezunlarla görüşmüştüm onu yaparken. Hedef aldığım mezun grubundan aldığım bilgiye göre, bizim % 53 civarında mezunumuz üniversitede çalışıyor..["Now there is actually no point, ...the program made by CoHE for teacher education programs. Its aim is to train the teachers needed in primary, middle and high schools. But there is something like this for English language teaching, because universities in our country have preparatory classes and modern languages departments and they need teachers (instructors), as well. Inevitably, teachers, that is, our graduates were also working here. Until 3-4 years ago, I did my doctoral thesis on how successful the program was in my department and I interviewed employers and graduates. According to the information I received from the group of graduates I targeted, around 53% of our graduates work at universities.]” (Dilek, interview)

4.1.4. Program

Under this category, some teacher educators make highly important criticism regarding the program implemented in 2018 mandated by CoHE and one of the main effects of this program on the pre-service teachers they observe is that it negatively affected language proficiency.

Negative effects of the 2018 program on language proficiency: Dilek from Jupiter University complained about the language education in public schools in MoNE. She had big concerns related to language development and the students who were attending these language teacher education programs. She explicated in detail as follows:

“Bir kere ingilizce seviyesi öğretilen ingilizce seviyesi çok farklı. Şimdi o ... içinde ben liseye öğrenci mi soktuğum zaman çocuk sadece öğretmeni izlemiyordu, dersi de izliyordu. Bana diyordu ki hocam kelime öğrendim ya bugün diyordu yani çünkü ingilizce seviyesi C1 olan öğrenciler var. Orada ama milli eğitimde o şekilde değil. aktaran bir şeyleri yürütüyorsunuz. Fakat bundan da sorumlu olan gene mili eğitim bir Anadolu lisesinde mesela itiraz haktır. Anadolu lisesine giren çocuğun zeka seviyesi belli bir düzeyin üstünde demektir ve ben şeye inanıyorum. Yani çocukları zorlamak ki insanları zorlamak gerektiğini inanıyorum ben. Yani kuş da kedi diye bir şey var. Ne kadar çok sınırları zorlarsanız ne kadar şey yaparsınız? Kapasitelerini o

kadar artırırılar ama öyle bir şey olmuş ki Anadolu lisesinde çocuklar ingilizce dersinde matematik sorusu çözmek istiyor. Yani şimdi benim öğrenci buraya gittiğinde hangi öğretmenlik becerisi bu kazansın? Yani bunu kazansın değil yani olay şimdi bunu denetleyen 1 şey olursa şimdiden söylemeliyim. Bu arada bir ingilizce öğretmeni olarak ingilizce bu kadar önemli mi? Ben cevabını hayır olarak vermek istiyorum. Yani herkes ingilizce öğrenmeli çok iyi olur ama öyle bir şey ki biz herkes sular seller gibi konuşun diye yola çıkarız. Ama herkes A1 seviyesinden öteye gidemiyor gibi bir durumla karşı karşıyayız. Hedefe bence çok gerçekçi koymuyoruz.... ["First of all, the level of English taught is very different. Now in that ... when I took my student to high school, the child was not only watching the teacher, he was also watching the class. He would say to me, "Hodja, I learned vocabulary today," because there are students whose English level is C1. There, but it is not like that in national education. But national education is also responsible for this. In an Anatolian high school, for example, objection is a right. The intelligence level of a child who enters an Anatolian high school is above a certain level and I believe in this. I mean, I believe in forcing children, I believe in forcing people. I mean there is such a thing as a bird and a cat. The more you push the limits, the more you can do? The more you push the limits, the more they increase their capacity, but there is such a thing that children in Anatolian high schools want to solve math questions in English class. So now, when my student (in practicum course) goes there, what teaching skills will he/she gain? I mean, it's not that he/she will gain this, I mean, the point is that if there is something that monitors this, I should tell you in advance. By the way, as an English teacher, is English so important? I want to give the answer as no. I mean, everyone should learn English, it would be very good, but it is such a thing that we set out that everyone should speak it like native speakers. But we are faced with a situation like everyone cannot go beyond A1 level. I don't think we set a very realistic target...."] (Dilek, interview)

97 reform- neoliberal effect on teacher education: Yeliz from Jupiter University made negative comments regarding that reform by mainly taking into account its neoliberal and technicist approach to teacher education, and she commented that:

"97 reformuyla so called reformla dünya bankası'ndan etkisiyle iyice bir standartlaştırma iyice bir teknisyen leştirme amacı güdülmüş gibi geliyor bana...neoliberal mantık baya içselleştirilmiş, yani bunu da övünülecek bir şey gibi yazmışlar. Bölümlerin kapatılması eğitimlerin bazı lisans programını kapatılması da böyle.Yani o yüzden onu ben teknisyenler ettirilmiş bir sistem olarak görüyorum. Ben Dünya Bankası ve bizim yök ve içerideki hocaların girişimiydi...["With the so called reform of '97, it seems to me that with the influence of the World Bank, the aim of the reform was to standardize and technicize...the neoliberal logic was very much internalized, so they wrote it as something to be proud of. The closure of departments, the closure of some undergraduate programs of education is also like this. So I see it as a system

that has been made technicians. I was an initiative from the World Bank and our CoHE and the professors inside...[Yeliz, interview).

Practicum courses: Practicum is an essential component of teacher education programs, but some educators resist it. Pre-service teachers have various experiences during field practice, including distancing from public schooling. However, practicum courses provide valuable opportunities for gaining practical knowledge. In addition, the pre-service teachers stated that they gain various invaluable knowledge in practicum courses which provide them a field they can see their own potential. Yeliz from Jupiter University uttered that the practicum might be only an indispensable aspect and part of the program.

Practicum as an indispensable course of the program: Regarding that point Yeliz explained her experience and how she approached that issue in her institution throughout the years. She uttered that:

“Staj dersinden başlayayım. O olmazsa olmaz 1 ders hani her dersi atabiliriz stajı atamayız falan gibi bir yapısı var. ...Şimdi bu dönem için söylüyorsak bu dönem öğrenciler staja online olarak devam ediyorlar. Faydası var mı yok mu kısmında? Tabi biz devletin devlet okulları ile çalışıyoruz. Yani MEB'e bağlı okullarda çalışıyoruzçünkü MEB öğretmenlerin 24 saatlik bir programa gitmesini, sertifika almasını ve mentor olmasını istiyorlar. Şimdi böyle oldu. Özel okullar da 24 saat öğretmeni göndermek istemiyor ve biz mesela ben XXX koleji ile çalıştırmak istersek de o imkanı kaybettik. O dönemdeki stajla daha sonra çalıştığım dönemdeki Milli Eğitim okullarındaki staj arasında bence dağlar kadar fark var... [“Let me start with the internship course. It is an indispensable course. It has a structure like we can skip every course, but we cannot skip the internship. ...Now, if we are talking about this semester, this semester students continue their internship online. Is there a benefit or not? Of course, we work with the public schools of the state. That is, we work in schools affiliated to the Ministry of National Education, because the Ministry of National Education wants teachers to go to a 24-hour program, get a certificate and become mentors. This is how it is now. Private schools also don't want to send teachers for 24 hours and if we want to work with XXX college for example, we lost that opportunity. I think there is a huge difference between the internship in that period and the internship in National Education schools when I worked later...” (Yeliz, interview)

Derya from Venus University on the other hand, supported Yeliz by stating that:

“...öğretmen kimliği oluşmasında staj eğitimi çok çok önemli bütün teorik eğitim bir yana o tek sene o gerçek öğretmenlik yaptıkları kurumlardaki deneyim öte yanda diyebilirim... [“...I can say that internship training is very important in the formation of teacher identity, aside from all the theoretical education, that one year experience in the institutions where they actually teach is on the other side...”](Derya, interview)

Teacher educators' resistance to practicum course: In addition Yeliz also mentioned that although the practicum is highly crucial, some teacher educators resist to that component of the curriculum.

“... öğretmen eğitimcilerinin kısıtlamak istemesi ile bence çok ilgisi var. Çünkü şeyde de gelmiş yani yok. Programda filan da bunu aslında 3 uygulama dersi falan getirmişler ama fakülteler o kadar şey yapmışken 3 uygulama istemiyoruz Sonra giderek azalarak devam eden bir süreç bu ve dördüncü sınıfa hapsedilmiş. Şimdi de mesela 6 saat diyorlar ama biz öğrencileri 4 saat zor gönderiyoruz. Bir şekilde ya programlarına uymuyor hocaların, çok isteksiz var. İki günü bölündü diye çok kapris yapıyormuş falan, Yani uygulama, zaten çoğu öğretmen olmak istemiyor. Böyle bir şey var mı?” (Yeliz, interview)

4.1.5. Institution

Under this category there are various codes emerged such as; *Meso and micro level policy of the institution, Field of study, Habitus, History and doxa*. Each code is explained one by one in each institution and how it works in such an environment.

Jupiter University (international institution): The teacher educators in this university mostly claimed that the university's department is something like a mixture of ELT, English Literature and Applied Linguistics in one department altogether and it brings a uniqueness. In addition, most of them also emphasized this institution is an international one that includes international students and offers such an education that their graduates at the end of their program would have similar competences of such well-known international universities and they might even work as an EFL teacher all around the world, they are so determined to provide such a well-designed and current program to their pre-service teachers.

As a teacher educator, Gül from Jupiter University stated:

“araştırma becerilerine sahip olması da gerekiyor, Jüpiter’deki verdiğimiz eğitim bizim ile diğer eğitim fakültelerine kıyasladığımda burada öğrenciler herhangi bir problemle karşılaştıkları zaman problemi nasıl çözeceklerini çözebileceklerini dair bir yol haritası kazanarak mezun oluyorlar...[they need to have research skills, as for preservice students they need to have research skills, when I compare the education we provide at Jupiter with other faculties of education, students here graduate with a road map on how to solve the problem when they encounter any problem...]” (Gül, interview).

Gül also claimed that they are also providing various opportunities to pre-service teachers to be an individual and teacher who continue and believe in ongoing professional development and as she stated, it is one of the strengths of the department at Jupiter University:

“kendilerini mezuniyetten sonra da ongoing professional development a gerçekten inanmış ve bu konuya kendini adanmış bireyler olmaları yönünde bir yol haritasına sahip yada bunu nasıl ve ne şekilde gerçekleştirebileceğini bilen kişiler olarak yetiştirmeye çalışıyoruz ve her zaman kendilerini geliştirmek için bir istek duyan ve bu motivasyonu kazanan, kazanan kazanmış bireyler olarak yetişmeleri için ön ayak oluyoruz diyebilirim [“I can say that we are trying to raise them as individuals who really believe in ongoing professional development after graduation and who are committed to this issue, who have a road map or know-how and how to realize it, and I can say that we pave the way for them to grow up as individuals who always have the desire to improve themselves and who have gained and pursue this motivation]” (Gül, interview).

Pre-service teachers aim to be a researcher, have an MA & PhD: In Jupiter University, most of the pre-service teachers stated that rather than being appointed to the state schools and aiming to prepare for a central exam for that (KPSS), they prefer to have an MA and maybe PhD, and work as instructors in universities various departments such as basic English, preparatory classes, modern languages departments etc. They don’t have such career plans to work in state schools of primary secondary and university-level schools, but they prefer to work in institutionalized private schools as a second option after university-level positions.

As another perspective, not only aiming for MA & Ph.D. or being a researcher, the graduates have other various plans for their career but there is another reality going

on in the LT department of Jupiter University, there is another side of the same story. In that regard, Dilek from Jupiter University for that code expressed that:

*"Yani master doktora programı başında eğitim bilimlerinin lisans programı artık yok. Siz direkt master, doktora öğrencisi ile uğraşıyorsunuz ama hani benim kendi şeyim içinde söyleyeyim. Bölümüm için söyleyeyim. Mastera gelip de bir öğrenci ben daha iyi öğretmen olmak için master yapmak istiyorum. Yok böyle bir şey yani hani zaten şey diyorum Bilkentte MA TEFL diye bir program var, daha iyi hoca olmak istiyorsan sen oraya git. Çünkü bizdeki daha iyi hoca yapmaz. Çünkü bizde daha iyi hoca yapma üzerine bir program, MA doktora için? Ben şeyi bölümleri. Yani programları bölümleri. Ben bunun için suçlayamam çünkü hepsini koymuşsunuzdur. Mesela Gazi Üniversitesi daha iyi hoca yapmak için yapıyor olabilir, başka bir üniversite yapıyor olabilir. Jupiter bunu yapmıyor. Çünkü araştırma üniversitesi geldiği yol belli, gideceği yol da belli, akademisyen yetiştirmek önemli bir şey. Bir de buradan çıkıyor. Akademisyen sen almıyorsun yani inbreed diye almıyorsun, başka nedenle almıyorsun da karşılığı almıyorsun ama başka üniversite kapıyor. Yani onun için durum farklı. Bencelisansa önem vermekte fayda var. Bu anlamda. Yani benim sözlerimin hepsi hani bu eleştirilerimin hepsi aslında lisans programı için. [I mean, at the beginning of the master's and doctoral program, the undergraduate program of educational sciences no longer exists. You are directly dealing with master's and doctoral students, but let me tell you for my own department. Let me tell you for my department. There is no such thing, I mean, there is a program called MA TEFL at Bilkent, if you want to be a better teacher, go there. Because we don't make better teachers. Because we have a program on making better teachers, for an MA, PhD? I'm talking about departments. I mean the programs and departments. I can't blame them for that because you have put them all in. For example, Gazi University may be doing it to make better teachers, another university may be doing it. Jupiter is not doing that. Because it is a research university, the path it has come from is clear, the path it will take is clear, **it is important to train academics**. And it also comes out from here. You don't hire academics, you don't hire them because they are inbreed, you don't hire them for other reasons, you don't hire them for, but another university gets them. So the situation is different for it. **I think it is useful to give importance to undergraduate education. In this sense. I mean, all of my words, all of my criticisms are actually for the undergraduate program**]." (Dilek, interview)*

In Venus university, interestingly highly different from Jupiter University, the graduates have not considered or not even aware of the options they have if they pursue a MSc. studies degree and become suitable for a position in a university-level context, any higher education institutions, there is still a demand for well-developed and highly competent and effectively trained English language instructors ever year

who will teach English language to university students all around the universities in Türkiye. There are 208 universities in Turkey (including foundation universities and various higher education institutions) in which the number of students are getting bigger and bigger every year as the CoHE statistics reveal (see, <https://istatistik.yok.gov.tr>). Currently, in 208 higher education institutions for 2022-2023 academic year there are 2.647.054 in associate degree programs (2-year) and 3.754.095 in undergraduate degree program (4-year) who need such an English language education during their university education. So, the ELT department not only produce teachers for state and private schools, but they also train the instructors who will teach English to this high number of students who can be called as adult learners. As another interesting point, the ELT department's programs have no such a course how to teach English to adult learners, such as English for academic purposes EAP, or English for Special Purposes, ESP. Regarding that, Dilek highlighted that need and expressed that;

“Programımızın hedefi üniversitede ingilizce öğretmek değil de mesela bizi EAP diyoruz. English for academic purposes. Biz lisans eğitiminde buna yönelik hiçbir bilgi vermiyoruz ya da ESP English for specific purposes hiçbir eğitim vermiyoruz fakat ülkenin ihtiyacı o yönde yani mesela...[The goal of our program is not to teach English at the university, but for example we call us EAP-English for academic purposes. We don't give any information about this in undergraduate education or ESP-English for specific purposes, but that is the need of the country, for example].”(Dilek, interview).

Aspiration of pre-service teachers for an instructor position in various higher education contexts.

For Jupiter university pre-service teachers not only being appointed to any state school as an English teacher is the most wanted option, but they mostly prefer to continue their postgraduate studies in Jupiter or any other university around the city which has more than 20 university currently offer ELT postgraduate studies. After they got their MSc degree they have plans to apply for instructorship positions all around the country university context, in higher education context they hope to find a position and continue their career as a language instructor. This is the most wanted among these 5 pre-service teachers, namely for Ahu, Uğur, Gülru, Alex and Elif, of Jupiter University. However, this finding is not so visible and stated by the pre-

service teachers of both pre-service teachers from Mars and Venus University. This might be because of the fact that, most graduates of the Jupiter University ELT department are currently working as an instructor and the department foster their current students (pre-service teachers) mostly for such positions. However, there is no such a space and habitus in Mars and or Venus University, they mostly foster their students to work either for MoNE schools, state schools, apply to KPSS and continue to work as an English language teacher in primary, secondary or high school, but not directing their pre-service to postgraduate studies or any instructorship positions. As Dilek stated, even in her doctoral study such information is approved by the graduates of Jupiter University who mostly work in university related positions, language instructors, lecturers of English language courses (English I, English, II in modern languages departments, or at Basic English Departments programs in the universities) offered for the university students various programs of that university. She directly stated that *“around 53% of our graduates work at universities”*.

Mars University (national institution)

Mars University has a historical approach to training teachers and one can easily understand it. While I was taking field notes in the cafeteria of this institution, some pre-service teachers even mentioned that by stating, yeah our ELT department is so good and old being old is seen as a great point by them because they think society values their department and it is seen as a prestigious one in its field of study. The institution also values itself as being highly important in the general education agenda, policymakers value this institution and include various teacher educators in policy-making processes. The institution is mainly serving mostly for MoNE, however other two institutions are not serving mostly for MoNE. The focus groups showed me that there is a huge difference between ELT and the Educational Sciences Dept. and their faculty members' ideological stance and how they define teacher training. Most of the pre-service teachers criticize the academic competence of the EDU Sciences teacher educators in Mars University, however, they mostly praise ELT teacher educators who offer courses in this institution.

Most of the teacher educators and pre-service teachers stated that Mars University is the school that you should attend if you want to become an English language teacher who aims to work in MoNE state schools, they also shared with me that there are somewhat unique for that they have great and successful history of teacher education and have an école in ELT teacher education. In essence, they have the know-how of teacher education and ELT pre-service teacher training. Such aspects create the habitus and doxa in that department. Although this école and how they train the teachers is changing day by day because of various reasons; such as, having high number of students the department is valuing the practicum aspect of the program and the teacher educators Emphasized the value of practicum courses provided in their department and they even say that they still find ways and create various ways to improve its applications through the program.

Venus University (a local institution)

Venus university can be identified as a local institution which relatively a newly founded institution and program. Therefore, the way it is operating indicates evidences that it is still in development and in progress based on the views of teacher educators. As for its student population, it is the unique case with the least number of students, and so many of the pre-service teachers identified it as a small-scale university, and, as expected a small-sized department. Regarding its historical background, there is almost no trace that indicates or reflects its foundation neither at institutional nor program specific level. Thick data yields ideas of an institution that still is in premature stages and not institutionalized. The major challenge that Venus University faces is the dilemma identified between the EDS and ELT dilemma, program teacher educators. Sadly, many of the pre-service teachers revealed that they were happy with various aspects of the institution (for Venus University- for researcher positionality, I have worked as a teaching assistant in the institution and helping the ELT department for one and a half years regarding their academic semester course schedule, being a proctor in the examinations at the department).

The pre-service teachers stated that, unfortunately, they had no future career aspirations; most of the pre-service teachers apply to KPSS (a national-wide central examination), although they aim to work as language teachers in state schools. The

habitus of Venus university, on the one hand, have fostered their identity development for the state schools, but eventually, most of the pre-service teachers find teaching positions in not institutionalized private schools (primary and secondary mostly) in the city which the Venus university located. In that sense, the education they got and their expectations clash with the current reality of private sector in education.

4.2. Theme 2. Teacher Educators as Agents

The second theme emerged from the data analysis is Teacher Educators as agents. Under this theme, various categories flourished such as; *ELT teacher educators*, and *expected characteristics from pre-service teachers (personal characteristics and professional characteristics)* (see, Figure 6).

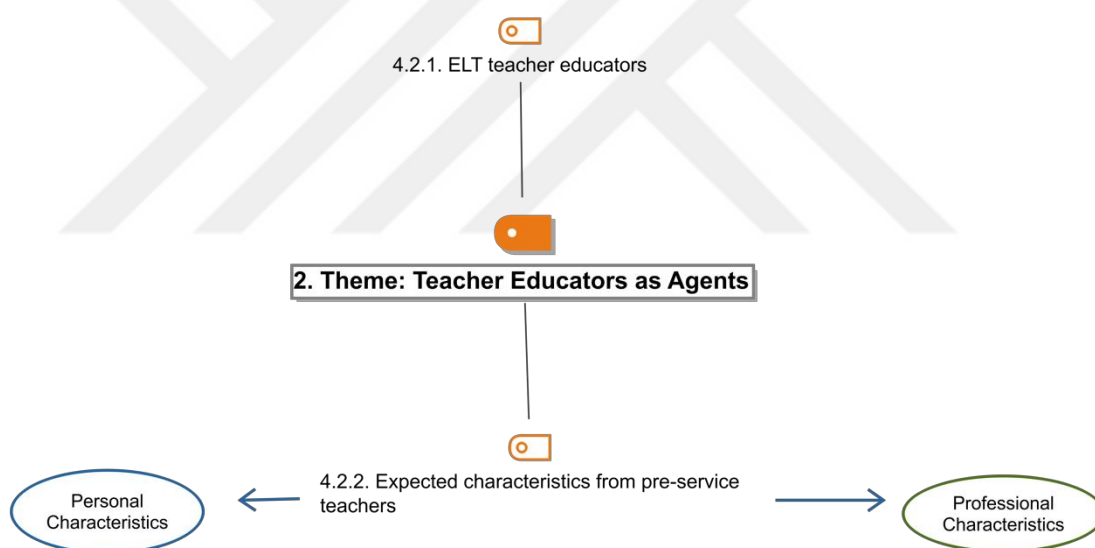


Figure 6. Categories of theme 2. Teacher Educators as Agents

4.2.1. ELT teacher educators

Under this category I have reached various codes, I explained these codes from various aspects while showing the differences and the similarities among the cases of the study. For instance, for ELT teacher educators mostly, the postgraduate studies they have in a program at Bilkent University is a life changing effect on them. In

addition, in this part, they generally mentioned about their own identity formation and development process as a teacher educator which might be highly crucial to understand their own identity and as well its effects on the pre-service teachers.

Postgraduate Studies Bilkent MA TEFL program: Some of the teacher educators from the ELT departments both at Jupiter and Venus University stated that they have conducted postgraduate studies in Bilkent University's MA TEFL program and it made a huge impact on them. It can be said that this MA program has had an impact on training ELT teacher educators in various departments currently in the Turkish higher education context; it provided various opportunities to English language instructors to become teacher educators later in English language teaching departments, this program is important in terms of teacher educators' own identity and career development and they see it as an opportunity to pursue such a teacher educator career.

Yeliz, one of the teacher educators who got her MA in that program, uttered that she pursued a career as a language instructor, then she applied and continued her studies in the Bilkent University MA TEFL program:

“oradaki üniversitede okutman arıyorlardı. Tam o sırada XXXXda (şehrinde). Ona başvurdum, oradan kabul aldım. Sonra okutmanlığa geçtim. Orada okutmanlık yaptım. 5 sene kadar falan arada işte orada. Bilkent'teki MA TEFL programı bilirsiniz belki. Genelde okutmanlar alıyorlar orası burslu, orada master programına devam ettim... [they were looking for lecturers at the university there. Right then in XXXX (city name). I applied to that university, got accepted there, and then I became an instructor. I was an instructor there. I was there for about five years. Maybe you know the MA TEFL program at Bilkent University. They usually accept instructors to that program with a scholarship, I continued my master's program there... (Yeliz, interview).

Recep from Venus University also stated:

“...2005 yılında da Bilkent Üniversitesi'nde yüksek lisansımızı tamamladık MA TEFL programı kapsamında...[In 2005, I completed my master's degree at Bilkent University within the MA TEFL program....] (Recep, interview).

