

## **Pre-service Bilingual/ESL Teacher Identity from a Sociocultural Perspective**

### **Sosyokültürel Bir Bakış Açısıyla İki Dilli / İDİ Öğretmen Adaylarının Kimliği**

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#### **Abstract**

This paper presented the findings of a qualitative study of the professional learning experiences of fifty bilingual/ESL native and non-native English speaking pre-service teachers' identity and qualification. Grounded in a sociocultural view of teacher learning and identity theory, the study explores native and non-native bilingual/ESL pre-service teachers' understanding of professional learning in light of their experiences in engaging with course topics, projects, and their peers while participating in teacher preparation program. Analysis of the data revealed that these participants assumed the learning activities and interaction with peers either directly or indirectly, having a positive influence on the student teachers' role as a teacher. Through the interactions with different aspects, participants in this study seem to have found a new relationship within their future professional contexts. The implications of the findings suggest how teacher preparation programs can include different activities to assist in the development of pre-service teachers' identities.

**Keywords:** Pre-service teacher education, bilingual and ESL education, identity

#### **Öz**

Bu araştırmada anadili İngilizce olan ve olmayan 50 iki dilli/İDİ öğretmen adayının kimliği ve niteliğine yönelik mesleki öğrenme tecrübelerini inceleyen nitel bir araştırmanın bulguları sunulmuştur. Öğretmen öğrenmesi ve kimlik kuramına ilişkin sosyokültürel bir bakış açısını temel alan bu araştırma, anadili İngilizce olan ve olmayan iki dilli/İDİ öğretmen adaylarının ders başlıkları, projeler ve öğretmen yetiştirme programına katılan akranlarıyla etkileşimleri ışığında mesleki öğrenmeye yönelik anlama yetilerini incelemektedir. Verilerin analizine göre, katılımcılar akranlarıyla doğrudan ya da dolaylı etkileşimleri ve öğretme etkinliklerinin bir öğretmen olarak aday öğretmenleri üzerinde olumlu etkiye sahip olduğunu düşünmektedir. Farklı boyutlarla olan etkileşimler sayesinde katılımcılar gelecekteki mesleki bağlamları ile yeni bir bağlantı kurmuştur. Bulgulardan elde edilen çıkarımlara göre, öğretmen yetiştirme programlarına öğretmen adaylarının kimlik gelişiminde yardımcı olması için farklı etkinliklerin eklenmesi önerilmektedir.

**Anahtar Kelimeler:** Öğretmen adaylarının eğitimi, iki dilli eğitim ve İDİ eğitimi, kimlik

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## **Introduction**

Due to the high needs in working with English language learners (ELLs), a high demand has developed for teachers of English. Historically, much teaching of English worldwide has been and continues to be done by non-native English speaking teachers (NNESTs). Similarly, there are many English language educators in the U.S. that are NNESTs. In this particular group, there are pre-service teachers who are prepared to teach ELLs. What has transpired as a result of this high demand is a distinction between the native English speaking teacher (NEST) and the non-native English speaking teacher (NNEST). The NEST is a teacher of English as a second language (ESL) who has learned and acquired the English language as a native language whereas NNEST is a teacher of ESL who has learned and acquired the English language as a second language. This distinction has created an argument which is growing in significance for the importance of learning languages and who is seemingly authorized or accepted in teaching the English language. Studies have examined this issue from different perspectives, especially, the studies on the professional identity of language teachers in TESOL in the last decade (Miller, 2009; Pavlenko, 2003; Tsui, 2007; Varghese, Morgan, Johnston, & Johnson, 2005).

## **Statement of Problem**

Due to this interest, many of these pre-service teachers participate in teacher preparation programs that offer the credentials for this opportunity to work with ELLs. However, NESTs or heritage speakers of Spanish are more likely to perceive themselves as more qualified ESL or bilingual teachers due to their cultural and ethnic backgrounds. This perception was discussed by Canagarajah (1999), mentioned that a native speaker of the target language, with or without teaching preparation or qualifications are more like to be treated in a different way than qualified and experienced NNESTs. Canagarajah found that NESTs without teaching qualifications were more likely to be hired as ESL/EFL teachers than qualified and experienced NNESTs, especially outside the United States. The preference of a NEST over a NNEST prompts us to recall that people still use the ethnic or heritage backgrounds to determinate their motivation to be bilingual/ESL teachers. For example, many students would like to be a bilingual (English and Spanish) educator because of their heritage background. They have made the assumption that they are proficient to conduct teaching in Spanish. Unfortunately, many Spanish-speaking pre-service teachers still face challenges to pass academic Spanish proficiency assessment.

On the other hand, pre-service teachers doubt that they cannot become an ESL teacher because they are not native speakers of English, or speaking English with accent. From this statement, it indicates that pre-service teachers still use the native-like quality of the language spoken to be part of their future career. During teaching, as an instructor and a researcher, teacher identity can be shifted and developed. Therefore, the significance of the current study is twofold: 1) Teacher identity formation is important in influencing teachers' decision-making, professional lives, motivation, satisfaction, commitment, and career decisions; 2) Examining pre-service teacher candidates' professional identity formation can help teacher educators determine what factors

contribute to different outcomes for individual students. This study attempts to fill the gap in the literature on bilingual/ESL pre-service teacher's identity because not many studies have been conducted in pre-service bilingual/ESL teacher preparation program in the U.S. context. In addition, the current study would like to provide a broader view of being a qualified bilingual and ESL teacher, and pre-service teachers can develop their identities through professional development and knowledge.

### **Theoretical framework: Sociocultural perspective**

In contrast to the mainstream cognitive psychologists' conceptualization of learning as an internal psychological process concerned only with cognition (Haneda, 2006), sociocultural theories' counterargument is that knowledge entails lived practices, not just accumulated information, and that the processes of learning are negotiated with people in what they do, through experiences in the social practices associated with particular activities (Johnson, 2006). From this perspective, learning appears twice, once socially with others and later as independent problem-solving behavior; moreover, it moves from an external to an internal plane (Bonk & Cunningham, 1998). Namely, social interaction is considered to be central to the development of new patterns of thought and strategic behaviors. Wenger's (1998) social concept of learning extends this sociocultural perspective to reinforce the notion that not only is learning socially mediated, but learning should be understood as a process of participation in communities of practice. Developing his social concept of learning, Wenger outlines the following as the intrinsic components of learning: (1) learning as experiencing: an ability to experience one's life and the surrounding world as meaningful; (2) learning as doing: joint action relying on common historical and social resources, background systems and viewpoints; (3) learning as belonging: belonging to a social community in which our activities are recognized as valuable and competent; and (4) learning as becoming (someone): an understanding of how learning, in the context of the community, affects and module learning (p. 5). From this perspective, it will inform the teacher identity development through social interaction with peers.

