Türk İngilizce Öğretmeni Eğitimcilerinin Deneyimledikleri Zorluklar ve Uyguladıkları Stratejiler: Fenomenolojik Bir Çalışma[*]

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Makale Bilgisi	ÖZET
Geliş Tarihi: 04.10.2021	Alan yazınında yıllardır yer alan etkili öğretmen eğitimi araştırmaları, yeni odağını öğretmen eğitimcilerine kaydırmıştır. Türkiye'de aktif olarak çalışan Türk İngilizce öğretmenliği eğitimcilerinin yaşadıkları zorlukları, bu zorlukların altında yatan nedenleri ve bu zorlukların üstesinden gelmek için uygulanan stratejileri görmek için bu araştırmanın amaçlı örneklemini 35 gönüllü öğretmen eğitimcisi oluşturmuştur. Bu fenomenolojik çalışmanın nitel analizi için açık uçlu sorulardan oluşan bir anket ve ve yarı yapılandırılmış görüşmelerden edinilen veriler ile bu fenomenolojik çalışmada içerik analizi yapılmıştır. Araştırma sonuçlarına göre, öğretmen eğitimcilerinin kariyerlerinin başında çoğunlukla öğretim stratejilerinde zorluklar yaşadıkları, ancak kariyerleri boyunca fazladan sorumlulukları yönetmenin onlar için devam eden bir zorluk olduğu ortaya çıkmıştır. Altta yatan nedenler olarak destek eksikliği ve öğretim deneyimi bulunurken, öğretmen eğitimcilerinin destekleyici stratejiler olarak danışma ve araştırmayı kullandıkları bildirildi.
Kabul Tarihi: 08.11.2021	
Basım Tarihi: 30.12.2021	
	Keywords: Öğretmen eğitimcileri, zorluklar, sebepler, stratejiler, olgubilim
	Makale Türü: Araştırma Makalesi

Turkish EFL Teacher Educators' Experienced Challenges and Applied Strategies: A Phenomenological Study

Article Information	ABSTRACT
Received: 04.10.2021	Research on effective teacher education, which has been in the field literature for years, has newly shifted its focus to teacher educators. In order to see the challenges experienced by Turkish EFL teacher educators actively working in Turkey, the underlying reasons for these challenges, and the strategies applied in overcoming these challenges, 35 voluntary teacher educators comprised the purposive sample of this research. For the qualitative analysis of this phenomenological study, content analysis was carried with a questionnaire consisting of open-ended questions and semi-structured interviews. According to the research results, it was revealed that teacher educators had challenges at the beginning of their careers, mostly in instructional strategies, yet managing extra responsibilities has been an ongoing challenge for them throughout their careers. While lack of support and teaching experience were found as the underlying reasons, the teacher educators reportedly used consultation and research as supporting strategies.
Accepted: 08.11.2021	
Published: 30.12.2021	
	Keywords: Teacher educators, challenges, reasons, strategies, phenomenology

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1.INTRODUCTION

> *"…English language teacher educators teach educators. They've been sort of forgotten in the equation, haven't they? I mean, that we've always talked about, uh, for example, pre-service teachers, in-service teachers' practicum is that, but their teacher education has been sort of left behind so to speak. Uh, but I think we've got a very important role in that, a very important balancing role..."*
>
> ***A participating teacher educator***

Teacher educators who could not find a place for themselves in the literature for a long time (Izadina, 2014) and stood in the shadow of first-order teachers (Murray, 2008; Murray & Male, 2005) have progressively been a significant group of figures in the recent literature (Boyd & Harris, 2010). For decades, many studies in the field of English language teaching have focused on effective teaching methods, instructional techniques, and the psychology of teaching (Byram, 2002; Cook, 2016; Crandall, 2000; Johnson, 2017; Kumaravadivelu, 2006). For effective teaching, the importance of investing in in-service teachers and student teachers has been highlighted. Korthagen (2001) advocated the significance of the teaching practices of student teachers in teacher education pedagogy. However, the question of who would guide and lead these student teachers or who would train the teachers in the field to have more effective teaching practices had heretofore stood out (O'Hear, 1988). Starting with Lanier and Little (1986), the necessity of focusing on teacher educators to have effective teacher education has become salient. While Golan and Fransson (2009) drew attention to the similarities between teachers and teacher educators, Murray and Male (2005) sharply distinguished the differences between first and second order teachers as the former referring to teachers who teach students and the latter referring to teachers who teach teachers. Berry (2007), Lunneberg et al., (2009), and Lunenberg et al., (2014) have also agreed on these teaching orders suggested by Murray and Male (2005).