Taner, an ELT teacher educator from Venus University also explained his own postgraduate education in this program as:

Önce XXX Üniversitesi'nde yüksek lisansa başladım yaklaşık iki ay sonra da Bilkent Üniversitesi bir program başlattı. Tüm Türkiye'de İngilizce öğretmen eğitimi için, yani İngilizce öğretmeninin kalitesini arttırmak üzere İngilizce okutmanlarından oluşan bir öğrenci grubu. Yaklaşık on yedi kişiyi tüm Türkiye'den ve hemen hemen her bölgeden iki üç temsilci olsun diye biz iki arkadaş gitmiştik o dönem. 88, yılı. Bir yıllık bir program. Üniversitem izin veriyor ve sürekli orada yani haftada beş gün ders artı tez olmak üzere. Ben ilk öğrencilerdenim yakın arkadaşım XXX hoca ile, ...dolayısıyla da o ilk programdan biz çok yararlandık...[First, I started my master's degree at XXX University and about two months later Bilkent University started a program. A student group of English lecturers for English teacher training all over Turkey, that is, to improve the quality of English teachers. There were about seventeen people from all over Turkey and two or three representatives from almost every region. Year 88. It's a one-year program. My university gave permission and I was there all the time, five days a week for lectures plus thesis. I was one of the first students. With my close friend...so we benefited a lot from that first program...] (Taner, interview).

Fulbright FLTA program: As another program, Fulbright's FLTA program also has some impact on teacher educators' own development and has seen as a tremendous opportunity for some of them to develop themselves as teacher educators. Regarding that program Yeliz stated that;

"fulbright programından haberim oldu fulbright'in FLTA programıyla Amerika'ya gittim...". Master devamı ve iki sene aslında bana devlet üniversitesi izin vermiş oldu. Çok da iyi bir müdürüm vardı.İki sene üst üste izin verdi. Maaşımı aldım, bursumu aldım. İşte o iki seneden sonra tekrar ona döndüm.... Ne kadar çok şey öğrendim sonra orada sürekli XXX Üniversitesine gittim, Türkçe öğrettim. Geldim işte iki sene falaniki2 buçuk sene alanımda çalıştım....[I heard about the Fulbright program and I went to the US with Fulbright's FLTA program...". I continued my master's degree and for two years the state university actually gave me permission. I had a very good director. He gave me two consecutive years off. I got my salary, I got my scholarship. So after those two years I went back to him.... I learned a lot, and then I went to XXX University, I taught Turkish. I came back and worked in my field for two years, two and a half years]" (Yeliz, interview).

Postdoc and abroad experience: Some of the teacher educators from ELT department mostly from Jupiter University claimed that postdoc and abroad experiences are highly important for them to develop themselves and become a teacher educator. As

one of the criteria to be appointed as a faculty member, they mentioned that they either should have a Ph.D. from an international and prestigious university or, if they have a Ph.D. from Jupiter or any other university from Turkey they should at least have a one-year post-doc experience, so for some of the ELT teacher educators in Jupiter university it is something like a must, because most of the teacher educators have already got their Ph.D. from the same institution that I have interviewed. Although there are no such criteria or a must in Venus University, some teacher educators I have interviewed in that institution also emphasized the importance of such an experience for themselves.

In similar manner Derya from Venus University claimed that:

....benim lisansımda Amerikalı eğitimli de hocam yoktu sanırım ondan da kaynaklanıyor, bağlantısı olan bir hocam olsaydı yurtdışında da pek ala doktora eğitimi alabilirdim gidince gördüm yani çok da büyük atla deve olmadığını doktoranın orada bir sene Amerika deneyimim var doktora sonrası çalışma yaptım 2007-2008 akademik yılında Pensilvania State üniversitesinde Applied Linguistics bölümünde.. elbette ne olmasını bekleriz öğretmen eğitimcisinin bir ayağının daha çok yurtdışında olabilmesi, oradaki sadece kütüphanede inan bana 5-10 dakika bir saat vakit geçirenin ben inanıyorum hayatı değişecektir... örneğin bir senelik Amerika keşke imkanım olsa daha çok gidebilsem... [.... I didn't have an American educated teacher in my undergraduate program, I guess that's why I didn't have, if I had a teacher with a connection, I could have gotten a PhD education abroad, I saw when I went there that a PhD is not a big issue. I have one year of experience in America, I did a post-doctoral study in the Applied Linguistics department at Pennsylvania State University in the 2007-2008 academic year. . of course what we expect to happen is that the teacher educator can have more international connection, believe me, the one who spends 5-10 minutes and an hour in the library there, I believe that his life will change... for example for me one year in America, I wish I could go more if I had the opportunity...] (Derya, interview).

4.2.2. Expected characteristics from pre-service teachers

a. Expected professional characteristics from pre-service teachers

Regarding the expected professional characteristics from the pre-service teachers, most of the teacher educators, both from ELT and EDU Sciences, stated many

concepts and terms, and required characteristics that English language teachers should possess and develop throughout the pre-service education and during the undergraduate program which are documented in the relevant literature immensely. The list below shows the all-attributed characteristics coming from the interviews conducted with teacher educators.

- i. *transformative intellectual*
- ii. *communicator*
- iii. *global teacher*
- iv. *potential of having an intellectual background*
- v. *teachers as change agents*
- vi. *teachers being aware of societal problems*
- vii. *reflective practitioners*
- viii. *teacher as a problem solver*
- ix. *reflective teachers*
- x. *resilient teachers*
- xi. *autonomous teachers*
- xii. *thinking like an English teacher*

Serhat from Mars University stated by emphasizing the need for the graduates at the end of their bachelor education, at the end of the program they offer, a graduate of Mars University should be a person who is a teacher, should think and behave like an ideal English language teacher should behave and think in the classroom.

*“öğretmen yetiştirmenin özünde İngilizce öğretmeni gibi düşünebilen yapabilen birini yetiştirmek gerekiyor [The essence of teacher training is to train someone who can **think and do/behave like an English teacher**]” (Serhat, interview).*

Another ELT teacher educator; from Jupiter University, Dilek, exemplified their expectations as teacher educators from the pre-service teachers of her institution by stating that if the teacher doesn't have any willingness to work as an English language teacher, you cannot force him or her otherwise you make much harm to the profession itself:

Her şeyden önce istektir, Bir insan çok iyi İngilizce bilen biri olabilir, süperdir, çok iyi öğretmenlik beceriklerine de sahip, ama yapmak istemiyorsa, işte o mesleği öldürseniz yaptıramazsınız o kişiye. bazı insanlar doğal olarak yaparlar, bazı insanlar öğrenşrler farketmez, yani alanın bilgisine sahip olmak bence önemli şeydir... [First of all, it is the desire, a person can be a person who knows English very well, he is super, he has very good teaching skills, but if he does not want to do it, you cannot make that person do that profession even if you kill him... some people do it naturally, some people learn it, it doesn't matter, so I think it is important to have knowledge of the field.] (Dilek, interview).

Serhat even further commented that;

“...Öğretmen olan kişinin kendiyle barışık olması gerekiyor...Eğer kendiyle barışık değilse, hani eğitim bilimi ağızıyla biri kendi için, toplum için proaktif davranışlar göstermiyorsa bu mesleği yapmamalı.... Bu kişinin anlatmaya, paylaşmaya karşı istekli olması gerekiyor. Bakın bunu öğretemezsiniz öğretmen eğitiminde. Bu iki temel özellik varsa kendiyle barışık ki bu çok zor bir şeydir ...["...The person who becomes a teacher needs to be at peace with himself/herself...If he/she is not at peace with himself/herself, if he/she does not show proactive behaviors for himself/herself, for the society, in the language of educational science, he/she should not do this profession....This person needs to be willing to tell, to share. Look, you cannot teach this in teacher training. If you have these two basic characteristics, if you are at peace with yourself, which is a very difficult thing.]" (Serhat, interview)

b. Expected personal characteristics from pre-service teachers

Regarding the expected personal characteristics from the pre-service teachers, most of the teacher educators both from ELT and Edu sciences, stated many concepts and terms/ characteristically personal aspects that teachers should possess and develop throughout the pre-service education during the program, which are documented in the relevant literature immensely. The list below shows the all-attributed personal characteristics coming from the interviews conducted with teacher educators. Besides, some of the teacher educators from EDU Sciences highlighted that English language teachers should also possess various personal characteristics such as loving to teach, being a responsible person, and having western ideals. The list of the related codes given to the interviews are listed below:

- i. *Loving to teach*
- ii. *Being a free-thinking person*
- iii. *Having a keen reading*
- iv. *Being a responsible person who takes his/her job seriously*
- v. *Having western ideals*

An ELT teacher educator from Venus University, Derya stated that she believes in order to be an effective English language, a person should have a characteristic which includes and embody having western ideals and also be open to think critically and use his or her thinking skills, mostly being critical, in the teaching career otherwise, she claimed that that person cannot be a suitable one for the teaching career maybe not even any related job which requires such characteristics.

She briefly explained her ideas as:

“ Some students say why should I learn the language of America, I mean, they are very naive children; of course, we were telling them, look, you are taking preparatory education, you will pass to the department, and so on and so forth, but I think the ideal English teacher does not come out of that type of students, I can say that they are more western-oriented, people with a more critical thinking system, why critical thinking because while you are learning a language, you are also learning its culture and you need to have some critical thinking structure in order to be able to compare the culture you learn with your own culture, to be able to reflect it smoothly in the classroom, to be able to find solutions to the problems you may encounter in the classroom...” (Dilek, interview).

She even continued that in order to train and foster the development of identity in pre-service teachers in ELT, we, the teacher educators, need to understand and behave accordingly to the fact that we can't separate our own identity while training teachers and the more we are open to international aspects, studies and collaboration, moderns and support the development, we might train better and more effective teacher candidates by stating that:

“biz dediğim gibi öğretmen yetiştirirken asla kendi kimliklerimizden uzaklaşamayız ve ne kadar kendimiz batıya açıksak, modernsek ve gelişimden yanaysak çok daha iyi öğretmen adayları yetiştiririz diye düşünüyorum...”

[As I said, we can never move away from our own identities while training teachers and I think that the more we are open to the west, being modern and in favor of development, the better teacher candidates we will train eventually...]” (Derya, interview).

Ali, from Jupiter University, regarding the institutional habitus and doxa, he highlighted that not only knowing pedagogical aspects and requirements and characteristics of the profession is enough to become a teacher (specifically, an English teacher), but also any graduate of the institution- Jupiter University, should also flourish and emerge as a whole person and having personal characteristics also highly suitable for teaching profession such as loving to teach. As a summary, he mainly stated that: “...from time to time, is teaching about only having knowledge or professional knowledge? It is essential. I am speaking on the assumption that this debate is closed, but from time to time in congress meetings, this comes up So teaching is not only having knowledge not even only having professional aspects, and characteristics of an effective teacher, I mean the personal characteristics are crucial I want to highlight that point here.

He even continued to criticize the current situation of ELT departments in Turkey, by only focusing on the primary, secondary, and high school levels, not aiming to train teachers for adult learners and university level, He continued that:

"okutmanlık açısından ama şu anda yüksek lisans derecesi gerektiriyor. Dört yıl galiba son dört yıldır son dört beş yıldır işte geçiş dönemi de içine barındırarak oraya şimdi İngilizce öğretmenliği ya da dil bölümünden mezun olanların bu yetişkin grubu ile çalışacak becerileri ne ölçüde geliştiriliyor ve pekiştiriliyor? O benim hep sorum olmuştur hatta bir yeri düşünmüyorum. Tartıştığımız bir konuydu. dolayısıyla bence İngilizce Öğretmenliği bölümlerinin düşünmesi ve belki de teçhiz bir yüksek lisans programı organize ederek direkt oraya öğretmen yetiştirmeleri onu da şöyle lisans programları tartışması... [for being appointed as a language instructor at university level requires an MSc degree...In the last four or five years I suppose, including the transition period, to what extent are the skills of graduates of English language teaching or language departments to work with this adult group being developed and reinforced? That has always been my question, I don't even think about it. It was a topic we discussed. Therefore, I think that English Language Teaching departments should think about it and maybe organize a specialized master's program to train teachers directly and discuss it with undergraduate programs....]" (Ali, interview).

4.3. Theme 3. Pre- Service Teachers as Agents

The second theme that emerged from the data analysis is Pre-Service Teachers as Agents. Under this theme, various categories flourished such as; *Habitus*, *Capitals*, *Career aspirations and professional orientations*, *Expectations from the program and institution* (see, Figure 7).

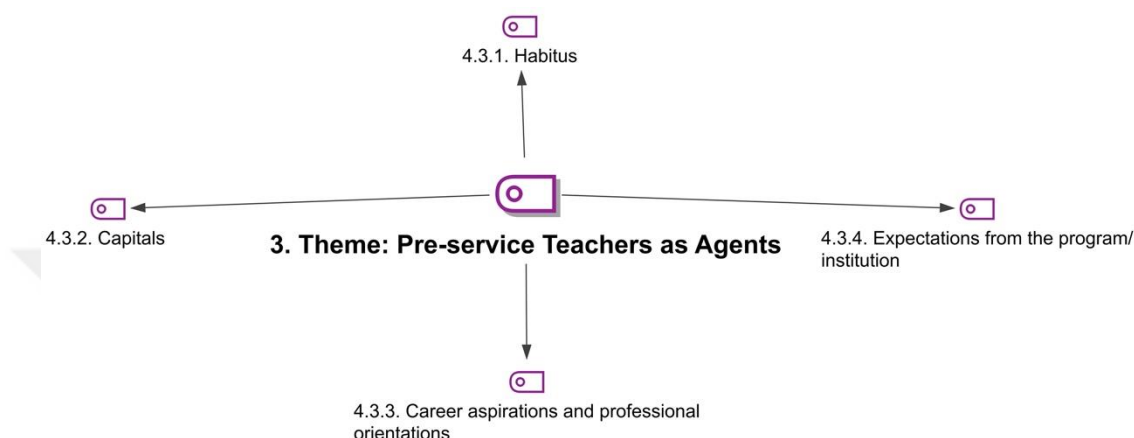


Figure 7. Categories of theme 3. Pre-service Teachers as Agents

4.3.1. Habitus

In order to understand and examine the habitus of the agents as pre-service teachers, I have applied the demographics form before conducting the interviews. The majority of the PTs at Venus University come from nearby cities of the city in which Venus University is located. In addition, the most of the pre-service teachers are coming either a low or a middle social class family, as we can deduct from the jobs of the parents, as they sometimes mention in the forms or during the interviews, they sometimes say that either their father or mother is teacher and this brings an intergenerational aspect (Alsup, 2005) to this professional area. In addition as Alsup (2005, p.106) “claimed early childhood experiences, early teacher role models, and previous teaching experiences are most important in the formation of an ‘image of self as teacher’”. So, not only the institutional habitus but the general habitus, including family, personal, and even societal habitus that pre-service teachers

embody and keep is a crucial point to consider in examining and discussing the identity development of pre-service teachers.

Their background and previous experiences coming from family and culture (family habitus, personal habitus) are seen as highly important as the teacher educators to some extent. The students' personal background (habitus) and dispositions which they are bringing with them to the institutional habitus have a great influence on them during their selection of a career. Even while they are selecting the institution and the program they attend some of the pre-service teachers stated that if they think this institution and its ideological standpoint similar or close to him or herself and chose this program because of this, so habitus of the person and the habitus of the institution matched then the adaptation of this person to that institution is easy and there is a harmony. On the other hand, if the opposite is experienced, when the institutions and the pre-service teachers' mindset and political views are not in a harmony, pre-service teaches claim that they search for ways to change their department or even institutions and transfer to another one, if that is not possible, they feel isolated and lonely and eventually have various identity tensions including from the political and professional aspects.

4.3.2. Capitals

Similar to the habitus of pre-service teachers, the capitals they possess are crucial in determining their success in the profession and whether they will continue or drop out of the program. These capitals include economic, cultural, social, and symbolic capital. Additionally, pre-service teachers' background, such as being from a low-middle class family, also plays a significant role. When the demographics of the pre-service teachers are examined in this study (see appendix tables of demographics). They are mostly coming from a middle- or low-class families.

People who choose teaching in Turkey often come from families with to low levels of socioeconomic status (Saban, 2003). Studies conducted by Kılınç and Mahiroğlu (2009) and Saban (2003) have suggested that it is quite common for fathers to be the only ones with paid jobs in households. Furthermore, research conducted by Özsoy,

et al. (2010) has indicated that educational attainment is generally lower in such families. Fathers work in a variety of professions, such as self-employment, skilled and unskilled labor, teaching, and government jobs. Meanwhile, the majority of employed mothers tend to be housewives (Aksu et al., 2010; Saban, 2003). Fathers tend to hold a range of educational qualifications, while, mothers usually have primary school-level certificates (Aksu et al., 2010; Yamaner & Kartal, 2001).

4.3.3. Career aspirations and professional orientations

Tendency of working as a teacher: In this code some of the pre-service teachers claimed that the structure of the department and the program does not create any space to have such a feeling and they do not feel any aspiration n for being a teacher or having teacher agency or even some of the pre-service teachers from Venus University stated that they have no future plan regarding the teaching profession, and not feel themselves ready for the teaching profession.

Elif, from Jupiter University, criticized the structure of the department, including many linguistics courses offered which she finds not suitable and not supporting her identity development as a language teacher. Also, she highlighted that not having sufficient time allocated to the practicum and real teaching experience in the program by stating that:

Burası aslında öğretmen yetiştiriyor görünümlü bir dil bilimci yetiştirmeye çalışıyor. Öncelikle gerçekten dil bilimci yetiştirmek istiyorsa dilbilim bölümünün açılıp onun bir ayrılması gerektiğini düşünüyorum. Onun dışında tabii ki İngilizce öğretmeninin dil bilimi de bilmesi gerekiyor. Yani phonetics almadan ya da ne bileyim morfoloji almadan... syntax bilecek yani. To some extent ...işte. Yani işte üç ders belki dört ders toplamında seçmelilerle birlikte olsa ya da Linguistics I ve II ve Foundation I ve II kalsa yanına bir Acquisitionla birlikte bilingualism verilse sanki yeter mi acaba öğretmenlik için diye düşünüyorum. Onun dışında öğretmenlik uygulaması yapılan ders sayısı çok az. Yani teaching uygulaması yaptığımız ders sayısı üç herhalde ya da dört. Bilmiyorum yani çok sınırlı öğretmen yetiştiriliyor deniliyor ama sen o sınıfa girmeden yani staja kadar gerçekten teaching yapmıyorsun...XXX hocanın dersinde teaching yaptık ki bence methodology dersinde de teaching olması gerektiğini düşünüyorum, İngilizce öğretmenliğinin nereden gelip nereye gittiğini bilmeden de trendleri yakalamadan da kendimize uygun o sınıfa uyarlayabileceğimiz yöntemin/methodun olduğunu anlamamız mümkün

değil.... [This place is actually trying to train a linguist who looks like a teacher. First of all, if it really wants to train linguists, I think the linguistics department should be opened and it should be separated. Apart from that, of course, an English teacher should know linguistics. I mean, without taking phonetics or, I don't know, morphology... syntax. To some extent ...here. I mean, if there were three courses, maybe four courses in total with electives, or if Linguistics I and II and Foundation I and II were left, and if bilingualism was given along with Acquisition, I wonder if it would be enough for teaching. Apart from that, the number of courses with teaching practice is very few. I mean, the number of courses where we do teaching practice is probably three or four. I don't know, it is said that there is very limited teacher training, but you don't really do teaching until you enter that classroom, that is, until the internship...We did teaching in XXX teacher's course, which I think there should be teaching in the methodology course, without knowing where English language teaching has come from and where it is going, without catching the trends, it is not possible to understand that there is a method/method that we can adapt to that classroom that is suitable for us....] (Elif, interview).

Future plan, and orientation to the teaching profession: In the interviews, some of the participants explained that they do not have a future plan and/or any orientation to the teaching profession. For instance, in FG1 at Venus University, PT7 honestly exclaimed that; she does not want to be a teacher but the current situation force her to continue. She explained her feeling;

“Herkesin kafasında bir evet istediği şey var ve uzak bir hayali var ama bir de gerçeklere dönünce yapması gerektiğini bildiği şeyler var. Ben mesela biraz mecbur olduğum için şu anda açıkçası hala bu yani hala öğretmen olmak istememin sebebi bu [“Everyone has something in their minds that they want and have a distant dream, but there are also things that they know they have to do when they return to reality. For me, for example, because I have to do it a little bit, this is the reason why I still want to be a teacher although I honestly do not want to be, but I have to...”]

Readiness for the profession: Regarding readiness for the profession, PT10 from FG1 at Venus University provided another opposite aspect in readiness for the profession, she stated that she wants to be a teacher and she feels ready for that. She also loves the teaching profession for many reasons, as the first reason she uttered that this profession is seen by society as a sacred job, it has spirituality within and besides this, and she also adds that it has various side gains, it has a chance to impact the students, the new future generations. She

“Ama öğretmenlik olarak hani şey diyorlar ya maneviyatı çok yüksek bir alan. Gerçekten böyle yani kutsal çok harika getirileri var gibi düşünenler çok aslında öğrenciye bir hani. Evet. Bir etki yaratma hissi ... [But as a teacher, as they say, it is a field with a very high spirituality, sacred thing. I mean, there are many people who think that it is a sacred field with great benefits. Yes, I do. The feeling of making an impact on the students, the future generation is just perfect....]” (PT10, interview).

Kılınç et al. (2012) examined motivations and perceptions on becoming a teacher of 1577 preservice teachers in Turkey and found that; the most influential factors in choosing a career were altruistic values related to “social utility”, followed by the “desire for job security”. Intrinsic value and perceived teaching abilities were also important, as they were also found to be associated with higher ratings in Western studies, along with positive past teaching and learning experiences. Factors such as “family flexibility, job transferability, and social influences” had a moderate impact. Negative motivations related to choosing a career as a fallback option were found to have the lowest impact. Özsoy et al. (2010), similarly, found that the pre-service teachers choose the teaching profession as a career for many reasons and one of them is that they feel they have the required qualifications for teaching and is the best profession that suits them.

4.3.4. Expectations from the program/institution

Criticisms of their program/institution: Elif stated various criticism regarding the program, the location of the faculty and the department building, how the department isolate itself from other departments and the faculty and the campus:

“...Yani şöyle, fakülte zaten insanların unuttuğu yerde, eğitim nerde ki diyorlar en aşağıda, kampüsün en ucunda ve teknokentin karşısında diye biliniyoruz daha fazlası var mı kampüs hayatından kopuk olduğumuzu düşünüyorum yani insanlar kapıdan çıkıyor, üç dakika yürüyor ve xxx’e (kampüsteki bir caf  adı) gidiyor, yemekhaneye gidiyor, k t phaneye gidiyor. Biz e er gideceksek yokuş tırmanıyoruz, yürüyoruz ya da ringe biniyoruz. işte bekliyoruz saatlerce. O süreç dakikalar sürüyor. Bir şey oluyor. öncelikle lokasyon olarak üvey evlat olarak görüyorum ben bizi. Onun dışında derslik olarak sıkıntımız yok diye düşünüyorum özellikle yeni yapılan binayla birlikte. Bilmiyorum tamamen üç bina ortaklaşa birleşse daha mı güzel olur? Daha kalabalık daha mı kötü olur? O nasıl etki eder onu bilmiyorum ama ELT’ninİngilizce öğretmenliğinin kendi binasının olması bence birazcık sbobluk katıyor bölüme . Uzakta ayırırız, biz. Biz başka bir şey yapıyoruz.

*Bizim alanımız farklı. Biz daha turnak içinde “entelektüeliz”. Biz daha işte yani birazcık daha havalı cool hem hocalarımız hem öğrencilerimiz aslında biraz bizim öğrencilerimiz daha yüksek puanla zaten geliyor. Eğitim fakültesinin en iyi bölümüyüz vs.[I mean, it's like this, the faculty is already in the place that people forget, they say where is the education, it's at the bottom, at the very end of the campus and just opposite the technopolis is there more, I think we are disconnected from campus life, I mean people go out from the door, walk for three minutes and go to xxx (the name of a café on campus), go to the dining hall, go to the library. If we are going to go, we climb a hill, we walk or we take a bus. we wait for hours at work. That process takes so many minutes. First of all, **I see us as a stepchild in terms of location**. Apart from that, I think we have no shortage of classrooms, especially with the new building. I don't know if it would be better if all three buildings were merged together? Would it be more crowded or worse? I don't know how it would affect it, but I think the fact that ELT and English language teaching have their own building adds a little bit of being a snob to the department. We are far away, we are separate. We do something else. Our field is different. **We are more "intellectual"** in quotation marks. We are more, you know, **a little bit cooler**, both our professors and our students are actually a little bit cooler, our students come with higher scores anyway. We are the best department of the faculty of education etc.] (Elif, interview).*

Jupiter University's prestigious name (regarded by the society and the pre-service teachers) is one of the selection reasons for the pre-service teachers whom I have interviewed at that institution.

