NOVICE NATIVE ENGLISH-SPEAKING TEACHERS'
PROFESSIONAL IDENTITY CONSTRUCTION IN RELATION TO
THEIR EMOTIONS AND TENSIONS

A MASTER'S THESIS
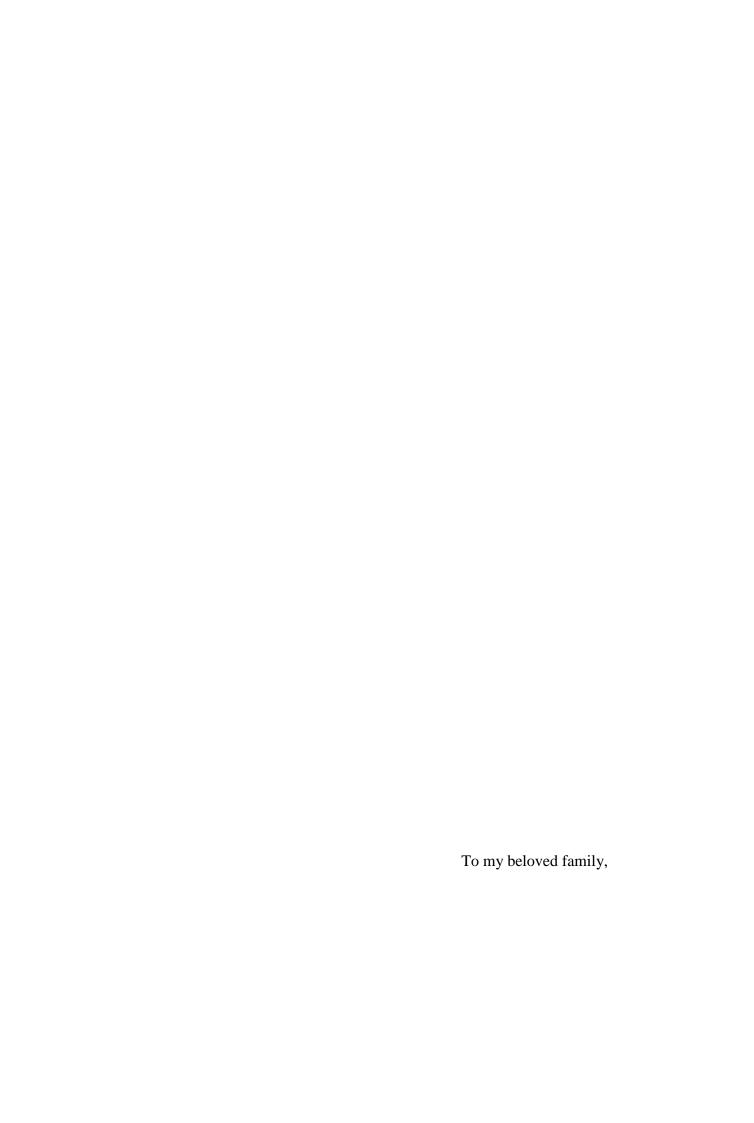

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THE PROGRAM OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

MAY 2016

To my beloved family,

NOVICE NATIVE ENGLISH-SPEAKING TEACHERS'

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THEIR EMOTIONS AND TENSIONS

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Pınar Kocabaş Gedik

In Partial Fulfilment of the Requirements for the Degree of

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İHSAN DOĞRAMACI BILKENT UNIVERSITY

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NOVICE NATIVE ENGLISH-SPEAKING TEACHERS' PROFESSIONAL

IDENTITY CONSTRUCTION IN RELATION TO THEIR EMOTIONS AND

TENSIONS

PINAR KOCABAŞ GEDİK

May 2016

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

Asst. Prof. Dr. Deniz Ortaçtepe
(Supervisor)

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

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(Examining Committee Member)

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ABSTRACT

NOVICE NATIVE ENGLISH-SPEAKING TEACHERS' PROFESSIONAL
IDENTITY CONSTRUCTION IN RELATION TO THEIR EMOTIONS AND
TENSIONS

Pınar Kocabaş Gedik

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

Supervisor: Asst. Prof. Dr. Deniz Ortaçtepe

May 2016

This longitudinal, case study aimed to examine the professional teacher
identity construction of novice native English-speaking teachers (NESTs) working in
an EFL setting. Thus, this study explored two American novice NESTs' experiences
and reflections in terms of their emotions and tensions throughout their professional
teacher identity construction in the preparatory school of a foundation university in
Turkey. Data were collected over a six-month-period through three qualitative data
collection instruments: journal entries, semi-structured follow-up interviews and field
notes. As for the data analysis procedure, open-coding was first employed to
separately identify the emergent codes in two datasets coming from two participants'
narratives and the field notes and to construct categories and themes, and then axial
coding was applied to the all categories and themes on hand to obtain overall
findings. The study revealed three major findings: a) Novice NESTs' educational

background in the field of English language teaching (ELT), local language competence and professional support services in the institution may lower NESTs' tension and yield less negative emotions, which can make novice NESTs' process of professional identity construction more positive and easier in return, b) Tensions can be more manageable in EFL contexts when novice NESTs set career goals to realize themselves as professional teachers of English, and c) Emotions seem to be in a state of flux, however; too many lived experiences of negative emotions might hinder novice NESTs' professional identity construction and their imagined identities as language teachers. To conclude, the aforementioned findings suggested that novice NESTs' tensions and emotions may facilitate or hinder their investment within community of practice and accordingly shape their professional teacher identity construction. In line with this conclusion, the study presented several suggestions for future research and pedagogical implications for novice NESTs, administrators and local non-native English-speaking teachers (NNESTs) in EFL contexts.

Key words: novice native English-speaking teachers, professional teacher identity construction, emotions, tensions.

ÖZET

MESLEĞE YENİ BAŞLAYAN VE ANA DİLİ İNGİLİZCE OLAN İNGİLİZCE ÖĞRETMENLERİNİN DUYGU VE GERGİNLİKLERİNE İLİŞKİN PROFESYONEL ÖĞRETMEN KİMLİK OLUŞUMU

Pınar Kocabaş Gedik

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Yrd. Doç Dr. Deniz Ortaçtepe

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Bu uzun vadeli durum araştırması, İngilizcenin yabancı dil olarak öğrenildiği bir ortamda mesleğe yeni başlayan ve ana dili İngilizce olan İngilizce öğretmenlerinin profesyonel kimlik oluşumunu incelemeyi hedeflemiştir. Bundan hareketle, bu çalışma, Türkiye'de bir vakıf üniversitesinin İngilizce hazırlık okulunda çalışan meslekte yeni, Amerikalı, ana dili İngilizce olan iki İngilizce öğretmeninin profesyonel öğretmen kimliği oluşumu esnasında oluşan duygu ve gerginlikleri ile alakalı tecrübelerini ve aktarımlarını konu almıştır. Veri, nitel veri toplama araçları olan anı yazıları, yarı-yapılandırılmış izlem görüşmeleri ve alan notları olmak üzere üç yolla, altı ay boyunca toplanmıştır. Veri analizi sürecinde ise, alan notlarından ve iki katılımcının öykülerinden oluşan veri setinden ayrı ayrı kodlar belirlemek ve kategori ve temalara ulaşmak için ilk önce açık kodlama yapılmış, sonrasında ise genel bulguları elde etmek için eldeki tüm kategori ve temalara eksensel kodlama

uygulanmıştır. Bu işlemlerin sonunda, üç ana bulguya ulaşılmıştır: a) Mesleğe yeni başlayan, ana dili İngilizce olan İngilizce öğretmenlerinin, İngilizce öğretmenliği alanındaki eğitim geçmişi, bulunduğu yerin dilindeki yeterliliği ve ortamındaki profesyonel destek hizmetleri, bu öğretmenlerin gerginliklerini azaltabilir, daha az olumsuz duyguya neden olabilir, dolayısıyla onların profesyonel kimlik oluşumunu kolaylaştırabilir ve olumluya çevirebilir, b) Mesleğe yeni başlayan ve ana dili İngilizce olan İngilizce öğretmenlerinin, kariyer hedeflerini ilgili alanda sürdürmek üzere belirlediğinde, İngilizcenin yabancı dil olarak öğretildiği ortamlarda, gerginlikler idare edilebilir durumda olabilir ve c) Duyguların değişken bir yapısı olduğu görülmektedir; ancak, olumsuz duyguların yaşandığı sayıca fazla tecrübeler, bu öğretmenlerin profesyonel kimlik oluşumuna ve dil öğretmeni olarak hayal ettiği kimliğine ket vurabilir. Bu bağlamda, yukarıda belirtilen bulgular, meslekte yeni, ana dili İngilizce olan İngilizce öğretmenlerinin duygu ve gerginliklerinin, uygulayıcı toplulukların içinde öğretmenin kendisine olan yatırımını kolaylaştırabildiğini veya engelleyebildiğini; aynı zamanda, profesyonel öğretmen kişilik oluşumuna da şekil verebildiğini öne sürmektedir. Bu sonuçlara istinaden, bu çalışma, İngilizcenin yabancı dil olarak öğretildiği ortamlarda çalışan, meslekte yeni ve ana dili İngilizce olan İngilizce öğretmenleri, yine bu ortamdaki kurum yöneticileri ve ana dili İngilizce olmayan yerli İngilizce öğretmenleri ile ilgili eğitimsel çıkarımlar ve ileriki çalışmalar için muhtelif öneriler içermektedir.

Anahtar Kelimeler: mesleğe yeni başlayan ve ana dili İngilizce olan İngilizce öğretmenleri, profesyonel öğretmen kimlik oluşumu, duygular, gerginlikler

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All along this MA TEFL journey, I made many friends who I exchanged ideas,

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CHAPTER I: INTRODUCTION

Introduction

Identity, in very broad terms, is defined as being a type of person in a specific setting as people have multiple identities according to their roles and actions in society (Gee, 2000). In the field of education, teachers develop an additional identity owing to the responsibilities of the teaching profession and its relevant performances in schools. Teachers' professional identity includes teachers' self-perceptions of their roles in teaching and their displayed image in the eyes of their students and other teachers (Sutherland, Howard & Markauskaite, 2010; Cross & Hong, 2009). Thus, teachers construct their professional identities by identifying their roles in relation to their personal roles in the process of becoming a teacher (Zare-ee & Ghasedi, 2014).

While examining teachers' professional identity, it is of great significance to take teachers' personal identities into account (Beijaard, Meijer & Verloop, 2004). Novice teachers' values, personalities and perceptions of their own can collide with the demands of the teaching profession, if they are not in line with each other. As a consequence, tensions as one of the factors affecting teachers' professional identity may appear (Pillen, Den Brok & Beijaard, 2013), which may eventually result in clashes in teachers' professional identity (Beijaard et al., 2004).

Another factor that affects identity is emotions. Emotions serve a crucial function in constructing an identity for every single person (Cross & Hong, 2009). Each occupation provides people with diverse emotional experiences, and the repetitive nature of them has a great impact on people's identities and their rapport with others. Therefore, the teaching profession is not different from other occupations in terms of its vulnerability to emotional experiences (Hargreaves,

2001). Thus, this study aims to examine the role of tensions and emotions on two novice native English-speaking teachers' professional identity construction.

Background of the Study

Identity is such a complex phenomenon that it is difficult to see its all aspects or define it only from one perspective. Identity is described by Flores and Day (2006) "as an ongoing, dynamic process which entails the making sense and (re)interpretation of one's own values and experiences" (p. 220). According to Norton (1997), identity indicates "how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future" (p. 410). In that sense, identity is a proximate aspect of one's nature rather than being a stable trait (Oruç, 2013).

Teachers construct their professional identities alongside many other identities (Sutherland & Markauskaite, 2012) such as being a mother, a sister and a friend. Professional identity construction is an evolving process through which teachers acquire the necessary professional expertise, norms and experiences in teaching practice to develop an understanding of what their professional identities are (Chong, Ling & Chuan, 2011). Professional teacher identity is mainly a multi-dimensional and ever-changing phenomenon which can change depending on teachers' self-perceptions of their own identities and their interpretations of themselves regarding the social contexts that they are subject to (e.g., Coldron & Smith, 1999; Dillabough, 1999; Goodson & Cole, 1994; Volkman & Anderson, 1998). Varghese, Morgan, Johnston and Johnson (2005) claim that it is necessary to examine teachers' self-perceived or externally-imposed professional, cultural, political, and personal identities to understand teachers because these identities help explore language teaching and learning processes. In particular, it is crucial to investigate teachers' understanding of their identities because it influences their productivity and

motivation to improve their teaching skills and their capacities to meet shifting implementations in their environments (Beijaard, Verloop, &Vermunt, 2000).

According to O'Connor (2008), it is necessary to learn about the role of emotions in determining professional actions and plans when examining a person's professional identity or capacity of acting in and mediating between the various facets of a professional role. Nias argues that it is essential to analyze teachers' emotional experiences because they are indistinguishably combined with teachers' personal sides due to the nature of teaching profession which is both a technical and emotional labor (as cited in Zembylas, 2003). Therefore, it is prominent to discuss emotions and teachers' identity together because "issues of emotions and teacher identity inform each other and construct interpretations of each other both on a conceptual level and on a personal level" (Zembylas, 2003, p. 214). However, in terms of the role of emotions in teachers' identity construction, Sutton and Wheatley (2003) highlight that "researchers know surprisingly little about the role of emotions in learning to teach, how teachers' emotional experiences relate to their teaching practices, and how the sociocultural context of teaching interacts with teachers' emotions" (p.328).

Tensions also play a crucial role in teachers' professional development. Teachers' inner unrest may result in a damaged identity construction process (Pillen et al., 2013). There are several sources of tensions affecting teachers' professional identity construction such as curriculum-based issues and interactions with colleagues (e.g., Dorman, 2012 for details) and the incompatibility between novice teachers' beliefs and educational institutions' demands (Smagorinsky, Cook, Moore,

Jackson & Fry, 2004). For more clarity, Pillen et al., (2013) indicate that there are 13 tensions discussed in the literature[1].

Statement of the Problem

Teachers' professional identity has recently been considered as a new research area (Beijaard et. al., 2004). Although there is a strong emphasis in the literature on examining teachers' identity, defining identity itself and its related concepts is a difficult task (Beauchamp & Thomas, 2009). In their review paper, Beijaard et al., (2004) categorize the previous papers on teachers' professional identity under three groups: 1) papers explicitly on teachers' identity construction, 2) papers attempting to define the components of teachers' professional identity, and 3) papers identifying teachers' professional identity through their own narratives. According to Canh (2013), "since the 1990s there has been a growing body of literature that has examined issues pertaining to native and nonnative-English-speaking teachers" (p. 4). On the other hand, there is a particular need for investigating professional identity construction of novice NESTs who work in EFL contexts because most studies on teachers' professional identity only focus on native pre-service teachers' professional identity construction in their homelands or non-native pre-service teachers' professional identity construction in an English-speaking country (e.g., Park, 2012) or in their homelands (e.g., Chong, Ling & Chuan, 2011; Hamiloglu, 2014; Oruç, 2013). In addition to such studies, there are many studies (e.g., Park, 2012; Pavlenko, 2003) which have focused on the marginalized role of NNESTs and the idealized concept of NESTs (Menard-Warwick, 2008). However, previous studies on professional teacher identity have hardly ever concentrated solely on NESTs' professional identity construction in EFL settings (Canh, 2013) although there are

[1] More information about what those tensions are will be given in the Literature Review chapter

various factors which make the cases of novice NESTs in EFL contexts different such as lack of local language knowledge, having a different cultural background and lack of previous knowledge of education systems in EFL countries. These factors may influence novice NESTs' professional teacher identity construction.

Tensions and emotions are relevant concepts of teachers' professional identity construction; however, they are not comprehensively examined in the reported studies. For instance, tensions have not always been associated with the concept of professional identity in the literature (Pillen et al., 2013). Likewise, the need for more attention on emotions is the most frequently-acknowledged issue in identity literature. The reason is that not much is known about emotions when compared to other aspects in teaching (Zembylas, 2005). As a result, tensions and emotions are important concepts to examine in relation to teachers' professional identity construction. To the knowledge of the researcher, previous studies have not adequately examined novice NESTs' professional identity construction processes in relation to their both emotions and tensions through interviews, journals as well as the researcher's notes in the context of an EFL country.

As Beijaard et al., (2004) conclude, while most studies consider internal factors (e.g., one's beliefs, values and expectations) of identity construction more important, external factors (e.g., norms, values and expectations of others) also play a crucial role in shaping teachers' professional identity construction. One issue is that novice NESTs have to accomplish in an in-service teacher training certificate program in the English preparatory school of a university where the study is conducted. This certificate program is a highly-demanding course which is rarely an institutional requirement among universities in Turkey. In the context of a foundation university, how the novice NESTs' professional identities are constructed through administrative attitudes and requirements regarding these novice NESTs is worth

examining. Another issue is that administrative decisions and their implementation are subject to change from time to time in the institution such as shifting classes every four or eight weeks, occasionally changing the teacher groups that teachers are assigned to and teaching students at a different level than teachers are used to. Therefore, witnessing the effects of unexpected changes at school is another matter of concern. The last issue is that the novice NESTs are not always proficient in Turkish, which is their students' native tongue. Being a foreigner in school in a teacher role might influence the novice teachers' emotions and tensions and accordingly their professional teacher identity construction. The external factors stated above could be important for novice NESTs in constructing their professional identities in relation to emotions and tensions in the context of a foundation university in Turkey.

Research Question

The present study aims to explore the following issue:

In what ways do novice NESTs' emotions and tensions contribute to their professional identity construction in a tertiary EFL context?

Significance of the Study

Teachers' professional identity construction is described as a continuing process by which a teacher develops her/his self through experiences in a work context. Teachers' experiences can vary during their "interaction with others in the environment" and influence their professional identities, which have a dynamic and multi-dimensional nature (Rus, Tomşa, Rebega &Apostol, 2013, p. 318). For this reason, Rus et al., (2013) point out the importance of conducting longitudinal identity research in order to adequately observe the changes in teachers' professional identities. This case study can contribute to the understanding of professional identity construction by closely exploring two participants' experiences when becoming a

teacher. Another point is that emotions and tensions are not adequately discussed in relation to teachers' professional identity construction. Thus, this longitudinal case study aims to explore novice NESTs' emotions and tensions in relation to their professional identity construction through qualitative data collection instruments.

First of all, participants' reports on their emotions and tensions that result from their work environments can help institutions improve their means of support for teachers. What is more, the results might inform about what novice NESTs may encounter and accordingly, how they might feel in those situations in today's preparatory schools in Turkey. Lastly, local NNESTs can benefit from this study for building better relationships at work with novice NESTs.

Conclusion

In this chapter, a short introduction to the literature on teachers' professional identity, emotions and tensions has been provided. Following this introduction, the background of the study has been explained including some key concepts such as identity, teachers' professional identity, emotions, tensions, NESTs and NNESTs. Then, the problem in the literature has been stated by indicating the scarcity of studies in terms of NESTS' emotions and tensions, which are the influencing factors of teachers' professional identity construction. Next, the significance of the study has been mentioned both at the global and local level. In the next chapter, the literature on the key concepts is presented more in detail.