The discussions on the definition and characteristics of the teacher educators preceded the thorough scrutinization of the becoming journeys of teacher educators. The studies revealed that this journey fashionably started as a result of a shift from being a teacher to becoming a teacher educator. This transformation has been reported to reveal many challenges and professional problems. Murray and Male (2005) asserted that teachers, who were not aware of the change that the different orders of teaching would bring about, confronted several problems when they transitioned to working as teacher educators. Pajares (1993) put another view into the challenges experienced by teacher educators who had previously been a teacher: these first-order teachers would assume they had the required knowledge base; thus, they might fail to update themselves when it came to searching for novelties regarding the classroom environment. Their naturally formed habit of mirroring what their teacher did when they were students perpetuates the phenomenon of apprenticeship of observation. As cited in Borg (2004), Lortie (1975) explained this phenomenon with the preconceptions student teachers form by observing the frontstage acts of their teachers. However, the lack of backstage observation drives novices to fail in noticing their limited professional/pedagogical knowledge. In contrast, Lave and Wenger (1991) advocated situated learning in which learning would occur by participating in communities of practice and benefiting from the experiences and guidance of the community members. Thus, to mitigate the ad hoc professional and personal knowledge building process, situated learning theory (Anderson & Reder, 1986) and community of practices (Lave & Wenger, 1991) are advocated in the literature by many scholars (e.g. Dengerink, Lunenberg, Kools, 2015; Guillen & Zeichner, 2018; Lunenberg et al., 2007; Safi et al., 2020).

As for the reasons driving the teacher educators to embody apprenticeship of observation, the study conducted by Ping et al., (2018) pointed out the lack of knowledgebase. In their review of the studies conducted between 2000-2015, Ping et al., (2018) found the lack of a sound knowledge base necessary for teacher educators, the existence of different sources from which teacher educators learn, and the presence of extrinsic and intrinsic motivation of teacher educators to learn. Izadinia (2104) conducted another review study providing the literature with an in-depth understanding of the challenges teacher educators experience, and in this study, she reviewed fifty-two papers to determine the challenges and tensions experienced by novice teacher educators, the factors impacting the professional identities of these teacher educators, and the elements an induction program should include. As a result of the review study, the researcher suggested that novice teacher educators possess negative opinions about their own capabilities and identities. Supportive activities were observed to be fortifying the teacher educators' formation of professional identities and enhancing the transition process. Additionally, the

study suggested an effective induction model to include learning communities, supportive professional environment, and boosting teacher educators' research and reflective activities in meaningful contexts.

In search of understanding the challenges teacher educators had in forming their professional identities, Murray and Male (2005) interviewed 28 teacher educators who transitioned from first-order teaching to second-order teaching relatively recently. As a result of their study, they found that teacher educators who were previously successful in their first-order teaching career experienced challenges in forming a pedagogy for higher education and actively producing research in the first three years of their profession as teacher educators.

Although the literature is full of several isolated studies on teacher educators worldwide, the review studies painted the picture for the stakeholders and interested parties to have an in-depth understanding of the research trends on and the status of teacher educators. However, the number of studies on teacher educators, particularly on the foreign language teacher educators, is reported to be scarce in Turkey, which explains the absence of any Turkish studies in the review studies. Izadinia's analysis, to exemplify, includes the review of fifty-two papers, yet the distribution of the papers across the world includes no Turkish context-specific study.. Murray and Male's and Ping, Schellings, and Beijaard's studies also showcased the same situation. When earlier studies on language teacher educators in Turkey are traced back, Çelik (2011) stated the scarcity of the number of teacher educator-focused studies in Turkey, and Ataş (2018) mentioned the same dearth of research in his thesis study, which showed that the attention and research on this issue kept its stability.