### ***Identity theory***

The current study also adopts Norton's identity theory (1995, 1997, 2000) to understand the negotiations, challenges, struggles, and strategies in teacher identity development. Namely, teachers have to learn from their experiences in different contexts. In a teacher preparation program, pre-service teachers can learn through course activities, practicum sessions, performance-based projects, and peer-interactions. Through these social practices, it is helpful to develop one's self-image as a teacher, and their identities also can be reshaped from others.

Norton (1997) claims that identity refers to 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. From this perspective, identity is treated as multidimensional, contingent, and subject to negotiation across contexts. In the current study, the researchers would like to expand the identity theory to the concept of professional role identity. Burns and Richards (2009) have suggested that

identity “reflects how individuals see themselves and how they enact their roles within different things” (p. 5). Similarly, Urrieta (2007) also has suggested how they “come to ‘figure’ who they are, through the ‘world’ that they participate in and how they relate to others within and outside of these worlds” (p. 107).

Studies on identity (Norton; 1995, 1997, 2000; Urrieta, 2007) have shaped the lens that will examine pre-service teachers’ identities from the following principles of identity theory. First, identity is not fixed, but instead is diverse, dynamic, contradictory, multiple, and changeable over time and space. Second, identity formation is dependent on social, cultural, and political contexts. Third, identity is constructed and negotiated primarily through language and discourse (Gee, 2008). These lenses will provide a deep understanding of intersections of bilingual/ESL pre-service teachers’ identities related to who they are and whether they have discovered their qualifications to be bilingual/ESL teachers.

### **Literature Review**

The majority of previous studies of language teacher identity have been conducted in the in-service language teacher in the EFL and ESL contexts. Less attention has been given to the process of bilingual/ESL pre-service teachers learning to teach (Farrell, 2007; Chiang, 2008). This section still reviews language teacher identity in EFL/ESL contexts to find out where to fill the gap.

In English education, the majority of English language teachers are non-native English speakers, and they have been treated as step-children by NES (Mahboob et al, 2004). Preference is given to NESTs because the acceptance of native speaker norms is the model to be acquired and is the model to which students should be exposed. A study conducted by Mortia (2004) showed that NNES students were constantly negotiating their identities while participating in a graduate Teachers of English to Speakers of Other Languages (TESOL) classroom. The purpose is to “be recognized as a legitimate and competent member of a given classroom community” (p. 583). Todd and Punjaporn (2009) also found that Thai students’ perception toward native and NNESTs were different. The result indicated that students had an explicit preference for NESTs. Other TESOL teachers also faced similar issues in the different contexts. For example, Fotovatian (2010) also discussed Iranian-background English teachers in Australia. The findings showed that the Iranian English teachers were very conscious of their English. They felt like outsiders who were under pressure to do the right things, say the right things, and behave in the right way to help them enter into the primary circle or societal groups. These teachers are conscious of their language proficiency because the main advantage of NEST is evidently to be found in their superior linguistic and communicative competence of English, since it is their mother tongue and they can use it with greater spontaneity and naturalness in a considerable variety of situations. These participants had to construct their professional identities and deal with the doubts from students. For example, students might question what Arva and Medgyes (2000) stated. They noted that “non-native language teachers’ linguistic competence was slightly outdated and very much influenced by textbook language” (p. 261). The NNEST normally experienced problems with pronunciation, colloquial expressions,

and slang. Similarly, Chun (2014) reported that NESTs were judged more effective in helping students with psychological aspects of language learning and in having sensitivity to students' needs coming from their shared L1 and experience as language learners in Korea. On the other hand, NESTs were judged as more effective in their linguistic competence. Benke and Medgyes's (2005) study reported that NESTs easily extemporize, place great emphasis on speaking skills and provide abundant cultural information. NNESTs were found to give more homework, prepare lessons well and correct errors frequently. Namely, students still doubted NNEST's ability in linguistic abilities, or natural competence to instruct the language.

Not only have NNESTs faced issues of language proficiency in EFL contexts, but also, within an ESL context. NNESTs face issues of credibility that challenge their teaching ability because of their racial and ethnic backgrounds. For example, Amin (1997) interviewed five female teachers who were at that time teaching or had taught a class of male and female adult ESL students from different racial, cultural, and linguistic backgrounds. The semi-structured interviews examined the students' ideal ESL teacher. These participants expressed that some ESL students make the following assumptions. For example, "only white people can be native speaker of English, only native speakers know real and proper Canadian English, and only white people are real Canadian" (p. 580). This study reflects the students' stereotype of an authentic ESL teacher, and these teachers felt disempowered in their teaching.

In addition, there have been several studies of teacher identity conducted in the ESL context. These studies identified that identities provide insights on how many factors, including social, cultural, ethnic differences interact and interconnect to shape teachers' construction of their identities. For example, Samimy and Brutt-Griffler (1999) surveyed 17 non-native students in a graduate TESOL program using a 23-item questionnaire that probed their perceptions regarding the NEST versus NNEST issues. Although these participants perceived themselves as competent and successful teachers of English in their home countries, they found their confidence decreased in the ESL context. Thomas's (1999) also found that NNESTs were often discouraged by their ESL students because they expected NESTs or questioned their credibility as an English writing teacher.

Based on the previous studies, there are still some stereotypes and negative perceptions found related to NNESTs. However, studies also confirmed the advantages of being a NNEST. For example, Ellis (2004) explored the connection between multilingual and monolingual teachers' background and beliefs about ESL. This study indicated that while multilingual teachers use their own experiences as former ESL students as a resource in classrooms, monolingual teachers lack experiential knowledge that could complement and enrich what they learn from their preparation courses. Galindo (1996) examined how Latino teachers defined their role identity in light of their cultural minority in the US. This study revealed that these teachers' biographical experiences and their teacher role identity is a "bridging identity that makes past experiences with language, culture, and ethnicity relevant to teacher's current role identity" (p. 100). These studies discussed above highlighted struggles faced by in-service teachers; namely, these issues should be raised in teacher preparation program in order to help

pre-service teacher's construction of their professional identities.