CHAPTER II: LITERATURE REVIEW

Introduction

This qualitative study examines the extent to which the emotions and tensions of two novice native English-speaking teachers contribute to their professional identity construction. This chapter reviews the literature for the related key concepts and provides a comprehensive overview of them. With this aim in mind, the literature on identity is introduced in relation to community of practice, imagined identity, imagined communities and professional teacher identity. Next, the various definitions of emotions and tensions as well as their roles in teachers' professional identity construction are presented. In the final section, some relevant studies on professional teacher identity construction, emotions and tensions are discussed.

Identity

Identity has gained importance in many fields for understanding human behaviors or teaching and learning processes, particularly in education. To Gee (2000), "identity is an important analytic tool to understand for schools and society" (p. 1), since it is acknowledged by many authors that identity should not be seen as independent from contexts. The reason for an emphasis on the concept of context is that identity is "being recognized as a certain kind of person in a given context" by Gee (2000, p. 1). It is pointed out that humans' behaviors should be evaluated in contexts rather than identifying them through fixed attributes of people such as gender, race and social group (Gee, 2000). The idea is to acquire a fluid and unstable understanding identity (Gee, 2000). Li (2011) also emphasize the role of contexts in identity in their definition: "the concept of identity … reflects how individuals see themselves and how they enact their roles within different settings" (p. 5), and

similarly, contexts are the indispensable part of identity formation as they give shape to both the understanding of people's identity and their self-perception of who they are (Rogers & Scott, 2008). Adams and Marshall (1996) state that "identity develops out of both the individual and social functions of identity", which means interactions with the other members in one context have an impact on the understanding of identity (p. 436).

Bullough (2005) highlights that "identity formation is not a passive but a dynamic affair, that involves a giving and a withholding which simultaneously alters oneself and one's context, with the result that alternative identities may form" (p. 146) . Gee (2000) also confirms that identity is dynamic in that it can change from one context to another, or people even develop more than one identity in one context. These multiple identities can be seen from four perspectives in the literature as in Table 1, and they are considered interrelated to each other (Gee, 2000).

Table 1

Four Ways to View Identity (Adopted from Gee, 2001, p. 3)

	Process	Power	Source of Power
Nature-Identity:			
a state	Developed	from forces	in nature
Institution-Identity:			
a position	Authorized	by authorities	within institutions
Discourse-Identity:			
an individual trait	recognized in	the discourse/ dialogue	of/with "rational" individuals
Affinity-Identity:			
experiences	shared in	the practice	of "affinity groups"

The first way of viewing identity, nature-identity, is related to the internal state or a fixed attributes of a person, which are independent from individual effort. People acquire their nature- identities without any effort, such as being a twin (Gee, 2000). The second perspective, institutional perspective, is perceived as a type of identity which is owned through authorities' decision about a person's position such as being recognized as a teacher or an academician in an institution (Gee, 2000). The third perspective is discourse-identity, which emerges in one's conversations with his/her acquaintances whose interpretations or perceptions influence one's own perception of his/her identity (Gee, 2000). As the last perspective, affinity-identity is formed by social enterprises in "affinity-groups" (Gee, 2000, p. 12).

Considering identity from a social interactional perspective, it is defined as the combination of one's self-perception of who he/she thinks he/she is and how other people define him/her (Danielewicz, 2001). In relation to this perspective, every person has multiple identities (Danielewicz, 2001; Gee, 2000). According to Danielewicz (2001), different identities are constructed as a result of internal (self-evaluation) and external (other people's evaluation) processes, which occur after an active engagement to a wide variety of discourses. These processes occur unsystematically, but in a way that inform each other to develop one's identity (Danielewicz, 2001). In their analysis of socialization of identity construction, Adams and Marshall (1996) propose that identity is the naturally-met requirement of being a human and everyone wants to feel different from others (Adam & Marshall, 1996). To achieve this, one's personal or social identity is reciprocally in interaction with the other living things in its surroundings. This need for being a differentiated person from others results in the birth of an independent entity in the process of socialization. However, this identity formation is not a one-way process because

people and the other living systems in their social environment mutually construct their identities and shift their natures (Adams & Marshall, 1996).

To sum up, there a few points emerging from the socially-constructed definitions of identity mentioned above: 1) identity is an evolving or changing concept which is vulnerable to contexts and relationships, and 2) identity should be evaluated concerning its social functions as it is also constructed and exists beyond the boundaries of self.

Community of Practice, Identity Construction, Imagined Communities and Imagined Identities

As discussed so far, identity construction is a relevant concept of social practices, and these social practices are called a 'community of practice', which involves a small part of a 'social system' (Wenger, 2010). Identity is crucial in community of practice since they "act as a counterpart to the community of practice" (Wenger, 2010, p. 3). As for the construction of identity, it is formed in the way people participate in social activities in their communities (Wenger, 1999). 'Participation' here is meant to be "the social experience of living in the world in terms of membership in social communities and active involvement in social enterprises" (Wenger, 1999, p. 55). On the other hand, 'nonparticipation' is also relevant to identity construction as participation is because Wenger (1999) states that:

> We not only produce our identities through the practices we engage in, but we also define ourselves through practices we do not engage in. Our identities are constituted not only by what we are but also by what we are not. To the extent that we can come in contact with other ways of being, what we are not can even become a large part of how we define ourselves. (p. 164)

All in all, there are two dimensions of our belonging to community of practice, participation and nonparticipation, both of which contribute to the identity construction at the same time (Wenger, 1999). Based on Wenger's (1999; 2010) perspective from a social system, there are 'three modes of identification': a) engagement, b) imagination and c) alignment. Engagement which is "an active involvement in mutual processes of negotiation of meaning" (Wenger, 1999, p. 173), points out living an experience in practice. Imagination is the creation of an identity no matter if one actively engages in practices or not. This identity is constructed beyond the boundaries of engagement, but it does not mean that real practices through engagement play a more crucial role in identity construction than the ones through imagination. As the last mode, alignment refers to the accommodation of one's engaged practices to the nature of the community of practice (Wenger, 1999). People engage in activities in a community of practice, and the alignment takes place when people either change or obey the existing rules in the community of the community of practice.

Drawing on Wegner's modes of imagination, Kanno and Norton (2003) developed Anderson's (1991) notion of 'imagined communities' and stated that imagined communities "refer to groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (p. 241). In terms of language learning, learners can construct an imagined identity by virtue of their alignment within an imagined community. Furthermore, learners' sense of belonging to their imagined communities is in interplay with their investment in second language education (Pavlenko & Norton, 2007). The concept of 'investment' is "the socially and historically constructed relationship of learners to the target language, and their often ambivalent desire to learn and practise it" (Norton, 2001, p. 165-166). What is more, Norton (2001) asserts that "the people in whom learners

have the greatest investment… may be the very people who represent or provide access to the imagined community of a given learner" (p. 170). Therefore, there is a notable relationship between learners' investment and imagined community.

Professional Teacher Identity

Teachers' professional identity has been the subject of many studies (e.g., Beijaard et al., 2004; Flores & Day, 2006; Lasky, 2005; Sutherland et al., 2010; Wilkins, Busher, Kakos, Mohamed &Smith, 2012). In Lasky's (2005) definition, "teacher professional identity is how teachers define themselves to themselves and to others (p. 901). It can be said that professional teacher identity is the teachers' interpretation of a role that they take on. In most studies, teachers' identity is defined as a continuous process of negotiating between one's personal self with one's professional self when becoming a teacher (Beijaard et al., 2004).

The concept of identity or self was intensively examined by the researchers in psychology and philosophy in the 20th century (Korthagen, 2004), but teachers' identity has emerged as a new research interest in second language teacher education in the last decade (Beijaard et al., 2004). As a result of its recentness, Cross (2006) asserts that language education lacks sufficient knowledge of its teacher identity dimension which provides information about teaching and learning activities in class. The teacher identity dimension which influences teaching processes is seen as highly important for a variety of reasons (Beauchamp & Thomas, 2009; Olsen, 2008; Sachs, 2001). First, learning about teacher identity involves what teachers bring to the classroom with them, and how teaching practice is influenced by it (Cross, 2006). Furthermore, knowing about teacher identity increases the number of possibilities through which teacher education programs can be understood (Beauchamp & Thomas, 2009), informs an understanding of what it is like to work as a teacher at present, and illuminates how teachers face immediate changes in schools (Beijaard et

al., 2004). Varghese et al., (2005) highlight the significance of investigating teachers' identity as follows:

> From two different directions (sociopolitical and sociocultural dimensions), then, it became apparent that in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them. (p. 22)

In relation to this role of professional teacher identity in language teacher education, especially for novice teachers, their identity construction provides a framework to scrutinize the processes of becoming a teacher. Feiman-Nemser (2008) makes clear that four concepts emerge in response to the question of how people learn to teach: "learning to *think* like a teacher, learning to *know* like a teacher, learning to *feel* like a teacher and learning to *act* like a teacher" (p. 698), and being a teacher makes professional teacher identity construction necessary (Danielewicz, 2001). However, constructing an identity is not an easy task since identity cannot be readily-adopted; on the contrary, it requires enhanced opportunities to effectively participate in social communication (Coldron & Smith, 1999). For clarity, teachers' professional identity construction is bound to diverse factors such as social domains in which teachers can establish relationships with others by their own efforts or through socially-framed practices in cultures such as "the craft, scientific, moral and artistic traditions"(Coldron & Smith, 1999, p. 711). However, as Coldron and Smith (1999) highlight, the development of teachers' professional identities is mostly based on "the quality and availability of these varied factors" (p. 711), which are social domains and cultural practices (e.g., Coldron & Smith, 1999. As a consolidation of

how teachers' professional identity construction occurs, Zare-ee and Ghasedi (2014) list the factors affecting it:

> Four categories of factors affecting TPI [Teachers' professional identity construction] were found in the related literature. These factors include historical factors related to personal experiences such as early childhood experiences or early teacher role models; sociological factors related to what surrounds a prospective teacher, what parents expect of her, or where she stands compared to a native speaker; psychological factors related to the significance of self-perception in TPI formation; and cultural factors related to (student) teachers' perceptions and notions of professional community in their geography, of government policies, of language education policies, and of power and status issues. (p. 1993)

To summarize, teachers' professional identity construction is influenced by various factors, which supports the idea that teachers' professional identity is a complex, multi-faceted and socially-constructed phenomenon, and it seems that it is bound to changing cultural, social and perceptual issues. Thus, all these factors make teachers' professional identity construction a long-term process since it may evolve depending on the changing contexts and their relevant constituents.

Emotions in Teachers' Professional Identity Construction

There are diverse definitions of affective experiences such as mood, affect or emotion. While affect is an overarching term which consists of emotion and mood, mood is a long term state. However, emotion can be relatively more explainable as it refers to the short-term reactions to objects and events in the environment (Schutz, Hong, Cross & Osbon, 2006). In their article, emotion is defined as "socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or

maintaining standards or beliefs during transactions as part of social-historical contexts" (Schutz et al., 2006, p. 344). In relation to this definition, most theorists propose that one's motivation, aims and concerns provide a direction to the interpretation of some transactions concerning whether they are relevant for their judgment or appraisal. This goal-oriented process is considered as the starting point of emotions (Roseman & Smith, 2001).

There has been a considerable amount of interest in examining educational settings from the perspective of emotions in recent years (Zembylas, 2001). Teaching and learning not only involves "knowledge, cognition, and skill" (Hargreaves, 2001, p. 1056), but also "a considerable amount of emotional labour" (Schutz & Zembylas, 2009, p. 3). The interest in researching emotional labor in teaching stems from some reports such as the high number of teachers leaving their jobs, students' poor performance and the poor quality of education in general, and accordingly negative emotions felt in class (Schutz & Zeymblas, 2009). Emotions are analytic tools for representing teachers' working conditions and indicating how they cope with change, and what they experience at work (Kelchtermans, Ballet & Piot, 2009).

The role of emotions in teaching and teachers' identity (e.g., Day & Leitch, 2001), and its effects on teachers' personal lives (e.g., Zembylas, 2005) have been illustrated in the literature. According to O'Connor (2008), "the idea of identity refers to the means by which individuals reflexively and emotionally negotiate their own subjectivity" (p.118). Therefore, emotions are indispensable parts of one's journey in understanding his/her identity. Emotions also play an important role in cognitive activities and teaching processes. For example, it is inevitable to examine the role of emotions in teachers' decision-making processes and teaching practices when evaluating professional identity or a person's perception of a professional role (O'Connor, 2008) because decision-making processes are directly related to

emotions (Zembylas, 2003). In short, all concepts influencing emotions are also relevant to the concept of identity to the same degree. Once again, identity and emotions are so intertwined that they reveal each other's meanings both "on a conceptual and personal level" (Zembylas, 2003, p. 214).

Emotions and their interpretations become evident in teachers' discourses with surrounding people, and those emotions are continually reconstructed with other emotions during conversations with other people in school settings. Zembylas (2003) explains the relationship between emotions and teachers' professional identity as follows:

Emotions find expressions in a series of multiple features, and they encounter other emotions and expressions that profoundly influence most aspects of a teacher's professional life and growth. Teacher identity is largely a constituted outcome of this continuing dialogue with students, parents, and colleagues. (p. 223)

As a result of teachers' conversations with the members of their contexts, teachers reify their emotions in discourse. Their emotions become more evident or vague based on the frequency of conversations every day (Zembylas, 2003). Regarding his approach to the role of emotions, Zembylas (2003) mentions two issues: 1) apart from being relevant to personal traits or psychological aspects, emotions are also considered as political and social experiences as the outcome of the teaching occupation, and 2) conventional dichotomies such as public/private and emotion/reason have a basis on political control and power relations. Therefore, emotions are not only personally formed, but also they are revealed and lived to the extent that cultural values, norms, social relationships and power relationships in different contexts allow (Zembylas, 2003). Particularly, power relations in educational settings can cause teachers' specific emotions to appear. For example,

teachers do not have a voice in determining the curricula, educational approaches, methods and techniques to be implemented in the U.S after the state-mandated educational reform, which could lay the groundwork for negative emotions like anger and shame on teachers' sides owing to the power relations in educational setting (Schutz et al., 2006). Thus, teachers' feeling powerless can lead to their vulnerability that generates specific emotions, and can show the interconnectedness of emotion and power relations (Schutz et al., 2006).

Tensions in Teachers' Professional Identity Construction

Most novice teachers experience tensions in the process of their professional identity construction (Pillen, Beijaard & Brok, 2013). The reason is that there is a dissonance with teachers' personal wants, beliefs and the demands of the teaching profession, which makes professional identity construction a challenging process (Beijaard et al., 2004). Therefore, teachers' attempts to balance two conflicting phenomena which are teachers' pre-understanding of the occupation and the actual demands of the teaching profession can appear as professional identity tensions (Pillen et al., 2013). However, coping with tensions is not always easy since this dissonance "can lead to friction in teachers' professional identity in cases in which the 'personal' and the 'professional' are too far removed from each other" (Beijaard et al., 2004). Pillen et al., (2013) clearly define the focus of their study by explaining what tensions are, how they emerge and the consequences of tensions regarding teachers' professional identity:

> In our study, professional identity tensions are considered to be internal struggles between aspects relevant to the teacher as a person and the teacher as a professional. Such tensions may challenge a teacher's personal feelings, values, beliefs, or perceptions and, as a consequence, they are often not (easily) resolvable. (p. 86-87)

In relation to the statement above, coping with tensions seems so difficult for prospective teachers that student teachers cannot turn the tensions into an advantage for their identity development, if there are not enough consultations and guidance for them to interpret those conflicts (Alsup, 2006). Pillen et al. (2013) claim that tensions are relevant to professional identity construction since they could be the causes of teacher dropouts in training or quitting their jobs, which can be counted as destructive effects of powerful tensions.

On the other hand, tensions are not totally considered as negative since prospective teachers' various tensions can function as a trigger for professional development during their identity construction (Alsup, 2006). Therefore, tensions can be one of the constructive components of teacher identity construction as a result of its stimulating function. However, there is a need for "a mentorship or support for negotiating the dissonance" (Alsup, 2006, p. 183) when tensions are too powerful to cope with. For example, tensions can be beneficial at times as they help teachers gain important teaching skills such as classroom-management or planning lessons (Smagorinsky et al., 2004). To conclude, tensions can lead to desirable teaching practices or behaviors in the process of learning to be a teacher since beginning teachers may become more attentive to their work. On the other hand, too many tensions between the imagined teacher identity and the demands of real practices of teaching profession can cause a negative professional identity construction.

Research on Teachers' Professional Identity Construction, Emotions and Tensions

Beijaard et al. (2004) have found three basic themes in the studies on teachers' professional identity: 1) studies whose focus is on teachers' professional identity formation, 2) studies whose focus is on the characteristics of teachers' professional identity in the eyes of teachers themselves and the researchers, and 3) studies in

which professional identity was (re)presented through teachers' narratives in typed and spoken texts. In addition, Rogers and Scott (2008) have come to a conclusion by reviewing the latest studies and books as follows:

> Contemporary conceptions of identity share four basic assumptions: (1) that identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation; (2) that identity is formed in relationship with others and involves emotions; (3) that identity is shifting, unstable, and multiple; and, (4) that identity involves the construction and reconstruction of meaning through stories over time. (p. 733)

Although some authors (e.g., Zembylas, 2001) appreciate the interest in the role of emotions in teachers' professional identity construction, studies are found quite inadequate by some of them (e.g., Sutton & Wheatley, 2003). Sutton and Wheatley (2003) suggest that there are two reasons behind the inadequate number of studies: 1) emotions as a research interest is quite new in the field, and 2) Western culture has always approached emotions suspiciously because they have thought that emotions are not rational constituents. On the other hand, Zembylas (2003) claims that the role of emotions has been investigated in many fields in social sciences such as psychology, sociology, psychobiology, philosophy, anthropology, cultural studies or feminist studies. In parallel to this trend, although emotions are not a new research interest, the researchers have awoken to the idea that the role of emotions in teaching, educational reforms, teachers' professional development and teacher education needs examining (Zembylas, 2003). The following lines present a few studies on emotions and tensions.

In their study with student-teachers, Timoštšuk and Ugaste (2012) suggest that emotions have positive effects in promoting "problem-solving, objectivity and

creativity in the choice of multiple instructional stages" (p. 431), and negative emotions like 'disappointment' can be easily suppressed with the help of a continuous and strong emphasis on positive moments in their teaching practice.

In their article on the role of emotions and tensions in teachers' professional development, Day and Leitch (2001) propose that two interrelated conflicts function as tensions in teachers' identity construction: cognitive-emotional and personal-professional. Their study is of great importance in demonstrating that there is much to explore in teachers' tensions and emotions regarding the issues between teacher cognition and emotions as well as personal and professional sides of teacher identity.