In line with the observed gap in the literature, this study aims to find out the challenges the Turkish EFL teacher educators experience, the underlying reasons for these challenges, and the strategies they applied to overcome these challenges. Thus, this study seeks answers for the following research questions:

1) What are the challenges the Turkish EFL teacher educators experience?
2) What are the underlying reasons for the challenges experienced by the Turkish EFL teacher educators?
3) What are the strategies the Turkish EFL teacher educators apply in overcoming the experienced challenges?

2.METHODOLOGY

The current study is a part of a doctoral thesis to be published by the first author under the supervision of the second author. The thesis focuses on providing an induction model for teacher educator candidates in enriching their growing awareness of becoming a teacher educator. Although the data used in the current study is a part of the whole data pack of the thesis; the aims, methods, and data analysis differ in nature.

This study aims to identify what kind of challenges Turkish EFL teacher educators experience, what the underlying reasons for these challenges are, and what strategies Turkish EFL teacher educators apply to overcome these challenges. Thus, as the nature of the study focuses on the experiences of the teacher educators, the phenomenology method of qualitative approach is applied. Patton (2020, p. 278) asserted that this method contributes to having an "in-depth exploration" of people's experiences as how people perceive and interpret their experiences is the main focus of phenomenological studies (Patton, 2014). In line with this, the experiences of teacher educators regarding the challenges, underlying reasons, and the strategies applied to overcome these challenges will be focused on as the phenomena. As Giorgi (2010) explains that this method investigates a particular subject, consulting to phenomenological research design serves best for the purpose of the study.

2.1. Participants

As for the participants, the study applied purposive sampling (Cohen et al., 2018) in finding and reaching out to the participants. Teacher educators who are currently working at English Language Teaching departments of universities in Turkey and have the experience of 'becoming and being a teacher educator' were invited to participate in this study. The invitation was extended via e-mail and WhatsApp groups upon getting the ethical permissions. The participants were informed about the aim, data collection, and data analysis of the study. Following the ethical procedures, 35 voluntary teacher educators were willing to fill in the open-ended questionnaire, and 5 of these participants volunteered to be interviewed.

The distribution of the participants showed that their age average was 44.8. Although the year of experience was equally distributed around 1-5 years, 6-10 years, 11-15 years, and 16-20 years, the number of the participants who had more than 20 years of career as teacher educators was almost equal to the total of the former groups. Table 1 displays the distribution of years of experience in detail.

Table 1.
The Distribution of Participants' Year of Experience as a Teacher Educator

Year range	n
1-5 years	7
6-10 years	4
11-15 years	4
16-20 years	4
20+ years	16
Total	35

In addition to the year of experience, the teacher educators' department of graduation was also analyzed as it was believed to be an essential factor in understanding the reasons for the stated challenges. The distribution of their department of graduation is displayed in the table below.

Table 2.
The Distribution of the Participants' Department of Graduation

Department of graduation	n
English Language Teaching	31
Language and Literature	2
Linguistics	1
Other	1
Total	35

Lastly, to have an in-depth understanding of the backgrounds of the participants, the places of their work experiences were deduced from the open-ended questionnaire as tabulated in Table 3.

Table 3
The Distribution of the Participants' Workplace Experiences

Workplace	n
ELT Departments	35
Preparatory Schools	17
State University	22
Private University	4
High School	10
Secondary School	7
Primary School	5
Kindergarten	2
Private Language Institution	10
Other	1

Among the 35 participants, 20 of them had teaching experience outside the ELT departments. Only 5 of the participants taught at five different school levels, including English language teacher training. Twenty-three of the participating teacher educators had the experience of teaching to university-level students only.

2.2. Data Collection and Analysis

Data came from an open-ended questionnaire and semi-structured interviews, the protocols for which were developed by the researchers. To form the questionnaire, firstly, the literature was reviewed and based on the challenges and foci of the studies, and in line with the current study's aims, the questions were presented to experts for their views. The two experts were experienced teacher educators in ELT departments. Upon inserting the questions on an online form generator, three volunteered teacher educators assisted in piloting the

questionnaire. In line with their input, the experts were consulted again for their opinions on the finalized version of the questionnaire which included scaled items, open-ended questions. The oral approvals of the experts provided guidance in preparing the second data collection tool, the semi-structured synchronous online interviews. The interview protocol which included the questions and structure of the interview were subjected to expert opinions and then piloting with the participation of two teacher educators. The average time spent on the questionnaire for the participants was 33 minutes; on the other hand, each one-to-one interview took approximately one hour.