Several studies have discussed the process of pre-service teacher identity formation. These studies noted that professional identity is an ongoing, dynamic process where individuals need to negotiate external and internal expectation as they are in the teacher preparation program. Bullough (2005) suggested that teacher identity should be analyzed prior to, and during the student teaching experiences because identity formation and recognitions changed constantly. For novice teachers, they need to make sense of themselves and identify who they are as educators.

The pre-service teachers need to experience the process in order to prepare their teacher identity in the future career. For example, Darling-Hammond et al. (2002) examined 3000 pre-service teachers' perceptions of teacher preparation. The results indicated that teachers felt more prepared through different interactions in the program.

The literature review provides an overview of NESTs and NNESTs' strengths and weakness in different contexts, and several studies of pre-service teacher identity were discussed. This study will continue to broaden pre-service teacher's identity formation and provide a better guidance to help future bilingual/ESL to understand their identities.

### ***Research questions***

Grounded in a sociocultural view of teacher learning and identity theory, this study will explore how to construct a NEST and a NNEST's identity. The central research questions that this paper aims to answer were:

- (1) How does a group of native and non-native bilingual/ESL pre-service teachers perceive their qualifications to be a prospective bilingual/ESL teacher through interactions with their course material, peers, and the course activities during a sixteen-week program?
- (2) What is the developmental process of bilingual/ESL teacher identity during a sixteen - week program?

### ***Methodology***

Qualitative research (Bogdan & Biklen, 1982) procedures were used in the data collection and analysis. The focus of the study was to investigate bilingual/ESL pre-service teachers' school-based professional learning and identities formation. Qualitative case study design was preferred for this study as it allowed the researchers to tap into the experiences and perceptions of these teacher candidates in detail. Also, this study will attempt to understand the content of discussions and reflections of bilingual/ESL pre-service teachers.

### ***Setting and participants***

This study examined the bilingual/ESL pre-service teachers' sixteen-week learning experience in a teacher preparation program in the southernmost part of the US with regards to their identities as a future bilingual/ESL teacher. The sixteen-week course was intended to engage bilingual/ESL pre-service teachers in the critical discussion of competence of teaching English as a second language and actual teaching

demonstrations.

The participants were 50 pre-service bilingual/ESL teachers: 45 females and 5 males. The participants were selected according to three criteria. First, the participants were juniors and seniors enrolled in a bachelor of teacher preparation program majoring in bilingual education or ESL. Second, participants were grouped to the following categories: (1) native-English speaking ESL pre-service teachers; (2) bilingual ESL pre-service teacher (3) nonnative English-speaking ESL pre-service teacher. In this study, NNES participants' first language is mainly Spanish. Third, participants were selected from the course of Applied Linguistics because they were received the training in teaching English as a second language. This course included different sub-fields of linguistics, for example, phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and theories of language learning.

#### ***Data collection***

Participants were required to write a 500-word journal weekly after each tutoring session for 10 weeks. They had to reflect on their strengths and weakness when tutoring two ELLs; their relationships with classmates, and the course instructor as well as other pedagogical matters. The weekly journal was important because it helped participants to explore their strengths and weaknesses in the training process. Besides writing a weekly journal, they were required to write a 2000-word reflection paper at the end of semester to examine the tutoring experience. Participants discussed their entire journey working with ELLs, challenges, transition, perception, and reflection.

In order to obtain answers to the research questions of the present study, qualitative research procedures were used in the collection and analysis of the data (Bogdan & Biklen, 2003). Specifically, reflective journals were employed (Orem, 2001). Journal writing is a kind of reflective writing that requires prospective teachers to construct knowledge through questioning their own instructional skills. As teacher reflectivity was an important part of the practicum, the pre-service teachers were constantly encouraged to articulate their ideas, feelings, concerns and experiences of their time in the school. This type of documented account of a pre-service teacher's reframing of experiences can provide a rich source of data for understanding how teachers develop teacher identity (Numrich, 1996).

The multiple data sets are important for the triangulation in this study. Methodological triangulation involves the use of multiple qualitative methods to study the problem. For example, results from weekly journal reflection, the essay, open-ended survey, and instructor's classroom observation notes could be compared to see if similar results are being found. The validity is established through the examination of different data sets from participants.

#### ***Data analysis***

Following the collection of data, the researcher analyzed the data using a process of analytic induction (Erickson, 1986). This process of analytic induction started with an objective review, editing and organizing of the data. Emerging categories were developed after reading and re-reading the data and color highlighting key words, sentences or passages that thematically cohered. Major themes were then further iden-

tified by making connections between a category and its subcategories. These major themes served to inform and illustrate key perceptions and experiences of the pre-service teachers interacting with the course topics, peers, and the instructor. The transcripts were coded for both explicit and implicit references to issues related to ESL teacher role identity.

### **Results**

Analysis of the data reveals rich interactions between the bilingual/ESL pre-service teachers and their peers in this setting, which apparently provided sheltered environments for the creation of zones of substantive learning about teaching. This study found that the follow four learning experiences have provided bilingual/ESL pre-service teachers important contexts to develop their qualifications to be an ESL teacher. Namely, these pre-service teachers are learning from different aspects. Such learning experiences are classified below as:

#### ***Course Reading Materials***

To develop these pre-service teachers' foundational knowledge, the course readings were included every week. Responses from native and non-native pre-service teachers showed that they had gained knowledge to explain how language works to ELLs. These readings were also very helpful and they could apply these reading materials to their future teaching skills.

*“As a future ESL teacher, the reading prompts have helped positively changed my perspectives on ELLs. The reading prompts have helped me gain a more positive understanding for ELLs and understand their troubles in learning a new language” (Megan, native English-speaking ESL pre-service teacher).*

*“I feel this class gave a better understanding on morphology, phonetics, phonology, syntax, semantics, and pragmatics. Before taking this course, I would have considered myself pretty knowable on these topics. However, there was so much I did not know. These course readings gave me a more in depth aspect in these topics” (Erika, nonnative English-speaking ESL pre-service teacher).*

#### ***ESL Pre-service Teachers Learning from Peers***

After they started their teaching, NNEST participants actively consulted their native English speaking peers for advice for how they speak language in the natural setting. The NEST participants also consulted non-native English-speaking peers about their challenges in learning English as a second language. Through the social interaction in the classroom, the participants explored their strengths from each other's perspective. The result is confirmed by Wenger's (1998) discussion of learning. Furthermore, both NEST and NNEST pre-service teachers had realized that they needed to be well-trained for future teaching, instead of relying on their native language ability. On the other hand, the NNEST participants also found out that their second language lear-



ning experience did not hinder their abilities to teach. They realized that learning experience would provide them more sensitivity in teaching.