Another important point suggested is that diverse emotions in different teachers may appear towards the same event or student in class. This distinction in the interpretation of conceptions may stem from sociocultural contexts of teaching in which teachers' reactions are shaped (Sutton & Wheatley, 2003). However, it is suggested that there are some moments when almost all teachers react in the same way. For example, they release some positive emotions such as happiness and satisfaction upon seeing their students' progress, and pride and pleasure appear when their former students visit them (Sutton & Wheatley, 2003). In terms of negative emotions, teachers feel frustrated and angry in response to students' bad manners in class and violation of school rules (Sutton & Wheatley, 2003).

In terms of beginning teachers' tensions in professional identity construction, Pillen et al., (2013) identify 13 tensions that have been already reported in the literature and group them under three themes. The list of all tensions according to their themes is presented in Table 2.

Table 2

Three Themes and Corresponding Professional Identity Tensions (Adopted from

Pillen et al., 2013, p. 88)

Theme	Tensions
1. The changing role from being a student to becoming a teacher	Feeling like a student versus being expected to act like an adult teacher (Fuller & Bown, 1975; Volkmann & Anderson, 1998)
	Wanting to care for students versus being expected to be tough (Fuller & Bown, 1975; Shapira-Lishchinsky, 2011; Volkmann & Anderson, 1998)
	Feeling incompetent of knowledge versus being expected to be an expert (Fuller & Bown, 1975; Katz & Raths, 1992; Volkmann & Anderson, 1998)
	Wanting to invest time in practising teaching versus feeling pressured to invest time in other tasks that are part of the teaching profession (Fuller & Bown, 1975; Kälvemark et al., 2004)
	Feeling treated like a student versus wanting to take responsibility as a teacher (Pillen et al., in press)*
	Feeling like a peer versus wanting to take responsibility as a teacher (Pillen et al., in press)*
2. Conflicts between desired and actual support given to students	Wanting to respect students' integrity versus feeling the need to work against this integrity (Kälvemark et al., 2004; Shapira-Lishchinsky, 2011)
	Wanting to treat pupils as persons as a whole versus feeling the need to treat them as learners (or vice versa) (Berlak & Berlak, 1981)
	Experiencing difficulties in maintaining an emotional distance (Fuller & Bown, 1975; Veenman, 1984)

Table 2 (cont'd)

Three Themes and Corresponding Professional Identity Tensions (Adopted from

Pillen et al., 2013, p. 88)

3. Conflicting conceptions of learning to teach	Experiencing conflicts between one's own and others' orientations regarding learning to teach (Alsup, 2006; Rajuan, Beijaard, & Verloop, 2007)
	Being exposed to contradictory institutional attitudes (Hatch, 1993; Olsen, 2010; Smagorinsky et al., 2004)
	Feeling dependent on a mentor (colleague/supervisor) versus wanting to go one's own way in teaching (Pillen et al., in press)*
	Wanting to invest in a private life versus feeling pressured to spend time and energy on work (Pillen et al., in press)*

*Tensions that were not found in the literature, but were mentioned by two or more of the interviewees.

Apart from the themes presented in Table 1, Pillen et al., (2013) have categorized their participants under six profiles: "teachers struggling with (views of) significant others, teachers with care-related tensions, teachers with responsibility-related tensions, moderately tense teachers, tension-free teachers and troubled teachers" (p. 96). More specifically, they suggest that teachers' belonging to one of the categories listed above may be dependent on the types of settings that they work in. For example, while most primary school teachers are reported as having more care-related tensions; most of the troubled teachers in their study were general secondary school teachers. Therefore, they have suggested using these profiles as an analytic tool to examine tensions in teachers' professional identity construction (Pillen et al., 2013).

Conclusion

In this chapter, the concept of identity has been presented along with its various definitions. Then, identity has been related to community of practice, imagined communities and imagined identities. Next, teachers' professional identity, emotions and tensions have been defined, and their relevance to teachers' professional identity construction has been explained. Furthermore, studies on teachers' professional identity construction and the role of emotions and tensions in the process have been provided. The next chapter presents the methodology of the study including the setting, participants, research design, and materials, procedures as well as data analysis.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this longitudinal case study was to examine the extent to which novice NESTs' emotions and tensions contribute to their professional identity construction in a tertiary level EFL context. Thus, the study explored the experiences and reflections of two American novice NESTs who were working in a preparatory school of a foundation university in Turkey. The following research question was addressed in the study:

In what ways do novice NESTs' emotions and tensions contribute to their professional identity construction in a tertiary EFL context?

To seek an answer to the research question above, three qualitative data collection instruments were used in the study: interviews, journal entries and field notes. In this chapter, more detailed information about the data collection instruments, the overview of the research design, participants, setting, data collection procedure, data analysis, the researcher, rigor and reflexivity as well as the ethical issues are provided.

Setting and Participants

Participants were purposefully selected as the study required voluntary inexperienced NESTs in an EFL context. The reason for selecting NESTs for the study was that most studies have focused on either NNESTs' professional identity construction or NESTs' professional identity construction in their home countries. Therefore, studying NESTs' identity construction in an EFL setting was thought to be noteworthy regarding the target group and topic. One assumption was that focusing on novice NESTs' identity construction in an EFL context would probably

provide some data on the effects of novice NESTs' (lack of) local language competence on their emotional states and tensions.

To reach those results, two American teachers were selected to participate in the study. Of the participants, one is male and the other is female. I used pseudonyms to name the participants, Emily and David. They had not had any formal teaching experience before they started their jobs in Turkey[2]. In terms of the number of the cases, selecting two participants for this longitudinal study enabled me to analyze the cross-referenced data from two cases and helped reach more generalizable themes. Secondly, it provided an opportunity to ensure the doability or sustainability of the study because one of the participants could have withdrawn from the study by their own will. However, their American nationality was not particularly deliberated during the sampling process.

Since setting the criterion for selecting participants from novice NESTs had limited the choice of the participants, convenience sampling technique was applied concerning the participants and setting. The proximity of the participants and setting was prioritized in the selection so that I could immediately keep in contact in case of their availability. However, the university title will not be revealed throughout this thesis upon one of the participants' request on the confidentiality of the institution affiliation. Both participants work for the same foundation university which offers its teaching staff a very demanding one-year-teacher training certificate program. This certificate program is recognized as a good addition to curriculum vitas in the field of English Language Teaching (ELT). They work in a big shared office with 14 colleagues including both NESTs and Turkish-native English instructors from completely different backgrounds. Every teacher is assigned to a group, which is

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[2] More information about the participants of this study will be given in Chapter IV.

under the responsibility of one group leader. Teachers shift their classes every four or eight weeks, which may also cause a change in the proficiency level of their students.

Overview of the Research Design

As it has been explained in Chapter I and II, the research on novice NESTs' professional identity construction in an EFL country is either too limited or evaluated from other aspects of it. Concerning this issue, the rationale behind the selection of the research design of this study is highlighted in Creswell's 2007 book: "we use qualitative research to develop theories when partial or inadequate theories exist for certain populations and samples or existing theories do not adequately capture the complexity of the problem we are examining" (p. 40).

To achieve a comprehensive and in-depth examination of novice NESTs' construction of their professional teacher identities, I used a longitudinal case study design so that I could acquire the narrative data from the participants over a lengthier period of time (for almost six months).

Considering the research question of the study, it includes inquiry into many concepts at the same time: professional identity construction, emotions, tensions, and being a novice NEST at a preparatory school of a foundation university in an EFL context. All of these concepts are meant to be explained through a small sample's reported stories in the interviews and journal entries. For this reason, two qualitative research approaches are adopted in this study: narrative and case study.

Narrative research has been utilized in the field of social sciences more than ever (Smith & Sparks, 2006; Weinberger & Shefi, 2012). Especially, when exploring the relationship between emotions and teachers' professional identities, narratives are recognized as an important data collection instrument to reveal how varying social contexts influence teacher identity construction (Zembylas, 2003). As is emphasized in Chapter II, identity construction is a life-long process which is continuingly

evolving in people's lives (Beijaard et. al., 2004). Concerning its fluid structure, MacGregor (2009) concisely identifies teachers' professional identity and the role of narratives as follows:

> ... professional identity can be influenced by the social and cultural constructs of others in specific contexts; temporal in the sense that, narratives can capture perceptions of professional identity at a particular moment in time and continuous because professional identity changes in response to life and professional experiences. (p. 3)

Therefore, narratives are thought to be an effective tool in professional identity research. Another point which makes narrative use valuable in professional identity construction research is that narratives which are told by people themselves are believed to appear as a new form of identity in their lives some time later. Therefore, it is claimed that while these personalized narratives influence people's decisions and plans, they also realize themselves as different identities (Smith & Sparks, 2006). As a result, in this study, I managed to analytically examine the professional identity construction process through the participants' narratives which are not randomly-uttered sentences; on the contrary, they have a crucial role of reflecting identities like a mirror (Weinberger & Shefi, 2012).

As the next approach, the study is also considered as a case study according to Creswell's (2007) categorization since two cases that exemplify a distinctive phenomenon are intensively examined. The distinctive phenomenon is novice NESTs' professional identity construction in a tertiary level EFL context. Conducting a case study contributed to the study very much as I was able to gather more detailed information about both cases through multiple data collection tools.

Data Collection Instruments

This qualitative study consists of three data collection instruments: journal entries, interviews and field notes. They are frequently-used qualitative research instruments in literature.

Journal Entries

The participants sent their journal entries regarding their emotional states, which were dependent on their experiences and tensions at work every week via e-mail. I sent one open-ended question as the first question of the framework of the journal entry. The questions were about either their general thoughts on a specific issue concerning their identity construction, emotions and tensions, or their specific experiences at work throughout the relevant week. As the second part of the journal entries, I included a list of adjectives consisting of both positive and negative emotions for them to choose the ones which reflected their emotional states for that specific week and explain the reasons. I adapted the list of adjectives from Abednia's (2012) study and provided the participants with an 'other' option so as to elicit more information about their emotional states (See Appendix A for one empty journal template and Appendix B for a sample extract from one journal entry). Since journal-keeping was confined to basically answering these two questions, there was no need to send any guidelines beforehand to organize their journal entries. With the first question, while they were expected to write down in a freer manner, they were supposed to be bound to the list of adjectives in their answers to the second question. The prescribed list of adjectives helped them to quickly respond to the question. I observed that making data collection procedure quick and practical was of great importance on the participants' sides as they did not want to be burdened more throughout their voluntary participation in this study due to their already busy work schedules. Therefore, just because of this very reason, journal-keeping was eased by

changing the frequency of it from every week to once in two weeks or three weeks in the last two months of the data collection.

The rationale behind these journal-keeping activities was to follow the changes in the participants' narratives and reveal their identities by examining their emotions and tensions in their reports at relatively regular intervals in a long period of time. I received 18 journal entries from each participant.

Interviews

In total, 22 interviews were conducted from the beginning of the data collection period. All of the interviews were semi-structured. While some of the questions were based on their journal entries, some of them were asked on the spot when felt necessary in the natural flow of the interviews (See Appendix C for the first interview questions and Appendix D for the last interview questions). Interviews were utilized to acquire further data about the participants' thoughts, feelings and experiences that they had mentioned in their journal entries and to access the issues that they might have forgotten to mention in their journal entries. Basically, the questions which were posed in their interviews were mostly about their experiences in class, relationships with their colleagues, in-practice feelings in teaching, their attitudes toward their job and opinions about their new identity as a teacher. Interview slots were arranged according to the participants' availability and convenience of their time, so I usually had to cover more than one journal entry in one interview session to compensate for the missing data on several weeks. Therefore, the data from the interviews were collected at the participants' own pace and convenience. Since the participants frankly reported that they were always busy with their teaching and certificate program, I had to prioritize their wants and needs throughout their voluntary experience in this project. Table 3 shows the duration of the interviews for each participant.

Table 3

Duration of the Interviews

	Duration of the Interviews											
Participant	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
David	:12:18	:10:22	:18:31	:15:54	:15:05	:16:17	:18:26	:22:27	:17:19	:17:59	-	-
Emily	:19:45	:04:14	:27:49	:27:43	:25:39	:42:47	:23:04	:28:58	:34:00	:25:33	:32:18	:25:28
Total	:32:03	:14:36	:46:20	:43:37	:40:44	:59:04	:41:30	:51:25	:51:19	:43:32	:32:18	:25:28

The duration of the interviews changed according to the participants' manners of responding to the questions and the variety of the impressions that they had in the relevant week. Apart from that, as is shown in Table 3, the interviews with Emily lasted longer in particular because she might have considered these interviews as an opportunity to talk with someone and share her experiences in a foreign country. She stated in the last interview that she was pleased to have participated in this study since she was able to talk to someone who was 'unbiased' and outside the work environment and she was able to 'bend on' her problems and realize how the working environment affected her. On the other hand, David was accustomed to the university where he was working, and he mentioned that he was not having so much trouble at work.

Field Notes

The third data collection instrument was field notes. As clearly defined by Patton (2002), "field notes … contain the observer's own feelings, reactions to the experience and reflections about the personal meaning and significance of what has been observed" (p. 303). In this study, field notes were taken as soon as an interview session was conducted, and a journal entry was received from the participants. I was able to immediately record my impressions, feelings and thoughts about the participants' reports. Patton (2002) state that the researcher's notes are one of the

important data instruments in qualitative research. Although a qualitative researcher is expected to note down her/his experiences at the time of collecting data (e.g., Patton, 2002), in the present study, I did not take notes, especially during the interviews in order not to distract the participants' natural conversational style of speaking. However, note-taking was completed when everything was still fresh in my mind. Concerning the nature of the field notes, they were written in English from place to place or my native tongue, Turkish. They can be seen as informally-written hot notes after each data collection procedure. The length of the field notes depended on the amount of data provided by each participant. The participants' mimes, gestures, the tone of voice, sureness or hesitations in their words and word choice were all described along with direct quotations in the field notes. As emphasized in Patton's (2002) book, there are no common procedural guidelines about how to keep field notes, so personal preferences structured the writing.

Qualitative Data Analysis

Twenty two interviews were transcribed (183 double-spaced pages of verbatim interview transcripts), and 36 journal entries in total were read. During the transcription process, I included fillers, incomplete sentences, pauses and other reactions such as laughs and exclamations (See Appendix E for a sample extract from one of the interviews). To illustrate the process in detail, I adopted Lichtman's (2013) "three Cs of data analysis: Codes, Categories and Concepts" for the data analysis procedure, which is comprehensively explained in the book under six basic steps. The term "concept" in Lichtman's (2013) data analysis procedure was replaced by the term "theme" in this study. Table 4 presents the six-step qualitative data analysis.

Table 4

Six-step Qualitative Data Analysis (Adapted from Lichtman, 2013, p. 252)

Step 1. Initial Coding. Going from responses to summary ideas of the responses

Step 2. Revisiting initial coding

Step 3. Developing an initial list of categories

Step 4. Modifying initial list based on additional rereading

Step 5. Revisiting your categories and subcategories

Step 6. Moving from categories to concepts

Two sets of data acquired from interviews and journal entries were printed out as a complement to my field notes. Reading from the hard copies of both sources of data about each participant was completed one after another in this order: Reading Emily's Journal entry #1 first, and then Emily's Interview Transcript # 1. The qualitative data from Emily and David's interviews and reflections along with my notes were respectively analyzed through open-coding to form clusters of codes. Field notes were also analyzed to triangulate the data. All codes emerging from the notes that I wrote down in the margins of each page were collected from the printed pages so that those codes could yield categories. For this purpose, I wrote down the codes under emergent categories considering their relevance. If one code was not compatible with any of the categories available, another category was added, or if one category or code appeared to be the same as another category or code on hand, they were combined together to avoid repetition. The rationale is that data analysis in qualitative studies is an inductive process, which is expected to proceed synchronously with the data collection procedure (Merriam, 2002). This process started with the examination of a small-scale data in the pursuit of some themes, which also appeared in other parts of the data; finally these themes or patterns were coded, revisited and modified throughout the whole process, according to what

Merriam (2002) suggested. Then, all categories and codes from two datasets were separately thought on and revised for cross check until all notes were coded and categorized on a Microsoft Office table. Next, all these codes and categories were combined to come up with patterns so that they could construct themes for each participant. Lastly, axial coding was applied to the categories and themes from two datasets in order to compare and combine "the discrete categories identified in open coding … in new ways" so that I could see the "big picture" interpret the cases of two participants of this study (Hoepfl, 1997, p. 55).

Basically, there was a two-phased analysis in this process: within-case analysis and cross-case analysis. In the first place, Patton (2002) suggests finishing up the analysis of the data belonging to one participant, and then the comparison of emergent themes from each participant's data may take place so that the researcher could keep the record of the changes in a longitudinal study. This process helped me deeply concentrate on one participant at a time and compare the themes through axial-coding. Secondly, it enabled me to acquire a chronological data for each participant. As the next step, I noted down what resulted in tensions and in what circumstances the participants felt some specific emotions. To achieve this categorization easily, the list of adjectives provided in the journal entries and the participants' further responses in the interviews were grouped and coded in relation to their future plans and decisions that they stated during the data collection period. The purpose of this process was to find how relevant the emotive factors and tensions at work were in making them become a teacher in one way or another.

Data Collection Procedure

The data collection period lasted for almost six months during the 2014-2015 academic years. The data collection procedure started in the participants' first week

at school and ended towards the end of their teaching. Table 5 below presents the

detailed data collection procedure.

Table 5

Data Collection Procedure

The weeks mentioned in the journal entries		The dates of the follow-up interviews for each participant	
		Emily	David
1st	September, 22-26	September, 27	September, 27
2nd	September, 27-31	November, 04	November, 8
3th	November, 10-15	November, 18	November, 17
4th	November, 17-21		
5th	November, 24-28	December, 7	December, 13
6th	December, 01-05		
7th	December, 08-12	December, 14	
8th	December 15-19		December, 27
9th	December 22-26	January, 2	
10th	December,29-January, 02*		January, 14
11th	January, 05-09**	January, 14	
12th	January, 26-30	February, 7	February, 6
13th	February, 02-06		
14th	February, 09-13	February, 15	February, 20
15th	February, 16-20	March, 10	
16th	February, 23-27		March, 26
17th	March, 16-20	March, 26	
18th	March, 30-April 3	April, 21	April, 21

*New-Year Holiday on January 1 & 2

** Ten day-mid-year break after the week January, 05-09

Rigor and Reflexivity of the Qualitative Measures

In Patton (2002), among the three elements of the credibility of a qualitative researcher, namely, the rigorous methods, the credibility of the researcher and the philosophical belief in the value of qualitative inquiry, rigorous methods are explained first in this section followed by the credibility of the researcher.

The Rigorous Methods

First of all, I included multiple data collection instruments (i.e., interviews, journal entries, field notes) in this project. These instruments supplemented each other in a systematic manner, that is, the content of the journals was checked through the follow-up interview sessions. The purpose was "checking the consistency of what people say for the same thing over time" (Patton, 2002, p. 559). Both sets of data were triangulated by my self-reporting sessions (field notes) including my experiences, opinions and thoughts. According to Creswell (2007), "in structural corroboration, the researcher relates multiple types of data to support or contradict the interpretation" (p. 204). Secondly, I applied member-checking by asking the participants to approve the correctness of findings and interpretations in order to increase the trustworthiness of the researcher and the credibility of the project. Thirdly, as a novice researcher, I kept in contact with my advisor whenever I hesitated at some point in the data analysis.