Another pre-service teacher from Jupiter University, Uğur, stated that he chose the program because of many literature courses are offered in the program:

Ben direkt edebiyat istediğim için burayı tercih ettim. Dilden girdim sınava. Dediğim gibi zaten edebiyat bölümlerini yazmıştım amama şey işte bizim bölümün programında da aslında bir sürü edebiyat hocası ve edebiyat dersleri olduğu için de bayağı etkili oldu burayı seçmemde....[I chose this program because I wanted literature directly. As I said, I had already written the literature departments in selection process, but well, since there are actually a lot of literature teachers and literature courses in our department's program, it was very effective in choosing this place....] (Uğur, interview).

Most of the pre-service teachers that I have interviewed in the focus groups claimed that they do not develop a teacher identity in most of the courses offered by the department in their curriculum, but they feel like a teacher and start to develop a

sense of belonging to the profession of teaching in the last year of the program and much of this belongingness develop in the practicum courses given in the program.

These results show that the teacher education programs offered in the faculties of education are not having such a chance to create a space for the personal development of teacher identity, and some courses are not contributing to the teacher identity development of teachers as teacher educators; the development of teacher education programs should also be considered regarding that points, and should also consider finding contemporary ways to foster teacher identity development of the pre-service teachers. Otherwise, as teacher educators, we would most probably be discussing similar problems that we have today in the near-to-distant future in the Turkish higher education context regarding English language teachers and their professional development. As one of the participants (Elif, a pre-service ELT teacher from Jupiter University) with an eloquent definition stated that, “***This place is actually trying to train a linguist who looks like a teacher***” we might easily say that Jupiter university is aiming to train a linguist or a researcher rather than a teacher who would like to and have plans to work in a state school and teach English there.

Teacher educators should consider whether or not their courses have any contribution to teacher identity development while selecting their content, materials, teaching strategies, methods, and techniques to use in their courses. On the other hand, the results show that each institution has its own unique characteristics in training English language pre-service teachers, so we need to be aware that, as teacher educators should have an understanding of that uniqueness and adapt and or transfer such unique characteristics of the institution to their own courses and teaching and learning processes of the programs. Ekici and Kurt (2012) reported that pre-service teachers have appointment stress in Turkey. Adiguzelli, (2015) claimed that pre-service teachers have a high level of appointment concern and teachers experience occupational concerns, perception of incompetence, and reality shock in the early years of their career.

Being a big frog in a small pond: a few of the teacher educators have such a feeling that their effect is minimal in training pre-service teachers, and they feel restricted by

the habitus of the institution in doing that; it is valid mostly for teachers educators in Venus university, pre-service teachers feelings regarding what they are doing as a candidate teacher in practicum courses/settings, what they have learned, and how they have been trained clash with the reality in state schools of the Ministry of National Education. They feel like they are bounded by a silver cord to the profession, and this is valid mostly for teacher educators.

Regarding the English Language Teaching in Turkey, historically, English language teaching in Turkey has been undergone various steps/ and changing policy decisions in each period throughout history. A policy independent of the cases can be seen and analyzed as a language policy problem when analyzed in this way, it has had an up-and-down place and importance in the history of Turkey, the teaching of English and how to do it, and then the fact that English has become a global language and the most learned and taught foreign language in Turkey brought radical changes in language policy, such as the introduction of foreign language education (English) in primary school 2nd grade in 2016 and before that the introduction of foreign language education in primary school 4th grade in 1997.

In the recent decade, there has been a tendency in faculties of education and their programs/departments to get accreditation from an institution named EPDAD (an institution that is authorized and given permission to conduct accreditation processes in education faculties by the Turkish Higher Education Quality Council (THEQC; YÖKAK in Turkish). When the programs accredited by EPDAD are examined, it is clear so state that one of the most accredited programs in Turkey is the English language teaching program. That is to say, while some of the programs are in the process of developing themselves, they also feel a need for approval and to recheck their own status regarding the accreditation criteria set by an independent organization such as in this case, EPDAD (see; <https://www.epdad.org.tr/?sDil=2> for further information).

I am excited to share the fascinating history of language teaching in Turkey, which is influenced by the country's language policy. While the constitutional requirement to use Turkish as the state language poses a challenge to learning minority languages

like Kurdish and Laz, we remain optimistic about promoting and preserving these languages. Despite the clash between local, national, and international interests, we are committed to fostering a bilingual society that celebrates diversity. Let's work together to create a thoughtful and inclusive habitus, where all languages are valued and appreciated.

The political agenda of the country directly affects the language policy as it affects all parts of life in the country. When the language policy of the state is examined, “based on the political choice of the ruling regime, the AKP regime, since 2002-until 2023, which means nearly two decades, forces the country and its educational institutions to create a system of “*yerli ve milli*” (local and national) way of education, as they claim the country needs such a mentality and a way doing things throughout the country. The ruling regime, on the other hand, puts an agenda of generating a (religious generation)-“*dindar nesil*”- via education in all educational cycles” (Gençkal Eroler, 2019, emphasis mine)

Regarding the capital, Ahu even stated that during Covid-19, online courses also create and perpetuate inequalities among pre-service teachers who take various courses. She stated that:

“....Eve dönmeye çalışıldı. Yani bazıları çalıştı, bazıları dönmedi vs. Şöyle 1 problem vardı, bence şey göz etmiyordu öğrencinin mesela internet erişimi var mı? Bilgisayara erişimi var mı? Fırsat eşitsizliği en basitinden. Ben bunun en güzel şeyini bir dersinde yaşadım. Yani iyi anlamda benim hocam vardı. Bölümde evet ve benim da yaşıyorum. Ben XXXX'te fiber internet bağlantısı falan yok..... [“.....Attempts were made to return home. I mean some of them did, some of them did not, etc. There was such a problem, I don't think the student was looking at things, for example, do they have access to the internet? Do they have access to a computer? Inequality of opportunity is the simplest. I experienced the best thing about this in one of my classes. I mean, I had a teacher in a good sense. In the department yes, and I live in There is no fiber internet connection in XXXX..... [“ (Ahu, interview)” (Ahu, interview).

Observation is mostly seen as a neglected data collection method in higher education research (e.g. Tight, 2022). As also in this study, no observation is conducted as a data collection method. Observation might give many insights regarding the identity

development processes, especially in the practicum courses. As a suggestion, classroom observations and/or observations of practicum courses might be included in further studies on teacher education regarding teacher identity.

In terms of theory development, using an already developed one, Bourdieu's theory (institutional habitus) with such a different combination with a teacher identity study can be seen as a development of this theory. Also, applying the theory in such a cross-case analysis might be helpful for future studies. Explaining how the theory behind this study is developed and to which direction it can go beyond current potential, which is already shown, can be seen as a strength of this study.

Narrative studies are gaining importance in the related literature mainly on investigating English language learners' and teachers' identity (e.g., Barkhuizen, 2016; Karaman & Edling, 2021; Lander, 2018; Mula-Falcón & Caballero, 2023; Nguyen & Dao, 2019; Nguyen, 2019; Sang, 2023; Yazan, 2019).

Teachers should have a self-regulation capability to a sufficient level of being able to conduct their own analyses and self-reflect to develop their self-image and possible selves and future selves. Identity development is an ongoing and complex, and multifaceted construct both valid for a pre-service and an in-service teacher and for a teacher educator.

I here prefer to use **identity development** because, from Bourdieu's aspects and critical theory perspective, nobody has any of it as the starting point, so I do not use **shape or formation regarding identity** while approaching a professional identity, I believe, and the literature also supports that pre-service teachers come to the pre-service teacher education programs with various already imagine teacher identity characteristics at first which they have developed during their high school cycles of education and the society also have some effects on it to develop it in such manners. Teacher educators should have autonomy in developing the teacher education program and designing and restructuring the institution for a better teacher education program and for training better and more efficient teachers (Kandemir, 2015). Like jelly on peanut butter, if we create a program that highly considers the psychological,

philosophical, sociological and economic, and cultural aspects of the pre-service and the teacher educators of the current institution can be a dream for the current agenda and status of teacher education and curriculum and instruction and the foreign language departments and the English Language teaching departments throughout the country.

In teacher education globally, in the last decade, there has been a sudden shift to various kinds of research studies to understand the various factors affecting teacher education programs. Also, those are highly studies if they are such psychological ones, however I believe that philosophical and sociological aspects are highly valuable and important for teacher educators to better situate the problems in teacher education; maybe it can be because of that fact that teacher education as a field in turkey is an old area of study, not a recent one is highly affected by the positivist paradigm in educational research, agents in the teacher education in Turkey is mostly taken their Ph.D. degree from Turkish institutions and the main paradigm and philosophy at these institutions and the time period by its very nature is positivists, they have a tendency to use quantitative research designs and use numerical data to support their claims. However, in such a socially complex world, not only numbers and quantitative designs are sufficient to answer such big questions about the current educational and social problems in teacher education both at the global level and local level, in this case, the Turkish teacher education context.

Curriculum and instruction and Teacher education literature discusses and gives importance to current issues such as diversity, inclusion, social justice and teacher education programs, policies, etc. and in the current situation value many diverse issues, which is historically a huge field including both curriculum development, program evaluation, and instruction, which includes many constructs and concepts such as motivation, learner characteristics, and achievement. Teacher education as one of the main aspects and areas of the studies of the curriculum and Instruction located and bounded in the Turkish context. Language even might be seen as an element of oppression or deliberation in these programs. Teacher educators who come from private colleges have a college high school education, their habitus, and mindset regarding being a teacher is not something valuable, so they do not foster

being a teacher even in a teacher training program especially it is visible in Jupiter University.

Besides, in ELT field, there is an ongoing tendency to include and delve into various stream of research lines such as; Translingualism, Global English, Socio cultural aspects in language learning and teaching in EFL contexts, English literature and Linguistics and technology integration, discourse and conversation analysis their related terms and areas of research, their effects on the program in the general higher education context. While researchers are producing a great amount of data, make various conclusions and suggesting many unique and novel ideas, approaches, theories and so on regarding the aforementioned topics. However, as researchers we need to use our reflexivity and we always I believe that we need to remember why we conduct a study regardless of what it is on or in any topic of interests. So, I am suggesting that as higher education researchers and teacher educators, regardless of what we are researching, and examining, we need to consider that we are living in a society and as social agents we need to consider and understand the habitus and the field we are located, behave and research to produce and create a meaningful research study.

As Bourdieu (2018, 2021) claims and suggest us (the researchers) that field and habitus as concepts have a great level of importance, and the main concept of his theory and his thinking tools, might yield highly vivid and concrete examples to support our claims and our understanding can improve our understanding and take us one step further, together with habitus, as a concept with a potential see “*Homo academicus*” for further explanation regarding the status of academic staff at that time in France and to see how Bourdieu magnificently outline and give a clear picture of the phenomenon under investigation, it is such a masterpiece of his studies which are highly known. Specifically, when it is considered that Bourdieu, throughout his life, produced more than some 20 influential books and 200 articles published in various ways and in many languages totaling more than when he died at the age of 71 from cancer. In an Obituary: Pierre Bourdieu published by the Guardian, a popular and respected newspaper for English readers at the UK and the territories and the global level, claims that “**as a thinker, he was as important to**

the second half of the 20th century as Sartre had been to the generation before” (emphasis mine). Hence, Bourdieu’s legacy might be said that it is in the Turkish landscape is undervalued and studied less than it should be when his prolific theory and toolkit’s potential in explaining various issues in Educational Sociology are considered.

According to Klimas (2023), becoming an EFL teacher involves more than just gaining professional skills and knowledge. It can also change a teacher's attitudes, beliefs, and identity regarding teaching and learning. While there is some research on this topic, less attention has been given to how teacher educators understand their role and how it relates to their personal history and identity. However, some studies have explored the impact of identity, emotion, and personal history on the transition from teacher-to-teacher educator, including research by Cochran-Smith (2002) and Souto-Manning (2009). Cochran-Smith (2002) suggests that engaging in inquiry and being open to learning requires changing beliefs and attitudes, which she discovered through self-study across different programs and years. Cochran-Smith (2002) states, “ . . . my own education as a teacher educator evolved with my ability and my willingness to call into question not only my students’ assumptions and practices but also my own” (p. 12). In addition, as Bhansari et al., (2022, p.11-14) highlights that “it is necessary for the field to examine the complex process of negotiating and (re)forming identities as teacher educators, as an authentic means for promoting commitments to equity and racial and linguistic justice, ...highlight the multi-faceted, contested nature of teacher educator identity”. Here in that sense we need to find new ways that future teacher educators need “intentional spaces to collectively discuss their identity formation in relationship to the larger fields of power that shape our work working toward equity and justice in teacher education – and in education more broadly – requires ongoing critical reflection and questioning of our identities and positions in our work as teachers and teacher educators”.

Ünsal et al., (2023) claims that English education has also become among the most important educational goals in Turkey. There are many studies on the reasons of inadequacy of English education and English teachers. However, it hasn’t been conducted any studies on English teachers’ professional engagement. Previous

studies showed that professional engagement deserves more attention in the teaching profession as well as in a lot of different occupations because of its positive relations with personal well-being and performance at work. Professional engagement, which has a great significance on every occupations' overstepping the boundaries of the profession, is an essential part of the teaching profession (Kandemir, 2016). Teachers' efforts about their profession are related to the level of their professional engagement, and the teachers with high engagement makes an effort to improve themselves and their students (Shukla, 2014).

4.4. Summary of the Results

Based on the interviews conducted with teacher educators from ELT programs cases mainly show that in each case, there are various unique issues embedded into these cases. However, there are also various similarities among the cases. Hence, one size teacher education policy does not fit all and does not yield similar outputs. Each case and every participant from each case has their own way of understanding the definition of a teacher and teacher identity, and in each case, what is expected from pre-service teachers is diverse. Covid 19 pandemic and immediate online teaching have an immense effect on the program, especially on the practicum course. ELT curriculum changes/letting faculties decide and develop their own curriculum regardless of CoHE's interference (centrally mandated curriculum- formal curriculum), delegation of authority to faculties of education in August 2020 has an effect on the programs and how these processes handle changes in each case in relation to its habitus and its decision making. Ideology and policy intervene in these institutions' habitus and doxa to some degree.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

One size does not fit all.

This chapter first provides the conclusion based on the results that emerged from the study. Then, based on the conclusion, the implications for further research and the teacher education policy are depicted.

5.1. Conclusion

This study clearly supported the standpoint of previous studies that considered the identity construction of English language teachers as highly complicated, multiple, and dynamic. In addition, one of the main contributions of this study is visualized in Figure 8. This study concludes that in order to understand the identity development of EFL pre-service teachers, besides many other constructs, the institutional habitus and the teacher educators as agents are crucial elements to consider and examine in this cultivation process. This recent and distinctive framework suggestion to the related field might yield various new deep understandings of the phenomena under examination. Using this framework in further studies to be conducted in the Turkish context and beyond, also be hoped to help in generating new understanding and even to grasp the complexity and uncover them not only for ELT pre-service teachers but, on the other hand, for other pre-service teachers' identity development (e.g.; Mathematics, Social sciences, Pre-school) in teacher education contexts (see; Figure 8).

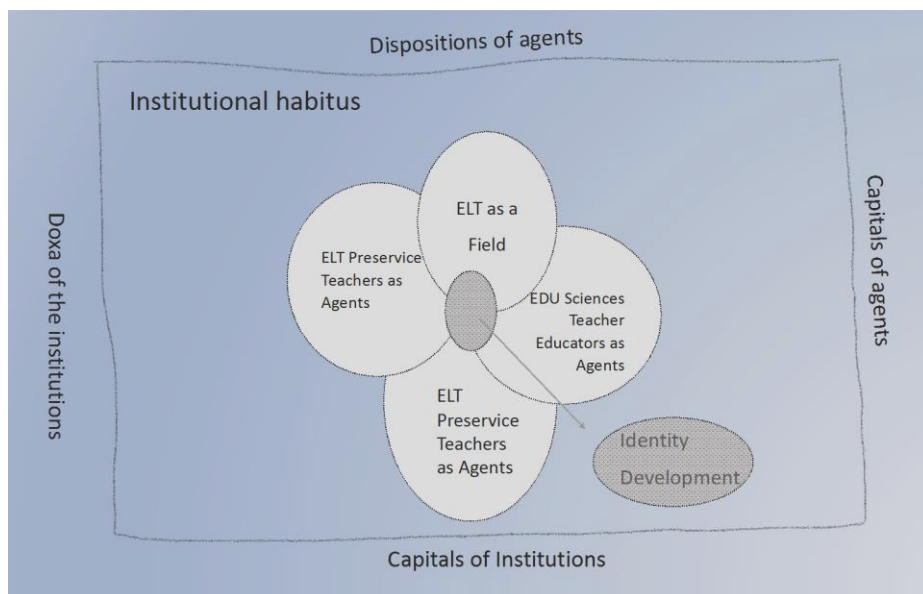


Figure 8. Pre-service ELT professional development & cultivation of identity

One of the outputs of this study is to show the policymakers that their decisions, regardless of whether they are big or small, their effects can be easily seen and traced in the teacher education system around the country, its programs and the habitus. Besides, for the policy makers; this study can enlighten and highlight the current turbulent situation in the teacher education faculties, the programs and even the institutions' habitus as well as showing an immediate need of autonomy when deciding and developing and also while evaluating the teacher education programs, as the main actors in the field, the teacher educators should be more free from bureaucracy and having an autonomy in their managerial and decision-making process both in developing their own curriculum and managing their teacher education programs. Furthermore, this study and the author of this dissertation hope that this study might pave the road to having a more inclusive understanding of faculties of education and this new autonomous understanding may bring to Turkey, which has a long history of teacher education from now on having a chance to have much more diverse teacher education programs and unique identity development frameworks throughout its education faculties and programs. Turkish higher education context currently has 68 English language teaching programs (including programs in foundation universities but excluding programs in the Turkish Republic of Northern Cyprus and other abroad CoHE affiliated universities) at 98 faculties of

education (both located at state and foundation universities) (data from istatistik.yok.gov.tr).

One size doesn't fit all is one of the main conclusions of this study. Besides it has various methodological limitations. Also, Covid 19 also brings various limitations: using online interview might affect data gathered. The study also not include any observations in the classroom environment; however, I have taken various field notes. In addition, a limited number of Edu sciences teacher educators are recruited. So while evaluating the results and the conclusion the readers should be cautious that there are various limitations which bound this study.

The main argument is that the institutional habitus is highly effective and determines much regarding the pre-service teachers' possible selves and guides them on what kind of a teacher to be. In addition, institutions' unique characteristics somehow and generally clash with the current state of the field and sometimes even with the doxa of the university, and the younger generation of teacher educators mostly state that point.

Teacher educators, to some extent, have a unique and valuable potential to transform and change the program and the vision of the pre-service teachers (PSTS) on teacher characteristics and imagined teacher roles, possible selves, and future selves of the pre-service teachers. In addition, what is done in the pre-service teacher education program might be highly effective when this group of pre-service teachers starts their career, how they perform their cognition and agency in the schools in which they work as language teachers.

Practicum experiences of pre-service teachers are also highly crucial, even in their decisions to pursue a teaching career or not. Teacher educators and teacher education institutions should be highly motivated to design such courses from the start and provide a positive and effective experience to their pre-service teachers in ELT programs. As Minh Ly and Thanh Tran, (2019) also claimed, English teaching practicum experiences provided pre-service teachers with valuable opportunities to develop their English teaching competences and helped them to conceive their

professional identity on how they saw themselves regarding their duties in school contexts. On the other hand, Minh Ly and Thanh Tran, (2019) found that pressures, conflicts and difficult conditions related to teaching community, school disciplines and facilities in the school environment challenged EFL pre-service teachers' professional identity development as this current study also showed similar results. In addition, the development of teacher identity is influenced by experiences before and beyond teaching programs (Banegas, 2022).

In terms of capital, pre-service teachers are mainly coming from middle or low-economic and cultural-class families. In addition, some of them come mainly from nearby cities and rural areas close to Venus University whereas, in Jupiter and Mars University, pre-service teachers are mostly coming from various sources (cities from all around the country), and their student groups are more heterogeneous when compared to Venus University both from economic and cultural capitals. In relation to this, the study conducted with 18,226 students from 51 different faculty of education in Türkiye also showed that the faculty of education was mainly dominated by students who had lower-middle SES with lower parental education and having secular-rational values (Aksu et al., 2010).

Interestingly teacher educators at Venus University are not inbred, and they consist of a heterogeneous group of people, while Jupiter and Mars Universities have much more inbred faculty members in their departments, mostly they either have a Ph.D. or Master of Science degree taken from the same department, these two institutions' faculty members claim that in order to keep the institutions and departments' current quality and to sustain and transmit their *école* and culture to the future graduates and protect their way of training teachers, they claim inbreeding is beneficial and indispensable part of such a system.

Current literature shows contradictory results regarding the inbreeding issue (Karaman & Edling, 2021) Gorelova & Yudkevich, 2015; Göktürk & Kandemir, 2019; Göktürk & Yildirim-Tasti, 2022) Some studies show that there are both positive and negative effects of inbreeding and some people may foster inbreeding for such claims while others state that inbreeding creates such an environment in

academia that similar research interests of the similar people in the departments bring many drawbacks and hinders upbringing the of the department. This study's scope is not mainly that point of inbreeding, so I will not discuss that part further, see; Horta (2022); Horta et al., (2022); Jones & Jefferson, (2022) for further discussion.

5.2. Implications for research

Different approaches in terms of frameworks of the sociocultural theory are highly studied, but what about other approaches and frameworks to explain and analyze teacher identity development both in pre-service and in-service education? As a researcher, I am aware that pre-service teaching and in-service period are highly different, and the literature is somehow on the same page regarding there is a huge difference between pre-service and in-service in terms of professional identity development. Teachers generally have much agency after they have been appointed to a school and start to work there rather than having micro-teaching activities, practicum processes, and giving a private course. They feel themselves as the real teacher and the only authority of the classes they have been appointed in their own schools if they have been appointed to the state schools of MONE. In addition, private school teachers and state school teachers have a multifaceted identity development process. The literature is clear that, specifically in the Turkish context, teachers working in private schools are under so many pressures that they feel restricted and restrained. In the end, they also have problems in (re)cognition and identity development, or they have been developing an identity that is not suitable and supposed to be developed.

In terms of method designs, other cases' perspectives, autoethnography and mixed methods research designs to give a full picture might be used in further studies. In terms of contexts, after finishing this study I feel urged to understand and gain interest in the teacher educators' development of what kind of identity, whether researcher, educators, or critical educators. In order to understand these aspects of them might also be beneficial for teacher education programs and policy makers.

Inclusion of graduates of the programs as participants into further studies might also yield different points to consider in developing these ELT programs to foster more identity development. How the identity is shaped during their emerging times, as I am currently in a state university which was founded in 2007; however, the faculty dates back to the second half of the 1960s affiliated with another institution.

Working as a teacher educator in a research university is another point to consider here because education faculties are not seen as necessary and influential by the huge majority of the community, specifically in Jupiter University, which is a research university. Interestingly, Mars University has another habitus and doxa regarding that point; this might be because of the fact that Mars University is restructured as a university and the faculty of education of that institution is a main unit during that period, and its history goes back to the foundation years of the modern Mustafa Kemal Atatürk's (the founder of the country) Turkish Republic.

5.3. Implications for teacher education policy

One size does not fit all

All programs and departments are unique, and each of them provides various insights to develop a curriculum, and the institutional habitus of the teacher education institutions provides a pathway to advance teacher education and relevant points and effects of the Council of Higher Education in the Turkish higher education structure. Interestingly the CoHE also has an agenda, and in the last two years during that period, the delegation of authority to Education faculties also creates both some advantages and disadvantages to these institutions and teacher education. Regarding the policy, at first hand, it seems a great step to give autonomy to such institutions however, many of these institutions namely faculties of education, have a limited number of teacher educators, and their human capital is limited. Hence, they do not have a great extent time and expertise to develop their own curriculum regarding and considering their own context (institutional habitus) and doxa of their institutions and the department. In short, departments and the education faculties still have various problems to tackle in that process.

In terms of delegation of authority, and restructuring the departments and revising the formal & enacted/in use curriculum of the ELT program (2018 and later), further research needed to understand the process and the consequences of such changes and how these changes affect the agents in this habitus, how teacher educators and pre-service teachers experience such big paradigmatic changes are also important and deserves to be investigated and documented.