As a native English-speaking ESL pre-service teacher. I am fluent in the English language. However, just being fluent in a language is not enough to teach the language. To be a successful teacher, one must know how to teach. I also want to mention that teachers who are non-native English speaking will have something that is very beneficial to ESL students. They can share with ESL students their challenges they faced while learning the English language (May, native English-speaking pre-service teacher).

*“I believe that as a non-native English speaking ESL pre-service teacher, my non nativeness of English helps me to become an ESL teacher. I think that the fact that I had to go through the same that almost every single second language learners goes through definitely gives me an advantage”* (Gabi, nonnative English-speaking pre-service teacher).

#### **Course Activities: Interactive activities**

In order to contextualize the linguistic concepts, students had to present several teaching ideas based on the constructs presented in the lecture and reading materials. For example, the lecture introduced the concept of prefix and suffix, so students had to present the concept through an interactive activity. The activity needed to engage English language learners’ four skills in the development of content and language development. These participants also felt more confident to apply their course knowledge into future learning.

*“By doing quick share (the project’s title) in class helped me to have an idea of how it is to be in front of the classroom teaching the kids. Doing this gave me an idea of how to prepare the actual activities, have explicit instructions for ELLs to understand what they are doing”* (Grace, nonnative English-speaking ESL pre-service teacher).

*“The interactive teaching activities demonstrated by classmates were very helpful. I feel like that I really use them with my second language learner. They all picked the activity for second language learners and demonstrated what the activity will be used for different grade level, the time and accommodations. I was able to see different ways to teach my students when I get an actual classroom in the future”* (Susan, nonnative English-speaking ESL pre-service teacher).

#### **In-class Workshops**

In-class workshops are an idea to help ESL pre-service teachers develop the ability to articulate linguistic concepts. After each sub-topic in linguistics, participants worked in groups to solve linguistic problems. Participants stated that they were more capable of analyzing language.

*“I really liked the workshops because I believe that working in teams help us as students to learn from our different opinions, and by sharing different*

*strategies that we might like to use in our future classroom. I am stronger with my English, and also that I have an understanding on how to teach a second English learner successfully with many different strategies” (Aileen, nonnative English-speaking ESL pre-service teacher).*

*“After doing workshops, I developed the ability to articulate linguistic concepts in language learning and use. I was able to analyze language structure and its use. I was able to articulate the implication of linguistic principles for the teaching in the ESL context. I was provided with knowledge of linguistics to explain language variation and language use in the society” (Kelly, nonnative English-speaking ESL pre-service teacher).*

The above results have informed the research questions posed and have confirmed the importance of using different learning activities to support bilingual/ESL pre-service teachers’ skills. Furthermore, this study also attempted to explore the identity development because it is important to understand the process of becoming a teacher. In addition, as a future bilingual/ESL teacher, cultural sensitivity and awareness should be developed. These themes were found from the participants’ past and present experiences.

#### ***Identity Development from Different Aspects***

Throughout the sixteen-week course training, the pre-service teachers in this study shared how different instructional practices in class shaped their views of being a language teacher. Their identity was also shaped by their current teaching/tutoring and learning experiences. These teachers had gained insights of the professional practices, skills, knowledge, views, and values in their future profession. More importantly, their identity development could be traced back to their backgrounds, learning experiences, and prior experiences in school and society. This section of the paper will now discuss themes found about pre-service teacher identity development. Their identity development has helped them to see themselves as a legitimate bilingual and ESL teacher in the future.

When pre-service teachers discussed their experiences and self-evaluated on their teaching skills, the following themes were found to demonstrate their qualified teaching skills with English language learners.

#### ***Development of Cultural Awareness and Sensitivity***

In the bilingual and ESL classroom, teachers must address different cultural issues to ensure that instruction is delivered without having any bias. In the example below, a pre-service teacher had realized the importance of developing cultural awareness and sensitivity as part of their career.

*“After different projects, I will know exactly what they are feeling when they struggle and will empathize with problems that they are going through. I will not be overly sympathetic and I will be aware of their differences and help them”.* (Becky, nonnative English-speaking ESL pre-service teacher)

*“I have found out that there are many things a teacher has to consider before teaching a subject. For example, not all students learn the same way. Some students are kinetic learners, some are visual, some are auditory, and there are many more. I had challenges going to school when I learned English, so I can share with my ESL students their challenges they faced while learning the English language”* (Mary, native English-native speaking pre-service teacher).

### ***Self-positioning and recognition***

In the current study, the analysis focused on NNEST pre-service teachers’ re-examination of their non-native English proficiency and their qualifications of being a bilingual or ESL teacher. Bilingual pre-service teachers still rely on their ethnic identities as the criteria to decide being bilingual teachers. However, their ethnic identity had shaped and re-positioned after the training courses.

The majority of participants had stated that the training and the knowledge determined the qualifications of an ESL teacher. They believed that they are capable of teaching, and they can succeed to be an ESL teacher even the English is not their mother tongues. In the training process, participants experienced a process of self-positioning and self-recognition. For example, the following two participants stated that it was possible to be a successful teacher no matter one’s background:

*“I was a little bit hesitating to be an ESL teacher because my first language is not English. People might think that how come I can teach English as my career. Then, I realized something. Successful academic achievement is not dependent where you born or what language you speak. It is dependent upon the person’s motivation to learn and apply that learning to improve themselves daily. Being knowledgeable and having experiences are more important for teaching”* (Gigi, non-native English speaking pre-service teacher).

*“I don’t believe that being an ESL teacher whose L1 is not English affect the ability to teach ESL. When you become an educator, you are qualified to teach your students the content area they are required to learn. As long you I can demonstrate vast competence in the subject matter”* (Lisa, non-native English speaking pre-service teacher).

### ***Other Strengths as a NNEST***

In this study, NNEST participants also identified their advantages as an ESL teacher. Themes were found on how their first language and cultural and linguistic background can serve as a positive support for students. For example,

*“As a non-native ESL teacher, I believe that a teacher who is fluent in another language can help students, students can identify better by learning from that teacher as well as the teacher learn from them”* (Erika, non-native English-speaking pre-service teacher).