In the next section, I comment on my lived stories and beliefs in order to clarify my positioning, which may influence the findings and the interpretations of this study (as suggested in Creswell, 2007).

The Researcher

According to Hatch (2002), "data take on no significance until they are processed using the human intelligence of the researcher" (p. 7). Therefore, the role

of the researcher in qualitative research is beyond the task of collecting data, the researcher is also one of the data collection instruments. The data are refined and shaped in the mind of the researcher. In this respect, this section aims to explain how teachers' professional identity construction and the relevant issues of emotions and tensions have become the main focus of this thesis project and how the researcher, Pinar Kocabaş Gedik, is situated in a role in her the study.

Being a teacher or a researcher in the field of education has not been always a passion for me since young people are expected to select their majors based on their university exam scores in my country. What I had been quite sure about were my aptitude for learning languages and the high level of English that I had gained during high school years. After having gotten a remarkably high score in the university exam, especially in the English language test, I was led by my high school teachers to start an academic career in the field of English language teaching department in one of the best universities in Turkey. One of the reasons for this decision and guidance by my teachers is that it is not always easy to find a convenient job in other language-related areas such as English Language and Literature or American Culture and Literature in Turkey. Another reason is the socially-driven beliefs that teaching is one of the most convenient fields for women, who are mostly considered as prospective mothers and wives. With these thoughts in mind, I was encouraged to select English Language Teaching Department at Marmara University although I was more interested in literature and tourism. In the first year of my BA studies, I was emotionally-hurt that I had chosen to be a teacher since I was really upset about the teacher who I used to observe in a regular high school as part of my teaching practicum. Most of the class time used to be wasted by the constant warnings by the teacher to keep the students silent in class. At that time, I was convinced that I did not want to be a teacher since putting many efforts in teaching and managing a

badly-mannered class till the end of my life did not match with the career that I had imagined since childhood. Just after such a bad experience, I decided to do a minor in Tourism and Hotel Management so that I could pursue an alternative career. In the meantime, I used to feel that I was somehow preparing for being a good teacher, though, thanks to my distinguished professors' valuable feedback on my in-class presentations and assignments in later years. Then, I was chosen as one of the two Erasmus exchange students for the spring term, 2008, and this experience abroad helped me gain a more pedagogical basis for my future career in the hands of my Polish professors and in my talks with my foreign classmates. I also had the chance to teach Polish teenagers in a local school as a volunteer in one of my professor's PhD study. When I returned from Poland, I worked as a part-time teacher in language schools with various target groups for the last two years of my university studies.

I was driven by all these experiences to continue my career as an enthusiastic teacher. Now, I am aware that every person becomes another identity as a teacher as soon as he/she closes the door of the class. Because of this reason, it always sounded interesting to examine how people shape their new identities in teaching and how important their emotional states and tensions are in this process. This thesis project has influenced me very much as it gave me the opportunity of observing novice teachers' experiences, listening to their stories and developing empathy with my participants. Furthermore, it is been a great experience for me to focus on novice teachers' identity construction as I had expected to see both similarities and differences with my journey in becoming a teacher.

I tried to build friendly and close relationships with the participants so that they could feel at ease when responding to questions. Interviews were arranged considering their workload at work and timetables in order not to harass them.

Recorded virtual (Skype) interviews were conducted when the participants were not available for interviews in real settings. From time to time, I delivered small gifts (i.e., chocolate boxes, cosmetic products) to make them more enthusiastic to get involved in this study and provide more data. I tried not to interrupt the participants and direct them to respond in one way or another; on the contrary, I listened to them most of the time, prepared further questions about their statements in their journal entries in order to clarify the vague points in their answers. In addition, the nature of the questions was mostly open-ended and short so that the participants could freely explain their thoughts in detail. To summarize, all of these efforts were aimed to positively influence the rigor and credibility of the study whose significance is highlighted in Patton (2002) by explaining that one of the downsides of qualitative studies is the researchers' pre-shaped beliefs and prejudices which might affect the nature of the results. Thanks to the attempts above I tried to make sure that I had not unintentionally misinterpreted the participants' statements.

Ethical Issues

At every stage of the study, I have been attentive to eliminate any ethical concerns that might raise doubts about the confidentiality of personal information, my trustworthiness, the participant's voluntariness and acknowledgement of their freedom to quit as the participants of the study. To consider ethical issues, I received a positive return regarding my application for the Ethics Committee approval for my research project, which would use human participants.

First, I consulted my advisor to reach any convenient participants for the aim of the case study. While one of the participants was accessed thanks to the advisor's contact with the participant, the other participant was my friend's colleague. I was introduced to them, and I started the official procedure to receive an official permission from both the participants and their institution upon the participants'

positive attitudes toward this study. With this aim in mind, I contacted the administration of the School of English Language both in person and via e-mail to receive their approval of such a research project to be conducted in their school. Fortunately, having checked the participants' resumes on hand, the administrators confirmed that the two participants had not had any teaching experience before they started in the current institution and approved that I was able to conduct the study in the institution. After they had acknowledged that such a research project was doable and permissible from the school's perspective, the administration sent a confirmatory e-mail to me, which immediately started the data collection period. Then, both participants read and signed the informed consent form on their own will after a brief explanation of the data collection procedure (See Appendix F for the informed consent form). Although the two participants had been arranged for the study, to obtain more data, the administrators were asked if there were any other potential participants for the study. However, they reported that there were no other participants who were both native English-speaking and inexperienced in teaching for the study.

Conclusion

This chapter has provided information about the details of the methodology adopted for this study. These details consist of the research design, sample, setting, and data collection procedures as well as data analysis. The results of the data analysis are comprehensively explained in the next chapter.

CHAPTER IV: DATA ANALYSIS

Introduction

This qualitative case study examined the professional identity construction of two novice NESTs working at a tertiary level in the Turkish context. Thus, the study explored two American novice teachers' experiences and reflections in terms of their emotions and tensions throughout their professional identity construction process. With this purpose in mind, this study sought an answer for the following research question:

In what ways do novice NESTs' emotions and tensions contribute to their professional identity construction in a tertiary EFL context?

This chapter is composed of three sections. In the first place, Emily' case, which consists of her profile and identity construction, is presented. Following Emily's case, David's case is introduced by including his profile and identity construction, too. Lastly, the cross-comparison of Emily and David's cases are discussed in terms of their emotions and tensions.

Emily's Case

Emily, is a twenty-three year old American, received her BA degree in English Literature at a university in the U.S.A in 2013. Following her graduation, she decided to pursue her career as an English language instructor in Turkey since her American boyfriend became a professor in her current institution. However, Emily had always wanted to enter a graduate school to study English Literature. So, she aimed to take some time off after busy years during her BA studies. Based on her contract with the institution, she had to teach mostly Turkish students basic English in one-year intensive English preparatory courses for two years. In addition, she was required to

teach twenty hours a week at different levels, which were likely to change in every eight week-periods. She had to complete a prestigious one-year teaching certificate program. She worked in a group of fifteen teachers under the supervision of a group leader. Emily had not received any teaching certificates before she came to Turkey, however; teaching had been a passion for her since she was a little girl. According to her reports, her parents bought her a chalkboard for Christmas, and as a third grade school child, she used to line up her baby dolls and teach them. She thinks that she learns by teaching someone else. However, teaching English had not been a field in which she would want to major in. Besides, she had not stayed or worked in a foreign country for a long time other than Turkey. Her native tongue is English, and she speaks Spanish at an intermediate level.

Emily's data analysis provided 224 codes and 10 categories. The categories, which had similar characteristics in common, helped identify three themes: 1) pre-understanding of the new occupation, 2) (dis)orientation in the work context, 3) evaluation of the teaching program and institutional behaviors. The categories and themes are presented in Table 6.

Pre-understanding of the New Occupation

Emily's pre-understanding of the new occupation is the cornerstone of her professional identity construction, according to which she reflected on her experiences and relationships with the components of her new environment such as the students, co-workers, tutors and superiors. The theme 'Pre-understanding of the new occupation' is discussed under two categories: 1) her teacher expectations from teaching profession and 2) her beliefs about being a teacher.

Table 6

Categories and Themes Emerged from Emily's Data

Themes	Categories
1. Pre-understanding of the new occupation	Her expectations from teaching profession
	Her beliefs about being a teacher
2. (Dis)orientation in the work context	Not feeling a sense of belonging
	Linguistic isolation
	Criticism of the Turkish co-workers
	The students' bad manners and teacher reflections
3. Evaluation of the teaching program and institutional behaviors	Her job-description
	Comments on the program
	Comments on the certificate program
	Comments on the administrative issues

Her expectations from teaching profession. Emily was very excited to be a teacher and teach adults at university level for several reasons in the beginning. The first reason is that she loved teaching since childhood, and she thought that she would have a different experience over the two years since she did not major in English language during her BA. In her new job, she would be qualified in teaching English; she had always wanted to pursue her career as a professor of English literature, though. The second reason is that teaching adults would be fun and easy since she thought that the students, who were all 18 or 19-year old, would act properly. For this reason, she expected to be more "flexible" and "understanding" as a teacher since she had not anticipated that her good intentions would be abused. In the first interview, she explained her thoughts on what type of teacher she would be:

I think I'll probably be little more flexible than I should be. I don't think I would assign extra homework, kinda I mean, uhh actually not that kind of flexible, but I do think that you know if they all have something due, so we have like vocabulary journals due on a certain day, if they come in like "Hocam, you know we have a lot to do for studying", so I'll say "OK, you can do it tomorrow". I think I might be a little flexible, but I also think I'll be able to be understanding and I think I'll be able to bring things to their level.

(Interview # 1, September 27, 2014)

There were reasons why she would be a "flexible" and "understanding" teacher. Firstly, Emily felt an empathy with her students as a "young" teacher, who was in the same position as a college student not long ago. Second, she was aware of the fact that learning a new language was hard as she used to struggle when learning Spanish at university. However, she had thought that she would be "flexible" and "understanding" in the beginning, which would be replaced by acting more carefully towards the students' meeting deadlines and obeying rules in the months to come.

Teacher beliefs. Emily's beliefs played a central role in her professional identity construction since she would refer to them when interpreting her experiences. Firstly, she believed that a good teacher should stick to the syllabus, be well-prepared, "relatable" and "relaxed" as a person. In terms of her own image as a novice teacher, she believed that her being "young", "female" and "understanding" would probably cause her to have some problems with classroom-management due to the fact that these qualities would be a disadvantage when working with adults, who were near her age. Considering her beliefs, another point that she highlighted was the students' Turkish use in class, which would hinder them from learning English properly as she stated. For this reason, she would warn her students about their Turkish use in class time, which was the only thing that she was not flexible on.

Last point is that teaching grammar would be "challenging" as a native speaker, especially when taking the grammatical structures down to their smallest blocks. Owing to the fact that she had not studied English grammar before, and she naturally acquired the language, she believed that she was unqualified in this respect.

 Emily's beliefs and expectations were vague in the beginning since she was not knowledgeable about her current job and its duties such as how to grade papers and enter the students' absences on the school website. In addition, she was not familiar with the Turkish context including the nature of the relationships with co-workers and the students' profile.

As a young novice NEST, Emily was usually of two minds about implementing her rules, doing her work duties, and planning her future career in a new context. Her previous experiences, expectations from the new job, beliefs and current experiences at work contributed to the process of professional identity construction. Throughout her experience in becoming a teacher, she often had to change her decisions, set new rules and try new ways s1o as to accommodate herself to the new environment and lower her occupational stress. I asked the same interview questions about her new life in the institution so that any change in her thoughts and beliefs could be clearly identified. However, her expectations and beliefs became more apparent when she was more informed about her job at later stages.

(Dis)orientation in the Work Context

Her work context was influential in establishing a bond with her current position. Although Emily started her new job with positive emotions, she often seemed to be disoriented in the institution since she had to simultaneously undergo two processes during her professional teacher identity construction as a novice NEST: a) to get accustomed to the local context at the institutional level and b) to become a teacher in a tertiary setting. I regularly asked questions about her

relationships with her colleagues, superiors and students to investigate their impacts on her identity and emotional state. As her experiences frequently changed, her feelings and emotional state also did, however; what remained almost the same was her partial disorientation in the work context for several reasons. According to her reports, four categories were constructed: 1) not feeling a sense of belonging, 2) linguistic isolation, 3) criticism of the Turkish co-workers, and 4) the students' bad manners and her reflections on them.

Not feeling a sense of belonging. Emily felt like an outsider as she did not start teaching at the same time with everyone else due to the late arrival of her work permit, but she was still going to her office. In her first journal, she was asked how she felt after spending one week among her colleagues. She stated:

> Due to my "unique" situation of still not having my work permit, I don't feel a sense of belonging in the office or as if I'm part of a team. I get emails every day concerning quizzes, vocabulary sheets, writing prompts, etc. that I should be doing with my students, but none of it applies to me since I can't begin teaching. Sometimes someone sits at my desk when I'm not there and moves around my personal belongings; it drives me crazy! (Journal entry # 1, September 24-31, 2014)

Since Emily was not able to get involved in the active teaching process on time, she felt isolated. Therefore, she could not easily develop a sense of belonging to the environment, which she was not familiar with. Moreover, she felt the need of some recognition for her personal space and existence as a teacher in her unit. To her mind, her desk and seat was in her personal space, and the colleagues should have shown more respect to her as a stranger. The reason is that she might have felt stressed-out in completely a new context and wanted her desk and seat to remain clear to feel at ease. As a natural consequence, since she did not feel emotionally close to her co-

workers at first, she might have wanted to keep her distance from them. Her being isolated continued in the following weeks due to her co-workers' tendency to use only Turkish among themselves, their attitudes towards the students and the students' bad manners.

Linguistic isolation. One of the biggest obstacles in her orientation to the work context was Emily's lack of knowledge about the Turkish language. Although the context was an English-medium university, most of the daily conversations in teachers' rooms were in Turkish, and the students also had a tendency to talk in Turkish among themselves during class time. Both in class and in the teachers' room, Emily felt frustration and developed negative emotions due to her linguistic isolation. When her professional communication with her colleagues was asked to her in the first interview, she mentioned that she felt "outcast" due to too much Turkish use at work. She stated that she did not understand what her co-workers talked about in the teachers' room, and she did not want to ask them to switch to English just for her. Her feeling of being "left out" also continued in the later stages of her identity construction and kept her distant from Turkish teachers. In her eighth interview, in response to a question about one specific experience when she had not been invited to one occasion by her Turkish co-workers, she explained why she had to relate herself to native-English speaking teachers:

> I haven't figured out yet, but I guess it's no big deal, I mean I feel like I, the
> time we have all gone out to lunch, usually if, when the students have their
> final and if only half a day, and the whole unit will like go to a cafeteria to eat
> lunch, and I noticed that I have to sit with the English speaking ones in the unit,
> you know, I met a new a guy and the Irish guy because if I get wedged between
> two Turkish people, everybody is gonna be speaking Turkish and I won't know
> what is going on. So, I almost feel like, OK, I'm not getting invited but even if

I did, I was gonna be the only English speaker, like who's gonna speak English

with me? (Interview # 8, February 7, 2015)

Not getting invited by her Turkish colleagues and her lack of communication with

them in social life prevented her from strengthening friendly relations and getting

fully oriented to the local context. Although she reported that she did not put the

blame on her Turkish colleagues for speaking Turkish among themselves, she

expected everyone to speak English, at least, when they practise their profession:

I think that this whole university, I mean, yes, this whole university is English-

speaking. And I don't want to be mean and say "everybody has to just speak

English all the time", but I think when it comes to teaching or doing our jobs,

there are some handicaps that we can't speak Turkish and I think it would just

be beneficial for everybody. (Interview # 1, September 27, 2014)

She thought that her lack of Turkish also left her behind when she had to do her job

at work with Turkish co-workers. In the first interview, regarding her experience in a

group project that she contributed to, she mentioned that she felt isolated when her

Turkish group members presented the project to the group leader in Turkish, and felt

sorry as she "could not make it known" that she had helped. Thus, her desire for

speaking in English when teaching or talking for professional reasons could be

understandable.

Criticism of the Turkish co-workers. Another point that Emily was critical

about in the work context was her Turkish co-workers' attitudes. Emily did approve

of the way her Turkish co-workers handled some specific issues at work such as

grading the students and Turkish colleagues' attitudes towards the students. In her

15th journal, she wrote about one of her students' comments on the fact that she

graded their papers harshly. According to what she reported, her student had told her

that Turkish teachers were "more forgiving of mistakes". Emily also agreed with her

student in that respect. When she failed one of her students for not doing vocabulary

assignments, she put into her words how she felt about the Turkish teachers:

> … he failed ,but almost like… I just want this to be a lesson for him. Like he
>
> can't come here like, well he can if he wants to, he can repeat and repeat and
>
> repeat, never do anything, and maybe if you had a super-nice Turkish teacher,
>
> she would have given him the points. (Interview # 6, January 2, 2015)

Emily was pleased that her student failed because he had not done any of his

assignments, but she was not sure if he would fail again in the case that he did not

submit his assignments again. She continued:

> So I thought it's a good lesson for him but if you don't try, you are not like,
>
> you are not gonna succeed, you're not gonna pass. Better luck, maybe he will
>
> get a Turkish teacher, he will give him the points, I will not. (Interview # 6,
>
> January 2, 2015)

Emily always expressed her thoughts about being fair and honest in grading students,

especially when giving the students' participation grades, which did not have a big

share in the students' overall grade with only 5%. She raised her concerns with the

administrator to make it higher, but she was answered with the statement, which was

"culturally, we are not there yet." She continued to explain what being "culturally not

there" meant:

> … she said that what a lot of teachers are doing is that they're using that eight
>
> points, they're kind of abusing it. Like if the student needs just three points to
>
> pass, they're giving them three in participation. Right, like they're just giving
>
> them three points if they need to pass. (Interview # 3, November 18, 2014)

Emily could not internalize the fact that participation grades would be abused more

because of the nature of the institution. Particularly, she thought that Turkish

teachers were more "generous" and indifferent to the significance of participation

grades. However, Emily considered the participation grades crucial as she did not have much power to control the students and demonstrate how she felt about their bad manners.