During Covid-19 pandemic, they have also had various points to consider and develop their current capacity and capabilities in terms of technology use, regarding the AI and ChatGpt in assessing the pre-service teachers in their pre-service education programs, using Zoom and similar platforms and using Moodle effectively in the online courses offered.

As some of the participants, both from ELT and EDS teacher educators, claimed, even philosophically, we have some points to consider who is a teacher? who should be a teacher) -Admission to the programs, selection of pre-service teachers to that program is also highly questionable. So, these points lead us to consider a develop/search for a new system of admission to these institutions and using an interview as a selection process and way of selection was also stated, and it might, I suppose, bring various negative effects to the current system because, in Turkey, the current Turkish society has a tendency to nepotism. This suggestion might bring many negative effects rather than envisaged positive sides as it is foreseen by the teacher educators who suggest that. As Yazan (2019), in the article entitled “Toward identity-oriented teacher education: Critical autoethnographic narrative,” stated, there is a need for “program-wide identity-oriented teacher education practices” in TESOL in the US context (p.12). On the other hand, I would like to make a similar suggestion by referring Yazan’s suggestions and statements, which might also be applicable to the Turkish ELT context. Policymakers and program developers in ELT teacher education should also gain such a program-wide identity-oriented teacher education perspective and develop various practices that might foster pre-service teachers’ identity development.

All in all, policy makers in education in general and specifically in teacher education field should be aware of that education as a social system and the space (field) is highly dynamic and that's why it needs dynamic policy making, and teacher education policy should be based on such social realities and structures as (institutional) habitus, field and its doxa.



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APPENDICES

A. APPROVALS OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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21 Ocak 2020

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Hanife AKAR

Danışmanlığını yaptığınız Anıl KANDEMİR'in "Sosyal Karmaşa Çağında İngilizce Öğretmen Adaylarının Öğretmen Kimliği Oluşumunun Görünüşü" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 008-ODTU-2020 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
Başkan

Prof. Dr. Tolgâ CAN
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Dr. Öğr. Üyesi Ali Emre TURGUT
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01 ARALIK 2021

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Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Hanife AKAR

Danışmanlığını yürüttüğünüz Anıl KANDEMİR'in "Sosyal Karmaşa Çağında İngilizce Öğretmen Adaylarının Öğretmen Kimliği Oluşumunun Görünüşü" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **442-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.



Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

B. INTERVIEW PROTOCOLS

Interview Form for Teacher Educators

Öğretim Üyeleri için Bireysel Görüşme Formu

Katılımcı Onam Formu

Bu çalışma, ODTÜ Eğitim Bilimleri Bölümü, Eğitim Programları ve Öğretim Anabilim Dalında Prof. Dr. Hanife AKAR'ın danışmanlığında yürüttüğüm “Sosyal Karmaşa Çağında İngilizce Öğretmen Adaylarının Öğretmen Kimliği Oluşumunun Görünüşü” başlıklı doktora tez araştırmam kapsamındadır. Bu çalışma, İngilizce Öğretmenliği lisans programında nasıl bir öğretmen kimliği oluşum sürecinin var olduğunu incelemeyi hedeflemektedir. Bu amaçla, siz öğretim üyeleri ile görüşme yapmak istiyorum. Bu görüşmenin yaklaşık 1 saat kadar sürmesini bekliyorum. Görüşme yalnızca araştırma amacıyla kullanılacak olup yalnızca araştırmacı tarafından erişilecek ve araştırma bulguları sunulurken kişisel bilgileriniz gizli tutulacaktır ve hiçbir şekilde paylaşılmayacaktır. Bu araştırmaya ilişkin ODTÜ Uygulamalı Etik Araştırma Merkezinden etik kurul izni alınmıştır. İzin vererseniz, veri kaybını önlemek amacıyla görüşmeyi ses kayıt cihazına kaydetmek istiyorum. Dilediğiniz zaman araştırmadan herhangi bir sebep belirtmeksizin ayrılabilirsiniz.

Görüşmeye başlamadan önce herhangi bir sorunuz varsa şimdi yanıtlamak isterim. Çalışmaya katılımınız ve yanıtlarınız için çok teşekkür ederim.

Anıl KANDEMİR, Arş. Gör.
ODTÜ Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim
Doktora Adayı

Araştırmaya gönüllü olarak katılmak istiyorum.

Görüşmenin yazıya dökülmüş halini sizinle paylaşmamı ister misiniz?

Evet, isterim.

Hayır, gerek duymuyorum.

Katılımcının Adı-Soyadı

Tarih

İmza

Öğretim Üyesi Görüşme Soruları

Kişisel Bilgiler/Demografik Bilgiler

Not alınacak.

1. Görüşmeye başlarken size ilk olarak şunu sormak istiyorum.
Tanımlamak gerekirse sizce öğretmen kimdir?
 - a. Neler yapar?
 - b. Nasıl bir insandır?
 - c. Nasıl öğretir?
 - d. İletişime geçer?
 - e. Nasıl değerlendirir?
2. Hazır tanımlamalardan başlamışken size İngilizce öğretmeni kimdir sorusunu yöneltmek istiyorum.
3. Sizce Türkiye’de nasıl bir öğretmen eğitimi yürütülüyor? Neler yapılıyor?
 - a. Nasıl bir öğretmen yetiştirilmesi hedefleniyor?
 - a. Öğretmen eğitimi felsefesi - amacı
 - b. İdeolojik yaklaşım (demokratik, küresel, insan haklarına saygılı, sosyal adalete duyarlı, idealist, vs.)
 - c. Toplum hizmetine dönük
 - d. Araştırmacı, faydalı birey,
4. Peki özelde İngilizce öğretmenliğine dair nasıl bir öğretmen eğitimi yürütülüyor? Neler yapılıyor?
5. Kurumunuzdaki (bir araştırma üniversitesi olması/kuruma göre şekillenecek), İngilizce Öğretmenliği programını sizce etkilemekte midir? Nasıl?
6. Bölümünüzde İngilizce Öğretmenliği lisans programında nasıl bir öğretmen yetiştiriyor?
 - a. Felsefi/ İdeolojik-amacı-hedefi
 - b. Okul türü/düzeyi; ilkokul, yetişkin,
 - c. Kazandırılan mesleki özellikler; psikolojik, bilişsel, sosyal
7. Kendi eğitim uygulamalarınız açısından düşündüğünüzde, nasıl bir İngilizce öğretmeni yetiştirmeye çabalıyor/yetiştirmeyi hedefliyorsunuz?
 - a. Felsefi/amacı
 - b. İdeolojik yapısı- topluma bakış
 - c. Yetiştirdiği öğretmen adaylarının hazırlandığı okul türü/düzeyi

8. Programı bütüncül olarak dikkate aldığınızda, hangi dersler/uygulamalar/etkinlikler sözünü ettiğiniz öğretmen özelliklerini kazandırıyor? Nasıl? Bu uygulamalarla ilgili bölümün öğretim üyeleri olarak bir araya gelip uygulamalara dönük nasıl kararlar alıyorsunuz?
 - a. Derse ilişkin belirlediğiniz hedefler, içerik/materyaller/etkinlik-roller-yöntemler, değerlendirme?
 - b. Programın öğeleri (felsefesi, hedef, içerik, eğitim durumları, değerlendirme vs.)
9. Bu programda aldıkları eğitim açısından baktığınızda mezunlarınızın özelliklerini nasıl değerlendiriyorsunuz?
 - a. Kişisel
 - b. Akademik
 - c. Profesyonel tutum
 - d. Dil yeterliliği, yenilikçi eğitim öğretim uygulamaları (yaklaşımları), hesap verebilirlik, idealist-mesleki tutum-(idealist, umutsuz vs.)- felsefeleri,
 - e. Öğretmenlik uygulaması açısından, pratikte yaşanan
 - f. Atandıkları okullarda güçlü olacakları alanlar
 - g. Atandıkları okullarda zorluk/geliştirilmesi gereken yanlar-alanlar
10. İngilizce öğretmenliği lisans programında bildiğiniz gibi Mayıs 2018’de YÖK tarafından bir değişikliğe gidildi, bu programdan mezun olacak adaylar açısından düşündüğünüzde yeni programın ne gibi öğretmen özelliklerini hedeflediğini düşünüyorsunuz?
-- Önceki programdan mezun olan adaylardan nasıl farklılaşacağını düşünüyorsunuz?
11. Sizce Türkiye’de nasıl bir İngilizce öğretmen eğitime ihtiyaç var? Ne gibi öğretmen niteliklerine hizmet öncesi öğretmen eğitiminde odaklanılmalıdır? Neden?
12. Öğretmen eğitimcisi kimdir? Sizin öğretmen/öğretmen eğitimcisi kimliği oluşumunuz nasıl bir süreçti? Neler, hangi yaşantılar/deneyimler sizin öğretmen eğitimcisi olma kararınızı/ kimliğinizi etkiledi?

Yukarıdakilere ek olarak, önemli olduğunu düşündüğünüz ancak bahsetmediğimiz ek olarak paylaşmak istediklerinizi memnuniyetle dinlemek isterim. Zaman ayırıp çalışmaya katıldığınız için çok teşekkür ederim. Çalışmayla ilgili herhangi bir hususta dilediğiniz zaman benimle iletişime geçebilirsiniz.

Interview Form for Pre-service Teachers

Öğretmen Adayları için Odak Grup Görüşme Formu

Katılımcı Onam Formu

Bu çalışma, ODTÜ Eğitim Bilimleri Bölümü, Eğitim Programları ve Öğretim Anabilim Dalında Doç. Dr. Hanife AKAR'ın danışmanlığında yürüttüğüm doktora tezi araştırmam kapsamındadır. Bu çalışmada araştırma üniversitesi olup eğitim dili İngilizce olan bir üniversitede yer alan İngilizce Öğretmenliği lisans programında nasıl bir öğretmen kimliği oluşum sürecini incelemeyi hedeflemektedir. Bu amaçla, siz 4.sınıf öğretmen adayları ile görüşme yapmak istiyorum. Bu görüşmenin yaklaşık 1 saat kadar sürmesini bekliyorum. Görüşme yalnızca araştırma amacıyla kullanılacak olup yalnızca araştırmacı tarafından erişilecek ve araştırma bulguları sunulurken kişisel bilgileriniz gizli tutulacaktır ve hiçbir şekilde paylaşılmayacaktır. Bu araştırmaya ilişkin ODTÜ Uygulamalı Etik Araştırma Merkezinden etik kurul izni alınmıştır. İzin verirsiniz, veri kaybını önlemek amacıyla görüşmeyi ses kayıt cihazına kaydetmek istiyorum. Dilediğiniz zaman araştırmadan herhangi bir sebep belirtmeksizin ayrılabileceğinizi hatırlatarak, görüşmeye başlamadan önce herhangi bir sorunuz varsa şimdi yanıtlamak isterim.

Çalışmaya katılımınız ve samimi yanıtlarınız için çok teşekkür ederim.

Anıl KANDEMİR, Arş. Gör.
ODTÜ Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim
Doktora Adayı

Araştırmaya gönüllü olarak katılmak istiyorum.

Katılımcı Adı-Soyadı

Tarih

İmza

Odak Grup Görüşme Formu

Kişisel Bilgiler: (Lütfen ilgili kısma X işareti koyunuz, ve gerekli açıklamayı yazınız).

- 1) Yaş:
- 2) Cinsiyet:
- 3) Lise okul türünüz:
- 4) Lise eğitimi aldığınız İl:
- 5) Üniversitede yabancı dil hazırlık sınıfı okudunuz mu?
Evet Hayır
- 6) İş başvurusu durumu:
Evet..... İşin türü.....
Hayır.....
- 7) Ailenizde öğretmen olan birisi var mı?:
Varsa yakınlığı, ...

Öğretmen adayları odak grup görüşme soruları

1. Öğretmenlik programını neden tercih ettiğinizi açıkla mısınız? Sizi bu tercihe yönlendiren durumlar nelerdi?
 - a. Kaçınıcı tercih olarak ELT?
 - b. Aile, arkadaş, iş garantisi, mesleğin statüsü, topluma hizmet, çocuk sevgisi,...
2. Gelin birlikte bir hayal kuralım
Kafanızda bir öğretmen imgesi oluşturduğunuzda bu öğretmen kimdir/neler yapar/ nasıl bir insandır/nasıl öğretir, iletişime geçer, değerlendirir?

3. Siz kendinizi nasıl bir öğretmen olarak tanımlarsınız? Neler sizin öğretmen kimliğinizi/öğretmen tanımınızı etkiledi?
4. 4 yıllık süre boyunca aldığınız eğitimi düşündüğünüzde neler hatırlıyorsunuz? Size nasıl bir öğretmen misyonu yüklendiğini düşünüyorsunuz? Neden?
 - a. Aldığınız eğitim açısından baktığınızda sizin nasıl bir öğretmen olmanız hedefleniyor? Neden öyle düşünüyorsunuz? / Sizce bölümünüzde nasıl bir öğretmen yetiştirmek hedefleniyor?
 - b. Dersin öğretim üyesinin öğretmenlik mesleğine bakış açısı/ hangi dünya görüşü vurgulanıyor?
 - c. Kurumun misyonu nasıl bir ideolojiye sahip bir öğretmen yetiştirilmeye çalışılıyor?
5. ODTÜ'nün bir araştırma üniversitesi olması, İngilizce Öğretmenliği programını sizce etkilemekte midir? Nasıl?
 - a. Bu amaçla neler yapılıyor? Örnek verebilir misiniz?
6. Öğrenim gördüğünüz üniversitede eğitim dilinin İngilizce olması nedeniyle tüm derslerin (kültür ve eğitim bilimleri) İngilizce verilmesini nasıl değerlendiriyorsunuz?
7. Hayal edilen öğretmeni düşündüğünüzde, aldığınız eğitim kapsamında nelerin var olmasını, düzenlenmesi istersiniz? Eğitiminiz boyunca değişmesini istediğiniz durumlar varsa nelerdi? Dersler, içerikler, sınıf ortamı. vs.
 - a. Öğretmenlik uygulaması,
 - b. Teorik dersler
 - c. EDS dersleri
8. Başlangıçta sizle bir hayal kurmuştuk, peki bu görüşmenin bitiminde siz kendinizi nasıl bir öğretmen adayı olarak tanımlarsınız?

Varsa, ek paylaşmak istediklerinizi memnuniyetle dinlemek isterim.

C. DATA COLLECTION PROCESS

Table 12. Data Collection Process in a Nutshell

Case	Interview ID	Pseudo Names	Date conducted	Duration	Type of Interview
Case 1-Jupiter University	1. TE1-ELT	Aysel	November 2020	45:35	Online
	2. TE2-ELT	Gül	November 2020	1.09:34	Online
	3. TE3-ELT	Dilek	December 2020	59:09	Online
	4. TE4-ELT	Bekir	December 2020	46:25	Online
	5. TE5-ELT	Çağla	Nov 2021	42:13	Face to face
	6. TE6-ELT	Canan	Nov 2021	42:05	Online
	7. TE7-ELT	Pelin	Dec 2021	01:07:35	Online
	8. TE8-ELT	Yeliz	May 2022	57:36	Face to face
	9. TE9_EDS	Deniz	Feb 2022	01:09:23	Online
	10. TE10_EDS	Ali	Feb 2022	01:41:26	Face to Face
	11. TE11_EDS	Seçil	April 2022	30:36	Face to face
	12. TE12_EDS	Zehra	April 2022	57:17	Online
	13. TE13_EDS	Nihal	April 2022	39:52	Face to face
	14. TE14-EDS_GG	Gülçin	May 2022	58:44	Face to face
	15. Pre-Service Teacher 1	PT1 Ahu	April 2022	56:24	Face to face- individual
	16. Pre-Service Teacher 2	PT2 Uğur	June 2022	32:32	Online
	17. Pre-Service Teacher 3	PT3 Gülru	June 2022	42:52	Face to face
	18. Pre-Service Teacher 4	PT4 Alex	August 2022	32:52	Online
	19. Pre-Service Teacher 5	PT5 Elif	August 2022	42:27	Online

Table 12. (cont'd)

Case	Interview ID	Pseudo Names	Time conducted	Duration	Type of Interview
Case 2- Venus University	20. TE15_ELT	Derya	August 2020	1:06:03	Online
	21. TE16_EDS	Ismail	March 2022	01:04:48	Face to face
	22. TE17_EDS	Suzan	March 2022	55:10	Face to face
	23. TE18_ELT	Sinem	March 2022	55:33	Face to face
	24. TE19_ELT	Taner	March 2022	01:31:46	Face to face
	25. TE20_ELT	Recep	March 2022	43:27	Face to face
	26. TE21_EDS	Neva	April 2022	54:57	Online
	27. Focus Group 1_Case2 (n=5)	FG1 PT6 PT7 PT8 PT9 PT10	March 2022	54:09	Face to face
Case 3- Mars University	28. Focus Group 2_Case2 (n=5)	FG2 PT11 PT12 PT13 PT14 PT15	March 2022	59:51	Face to face
	29. Focus Group 3_Case3 (n=5)	FG3 PT16 PT17 PT18 PT19 PT20	March 2022	52:56	Face to face
	30. Focus Group 4_Case3 (n=6)	FG4 PT21 PT22 PT23 PT24 PT25 PT26	March 2022	39:37	Face to face
	31. Focus Group 5_Case3 (n=4)	FG5 PT27 PT28 PT29 PT30	April 2022	01:02:09	Face to face

Table 12. (cont'd)

Case	Interview ID	Pseudo Names	Time conducted	Duration	Type of Interview
Case 3- Mars University	32. TE22_ELT	Teoman	April 2022	01:25:16	Face to face
	33. TE23_ELT	Serhat	April 2022	01:02:04	Online
	34. TE24_ELT	Meltem	May 2023	01:02:49	Online
Total	In 3 University, 24 Individual interviews with Teacher Educators (TE) (15 ELT-TE & 9 EDS-TE) 5 Focus group interviews with Pre-service Teachers (9 male & 16 female) 5 Individual interviews with Pre-service teachers (2 Male & 3 Female) In total 54 individual are recruited to the study to voluntarily participate in the interviews.				
		See; Demographic tables in the text for more details regarding demographics of the teacher educators and the pre-service teachers.	From August 2020 to May 2023	Total Duration of Interviews: Approx. 34 hours	Time Period From August 2020 – May 2023. In all stages of Covid-19 Pandemic: after its effects minimized and under relatively normalized conditions.

□

[illegible]

Figure 4. A Sample Notes and Memos from a Teacher Educator Interview

16.00. 28.06.20
 ODN E - lesson observed -
 ODN de observati
 2019 jury
 Edebyat - apurilun
 2. fozas
 nequl -
 young learners - dost - Ethel dos -
 - Classcon concept
 telephone -
 Odebyat fozas - 196 fozas
 Odebyat fozas -
 phone, sequence,
 Odebyat fozas -
 196 fozas
 Odebyat fozas -
 196 fozas

Figure 5. Sample Notes and Memos from a Pre-Service Teacher Interview

E. SAMPLE DATA ANALYSIS -INTERVIEW

1	I: Kaydı başlatıyorum hocam. dilermeniz ben biraz alıřmadan bahsedeyim. Temelde bu alıřmanın amacı İngilizce ğretmen adaylarının nasıl bir ğretmen kimlięi kazandıkları ve bunun lisans programlarında nasıl bir süreçle kazandırıldığı. Bu kapsamda ben ğretmen adayları ile ğretmen eğitimcileri ile hem İngilizce İngiliz dili eğitimi anabilim dalı hem de eğitim bilimleri anabilim dalında hocalarla görüşmeler yürütüyorum. Bu kapsamda da sizinle 45-50 dakika süreceğini düşündüğüm bir görüşme yapmak istiyorum. Öncelikle hocam, eęer siz de uygun görürseniz kişisel bilgilerle başlamak istiyorum. Hangi lisans programı, hangi master hangi doktora gibi dilermeniz ben biraz sizi tanıyayım. ondan sonra dięer sorulara geçeyim.
2	R: Ben 9 Eylül Ünivesitesi Buca Eğitim Fakóltesi İngilizce ğretmenlięi o zamanki ismi 98 yılı aynı üniversitede aynı anabilim dalında yüksek lisansımı 2001'de doktora eğitimimi de 2005 yılında tamamladım. 98 yılında lisans mezunu olduğum sene hem yüksek lisans sınavını kazandım hem de aynı üniversitede okutmanlık sınavını kazandım ve bir yandan ğretmenlik yapmaya başladım. Benim bir gün bile araştırma görevlilięi deneyimim yok, ben önce 8 sene doktora ııı... şey okutmanlık yaptım doktoramı bitirdiğimde de yardımcı doent

educational background

previous experiences

previous experiences

previous experiences

1 / 47

graduates' low level of language competency
inadequacy of teacher identity in graduates

78 **R:** yani kendine yatırım yapmıyorsa hoca yok artık duyabileceği kendisine dönüt verecek insan kalmıyor etrafında ve bu gerilemeyi de beraberinde getiriyor. Üzülerek söylüyorum mezunlarımızın çoğunun dil yeterliliğinden ve öğretmen kimliği açısından da çok yeterli olmadığını

79 **I:** Biraz oralara girmek istiyorum aslında hocam

80 **R:** çok çalışkan olmadığını, mesela mesleğe çok olumlu bakmadığını, ya hasbelkader puanımız bunu tuttu, bu yüzden girdik, veliler zaten çok eğitilmiş kesimden gelmiyor yani, okuryazarlık seviyesi ve sosyokültürel seviyesi çok yüksek olmadığı için mesela ben şeyi çok söylerim, okuma eğitimi ile başlıyoruz biz 3lerdeki dil becerisi öğretiminde anne babanızı kitap okurken gördünüz mü, evinizde bir kitaplık var mı ufak da olsa, ya buna evet diyen,

81 **I:** çok çok az değil mi ?

82 **R:** gazete dışında kitap diyen sınıfta bir kişi ya da iki kişi çıkıyor, çıkmıyor, çok acı yani çok kitap okuyan, dediğim gibi entellektüelite seviyesi yüksek aile grubundan gelmiyor çocuklar onun yansıması olarak da çocuklar çok fazla öğretmenlik

students family background-capitals

F. 1997 ELT PROGRAM- COURSES LIST AND STRUCTURE

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI

BİRİNCİ YIL

I. Yarıyıl

KODU	DERSİN ADI	T	U	K
	İngilizce Dilbilgisi I	3	0	3
	Konuşma Becerileri I	3	0	3
	Okuma Becerileri I	3	0	3
	Yazma Becerileri I	3	0	3
	Türkçe I: Yazılı Anlatım	2	0	2
	Atatürk İlkeleri ve İnkılap Tarihi I	2	0	0
	Öğretmenlik Mesleğine Giriş	3	0	3
	Kredi	17		

II. Yarıyıl

KODU	DERSİN ADI	T	U	K
	İngilizce Dilbilgisi II	3	0	3
	Konuşma Becerileri II	3	0	3
	Okuma Becerileri II	3	0	3
	Yazma Becerileri II	3	0	3
	Türkçe II: Sözlü Anlatım	2	0	2
	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	0
	Okul Deneyimi I	1	4	3
	Seçmeli I	2	0	2
	Kredi	19		

İKİNCİ YIL

III. Yarıyıl

KODU	DERSİN ADI	T	U	K
	İleri Okuma Becerileri	3	0	3
	İngiliz Edebiyatına Giriş I	3	0	3
	Dil Edinimi	3	0	3
	Bilgisayar	2	2	3
	Türkçe Ses ve Biçim Bilgisi	3	0	3
	Gelişim ve Öğrenme	3	0	3
	Kredi	18		

IV. Yarıyıl

KODU	DERSİN ADI	T	U	K
	İleri Yazma Becerileri	3	0	3
	İngiliz Edebiyatına Giriş II	3	0	3
	İngilizce Öğretiminde Yaklaşımlar	3	0	3
	Dilbilime Giriş I	3	0	3
	Türkçe Tümce Bilgisi ve Anlambilim	3	0	3
	Öğretimde Planlama ve Değerlen.	3	2	4
	Kredi	19		

ÜÇÜNCÜ YIL

V. Yarıyıl

KODU	DERSİN ADI	T	U	K
	Dilbilime Giriş II	3	0	3
	Kısa Öykü İncelemesi ve Öğretimi	3	0	3
	İngilizce-Türkçe Çeviri	3	0	3
	Özel Öğretim Yöntemleri I	2	2	3
	Öğretim Tek. ve Materyal Geliş.	2	2	3
	Seçmeli II	3	0	3
	Seçmeli III	2	0	2
	Kredi	20		

VI. Yarıyıl

KODU	DERSİN ADI	T	U	K
	Araştırma Becerileri	3	0	3
	Çocuklara Yabancı Dil Öğretimi	3	0	3
	Roman İncelemesi ve Öğretimi	3	0	3
	Sınıf Yönetimi	2	2	3
	Özel Öğretim Yöntemleri II	2	2	3
	Seçmeli IV	3	0	3
	Kredi	18		

DÖRDÜNCÜ YIL

VII. Yarıyıl

KODU	DERSİN ADI	T	U	K
	İng. Sınav Hazırlama ve Değerl.	3	0	3
	Drama (Oyun) İnceleme. ve Öğret.	3	0	3
	Materyal Değerlen. ve Uyarılama	3	0	3
	Konu Alanı Ders Kitabı İncelemesi	2	2	3
	Okul Deneyimi II	1	4	3
	Seçmeli V	3	0	3
	Kredi	18		

VIII. Yarıyıl

KODU	DERSİN ADI	T	U	K
	Türkçe-İngilizce Çeviri	3	0	3
	Şiir İncelemesi ve Öğretimi	3	0	3
	Rehberlik	3	0	3
	Öğretmenlik Uygulaması	2	6	5
	Kredi	14		

TOPLAM KREDİ 143

T : Haftalık teorik ders saati.
U : Haftalık uygulamalı ders saati.
K : Dersin kredisi.
Öğretmenlik Formasyonu Dersi

Source: (CoHE, 1998).