As the study took part in the pandemic, the questionnaire was delivered to the participants using online forms, and the synchronous interviews took place on online video conferencing platforms. The participants were asked for their preference for the online platform to have the interview among the given options. Their preference was also consulted for the language of the interviews. In this respect, it is also vital to mention that the online interviews were recorded upon getting the interviewees' consent. All the interviews were held by only one of the researchers in order to refrain from any interview protocol difference, which would lead to unexpected variable occurrences. Upon having the interviews, the transcription process was immediately commenced, and visual elements were not included as some of the interviewees opted not to use the video function of the online interview platform.

The data analysis procedure commenced upon reaching the data saturation for the questionnaire and the semi-structured interviews. For this step, content analysis was conducted in which a nomothetic approach was followed for the deductive analysis of the qualitative survey data, while idiographic properties were induced from the interviews based on the participants' statements about their experience of the phenomenon. Two researchers were active in the analysis part, and inter-coder reliability was ensured upon coders' unanimity on the emerging themes and codes. The trustworthiness of the study is guaranteed with the triangulation of the data by using multiple data sources and with the validity by having peer analysis of the data (Cresswell & Poth, 2016).

3.FINDINGS

The content analysis of the open-ended questionnaire and the semi-structured interviews revealed three main themes in line with the research questions: the experienced challenges, underlying reasons for the challenges, and the strategies applied in overcoming these challenges. This section reports the details of these three themes and discusses these revelations in relation to the already existing findings in the literature.

3.1. Theme 1 – Experienced Challenges

When the challenges these participants experienced in their becoming a teacher educator process are analyzed based on the data gathered from the qualitative survey, the distributions presented in Table 4 were observed.

Table 4
The Challenges Experienced by the Turkish EFL Teacher Educators

Challenges in early years		Challenges now	
Challenge	**n**	**Challenge**	**n**
Instructional Strategies	21	Instructional Strategies	11
Classroom Management	11	Classroom Management	3
Domain Knowledge	11	Domain Knowledge	4
Other	9	Other	24

When the challenges the participating teacher educators experienced in the early years of their careers as teacher educators are examined, it is observed that the participants had challenges mostly in instructional strategies, and classroom management and domain knowledge were equally stated. However, a change in the distribution of the challenges is clearly evident as indicated in Table 4. Although, over the course of time, a drastic decrease in the frequency of challenges regarding instructional strategies, classroom management, and domain knowledge is observed, the increase in the 'other' category is remarkable. While teacher educators had challenges mostly in the instructional strategies in their early years as teacher educators, the most stated challenge they have now is classified under the 'other' category. When the teacher educators were asked about

the 'other' challenges they have/had, they listed them as 'extra responsibilities, time management, syllabus design, assessment, and slight age difference with the students.' To further elaborate, the quotation provided below is a remark of an experienced teacher educator on extra responsibilities as a challenge.

> "....when you're a professor, they give you all these extra jobs to do this sort of administrative jobs. And oh no, there's a meeting now here to do this and oh now this, so come in here and do this paperwork, and well, I hate that."

In addition to the administrative tasks, the participants also mentioned the 'favors' asked by their superiors while they had many responsibilities, including getting ready for the courses they were providing. As for another most stressed challenge teacher educators experienced, another participating teacher educator used an analogy metaphor in endeavoring to illustrate the challenge he experienced in preparing the syllabus:

> "...teaching and learning is just like mother and child issue. Okay? Poor mother prepares wonderful food for the baby, but will the baby eat? We don't know; it's just like chess. It depends on your move. You have, uh, your opponent's mood, and you reorganize the table again. Order food again."

The participants of the open-ended questionnaire revealed one similar strategy they had in preparing their syllabi before the start of the term when they were novice teacher educators, and this strategy was to get a book that is acknowledged by many in the field and go over it throughout the term. However, as the teacher educators stated, their reflective practices showed students' dissatisfaction with the course contents.

3.2. Theme 2 – Underlying reasons of the challenges

Upon identifying the challenges experienced by the teacher educators, the underlying reasons for these challenges were analyzed, and Table 5 displays the reasons ranked from the most influential to the least influential. The items in this table are deduced from the studies focusing on the teacher educators in the literature and the analysis of the priorly conducted interviews with novice and experienced Turkish teacher educators.