*“As a non-native English speaker myself, I believe that I can make a huge role in providing diversity and culture in balancing a healthy way of teaching in the classroom. I can share my experiences to my students and we can have the mutual similarity of understanding on learning the English language together”* (John, non-native English speaking pre-service teacher).

### **Discussion**

In order to address the first research question, a teacher preparation program should include different modalities to enhance a language teacher’s development of instructional strategies while simultaneously encouraging a strong teacher identity. Both native and nonnative participants had different strengths as future bilingual/ESL teachers. They also had to face different challenges linguistically and culturally. However, they all had unique advantages and they were all invaluable assets for the future ESL education. After the interactions with course reading materials, peer-interaction, tutoring experiences, and reflections, the finding is consistent what Norton’s theory (1997) suggested. The pre-service teacher’s identity is shaped due to their relationship to the world.

For the second research question, these bilingual/ESL pre-service teachers had to examine themselves in the preparation process as a future bilingual/ESL teacher. For example, students had to examine their qualifications as a bilingual/ESL teacher. They were motivated to be a bilingual/ESL teacher because of their native language proficiency; however, they had to start to think about other aspects to be a qualified bilingual/ESL teacher. For example, they had developed other characteristics, e.g. cultural awareness, cultural awareness, cultural competence, and their own strengths as a native and non-native English-speaking future bilingual/ESL teacher. This study had confirmed that pre-service teachers, no matter what your first language and cultural background, are capable to work with ELLs once they are well trained. Through the interactions with different aspects, participants in this study seem to have found a new relationship with their future professional contexts.

### **Conclusions**

In this study, the fifty bilingual/ESL native and non-native pre-service teachers took a sixteen-week long course and the rich interactions among pre-service teachers, ELLs, classmates, and course instructor are important to prepare future bilingual/ESL teachers. From the evidence in the data, the bilingual/ESL pre-service teachers appeared to construct, reconstruct, and recognize their roles as a future ESL teacher.

More importantly, the findings strongly support that the learning process, as noted by a sociocultural perspective, is fundamentally social in this study. When the bilingual/ESL pre-service teachers described their perceptions of being a language teacher, they focused on describing their competence, knowledge, and relations with other classmates. Therefore, the pre-service teachers should be provided different modalities of learning. Second, a pre-service teacher’s identity changes over time. They perceived themselves based on what they know, but they begin to examine themselves

and understand what attribute a qualified language teacher for ELLs.

### **Pedagogical implications**

Based on the findings of this study, several implications of preparing bilingual/ESL teacher can be drawn. These suggestions may help make more explicit inherently contradictory roles and selves perceived and experienced by the native and non-native speaker of pre-service teachers. Making these contradictions explicit may assist the acknowledgement and understanding of what bilingual/ESL pre-service teachers experience in relation to their identity formation, and thus helps make the bilingual/ESL teacher preparation program respond better to their situations.

Second, many participants in this study decided to seek for bilingual or ESL certifications because they were heritage speakers. Since teacher identity formation is a social process, the course instructor should make classroom a site of respectful and open, so pre-service can explore their identities.

This study would recommend that teacher preparation programs should explore issues of cultural levels. For example, native or non-native speaking teachers will be helped to explore how their cultural levels can serve a foundation as a bilingual and ESL teacher. Their cultural and heritage have different strengths to teach all students.

### **Özet**

#### **Giriş**

İngilizce Dilini Öğrenenler (İDÖ) (*English Language Learners-ELLs*) ile çalışmanın getirdiği yüksek gereksinimlerden dolayı, İngilizce öğretmenlerine yönelik fazla bir ilgi başlamıştır. Tarihsel anlamda, Dünya çapında İngilizce öğretiminin çoğu Anadili İngilizce Olmayan Öğretmenler (AİOMÖ) (*Non-Native English Speaking Teachers-NNESTs*). Buna benzer bir şekilde, Amerika Birleşik Devletlerinde de İngilizceyi öğreten birçok AİOMÖ bulunmaktadır. Bu grubun içerisinde, İDÖ'lere öğretmeye hazırlanan öğretmen adayları da bulunmaktadır. Bu yüksek ilginin bir sonucu olarak, Anadili İngilizce Olan Öğretmen (AİOÖ) (*Native English Speaking Teacher-NEST*) ile AİOMÖ arasında bir fark oluşmuştur. AİOÖ, İngilizceyi anadili olarak öğrenmiş ve edinmiş İkinci Dil Olarak İngilizce (İDİ) öğretmenidir; öte yandan AİOMÖ, İngilizceyi ikinci bir dil olarak öğrenmiş ve edinmiş bir öğretmendir. Bu algı Canagarajah (1999) tarafından tartışılmıştır. Araştırmasında öğretmenliğe yönelik hazırlığı ya da nitelikleri olsun veya olmasın, hedef dili anadili olarak konuşan bir kişiye tecrübeli ve nitelikli AİOMÖ'den daha farklı yaklaşılacağından bahsedilmektedir. Canagarajah (1999) özellikle Amerika Birleşik Devletleri dışında, öğretme nitelikleri olmayan ve anadili İngilizce olanların, tecrübeli ve nitelikli AİOMÖ'lerle kıyaslandığında, İDİ/YDİ öğretmeni olarak işe alınmada daha yüksek şansa sahip olduğunu bulmuştur. Mahboob ve diğerleri de (2004) İngilizce öğretmenlerinin büyük bir çoğunluğunun AİOMÖ'ler olduğunu belirlemiş ve AİOÖ'ler tarafından üvey evlat gibi davranıldıklarını ifade etmiştir. Anadili konuşanların kabul edilme koşulları ile öğrencilerin dile maruz kalmaları için gereken ve benimsenmesi gereken model örtüştüğü için AİOÖ'lere bir tercih hakkı verilmektedir.