G. 2006 PROGRAM AND COHE'S RELEVANT EXPLANATIONS REGARDING THAT REFORM

CoHE's Report on Teacher Education and Faculties of Education (1982-2007)

Regulations Regarding Curricula

CoHE (2007a) summarized the need of the change as follows: An important dimension of the restructuring in Faculties of Education is the "program development" studies. In the curriculum dimension, all undergraduate programs were reorganized, new programs were developed in some branches, non-thesis master's programs to be opened within the Faculty of Education (and the institute) were developed for those who wanted to become teachers from graduates who completed their field education in other faculties, and the teacher formation program was reorganized. The main features of the new programs which include significant changes compared to the previous programs, can be summarized as follows:

1. In the curriculum development studies, parallelism was tried to be established between the curricula at the relevant school level and the educational process.
2. The teaching formation courses given in Tables 7 and 8 were redesigned to emphasize theoretical knowledge as well as knowledge and skills related to the real school environment and the teaching profession, and were distributed to undergraduate programs in a balanced manner in line with the principles of gradualism and completeness. In this context;
 - The number and credits of these courses have been significantly increased compared to the "teaching formation" courses of the past.

- Care has been taken to ensure that these courses are in parallel with the field courses and that they are organized in such a way that the knowledge and skills learned in the field courses are applied in the learning-teaching process.
- Through both introductory courses and practicum courses, it was envisaged that prospective teachers would understand and discuss the basic characteristics, realities, difficulties and positive aspects of the teaching profession in various dimensions.
- Based on the principles of planned teaching and linking curriculum development activities at various levels with classroom teaching and evaluation, a new course called "planning and evaluation in teaching" was introduced to the curriculum.
- Practice hours were added to most of the formation courses and the practical aspect of the program was increased. In this context, two new courses, School Experience-I and School Experience-II, were introduced for learning in the school environment. A comprehensive regulation on faculty-school cooperation was made and a "Faculty-School Cooperation Directive" was prepared and put into practice in cooperation with the Ministry of National Education and the Council of Higher Education.
- Instructional technologies and material development, classroom management, guidance and computer courses were introduced in all teacher training programs, and the credit for the course on "subject area teaching" was increased (CoHE, 2007, p. 54).

H. 2006 ELT PROGRAM (FORMAL CURRICULUM)

Öğretmen Yetiştirme ve Eğitim Fakülteleri

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI

I. YARIYIL					II. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	Başlangıç Dilbilgisi I	3	0	3	A	Başlangıç Dilbilgisi II	3	0	3
A	İleri Okuma ve Yazma I	3	0	3	A	İleri Okuma ve Yazma II	3	0	3
A	Okuma ve Sesletim I	3	0	3	A	Okuma ve Sesletim II	3	0	3
A	Sözlü İletişim Becerileri I	3	0	3	A	Sözlü İletişim Becerileri II	3	0	3
GK	Türkçe II: Yazılı Anlatım	2	0	2	A	Sözlük Bilgisi	3	0	3
GK	Bilgisayar I	2	2	3	GK	Türkçe II: Sözlü Anlatım	2	0	2
GK	Ekili İletişim	3	0	3	GK	Bilgisayar II	2	2	3
MB	Eğitim Bilimine Giriş	3	0	3	MB	Eğitim Psikolojisi	3	0	3
TOPLAM		22	2	23	TOPLAM		22	2	23
III. YARIYIL					IV. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	İngiliz Edebiyatı I	3	0	3	A	İngiliz Edebiyatı II	3	0	3
A	Dilbilim I	3	0	3	A	Dilbilim II	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar I	3	0	3	A	İngilizce Öğretiminde Yaklaşımlar II	3	0	3
A	İngilizce-Türkçe Çeviri	3	0	3	A	DI Edinimi	3	0	3
A	Anlatım Becerileri*	3	0	3	GK	Bilimsel Araştırma Yöntemleri	2	0	2
GK	Türk Eğitim Tarihi*	2	0	2	MB	Özel Öğretim Yöntemleri I	2	2	3
MB	Öğretim İlke ve Yöntemleri	3	0	3	MB	Öğretim Teknolojileri ve Materyal Tasarımı	2	2	3
TOPLAM		20	0	20	TOPLAM		18	4	20
V. YARIYIL					VI. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	Çocuklara Yabancı Dil Öğretimi I	2	2	3	A	Çocuklara Yabancı Dil Öğretimi II	2	2	3
A	Özel Öğretim Yöntemleri II	2	2	3	A	Türkçe- İngilizce Çeviri	3	0	3
A	DI Becerilerinin Öğretimi I	2	2	3	A	DI Becerilerinin Öğretimi II	2	2	3
A	Edebiyat ve DI Öğretimi I*	3	0	3	A	Edebiyat ve DI Öğretimi II*	3	0	3
A	İkinci Yabancı Dil II*	2	0	2	A	İkinci Yabancı Dil II*	2	0	2
GK	Drama*	2	2	3	GK	Topluma Hizmet Uygulamaları	1	2	2
MB	Snif Yönetimi	2	0	2	MB	Ölçme ve Değerlendirme	3	0	3
TOPLAM		15	8	19	TOPLAM		16	6	19
VII. YARIYIL					VIII. YARIYIL				
KODU	DERSİN ADI	T	U	K	KODU	DERSİN ADI	T	U	K
A	Yabancı Dil Öğretiminde Materyal İnceleme ve Geliştirme*	3	0	3	A	Yabancı Dil Öğretiminde Ölçme ve Değerlendirme	3	0	3
A	İkinci Yabancı Dil III*	2	0	2	A	Semeli II	2	0	2
A	Semeli I	2	0	2	A	Semeli III	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi I	2	0	2	GK	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	2
MB	Okul Deneyimi	1	4	3	MB	Karşılıklı Eğitim*	2	0	2
MB	Rehberlik	3	0	3	MB	Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2
MB	Özel Eğitim*	2	0	2	MB	Öğretmenlik Uygulaması	2	6	5
TOPLAM		15	4	17	TOPLAM		15	6	18

GENEL TOPLAM	Teorik	Uygulama	Kredi	Saat
	143	32	159	175

A: Alan ve alan eğitimi dersleri, MB: Öğretmenlik meslek bilgisi dersleri, GK: Genel kültür dersleri

Source: (CoHE, 2007b).

I. 2018 ELT PROGRAM (FORMAL CURRICULUM)

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI

2

I. Yarıyıl

Dersin Adı	T	U	K	AKTS
Eğitime Giriş	2	0	2	3
Eğitim Sosyolojisi	2	0	2	3
Atatürk İlkeleri ve İnkılap Tarihi 1	2	0	2	3
Yabancı Dil 1	2	0	2	3
Türk Dili 1	3	0	3	5
Bilgi Teknolojileri	3	0	3	5
Okuma Becerileri 1	2	0	2	2
Yazma Becerileri 1	2	0	2	2
Diñleme ve Sesletim 1	2	0	2	2
Sözlü İletişim Becerileri 1	2	0	2	2
Toplam	22	0	22	30

II. Yarıyıl

Dersin Adı	T	U	K	AKTS
Eğitim Psikolojisi	2	0	2	3
Eğitim Felsefesi	2	0	2	3
Atatürk İlkeleri ve İnkılap Tarihi 2	2	0	2	3
Yabancı Dil 2	2	0	2	3
Türk Dili 2	3	0	3	5
Okuma Becerileri 2	2	0	2	2
Yazma Becerileri 2	2	0	2	3
Diñleme ve Sesletim 2	2	0	2	3
Sözlü İletişim Becerileri 2	2	0	2	3
İngilizce'nin Yapısı	2	0	2	2
Toplam	21	0	21	30

III. Yarıyıl

Dersin Adı	T	U	K	AKTS
Öğretim Teknolojileri	2	0	2	3
Öğretim İle ve Yöntemleri	2	0	2	3
Seçmeli 1	2	0	2	4
Seçmeli 1	2	0	2	3
Seçmeli 1	2	0	2	4
İngilizce Öğrenme ve Öğretme Yakapantarı	2	0	2	3
İngiliz Edebiyatı 1	2	0	2	4
Dilbilimi 1	2	0	2	3
Eleştirel Okuma ve Yazma	2	0	2	3
Toplam	18	0	18	30

IV. Yarıyıl

Dersin Adı	T	U	K	AKTS
Türk Eğitim Tarihi	2	0	2	3
Eğitimde Araştırma Yöntemleri	2	0	2	3
Seçmeli 2	2	0	2	4
Seçmeli 2	2	0	2	3
Seçmeli 2	2	0	2	4
İngilizce Öğretim Programları	2	0	2	3
İngiliz Edebiyatı 2	2	0	2	4
Dilbilimi 2	2	0	2	3
Dil Edinimi	2	0	2	3
Toplam	18	0	18	30

V. Yarıyıl

Dersin Adı	T	U	K	AKTS
Sınıf Yönetimi	2	0	2	3
Eğitimde Etik ve Etik	2	0	2	3
Seçmeli 3	2	0	2	4
Seçmeli 3	2	0	2	3
Seçmeli 3	2	0	2	4
Çocuklara Yabancı Dil Öğretimi 1	3	0	3	5
İngilizce Dil Becerilerinin Öğretimi 1	3	0	3	5
Dil ve Edebiyat Öğretimi 1	2	0	2	3
Toplam	18	0	18	30

VI. Yarıyıl

Dersin Adı	T	U	K	AKTS
Eğitimde Ölçme ve Değerlendirme	2	0	2	3
Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2	3
Seçmeli 4	2	0	2	4
Seçmeli 4	2	0	2	3
Seçmeli 4	2	0	2	4
Çocuklara Yabancı Dil Öğretimi 2	3	0	3	5
İngilizce Dil Becerilerinin Öğretimi 2	3	0	3	5
Dil ve Edebiyat Öğretimi 2	2	0	2	3
Toplam	18	0	18	30

VII. Yarıyıl

Dersin Adı	T	U	K	AKTS
Öğretmenlik Uygulanması 1	2	6	5	10
Özel Eğitim ve Kaynaştırma	2	0	2	3
Seçmeli 5	2	0	2	4
Topluma Hizmet Uygulamaları	1	2	2	3
Seçmeli 5	2	0	2	4
İngilizce Öğretiminde Ders İçeriği Geliştirme	3	0	3	3
Çeviri	3	0	3	3
Toplam	15	8	19	30

VIII. Yarıyıl

Dersin Adı	T	U	K	AKTS
Öğretmenlik Uygulanması 2	2	6	5	15
Okulda Rehberlik	2	0	2	3
Seçmeli 6	2	0	2	4
Seçmeli 6	2	0	2	4
İngilizce Öğretiminde Sınav Hazırlama	3	0	3	4
Toplam	11	6	14	30

Genel Toplam

	T	U	K	AKTS	SAAT	YÜZDE
Musluk Bilgisi	44	12	50	91	56	34
Genel Kültür	26	2	27	42	28	18
Alan Eğitimi	71	0	71	107	71	48
Toplam	141	14	148	240	155	100

Source: (CoHE's Website, <https://www.yok.gov.tr/kurumsal/idari-birimler/egitim-ogretim-daairesi/yeni-ogretmen-yetistirme-lisans-programlari>)

J. CODEBOOK

4.1. Theme: ELT as a Field	Categories	Various codes as an example
	<i>4.1.1. Current status of English Language Teaching</i>	language as a liberating element everything is a matter of language problematizing the language itself English language as a transdisciplinary social science field
	<i>4.1.2. English Language Teacher Education (ELTE) in the Turkish higher education context</i>	history doxa institutional habitus politics
	<i>4.1.3. Role of the Council of Higher Education (CoHE) as a decision- making institution</i>	Teacher Education Curriculum curriculum/program -before 1997 -1997 -2006 -2018
	<i>4.1.4. Program</i>	negative effects of the 2018 program on language proficiency 97 reform- neoliberal effect on teacher education Practicum courses Practicum as an indispensable course of the program teacher educators' resistance to practicum course
	<i>4.1.5. Institution</i>	Meso and micro level policy of the institution Field of study Habitus, History, Doxa Jupiter University (an international institution) Mars University (a national institution) Venus University (a local institution)

4.2. Theme: Teacher Educators as Agents	Categories	Various codes as an example
	<i>4.2.1. ELT teacher educators</i>	Postgraduate Studies Bilkent MA TEFL program Fulbright FLTA program Postdoc and abroad experience
	<i>4.2.2. Expected characteristics from pre-service teachers</i>	Expected professional characteristics from pre-service teachers Expected personal characteristics from students
4.3. Theme: Pre-service Teachers as Agents	Categories	Various codes as an example
	<i>4.3.1. Habitus</i>	Their background previous experiences family and culture they are coming
	<i>4.3.2. Capitals</i>	Background (capitals, family, etc.) Low-Middle-class family Capitals; Economic, Cultural, Social and Symbolic
	<i>4.3.3. Career aspirations and professional orientations</i>	Tendency of working as a teacher Future plan, and orientation to the teaching profession readiness for the profession
	<i>4.3.4. Expectations from the program/institution</i>	Criticisms of their program/institution
	<i>4.3.5 Family effect (parents, relatives) on choosing the program</i>	Merged with data from demographics form questionnaire, see demographic table

**K. VISUALS OF JUPITER, MARS, and VENUS UNIVERSITIES and ELT
DEPARTMENTS' CONTEXT FROM FIELD VISITS**

a. JUPITER UNIVERSITY



Photograph 1. A classroom with chairs that can be used for group and pair work.



Photograph 2. The door of a student study hall (for 14 people) is used freely by the pre-service teachers whenever they want to use and study there.



Photograph 3. An announcement board that has various formal announcements.



Photograph 4. A classroom with technology types of equipment (projectors, etc.).



Photograph 5. The entrance of the building used only by the ELT Department.



Photograph 6. A big announcement board that has almost nothing announced related to teaching or any social activity.



Photograph 7. The corridor of the faculty members' offices

b. MARS UNIVERSITY



Photograph 8. The building of ELT department which is currently used since 1980s



Photograph 9. A classroom with a fixed seating arrangement



Photograph 10. A sample classroom visual which is technologically equipped



Photograph 11. A visual from the campus area, the building depicted is used for many years as the faculty of education before moving to another modern building which is currently used seen in photograph 8.



Photograph 12. The corridor of the department and the classrooms are so close to the faculty members' offices.

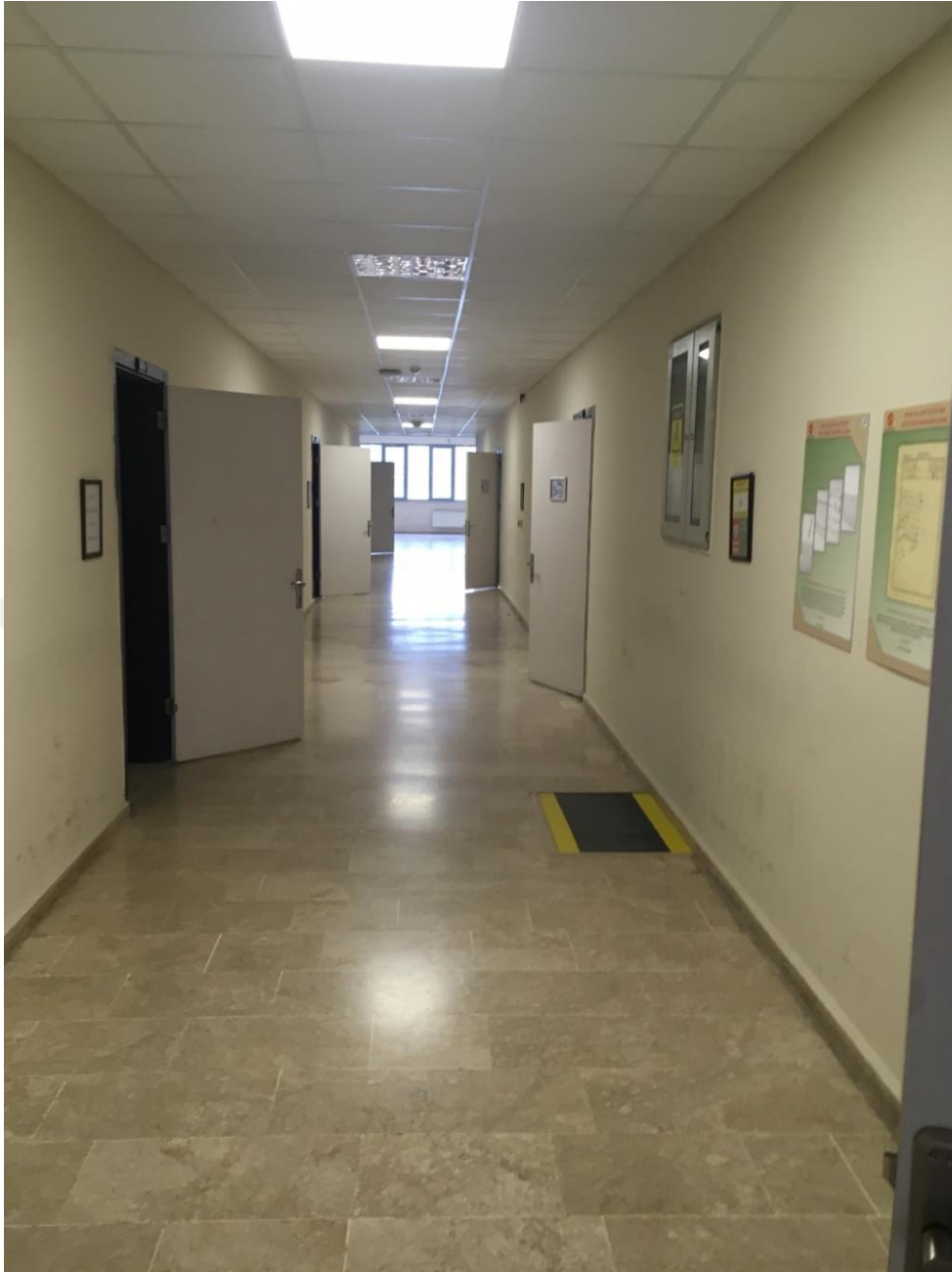
c. VENUS UNIVERSITY



Photograph 13. A classroom with various technological equipments



Photograph 14. A classroom with fixed seating arrangement



Photograph 15. The corridor of the classrooms, so close to the offices of teacher educators



Photograph 16. A classroom with fixed seating arrangement



Photograph 17. A blank board, no activity announcement or related documents available



Photograph 18. The corridor and the office area which is used only by ELT department.

L. CURRICULUM VITAE

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EDUCATION

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Master of Science, Department of Educational Sciences, Institute of Educational Sciences, Pamukkale University, Denizli, Türkiye. Major: Curriculum and Instruction. Thesis: *İlkokul 2. sınıf İngilizce öğretim programının katılımcı odaklı program değerlendirme yaklaşımıyla değerlendirilmesi [An evaluation of 2nd grade English curriculum within a participant oriented program evaluation approach]*. January 2016.

Bachelor of Science, Department of Foreign Languages, Faculty of Education, Akdeniz University, Antalya, Türkiye. Major: English Language Teaching, July 2012.

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Research Assistant, Pamukkale University, August, 2013- February, 2016.

Research Assistant, Ağrı İbrahim Çeçen University, February, 2016- September, 2016.

Research Assistant, Middle East Technical University, Department of Educational Sciences, September, 2016- April, 2023.

Research Assistant, Ağrı İbrahim Çeçen University, April, 2023- Present.

PUBLICATIONS

Articles Published in International & National Journals

Hıdıroğlu, Ç. N., **Kandemir, A.**, & Tuncel, İ. (2016). Hammond'un Değerlendirme Küpü Çerçevesinde Öğretim İlke ve Yöntemleri Dersinin Değerlendirilmesi [Evaluation of Teaching Principles and Methods' Course in Scope of Hammond's Evaluation Cube]. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi [Mehmet Akif Ersoy University Journal of Education Faculty]*, 1(37), 47-68. <https://dergipark.org.tr/en/pub/maeuefd/issue/19410/206442>

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Book Chapters

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PROJECTS & ACTIVITIES

International Activity

Researcher, *Learning for Leadership in Education*, 20131GR1ERA1015369, (29.06- 12.07 2014), University of the Peloponnese, Corinth, Greece. EU Funded Erasmus Project (Intensive Program) on leadership in education with representatives from Turkey, United Kingdom, Ireland, Poland, Lithuania, Czech Republic, Greece and Cyprus, Budget: 30.553,25 Euro.

National Projects

Researcher, *Öğretmenlerin, Öğretmen Adaylarının ve Yöneticilerinin Kapsayıcı Eğitime Yönelik Görüş ve Alguları [Views and Perceptions of Teachers, Teacher Candidates and School Directors on Inclusive Education]*, GAP-502-2018-2719-Scientific Research Project Supported by Higher Education Institutions (Middle East Technical University), Project Coordinator: Prof. Dr. Cennet Engin-Demir, 15.05.2018- 15.05.2019, Budget: 7.500,00 TL.

Researcher, *Views on Faculties of Education in Turkey: METU Case*, Scientific Research Project Supported by Higher Education Institutions (Middle East Technical University), BAP-08-11-2016-074 Project Coordinator: Assist. Prof. Dr. Duygun Göktürk Ağın, 01.01.2016- 31.12.2017, Budget: 26.883,00 TL.

M. TURKISH SUMMARY / TRKE ZET

Giriř

Bu blmde ğretmen kimlięi geliřiminin temel sorunu ve bu arařtırmanın ilgili literatrde neden yer aldıęı zetlenmektedir. Ardından, ğretmen kimlięi geliřimine olan ilginin arka planı aıklanmaktadır. Son olarak, Bourdieu'nun alan teorisi kısaca aıklanmaktadır.

ğretmen kimlięi geliřimi

ğretmen kimlięi, son yirmi yılda kresel olarak hem hizmet ncesi hem de hizmet ii ğretmen eęitiminde popler bir arařtırma alanı haline gelmiřtir. Bu eęilim, ğretmen eęitimcilerinin ğretmen kimlięinin geliřimi ve bunun ğretim, ğrenme, program, ğretmen biliři (cognition) ve inanları ile etkileřimi hakkında daha fazla bilgi edinildięi ve ilgi ektięi Trkiye baęlamında da belirgindir. Lindahl ve Yazan (2019), Yazan (2018, 2019, 2022), Yazan ve Peercy (2016) ve De Costa ve Norton'un (2017) alıřmaları da dâhil olmak zere literatrde bazı son alıřmalar dil ğretmeni kimlięine odaklanmıřtır.