Table 5
Underlying Reasons of the Experienced Challenges

Reason/Challenge degree	1 (least influential)	2	3	4	5 (most influential)
Lack of expertise in the field-specific topics	25.7%	31.4%	14.3%	20%	8.6%
Lack of teaching experience	22.9%	20%	17.1%	8.6%	31.4%
Lack of support	5.7%	22.9%	31.4%	20%	20%
Lack of observation	17.1%	14.3%	28.6%	22.9%	17.1%
Extra responsibilities	5.7%	5.7%	25.7%	20%	42.9%

As evident in Table 5, the teacher educators attributed the challenges they had in their early years of being a teacher educator mostly to the extra responsibilities and least to the lack of expertise in the field-specific topics. This finding is in line with the responses given to the challenges experienced in domain knowledge. More than half of the teacher educators had no challenges in their domain knowledge throughout their career as a teacher educator. On the other hand, lack of teaching experience, lack of support, and lack of observation are also provided as influential in having challenges. In addition to these findings obtained from the qualitative survey data, semi-structured interviews provided concurrent data. The interviewed teacher educators mentioned the difficulty of finding and reaching out for support and guidance in syllabus design and instructional strategies. One of the interviewees mentioned how the idea of having support was non-existent in the early years of his career as a teacher educator. His statement, along with the translation of his statement, is as follows:

> "It was like that when I first started, just inexperience. Inexperience. That is, my own lesson, I will give it. I didn't ask anyone, so I created my course pack directly. The course pack was nice, it was good. But it might not have been good, for example... or I didn't need it [the support] too much with my own efforts. I was saying I would do it, I was saying I would do my best....to be honest, but of

course, if there would be more sincerity etc. in the academy, then it would be more effective, so we would ask [for support]."

As this particular teacher educator did not attempt to ask for any help or guidance, what he did while getting ready for the classes was applying the focused opportunistic approach in which, with each re-teaching, the teacher educator updated the course content and delivery (Nation & Macalister, 2010). The focused opportunistic approach in preparing the syllabus was indirectly mentioned in three other interviewees' statements as well.

3.3. Theme 3 – Strategies in overcoming the challenges

Following the analysis of the challenges and the underlying reasons, the strategies applied by the participating teacher educators were analyzed. The analysis procedure resulted in providing twelve categories and forty-nine codes. Table 6 displays these codes and the categories found under this theme.

Table 6
The Applied Strategies in Overcoming the Experienced Challenges

Category	n (per participant)	Code	n (per participant)
Professional Development (PD)	1	Attending PD events	1
Consultation	18	Consulting Colleagues	9
		Consulting Experts	2
		Consulting Internet	3
		Consulting Students	3
		Consulting Others	1
Reflection	3	Conducting Reflective Practices	3
Research	13	Engaging in Research	4
		Following Research	9
Balance	2	Establishing Work Balance	1
		Time Management	1
Academic Events	1	Following Academic Events	1
Experience	3	Gaining Experience in Time	3
Ignoring	1	Ignoring Extra Responsibilities	1
Technology	2	Integrating Technology	2
Observation	1	Observing	1
Support Provision	1	Providing Support to Students	1
Personal Growth	2	Resorting to Personality Traits	2
Ongoing Challenges	1	Still Struggling with Challenges	1
Total	**49**	**Total**	**49**

The findings on the applied strategies indicate that teacher educators mostly used consultation and research as the primary strategy for their experienced challenges. These strategies are associated with instructional strategies and domain knowledge in the narrations of the participating teacher educators. As the lack of support was among the most influential reasons for the experienced challenges, this finding explains how teacher educators solved this particular problem by getting support from either their colleagues, superiors, students, or research.

Upon identifying the strategies, the researchers also analyzed the challenges that teacher educators associated their strategies with in their narratives. The findings indicate that instructional strategies-related challenges were associated with seven strategies (codes), domain knowledge-related challenges with one strategy, and 'other' challenges as extra responsibilities and time management with five. It is worth mentioning that thirty-six of the strategies were not specified by the teacher educators in regard to the challenges. Although thirty-four of the participants shared the strategies they applied in overcoming their experienced challenges, one of them stated that s/he was still struggling in overcoming the challenge they experienced in time management caused by external factors.