Adı geçecek arařtırmalar anadili İngilizce olmaya öğretmen ve öğrenciler tarafından dile getirilen tereddütleri doğrulamaktadır. Arva ve Medgyes (2000) “öğrettiği dil anadili olmayan öğretmenlerin dilbilimsel yeterliklerinin biraz eski kaldığını ve ders kitaplarının dilinden çok fazla etkilendiğini” belirtmiştir (s. 261). AİOMÖ genellikle telaffuz, konuşma dili sözcükleri ve argoda sorunlar yaşamaktadır. Samimy ve Brutt-Griffler (1999) başarılı İngilizce öğretmenlerinin, anadili olanlar ve anadili olmayanlar arasındaki yeterlik farklılıklarından dolayı, kendilerine daha az güvendiklerini tespit etmiştir. Fotovatian (2010) AİOMÖ’lerin İngilizcelerinin çok farkında olduklarını ya da dilbilimsel yeterlikte daha etkili öğrenmeyi sorguladıklarını belirlemiştir (Chun, 2014). Öte yandan, AİOO’ler konuşma üzerinde vurgu yapabilmekte ve hedef dilin kültürel bilgilerini öğretebilmektedir. Benke ve Medgyes (2005) İngilizce öğrenen 422 Macar vatandařını incelemiştir. Farklı kurumlardan olan öğrencilere göre AİOO’ler samimi ve heyecanlandırıcı, taklit etmek için iyi modeller ve öğrenenleri konuşmak için cesaretlendirmede yetenekli olarak görülmüştür.

Bu yüzden öğrenciler her zaman AİOO’lerin özgün İngilizce öğretebileceği üzerine yorumlar yapmaktadır. AİOMÖ’lerin ise cesaretleri öğrenciler tarafından kırılmakta veya güvenirlilikleri sorgulanmaktadır (Thomas, 1999). Mortia (2004) tarafından yapılan bir arařtırma, anadili İngilizce olmayan (AİOM) öğrencilerin, Başka Dil Konuşanlara İngilizce Öğreten Öğretmenler (BDKİÖÖ) (*Teachers of English to Speakers of Other Languages- TESOL*) lisansüstü derslerinde sürekli olarak kimliklerini sorguladıklarını göstermiştir. Amaç “bu sınıfın topluluğunda yeterli ve meşru bir üye olarak tanınmaktır” (s. 583). Amin (1997) farklı ırksal, kültürel ve dilbilimsel geçmişlerden gelen, kadın ve erkek yetişkin İDİ öğrencilerinden oluşan bir sınıfta ders vermiş veya vermekte olan beş kadın öğretmen ile görüşme yapmıştır. Katılımcılar “yalnızca beyaz insanların anadilinin İngilizce olabileceğini, sadece anadili konuşanların gerçek ve düzgün Kanada İngilizcesini bildiğini ve sadece beyaz insanların gerçek Kanadalı olduğunu” belirtmiştir (s. 580). Beklendiği gibi öğrenciler İngilizce dersini AİOO’lerden almayı açık bir şekilde tercih etmektedir (Todd & Punjaporn, 2009). Buna rağmen Numrich’in (1996) arařtırması dilbilgisi eksikliğini AİOO’ler için bazı sorunlar yarattığını belirlemiştir. Örneğin Numrich’in arařtırmasına katılanlar, İDİ öğrencileri tarafından yöneltilen sorularla baş edecek kadar donanımlı hissetmediklerini ifade etmiştir.

Bu ayırım, hangisinin dil öğrenmedeki öneminin arttığına ve kimin görünürde İngilizceyi öğretmede kabul gören ya da yetkili kişi olduğuna yönelik bir tartışma yaratmaktadır. Özellikle son on yılda BDKİÖÖ’deki dil öğretmenlerinin mesleki kimlik arařtırmalarında, bu konu farklı bakış açılarıyla incelenmiştir (Miller, 2009; Pavlenko, 2003; Tsui, 2007; Varghese, Morgan, Johnston, & Johnson, 2005). Adı geçen arařtırmalar öğretmenlerin mesleki kimliklerinin mesleki gelişim için önemli olduğunu doğrulamaktadır. İki dilli/İDİ öğretmen adaylarının öğretmeyi öğrenme süreçlerine daha az dikkat verilmiştir (Farrell, 2007; Chiang, 2008). Geçmiş arařtırmalar YDİ bağlamında kimlik üzerine odaklanmaktadır ve bur arařtırma öğretmen kimliği ve mesleki gelişimdeki boşluğu doldurmayı amaçlamaktadır.

Bu arařtırma Norton’un kimlik kuramındaki kimlik gelişimini anlamayı hedeflemektedir (1995, 1997, 2000). Adı geçecek arařtırmalar kimlik gelişimini sosyokültürel

bakış açısıyla incelemektedir. Bilişsel psikologların öğrenmeyi içsel psikolojik bir süreç olarak yalnızca biliş ile kavramsallaştırmalarını yaygın hale getirmek oldukça zordur (Haneda, 2006). Bu araştırmanın önemi gelecekteki eğitimcilere anlam ifade etmesinde ve kim olduklarını, onları mükemmel bir eğitimci yapan şeylerin neler olduğunu analiz edebilmelerindedir (Bullough, 2005). Bir öğretmenin kimliği ve mesleki gelişimi farklı etkileşim düzeyleri aracılığıyla gelişebilmektedir. Örneğin Darling-Hammond ve diğerleri (2002) 3000 öğretmen adayının öğretmen yetiştirmeye yönelik algılarını incelemiştir. Araştırma sonuçları, programdaki farklı etkileşimler yoluyla öğretmenlerin kendilerini daha hazır hissettiklerini göstermiştir.

AİOMÖ'lere yönelik bu algılamalara rağmen, birçok araştırma çok dilli öğretmenlerin gücüne ilişkin bulgular elde etmiştir. Ellis (2004) çok dilli ve tek dilli öğretmenlerin geçmişleri ve İDİ hakkındaki inançları arasındaki bağlantıyı araştırmaktadır. Bu araştırmaya göre, çok dilli öğretmenler eski bir İDİ öğrencisi olarak kendi tecrübelerini sınıf içinde bir kaynak olarak kullanırken, tek dilli öğretmenler hazırlık derslerinde öğrendikleri tamamlayıcı ve zenginleştirici bilgilere yönelik deneyimlerinde eksiklik yaşamaktadır. Galindo (1996) Latin öğretmenlerin Amerika Birleşik Devletlerinde kültürel bir azınlık olmaları ışığında rol kimliklerinin nasıl tanımladıklarını incelemektedir. Bu araştırmada öğretmenlerin biyografik tecrübelerinin ve öğretmen rol kimliklerinin “öğretmenin güncel rol kimliği ile geçmişte dil, kültür ve etnik kökenle olan tecrübeleri arasında köprü kuran bir kimlik” olduğu bulunmuştur (s. 100).