The students' bad manners and Emily's reflections. One of the most important factors of Emily's professional identity construction in the new context was the students' misbehavior, which made Emily go through a remarkably difficult time in class. Teaching in a Turkish preparatory school made Emily experience unbearable moments at times due to the students' bad manners such as sleeping in class, playing with cell phones, chattering in Turkish, hassling her about grading, distracting each other, not bringing books, leaving the classroom to smoke, walking around to charge phones, arriving late to class, telling lies and cheating. In response to a question in the 8th journal about what external factors affected her performance at work, she answered that:

> The only external factor I can think of that may affect my in-class performance is my students. If they don't participate or are speaking a lot, then it affects my positivity and makes it more difficult to continue teaching in a pleasant manner. When I'm teaching I'm in the moment. I don't feel hunger or think about [the certificate program] papers or troubles at home. I am only focused on teaching. Therefore, only things that could happen in the classroom affect me. (Journal entry # 8, December 15-19, 2014)

Emily was fully concentrated on teaching, however; she did not observe the same amount of motivation or attention in her students' behaviors. Hence, she could not avoid the negative effects of the students' bad manners on her "positivity" as she was sensitive to distracters. She explained the reason for which the students had low motivation in class in her 4th interview by stating that: "English is not their favorite

subject" and the students wanted "to be on their phones". Emily put her frustration of the students' cell phone addiction into words in her 8th journal entry:

> Last week, I felt fine as a main teacher until Friday. My class was fine until Friday and they just went crazy! I was trying to teach a new, important grammar point, and some of them paid attention during the first block but there was one point during the second block where all 19 of my students were on their phones. Every. Single. Student. I was almost too amused to get angry. I almost pulled out my phone to take a picture of it. (Journal entry # 8, December 15-19, 2014)

Cell phone use was so common in her classes that it could become more striking at some point, and emerge as almost the biggest obstacle to teach and build up a good rapport with her students. On the other hand, when her attitude towards the students' cell phone use was asked to her, she gave clear and direct answers at first, but it was observed that her thoughts and decisions were subject a lot of change over time. Her thoughts on cell-phone use evolved into a different thought or could even change back into her former thoughts and decisions. In the earlier stages of data collection, Emily used to seem so uncertain of her attitudes towards the students' use of electronic devices during class that she put her confusion into words as in the following lines:

> I don't know how I'm going to feel about it yet. I do know one of the other teachers has them come and put their cell phones on the desks. I think that's a little extreme, but I think if something like… it's out of hand, I may try it once. I think an occasional text I'm not gonna care, I was… I used to do, too, but if it's… they can't… they're on and on it, I may try to interrupt them outside of the class, but again I don't know until I get into the classroom and see how

actually it feels when I'm watching somebody on their phone all day.

(Interview # 1, September 27, 2014)

Although Emily found making the students put their phones on the desks "a little extreme", she did it more often than she had thought throughout the semester. Actually, she was in a tight situation when she had to decide if she had to feel the responsibility for her students' learning and warn them about cell-phone use or to ignore their misbehaviors and avoid quarrelling with them. For example, she once stated that she preferred them to stay silent and play with their phones rather than distract each other. However, there were times when she had to interrupt them and make them put their phones down because the students were not aware of what they missed when Emily was trying to explain an important grammar point and they were all on their phones. She reported that:

Many of them were not, they were not paying any attention, they were talking, on their phones, they were, you know, just doing whatever. I said "OK!". For the next ten minutes, I warned everybody to put their phones down. There were still some students who were on their phone, not paying attention when I said it. So, I had to call them out "Soo, soo, so, so, so!" you know, "Put them down, so if you are not gonna pay attention, fine, but your phones need to be down".

(Interview # 4, December 7, 2014)

Emily felt that she had to take an action in reaction to their stolidity and disrespect, but Emily actually had been mostly opposed to making the students put their phones away as she had stated in the previous interview with her. During a conversation about if she had made any decisions for the up-coming semester, she said:

I'm not gonna like make them put their phones away or anything like that because I think I said that before, this is their time, and what they choose to do with their time is their problem. I'm here doing my part of the job, and if

they're not doing their part, which is like participating, doing the workbook

exercises, taking notes. Then that's, I mean, that's not my problem. That's on

them. I'm not gonna sit there and make everybody turn in their phones, and

have to write and have to work, like they're not gonna do it, they are not going

to do it. (Interview # 3, November 18, 2014)

This was not the first time when she felt confused about how to treat the students.

She mentioned her indecision in the 6th journal by saying that: "Sometimes I feel as

if I should try to change my students' bad manners, but then I have to tell myself that

it's not my problem." The reasons why she wanted to leave the students holding the

bag is that she was aware of the limits of her power and authorization as a novice

teacher in her institution since there was nothing to do so that she could officially

prevent the students from using their cell phones or focusing on other distracters.

Another reason is that she already felt pleased with her teaching since she spent

hours every night creating lesson plans that were hoped to be "engaging" and

"interactive", however; the students were not as enthusiastic as Emily was.

Therefore, she thought that she did her part as a teacher and accordingly felt

"disempowered", "frustrated" and "angry" when the students lost their attention.

Another problem in class was the students' asking permission to go to the restroom

during class time since she culturally found it "embarrassing" for adults to tell the

teacher "what they needed to do", particularly in a university context. Then she had

to set a new rule simply because she did not want to be exposed to the students'

asking permission to go to the restroom. She made her new rule clear to her students,

so they should leave the class without asking if they needed to go to the restroom, but

only one boy and a girl could leave the class at a time. However, she realized that her

both rules were being "abused" by the students in the process of time. She realized

that they used to smoke, wander outside for ten minutes, use their cell phones outside

and return with coffee or water in their hands. She noticed that some rules did not work in her work context because her students culturally could not "handle the freedom of being able to leave the classroom" without telling her where they were going. However, she claimed that the rules, which were based on her experiences in the student years, worked in her university when she was a student because American students did not abuse the professors' good intentions as badly as her students did.

To sum up, Emily had difficulty in tolerating several issues such as her Turkish colleagues' generous grading, their use of Turkish at work and the students' frequently-occurring bad manners. This difficulty may have resulted from her low readiness to teach in completely a new and different environment. Her expectations to teach Turkish adults, who were supposed to be more "mature" in their behaviors at their age, and to work in an English-medium university where she would not need any Turkish were not met. Hence, having failed to satisfy her expectations, the teaching context surprised her.

Evaluation of the Teaching Program and Institutional Behaviors

Emily's attempts to get adapted to the teaching occupation, which was not very familiar, played a crucial role in shaping her professional teacher identity. Throughout this process, Emily naturally reflected on her attempts, which were to survive in the existing teaching program and to meet administrative requirements. This reflection process must have stemmed from her intellectualization of the system in which she was trying to become a teacher. As the second dimension of her professional identity construction, Emily reflected on the teaching program and institutional behaviors, so four categories emerged: 1) comments on the job-description, 2) comments on the program, 3) comments on the certificate program, and 4) comments on the administrative issues.

Her job description. In the beginning, Emily was really enthusiastic to teach 18 or 19 year-olds English language because she had thought that the students were going to behave maturely and sensibly in class as adults. Although she had been aware of the fact that teaching was a "hard job" in the 1st interview, such a devastating disappointment by the students' profile had not been expected by her. During the 10th interview, she said:

> I had no idea it would be like this. That's why I was so eager for this program because I was like "Oww, my gosh, I get a chance to work with students who are 18 years old, this is gonna be like university, I'm gonna have a good experience or whatever, and they would be calmer because I'm not teaching younger crazy children", it's not "no", it's not like that at all. (Interview # 10, March 10, 2015)

She had expected that she was going to work like one of her professors at university, but preparatory schools in Turkey were beyond the university context since most of the students' responsibilities were still on instructors' shoulders, and the students did not act their ages. As she mentioned, her institution had "a unique situation" because it was neither a university nor high school any more. Moreover, she defined her new job as "babysitting" as she had to constantly deal with the students' misbehaviors, "baby" and "cuddle" them like a "high school teacher", which created disappointment and a big conflict between her former description of her new job as a "university professor" and her current perception of her job as a "high school teacher".

Comments on the program. On the first days of school, Emily's thoughts were asked if she had enough freedom in choosing what and how to teach. Emily found the weekly-pacing and the syllabus both structured and flexible. As a novice teacher, she was pleased that the school gave her "a perfect amount of structure" that

she could follow in her first year. In addition, she was informed about the freedom of using her own supplementary materials and doing research with her students during class time. At first, Emily felt more positive about becoming a teacher in her institution. However; as the time went by, she noticed a few points that she disagreed with such as the students' weekly schedules, testing, being a support teacher, sudden change in difficulty of the levels, and short breaks between the semesters. To her way of thinking, twenty-five hours of English made the students' motivation level lower since the class hours were not equally distributed to each day. According to her reports, while one day the students had six hours of English, the next day they had only four hours. She stated that: "by the sixth block, the students are dead tired; they cannot do anything, so we end up like playing games or watching a movie, and then it is just a waste of everybody's time". She added that the perfect scenario would have been twenty hours a week, four hours a day and the students would have been at one level for one semester because it was "too ambitious to try to teach them English in one year". In relation to the heavy schedule and immediate transition between the levels, Emily claimed that the students did not make enough improvement before they changed into an upper level. She explained why the students still made too many mistakes in their writing by stating that: "they [the superiors] are trying to hurry, so they are making this mid-term super-easy so that they can get students to pass". Emily often complained about how the testing materials did not reflect what was taught in class, and how easy they were. Emily thought that difficult tests would encourage the students to study harder, and lazy students would be able to be discriminated well whereas she claimed that the institution used to prepare less difficult tests, which Emily disagreed with. Hence, she complained about how the institution and the lenient Turkish teachers "boosted the students up," and the students were not given the chance to try and study harder. Her belief in the

advantages of difficult tests and low grading resulted in a disagreement with the institutional policies. Therefore, she experienced a conflict negatively influencing her positivity towards the authority.

Moreover, she implied that the students' low participation resulted from short breaks and immediate transition to upper levels. She thought that the students got "burned out" when they were "subjected to 25 hours of English with little or no break". She restated the issue in her 11th interview:

> I think they are just tired by now because we had so many courses, and so they're just like they're all this kinda done, you know there hasn't been a long enough break, and so they're just, I think they are all just like really tired and this is a big, this is a big jump for them like from intermediate to upper. It's just this huge jump…, and so I think that they… I don't know they just feel like…it's too difficult or something. So, they are already just kinda giving up. They're like, well, you know, it's too hard. (Interview # 11, March 26, 2015)

Emily also questioned why her institution had not "made some type of better transition" or "a better break" between the courses by that time since she thought it was established very long time ago.

Another point about which she often felt negative was being a support teacher throughout the year. In the institution, almost every class had one main teacher and a support teacher. Support teachers teach only one day to a class, and they had fewer responsibilities. However, being a support teacher created a big challenge for Emily since most rules did not work in her support class, she "had a difficult time with support students". The students apparently did not "respect" her, and she said "I hate being a support teacher". Therefore, she seemed to be "more lenient" in terms of rules, and she struggled more to keep their attention. She had to bring realia, tell her

personal stories to them and play games. In her 8th journal, she explained how teaching support classes mattered:

> On Tuesday with my support class I was very very frustrated. I have already spoken about how they don't respect me. I have 3 blocks with them on Tuesday, and during the second block, not one single person participated. At least in my main class, they stay quiet. They are looking at their phones but they are quiet. On the other hand, this support class was talking, getting up to check on their phones which were charging on the opposite side of the room, hitting each other, and all around just acting up and being disrespectful. During the third block, they wanted to play a game, and I asked them if they thought they deserved to play a game. They said "no", and I agreed, so they did a grammar activity. I still have five more classes with the support group, and I dread it every week. (Journal entry # 8, December 15-19, 2014)

Therefore, the data revealed that Emily's classroom-management became harder in support classes than in her main class. She might have needed more time to take the control of class and build a good rapport with them since she used to teach them only one day a week.

Comments on the certificate program. As a novice teacher, Emily was eager to realize herself as a teacher, and it could only be achieved through constant practice and in-service training programs. Fortunately, she attended a prestigious certificate program in her institution. Although she was aware that the certificate is not valid to teach English in her home country, the teaching certificate program, which was free of charge for her, was one of the requirements in her contract. As part of the program, Emily had to be observed by her tutors in class, write reflection papers, take the training courses and attend the peer-observation sessions. She evaluated the change in her professional teacher identity in reference to the certificate program:

I think I'm much more confident like I went into pre-intermediate to the first course, I didn't really know what I was doing that much. I went in and followed the rules like step by step, I was really scared giving answers, but because I was in a hurry to answer them and I didn't want them to feel like "oww, she doesn't know what she's talking about", but now that I moved up to each level, I think it's been super-helpful to me because now I learnt the rules behind so many grammatical structures, you know and I can take examples of them, like I feel more confident, there is a question that I don't really answ— like I don't know that I'm confident being like "Hey, do you mind if I look that up in the break and you know I get back to you, I'm not sure". And I feel like I can kinda come up with like comprehension questions, you know we're doing reading, I will be able to ask ,you know, questions to get them thinking to whatever even if it's not in the book, I add something I can stick up now, and I think, so that stems from experience, but I did a lot of it has been from going to [the certificate program] as much as I hated it, I hate it, it's been absolutely amazing for me, it's been so great. So, I think it's really helped my development. (Interview # 7, January 14, 2015)

Although she thought that all requirements of the certificate program were quite helpful and informative, she could not help herself feeling negative about them at times since the certificate program was too demanding and intensive. She was supposed to complete many assignments and take the training courses, which were difficult to handle when teaching twenty hours a week. It helped her learn teaching tips during peer-observations and reflect herself in the paper assignments, though. However, the tutors' comments after observed classes disappointed her since what she believed as true was not always in line with the tutors' expectations. Her beliefs yielded an identity which did not correspond to the ideal identity pattern in the new

institution. For example, Emily thought that she was at a disadvantage as a young, female and understanding teacher from the beginning, and speaking loudly would be beneficial for managing the class. Once, she felt "disempowered" when she had to manage her class as a young, female teacher. She explained in her 2nd journal by saying that:

> Finally, I feel disempowered. I knew from the beginning that since I was young, a female, and usually nice to them that it could lead to problems with them listening to me, and I was correct. Raising my voice to try and quiet them down doesn't work. I feel like if I was a man, maybe they would listen better. I have an electrical outlet right behind my desk. Every day when I come in, students are using it to charge their phones. Even when I tell them that I need that plug for my laptop, they still use it. One time, a student even unplugged my laptop to charge their phone, and then another tried to use my laptop to charge his phone! It's ridiculous, but my words don't mean anything to them. I feel as if I have lost control of the class, and as a first year teacher, that is a difficult thing for me to cope with. (Journal entry # 2, September 27-31, 2014)

Emily believed that failing classroom-management was directly associated with being a young female teacher whose downsides could be eliminated by raising her voice at the students. On the other hand, one of her tutors from the certificate program warned Emily about her speaking too loudly to manage the class, which was not a preferred teacher behavior by the institution. Having been observed by her tutors, she explained those "offensive" moments in the 12th interview:

> [The tutor] She was like "I think this is a cultural thing, but you speak too loud", and she was like "what if you have to spend six to seven hours in a pub every day, listening to loud music, wouldn't your ears be tired?", and I was like that "How are you gonna compare my voice to a loud music in a pub?", like

really… and she was like "I think the students probably get tired of like listening to you because you speak so loud.", and then I was just really shocked, so I couldn't really say anything, but that's really offensive. The thing is like I'm small and I'm young, like I'm not a male, I don't… my voice doesn't get deep and threatening. So, you know what I do to cope with that is I project my voice; I make my voice seem louder than it is because it's the only way to assert my authority. Of course, I couldn't say any of that because I was just like I was very upset by her telling me this. (Interview # 12, April 21, 2015)

She behaved differently from the way she was expected to be owing to her beliefs, but this created a tension and accordingly a negative emotional outcome. All in all, in spite of the fact that the certificate program was the most helpful component of her work context to develop her teaching skills, she complained about its demandingness and the tutors' offensive criticism.

Comments on the administrative issues. As a novice NEST, Emily was influenced by the administrative attitudes and acts as well. During the 10th interview, when her impressions about the system in her institution were asked , she simply made clear that she was not pleased with how "things were run" in general. According to what she claimed about the administration, they "made exceptions" for the students in order to please them and their parents. She implied the problem with administrative attitudes by appreciating the benefits given to her:

They [the administration] just, you know, of course they only care about money. They don't care, I don't think they care about the teachers or they just care about making the parents who are paying happy. Uhm, I've heard some things, and I think it was really nice of them to have housing for us. We would have to commute every day. That would be horrible… having to take the bus

out of the city every day…every month we get like a lunch card. And, you

know, they give us free money, like they're giving us to spend on food and I

think that's great. And then, they do all the paper work in the processings and

everything for the… like our work visa, uhm I didn't have to do anything, stuff

like that I think yes, but when it comes to like I don't know… confrontations or

problems with students and stuff, then I don't think so, I think the student is

always going to win, and they're gonna make us feel bad because they just

want to keep the parents happy. (Interview # 10, March 10, 2015)

As stated above, she did not think that she was regarded by the administration as

much as the students and the parents were. For instance, Emily once felt sorry since

she claimed that the administrators made an exception for one student concerning

his/her absences, and the student won in the end. As one of her work duties, she had

to put in her students' absences on the school website so that the students were able

to check if they failed or not because the school attendance is compulsory for the

students. One day, she put a "zero" in by mistake in regarding one student's absences

on the school website. When she corrected her mistake later, that student happened to

fail due to absence since the student trusted that zero score that had been first

announced. For clarity, the student thought that he had still had the right to be absent

from school. After the administrator's negotiation with Emily upon the student's

complaint about the issue, Emily had to let the first wrong score remain on the school

website although the student's score would be different on the physical attendance

sheets. The reason was that Emily "went back to the past days and changed it, and it

should not be counted against him". However, she thought that Turkish students did

not take their responsibilities as adults as their American contemporaries did, and

they were too bound to what the system offered to them such as announcing absences

and grades. Throughout the data collection process, she used to refer to how

American students and professors behaved in class or how the university system worked in the U.S.A since the only teaching environment which she could reflect on and compare to was her own experiences as a student. She reported how different the system worked in the U.S.A:

> I shouldn't have to be spending my time putting every day's absences onto the website, and then the students are going by my absences. They need to either keep track of their absences like responsible people. It is just, that's one thing that's just so…it works so culturally different, like Turkish students, Turkish college students because they're at the age of college students, like American college students… Because when I was at university, teachers wouldn't put in absence number on the website for us. I had to keep track of it myself. They took attendance every day, and like most of my classes only gave you three absences for the semester. If you went over three, then you were done. And it was my responsibility to keep track of my absences. So, why can't the students do the same thing? Because it's really difficult for them to count the points and keep track of twenty? (Interview # 6, January 2, 2015)

As she stated in her words, what was recognized as one of the students' responsibilities in her homeland was not expected from Turkish students in Turkey. She also complaint about the administrators' making exceptions in such situations, she said that American universities did "not take any excuses like that" and they were not as "lenient" as her institution was.