"None! I have to teach heaps of courses and a huge number of hours per week due to lack of staff in my dept."

On extra responsibilities and time management, another participant stated the following remarks:

"As a matter of fact, if the teacher has an administrative duty, or I don't know if there is a lot of paperwork in the department, these are the things that slow down and tire the teacher."

4. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

In line with the aim of the present research, the researchers conducted a phenomenological study in which they processed content analysis of the Turkish EFL teacher educators' experienced challenges and strategies. The findings deduced from the qualitative survey and semi-structured interviews brought about three main themes: experienced challenges, underlying reasons, and applied strategies.

Regarding the experienced challenges, the Turkish EFL teacher educators' responses showed the challenges they had in the early years of their career and now are in different aspects. While teacher educators found instructional strategies the most challenging in the early years of their careers, it is not a challenge for them anymore in the later years. When asked for the underlying reason for this change, the teacher educators asserted that the teaching experience they had overtime assisted them in overcoming this challenge along with the other strategies they applied. On the challenges of forming pedagogical and practical knowledge in terms of covering what to teach and how to teach (Murray & Male, 2005), Russell (2007) stresses the value of experience and reflective practices in reaching the 'aha' moments as well. On the other hand, the most emphasized challenge the teacher educators currently experience was extra responsibilities. Dealing with administrative duties, excessive teaching hours, and research simultaneously are found to put teacher educators under stress, which has been a challenge throughout their careers and remained a problematic issue. In line with this finding, Loughran (2011) states the following:

"As a consequence, beginning teacher educators may well find themselves accepting high teaching loads (often explained away as a result of being positioned as good teachers) and inadvertently limiting their academic development and subsequent career prospects. Without appropriate induction into the academy, this may also lead to a form of exploitation that leads to ingrained work habits based largely around high teaching loads that ultimately reinforce a view of teacher education as lower status academic work." (p. 284)

This lack of time and unbalanced working hours refute what is proposed within the professional profile qualities put forward by Fransson and Gustafsson (2008) and by the Dutch Association of Teacher Educators. In their set of standards, for the work of teacher educators in organizations, they suggest well-balanced time management between work and private time. However, as the participants of this study put forward, this is hardly the case for Turkish EFL teacher educators. As for the underlying reasons for these experienced challenges, the results of this study show that extra responsibilities are the most influential ones. Other influential reasons were lack of support and lack of teaching experience. Although the necessity of supportive relations and environments is emphasized in several studies (Darling-Hammond & McLaughlin, 1995; Stevens, Kahne, & Cooper, 2006), the issue of not being able to receive the needed support in the teacher educators' initial teacher education careers is also highlighted in the related literature (e.g. Berry, 2008; Wenger, 1998; Williams et al., 2012).

On the other hand, the lack of teaching experience was found as another influential factor in building up challenges for Turkish EFL teacher educators. The related literature put forward the fact that the number of teacher educators who have no first-order teaching experience is too high to be underestimated (Kosnik et al., 2011). In his study, Smith (2005) also reached a finding similar to the results of the current study; the novice teachers and teacher educators believed the professional expertise of teacher educators lay in being experienced and competent in all teaching orders.

In overcoming the experienced challenges, the results of the study pointed out that the teacher educators engage themselves in seeking consultation and research to find solutions for the problems they face. A

substantial number of studies stress how especially novice teacher educators feel themselves frustrated and isolated while searching for support (e.g. Boyd et al., 2007; Knowles & Cole, 1994; Ling et al., 2000; Zeichner, 2005). Korthagen et al., (2005) highlighted how being a teacher educator "demands skills, expertise, and knowledge that cannot simply be taken for granted" (p. 107). Unfortunately, these teacher educators have had no mentor or induction program while becoming a teacher educator, unlike the teacher educators Ling et al., (2000) reported in their studies. Searching for more knowledgeable others and contributing information, consequently, has led the teacher educators to consult colleagues, supervisors, and even their students along with the research on the experienced challenge(s). As Lunnenberg et al., (2007) stated the importance of teacher educators' engagement in lifelong learning, especially while being a role model for their students, the teacher educators participating in the current study proved their openness to forming their community of learning in their professional development (Cochran-Smith, 2003).