ğretmen kimlięi alıřmaları, son yirmi yılda dnya apında hizmet ncesi ve hizmet ii ğretmen eęitiminde nemli bir ilgi grmřtir. TESOL akademisyenleri, ğretmen kimlięinin yalnızca ğretmen ğrenimi ve geliřiminde deęil, aynı zamanda sınıf uygulamalarını řekillendirmedeki nemli roln de altını izmiřtir (Kanno ve Stuart, 2011; Reeves, 2018; Varghese, Morgan, Johnston ve Johnson, 2005). Bu eęilim, ğretmen eęitimcilerinin ğretmen kimlięinin geliřimi ve bunun ğretme, ğrenme, program, ğretmen biliři, inanları ve ğretmen eylemlilięi (agency) zerindeki etkisini daha derinlemesine anlamaya alıřtıęı Trkiye'de de ne ıkmaktadır. İlgili literatrdeki son ve nde gelen arařtırmalar bu hususta olduka kapsamlı sonular ve bazı aıklamalar sunmaktadır, rneęin; Lindahl ve Yazan (2019), Yazan (2018, 2019, 2022), Yazan ve Peercy (2016), Akkerman ve Meijer, (2011); Banegas, (2022); Barkhuizen, (2016); Cořgun ve Savař, (2023); Giralt-Romeu ve dięerleri, (2021); Kayi-Aydar, (2019); Akcaoglu ve Akcaoglu, (2022);

Côté ve Levine, (2002); Liang ve diğerleri, (2023); Swennen ve diğerleri, (2010) Karaman ve Edling (2021). Ben bu çalışmada kimlik gelişimini kullanmayı tercih ediyorum çünkü Bourdieu'nün bakış açısından ve eleştirel teori perspektifinden bakıldığında, başlangıç noktası olarak hiç kimse yoktur ki sıfır düzeyinde bir kimliğe sahip olsun ve herhangi bir kimliğin sıfır seviyesi yoktur, bu nedenle profesyonel bir kimliği araştırırken ve üzerine bir anlayış kurarken kimlik yapısına ilişkin bir terim olarak şekillendirme (formation) veya (yeniden) oluşum (re-construction) kullanmıyorum. Buradan şu sonuca varıyorum ve literatür de öğretmen adaylarının hizmet öncesi öğretmen eğitimi programlarına ilk başta, lise eğitimleri sırasında geliştirdikleri çeşitli öğretmen kimliği anlayışları, yapılanmaları ve beklentileri ile geldiklerini ve toplumun da bu kimliğin bu şekilde gelişmesinde bazı etkileri olduğunu destekliyor.

Öğretmenlerin davranış beklentileri ve toplum içindeki konumlarına ilişkin algılarının şekillenmesinde öğretmen kimliğinin rolü yadsınamaz. Bu algılar, karar verme süreçlerinin yanı sıra öğretim metodolojilerini de büyük ölçüde etkileyebilir. Esasen, bir öğretmenin kimliği, öğretim stratejilerinin ve anlamlandırmasının üzerine inşa edildiği temel taşı oluşturur. Öğretmen kimliği, öğretmenlerin "var olma, işlerini yapma ve anlama ve toplumdaki yerleri hakkında kendi fikirlerini nasıl oluşturduklarını" etkiler (Sachs, 2005, s. 15). Öğretmenin sınıftaki "anlamlandırma ve karar verme" süreçleri için bir "temel" sağlar (Bullough, 1997, s. 21). Başka bir deyişle, öğretmenler öğretirken, öğretmeyi öğrenirken ve öğrencileriyle, velileriyle ve meslektaşlarıyla etkileşime girerken (a) mesleki uygulamalarında neye değer ve öncelik verdiklerini ve nasıl bir öğretmen olduklarını ya da olmak istediklerini (Yazan, 2018) ve (b) "bir öğretmenin ne bilmesi ve ne yapması gerektiğine dair toplumda yaygın olarak kabul gören imgeler de dahil olmak üzere başkalarının fikir ve beklentilerini" müzakere ederler (Beijaard vd., 2004, s. 108).

TESOL alanında öğretmen kimliğinin rolü son derece önemlidir (Yazan, 2019). Sadece öğretmenin öğrenmesinde ve gelişiminde değil, aynı zamanda sınıf uygulamalarının şekillenmesinde de büyük bir role sahiptir. Kanno ve Stuart (2011), Reeves (2018) ve Varghese, Morgan, Johnston ve Johnson (2005) gibi akademisyenler bu faktörün kritik niteliğini vurgulamıştır. Benzer bir şekilde,

Yazan'ın (2019) araştırmasının aydınlatıcı bulguları, eğitimde öğretmen kimliğine öncelik vermenin önemini vurgulamaktadır. Yazan, bu odağı TESOL öğretmen eğitimine entegre etmenin çok önemli olduğunu, ancak nereden başlanacağını bilmenin zor olabileceğini iddia etmektedir.

Yazan (2019) öğretmen öğrenimi için güçlü bir araç tanıtmıştır: eleştirel otoetnografik anlatı (autoethnographic narrative). Bu yaklaşım, öğretmenlerin kimliklerini inşa etmelerine ve sınıfta başarıya hazırlanmalarına yardımcı olmak için eleştirel dil öğretmeni eğitimi, otoetnografi ve anlatının bir kombinasyonunu kullanır. Bu girişim, öğretmen adaylarının sürekli katılımını ve öğretmen eğitimcilerinin desteğini gerektiren işbirliğine dayalı bir çabadır. Yazan (2019), öğretmen eğitimcilerinin baskın söylemleri yapı söküme uğratarak ve geri bildirimleri paylaşarak büyümeyi ve öğrenmeyi teşvik eden destekleyici bir ortam yaratabileceklerini belirtmektedir. Ayrıca, öğretmen adaylarımız anlatılarıyla bilimsel yayınlara katkıda bulunmaya teşvik edilmekte ve benzersiz deneyimlerinin değerli bilgi üreticileri olduğu kabul edilmektedir. Yazan (2019), öğretmen eğitimcileri için potansiyel zorlukların farkında olmasına rağmen, bu yaklaşımın TESOL'de öğretmen eğitimi üzerinde olumlu bir etkisi olacağından emin olduğunu belirtmektedir. Yazan'ın çağrısı, bizlerin (öğretmen eğitimcilerinin) öğrencilerimiz olan öğretmen adaylarının hayatlarında (hem kişisel hem de mesleki) bir fark yaratmak için birlikte çalışmamız ve öğretmenleri bu ilkeler ve yaklaşımlar doğrultusunda hazırlama sorumluluğumuzu hep akılda tutmamıza ilişkin bir açıklama olarak sayılabilir.

Sorumlu öğretmen eğitimcileri olarak, öğretim yöntem ve stratejilerimizin titiz bir değerlendirmesini yapmak bizim görevimizdir. Bu değerlendirme, öğrencilerimizin - öğretmen adaylarının- eğitim istekleri ve hedeflerinin tam olarak anlaşılması ile birlikte yapılmalıdır. Böylesi kapsamlı bir yaklaşım sadece öğretmen eğitimi programlarının ve kurumlarının kalitesinin artırılmasına hizmet etmekle kalmaz, aynı zamanda eğitim programı ve öğretim alanlarının ilerlemesinde de kritik bir rol oynar. Bu bağlamda, Türkiye'nin İngilizce öğretmenliği alanı, programları ve öğretmen eğitimi dikkatli bir değerlendirme ve analiz gerektirmektedir.

Bourdieu'nun alan teorisi

Bu araştırma, öğretmen adayları arasında öğretmen kimliğinin gelişimini derinlemesine incelemek için Bourdieu'nün alan teorisini temel teorik yaklaşım olarak kullanmaktadır. Özellikle, profesyonel bir kimliğin (bu durumda öğretmen kimliği) lisans programları aracılığıyla nasıl oluşturulduğunu ve bu sürecin, geleceğin öğretmenlerinin eğitildiği üniversite bağlamlarının kurumsal habitusuyla nasıl bağlantılı olduğunu incelemektedir.

Bourdieu'nün teorisi (Bourdieu, 1990;1997; Benzecry, 2018; Bourdieu & Wacquant, 2007; Corcuff vd., 1993; Fligstein & McAdam, 2012; Grenfell, 2008; Grenfell & James, 2005; Wacquant & Bourdieu, 2005) bu çalışmada şu kavramlar göz önünde bulundurularak kullanılmıştır:

Habitus, bir kişinin sosyal dünyaya yöneldiği öğrenilmiş tercihler veya eğilimler kümesidir. Kalıcı, aktarılabilir, 'bilişsel şemalar veya algı, kavrama ve eylem yapıları' sistemidir.

Alan bir oyun alanı olarak tanımlanır.

Doxa: bu oyun alanındaki (alandaki) kurallar ve eğilimlerdir (dispositions).

Kurumsal habitus: Bourdieu'nün habitus kavramı, sosyal ve kültürel konumlarda düzenli pratik kalıplarının nasıl oluştuğunu sorgulayan eylem teorisine gömülüdür. Sosyal aktörler "yapılandırılmış yapıları" içselleştirir ve bunların "yapılandırıcı yapılara" dönüşmesinde rol oynarlar (Bourdieu 1990, s. 53).

Öğretmen eğitimi

Türkiye'de öğretmen eğitimi alanında çeşitli politika değişiklikleri olmuştur. Türkiye Cumhuriyeti'nin her döneminde, öğretmen eğitimi politikalarının kurumlar üzerinde bazı önemli etkileri vardır. Bu değişikliklere dönemler açısından bakılırsa, bu dönemler şu şekilde adlandırılabilir: Erken Cumhuriyet, İkinci Dünya Savaşı sonrası, 80'lerin liberalizmi ve neoliberalizmi, Pan-İslamizm ve Mevcut Dönem-2000'ler (Gündüz, 2009; Gök, 2007; Turek, 2016; Özdil, 2015; Song, 2016; İnal ve Akkaymak, 2012). Bu dönemlerin her birinde, etkileri öğretmen eğitimi sisteminde hemen ya da uzun vadede görülebilecek çeşitli temel ve küçük politika değişiklikleri olmuştur. Örneğin, erken Cumhuriyet döneminde (çoğunlukla 1930'lar) parti ilkeleri ile okul müfredatlarının birleştirilmesi amaçlanmış (Erdal, 2012), öğretmenlere bakış

açısı da çeşitli değişikliklere uğramıştır. Öğretmen, öğretmen eğitimi tarihi boyunca teknisyen (Gray, 2007), konu uzmanı (Beijaar, Verloop ve Vermunt, 2000; Bıkmaz, 2006, s.99), sanatçı (Eisner, 1985; Hill, 1993), araştırmacı (Glesne, 1991; Kincheloe, 2012) ve yansıtıcı uygulayıcı (reflective practitioner) (Mangal, 2017; Tubbs, 2000) ve daha pek çok farklı şekilde (örneğin kolaylaştırıcı, rehber, değişim elçisi vb. gibi) görülmüştür.

Darvin ve Norton (2017, s.9) ile De Costa ve Norton (2017) küreselleşmenin dil öğretmeni kimliğini de çeşitli şekillerde etkilediğini iddia etmektedir. Dolayısıyla, Türkiye'de yükseköğretimdeki küreselleşme ve uluslararasılaşma süreçlerinin de öğretmen eğitimi ve bu öğretmen eğitimi kurumlarındaki öğretmen kimliği geliştirme süreçleri üzerinde bazı etkileri olabilir. Politikalar tartışılırken, küreselleşme ve uluslararasılaşmanın politika üzerindeki etkileri, öğretmen eğitiminin dijitalleşmesi ve Covid-19'un öğretmen eğitimi üzerindeki etkileri ayrıca ele alınabilir. Gül'ün (2008) de belirttiği gibi, Türk eğitim sisteminde uzun süredir devam eden sorunlar ve ihtiyaçlar küreselleşmenin de etkisiyle giderek çeşitlenmekte ve çözülmesi gereken daha önemli noktalar haline gelmektedir.

Yöntem

Bu çalışma, öğretmen adaylarının ve öğretmen eğitimcilerinin kurumsal habituslarında öğretmen kimliği geliştirme sürecine ilişkin görüşlerini keşfetmeyi amaçlamaktadır. Çalışma, belirli kurumlardaki ELT lisans programlarında öğretmen kimliğinin nasıl geliştirildiğinin inceliklerini araştırmaktadır. Çalışma, çapraz vaka tasarımı yoluyla az sayıda vakayı inceleyerek, üç devlet üniversitesindeki İngilizce öğretmen adaylarının kimlik gelişimine ilişkin açıklamalar sağlamayı amaçlamaktadır. Buna ek olarak, hizmet öncesi öğretmen eğitimi programının, üniversite ortamlarında ELT öğretmen adaylarının kimliklerinin gelişimini nasıl etkilediğini keşfetmeyi amaçlıyorum. Ayrıca, seçilen vakaların kurumsal habituslarının bu kimlik gelişim sürecinde nasıl işlev gördüğü de bu çalışmanın amaçlarından biridir. Ayrıca, Türkiye'de öğretmen eğitime ilişkin makro, meso ve mikro politikalar ve bu kurumlardaki kurumsal habitus, İngilizce öğretmen adaylarının bu tür kurumlardaki kimlik gelişimini analiz etmede kullanılmıştır.

Bu çalışma çoklu durum çalışması olarak tasarlanmıştır. Bu tür bir tasarım, yani çoklu durum çalışması tasarımı (cross case durum çalışması), bir olgunun çeşitli örneklerinin araştırılması olarak tanımlanmaktadır (Stake, 2005; Marshall ve Rossman, 2016; Yin, 2018). Tight (2017), bir araştırma tasarımı olarak vaka çalışmasının, nedensel bağlantılar, genelleme veya zamansal bağlantılar kurmakla ilgilenmek yerine, davranışı belirli sosyal bağlamında anlamaya odaklandığını da eklemektedir. Buna ek olarak, Creswell (2018, s. 51) nitel bir araştırma deseni olarak vaka çalışmasının tanımını şu şekilde yapmaktadır: “vaka çalışmaları, araştırmacının bir vakanın, genellikle bir programın, olayın, faaliyetin, sürecin veya bir veya daha fazla bireyin derinlemesine bir analizini geliştirdiği, özellikle değerlendirme olmak üzere birçok alanda bulunan bir sorgulama tasarımıdır... zaman ve faaliyetle sınırlıdır ve araştırmacılar sürekli bir süre boyunca çeşitli veri toplama prosedürlerini kullanarak ayrıntılı bilgi toplar.”

Patton (2002) ve Yin'in (2018) önerdiği gibi veri güvenilirliğini sağlamak için birden fazla veri kaynağı kullanılmış ve literatürde önerilen uygulamalara başvurularak geçerliliğin nasıl sağlandığı tez çalışmasının tüm süreçlerinde çalışmanın güvenilirliği alt başlığı altında daha detaylı açıklanmıştır. “Birden fazla vakadan elde edilen kanıtlar genellikle daha ikna edici olarak değerlendirilir ve bu nedenle genel çoklu vaka çalışmasının daha sağlam olduğu kabul edilir” (Herriott ve Firestone, 1983, akt. Yin, 2018). Ayrıca Yin (2018), çoklu durum çalışması yürütmenin tek bir öğrencinin veya bağımsız bir araştırmacının imkânlarının ötesinde kaynak ve zaman gerektirebileceği, bu nedenle çoklu vaka çalışması yürütme kararının kolay alınamayacağı konusunda da bu desende çalışma yapacak araştırmacıları uyarmaktadır.

Bu tanımlar ve açıklamalar doğrultusunda, bu çoklu vaka çalışması, seçilen vakaların kurumsal habituslarına ilişkin az sayıda durumun derinlemesine analizi yoluyla ELT lisans bağlamında (kurumlarında) öğretmen kimliği gelişiminin karmaşıklığını araştırmaktadır.

Çalışmanın amacı doğrultusunda aşağıdaki araştırma soruları ortaya çıkmıştır:

1. Kurumlar (Jüpter, Venüs ve Mars) hizmet öncesi öğretmen eğitimi programları aracılığıyla ELT öğretmen kimliğini nasıl geliştirmektedir?

2. Farklı öğretmen eğitimi kurumları, Yükseköğretim Kurulu tarafından merkezi olarak zorunlu kılınan öğretmen eğitimi programında ELT öğretmen kimliğini nasıl geliştirmektedir?

a. öğretmen eğitimcilerinin bakış açısına göre?

b. İngilizce öğretmen adaylarının kendi kimlik gelişim süreçlerine ilişkin bakış açıları?

3. Üç farklı öğretmen eğitimi durumu, İngilizce öğretmen eğitiminin gelişimi açısından nasıl kesişmektedir?

4. Öğretmen eğitime ilişkin makro, meso ve mikro politikalar ve kurumların kurumsal habitusu, Türkiye bağlamında İngilizce öğretmen adaylarının kimlik gelişim sürecini nasıl etkilemektedir?

Bu çalışma bir çoklu durum deseninde bir çalışmadır ve Türkiye'deki üç devlet üniversitesinde yürütülmüştür. Bu üç üniversitenin öğretmen eğitimcileri ve öğretmen adayları ile görüşmeler yapılmıştır. Kendilerine, bu üniversitelerin kurumsal habituslarındaki uygulamalarına ilişkin olarak, teşvik eden ya da etmeyen aktörler olarak deneyimledikleri ya da yaşadıkları öğretmen kimliği gelişimine ilişkin görüşleri sorulmuştur.

Bu çalışmanın alanı olarak seçilen her bir üniversite (yükseköğretim kurumları ve ilgili bölümleri) Tablo 1'de sunulmuştur. Kurumların özellikleri tabloda kısaca açıklanmıştır; ancak durum olarak seçilen üniversitelere ilişkin detaylar aşağıdaki alt başlıklarda verilmiştir. Durumlardan ikisi Türkiye'nin İç Anadolu Bölgesi'nde yer alırken, diğeri Türkiye'nin Ege Bölgesi'nde yer almaktadır. Ayrıca, her biri durum olarak seçilmek için benzersiz özelliklere sahiptir ve bu özellikler durumların açıklamalarında verilmiştir.

Durumların kısa açıklamaları

Türkiye'de ELT: Devlet üniversitelerindeki 68 program (tam burslu, tam ücretli, % 50 burslu diğer isteğe bağlı programlar hariç ve vakıf üniversiteleri ile Kuzey Kıbrıs Cumhuriyeti ve Azerbaycan, Kuzey Makedonya Cumhuriyeti gibi ülkelerdeki YÖK'e bağlı yurt dışı üniversiteler hariç) bulunmaktadır. Bunlardan 3'ü olan üniversite bu çalışmanın durumları olarak seçilip derinlemesine incelenmiştir.

- A. Jüpiter Üniversitesi
- B. Mars Üniversitesi
- C. Venüs Üniversitesi

A. Durum 1: Jüpiter Üniversitesi

Jüpiter Üniversitesi, eğitim dili İngilizce olan bir araştırma üniversitesidir ve eğitim fakültesi YÖK'ün kurulmasının ardından 1982 yılında kurulmuştur. Ancak yabancı dil eğitimi bölümünün geçmişi 1960'lı yıllara kadar uzanmakta olup, kampüsteki tüm öğrencilere İngilizce öğretiminin ana birimi olarak hizmet vermiş ve Eğitim fakültesinin kurulmasıyla birlikte bölüm bu yapının altında yer almıştır.

"Yabancı Diller Eğitimi Bölümü, 1982 sonbaharında yeni kurulan Eğitim Fakültesi'nin özgün bölümlerinden biri olarak kuruldu. Bölümün ilk akademik kadrosu, Fen-Edebiyat Fakültesi'nin eski Beşeri Bilimler Bölümü'nün eski üyelerinden oluşuyordu. Bu bölüm lağvedildiğinde, felsefe kadrosu yeni oluşturulan Felsefe Bölümü'nün çekirdeğini oluştururken, tarih kadrosu da yeni oluşturulan Tarih Bölümü'nün çekirdeğini oluşturdu. Öncelikli olarak İngilizce ve diğer yabancı dillerin öğretimi ile ilgilenen personel, yeni oluşturulan Modern Diller Bölümü'nün (Yabancı Diller Yüksekokulu'nun) ilk üyeleri olurken, İngiliz Edebiyatı veya Dilbilim alanında doktora derecesine sahip olan personel de Yabancı Dil Eğitimi Bölümü'nün çekirdeğini oluşturdu" (Jüpiter Üniversitesi FLE bölümünün resmi web sitesi).

20 akademik personel/öğretim üyesi; Prof., Doç. ve Dr. Öğretim Üyesi; doktoraşı olmayan ve bölümde ders vermeyen araştırma görevlileri hariç. 7 Profesör, 8 Doçent, 3 Dr. Öğretim Üyesi, 2 Dr. Öğretim Görevlisi.

Jüpiter Üniversitesi için durum olarak seçilme nedenleri şu şekildedir; bir kamu araştırma üniversitesi olması, köklü bir fakülte ve bölüm olması, aynı zamanda uluslararası üne sahip bir kurum olması ve eğitim dilinin İngilizce olması bu kurumun ayırt edici özellikleri arasındadır. Bu durum, programın amacı ve mevcut durumu açısından uluslararası bir kurum olarak adlandırılabilir.

Bu bağlamda, uluslararası bir kurum olarak adlandırılmanın nedenlerine gelince, bunlardan bazılarını sıralayabilir ve açıklayabilirim. Öncelikle, Jüpiter Üniversitesi'nde Türk kökenli öğretim üyelerinin yanı sıra çeşitli uluslararası öğretim üyeleri de bulunmaktadır. Ne yazık ki hiçbirisiyle görüşme yapma şansım olmadı. Programda öğretmen adayı olarak çeşitli sayıda uluslararası öğrenci var. Onlardan biri olan Alex (takma isim) ile bir görüşme yaptım. Bu nokta, kurumu, uluslararası öğretim üyesi ya da görüştüğüm herhangi bir uluslararası öğrencisi olmayan diğer iki üniversiteden farklı kılıyor. Bu nokta, Jüpiter Üniversitesi'nin uluslararası bir yöne sahip olmaya değer verdiğini ve bu durumda çeşitli kültürlerin ve insanların bir araya geldiğini göstermektedir. Ayrıca, bir üniversite için son derece önemli görülen uluslararası bir kurum ve alan yaratmayı da hedeflemektedir.

B. Durum 2: Mars Üniversitesi

Türkiye'de öğretmen eğitimi alanında uzun bir geçmişe sahip olan Mars Üniversitesi, Türkiye'nin Orta Anadolu bölgesinde yer alan bir araştırma üniversitesidir. Eğitim fakültesi, YÖK'ün kurulmasından sonra 1982 yılında kurulmuştur, ancak 1920'lerden 1982'ye kadar Eğitim Enstitüsü olarak işlev görmüştür. Bölümün geçmişi de 1940'lı yıllara kadar uzanmakta olup, önce enstitü, ardından eğitim fakültesi olarak hizmet vermiştir. Mars Eğitim Fakültesi'nin web sayfasında fakültenin tarihçesi ve kurumun misyonu şu şekilde özetlenebilir:

Mars Eğitim Fakültesi'nin temeli 1926 yılında modern Türkiye'nin kurucusu Gazi Mustafa Kemal Atatürk tarafından öğretmen yetiştirmek amacıyla Orta

Muallim Mektebi olarak atılmıştır. Okul, 1929 yılında Ankara İlköğretmen Okulu, Erkek Öğretmen Okulu ile birlikte bugün Rektörlük binası olarak bilinen binaya taşınmış ve adı "Mars Muallim Mektebi ve Terbiye Enstitüsü" olarak değiştirilmiştir. 1929-1948 yılları arasında Resim, Spor, Müzik, Pedagoji, Fransızca, İngilizce ve Almanca bölümleri kurulmuştur. Bu arada "Mars Muallim Mektebi Okulu ve Terbiye Enstitüsü" olan adı "Mars Eğitim Enstitüsü" olarak değiştirildi. 1980 yılında Milli Eğitim Bakanlığı (MEB) tarafından alınan karar neticesinde okulumuz 4 yıl süreli eğitim veren Mars Yüksek Öğretmen Okulu'na dönüştürülmüştür. Mars Üniversitesi'nin kurulmasını takiben 1982 yılından itibaren "XXXX Eğitim Fakültesi" olarak varlığını ve işlevini sürdürmektedir. Fakültede dersler dönemlik bir yapı içerisinde sunulmaktadır. Zorunlu derslerin yanı sıra öğrencilerin ilgi ve yeteneklerine hitap eden geniş bir seçmeli ders yelpazesi bulunmaktadır. (Kaynak: Kurumun web sayfası-Mars).