İlk olarak, Burns ve Richards (2009) kimliğin “bireylerin kendilerini nasıl gördüklerini ve farklı şeylerle rollerini nasıl ilişkilendirdiklerini yansıttığını” öne sürmektedir (s. 5). Bu kurama göre, öğretmenler “içinde buldukları ‘dünya’ aracılığıyla kim olduklarını ve bu dünyalar içinde ve dışında başkalarıyla nasıl bağlantılı olduklarını ‘anlamak’ zorundadır” (Urrieta, 2007, s. 107). İkinci olarak, kimlik büyük oranda dil ve söylem aracılığıyla aktarılmakta ve yapılanmaktadır (Gee, 2008). Üçüncüsü, sosyokültürel kuramların karşı savı bilginin, yalnızca birikmiş bilgiyi içermediği, yaşanan uygulamaları da içerdiği. Aynı zamanda öğrenme süreçleri, insanlara belirli etkinliklerle ilişkili sosyal uygulamalardaki tecrübeler yoluyla yaptıklarında aktarılmaktadır (Johnson, 2006). Buna benzer bir şekilde, Bonk ve Cunningham (1998) öğrenmenin sosyal olarak yapılandırıldığını ve dışarıdan içe doğru hareket ettiğini belirtmektedir. Dördüncü olarak, Wenger'e ait öğrenmenin sosyal kavramı (1998), sosyokültürel bakış açısını kavramı sağlamlaştırmak adına genişletmektedir. Bu kavrama göre öğrenme yalnızca sosyal olarak sağlanmamaktadır. Aynı zamanda uygulama topluluklarında yer alma süreci olarak da anlaşılmalıdır.

### **Yöntem**

Veri toplama ve çözümsel tümevarım süreci (Erickson, 1986) süreci için nitel araştırma yöntemi (Bogdan ve Biklen, 1982, 2003) kullanılmıştır. Öğretmen adaylarının algılarını ve tecrübelerini detaylı bir şekilde incelemek için araştırmacılara olanak sağlaması nedeniyle, bu araştırma için nitel örnek olay/durum çalışması tercih edilmiştir. Katılımcılar 45'i kadın ve 5'i erkek olmak üzere toplam 50 iki dilli/İDİ öğretmen adayından oluşmuştur. Katılımcıların seçilmesinde iki ölçüt bulunmaktadır. İlk ölçütte, katılımcılar ikinci dil olarak İngilizce veya iki dilli eğitim alanında uzmanlaşan bir

öğretmen yetiştirme lisans programında kayıtlı üçüncü ve dördüncü sınıf öğrencileri olarak belirlenmiştir. İkinci ölçüt olarak katılımcılar şu gruplara ayrılmıştır: (1) anadili İngilizce olan öğretmen adayları, (2) iki dilli öğretmen adayları, (3) anadili İngilizce olmayan öğretmen adayları. Katılımcılar on altı haftalık bir öğretmen yetiştirme dersi almış ve ders anlatımı, eleştirel sınıf tartışması, atölye çalışmaları/çalıştaylar ve öz-yansıtma günlükleri vb. etkinlikler ile uğraşmıştır (Orem, 2001).

### **Bulgular**

Verilerin analizi sonucunda eğitim programında iki dilli/İDİ öğretmen adayları ve bu ortamda akranları arasında zengin etkileşimler ortaya çıkmıştır. Kuşkusuz bu durum öğretmeye yönelik sürekli öğrenmenin bölümlerinin ortaya çıkması için sağlam ortamlar sağlamıştır. Elde edilen bulgular aşağıdaki katkıları sunmuştur.

İlk olarak, ders okuma materyallerinin seçimi temel bilginin geliştirilmesi için çok önemlidir. Katılımcılar okuma materyallerine yönelik eleştirel diyaloglar geliştirmiştir.

İkinci olarak, ana dili İngilizce olan ve olmayan iki dilli/İDİ öğretmenler arasındaki etkileşim dilbilimsel yeterlikte karşılıklı geribildirim sağlamaktadır. Sınıf içindeki sosyal etkileşim aracılığıyla katılımcılar, birbirlerinin bakış açısından kendi güçlerini keşfetmiştir. Bu bulgu Wenger 'in (1998) öğrenme üzerine tartışması tarafından doğrulanmaktadır. Bunun yanında hem AİO, hem de AİOM öğretmen adayları ileride öğretmek için iyi yetiştirilmiş olmaları gerektiğinin ve bir dili konuşmak için o ülkenin vatandaşı olmaya güvenmenin fayda sağlamadığının farkına varmıştır. Öte yandan, AİOMÖ katılımcılar ikinci dil öğrenimi deneyimlerinin öğretme becerilerini engellemediğini de fark etmiştir. Katılımcılar öğrenme deneyimlerinin, öğretmede daha duyarlı olmalarını sağlayabileceğini keşfetmiştir.

Üçüncü olarak, pasif eğitici etkinlik sunumları öğretmen adaylarına kuramsal bilgileri öğretim sürecinde kavramsallaştırma olanağını sağlamaktadır. Örneğin derste ön ek ve son ek kavramları tanıtılmıştır. Böylece öğrenciler kavramı etkileşimli bir etkinlik yoluyla sunmak zorunda kalmıştır. Etkinlik İngilizce öğrenenlerin içerik ve dil gelişiminde dört becerisine odaklama ihtiyacı duymuştur. Bu katılımcılar aynı zamanda ders bilgilerini gelecek öğrenmelerine uygulamakta kendilerini daha rahat hissetmiştir.

Dördüncü olarak, sınıf içi atölye çalışmaları dilbilimsel analiz becerisi için yararlıdır. Sınıf içi atölye çalışması, iki dilli/İDİ öğretmen adaylarının dilbilimsel kavramları telaffuz etme becerilerini geliştirmek için oluşturulmuş bir düşüncedir. Katılımcılar dilbilimsel çözümleri yapmak için gruplar ve eşler halinde çalışmıştır. Örneğin, katılımcılar biçim-bilimsel/morfolojik ağaçlar ya da söz-dizimsel/sentaktik ağaçlar çizmiştir. Katılımcılar sadece dili nasıl konuşacaklarını bilmenin yerine, dili analiz etmede daha yeterli olabileceklerini belirtmiştir.