The Turkish EFL teacher educators' experienced challenges, the underlying reasons for these challenges, and the applied strategies were portrayed in the current study. The results indicated that Turkish EFL teacher educators' challenges in instructional strategies and extra responsibilities stem from lack of support and teaching experience. To overcome these challenges, the teacher educators opted for self-regulated learning in their professional development. Thus, they drew their pathways in reaching the needed information without an induction program or mentor, resulting in a trial-error process in which their reflective practices enabled them to try new paths. This opportunistic approach, for sure, shows the need for a standardized induction program for teacher educators to reflect on and to develop their professional qualities (Smith, 2003). Despite what the European Commission reported in 2013, Turkey has no set of standards except for the ones set by the Turkish Higher Education Council or induction program for the teacher educators. A multicultural induction program based on the needs of teacher educators in different contexts and levels is highly needed in supporting the teacher educators' initial and ongoing careers. Future research and collaboration on identifying the identities of Turkish EFL teacher educators, their roles, needs, and transition process would be of great importance in enhancing the professional development of teacher educators and reaching effective teacher education. Lastly, as the current study examined the teacher educators' challenges, reasons, and strategies by following a qualitative approach, quantitative studies including scales on teacher educators would be contributory to the understanding and generelisability of the significant issues on teacher educators by including more participants and stakeholders.

Research and Publication Ethics Statement

The necessary ethical permissions for this manuscript are received from Gazi University Ethical Commission in the spring semester of 2021. All participants were informed about the study focus, data collection process, and for which purposes the data would be used. The participants were aware they could withdraw from the study at any time. Upon stating their consent in participating the study, the data was gathered from them and analyzed. Thus, the authors certify that the study was conducted by following ethical considerations.

Contribution Rates of Authors to the Article

This study is conducted as a part of the first author's doctoral thesis study; the second author is her thesis supervisor. Thus, the contribution rates of the authors are %90 for the first author and 10% for the second author.

Statement of Interest

The authors of this study certify that they have no financial or non-financial interest in using the discussed data and publishing this study. This study is written solely for academic purposes and as a contribution to the literature.

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6. GENİŞLETİLMİŞ ÖZET

Alan yazınında öğretmen yetiştirme ve etkili İngilizce öğretim yöntemlerine yoğun bir ilgi olmasına rağmen İngilizce öğretmeni yetiştirmede büyük öneme sahip olan öğretmen eğitimcilerine çok az yer verilmiştir. Bu önemli figürlere yer veren birçok yabancı alanyazında yer alan çalışma ikinci düzey öğretmen olarak da adlandırılan öğretmen eğitimcilerinin oluş sürecine ve öğretmenlikten öğretmen eğitimciliğine geçiş süreçlerine odaklanmaktadır. Nitel ve anlatı desenine sahip olan bu çalışmalar öğretmen eğitimcilerinin özellikle geçiş süreçlerinde yalnız ve hüsrana uğradıklarına yönelik bulgular sunmuşlardır. Öğretmen eğitimcilerine yönelik onları öğretmen eğitimcisi olma sürecine hazırlayacak bir programına olan ihtiyacın vurgulandığı bu çalışmaların sonucunda öğretmen eğitimcilerine yönelik standartlar belirli bağlam ve ülke özelinde belirlenmiştir. Ancak, Türkiye'de sınırlı sayıda olan öğretmen eğitimcileri üzerine olan çalışmalarda ise öğretmen eğitimcilerinin rolleri ve öğretmen eğitimcilerine yönelik standartların eksikliği ile bu alanda kapsamlı çalışmalara ihtiyaç olduğu vurgulanmaktadır. Bu çalışmada ise, ilk yazarın doktora tezinin bir parçası olarak ikinci yazar olan danışmanı ile beraber üniverste tabanlı İngilizce öğretmen eğitimcilerinin yaşadıkları zorluklar, bu zorlukların sebepleri ve öğretmen eğitimcilerinin bu zorlukları aşmada kullandıkları stratejiler incelenmiştir. Bu doğrultuda bu mevcut çalışmada aşağıdaki araştırma sorularına cevap aranmıştır:

1) Türk İngilizce öğretmeni eğitimcilerinin yaşadığı zorluklar nelerdir?
2) Türk İngilizce öğretmeni eğitimcilerinin yaşadığı zorlukların altında yatan sebepler nelerdir?
3) Türk İngilizce öğretmeni eğitimcilerinin yaşanan zorlukların üstesinden gelmek için uyguladığı stratejiler nelerdir?