Bölümde şu anda 19 akademik personel/öğretim üyesi bulunmaktadır; Prof., Doç., Dr. Öğr. Üyesi, Dr. Öğr. Gör., doktora olmayan ve bölümde ders vermeyen araştırma görevlileri hariç. 7 Profesör, 5 Doçent, 4 Dr. Öğr. Üyesi, 1 Öğretim Görevlisi Dr., 2 Araştırma Görevlisi Dr.

Mars Üniversitesi için durum olarak seçilme nedenleri; bir kamu araştırma üniversitesi olması ve köklü bir fakülte ve bölüme sahip olması olarak açıklanabilir. Ayrıca bölüm, Türkiye'de kendi alanındaki en eski bölümlerden biridir, bu nedenle diğer ikisine kıyasla tarihi bir bölümdür. Akademik personel ve öğrenci sayısı diğer iki üniversiteden daha fazladır. Bu özellikler, Mars Üniversitesi'nin bu çalışmada durum olarak seçilmesinin ayırt edici noktaları olarak verilebilir. Bu vaka ulusal ve tarihi bir vaka olarak adlandırılabilir.

C. Durum 3: Venüs Üniversitesi

Venüs Üniversitesi, İngilizce Öğretmenliği bölümünün 2005 yılından sonra kurulduğu küçük ölçekli bir üniversitedir ve diğer iki köklü kurum ve bölümle karşılaştırıldığında nispeten yeni kurumsallaşmış bir bölümdür; ancak kurumdaki Eğitim Fakültesi, Türkiye'nin Ege bölgesinde yer alan 1960'lara kadar uzanan 3 yıllık bir kadın öğretmen yetiştirme okulu geçmişine sahiptir. Eğitim fakültesi 1992 yılında üniversitenin kuruluşuyla birlikte kurulmuş, 1982 yılından 1992 yılına kadar başka bir üniversiteye bağlı başka bir isim altında fakülte olarak hizmet vermiştir.

Bölümde halen 10 öğretim üyesi/elemanı görev yapmaktadır; Prof., Doç., ve Dr. Öğretim Üyesi olmak üzere, doktora olmayan ve bölümde ders vermeyen araştırma görevlileri hariç 10 öğretim üyesi/öğretim elemanı bulunmaktadır; 3 Profesör, 2 Doçent, 3 Dr. Öğr. Üyesi, 2 Öğretim Görevlisi Dr., 1 Araştırma Görevlisi Dr.

Bölümün ve programın amacı Venüs ELT bölümünün web sayfasında ve ilgili dokümanlarında bu şekilde açıklanmaktadır:

Yabancı Diller Eğitimi Bölümü'nün amacı, ilköğretim, ortaöğretim ve yükseköğretim kurumlarında çağdaş dil öğretim yöntem ve tekniklerini bilen ve kullanabilen, bu süreçte çeşitli teknik donanımları kullanabilen İngilizce öğretmenleri yetiştirmektir. Bu amaçlar doğrultusunda program, öğrencilerin: a) dil becerilerini (İngilizce) geliştirmelerini, b) dil ve kültür ilişkisini kurarak bu olguları kavramalarını, c) öğretmenlik mesleğinin özelliklerini ve ilkelerini anlayıp öğrenmelerini, d) çağdaş yöntem ve tekniklerin bilinciyle dili (İngilizce) en iyi şekilde öğretme becerilerini geliştirmelerini hedeflemektedir. Ayrıca programın bir diğer amacı da alanda lisansüstü programlarda çalışacak elemanları yetiştirmektir. Yabancı Diller Eğitimi Bölümü, öğrencilerin bilimsel düşünme, problem çözme, eleştirel düşünme becerilerini geliştirmelerini ve yaşam boyu öğrenen bireyler olmalarını teşvik etmekte, yeni ilgi alanları ve beceriler edinmelerini ve liderlik pozisyonları almalarını desteklemektedir. (Kaynak: Venüs ELT Bölümünün misyonu ve amacı).

Venüs Üniversitesi için seçilme nedenleri; bir devlet üniversitesi olması, bölümün diğer iki durumları kıyasla nispeten yeni kurulmuş ve büyümekte olması ve bir ölçüde yerel kurum olarak adlandırılabilmesi olarak sıralanabilir. Ayrıca, akademik personel ve öğrenci sayısı diğer iki üniversiteye göre daha düşüktür. Kampüs alanı ve Eğitim Fakültesi binası bile sınırlı bir alana sahiptir ve şehir içinde yer almaktadır. Bu kurumun ve bölümün bu özellikleri, küçük ölçekli bir üniversite olarak adlandırılmasına neden olmaktadır. Bu özellikler, Venüs Üniversitesi'nin bu çalışmada durum olarak seçilmesinin ayırt edici noktaları olarak verilebilir. Bu durum, mezunlarının çoğunlukla çevre illerde ve çoğunlukla hem devlet hem de özel okullarda hizmet vermesi bakımından yerel bir kurum olarak adlandırılabilir.

Tablo 1. Çalışmanın Çoklu Durumlarının Özellikleri

Üniversite/Durum	Fakülte ve Program İsmi	Özellikleri
1. Jüpiter Üniversitesi (İç Anadolu Bölgesinde konumlanır)	Eğitim Fakültesi ELT Programı Eğitim Bilimleri Bölümü	Eğitim Dili: İngilizce Bir kamu araştırma üniversitesi ve köklü bir fakülte ve bölüm Uluslararası üne sahip bir kurum.
2. Venüs Üniversitesi (Ege Bölgesinde konumlanır)	Eğitim Fakültesi ELT Programı Eğitim Bilimleri Bölümü	Eğitim Dili: Türkçe Bir devlet üniversitesi olan bölüm, diğer iki vakaya kıyasla nispeten yenidir. Akademik personel ve öğrenci sayısı diğer iki üniversiteden daha düşüktür.
3. Mars Üniversitesi (İç Anadolu Bölgesinde konumlanır)	Eğitim Fakültesi ELT Programı Eğitim Bilimleri Bölümü	Eğitim Dili: Türkçe Bir devlet araştırma üniversitesi ve köklü bir fakülte ve bölüm. Bölüm, Türkiye'de alanındaki en eski bölümlerden biridir ve toplum tarafından iyi İngilizce öğretmeni yetiştiren bir ekole sahip olarak bilinmektedir.

Çalışmanın Katılımcıları

Bu çalışmanın bağlamı olan mevcut üniversitelerdeki ELT programında ders veren öğretmen eğitimcileri (hem ELT programından hem de Eğitim Bilimleri Bölümü'nden) ve öğrenci olan öğretmen adayları çalışmanın katılımcılarıdır. Eğitim Bilimleri Bölümü açısından, katılımcıları seçmek için çeşitli değişkenleri de dikkate alıyorum; cinsiyet, alan, deneyim / kıdem, sunulan derslerin türü.

Her iki gruptan katılımcıları belirlemek için amaçlı örnekleme tekniklerinden biri olan maksimum çeşitlilik örnekleme tekniği kullanılmıştır. Çeşitlilik yaratmak amacıyla, katılımcıların seçiminde bazı özelliklerinin dikkate alınmasına karar verilmiştir. Öğretmen adaylarını seçmek için bir görüş anketi kullanılmıştır: Anket, öğretmen adayları hakkında öğretmenlik mesleği isteği, öğretmenlik yapma isteği, sınıf düzeyi (son sınıf), cinsiyet ve yaş gibi bilgileri öğrenmek için kullanılmıştır.

Çalışmaya dâhil edilecek öğretmen eğitimcileri seçilirken, verdikleri ders türü (alan, pedagojik, kültürel dersler), deneyim ve cinsiyet kullanılmıştır. Kısa bir anket uyguladığım öğretmen adaylarına ilişkin demografik bilgiler, Jüpiter Üniversitesi'ndeki öğretmen adayları, Mars Üniversitesi'ndeki öğretmen adayları ve Venüs Üniversitesi'ndeki öğretmen adayları için ayrı ayrı olmak üzere ekler şeklinde sunulmuştur.

Veri Toplama Araçları

Bu çalışmada kullanılan veri toplama araçları, öğretmen eğitimcileri ve öğretmen adaylarına yönelik dokümanlar ve görüşme formlarından oluşmaktadır. Ayrıca, araştırmacı saha çalışması sırasında çeşitli saha notları almıştır. Saha notları arasında sınıf ortamında, bölüm ve fakülte panolarında yer alan duyurular, görseller, afişler ve benzeri fotoğraflar yer almaktadır. Saha notları ayrıca fakülte binasının mimari ve sosyal yapısı, dersliklerin mimari yapısı ve konumu, öğretim üyesi ofisleri ile dersliklerin etkileşim biçimleri, mimari tasarım özellikleri, fakültenin ve bölümün üniversite kampüsündeki konumu, sosyal alanlara olan mekânsal uzaklık/yakınlık gibi bazı durumlar için araştırmacı tarafından çekilen çeşitli fotoğraf ve görselleri de içermektedir. Kurumların mimari özelliklerini belirtmek amacıyla panolar, derslik ortamları (bu ortam ve alanlar boşken/etkinlik yokken ve herhangi bir kimlik/aitlik ortaya koymuyorken - kurumu ve ilgili alanı ortaya koymuyorken), kapalı ortamlar, koridorlar vb. araştırmacı tarafından ziyaret edilmiş ve fotoğraflanmıştır.

Belgeler

Öğretmen eğitimi politika belgeleri, vizyon, bölümlerin ve üniversitedeki programın misyon beyanı ve YÖK'ün öğretmen eğitimi müfredatı (kurumlardaki yasal ve resmi müfredat), süreçlerin tam bir resmini vermek için sonuç bölümünde kullanılmış ve kullanılmıştır. Belgeler, saha notları ve görsel materyaller (örneğin, araştırmacı tarafından saha çalışmasında çekilen bina, sınıf ve pano fotoğrafları), öğretmen kimliği geliştirme sürecini destekleyip desteklemediklerini ve ne şekilde desteklediklerini göstermek için içerik analizi yoluyla analiz edilmiştir. Bunlar, durumun bütünsel bir resmini vermek için kullanılmış ve bulguları desteklemek için sonuç bölümünde değerlendirilmiştir.

Görüşme formları ve süreçleri

Görüşmeleri (yüz yüze ve çevrimiçi görüşmeler yoluyla) gerçekleştirmek için başlangıçta üç görüşme formu geliştirdim: öğretmen eğitimcileri ve öğretmen adaylarıyla yarı yapılandırılmış bir görüşme formu ve öğretmen adayları için yarı yapılandırılmış bir odak grup görüşme formu. Formlar geliştirildikten sonra doktora tez komitesinden (Eğitim Programları ve Öğretim alanında 2 Profesör Doktor, biri öğretmen eğitimiyle yakından ilgileniyor, diğeri ise eğitim sosyolojisi ve öğretmen eğitiminin eleştirel yönleriyle ilgileniyor) formlara ilişkin uzman görüşleri alındı. Onların önerileri ve düzeltmeleri uygulandıktan sonra formlar pilot uygulamadan önce son halini alır. Ardından pilot uygulama ile deneme yapılmış ve bazı düzeltmeler de yapıldıktan sonra son halini almıştır ve asıl çalışmada ekte sunuldukları şekli ile kullanılmıştır.

- i. Öğretmen eğitimcileri için yarı yapılandırılmış görüşme formu
- ii. Öğretmen adayları için yarı yapılandırılmış odak grup görüşme formu
- iii. Öğretmen adayları için yarı yapılandırılmış bireysel görüşme formu

Veri toplama süreçleri

Veri toplama sürecinde, Covid-19 Pandemi koşullarında bu süreci yaşayan birçok kişi gibi ben de çeşitli durumlar yaşadım. Orta Doğu Teknik Üniversitesi Etik Kurulu'na başvurdum (bkz. Ekler) ve COVID-19 kısıtlamalarının araştırmamı yürütmeme engel olmasını istemedim. Vakaları yakından tanıdığım için Zoom ve Webex gibi popüler yazılımlar aracılığıyla dijitalleştirilmiş yüz yüze görüşmeler için e-posta yoluyla davet göndermeye başladım. ODTÜ Etik Kurulu'ndan onay ve ilgili kurumlardan gerekli izinler alındıktan hemen sonra veri toplama süreci başladı. Ağustos 2020'de katılımcılara e-posta davet mesajı gönderilerek çevrimiçi yarı yapılandırılmış görüşmelere davet ettim; öncelikle katılımcıların bir kısmı davete yanıt verdi (öğretmen eğitimcileri) ve çevrimiçi görüşmeler kurumsal olarak desteklenen ve araştırmacıların kullanımına açık olan Zoom veya Webex kullanılarak gerçekleştirildi ve görüşmeler katılımcıların tercihlerine göre video veya sadece ses olarak kaydedildi. Jüpiter Üniversitesi'ndeki öğretmen adaylarının bireysel görüşmeleri tercih ettiği anlaşıldıktan sonra, Jüpiter Üniversitesi'nden öğretmen adayları bireysel görüşmeler için e-posta yoluyla davet edilmiştir. Bunlardan beşi ile

bireysel görüşmeler (hem yüz yüze hem de çevrimiçi) gerçekleştirilmiştir. Ancak diğer iki kurumda (Mars ve Venüs Üniversitesi) öğretmen adaylarıyla yüz yüze odak grup görüşmeleri ve bu kurumlardaki öğretmen eğitimcileriyle bireysel görüşmeler gerçekleştirilmiştir. Görüşmelere ilişkin detaylar ekte sunulmuştur.

Veri analizi

Clarke ve Braun (2014, s.6626) tematik analizi (TA) "nitel verilerdeki anlam örüntülerini belirlemeye ve yorumlamaya yönelik bir yöntem" olarak tanımlamaktadır. Tekrarlanan örüntüleri belirlemek, analiz etmek ve raporlamak için bir veri seti boyunca arama yapmayı gerektiren bir nitel veri analiz yöntemidir (Braun ve Clarke, 2006). Braun ve Clarke'ın (2006, 2012) yaklaşımı (özyinelemeli) altı aşamalı bir süreç içerir:

1. Verilere aşina olma ve potansiyel ilgi alanlarını belirleme
2. Başlangıç (ilk) kodlarının oluşturulması
3. Temaların araştırılması
4. Potansiyel temaların gözden geçirilmesi
5. Temaların tanımlanması ve isimlendirilmesi
6. Raporun hazırlanması



Şekil 1. Nitel veri analizi süreci (Kaynak: Braun & Clarke, 2006, 2012'den uyarlanarak oluşturulmuştur.)

Bu sürecin sonucunda ortaya çıkan ana temalar aşağıdaki gibidir. Tümevarımsal tematik analiz sonucunda ortaya çıkan ana temalar ve kategoriler sonuçlar bölümünde yoğun bir şekilde açıklanmıştır. Ayrıca, her bir kategori için kodlar da dahil olmak üzere detaylar eklerde verilen Kod Kitabında (Bkz. Codebook) görülebilir.

Nitel araştırma uzmanı olan bazı araştırmacılar (Creswell, 2013; Flick, 2007; Yin, 2014) durum çalışması araştırmasını doğrulamak için çeşitli ilkeler önermektedir. Çalışmanın güvenilirliğini sağlamak için Lincoln ve Guba (1985) ile Marshall ve Rossman'ın (2014) önerilerine dayanan çeşitli stratejiler kullanılmıştır. Görüşme formları için iki uzmanın görüşüne özellikle başvurulmuş ve ana veri toplama sürecinden önce iki öğretmen eğitimcisi ve bir öğretmen adayıyla pilot çalışma gerçekleştirilmiştir; her ikisi de çalışmanın inandırıcılığına katkıda bulunmuştur.

Ayrıca, görüşme formlarını bir öğretmen adayı (Jüpter Üniversitesi'nden görüşme sırasında 3. sınıf öğrencisi) ve bu çalışmada söz konusu olmayan farklı bir kurumdan (bir devlet üniversitesi) bir ELT öğretmen eğitimcisi ile pilot olarak uyguladım. Ayrıca derinlemesine görüşmeler, katılımcılar ve araştırmacı arasında daha derinlemesine bir görüşme yapılmasına olanak sağlamıştır. Veri analizinde açıklandığı üzere, kodlayıcılar arası güvenilirliğin sağlanması, araştırmacı ve bağımsız kodlayıcı arasında mutabakat sağlanmasına yardımcı olmuştur. Benimle aynı kurumda eğitim programları ve öğretim programında doktora adayı olan ve aynı zamanda on yıl boyunca bir devlet üniversitesinde dil eğitmeni olarak çalışmış olan bir meslektaşım, bu çalışmanın diğer bir kodlayıcısıydı (intercoder). Kendisi aynı zamanda nitel araştırma ve uygulamaları konusunda uzmanlığa sahiptir ve dil öğretimi ve öğretmen eğitimi ile ilgilenmektedir. Onun önerileri de veri analizi sürecinde dikkate alınarak ortaklaşa bir uyum sağlanana kadar tema, kategori ve kodlar üzerinde çalışılmış ve ortak bir anlayışa erişilip süreç tamamlanmıştır.

Ayrıca, belirlenen kodları tamamlayıcı olması ve okuyuculara temaların doğal bir tanımını sunması için uygun ham alıntılar seçtim. Ayrıca katılımcıların görüşme verilerinden örnek alıntılar seçtim ve bunları referans yeterliliğini (reference adequacy) belirlemek için kullandım. Aktarılabiliirliği artırmak için amaçlı örnekleme stratejileri kullanılmıştır. Ayrıca, araştırma tasarımı ve katılımcıların seçimi, veri

toplama ve veri analizi süreçleriyle ilgili tüm süreçlerin ayrıntılı bir açıklaması sunularak genel araştırma sürecinin derinlemesine ve kapsamlı bir betimlemesi sağlanmıştır.

Bulgular

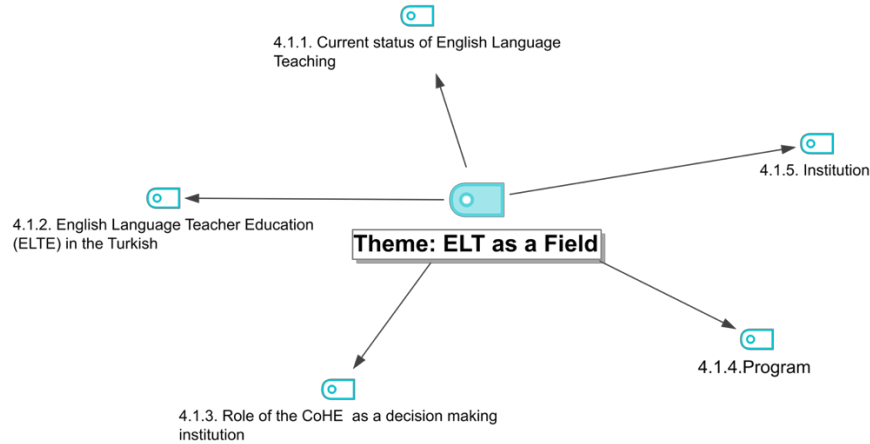
Tema 1. Bir Alan olarak ELT

Tema 2. Failler olarak Öğretmen Eğitimcileri

Tema 3. Failler olarak Öğretmen Adayları

Tema 1. *Bir Alan olarak ELT*

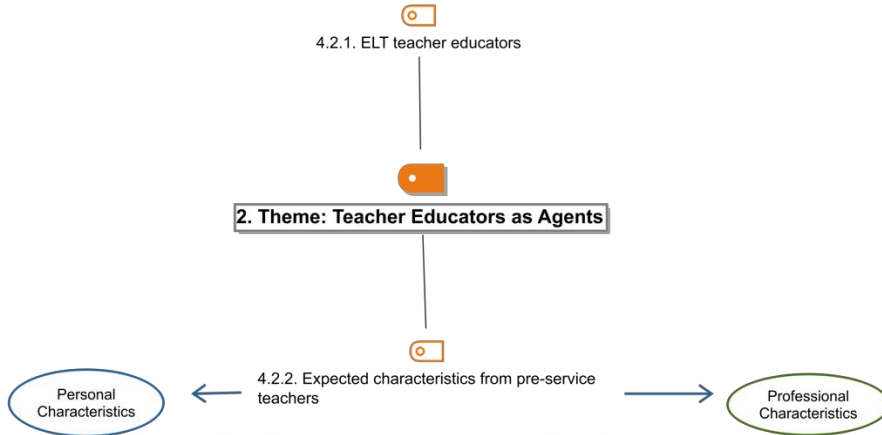
Araştırma sorusu 1'i ve alt sorularını yeterince ele alabilmek için, Bourdieu'nün terimlerini kullanarak ELT alanının net bir tanımını yapmamız zorunludur. Bu, alanın işleyişinin, aktörlerinin rollerinin yanı sıra habitus ve politikanın bu bağlamdaki önemli etkisinin kapsamlı bir açıklamasını gerektirir. Bu temel hususlar sağlam bir şekilde kavranmadan, ELT alanının kapsamlı bir şekilde anlaşılması zor kalacaktır. Bu çalışma, daha fazla derinlik ve anlamlı karşılaştırmalar yapılmasına olanak tanıyan üç vakanın dâhil edilmesinden yararlanmıştır. Ayrıca, çoklu vakalar araştırmaya benzersiz ve ayırt edici bir yön katmıştır. Bu temada yer alan kategoriler altta sunulmuştur (Bkz. Şekil 2).



Şekil 2. Alan olarak ELT temasının kategorileri

Tema 2. *Failler olarak Öğretmen Eğitimcileri*

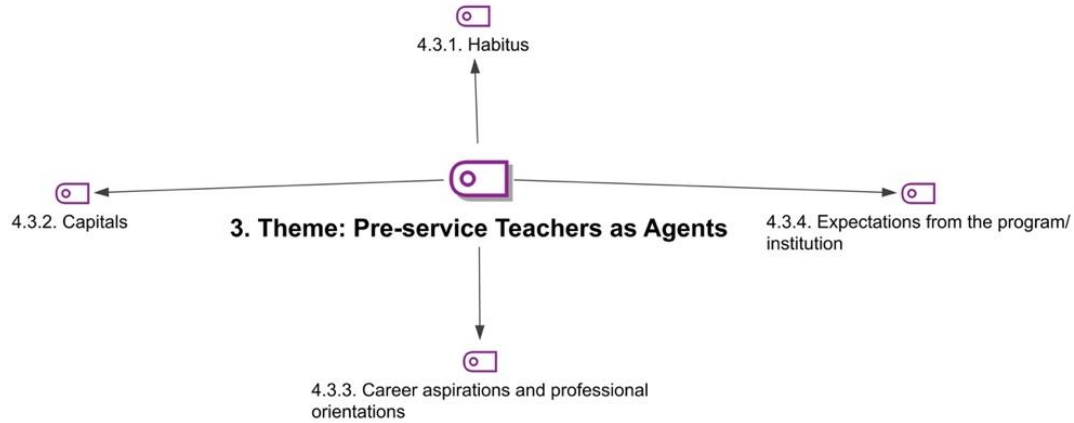
Veri analizinden ortaya çıkan ikinci tema, araçlar olarak Öğretmen Eğitimcileridir. Bu tema altında, ELT öğretmen eğitimcileri, öğretmen adaylarından beklenen özellikler gibi çeşitli kategoriler ortaya çıkmıştır (Bkz. Şekil 3).



Şekil 3. Failler olarak öğretmen eğitimcileri temasının kategorileri

Tema 3. Failler olarak Öğretmen Adayları

Veri analizinden ortaya çıkan ikinci tema Failler Olarak Öğretmen Adaylarıdır. Bu tema altında; *Habitus*, *Sermayeler*, *Kariyer hedefleri ve mesleki yönelimler*, *Programdan ve kurumdan beklentiler* gibi çeşitli kategoriler ortaya çıkmıştır (bkz. Şekil 4).



Şekil 4. Failler olarak öğretmen adayları temasının kategorileri

Sonuç, Tartışma ve Öneriler

Bu çalışma, İngilizce öğretmenlerinin kimlik inşasını oldukça karmaşık, çoklu ve dinamik olarak değerlendiren önceki çalışmaların bakış açısını açıkça desteklemiştir. Ayrıca, bu çalışmanın literatüre temel katkılarından biri de mevcut çalışmalarının pek çoğunun gözden kaçırdığı ya da ortaya koymadığı bir husus olan; İngilizce öğretmen adaylarının profesyonel kimlik gelişiminde kurumsal habitus ve eğitim alınan kurum, program, ideoloji ve mevcut öğretmen eğitim politikalarının etkisinin hayli önemli olduğunu ortaya çıkarmasıdır.