One of the reasons why Emily felt negative about the administrative attitudes might have originated from the ex-colleagues' stories and bad experiences, which were getting about in the institution. She said that there were many professors or teachers who quit working not only for the preparatory school but also the whole university since they were not "happy". She continued to justify the situation in

school by referring to one of her colleagues' case, in which her colleague resigned one year before the date until which she had promised to work in her contract with the administration. Another reason why she was not "happy" could be the fact that she experienced problematic power relations with the students in class, which stemmed from her being granted little power by the administration. For clarity, she did not have enough authorization to keep the students on task or avoid their bad manners. Emily wrote in her 6th journal that:

> If I was allowed to kick them out of class, maybe I would make them put away their phones more or call them out, but I can't do anything to "punish" them for being on their phones except making them put them on my desk and I don't think that kind of atmosphere is conducive to effective learning. If they are bored and don't have their phones, they will just draw or sleep. There's nothing I can do but focus on the students who want to pay attention and not be on their phones. (Journal entry # 6, December 01-05, 2014)

Emily admitted that she did not have much power when dealing with less motivated and problematic students. For instance, once she reported a student who, she thought, had an "attention deficit disorder", to one of her superiors. Unfortunately, she learned that nobody could do anything in such situations without any concrete evidence. Furthermore, the student had to see the administrators in person so that they could take steps. However, she stated that she needed a "natural transition to get him there". This student made her so frustrated that she put her feelings into words as in the following quote:

> he [the student with attention deficit disorder] just has a lot of problems, and in fact yesterday, I threatened to get—it's to the point where I get so angry at him that I immediately—I'll just be like "I'll kick you out of class!". That's the things like we are not really supposed to, but I don't… I don't care like…they

don't… nobody understands how bad the student is, except for, I guess, my

support teacher. And like I'm trying to do a listening activity, and he's over

there trying to get people to have fun, he's like moving and dancing. He's

doing this extremely fake like cough, and this is like super-loud over trying to

do a listening activity so I have to pause it. I'm just like "Ok, I'm waiting for

you to stop". (Interview # 6, December 7, 2014)

Although her tutors witnessed the same student's "hyper-active" and "impulsive"

behaviors during Emily's in-class observations, they only advised talking to her

superiors. On the other hand, none of her students had as problematic manners as this

student did in class, but she still felt helpless and unlucky to have had so much

trouble with classroom-management throughout the semester. Moreover, Emily

could not find enough support from her group leader as a novice teacher at school

since she was not eager enough to help her.

To conclude, Emily mostly had negative emotions about advancing her career

as a NEST and working in her institution due to several reasons. First, she had not

planned her career on teaching English, but teaching English literature. However, she

had hoped to have a different experience by working as a NEST in Turkey. To

achieve becoming a teacher, she had to study hard to successfully complete the

certificate program, yet she was aware that the certificate would not mean anything

in the U.S.A because it is not valid and adequate to teach English in the country. She

had not already planned to work as a NEST in the U.S.A following her stay in

Turkey. Next, she could not overcome the language barrier at work since she did not

know Turkish, and her busy schedule did not allow her to take the Turkish courses in

the course of her time at work. Furthermore, her co-workers spoke to her in English

when it was really necessary, but Emily could not get involved in their Turkish

conversations. What is more, the student profile and their misbehaviors worsened her

situation. This situation so intensely influenced her that she wanted to put her plan about returning the States into action sooner. She would have wanted "to work several years to gain experience" if the students had been more motivated, and there had been "a better communication with them". However, she faced an opposite situation in which the students did not behave themselves in class. Hence, the student profile disappointed her since she had not expected to deal with the students' bad manners when teaching adults at university level. Lastly, the administration could not make their presence felt when confronting the students. She felt that the students should have been urged to study harder and bear the consequences of their misbehaviors. On that account, she criticized her Turkish co-workers and the administrators for being too understanding toward the students. To sum up, she could not handle working in the institution and being a NEST at tertiary level in Turkey due to the reasons stated above. Thereupon, she wanted to quit the job as soon as her contract expired.

David's Case

David, who is a twenty-five year old American male, received his Bachelor's degree in Spanish Language and Literature in the U.S.A and his Master's degree in Teaching English as Foreign Language (TEFL) in Turkey in 2008 and 2014, respectively. Since he was awarded with a scholarship to study in Turkey, he started his Master's degree in TEFL 2013. David had not worked in any full-time teaching positions or received any teaching certificates before this. Due to the fact that he had thought that he would be able to help other people learn languages well enough as a good language learner, he chose to study teaching. Having completed his Master's degree in TEFL, he aimed to continue staying and working as an English language instructor in Turkey since he liked the country very much. Therefore, David was employed by his current institution just after his graduation from the MA TEFL

program. According to the contract with the institution, he had to teach twenty hours a week at different levels, which could change every eight-week period, and successfully complete an internationally-recognized teaching certificate program. He was assigned to a group of fifteen teachers under the supervision of a group leader. Turkey has been the first country that David lived and worked in for an extended period of time. His native language is English, and he speaks Spanish, Persian and Turkish. He learnt Persian from his Persian friends at university. He also started learning Turkish during his Master's studies, and achieved intermediate level Turkish in free language courses provided by his present institution throughout the year. The qualitative analysis of David's case provided 151 codes, 6 categories and three themes: "Self at the center", "Optimism: Seeing the glass with water half full" and "Internalizing the New Environment". Table 7 provides a closer look on the categories and themes.

Table 7

Categories and Themes Emerged from David's Data

Themes	Categories
1. "Self" at the center	Describing himself as a teacher
	His perception of the job
2. Optimism: Seeing the glass with water half full	Equilibrium in teacher attitudes and practices towards the students
	Positiveness
3. Internalizing the new environment	Interactions in the course of Professional Development
	Adaptation process to the work context

"Self" at the Center

David's perceptions of a teacher in relation to his "self" constructed the theme "Self at the center", which played an active role at the center of his professional identity construction and enabled me to understand him comprehensively both as a person and a novice teacher. There are two categories under this theme: a) describing himself as a teacher, b) his perceptions of the job.

Describing himself as a teacher. David defined himself as an "easy-going", "calm" and "relaxed" person, who was good at meeting deadlines, speaking in front of an audience and leading others. These personality traits can be recognized as advantageous in teaching. Connecting his personality traits to his perception of the teaching job, he stated:

> I like… I think I'm like I'm good at being in control, I like being at the head of the class, like I have no problem talking in front of everybody, leading everybody, so it's just it's a good fit, and also it's not like a boring like sit at your desk job, like 9 to 5, which is so monotonous, though. (Interview # 8, February 20, 2015)

David was aware of his strengths such as "being in control" and "talking in front of everybody". In addition, he also mentioned that he was "good at managing time" and good at immediately applying what he learnt.

His perceptions of the job. As he stated in the 1st interview, he believed that a good teacher should have certain qualities which are being "dynamic", "personable", "likeable", and teaching the language "communicatively" through "debates and discussions on up-to-date topics". Moreover, he thought that students should connect themselves with teachers "on a personal level". In line with his understanding of a good teacher's qualities, he wanted to be a "dynamic" teacher who could "adapt to the students' needs and encourage them to use the language "in communicative

ways". In general, he felt that teaching was such an occupation that teachers could get a lot of job-satisfaction. He explained how he felt about teaching in the 5th interview:

> Being in class is usually fun. I like being in charge and usually have a good rapport with my students. I like helping them with language because it's rewarding and learning languages is a hobby of my own, so I enjoy helping them through it. (Interview # 5, December 27, 2014)

Generally speaking, David thought that he was uniquely suited to a teaching due to his personality traits and previous experiences in learning languages himself. Therefore, he believed that he would be eager and confident enough to provide the students with a good amount of support.

Optimism: Seeing the Glass with Water Half Full

David seemed to enjoy having taken the opportunity to develop his identity as a novice NEST in his institution. In general, he tried to achieve the best outcome in the given situation by avoiding potential tensions which would cause negative emotions to appear during his new teaching experience. Therefore, his optimistic attitude was one of the three most distinctive features of his identity construction process. In relation to his reports, the theme "Optimism: seeing the glass with water half full" is discussed under two categories: 1) equilibrium in teacher attitudes and practices and 2) positiveness.

Positiveness and equilibrium in attitudes and practices. David was directly influenced by the relationships with his students, who were one of the essential factors in his professional teacher identity construction. David was usually in the pursuit of finding a balance in his attitudes towards his students and shaping his practices within this scope. Therefore, his attempts in equilibrium ended up with a positive return from his students. They obviously made him "satisfied" with their

positive feedback to his teaching. For example, his boss delivered a teacher evaluation questionnaire to his students, and most of them found his classes usually "beneficial" and "interesting". In the 3rd journal, he wrote:

> This week, I felt satisfied as a teacher because the first course has come to an end and I can see the progress my students have made throughout the eight weeks. They all seemed to give me positive feedback in the teacher evaluations and were all qualified to sit the final exam. I feel like I have completed the first course in a satisfactory way considering this is my first full time teaching job and am excited to use what I've learned since starting here in the next 8 week course. My students wanted to continue with me as their teacher, which was a good feeling. (Journal entry # 3, November 17, 2014)

His students made him more confident in teaching through their progress and positive feedback. It was obvious that David considered their progress as the reflection of his teaching. He was asked if his being novice in teaching affected his performance in class was asked in the 5th interview; he answered that the students preferred his teaching to some of the experienced teachers. Additionally, he noted that one of his students even sent an e-mail stating that he was "the hardest working teacher" at school, which he disagreed with, though. He felt their "respect" from his students since he thought that they mostly expected him to approve of their behaviors. Therefore, their respect to him positively influenced his motivation and positive attitudes towards them. All in all, he reported that he had not "gotten any sort of negativity from the students", and they were "happy" with him. Such a peaceful atmosphere was the indication of his efforts in balancing between being strict and friendly, which enabled him to get "respect" from his students. In response to a question on the reasons for students' positive feedback to him, he said:

I don't know if my actual teaching is any better or worse than any other average teacher. I think like I know the theory, I know like what I should do, what a teacher is supposed to do, but I think it's more like on a personality level, like I feel like I can, I'm good at having good rapport with my students. I'm good at being friendly and still you know there's a line like that they can't cross, I feel like I get that respect from the students that I've had. (Interview # 7, February 6, 2015)

Since David completed his Master's degree in TEFL, he felt confident in handling in-class problems thanks to his theoretical knowledge. He was aware of the fact that ignoring the students' minor or short-term misbehavior and waiting for the misbehavior to stop were classroom management strategies. For instance, he did not immediately take action upon cell-phone use unless it became a "pattern" in class. Although it occurred only once in his class, he only "put his foot down", and made his students put their phones on the desk when eight or nine students were on their phones at the same time. He explained why he thought that it was better this way:

So, I feel like if you see those moments for when it's really over the limit, over the line, then the students take you more seriously or it comes to not doing homework-- I assign a lot of homework, not a lot of homework but I assign a good amount of homework--, so one assignment isn't going to kill them, two assignments maybe is OK, but if it starts becoming a pattern, then you have to say something. It kind of shocks them a little bit like that you finally put your foot down. So, if you do that every single time that they miss an assignment, and it loses its meaning when you finally do say something. (Interview # 10, April 21, 2015)

Therefore, David could not allow any negativity in class to overtake his emotions and lower his motivation to teach. This ability may be considered as one of his

personality traits because he is an "easy-going", "calm" and "relaxed" in the classroom as he mentioned in the 2nd interview. Accordingly, he did not experience extreme emotions because he normally tried to "avoid conflicts or confrontations" with the students since he felt "hesitant" and "nervous" before talking to them as stated in the 8th interview. In other respects, he made sure that the students could understand how he felt through his serious tone of voice. For instance, having warned the students about cell phone use and sleeping in class because he felt "annoyed", he tried to continue the lesson "as if nothing happened" without changing his attitude. His anger or frustration never continued long after his confrontation with the students. On the other hand, he felt that he should warn the students when it was so necessary in some cases. For example, he felt responsible for his students' success since he told about two students who failed to take the final exam due to their indifference towards the lessons in the first course. As a result, David had the same students for the second time in the new course. He told why he needed to confront his students:

> I feel like I need to talk to them in the beginning what I can do differently this time like… I don't want them to fall into the same habits that they did last course so just like stopping to… like stopping participating… like this on the phone or like not doing the work …like I don't if I start seeing that start again that I should bring it to their attention that that's why they failed last course. (Interview # 8, February 20, 2015)

To sum up, although he tried to avoid confronting the students, he felt the need for warning them when it was so inevitable.

Positiveness. The equilibrium in his attitudes and practices must have stemmed from his positive attitudes towards his new role as a novice teacher. Since David did not quarrel with his students too often, he did not experience too much

anger or stress in class, which may result from his positive way of thinking. Throughout the data collection period, he discussed the problems in class in an uncomplaining manner by feeling empathy with the students. In his 4th interview, he told how he tackled the problem of cell phone use:

> Uh, that you know the phone thing, it's like I've , we've been all students, and also I know it's not something that is going to be solved like everyone brings out their phone whether they're really good and on-task student or if there are someone who doesn't do any work, at some point someone's gonna bring out their phones, and so I try not to… you know, let that stress me out too much, I pick my battles, if I see that literally they are not doing anything the whole class, I'll usually call on them, like I'll nominate them on purpose so that they have to come back to the discussion but normally yeah I don't worry about it too much. It's not a huge problem, especially because it doesn't distract other people like it doesn't… it's just them hurting themselves and not affecting the other people in the class. So, I kind of just let it go. (Interview # 4, December 13, 2014)

It is clear that David was aware of the limits of his authority in class, so he tried to avoid the negative effects of distracters on his emotional status. Next, he was more interested in the management of the whole class rather than paying attention to each individual's misbehaviors. He thought that when cell phone use did not distract the whole class, it was not a big problem. Another reason why he did not completely disapprove of cell phone use was his belief in pedagogical benefits of technology. David said:

> I think allowing them and then having us open policy like "yeah, sure whatever you use it is putting too much trust on the students because I mean we've all been there, we're not always paying attention and that's very easy

especially when everyone else doesn't see what you are doing to be

distracted with I don't know Facebook, textings, but there are a lot of benefits

of using technology in the classroom, like being able to look up authentic

materials or messaging is a big area like I've seen in our curricula, social

aspect of language in university so I just we need to find a balance between

being able to control who's actuall1y paying attention, who's just you know

texting or not paying attention, so I don't know, I guess we will see.

(Interview # 1, September 27, 2014)

He could have studied or learnt how technology is comprehensively included in

English language classrooms during his Master's studies in TEFL or in the certificate

program. Therefore, he was positive with cell phone use to some extent because of

its pedagogical benefits, his feeling of empathy and his desire to avoid confrontations

with students. He managed to analyze almost every issue that he faced by taking its

positive sides to teaching and classroom-management, so he could provide the

equilibrium in general and stay away from tension that he would probably go through

when dealing with it.

Internalizing the New Environment

The data revealed that David internalized his new environment and contributed

to his new context. The theme 'Internalizing the New Environment' is discussed

under two categories: 1) interactions in the course of professional development, and

2) adaptation process to the work context.

Interactions in the course of professional development. One of the most

distinctive features of David's teacher identity construction was his interactions in

the course of professional development. He was eager to develop his teaching skills

and qualify himself for better positions with good additions to his resume in his

institution. His professional development was quite bound to his group leader's and

co-workers' support and advice as well as to the certificate program, which included

training sessions, peer observations, a lot of planning and paper work. In particular,

since he had a good rapport with the co-workers in his group, he could find help from

them when he needed and ask for some tips to make use of in class. As for the

certificate program, he thought that it was "helpful" for his professional

development, so he could not "complain about it too much"; it was "frustrating" at

times, though. His feeling of frustration often appeared when he had to complete his

assignments and do a great deal of planning before observed classes. As to the

observed classes by his tutors, he thought that they were good instruments to reflect

on his performance and help him see the things that he did subconsciously. However,

he described the times when he was being observed as "nerve-affecting" and "nerve-

wracking" because his superiors were to evaluate his performance and take into

consideration if he would be able to continue working in the institution. Although it

was already "hinted that it is difficult to fail" unless he tried not to succeed, there was

that stress factor in the back of his mind since he knew that there had been people

who had not completed the certificate program. On the other hand, he felt more

accustomed to being observed and criticized on his performance towards the end of

the data collection. He explained how his thoughts about the tutors' feedback

evolved to the end of the semester in the 10th interview:

> Especially towards the beginning, some of the feedback I was getting was a
>
> little frustrating. I guess I wasn't used to receiving the constructive feedback
>
> yet and some of it even still I feel like was really picky and unnecessary,
>
> almost belittling, but I got used to it and recognized its value and learnt to pick
>
> and choose what I apply from the teacher training course. So, I feel like I have
>
> gotten used to it and but it did start causing a little bit of tension because we're
>
> like… we're co-workers, not necessarily superior- inferior relationship, maybe

it's like that way in a sense, but I feel like it should have feel more like co-

worker relationship and a lot of the times I felt a little bit like reprimanded or

maybe that…the trainers were a little too…I don't know if I'm making myself

clear enough. (Interview # 10, April 21, 2015)

Although receiving feedback from the tutors was "frustrating" because there was

always something that he could have done better, he agreed in the same interview

that he was developing his teaching skills thanks to the tutors' feedback. He claimed

that while his tutors' comments were more on "basic things such as peer-checking or

concept-check questions" in the beginning, they started to give feedback on "more

specific and small things". Although his MA studies in TEFL helped him much in

theory, he reported that he learnt "the different stages of a lesson and what the lesson

should look like" during the certificate program. It might be claimed that he was

aware of his strengths and weaknesses, and he studied hard to qualify himself as a

good teacher. In the 13th journal, he claimed that he was not so skilled in teaching

grammar, so he "decided to take on most of the grammar points from the syllabus"

that week instead of having his support teacher do them. In the course of data

collection, he constantly mentioned how he wanted to better his teaching skills

through this certificate program. Hence, he appreciated the benefits of this certificate

program, and he felt glad to be involved in this certificate program. Furthermore,

despite the fact that it was traditionally expected to take a one year break after this

certificate program, he applied towards of the end of the semester for the upper-level

training course to complete it the next year. His motivation to continue this upper-

level training course was to advance his career as a teacher and be able to work in

higher positions, such as in the management of the current institution. To conclude,

he always concentrated on the positive sides to studying in this "busy" and "time-

consuming" certificate program, and he was ready to study hard to invest in his self-development.

Lastly, David felt "satisfied" as a teacher when his tutors gave positive feedback to his performance in class during observed classes. He always got good grades from his tutors throughout the certificate program. In the 17th journal, he mentioned that he had been "praised" by his superiors and tutors for "having improved a lot", which made him feel good. However, there were times when he felt "frustrated" because of "certain students with a lot of potential not participating" and because of his tutors' harsh criticism of his performance from time to time. Nevertheless, none of them managed to strikingly influence his overall motivation level.