Nitel araştırma desenine sahip olan bu çalışmada fenomenolojik araştırma modeli uygulanmıştır. 35 gönüllü öğretmen eğitimcisinden oluşan amaçlı örneklemden alınan açık uçlu anket ve 5 gönüllü öğretmen eğitimcisi ile yürütülen yarı yapılandırılmış görüşme verileri kullanılmıştır. Etik izinlerin alınmasının ve bilgilendirilmiş rıza formunun katılımcılar tarafından gönüllü olarak doldurulmasının ardından Türkiyedeki üniversitelerin İngilizce Öğretmenliği bölümlerinde aktif olarak görev yapmakta olan öğretmen eğitimcilerine ulaşılmış ve araştırmacı tarafından hazırlanan ve uzman görüşü alınıp pilotu iki öğretmen eğitimcisi ile uygulanan açık uçlu anket çevrimiçi olarak gönüllü katılımcılar tarafından doldurulmuştur. Mevcut nitel çalışmadaki güvenilirliğin sağlanması amacıyla üçgenleme adımı olarak gönüllü öğretmen eğitimcileriyle yarı yapılandırılmış görüşme yapılmıştır. Bu yarı yapılandırılmış görüşmeler çevrimiçi olarak gerçekleştirilmiş ve katılımcıların isteği üzerine görsel veriler görüşme verilerine dahil edilmemiştir. İlgili görüşme için hazırlanan görüşme protokü tıpkı açık uçlu anket aracında olduğu gibi uzman görüşü ve 2 öğretmen eğitimcisi ile yapılan pilot uygulamanın ardından asıl katılımcılar ile gerçekleştirilmiştir. Toplanan nitel verilerin analizinde içerik analizi uygulanırken, bu veriler iki araştırmacı tarafından temalar ve kodlar oluşturularak analiz edilmiş ve kodlayıcılar arası güvenilirlik incelenmiştir.

Elde edilen nitel veri analizi sonucundaki bulgular İngilizce öğretmen eğitimcilerinin yaşadıkları zorluklar, sebepleri ve zorlukları aşma stratejileri olmak üzere üç tema altında gruplandırılmıştır. Öğretmen eğitimcilerinin yaşadıkları zorluklarda, kariyerlerinin ilk yıllarında daha çok öğretim stratejilerinde zorluk yaşadıkları ancak kariyerleri boyunca fazladan sorumlulukları yönetmenin onlar için devam eden bir zorluk olduğu ortaya çıkmıştır. Deneyimlenen zorlukların altında yatan sebepler ile ilgili olarak nitel veri analizi sonucunda elde edilen bulgular destek eksikliğini, öğretim deneyimi eksikliğini ve gözlem eksikliğini işaret etmiştir. Bu zorlukları aşmada ise

öğretmen eğitimcilerinin başlıca danışma ve araştırmaya başvurdukları bulunmuştur. Araştırma sonucunda elde edilen bulgular ilgili alanyazında yer alan çalışma sonuçları ile benzerlik göstermekle beraber Türkiyedeki öğretmen eğitimcilerinin kariyerlerinin ilk başlarındaki ve sonrasında yaşadıkları zorluklar öğretmen eğitimcilerinin oluş süreçlerinde desteğe ve deneyime ihtiyaç duyduğunu göstermiştir. Bu doğrultuda, araştırmanın sonucunda, Türkiyedeki İngilizce öğretmeni eğitimcilerine yönelik kapsamlı ve/veya nicel araştırmaların yapılması, oluş süreçlerinde öğretmen eğitimcilerini destekleyecek hazırlık süreçlerinin sunulması, öğretmen eğitimcilerinin sahip olduğu fazla sorumlulukların dengelenmesine yönelik çalışmalar önerilmekedir. Bunların yanı sıra, öğretmen eğitimcilerinin deneyimledikleri zorlukları azaltma amacıyla Türkiye bağlamına uygun olarak öğretmen eğitimcilerine yönelik standartların geliştirilmesi de önerilmektedir.