Bu çalışma, İngilizce öğretmen adaylarının kimlik gelişimini anlamak için, diğer birçok yapının yanı sıra, kurumsal habitusun ve araçlar olarak öğretmen eğitimcilerinin bu gelişim sürecinde dikkate alınması ve incelenmesi gereken önemli unsurlar olduğu sonucuna varmaktadır. İlgili alana yönelik bu yeni ve özgün çerçeve önerisi, incelenen olgulara ilişkin çeşitli yeni ve derin anlayışlar ortaya koyabilir. Bu çerçevenin Türkiye bağlamında ve ötesinde yapılacak çalışmalarda kullanılmasının, sadece İngilizce öğretmen adayları için değil, diğer öğretmen eğitimi bağlamlarında, diğer öğretmen adaylarının kimlik gelişiminde (örneğin; Matematik, Sosyal Bilimler, Okul Öncesi, Fen Bilgisi ve vd. öğretmen adaylarına yönelik) de yeni anlayışlar üretilmesine ve hatta kimlik oluşum ve gelişim süreçlerinin karmaşıklığın kavranmasına ve ortaya çıkarılmasına yardımcı olacağı umulmaktadır.

Teorik açıdan ise bu çalışma, Bourdieu'nun alan teorisi bağlamında hizmet öncesi öğretmen adaylarının kimlik gelişimleri kurumsal habitus üzerinden incelemeye odaklanmaktadır. Ayrıca ana sonuçlardan biri olarak da tek merkezli bir öğretmen eğitimi politikasının ve yaklaşımının öğretmen eğitiminde ve öğretmen kimlik oluşumu ve gelişimine yönelik olarak yeterli olmadığı, pek çok yapısal ve kalıcı sınırlılık getirdiğini iddia etmektedir. Ayrıca bu çalışma öğretmen kimliğini incelerken öğretmen eğitimi politikalarının ne kadar önemli olduğunu, her bir kurumun ki bu çalışmada yer alan 3 kurum için de benzer sonuçlar bulunmuştur, birbirinden kağıt üzerinde her ne kadar aynı ya da benzer özellikler gösterdiği politika yapıcılar tarafından düşünülse de bu tarz bir yaklaşımla politika yapım süreçleri yürütülse de; her bir kurumsal yapının ve habitusun ve bunun yanı sıra bu kurumlarda bulunan ve süreçlere dâhil olan failler; öğretmen eğitimcileri ile

öğretmen adaylarının kendine has ve birbirinden farklı olan bireysel habitus ve eğilimleri (*dispositions*) ve sermayeleri (*capital*) ile kurumların *doxaları* nedeniyle tek politikanın yetmediğini bu çalışmanın sonuçları açıkça ortaya koymaktadır. Bu nedenle Türkiye’de yer alan neredeyse sayıları yüze varan eğitim fakültesinin özerkliği, öğretim üyeleri olan öğretmen eğitimcilerinin özerkliği ve karar alma süreçlerinde yer alma imkânları ve hatta yer almanın ötesinde karar alıcı konuma gelmeleri, kendi bölümlerini, programlarını ve kurumsal yapılarını dönüştürme, iyileştirmede oldukça hayati bir konumda bulunmaktadır. Ayrıca, öğretmen kimliğini etkileme hususunda; öğretmen eğitimi programları ve özelde İngilizce öğretmenliği programları, bölümleri kendilerini dönüştürme çabası içinde olarak, günü gerektirdiği öğretmen adayı özellikleri ve kimliğini kazandırma, geliştirme ve sürekli iyileştirme amacıyla her türlü süreçte (programlar, yenileşme çabaları, ders içerikleri, sınavlar vs.) öğretmen adaylarının programa geldikleri andaki (input) bedenleşerek getirmiş olduğu habitusları (aile, sosyal çevre vs. etkisi ile oluşan bireysel habitus) ve onların programdan beklentilerini ve mevcut yeterlikleri ile kazandırılması gereken yeterlilikleri, öğretmen özelliklerini dikkate alarak var olan yapıyı (structure) daha iyi yönde değişime ve dönüşüme zorlayan yol ve yöntemleri ele alıp, kendi kurumlarını ve böylelikle ikili ve birbirlerini ortaklaşa etkileyen ve hem var olan yapıyı (kurumsal habitusu) ve aynı zamanda süreç içinde fail olarak kendilerini de zenginleştirip, geliştirme imkânına kavuşmaları gerektiğini desteklemekte ve önermektedir.

Özetle, failler olan öğretmen eğitimcileri ile failler olan öğretmen adaylarının politika ve ideolojileri de dikkate alarak, kendi habitusları çerçevesinde daha proaktif roller üstlenerek kurumsal habitus ve *doxa*’dan kaynaklı olabilecek (ki bu politikadan da kaynaklı olabilir), programa dönük eksiklikler, dersler vs. de içerecek şekilde var olan eksiklikleri belirleme, güncelleme ve düzeltme çabaları içinde olması önerilmektedir. Bu hususta yapılabilecek işlerden bazıları; program yenileme, ders içeriklerini düzenleme, özellikle kimlik gelişimini desteklediği literatürde açıkça ortaya konulan okul deneyimi (teaching practicum, practice courses in the program) sürecinin yeni baştan, öğretmen adaylarını merkeze alan ve onları geliştiren bir şekilde düzenlenmesi ve alanın (field) her anlamda ELT’de yapılan ulusal ve uluslararası çalışmaların ortaya koyduğu bilimsel ve akılcı bulguları dikkate alıp

uygulayan bir şekilde dönüştürme çabasının profesyonel bir kimlik olan öğretmen eğitimi gelişim sürecini doğrudan etkilediği açıkça görülmüştür.

Bu çalışmanın çıktılarından biri, politika yapıcılara, aldıkları kararların büyük ya da küçük olmasına bakılmaksızın, etkilerinin ülke çapındaki öğretmen eğitimi sisteminde, programlarında ve alanın genel habitusunda kolayca görülebileceğini ve izlenebileceğini göstermektir. Ayrıca, politika yapıcılar için bu çalışma, öğretmen eğitimi fakültelerindeki, programlarındaki ve hatta kurumların habitusundaki mevcut çalkantılı durumu aydınlatılabilir ve bu ihtiyacı vurgulayabilir ayrıca öğretmen eğitimi programlarına karar verirken ve geliştirirken ve ayrıca değerlendirirken acil bir özerklik ihtiyacını gösterebilir. Alandaki ana aktörler olarak öğretmen eğitimcileri ise öte yandan bürokrasiden ve politik ve sosyal bazı kısıtlamalardan daha özgür olmalı ve hem kendi programlarını ve eğitim süreçlerini geliştirirken hem de öğretmen eğitimi programlarını uygularken yönetsel ve karar verme süreçlerinde özerkliğe sahip olmalıdır. Ayrıca, bu çalışma ve bu tezin yazarı, bu çalışmanın eğitim fakültelerinin daha kapsayıcı bir anlayışa sahip olması yolunda da küçük de olsa bir katkı sağlamasını ve böylelikle bu önerilen yeni özerk anlayışın, uzun bir öğretmen eğitimi geçmişine sahip olan Türkiye'ye bundan böyle eğitim fakülteleri ve programları genelinde çok daha çeşitli öğretmen eğitimi programlarına ve özgün kimlik geliştirme çerçevelerine sahip olma şansı getirebileceğini ummaktadır. Türk yükseköğretim bağlamında şu anda 98 eğitim fakültesinde (hem devlet hem de vakıf üniversitelerinde bulunan) 68 İngilizce öğretmenliği programı (vakıf üniversitelerindeki programlar dahil, ancak Kuzey Kıbrıs Türk Cumhuriyeti ve YÖK'e bağlı diğer yurtdışı üniversitelerdeki programlar hariç) bulunmaktadır (YÖK, 2023- istatistik.yok.gov.tr'den alınan veriler). Tüm bu hususları düşündüğümüzde her bir kurumun bir diğerinden oldukça farklı yapıda olduğunu kabul ederek yeni bir öğretmen eğitimi politikası ve felsefesine sahip olmanın gerekliliği ve önemi böylece ortaya çıkmaktadır. Öte yandan kurumların tarihsel ve sosyal ve ayrıca geçmişteki deneyimlerini ve öğretim elemanlarının biricik özelliklerini, araştırma ilgilerini dikkate alan yapıda programlara ve öğretmen eğitimi süreçlerine ihtiyacı olduğu çıkarımını da yapmak mümkündür.

Bu sonuçlar, eğitim fakültelerinde sunulan öğretmen eğitimi programlarının öğretmen kimliğinin gelişimi için bir alan yaratma şansına sahip olmadığını ve bazı derslerin öğretmen eğitimcileri olarak öğretmenlerin öğretmen kimliği gelişimine katkıda bulunmadığını da göstermektedir; öğretmen eğitimi programlarının geliştirilmesi de bu noktalar göz önünde bulundurulmalı ve öğretmen adaylarının öğretmen kimliği gelişimini teşvik etmek için çağdaş yollar bulmayı da düşünmelidir. Aksi takdirde, öğretmen eğitimcileri olarak, Türkiye'deki yükseköğretim bağlamında İngilizce öğretmenleri ve onların mesleki gelişimleri konusunda bugün yaşadığımız sorunların benzerlerini yakın ve uzak bir gelecekte tartışıyor olacağız. Katılımcılardan birinin (Jüpiter Üniversitesi'nden İngilizce öğretmen adayı Elif) “*Burası aslında öğretmen görünümlü bir dilbilimci yetiştirmeye çalışıyor*” şeklinde güzel bir tanımla ifade ettiği gibi, Jüpiter Üniversitesi'nin bir devlet okulunda çalışmak isteyen ve orada İngilizce öğretmeyi planlayan bir öğretmenden ziyade bir dilbilimci veya araştırmacı yetiştirmeyi hedeflediğini rahatlıkla söyleyebiliriz.

Öğretmen eğitimcileri derslerinde kullanacakları içerik, materyal, öğretim stratejisi, yöntem ve teknikleri seçerken derslerinin öğretmen kimliği gelişimine katkısı olup olmadığını göz önünde bulundurmalıdır. Öte yandan, sonuçlar her kurumun İngilizce öğretmen adaylarını yetiştirmede kendine has özellikleri olduğunu göstermektedir, bu nedenle öğretmen eğitimcileri olarak bu benzersizliği ve ayrıksılığı anlamamız ve öğretmen eğitimcilerinin de kurumlarına bu benzersiz özelliklerini kendi derslerine ve programların öğretme ve öğrenme süreçlerine uyarlamamız veya aktarmamız gerektiğinin farkında olmalıyız.

Küçük havuzda büyük kurbağa olmak: Öğretmen eğitimcilerinin bir kısmı, öğretmen adaylarının eğitiminde etkilerinin çok az olduğunu ve bunu yaparken kurumun habitusu tarafından kısıtlandıklarını hissetmektedir; bu daha çok Venüs üniversitesindeki öğretmen eğitimcileri için geçerlidir, öğretmen adayları uygulama derslerinde/uygulamalarında aday öğretmen olarak ne yaptıklarına, ne öğrendiklerine ve nasıl eğitildiklerine ilişkin duyguları Milli Eğitim Bakanlığı'na bağlı devlet okullarındaki gerçeklikle çatışmaktadır. Kendilerini mesleğe gümüş bir kordonla

bağlanmış gibi hissetmektedirler ve bu durum en çok öğretmen eğitimcileri için geçerlidir.

Bir diğer yandan ise; ülkenin siyasi gündemi, ülkedeki yaşamın her alanını etkilediği gibi dil politikasını da doğrudan etkilemektedir. Devletin dil politikası incelendiğinde “.... İktidar rejiminin siyasi tercihinine göre, AKP rejimi 2002'den 2023'e kadar, yani yaklaşık yirmi yıldan fazla bir sürede, **ideolojik bir aygıt olan eğitim** alanındaki politikalarını sıkı bir şekilde kontrol edip yöneterek ülkeyi ve eğitim kurumlarını **"yerli ve milli"** bir eğitim sistemi oluşturmaya zorluyor, çünkü ülkenin böyle bir zihniyete ve iş yapma biçimine ülke çapında ihtiyacı olduğunu iddia ediyor. İktidar rejimi ise tüm eğitim süreçlerinde eğitim yoluyla dindar bir nesil - "dindar nesil"- üretmeyi gündemine” alıyor (Gençkal Eroiler, 2019, vurgu benim). Bu nedenle tek yapıda ve merkezi bir öğretmen eğitimi politikası bu nedenlerle de bazı kısıtlama ve faillerin uygulamalarını boşa düşüren ve zorlayan süreçler yaratmaktadır.

Öğretmenler, kendi öz imajlarını (self image), olası benliklerini (possible self) ve gelecekteki benliklerini (future self) geliştirmek için kendi analizlerini yapabilecek ve öz yansıtma yapabilecek yeterli düzeyde bir öz düzenleme yeteneğine sahip olmalıdır. Kimlik gelişimi, hem hizmet öncesi ve hizmet içi öğretmen hem de öğretmen eğitimcisi için geçerli olan, devam eden, karmaşık ve çok yönlü bir yapıdır. Ben burada kimlik gelişimini kullanmayı tercih ediyorum çünkü Bourdieu'nün bakış açısından ve eleştirel teori perspektifinden bakıldığında, hiç kimse başlangıç noktası olarak buna sahip değildir, bu nedenle profesyonel bir kimliğe yaklaşırken kimlikle ilgili oluşturma veya oluşum (form, formation) terimlerini kullanmıyorum, inanıyorum ve literatür de öğretmen adaylarının hizmet öncesi öğretmen eğitimi programlarına ilk başta lise eğitimleri sırasında geliştirdikleri çeşitli öğretmen kimliği özellikleriyle geldiklerini ve toplumun da bu şekilde gelişmesinde bazı etkileri olduğunu desteklemektedir.

Öğretmen eğitimcileri, daha iyi bir öğretmen eğitimi programı ve daha iyi ve verimli öğretmenler yetiştirmek için öğretmen eğitimi programını geliştirme ve kurumu tasarlama ve yeniden yapılandırma konusunda özerkliğe sahip olmalıdır (Kandemir, 2015). Öğretmen adaylarının ve mevcut kurumdaki öğretmen eğitimcilerinin

psikolojik, felsefi, sosyolojik ve ekonomik ve kültürel yönlerini yüksek oranda dikkate alan bir program oluşturma ihtiyacını dillendirmek belki bazıları için öğretmen eğitiminin ve müfredat ve öğretimin ve ülke genelindeki yabancı dil bölümlerinin ve İngilizce öğretmenliği bölümlerinin mevcut gündemi ve durumu düşünüldüğünde bir hayal olarak görünebilir. Ancak bu çalışmanın yazarı olan öğretmen olarak şunu açıkça söyleyebilirim; bu hayalin peşinde koşmak azmindeyim ve gelecekteki çalışmalarda da bu amaçla yapılacak pek çok başka çalışmaya da ihtiyaç olduğunu ifade etmek isterim. Bu satırları okuyan değerli meslektaşlarımla, öğretmen eğitimcilerinin de bildiği gibi elbette ki Türkiye’deki mevcut (2023 yılı Ağustos ayı) eğitim gündeminde öğretmen eğitimi ve kimlik gelişimi ne yazık ki pek de beklenen ve önemine uygun bir payı almamaktadır ancak bu konunun gelecek çalışmalarda iyice derinlemesine incelenecek bir araştırma alanı olup beslenip gelişip üzerine çalışılan ana konulardan biri halini alacağını öngörmekteyim. Gelecek araştırmacılara da hem hizmet öncesi hem de hizmet içi dönemde öğretmenleri güçlendirecek kimlik oluşumunu destekleyecek uygulamalar ve yöntemler geliştirecek çalışmalara yönelmeyi öneririm.

Bu nedenle ve zamanın ruhuna da uygun olarak (ulusal ve uluslararası eğitim gündemini de dikkate alındığımızda) öğretmen eğitimi ve İngilizce öğretmeni yetiştirme süreçlerinin mikro düzeyde kurumlar ve programlar bağlamında gelecek çalışmalarda ele alınması da ayrıca önem taşımaktadır. Bu hususta, ülkenin ihtiyacı olan ve istenen öğretmen eğitimi ve özelliklerinin güncel koşullar altında tekrar ele alınıp, ülkenin sosyolojik gerçeklerine ve kurumların hem sosyal, ekonomik ve insan (human) sermayelerine uygun, küresel düzeyde yetkinliklere sahip olan İngilizce öğretmeni yetiştirmenin yollarını bulma kapasitesine ve uzun yıllar öğretmen eğitimi deneyimine (her ne kadar bazı dönemlerde inişli ve çıkışlı bir süreç olsa da) sahip olan Türkiye’de (ki öğretmen eğitimi tarihi bize bunu oldukça net bir şekilde göstermektedir) bu tür akademik çalışmaların daha fazla dikkate alınması, politika yapımında bilimsel araştırmaların etkisinin artırılmasının gerektiği de uygulanan program ve politikalar incelendiğinde dikkate alınması gereken bir diğer husus olarak karşımıza çıkmaktadır. Bu amaçla, öğretmen elemanlarının kurumsal habitusa etkileri, kurumsal habitusunun zaman içerisinde nasıl değişip dönüştüğü, bunların ne gibi olumlu ve olumsuz olabilecek etkilerinin nasıl öğretmen eğitim programlarını ve

politikalar ve iş yapış şekillerini etkilediğini derinlemesine inceleyen öğretmen eğitimi ve öğretmen yetiştirme alanı başta olmak üzere eğitimin pek çok kademesinde bu tarz konuları ele alan çalışmalara ihtiyaç duyulmaktadır. Bunun yanı sıra, öğretmen eğitimi programlarına YÖK tarafından 2020 yılında yapılan duyuru ve yazılar ile sağlanan kısmi özerklik ve yetki devrinin nasıl deneyimlendiği, ne gibi olumlu ve olumsuz etkilerinin olduğu, hem öğretmen eğitimi programları, kurumları (eğitim fakülteleri) açısından ve öğretmen eğitimcileri ve öğretmen adaylarının perspektifinden de ele alan hem nitel, nicel hem de karma yöntem çalışmaları ile sonuçların ortaya konulmasını ve politika yapıcılar ile uygulamayı geliştirmeye dönük çalışmalara Türkiye öğretmen eğitimi alanı ile eğitim programları ve öğretim alanının ihtiyacı olduğu da açıktır.

Bourdieu'nün (2018, 2021) iddia ettiği ve bize (araştırmacılara) önerdiği gibi, alan ve habitus kavramları büyük bir öneme sahiptir ve teorisinin ana çerçevesi ve düşünme araçları, iddialarımızı desteklemek için son derece canlı ve somut örnekler verebilir ve anlayışımızı geliştirebilir ve bizi bir adım öteye götürebilir, habitus ile birlikte, potansiyeli olan bir kavram olarak Fransa'da o dönemde akademik personelin statüsüne ilişkin daha fazla açıklama için 1984 yılında yayımlanan "*Homo Academicus*" kitabına (yakın zamanda bu zorlu eser -hem okuması hem kavraması- Bilgi Üniversitesi Yayınlarından Sn. Dr. Nazlı Ökten ve ekibinin (Arzu Nilay Kocasu, Eren Gülbey ile birlikte) harika çevirisi ile Türkçe olarak da basıldı) bakmanızı öneririm. Bourdieu'nun bir düşünür ve araştırmacı olarak incelenen fenomeni, ele aldığı konuyu nasıl muhteşem bir şekilde özetlediğini ve net bir resim verdiğini görmek için ki bu çalışması çok bilinen çalışmalarının arasında bence bir başyapıttır. Özellikle de Bourdieu'nün yaşamı boyunca 20'den fazla etkili kitap ve çeşitli şekillerde ve birçok dilde yayınlanmış 200'den fazla makale ürettiği düşünüldüğünde, 71 yaşında öldüğü de dikkate alınınca kendisinin ve yapıtları ile teorisinin sosyoloji vb. alanlar için ne kadar önemli olduğu görülebilir. Birleşik Krallık, bölge ve küresel düzeyde İngiliz okuyucular için popüler ve saygın bir gazete olan Guardian'da yayınlanan Pierre Bourdieu'nün ölümüne dair bir yazıda "bir düşünür olarak 20. yüzyılın ikinci yarısı için Sartre'ın bir önceki nesil için olduğu kadar önemli olduğu" iddia edilmektedir. Dolayısıyla Bourdieu'nün mirasının, üretken teorisi ve araç setinin eğitim sosyolojisindeki çeşitli konuları açıklama

potansiyeli göz önüne alındığında, Türkiye'de olması gerekenden daha az değer gördüğü ve çalışıldığı söylenebilir. Bu çalışma, bu hususta da küçük de olsa literatüre bir katkı vermiş olduğunu düşünmektedir.

Klimas'a (2023) göre, EFL öğretmeni olmak sadece mesleki beceri ve bilgi kazanmaktan daha fazlasını içerir. Aynı zamanda bir öğretmenin öğretme ve öğrenmeye ilişkin tutumlarını, inançlarını ve kimliğini de değiştirebilir. Bu konuda bazı araştırmalar olsa da, öğretmen eğitimcilerinin rollerini nasıl anladıklarına ve bunun kişisel geçmişleri ve kimlikleriyle nasıl ilişkili olduğuna daha az dikkat edilmiştir. Bununla birlikte, Cochran-Smith (2002) ve Souto-Manning (2019) tarafından yapılan araştırmalar da dâhil olmak üzere, bazı çalışmalar kimlik, duygu ve kişisel geçmişin öğretmenlikten öğretmen eğitimciliğine geçiş üzerindeki etkisini araştırmıştır. Cochran-Smith (2002), sorgulama yapmanın ve öğrenmeye açık olmanın inanç ve tutumları değiştirmeyi gerektirdiğini, kendisinin de bunu farklı programlar ve yıllar boyunca kendi kendine çalışma yoluyla keşfettiğini öne sürmektedir. Cochran-Smith (2002), " ... bir öğretmen eğitimcisi olarak kendi eğitimim, yalnızca öğrencilerimin varsayımlarını ve uygulamalarını değil, kendiminkileri de sorgulama yeteneğim ve istekliliğimle geliştirdim" (s. 12) demektedir. Buna ek olarak, Bhansari ve diğerlerinin (2022, s.11-14) vurguladığı gibi, “alanın, eşitlik ve ırksal ve dilsel adalet taahhütlerini teşvik etmek için özgün bir araç olarak öğretmen eğitimcileri olarak kimlikleri müzakere etme ve (yeniden) oluşturmanın karmaşık sürecini incelemesi öğretmen eğitimcisi kimliğinin çok yönlü, tartışmalı doğasını vurgulaması gerekir”. Bu anlamda, geleceğin öğretmen eğitimcilerinin öğretmen eğitiminde - ve daha geniş anlamda eğitimde - eşitlik ve adaletle yönelik çalışmalarımızı şekillendiren daha geniş ve güç alanlarıyla ilişkili (çekişmeli) olarak kimlik oluşumlarını kolektif olarak tartışmak ve geliştirmek için güvenli alanlara ihtiyaç duydukları ve bunu oluşturmada yeni yollar bulmamız gerektiği de oldukça açıktır.

Ünsal ve diğerleri, (2023) İngilizce eğitiminin Türkiye'de de en önemli eğitim hedefleri arasında yer aldığını iddia etmektedir. İngilizce eğitiminin ve İngilizce öğretmenlerinin yetersizliğinin nedenleri üzerine birçok çalışma bulunmaktadır. Ancak, yine Ünsal ve diğerleri (2023) İngilizce öğretmenlerinin mesleki bağlılıkları

üzerine herhangi bir çalışmanın yapılmamış olduğunu iddia etmektedir. Önceki çalışmalar, mesleki bağlılığın kişisel refah ve iş performansı ile olumlu ilişkileri nedeniyle birçok farklı meslekte olduğu gibi öğretmenlik mesleğinde de daha fazla ilgiyi hak ettiğini göstermiştir. Her mesleğin kendi sınırlarını aşmasında büyük öneme sahip olan mesleki bağlılık, kurumsal aidiyet ve mesleği ve mesleki kimliği sahiplenme hissi, öğretmenlik mesleğinin de vazgeçilmez bir parçasıdır (Kandemir, 2016). Öğretmenlerin meslekleriyle ilgili çabaları mesleki bağlılık düzeyleriyle ilişkilidir ve bağlılığı yüksek olan öğretmenler kendilerini ve öğrencilerini geliştirmek için çaba gösterirler (Shukla, 2014).



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