Adaptation process to the work context. The new context did not create much anxiety in David's case since he took support from his co-workers or superiors. Fortunately, David was confident enough to interact with the group leader and co-workers in his group, not necessarily with the administrators. In the 8th interview, he felt that he "fit into" his group well since all his co-workers liked him. In addition, he had a helpful group leader who would give suggestions, answer his questions and even offer to help mark his essays when David was busy with his assignments for the certificate program. Therefore, David had friendly relations with his group leader and felt "lucky to have been placed in her unit". In his opinion, there was "always someone who could help" such as the group leader, co-workers, tutors from the certificate program and higher management, and they were "really big on supporting, especially new people, which was "one of the things that they prided themselves on". In the 10th interview, he reported that he had more positive feelings about the job than negative feelings in general. Therefore, David had a smooth adaptation process to the work context thanks to the support that he received. Another reason is that

David received his Master's degree in the same country and university where he was currently employed. When what influence his past one year during his MA studies had on his adaptation process was asked, he answered:

> I didn't go through the culture shock that some of the new teachers do. For example, like they hired a couple of new teachers and almost all have done, have left, like they just quit and because they couldn't handle like being in Turkey in combination with getting used to a new job. (Interview # 9, March 26, 2015)

He highlighted that certain causes of teachers' leaving their teaching career in the institution were unmotivated student profile, too much administrative work such as the first marking and second marking of the student papers, entering the students' grades and absences. Besides all these, the assignments and the observed classes throughout the certificate program as part of the probation for all novice teachers created an additional tension for them. It was also noted that even the teachers who did not attend the certificate program were being observed from time to time to make sure that they practised the profession well. When all these conditions were taken into consideration, David was asked how he managed to keep his motivation high. In terms of the students' lack of motivation or in particular, their cell phone use, he mentioned that he got used to the students' frequent cell phone use after a while. However, he reported in the 9th interview that one of the foreign teachers could not accept such a behavior in class and wanted to leave the job, but David suggested him to "pick his battles". Thus, David was more focused on his teaching than the distracters in class. Moreover, David made clear how he overcame administrative tension regarding too much paper work in his institution:

> It's a lot to do, but I'm also good at handling it, I guess like I can manage my time and it probably helps that I go in early to work on stuff, and then I also do

work at home on the weekends. So, I guess maybe those people weren't

expecting to work ,but like a full time job is forty hours, so I guess it's fair that

I'm working this much, but maybe they were just expecting to only need to

work for the amount of contract hours that they have like fifteen or twenty. So,

I don't know. (Interview # 9, March 26, 2015)

David felt confident, decisive and motivated enough to set a goal and work for it.

Therefore, he did not approve of his co-workers' quitting the job "without a prior

warning", which was "dishonorable" to his mind since the administration trusted that

they would have continued working until their contract expired.

David also got adapted to being a teacher of English. He had such positive

attitudes towards teaching English that he would continue teaching it, if he had to

return home after the expiration of his contact as he stated in the 5th interview. He

stated one reason:

I like it, it's rewarding, it's got immediate reward, immediate like uh like

evidence of progress, I have also been a student of many language classes, then

I know how hard it is, so making it easier for other people has really motivation

enough to want to stay in this career. (Interview # 8, February 20, 2015)

The job-satisfaction that he had in teaching English language was one source of

motivation to get adapted to it. Another reason is that he did not want his efforts in

being qualified as a teacher to go down the drain. He thought that he would gain

experience in his teaching during his time in Turkey and became qualified with the

certifications that he hoped to receive. All in all, David almost stabilized his career

plan either in Turkey, the U.S.A or other countries as a NEST.

To summarize, David's several personal strengths such as good time-

management, immediately applying what he learnt and his management skills

enabled him to overcome the challenges of the certificate program. The challenges

could be basically listed as meeting deadlines of the assignments, shaping his lesson plans based on the format that was offered in the training courses, and teaching in observed classes. Next, David was ready to teach since he had already had theoretical background thanks to his MA TEFL degree, which also improved his presentation skills thereof. David also familiarized himself with the local context in advance during the time when he lived in the same university context as an MA student. He had already known the Turkish language, and gotten involved in the lively conversations with Turkish MA TEFL students one year before. Furthermore, he chose to advance his career in teaching English, so he appreciated the significance of the certificate program for this aim. In short, he wanted to take the advantage of the certificate program so that he could improve his teaching skills, and officially get qualified to be a teacher. Lastly, concerning his high motivation level to be a teacher of English, he was able to keep his distance from the distracters in class. He managed to maintain his positive attitude towards the students' bad manners and find the equilibrium in his attitudes and practices, both of which helped him stick to his goal to realize himself as a NEST. In conclusion, David made use of his strengths stated above to turn the challenges in becoming a teacher into an advantage thanks to his high motivation level to pursue his career in TEFL.

Cross-comparison of Emily and David's Professional Teacher Identities

The participating teachers' process of professional identity construction can be comprehensively understood when both participants' tensions and emotions are carefully looked at in terms of their similarities and differences. The cross-comparison of Emily and David's cases is shown in Table 8.

Table 8

Cross-comparison of Emily and David's Professional Teacher Identities

Emily	David
sudden transition to the new environment	Smooth transition to the new environment (M.A TEFL degree)
No formal teaching experience before this	No formal teaching experience before this
Career goals for the field of English literature	Career goals for ELT
Not enough support from the environment	Supportive group leader and co-workers
No knowledge of Turkish	Intermediate level Turkish
Sensitive to bad manners, not in line with her expectations	Not so picky, often ignored the students' misbehavior
Not knowledgeable about the field of ELT before	M.A TEFL degree

On the one hand, there are many similarities such as being a novice in teaching and classroom-management problems in support classes. On the other hand, there are more differences between these two cases in terms of orientation period, educational background, the extent of familiarity with the new context, support systems, local language competence, expectations and career plans, all of which indicated different identity trajectories. First of all, the orientation period played a crucial role in experiencing a smooth transition to the new role as a teacher and internalizing the local context with its values, norms and varieties. David seemed to have made use of the advantages of having lived in the local context one year before he started his job. David had already seen a classroom setting including mostly Turkish classmates during his Master's study and recognized the values of the context sooner than Emily did, which helped him avoid going through a culture shock. However, Emily had to undergo two challenging processes which were becoming a teacher and getting

accustomed to work in her context at the same time. These two processes created a big tension on her identity and led several negative emotions such as 'frustration', "tiredness", "disempowerment", "anger" and "nervousness" to appear more often. In this respect, she needed to receive more support for developing friendly relations with co-workers and superiors and learning the work duties. However, while Emily could not find help from her group leader with basic issues such as using correction symbols, grading essays and entering absences on the school website, David was lucky to have worked with a supportive and cooperative group leader. The fact that Emily felt helpless in terms of the administrative work made her experience a bad start, however; David had a smooth transition to his new role as he was treated "as part of a group" in his group. This difference appeared owing to the amount of help and support that they received from their group leaders and co-workers. Moreover, the use of Turkish in teachers' room also left Emily alone and prevented her from being considered as part of a team. Her expectation from an English-medium instruction university was not in line with the context she was exposed to. Clearly, Emily had to know Turkish so as to engage in the conversations with Turkish native teachers of English. However, she did not anticipate that she would need that much Turkish in an English medium instruction university. Thus, this clash between her expectations of being involved in conversations via only her native tongue and the excessive use of Turkish by the Turkish native teachers of English at work created a tension, which caused her to feel negative emotions such as "feeling outcast". Although the institution provided native teachers with Turkish language courses throughout the year, Emily could not attend the classes due to her busy schedule at work. When David's case is looked at, he had already known Turkish before he started his job in the institution, and he was able to improve it more by participating in Turkish language classes that were provided by the institution. David told that he

kept attending Turkish language course no matter how busy he was because it helped him very much. He was able to understand when the Turkish students interacted among themselves in Turkish during classes, and use Turkish when English failed to teach a certain vocabulary item. Unfortunately, Emily was not pleased with the students who responded to her in Turkish even though she had already mentioned that she did not know any Turkish.

In terms of the student behaviors, Emily was far more critical of them because her expectations from tertiary-level students were completely different. She felt "disempowered" and "frustrated" when the students did not behave themselves, which again caused a tension. She had thought that her job would have been like a university professor in the real sense, but she had to face immature student behaviors. Classroom management in support classes made Emily feel even more tension since the students there were worse in their misbehaviors compared to her main classes. Likewise, David also told that his support classes were "less disciplined". The reason might be the less amount of time spent with the students from the support classes. The last issue about orientation is that while David was theoretically prepared to teach English thanks to his Master's degree in TEFL, Emily had to put in additional efforts to get fully oriented to the context and psychologically ready to the idea of being a teacher of English. Apart from that, she naturally had to question or criticize her new context so that she could adapt herself to it. However, David tended to accept his new role in its own nature, and achieve the greatest output of work for his future career, which he hoped to build in English Language Teaching major. However, Emily had always wanted to pursue a career as a professor of English Literature after enrolling in a graduate school in her home country. Hence, Emily's career plan did not include teaching basic English for the rest of her life, so her motivation to teach English did not go beyond experiencing teaching her own

language to the speakers of Turkish only for two years in Turkey. However, David would want to take part in the higher management or continue practising his new job when he had to return home one day.

In general, David did not reveal as many negative emotions as Emily did since the new job was more familiar to him due to his educational background in ELT, his previous experience in Turkey and his knowledge of Turkish. What is more, he could be more determined to continue working as a professional in future years. On the other hand, David felt "frustrated" because of his assignments, and his tutors' "picky" feedback; and "nervous" before observed classes. Fortunately, David was goal-oriented and good at meeting deadlines so that he could achieve good scores from the certificate program. His emotions positively changed as he got more experienced in his job. In parallel, Emily felt "nervous" before and during observed classes, but her emotions about the certificate program were subject to change based on her rapport with her tutors and their feedback to her teaching performance. Emily sometimes felt "satisfied" and "overjoyed" when she taught well, the students participated, and she was praised by the tutors. On the other hand, she felt also "offended" when she was harshly criticized by her tutors. Although David also mentioned that the tutors' criticism was sometimes "picky", but he stated that he was not offended as Emily was. Both participants tried hard to successfully complete the certificate program as part of their contract. Nevertheless, Emily could not help questioning the benefits of the certificate program for her future career in the U.S.A due to the fact that the certificate would not be recognized in her home country. Moreover, she did not consider working as a teacher of English language in her home country, either. On the contrary, David was fully motivated to receive the certificate and attend its upper-level program the following year so that he could get qualified enough for future job openings.

David did not make negative comments on the administration and the teaching program because he acknowledged that his superiors were more experienced than him in the field of TEFL, and trusted their professionalism and decisions. Another reason is that David received the necessary support from his group members when he needed to ask something about how to do the administrative work. Therefore, he did not complain about the support services of the institution. The last reason is that he did not stress himself with the issues that he was unable to control in class such as the students' cell phone use or sleeping. Accordingly, he did not blame the administration for such issues since he was aware of the limits of the administration's authority. Thus, he could keep his overall positivity towards the system. However, Emily was uncomfortable with how the school was run. While Emily criticized the system more analytically, David did not let the details stress him much.

As mentioned above, Emily and David had both similarities and differences in their professional identity construction, and their emotions and tensions may either differ or resemble regarding their work contexts, expectations, beliefs, motivational factors, and their personality traits.

As to the major findings, the data indicated several points. First, knowing the theoretical background of teaching, speaking the local language, working with pleasant and cooperative people seemed to enable a smoother transition to the new role in the new context. This smooth transition appeared to help lower the tensions, and avoid the negative emotions that were experienced by one of the novice NESTs. Second, tensions seemed to be more manageable when one of the novice NESTs set career goals to realize themselves as an experienced teacher in the field. To clarify, the degree of investment for developing their professional teacher identity as part of their career plan was directly related to how much tension they had. Third, the novice NESTs' emotions were in a state of flux and subject to change, however; too much

exposure to tension at work, the successive experience of negative emotions hindered the novice NESTs' professional identity construction and imagined identities as language teachers. In conclusion, the novice NESTs' emotions and tensions throughout their professional identity construction interplayed with the points put forward above.

Conclusion

This longitudinal case study examined the extent to which emotions and tensions of novice NESTs contributed to their professional identity construction in a tertiary level EFL context. Therefore, two American English native-speaker teachers, who began teaching in the preparatory school of a foundation university in Turkey, participated in this study. Qualitative data were analyzed through open-coding and axial coding, and the results of the qualitative analysis were presented in three sections. In the first section, Emily's case including her profile and professional identity construction has been provided. In the second section, David's case, which consists of his profile and professional identity construction, has been examined. In the last section, the cross-comparison of both participants' professional identity constructions in relation to their emotions and tensions has been reported. The next chapter presents the findings and discussions, pedagogical implications, limitations of the study and suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

This longitudinal case study explored the professional teacher identity construction of NESTs in a tertiary EFL context. Two American novice NESTs who started working in an English preparatory school of a foundation university in Turkey were selected as the participants of the study so as to scrutinize their emotions and tensions in relation to their professional identity construction. Considering these two cases, the following question was put forward as the research question of this study:

In what ways do novice NESTs' emotions and tensions contribute to their professional identity construction in a tertiary EFL context?

Axial coding, which was the second step of the qualitative analysis of this study, revealed three major findings. In light of these findings, it is concluded that novice NESTs' emotions and tensions may facilitate or hinder their investment within community of practice, and thus shape their professional teacher identity construction. In this chapter, those findings are discussed to support the afore-mentioned conclusion in reference to the relevant literature. Next, pedagogical implications of this study are provided. Following them, limitations of the study and several suggestions for future research are presented.

Major Findings

Three major findings of this study are listed below:

1. Educational background in the field of ELT, knowing the local language and professional support services at work may lower novice NESTs' tension and yield

less negative emotions, which can make novice NESTs' professional identity

construction more positive and easier in return.

2. Tensions can be more manageable in EFL contexts when novice NESTs set career

goals to realize themselves as professional teachers of English.

3. Emotions seem to be in a state of flux; however, too many lived experiences of

negative emotions might hinder novice NESTs' professional identity construction

and their imagined identities as language teachers.

Three major findings listed above are discussed by referring to the relevant literature

in the next section.

Discussion of Major Findings

Conclusion # 1: Educational Background in the Field of Elt, Knowing the Local

Language and Professional Support Services at Work May Lower Novice Nests'

Tension and Yield Less Negative Emotions, Which Can Make Novice Nests'

Professional Identity Construction More Positive and Easier in Return.

The findings of the study suggested that novice NESTs' lack of ELT

background, local language proficiency and supportive discourses or inadequate

support services can cause them to have negative perceptions towards their

professional identities. Wenger (1999) explains identity construction in accordance

with the concept of 'community of practice' where learning is provided "in the

relationship between the person and the world" (p. 1). This type of learning from the

situated learning perspective takes place during 'the legitimate peripheral

participation', which involves novices' being an accepted member of the community

of practice (Lave & Wenger, 2002). However, being a member of a community is not

always an easy task because "it requires access to wide range of ongoing activity,

old-timers and other members of the community; and to information , resources and

opportunities for participation" (Lave & Wenger, 2002, p. 117). The requirements for

belonging to the community of practice mentioned in Lave and Wegner's 2002 article are in line with the three factors that were pointed out in the context of this study.

First, having a previous educational background in ELT can prepare a psychological state for novice NESTs novice NESTs to feel more prepared for initiating a professional change in a new context. On the other hand, lack of theoretical knowledge on ELT can cause novice NESTs to feel more vulnerable to their job tensions by making it more difficult to internalize both theoretical and practical aspects of their new job. To this end, in the cases of this study's participants, too much vulnerability to negative emotions negatively influenced their understanding of their professional teacher identities.

Second, local language competence of NESTs is worth discussing. Several studies (e.g., Barratt & Kontra, 2000; Ma, 2012; Medgyes, 2001) suggested that NESTs can respond to their students' needs when they overcome the language barrier by learning their students' L1. Furthermore, NESTs' local language competence is useful and necessary since it enables novice NESTs to construct a professional teacher identity through which they can integrate with the community of practice with ease and develop a sense of belonging to the new context. The results pointed out that Emily was not able to participate in even daily conversations with the local teachers in the teachers' room due to the lack of Turkish language knowledge, which was a source of tension, leaving her isolated in her immediate social context at work and making her feel negative towards her new environment . Therefore, it may be inferred that novice NESTs' participation in discourses with co-workers and making use of the local language can be integral components of their socially-constructed identity and decrease some of the tension that they experience in a new environment, because novice teachers need to share their experiences and

reflections on their in-class or out of class practices and learn from each other. The importance of NEST and NNEST interactions to NESTs' socialization was also confirmed in Canh's 2013 article, which concluded that maintaining an active and effective interaction between NESTs and NNESTs can prevent NESTs "to be the Other in the EFL context" (p. 19) and enable NESTs to reflect on their professional identity (Canh, 2013). To achieve this, Canh (2013) suggested 'collaboration and cooperation' between these two groups, which also requires NESTs to put their efforts into learning and using the local code with NNESTs as much as NNESTs do when using English with them. To this end, a collaborative and cooperative work environment can be fairly accomplished by these two cohorts. In line with Canh's (2013) suggestion, David enjoyed the advantage of his Turkish knowledge in his new context, and carried on his Turkish studies throughout the year no matter how busy he was since it helped him engage in the environment more. His eagerness to improve his Turkish skills could be related to his commitment to his profession and investment, which are the key elements of the next findings.

Third, novice NESTs appear to require support and guidance about their work duties or classroom-management strategies from their group leaders, co-workers and certificate program tutors. From the results of this study, it can be claimed that novice NESTs might feel less tension and yield less negative emotions when they receive a good amount of support and guidance from their superiors and co-workers. According to Emily's reports on her uncooperative group leader, she felt helpless when learning to complete her administrative work such as grading papers and entering the students' absences online. These inadequate support systems at work made Emily feel negative towards her new role in the context. In their article on the relationship between school contexts and teachers' identity (re)construction, Flores and Day (2006) implied that teachers' positivity toward their profession may be

dependent on a school context where there are "supportive, informative and encouraging leadership and effective working relationships amongst staff" (p. 230). Likewise, Hong (2010) also concluded that building good relationships with colleagues is significant for novice teachers since "teacher community and collaboration" can lead teachers to stay in their jobs (p. 1541). Although lack of emotional commitment to the context and investment in teaching profession in Emily's case were the reasons for her leaving English teaching profession, several varied tensions also influenced her decision such as students' misconduct and non-participation, her own career goals in English literature, and administrative policies. Pillen et al. (2013) drew an implication about beginning teachers' need of guidance from their tutors when confronting their tensions. They claimed that beginning teachers' tensions can be manageable through their tutors' support.

Pillen et al. (2013) proposed six profiles of professional identity tensions, two of which can define David as a tension-free teacher and Emily as a troubled teacher. However, Pillen et al. (2013) interpreted being a tension-free teacher by having no long-term career plan in teaching profession, which is not in line with David's case. David's case includes almost no or a few tensions although he did not consider leaving teaching profession. Differently from their study, being a tension-free teacher may be associated with having enough pedagogical content knowledge, local language competence and supportive work environment in this study. In Emily's case, although being a troubled teacher was described as a teacher who always wants to advance professionally owing to her/his respect to the profession (Pillen et al., 2013), both participants made a lot of efforts to accomplish a good teacher profile and performance to the end. Therefore, David was not a troubled teacher although he was committed to his profession very much by demonstrating his decisiveness to be an integral part of his context, and he did not avoid investment in his professional

development. Therefore, the scope of tension-oriented professional identity research by Pillen et al. (2013) may be broadened to scrutinize the generalizibility of their suggested beginning teacher profiles.