### **Farklı Boyutlardan Kimlik Gelişimi**

Bu araştırmada öğretmen adayları on altı haftalık eğitim programı boyunca, farklı sınıf içi eğitici uygulamaların bir dil öğretmeni olmaya yönelik görüşlerini nasıl şekillendirdiğini paylaşmıştır. Katılımcıların kimlikleri mevcut öğretme ve öğrenme tecrü-



belirlerinden de etkilenmiştir. Bu öğretmenler ileride yapacakları bu meslekle ilgili uygulama, beceri, bilgi, görüş ve değerlere ilişkin iç görü kazanmıştır. Daha da önemlisi, katılımcıların kimlik gelişimi onların geçmişleri, öğrenme yaşantıları, okuldaki ve toplumdaki geçmiş tecrübelerine kadar dayanmaktadır.

#### *Kültürel Farkındalık ve Duyarlılık*

İki dilli/İDİ sınıfında öğretmenler dersin yanlı olmamasını sağlamak için farklı kültürel sorunlara vurgu yapmak zorundadır. Katılımcılar anadili konuşan ve konuşmayan akranları ile olan etkileşimlerinin, kültürel farkındalık ve duyarlılığa sahip olmanın önemini fark etmelerine yardımcı olduğunu belirtmiştir. İki dilli/İDİ öğretmenleri her bir bireyin kültürel geçmişini ve dilbilimsel farkındalığını anlamaya başlamıştır.

#### *Kendini Konumlandırma*

Bu araştırmada ders eğitimi ve etkileşim öğretmen adaylarının öğretmen kimliklerini tekrar gözden geçirmelerini sağlamıştır. İki dilli/İDİ öğretmen adayları, iki dilli bir öğretmen ya da bir İDİ öğretmeni olabilmek için bir ölçüt olarak hala etnik kimliklerine güvenmektedir. Ancak eğitim derslerinin ardından etnik kimlikleri şekillenmiş ve yeniden konumlandırılmıştır.

Katılımcıların büyük bir çoğunluğu bir İDİ öğretmenin niteliklerini onun eğitimi ve bilgisinin belirlediğini ifade etmiştir. Katılımcılar anadilleri İngilizce olmasa da, İDİ öğretmeni olmayı başarabileceklerine ve İngilizceyi öğretebileceklerine inanmıştır. Katılımcılar, eğitim sürecinde, kendini konumlandırma ve kendini tanıma sürecini deneyimlemiştir.

#### *Tartışma*

İlk araştırma sorusu kapsamında, bir öğretmen yetiştirme programı, bir yandan güçlü bir öğretmen kimliğini cesaretlendirirken, bir yandan da dil öğretmenin öğretici stratejilerini geliştirmesine katkı sağlayacak farklı yöntemleri içermelidir. Hem anadili konuşan hem konuşmayan katılımcılar geleceğin iki dilli/İDİ öğretmenleri olarak farklı güçlü özelliklere sahiptir. Katılımcılar hem dilbilimsel hem de kültürel olarak farklı zorluklar ile baş etmek zorundadır. Ancak hepsi kendine özgü avantajlara sahiptir ve geleceğin İDİ eğitimi için her biri çok kıymetli değerlerdir. Ders okuma materyalleri, akran etkileşimi, özel öğretim tecrübeleri ve yansımaların ardından elde edilen bulgular, Norton'un (1997) önerdiği kuram ile tutarlılık göstermektedir. Öğretmen adaylarının kimlikleri dünya ile olan ilişkilerine göre şekillenmektedir.

İkinci araştırma sorusu için, iki dilli/İDİ öğretmen adayları iki dilli/İDİ öğretmeni olma sürecindeki hazırlıklarını incelemiştir. Örneğin öğrenciler iki dilli/İDİ öğretmeni olarak kendi niteliklerini incelemiştir. Katılımcılar anadili konuştukları için iki dilli/İDİ öğretmeni olmaya güdülenmiştir; ancak katılımcılar nitelikli iki dilli/İDİ öğretmeni olmak için farklı açılardan düşünmeleri gerektiğini de görmüştür. Örneğin katılımcılar kültürel farkındalık, kültürel yeterlik, anadili konuşan ve konuşmayan iki dilli/İDİ öğretmenleri olarak kendi güçlerini görme gibi farklı kişilik özellikleri geliştirmiştir. Bu araştırma öğretmen adaylarının kültürel geçmişleri ve ana dilleri ne olursa olsun, bir kez iyi eğitim aldıktan sonra İngilizce öğrenen kişilerle çalışabileceğini gös-

termiştir. Bu araştırmada katılımcılar farklı boyutlarla olan etkileşimler yoluyla gelecekteki mesleki bağlamları ile yeni bir ilişki kurmuş gibi görünmektedir.

### **Sonuç**

Verilerden elde edilen kanıtlara göre, iki dilli/İDİ öğretmen adayları gelecekte bir İDİ öğretmeni olarak sahip olacakları rolleri yapılandırmış, yeniden yapılandırmış ve bu rollerin farkına varmıştır. Nitelikli iki dilli veya İDİ öğretmeni yetiştirebilmek için göz önünde bulundurulması gereken birçok etken bulunmaktadır. Sosyokültürel bakış açılarına göre öğrenme düzenleme, etkileşim ve akranlara destek olma yoluyla gerçekleşmektedir. Öğrenenler kendi öğrenme ortamlarının aktif yapılandırıcılarıdır. Akran etkileşimi ve eş-yapılandırma öğrenenleri, geleceğin eğitimcileri olarak geliştirmek ve farkındalık sahibi olmak için artan olanaklar sağlayabilmektedir.

Bunlara ek olarak, bu araştırmadan elde edilen bulgular öğrenme sürecinin temel olarak sosyal bir süreç olduğunu desteklemektedir. Sosyokültürel bakış açısı da bunu belirtmektedir. İki dilli/İDİ öğretmen adayları bir öğretmen olmaya yönelik algılarını ifade ederken yeterliklerine, bilgilerine ve sınıf arkadaşlarıyla olan ilişkilerine odaklanmıştır. Bu yüzden, öğretmen adaylarına farklı öğrenme yöntemleri sağlanmalıdır. İkincisi, bir öğretmen adayının kimliği zamanla değişmektedir. Öğretmen adayları kendilerini ne bildiklerine göre algılamaktadır fakat sonrasında kendilerini incelemek ve İngilizce öğrenenler için nitelikli bir öğretmenin ne gibi özelliklere sahip olması gerektiğini anlamaya çalışmaktadır.

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