Conclusion # 2: Tensions Can Be More Manageable in EFL Contexts When Novice NESTS Genuinely Set Career Goals so as to Realize Themselves as Professional Teachers of English

One of the findings of the study indicated that novice NESTs' career plans in staying in the job and teaching English can encourage them to tolerate the potential tensions. There are many factors leading NESTs to work-abroad experiences in teaching English such as earning money, being encouraged by experienced friends in work-abroad and learning new skills (Alpaugh, 2015), however; not all NESTs want to pursue a long-time career in teaching. In this study, Emily came to work in the institution, where her American boyfriend was a professor, and she had thought that she could have a nice break after busy B.A studies in the U.S.A. However, her dream job was to be a professor of English literature in an American university. Therefore, her tensions became more explicit and difficult to overcome due to her desire for a different career trajectory. On the other hand, David had received his MA TEFL degree in Turkey, and he was determined to pursue a career in the field. He was more invested to tolerate the tensions in his context; he was almost tension-free. To discuss this difference between these two cases, David's investments and aspirations for a career in teaching could reveal his commitment to teaching, which is one of the concepts of teacher identity (Jarvis-Selinger et al., 2010). His commitment was strengthened by his positive attitudes, emotions toward teaching as well as his investment in becoming a teacher. On the other hand, Emily had low commitment to teaching English as she always wanted to follow a different career path, which caused her tensions to be more apparent and unbearable. For example, the tension

between the certificate program as one of the requirements of her contract with the institution and invalidity of the certificate in the U.S.A probably made her more vulnerable to her tutors' criticism and the workload in the training program.

Her commitment to teaching was influenced by the images of her imagined community and imagined identity since she had thought that she would work like her professors in the U.S.A when she was accepted to the teaching position at university level. Although she was always considering a university position in which she could teach English literature, she mentioned in the last interview that she would have stayed in Turkey if the student profile, attitudes of the institution, her rapport with the co-workers had been more positive, and the amount of workload in teaching and her authorization as a university-level teacher had been at the level where she had imagined them to be. As seen, her imagined communities "did not accord well with the realities encountered in daily lives" (Kanno & Norton, 2003, p. 243), and there was a tension between the reality and her possible, imagined community. Therefore, the intensity of Emily's tensions at work, her quitting the job and leaving Turkey can be explained by Kanno and Norton's (2003) 'withdrawal' from the reality of her context.

Considering David's case, the fact that he was less influenced by the tensions in the certificate program and even applied for the upper-level training program to attend in the following year although it was not traditionally expected by the institution showed that he was more invested in and committed to teaching. The reasons for his investment in the certificate programs were to be an accepted member of the current community of practice, strengthen his bonds with his imagined community and make use of these certificates in his future search for varied job opportunities as a NEST in his imagined community where such prestigious certificates are internationally-recognized and well-respected. Kanno and Norton

(2003) conclude that "investment in … imagined communities strongly influences identity construction and engagement in learning" (p. 247). Therefore, his professional identity construction was shaped by his investment in reaching the imagined community.

All in all, there are two points to consider: a) the clash between the imagined community and the real community may result in the poor manageability of novice NESTs' tensions, and accordingly their investment and professional identity construction, and b) the positive images of imagined community in the novice NESTs' minds can lead them to seek opportunities (certificate programs) to reach those images, which might result in less tension, more investment and a smoother professional identity construction.

Conclusion # 3: Emotions Seem to Be in A State of Flux; However, Too Many Lived Experiences of Negative Emotions Might Hinder Novice Nests' Professional Identity Construction and Their Imagined Identities as Language Teachers.

It has been already emphasized by many studies (i.e., Kelchtermans, 2005; O'Connor, 2008; Timoštšuk & Ugaste, 2012; Sutton & Wheatley, 2003;Veen, Sleegers & Venn, 2005) that emotions help understand teacher perceptions and influence teachers' professional identity construction. However, emotions seem to be the ever-changing components of novice NESTs' professional identity construction as they emerge and disappear based on the influences of the context on their emotional states. Schutz et al., (2006) also stated that emotions, which are "transitory," have a tendency to vary in forms and power responding to altering contexts (p. 354). On the other hand, Emily's several negative emotions such as 'frustration' and 'disempowerment' were stabilized and they negatively influenced her teacher investment and overall positivity toward her job and professional identity

construction owing to the frequent appearance of these emotions as a consequence of several undesired and recurring moments such as being criticized by her tutors, confronting the students and meeting deadlines of her assignments. Timoštšuk and Ugaste (2012) also concluded that negative emotions have a bigger impact on people than positive emotions, and they are more easily stored in brain due to their higher influence on memory; however, focusing on positive moments and ignoring negativities at work can decrease the intensity of negative emotions and the direct impact of them on teachers' new identities. Concerning the significance of positive emotions on teachers, Timoštšuk and Ugaste (2012) suggested that student teachers should be encouraged to remember, analyze and reflect on their positive experiences because teachers' focusing on positive moments in class can be motivating for them (Tardy &Snyder, 2004). For example, David reported that he managed to stay calm and productive by ignoring momentary negative experiences and enjoying his new role and its benefits to his professional development. Sutton and Wheatley (2003) explained this type of teacher behavior referring to "self-regulation of emotion" through "mood incongruent recall" which means recalling positive emotions at the time of a negative incident or the other way around (p. 337). In short, emotions are in a state of flux whereas negative emotions may become permanent in professional teacher identity due to their recurrence and strong effect on memory.

These memorized negative emotions are mostly far from the imagined positive constructs in novice NESTs' worlds. Thus, they hinder novice NESTs' desire for learning to become a teacher, investment in the teaching profession and their professional identity construction.

Pedagogical Implications of the Study

There are important pedagogical implications of this study for novice NESTs; administrators in English preparatory schools both in Turkey and other EFL contexts across the world; and the non-native co-workers of NESTs.

One implication is that novice NESTs should receive more information about the nature of the teaching profession, institutional demands, work duties and local contexts before they start their jobs so that they can internalize both the job itself and the context more easily. To this end, novice NESTs may become more informed about the challenges that they may be taking on before they sign a contract with institutions. One way of learning about their future experiences can be reading scholarly articles on novice NESTs' narratives in EFL contexts. Another way can be contacting NESTs in the institution to which the novice NESTs plan to make a job application. Therefore, novice NESTs can get first-hand information about their experiences, challenges and working conditions. What is more, novice NESTs should make sure if they genuinely want to pursue a long-term career in TEFL because a great deal of lesson-planning and administrative paper work can disappoint them if they just consider TEFL as a life experience, a gap year job abroad or a short-term opportunity to supplement their income.

Another implication of the study is that administrators can equip novice NESTs with necessary theoretical and contextual knowledge before they start working rather than just providing them with a busy certificate program throughout the whole academic year. Administrators can take steps to prepare novice NESTs with an intensive, basic local language course, a course on primary ELT principles and practices as well as an orientation course on the teaching context including student profile, work duties, anticipated problems or challenges for novice NESTs before every new academic year in summer time. By this means, these courses can decrease

their tension and allow them to think about potential problems and their solutions in advance. What is more, institutions should encourage novice NESTs' collaboration and cooperation with local teachers by creating both social and professional environments for these two cohorts because such an environment may not be automatically established when necessary institutional efforts are not put forth. The reason is that collaboration and cooperation can decrease novice NESTs' tensions and change their negative emotional stances in their professional teacher identity construction.

Last but not least, it is indicated that NNESTs can also draw several implications from this study. NNESTs should show empathy towards NESTs by involving them in their daily conversations or occasions so that a pleasant, collaborative and cooperative work environment can be built and NESTs can feel that they belong to their new environment. To this end, these two cohorts, NESTs and NNESTs, can learn from each other, which is of great importance to improve their both English and the local language knowledge, develop their teaching skills and promote cultural exchange between these two cohorts at work.

In conclusion, many stakeholders such as novice NESTs, administrators in EFL setting-institutions and NNESTs can benefit from the pedagogical implications stated above.

Limitations of the Study

This qualitative case study on emotions and tensions in professional teacher identity explored the experiences and reflections of two novice NESTs who worked in a tertiary-level Turkish EFL context. Although qualitative studies are not conducted to obtain generalizable results and findings, the study could have reached more participants to increase the amount of data available. However, there were only two novice NESTs available to conduct interviews with in the same institution. On

the other hand, the participants' busy schedules and heavy workload at work did not allow me to collect data as scheduled. Since the participation in the thesis project was voluntary, and the data collection period was demanding for the participants, I was only able to remind them the dates of the journal entries and the follow-up interviews. In this respect, I sent the journal entry prompts and conducted the follow-up interviews thereof once in two weeks towards the end of the data collection so that I could take the excessive load off the participants' shoulders.

In addition, I mostly had to make recorded Skype interviews since the participants were too tired and busy during the breaks and after class, however; the recorded Skype interviews did not negatively influence the quality of the interviews since I was able to observe their gestures and save their reports on audio tracks. On the other hand, their hot impressions just after class could have enabled me to receive more detailed data on their experiences on the spot, without being forgotten.

Moreover, I had to start the data collection late since it took too much time to receive the official approval of the ethics committee members and the administrators of the institution. Thus, I first collected data in September and stopped in October to officially start again. In relation to this, the data collection was also interrupted by holiday breaks such as the semester break, national and religious holidays when the participants did not teach.

Suggestions for Future Research

Considering the research design of this qualitative study, more improvement can be made on the data collection instruments. One of the instruments that could be employed in such qualitative research studies is keeping field notes during recorded in-class observations, through which the researcher can actively get involved in the collection process, and reflect his/her opinions on the participants' emotional change and potential tension. In this study, I was too bound to what they reported, and thus

there must have been many data points that I missed in the course of data collection. However, there is also a possibility in recorded observations that participants may not reveal their true emotions and comfortably react as they are in front of a camera or an outsider in class. Another restriction may be receiving consent from the participants and their students for recorded observations since it may violate their privacy.

Another improvement could be to collect data in a longer period of time since emotions and tensions are in a state of flux and subject to change in the course of time. For this reason, longer period of time will provide the researchers with more abundant data with which varied emotions and tensions could be reached to comprehensively clarify the novice NESTs' professional teacher identity development.

Next, novice NESTs who work in state universities can also be involved in this study so that the researchers can make a comparison of cases in both foundation and state universities. Thus, both cases will present different tensions and experiences of novice NESTs.

Furthermore, professional identity construction of novice NESTs' concerning their emotions and tensions can be studied in a context where collaboration and cooperation between NESTs and NNESTs already exist. The trajectories of professional teacher identity construction, their investment, and accordingly their tensions and emotions may be different.

Finally, further studies can explore values regarding how to assess students and pedagogical appropriateness, which was one issue emerging in Emily's case (see Appendix E to remember the conversation about raising student participation grades between Emily and the administrator). Emily was surprised when the administrator told her that the student participation grades could be abused by the teachers when

the share of them in the students' overall grades was bigger. The administrator thought that the teachers in the context of this study were not culturally ready to grade the students objectively since they would culturally give the points that the students needed so that they could pass the preparatory year.

Conclusion

This longitudinal case study looked at two American novice NESTs' English language teaching experiences in a preparatory school of a foundation university in Turkey. The primary purpose of the study was to examine the extent to which novice NESTs' emotions and tensions contributed to their professional identity construction in a tertiary EFL context. The qualitative data coming axial coding centered around three findings: a) Educational background in the field of ELT, knowing the local language and professional support services at work may lower novice NESTs' tension and yield less negative emotions, which can make novice NESTs' professional identity construction more positive and easier in return, b) Tensions can be more manageable in EFL contexts when NESTs set career goals to realize themselves as professional teachers of English, and c) Emotions seem to be in a state of flux, however; too many lived experiences of negative emotions might hinder novice NESTs' professional identity construction and their imagined identities as language teachers. To conclude, these three findings indicated that novice NESTs' tensions and emotions may facilitate or hinder teacher investment within community of practices and accordingly shape their professional teacher identity construction in EFL contexts. The implications and suggestions for future research of this study are hoped to pave the way for researchers' increased interest and closer look into novice NESTs' emotions and tensions in terms of their professional teacher identity construction and its other relevant concepts such as imagined identities, community of practice, imagined community of practice and teacher investment in EFL contexts.

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APPENDICES

Appendix A: One Empty Journal Entry Template

1. What is it like to be in class?

2. This week/Last week with my new class I felt ….. as a teacher

    a) Angry

    b) Frustrated

    c) Unconfident

    d) Disempowered

    e) Satisfied

    f) Excited

    g) Confused

    h) Self-confident

    i) other (please state)

because ... (explain in detail what made you feel that way)

Appendix B: sample journal entry from Emily's journals

November 24-29, 2014

1. What is it like to be in class?

I still get nervous when I hear the bell ring, signifying that it's time to go to class. It's very tiring to be in the spotlight for hours and hours, speaking and trying to get them to do things that they don't want to do most of the time. I really dislike the way they are starting to lack motivation. It's especially difficult when I go into the classroom when I'm the support teacher. The students act terribly. It's like I'm the babysitter and they constantly talk, sleep, and walk around the room charging their phones. Two students have actually started talking on the phone right after class started and right before it ended. It's difficult because I can't show my emotions. I want to get angry sometimes, but I try to stay patient; I have to wear a mask. I know if I'm too strict, they just won't listen or try.

2. This week/last week with my new class I felt ….. as a teacher

   a) **Angry**

   b) **Frustrated**

   c) **Unconfident**

   d) **Disempowered**

   e) **Satisfied**

   f) **Excited**

   g) **Confused**

   h) **Self-confident**

i) other (please state)

because ... (explain in detail what made you feel that way)

Last week with my class I felt satisfied. About half my students are motivated and try to participate and the other half aren't but they are at least quiet. So far, they are much different than the last course. They are pretty quick to pick up on grammar, listening and speaking/pronunciation lessons as well, so it's nice to teach those things. Their collective weak point is writing. I try to get them to write but it's very difficult; they just sit and talk or play on their phone until I tell them it's time to turn in their writing, then, it's a scramble for them to try and write something. That part is frustrating.

Appendix C: Questions for the First Interview

1. What made you choose teaching?

2. What type of teacher do you think you will be?

3. Please, describe one of your foreign teachers that you really liked.

4. How about a teacher that you did not like so much?

5. Can you tell me about someone else who has greatly influenced your teacher beliefs and made you perform as a teacher?

6. As an EFL teacher, how would you define your job? In other words, what is your purpose in teaching EFL?

7. How much freedom do you feel you have in choosing what and how to teach?

8. How free should you be in choosing what you're going to teach?

9. The next question is what institutional policies limit or widen the scope of you decision-making and independence?

10. How do you think you personally deal with the policies that exist here?

11. To what extent do you affect the context where you work, maybe I should say, how do you, to what extent do you think you will be able to affect the context?

12. How much professional communication and interaction do you have with your colleagues and authorities?

13. What do you think the professional communication and interaction should be like?

14. How do you anticipate that you will improve your teaching knowledge and skills?

15. What do you think is the most challenging aspect of teaching during the first year?

16. What are your beliefs about students' using L1 in the classroom?

17. What are your beliefs about using technology in the classrooms?

Appendix D: Questions from the Last Interview

1. So, what is your ideal schedule? How many classes do you want to take every week?

2. How is your relationship with your group leader?

3. What about your observations about other group leaders and your colleagues or friends' relationships with their group leaders?

4. How's your relationship with the administrators?

5. What about your tutors? What did they say about your performance?

6. How are your lessons improving?

7. What are your students' commentaries about your teaching most of the time?

8. What kind of a teacher had you thought that you were going to be before you started this teaching, and how do you see yourself as a teacher now?

9. So, what is your difference from other teachers, why do your students like your classes more?

10. Do you think that you are a skillful teacher?

11. So, did your MA, master's degree, contribute to your teaching?

12. So, do you think that your negative and positive emotions outweigh your negative and positive emotions throughout your teaching in this school?

13. What tensions do you thinks you have experienced so far?

14. Any disappointing or proud moments that you have lived these days?

15. What would you change if you were the administrator?

16. Can you tell me about your last impressions about this reflection process? Did it contribute to you, or how do you feel about having involved in this study?

Appendix E: A sample extract from an interview with Emily

The Interviewer: Ok, so how was your day? How was your week so far? Or you are going to, I mean, tell me the way, er, in the reflection, but you can just tell me overall.

Emily : Ehmm, overall, mm, it's been ok. I've just been doing a lot of review with the kids. They have their next CAT on Monday. It is like a midterm. And I'm just kind of getting them ready for that. That's really it. We're coming to the point of a semester where they're just getting, I guess tired. They don't want to do it; they don't want to work anymore. Uhm, which I told them that I'm doing stuff to help them. If they don't want to do it, that's fine. They need to remember that they are getting a participation grade. And I'm doing it to help them. So, ehm…

The Interviewer: What's the effect of your participation grade? Is it--does it have an important share in their overall grade?

Emily: Uhh, for me, no. In my opinion, it is not. It's only worth five of the, uh, ***, a hundred points, uh, which to me is not a lot, but I raised the concern with [the administrator] that I think it is to be higher. And, ehm, she said that what a lot of teachers are doing is that they're using that eight points, they're kind of abusing it. Like if the student needs just three points to pass, they're giving them three in participation. Right, like they're just giving them three points if they need to pass. Uh, she said she was like "culturally, we're not there yet, uhm, because like in America, like professors wouldn't take this shit, that, sorry [laughing], they wouldn't, uhm, take this like, uh, today I had somehow students sleeping, most of them were on their phones. It's not like any university setting. That's not going to buy, like professors aren't going to let students sit there and sleep and mess around

on their phones, and they're going to have a very rude awakening when they get to university and see how it really is. This is still, this is just babysitting so, uhm, soo, uhm, I mean, like [the administrator] said she's like that's just, I don't know, it's just, she said ten poin.. I-I suggested it'd be ten points for participation, and, you know, she said "oh, we're not there yet, culturally". Which, it's like, so, I mean, I don't want to say "So, what?" because it is the Turkish culture, but it's like these guys are between 18 and 21 years old. It is time that they learn that they're here to work, and not to sleep, and not to text, and not to play video games and not to watch movies. If they want to do that, they needn't to be here.

Appendix F: Informed Consent Form

This is a longitudinal case-study which aims to investigate the novice native English speaker teachers' professional identity construction. The data collection consists of interviews, journals, as well as researcher-teacher, Pınar KOCABAŞ's field notes under the supervision of Assist. Prof. Dr. Deniz ORTAÇTEPE.

Participation in the study must be on a voluntary basis. No personal identification information is required. Your comments made in the interviews and journals will be kept strictly confidential and evaluated only by the researcher; the obtained data will be used for scientific purposes.

The study does not have any data collection procedures that may cause discomfort in the participants. However, for any reason, if you feel uncomfortable, you are free to withdraw from the participation at any time. In such a case, it will be sufficient to contact the researcher to tell that you do not want to participate in the study.

We would like to thank you in advance for your participation in this study. For further information about the study and your questions, you can contact any of the researchers whose contact information is given below:

Asst. Prof. Dr. Deniz Ortactepe	Pınar KOCABAŞ GEDİK
MA TEFL Program, Bilkent University	MA TEFL Program, Bilkent University
E-mail:	E-mail:
Tel:	Tel:

I am participating in this study totally on my own will, I am over 18 years old and I am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Name&Surname	Address	Date	Signature
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